CHAPTER I

INTRODUCTION

1.1 The Background of the Study

ASEAN Eonomic Society (MEA) demands every citizen improve their skill in English. It means that the competitor in looking for jobs not only come from Indonesia but from the other country in ASEAN. If we don't have the skills of course we will lose. Language, of course be the first skill that we should imporve. And to improve the skill in English, of course education influences this.

Indonesia ranked at 60 out of 120 countries in the world based on the Education for all Development Index (EDI) data in 2010 (UNESCO, 2012). The value of EDI standard consists of 4 component, they are universal primary education, adult literacy, gender parity and equality, and quality of education. It proves the low quality of Indonesia's education. Implementation of the curriculum can be seen directly through the process of teaching and learning in schools in Indonesia. Level of education in Indonesia starts from elementary school, junior high school,senior high school,and university, have to be carry out in accordance with the applicable curriculum so as to achieve the learning objectives perfectly.

Language has became the way in communication. Since the past language is connected between human. Start with body language, sounds, pictures or ilustrates until the language like we use right now. Without language, human can't do the interaction well.Lewis and Slade (1994:27) states that language is a system which gives resourse for people to assign meanings to words, sentences and discourse structure, by virtue of being used in interaction.

Language has became the key in every aspects of life such as religion, culture, social, law and economy. Nowadays, every country and region has their own language. But to avoid the misunderstanding needs the one language. So, each country has one mother language like Indonesia has Indonesian language. Technology development also make possible for every people from different country to communicate and interact. Until now, English has became the international language. Because, learn English is not really difficult and many countries use English as their mother language.English has became the second language in some countries such as Malaysia and Singapura. But in Indonesia, English still as foreign language eventhough children in Indonesia has learnt it since elemantry school. Almost in every application job demands the applicants to use English passive or active. So, each citizen must learn English.

Language consists of fourth skills, they are writing, reading, listening and speaking. A textbook should have these fourth skills. Inside the textbook has the text with some genres, conversations, scripts and exercises that is used in teaching learning process. In using textbook, teacher should understand it, And the language in English textbook should be used the right.

Learning process cannot be separated from learning material or learning media. The material that used by the teacher as the rule in teaching and also for students is textbook. Textbook is produced by publishers are prepared in accordance with a set. To help students understand the English language, the use of vocabulary in textbooks must be right. If it is appropriate, then the students should be able to interpret the exact words. In learning language, it requires a good understanding to interpret the meanings that contain in

thesentences. As an international language, English has a large vocabulary which often confuses students in understanding the language. The size of vocabulary in English language is larger than Indonesian language.They believe that grammar is more important than vocabulary. Meanwhile, learning vocabulary can be considered as a first step and an essential part to master a foreign language Ghezelseflou & Seyedrezaei (2015:9).

Systemic Functional Linguistics (SFL) is a study of language that views language as two characteristics, systemic and functional. It is systemic because SFL uses theory of meaning as a choice, by which a language or any other semiotic system is interpreted as networks of interlocking options Halliday (1994: 14). It emphasizes meaning as the fundamental element in analyzing language. Language is also functional because it is designed to account for how language is used.

More vocabularies are making our English better. Many things that students learn in vocabularies start from the meaning, structure, sound, part of words and collocation. In connecting the word and has meaning, word can notstand alone. Students have to collocate the word with other words. Each language has different collocation. It makes the sentence that students use unnatural sound. In a textbook consists of some texts, sentences, clauses until words. To understanding a text,students should understand form the smallest unit in a text.These kinds of collocations confuse students since it does not have the same meaning as Indonesian collocation.

Collocation confuses the students in Indonesia because it does not have the same meaning as Indonesian collocation. To be familiar with that forms of collocations, students must read a lot. By analyzing the collocation that is used in

the English textbook, the student will understand the true meaning of the text in the textbook, so the students do not have any difficulty in interpreting them.

From Textbook, students will find so many collocations which sometimes do not appropriate or difficult to know the meaning because students do not use it in daily language. If the students don't have the linguistic comprehension, students will find the difficulties in understanding the words and the whole text also.

For that reason, the writer chooses this title about "Discourse Markers of Collocation in English Textbook of Grade X in the Senior High School" to analyze collocation in the narrative text, Recount Text, and Descriptive Text of English Textbook. Because the understanding and using the collocation will impact in understanding the whole text in the textbook.

1.2 The Problems of the Study

Based on the background of study above, the problems of study are formulated as follows :

1) What types of collocation are used in the English textbook of grade X in the Senior High School?

2) What are the most dominant types of collocation used in the English textbook of grade X in the Senior High School?

1.3 The Objectives of the Study

The objectives of the study are :

1) To describe the types of collocation in English textbook of Grade X in the Senior High School

2) To describe the dominant type of collocation is used in English textbook of Grade X in the Senior High School.

1.4 The Scope of the Study

Discourse Marker is sub unit from interpersonal function and it connects with Systemic Functional Grammar. Beside it, Collocation covers in two types, they are Grammatical Collocation as well as Lexical Collocation.This study is focused to analyze Discourse Marker in collocation of both Grammatical Collocation and Lexical Collocation in English textboox of Grade X Senior High School from some publishers.

1.5 The Significances of the Study

The writer hopes that the reader will have benefits in English teaching learning process, especially in teaching writing skill. There are two kinds of benefits in this research, theoretically and practically.

1.5.1 Theoretically

This research introduces the discourse marker of collocation in English textbook for X grade and it helps students to be aware of learning collocations, in learning English skill, especially writing skill. The researches finds to add the study on teaching writing skill.

1.5.2 Practically

a) For sStudents : to enrich their understanding of discourse marker and also the collocation.

b) For Teacher : they can teach appropriate Discourse Marker to use of collocation in english textbook.

1.5.3 Researcher

This research hopefully can be used as references for the next researcher and becomes the good sources for the teachers to build a good relationship with their students in classroom activity.

CHAPTER II

REVIEW OF LITERATURE

2.1.Theoritical Framework

In conducting a Research, Theories Are needed to explain some concepts applied.The theory of discourse Marker and collocations that both reader and writer and same perception.The Following ideas uses in this Research as follow:

2.2 Language Function

Language functions exist in both oral and written communication. Eggins (1994:7) states that systemic functional linguistic claims that language and context are interrelated and that language use is sensitive to context. In order to understand how people use language and need to consider the contexts of language. Holmes (2001:259) states that there are some function of language;Referential function,Directive function, Expressive function,Metalinguis tic function.

Language is a system can serve a variety of purpose and can be organised into meta-functions. Halliday (1995:26) states that language has three main meta-functions. These are; ideational function,interpersonal function,textual function.we can see to some linguistics that divide function of language into some kinds like Leech in (2004:4-5) divides functions of language into five functions. They are informational functional (this function uses language as a tool to carry information),directive function (used language to influence the behavior or attitude of the hearer), asthetic function (the use of language to create an aesthetic effect.

2.3 Linguistics

Linguistics is the scientific study of language. In contrast to other language-related disciplines, linguistics is concerned with describing the rule-governed structures of languages, determining the extent to which these structures are universal or language-particular, positing constraints on possible linguistic structures, and explaining why there is only a fairly narrow range of possible human languages.Gillard (2003:727) states that linguistics is the adjective connected with language or the study of language. Lim (1975:3) states that linguistics is the scientific study of language. Linguistics has also the framework or theoretical methods that could be categorized as the scientific method.

Linguistics is the science that describes and classifies language. The linguistics identifies and describes the units and patterns of the sound system, words, morphemes, phrases, sentences that is the stucture of language (Robbert 1964:11).Bauer (2012:3) states that Linguistics is the word meaning 'relating to language' as well as the word meaning 'relating to linguistics'". From this definition that given by Bauer, it can be conclude that linguistics has a close relation to language. These two items, Linguistics and language, are very closer. It means that both of them cannot be devined. If talking about Linguistics, it means talking about them and vice vera. Cook (2002:20) states that Linguistics is the academic discipline concerned with the relation of knowlage about language to decision making in the real world". It means that Linguistics is the science that studies about language. Carnie (2002:4) states that Linguistics is also a banch of cognitive science. Linguistucs is the important thing to be lerned in order to increase the ability to think.

Based on the definition of the experts above, the writer conclude that, linguistics is the study of how the human to use the language in communication in their life.

2.4 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL), or also known as Systemic Functional Grammar (SFG), is a theory which is advocated by Halliday(2004:3). Many different perspectives are provided in this theory comparing to the traditional grammar. The most prominent difference between both theories is that in SFL, categories are made based on the functions of each constituent, not only based on merely the parts of speech of each word. Moreover, SFL also has its own idea about text and context.

Halliday and Hasan say that people speak and write in text. The term text' it self refers to "any instance of language, in any medium, that makes sense to someone who knows the language" 1976, in Halliday & Matthiessen, (2004:3). They 1985, in Butt et al. (2000:3) also argue that text is "language that is functional." From those definitions, it is clear that SFL views 'text' not in a traditional perspective of language which view 'text' as a written text. Instead, SFL views 'text' as any forms which carry meanings and which have certain purposes.

2.5 Metafunctions

There are three meanings which lie behind language, Eggins (2004:29) "Halliday's example of the role of Subject was used to demonstrate that each clause expresses not just one kind of meaning, but in fact three. Based on Halliday

the three main functions of language are called metafunctions, those are ideantional meaning, interpersonal meaning, and textual meaning.

2.5.1 Ideational Meaning

Derewianka (2011:13) states thatone important function of language is to enable us to represent what is going on in the world; to talk about our experience, to reflect on our observations, to share knowledge and ideas.Thus, ideational meaning is a meaning that concerns with how language functions to represent experiences, so the function of the clause is as representation.

Gerot and Wignell (1994:12) states that ideational meanings are meanings about phenomena-about things (living and non – living, abstract and concrete), about goings on (what the things are or do) and the circumstances surrounding these happenings and doings. These meanings are realized in wordings through participants, processes and circumstances. Meanings of this kind are most centrally influenced by the field of discourse.

2.5.2 Interpersonal Meaning

The basis of this research is interpersonal metafunction analysis which comes up from interpersonal metafunction of language. The interpersonal metafuncti on reflects the tenor parameter and enacts our personal and social relationships with other people. We interact with Morley(2000: 12); Halliday & Matthiessen, (2004: 30). It also reflects the fundamental types of speech role: giving and demanding in which the commodity being exchanged can be goods & services or information Halliday & Matthiessen(2004: 107).

Table 2.5.2
Speech Roles and Commodities in Interaction

Role in Exchange	Commodity Exchanged	
	(a) Goods and Services	(b) Information
(i) Giving	'Offer' Would you like this teapot?	'Statement' He's giving her teapot
(ii) Demanding	'Command' Give me that teapot!	'Question' What is he giving her?

2.5.3 Textual Meaning

Textual meaning is another type of the three metafunctions. Gerot and Wignell (1994:14) stated that textual meanings express the relation of language to its environment, including both the verbal environment- what has been said or written before (co-text) and the non-verbal, situational environment (context). Textual meanings explain how text is constructed in coherent and cohesive structure, and it is influenced by mode.

People communicate by conveying their thought on particular structures in clauses. The clauses give information of the speaker or writers' idea, so the function of the clause is as a message.

2.6 Grammar

People communicate with others in their interaction by uttering language. All languages have grammar. Gerot and Wignell (1995:2) states thatgrammar is a theory of language, of how language is put together and how it works.Grammar is important to be learned because grammar is a set of rules of language in describing how language works to make meaning. Subasini and Kokilavani (2013:1-2) states thatpeople who speak the same language are able to communicate because they intuitively know the grammar system of that language that is, the rules of making meaning.

Grammar is a study of wording, Leech et al (1982:4) states that grammar is a mechanism for putting words together, but we have said little about sound and meaning. Grammar is a study of words and word groups that form sentences in any language. Grammar can be divided into three main theories; they are traditional grammar, formal grammar, and functional grammar.

2.7 The Definition of Discourse Marker

Schiffrin (1987:31) states that defined discourse markers as sequentially dependent elements that bracket units i.e. nonobligatory utterance-initial items that function in relation to ongoing talk and text. I proposed that discourse markers could be considered as a set of linguistic expressions comprised of members of word classes as varied as conjunctions (e.g. and, but, or), interjections (oh), adverbs (now, then), and lexicalized phrases (y'know, I mean). Also proposed was a discourse model with different planes: a participation framework, information state, ideational structure, action structure, exchange structure.

Muller (2005: 1) states that argues that discourse markers are understudied phenomena in research .within SLA, where the applicants are non-native speakers learning English as a second orforeign language and not bilingual speakers having acquired English as children. Fraser (2009:296) states thatDiscourse marker only as asubcategory of pragmatic marker for those items which "signal a relation between the discourse segment which hosts them, and the prior discourse segment"Despite the terminological diversity, however, discourse marker seems to be the most frequent label.

Below follows a short list of definitions of Discourse Markers as presented by different scholars within the field. For this study, discourse markers

are defined as linguistic devices that signal the speaker's or writer's intention by signaling the relations of an utterance in a conversation or a text. Richards and Schmidt, as cited in khanghaninejad & Mavaddat (2015) mention : discourse markers includes adverbials (e.g, however,still), conjunction (e.g, and, but), and prepositional phrases (e.g, in fact)"

2.7.1 Type of Discourse Marker

Bruce Fraser (1988:27) states that discourse markers divides neatly into three primary subclasses: markers which signal aspects of topic change; mark-ers which signal the current discourse activity (e.g., explaining or clarifying), and markers which signal how the current message relates to an earlier part of the discourse (e.g., that it is parallel to, or contrasts with). I will treat them in turn.

(1) Topic Markers.

The first subclass contains two groups of markers: those which signal some sort of topic shift; and those which signal a refocusing on the current topic. The notion of "topic" is, at best, problematic. Some researchers write of sentence topic, others of utterance topic, while still others explore the notion of discourse topic.Although one might expect to find a discourse marker whose function is to signal an initial discourse topic, I have found none. When an initial topic is conveyed explicitly—and this isn't always the case—it appears to be as the result of an explicit suggestion (e.g., "I would like to talk to you today about your recent performance, Mr. Johnson"; "Let's begin with a discussion about your recent performance").

(2) Discourse Activity Markers.

The second subclass consists of discourse markers which signal the current discourse activity relative to some part of the foregoing discourse. These activities refer to types of discourse work such as explaining or summarizing, and not to the type of message (i.e., the type of illocutionary act) the speaker conveys through the utterance. I have identified 7 such activity types—surely not a complete list—and presented some representative examples, with each type labeled by a term suggesting the discourse work being done.

a)   Clarifying: by way of clarification, to clarify

b)   Conceding: admittedly, after all, all in all, all the same, anyhow, anyway,at any rate, besides, for all that, in any case/event, of course, still and al

c)   Explaining: if I may explain

d)   Interrupting: if I may interrupt, to interrupt, not to interrupt

e)   Repeating: at the risk of repeating myself, once again, to repeat

f)   Sequencing: finally, first, in the first place, lastly, next, on the one/other hand,second, to begin, to conclude, to continue, to start with

g)   Summarizing: in general, in summary, overall, so far, summarizing summi ng up, thus far, to sum up, at this point.

(3) Message Relationship Markers

The third subclass of discourse markers arethose which signal the relation-ship of the basic message being conveyedby the current utterance to some prior message.

2.8 The Function of Discourse Marker

Wei Sun (2013:21) states that discourse markers might facilitate comprehension of spoken text by acting as filled pauses. In this sense, discourse markers are very helpful to language learners in understanding the next.

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Bussman (1984) as cited is Sadeghi & Yarandi (2014:105) mentions : the use of discourse markers helps speakers develop language skills,feel more comfortable about their conversational skill, and allows speakers to collect their though before officially speaking.'' Wei Sun's theories concerns on how learners or readers comprehend the text through the function of discourse markers. In contrast, Busman's theory focuses on how speakers or writers improve their ability to produce languages through the function of discourse markers.

As cited in Trihartanti and Damayanti (2013:22), Schourup (1982) declares that discourse markers could be used to 'stabilize' conversation with different meanings so that there is no vacuum 'period' during the conversation and it makes the follow of conversation run smoothly. The conversation becomes more interesting, more understable, and ever more polite, and more powerful, because of the use discourse markers.In conclusion, Fraser (1988:27) as cited in siniajeva (2005) states that discourse markers have a lot of varietes functions which are commonly used. This theory is the most complete one because it takes both of the speakers or the writers and hearers or readers sides.

2.9 Characteristic of Discourse Marker

Castro (2009,60) as cited Brinton (1996) devides more characteristics of discourse markers :

1. Discourse Markers Are Predominantly A Feature Of Oral Rather Than Of Written Markers

2. .They appear with high frequency in oral discourse

3. They are short and phonoligacly reduced items

4. They may occur sentence initially,sentences medially and finally as well

5. They are considered to have little or no prepositional meaning, or at least to be difficult to specify lexically

6. As discourse markers may occur outside the syntatic structure or loosely attached to it,they have no clear grammatical function.

2.10 Classification of Discourse Marker

Sun (2013:21) states that Michael Haliday's functional, pragmatic approach to language help us understand the concept and classification of discourse markers.Previously, Halliday divides the meaning systems of language into three major systems of functions: ideational, interpersonal,and textual function.

First, the ideational function is concerned with the content of language prepositions that are either true or false, and it is representational, referential and informational. Second the interpersonal function is concerned with establishing and maintaning human relationships and it includes all that may be understood by the expression of our own personalities and personal feelings on the hand, and forms of interactions and social interlay with the other participants in the communication situation on the other hand. Third, the textual function is an essential for cohesive texts and for effectively conveying ideational and interpersonal meanings; it makes discourse possible by creating text. Halliday's meaning function in Sun (2013) classifies discourse markers into two categories: Textual &interpersonal.

2.11 The Ability of Discourse Marker

Discourse Marker have been taught in the primary school as well assecondary school for many years Yunus (2014:54). Sari (2014:5) states that children's early use of discourse markers may enable them to detect the communicative need to

develop a full understanding of the meaning of them. Sadeghi (2014:105) states that only few people are able to use discourse markers and speak fluently. It is because of beside the lack of word knowledge,stress and other factors, some of the problem orignate from insufficient information about discourse markers.

Rahayu (2015:21) states that written texts should employ interaction between the writes and readers. The flow of the ideas is clearly recognized and comprehend when the signals of the connection among sentences are provided by the writes. The use of discourse markers is connected to build cohesion of a text as well as coherence. Jalilifar (2008) as quoted by Rahayu (2015) states that discourse markers have a nice to enhase the quality of a piece of writing if they are used purposively and appropriately.

The more recent studies from Rahayu & Cahyono (2015:26) states that there are three problems that were used to investigate the writing in the relation to the use of discourse markers in their research:types of discourse markers are frequently used and how appropriateness & inappropriateness of discourse markers .

Finally, the results based on the three problem above is despite th ability of using common variants, students have a major problem in the wrong relation which is a case of misunderstanding the concept of a variant with the context. So, there are three evaluation for teacher to develop student's ability in using discourse markers which are: (1) the effective uses of discourse markers, (2) the student's awareness of using a higher number of variants of discourse markers, and (3) the student's understanding of how to use discourse markers in relation to the purpose of texts.

2.12 Innapropriateness of using Discourse Markers

Jalilifar (2018:114) as quoted by Rahayu and Cahyono (2015:21) states that discourse markers have a role to enhance the quality of a piece of writing if they are used purposively and appropriately. The use of discourse markers is connected to build connection of a text as well as coherence. Discourse markers are connected to the writer based concept because they are benefical to provide explicit clues to determine the interrelated ideas of a text.

Aidinlou & Mehr (2012) as quoted by Patriana (2012) states that the poor sense in building meaning in a text is a common phenomenon that is frequently found in the EFL (English as a Foreign Language) context. This is related to the student's problems in using discourse markers which are obvious since they are non-native writers who have different interpretation and comprehension of using various discourse markers in their essays. The obstacles that the students have are overusing, underusing, and misusing of discourse markers. The phenomenon of the students in misusing discourse markers diminishes the quality of their writing.

Furthermore, Urgelles-Coll (2010) states that declares that many variants of discourse markers are polysemy which means their meaning can be varied depending on what situation or context they are deployed. More general variants which are accetable in different relations of a particular types of discourse markers become the most favorable ones. Some variants can be placed in three different ways: in the beginning of, within, or in the last sentences. If it is in the beginning of a sentences, it should be followed with a comma because discourse markers are considered to be non-truth condition which means they are nothing to do with the preposition.

The analysis of appropriateness of the use of discourse markers deals with how discourse markers successfully connect two segments. On the other hand, the analysis of inappropriateness of the use of discourse markers deals with six misue patterns of discourse markers. This table of the misuse patterns of discourse markers below is used by reseracher to answer the problem number two.

Table 2.12.
Missue Patterns of Discourse Markers (Kao & Chen,2011)

No	Missue Patterns	Definition
1	Non-equivalent exchange	The use of discourse markers conveying the same textual relation in a interchangeable manner when they are not
2	Oversue	The high density of the occurrence of discourse markers
3	Surface logicality	The use of discourse markers to impose the logicality or bridge the gap among propositions when actually their existence does not
4	Wrong Relation	The failure of using a particular discourse markers to express a certain textual relation
5	Semantic incompletion	The lack of elaboration that makes a discourse marker less functional
6	Distraction	The unnecessary uses of discourse markers

1. Non-equivalent Exchange

    Non-Equivalent exchange discourse markers are used to convey the same textual relation in an interchange able manner when they are not. For example: Nowdays.information can be obtained from other's writting.

2. Oversue

    Kao and Chen (2010:310) states that the use of discourse markers can be categorized as overuse when it is occured after one another and in a sentences there are more than two discourse marker in a sentences which are considered unnecessary. For example: He communicative approach

proves not only practicable for junior, but also for senior.***However,*** only the junior forms were observed.

3. Surface logicality

Surface logic is a type of problem where people use discourse markers to impose logic to text. It also bridges the gap among prepositions where there is no relation between sentences.

4. Wrong Relation

Discourse markers that are found can be considered as a wrong relation of the use of particular discourse markers to express a certain textual relation failed Kao & Chen (2011:315). Wrong relation is a problem where the relation that exists between sentences.it can be attributed to the people's lack of understanding about the logical relationship within the units of discourse.

5. Semantic Incompletion

Semantic incompletion means the context where discourse markers are used needs more elaboration to make the discourse markers functional.

6. Distraction

Distraction means the contex of the sentencesof would be coherent without the use of the discourse markers or that use is reduntant. For example: Statistic show that there are four countries had higher averages of education than Taiwan.

2.13 Semantics

Semantics is the study of meaning. Kreidler (1998:3) states that semantics is systematic study of meaning, and linguistics semantics is the study of how languages organize and express the meaning. Lyons (1995:138) states that

semantics is the study of the linguistics meaning of the words, phrases, and sentences,is not only concerned with meaning of lexeme but also the relationship between language and culture. Griffiths (2006:1) states that semantics is the study of "toolkit" for meaning: knowledge encoded in the vocabulary of the language and its patterns for building more elaborate meanings, up to the level of sentences meanings. Saeed (2003:25) states that semantics is the study meaning of communicated through language and also semantics is the study of the meanings of words and sentence.

2.14 Definition of Collocation

Collocation means a natural combination of words; it refers to the way english words are closely associated with each other. For example,*heavy rain, blond hair,* and*pay attention*.O'Dell (2008:6). Collocation aims to assist students in using the English language naturally.It also helps the students to increase the number of their vocabulary,especially for Indonesian students who learn English as their foreign language.

as language chunks which are memorized as whole units in order to achieve language fluency. It is a pair group of words that consists of two or more words and often used together written or spoken Seretan (2011:9). Collocation Collocation is one of the concerns of lexicography which is lexical semantic. Lexicograph is focus on the meaning and use of words, a central to dictionary making Bieber (2000:21).

Collocation can be defined as a term used to describe a group of words which occur repeatedly in a language. These kinds of co-occurrence can have a grammatical or lexical meaning Carter (2012: 62). Meanwhile, lexical semantic is

the study of what individual lexical items mean. Why they mean, what they do, how one can represent all of this,and where the combined interpretation for an utterance comes. Raising the learners understanding of the collocations of words is a matter of first rate importance McCarthy (2008:21) in Lubis (2013: 18),Since thetask of learning collocation can present both intra-lingual and inter-lingual problems. Collocation as a term describing lexical relations is not well-defined, and unfortunately joining words that are in principle semantically compatible does not always produce acceptable collocations,for example *strong tea* is an acceptable collocation in english but *powerful tea* is not, in the same way that *many thanks* is well-forned but *several thanks* is not.

Vocabulary and collocation in particular, generally have significant roles in language proficiencyEbrahim(2014:152). Learning collocations which is mean learning a language because in learning collocations we are also learning about the vocabulary. We have to increase the vocabularies to get the right collocations and learn to use English language sounds natural like the native speaker.

English is full collocations, recurent combination of words that occur more often than expected. It means that collocation is one of the most problematic areas for foreign language students, knowing the meaning of a word not only requires knowing its dictionary definition but also know the type of words with which its often associated. There are certain steps that should be followed in order to promote the teaching of collocations from the initial stages of foreign language learning. These include selection of the most essential words on the basis of usefulness and frequency of occurence, selection of the most frequent collocation of these words, presentation of these collocation in the most typical context, and

contrastingly of the selected collocations with equivalent native language collocation that could cause interference problems for the learners.

2.14.1 Types of Collocation

Collocation can be categorized based on the context of the situation in which the words are combined. In this research, there are two theories that classify different type of collocation.

1. McCarthy and O'dell (2008:12) divided different types of collocation into 6 types. There are;

    a. Adjectives + Nouns

       Example : Caroline wears some *brigh color* for her clothes in daily.

    b. Verbs + Noun

       Example : Every day, I take a *shower* at 6 o'clock.

    c. Noun +Noun

       Example : Would you like to have *a cup of coffee*?

    d. Verbs + expression of prepositions.

       Example :At first her eyes *filled with horror*, and then she *burst*

       into tears.

    e. Verbs + adverbs

       Example : Daddy *smiled proudly* as he looked at the photos of

       his daughter graduation.

    f. Adverbs + Adjectives

       Example : *Sysil is a highly successful* business woman.

2. DeCarrico (2001) divided collocation into 2 types.

    There aregrammatical collocations and lexical collocation.

a. Grammatical Collocation.

Grammatical collocation is type of collocation where a verb or adjective must be followed by a particular preposition. DeCarrico (2001) states that grammatical collocations are those in which a noun,verb,adjective or verb frequently co-occurs with a grammatical item,usually a preposition.

Benson and Ilson (1986:709) states that in their introduction to their The BBI Combinatory Dictionary of English grammatical collocations fall into the following combinations: noun+ preposition, noun+ to-infinitive, noun+ that-clause, preposition +noun, adjective+ preposition, predicate adjective+ to-infinitive, adjective+ that-clause,Grammatical collocation can be listed into some of various combinations which are provided below.

1. Noun + Preposition Combinations

Not all *noun + preposition* combinations can be considered as collocations due the highly predictable meaning of some prepositions, such as *of* and *by*. So, *noun +of /by* combinations are considered free combinations. The following phrases are examples of noun + preposition collocations: *blockade against, apathy towards*.

2. Noun + to + Infinitive

There are five syntactic patterns in which *noun + to + infinitive* construction is

most frequently encountered:

a. It was a pleasure (*a problem, a struggle*)to do it

b. They had the foresight (*instructions, anobligation, a permission*) to do it

c. They felt a compulsion (*an impulse, aneed*) to do it

3. Noun + That-Clause

The *noun + that-clause* combinations that are considered collocational are thoseusing subject pronouns. For example: *We reached an agreement that she would*14 *represent us in court. He took an oath that he would do his duty.* However, when the 'that-clause' can be replaced by 'which-clause' as that in relative clauses, such a *noun + that-clause* construction is not considered as collocational.

For example: *We reached into an agreement that/ which would go into effect in a month.*

4. Preposition + Noun Combinations

Any combinations of preposition and noun can fall into this category, however the

choice of preposition with certain noun is not at random. For example: *by accident, in advance, in agony*, etc.

5. Adjective + Preposition

Combinations some adjectives are followed by a prepositional phrase. The *adjective+ preposition* combination that is considered collocational is the one that occurs in the predicate (verbless clause). However past participial adjective followed by preposition by is not considered collocational because this construction is regular and predictable.

For example: *They are angry at the children, They arehungry for news*, The ship was abandoned (by its crew) is not considered collocational.

6. Predicate Adjective + to + Infinitive

These adjectives occur in two basic constructions with infinitives

a. adjectives with dummy subject "It" such as *It was necessary to work*; also

possible It was necessary for him to work (the insertion of prepositional phrase)

b. adjectives with real and animate subject, such as *She is ready to go*; or with

inanimate subject, such as : *It (the bomb) is designed to explode at certain*15

temperatures; or with either animate or inanimate subject*: She was bound to find*

out or It (the accident) was bound to happen.

7. Adjective + that Clause

Some adjectives can be followed by that- clause. For example: *She was*

afraid that

she would fail her examination. Several adjectives followed by present

subjunctivein formal English are collocational, such as: *It was imperative that we*

be there.

b. Lexical Collocation.

Lexical collocation is different from grammatical collocation, lexical

collocation does not contain grammatical element such as prepositions,

infinitives, or clauses. The terms of lexical collocations are the main combinations

of nouns,adjectives, verbs and adverbs which form a word that can be connected

with other words.

Lexical collocation can be listed into some of various combinations which
are provided-below.

Table 2.2
Lexical Collocation

No	Lexical Collocation	Example
1	Verb + noun	Take place
2	Adjective + noun	Sweet cake
3	Noun + verb	Bombs explode

4	Noun + noun	Baby girl
5	Adverb + adjective	Quite safe
6	Quatifier + noun	A beam of light
7	Verb + adverb	Argue heatedly

There are many types of collocations that can be distinguishedaccording to its terms, but since this study will analyze textbooks used by high school students of tenth grade then this research will focus on types of the collocation which is differentiated into 6 types based on McCarthy and O'dell theory.

2.14.2 Dominan Type of Collocation

Dominant the total number of collocations that used in *Let's Learn English Textbook for tenth grade students in Senior High School published by Bailmu* were 95 collocations, with *adjectives + nouns* as much as 38 collocations, *verbs + nouns* as much as 13 collocations, *noun + noun* as much as 31 collocations, *verbs + prepositions* as much as 9 collocations, *verbs + adverbs* as much as 1, and *adverbs + adjectives* as much as 2 collocations. The collocations took from 3 genre texts in *Let's Learn English Textbook for tenth grade students in Senior High School published by Bailmu*, where descriptive text consisted of 5 types of collocation except *verbs + adverbs,* narrative text also consisted of 4 types except *Verbs and expression of preposition and verbs and adverbs,* and recount text consisted of 5 types of collocation except *adverbs and adjectives*.

From the chart above could be concluded that the most dominant type of collocation used in *Let's Learn English Textbook for tenth grade students in Senior High School published by Bailmu* was *adjective + noun*as much as 38collocation that found in those 3 genre text ; descriptive,recount, and narrative text.

2.15 Learning Collocation

Collocation has been considered as a separate level of vocabulary acquisition. Bolinger (1976:8) states that we learn and memorise words in chunks and that most of our "manipulative grasp of words is by way of collocation". Bolinger describes language learning as a continuum starting at the morpheme level with word formation rules, moving to the word level and activating phrase formation rules. The last stage before storage into memory is the level where words enter into collocations. When learning a language people may or may not store a morpheme as such, but they do store phrases.

Greenbaum (1970:81) states that endorsed the study of collocations of common words, as well as unique or peculiar collocations of literary works: In the stylistic analysis of literary works, a study of collocations may reveal the predilection of individual writers or genres for particular collocations, their avoidance of collocations that are frequent else where, and their selection of collocations that are rare or unique.

Learning collocation which is mean learning a language. Because in learning collocation we are also learning about the vocabulary. We have to increase the vocabularies get the right collocations and learning to use English language sounds natural like the native speaker.The teaching and learning of collocation for production reasons is regarded as essential. There are certain steps that should be followed in order to promote the teaching of collocations from the initial stages of foreign language learning. These include selection of the most essential words on the basic of usefulness and frequency of occurance, selection of the most frequent collocations of these words, presentation of these

collocations in the most typical contexts, and contrasting any of the selected collocations with the equivalent native language collocations that could cause inte rferences problems for the learnnes.

2.16 Relevant Studies

In composing this study, these are some previous researchers related to this study that can be described as follow.

The First Lubis (2013:18) *analyzed the discourse of the use of collocation in English textbook for grade X in senior high school.*The related studies above are a few of many studies related to collocation. Therefore, this study will analyze collocation that used in English textbook for tenth grade describe the types of collocation which used in the textbook.

The Second Et Al Alfahadi (2014:389), *who discussed how the importance of collocation is taugh in the classroom.*The result of the research indiate that collocation is very necessary to be taught to students, so that they are able to interpret and translate the sentences well, and not to translate word by word.

The Third Roohani (2011:55) about collocation and another supported by hamli (2016) *the analysis of discourse markers used by JK Rowling,Oprah Winfrey and Steve Jobs in their Speeches*. He discussed about this research concerned with the use of discourse markers in formal speech.

The fourth Farrokh (2012:56) also discuss about *the importance of having a sense of awareness to teach collocation in ESL/EFL classroom*. In this study, the research provides some different methodologies and material for teaching collocation in ESL/EFL classroom.

The related studies above are a few of many studies related to collocation. Therefore, this study will analyze collocation that used in English textbook for tenth grade describe the types of collocation which used in the textbook.

2.17 Conceptual Framework

Discourse Marker are linguistic expression that are used to signal the relation of an utterance. Discourse Marker is sub unit from interpersonal functions.and Three types of Discourse Marker: Topic Markers,Discourse Activity Markers,Message Relationship Marker.

Collocation means the pair or group of word that are often used together. Why collocation were important for student in learning language ? By learning collocation, we improved the fourth English skill, they were speaking, writing, listening and reading. For native speaker, used collocation in their daily communication is usual. But, this was not occur with Indonesian people. That's why we need to learn about the collocation. Sometimes, the collocation that we used in English different in Bahasa. For example, "draw the conclusion" in english but in Bahasa we said "buat keputusan" (make the conclusion).

Textbook supported the teacher and also student as the role in teaching learning process. Part of learning vocabularies were so many, but the focus in this research was collocation.
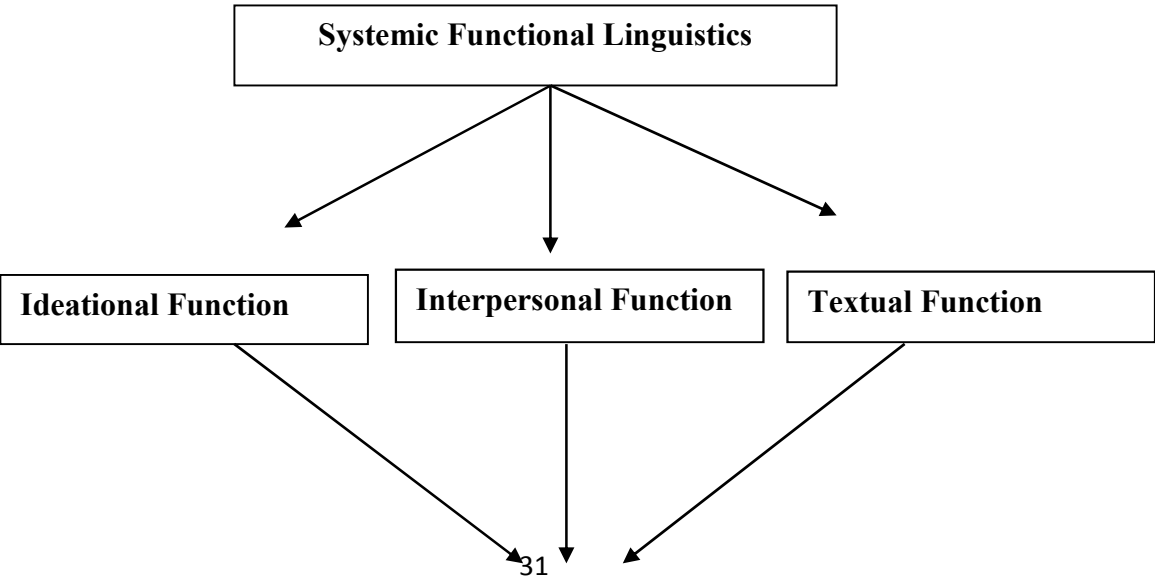
This study is using English textbook for tenth grade students in the senior high school to find out the use of collocation in all genre of the text in the textbook. There are so many theories explain about the types of collocation, and this study is using the theory from McCarthy and O'dell.
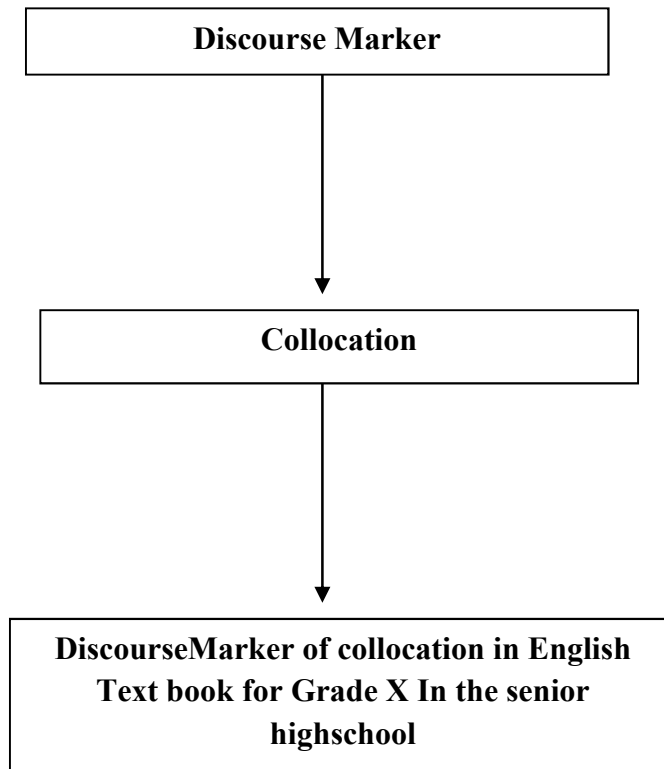
McCarthy and O'dell (2008:12) there are six types of collocation, there are:

1. Adjective + Noun

2. Nouns + Verbs

3. Noun + Noun

4. Verbs +Expression of Prepositions

5. Verbs + Adverbs

6. Adverbs + Adjectives

This theory will be used to analyze the use of collocation inEnglish textbook for tenth grade students in senior high school. The collocation will be identified and collected based on the types of collocation. The most dominan type of collocation that found 3 genre text; descriptive, recount,and narrative text. From the analysis, this study will show the most dominant types of collocation between these types which is used in the text of the textbook.

In analyzed the collocation, the writer used Oxford dictionary in helped the writer identified the collocation. Also used other literature related to the collocation. The analysis would had been compatible with the theory. The result of the research would have been shown the used of collocation in English textbook and which was the dominant type of collocation used in the textbook.

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┌─────────────────────────────────────────┐
│      Systemic Functional Linguistics     │
└─────────────────────────────────────────┘

┌──────────────────┐  ┌──────────────────────┐  ┌──────────────────┐
│ Ideational Function │  │ Interpersonal Function │  │ Textual Function │
└──────────────────┘  └──────────────────────┘  └──────────────────┘
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31

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┌─────────────────────────────────┐
│        Discourse Marker         │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│          Collocation            │
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                 │
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┌─────────────────────────────────┐
│ DiscourseMarker of collocation  │
│ in English Text book for Grade  │
│ X In the senior highschool      │
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Figure 2.17

The Description of the Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In conducting the research, descriptive qualitative research was applied. The descriptive research means that the data of this study Were described or explained.Creswell (2008:4) stated that qualitative research means for exploring and understanding the meaning individuals or group ascribe to a social orhuman problem.

Considering the purpose of the study and the nature of the problem, the research was basically library research, where the researcher attempted to gather data from the library as the data sources. It was suitable as the goals of the researcher's study. Library research was used to gain written sources,by reading and analyzing as the texts. The researcher was presented and explained the data without hypothesis test.

This study was focused on narrative text,recount text and descriptive text analysis of *Let's Learn English Textbook for tenth grade students of Senior High School.*

3.2 Data and Source of Data

Data was a piece of descriptive information which refered to or represented condition,ideas or object that exist in a variety of forms.The source of data was the text that wasfound *Let's Learn English textbook for tenth grade students of Senior High School.* The source data were narrative text, recount text and descriptive text of textbook *Let's Learn English textbook for tenth grade students of Senior High School.* The researcher was analyzed the collocation of texts in the textbook as the data.

3.3 Procedure of Data Collection

Sugiyono (2007:305) stated that the quality of data collectionprocedures is one of the main factors that determine the quality of the research's result. The data of this research; was collected by using these following steps:

1. Find the English textbook for the tenth grade students of senior high school that will be analyzed.

2. How to use of collocation in the texts are contained in lets learn english textbook.

3.4 Procedure of Analyzing Data

To identify this research, the researcher was used qualitative method . This method was identified the types of collocationwas used in the English 'textbook.Miles and Huberman (1994:31) stated that analyzed the data obtained by using analysis procedures. There are three steps of analyzing data Miles and Huberman (1994:31) data condensation, data display, and conclusion drawing. Data condensation referred to the process of selecting, focusing, simplifying, and abstracting the 'raw' data. Data display could be defined as an organized assembly of information that permits conclusion drawing and action taking. Conclusion drawing was the step of analyzing data that can be done through deciding what the data means of data finding after reading the display.

The data was obtained with analyzed as follows:

1. Identifed the types of collocation found in the English textbook of grade X in the senior high school

2. Conclude the dominant types of collocation used in the English textbook of grade X in the senior high school.

2.5 Validity (Data Triangulation)

The trust worthiness of the data need to be checked to examine the validity of the data. According to Susan Stainback in Sugiono (2007:330) triangulation the aim is not determinate the

truth about same social phenomenon, rather than the purpose of triangulation is to increase one's understanding of what ever being investigated. William Wiersma in Sugiono (2007:372) also stated that triangulation is the qualitative cross-validation. It asseses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures. Norman Denzin in Hales (2010:14) identify triangulation into four types, they are:

1. Data Triangulation

     Data triangulation relates to the use of variety data or information including time, space, and person in a research. Data triangulation is the process rechecking and comparing information by writer which obtained in the different source, to get the data, the writer will compare observation data with and interview data.

2. Time Triangulation

     Time triangulation relates to the use of time in getting more valid data. Writer needs to do the observation more than once to make sure the validity of data.

3. Theory Triangulation

     Theory Triangulation relates to the use of two or more theories which is combined when examining situation and phenomenon. Some theories support both of way of collecting and analyzing data need to be created more complete to give more comprehensive data.

4. Methodology Triangulation.

     Methodology Triangulation relates to the effort of checking the data or data result. The aim is to conduct situation and phenomenon by using some methods. Methodology Triangulation is similar with the mix of method approaches use in social science research., where the result from one method are used to enhance, argument, and clarify the results of others.

In this research the writer will combine those all triangulations. The writer also will compare the finding of data analyzing, and the writer will compare some theories to support this research and make sure the data is valid.