**An Analysis of Lexical and Grammatical Collocations in Narrative Texts Taken from English Textbook ‘Interlanguage: English for Senior High School Students X’**

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**Abstract**

This study is about describing lexical and grammatical collocations in narrative texts taken from English Textbook ‘Interlanguage: English for Senior High School Students X’. The objectives of the research are to describe the types and to find the number of lexical and grammatical collocations in narrative texts taken from English Textbook ‘Interlanguage: English for Senior High School Students X’. In this research, the researcher uses a descriptive qualitative research as the research method because she analyzes phrases in narrative texts which contain collocations. The result of the research shows that the data contains both lexical and grammatical collocations. In this research, the researcher found 297 collocations divided into 67 lexical collocations and 230 grammatical collocations. There are 7 types of lexical collocations and 7 types of grammatical collocations, namely, L1, L2, L3, L4, L5, L6, L7, G1, G2, G3, G4, G5, G6 and G8.

Key words: lexical collocation, grammatical collocation, narrative text, English textbook

1. **Introduction**

English has been taught as the first foreign language in the curriculum of Indonesian school for many years. It is given from kindergarten level to university level. However, many English learners of Indonesia, especially senior high school students, still face difficulties in studying it. One of the ways to teach English in senior high school is by using English textbook. According to Hutchinson and Torres (1994: 315), the textbook is an almost universal element of teaching. English textbook helps students to learn English easily because there are many English materials on it such as grammar, pronunciation, genre, vocabulary, etc.

Grammar is one of the most important aspects of learning a 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 can be defined in many ways. According to McCarthy and O’Dell (2005: 6), a collocation is a pair or groups of words that often used together. For Nattinger and DeCarrio (1992: 36), collocations are defined as strings of specific lexical items that co-occur with a mutual expectancy greater than chance such as *rancid butter* and *curry favor.* Benson et al (1990: ix) say that collocations fall into two major groups: lexical and grammatical collocations. Lexical collocations consist of noun, adjective, verbs, and adverbs, such as *bring in an acquittal, file an affidavit,* etc (Benson et al., 1990: xxiv). According to Bahns (1993: 57), grammatical collocations, on the other hand, consist of a noun, an adjective or a verb, plus a preposition or a grammatical structure such as an infinitive or clause. Examples of grammatical collocations are *be afraid that, a pleasure to do it,* and etc. Collocations spread through book, novel, movie script, textbook, etc. In the English textbook ‘Interlanguage: English for Senior High School Students X, especially, we can find collocations in some types of texts, like narrative text, descriptive text, recount text, news item, etc. In this study, the researcher only analyzes lexical and grammatical collocations in narrative texts. Gerot and Wignell (1994: 204) state narrative text is a text which has social function to amuse, entertain, and to deal with actual or vicarious experience in different ways.

In analyzing the collocations in narrative texts taken from English textbook ‘Interlanguage: English for Senior High School Students X’, the researcher presents some previous of studies in the same field as the guidance in this research. There are three examples of it. Firstly, the research done by Muchammad Abdul Azis (2011) entitled “Identifying English Grammatical Collocations Found in The Jakarta Post Newspaper and Its Contribution to Writing Course”. Secondly, the research conducted by Cici Puput Lesari (2011) entitled “The Accuracy of Collocation Translation in Travel Magazine *Travelounge*”. The last research is “An Analysis on Indonesian Translated Collocation in Rick Riordan’s Percy Jackson and the Olympians *The Battle of the Labyrinth*” by Putri Agung Rizki (2011).

The three previous of studies above have similarity and difference with the present research. The similarity is that they are conducted to find and explain the types of English collocations in texts. However, this research has differences with the researches that have done. The first researcher used *The Jakarta Post* newspaper as the object of research, the second researcher took a travel magazine *Travelongue* as the object of research, and the third researcher used novel *Percy Jackson and the Olympians* “*The Battle of the Labyrinth*” as the object of the research. Meanwhile, in this research, the researcher chooses English textbook ‘Interlanguage: English for Senior High School Students X’ as the object of research.

Based on the explanation above, the researcher tries to describe the types of lexical and grammatical collocations and find the number of lexical and grammatical collocations in narrative texts by conducting a research entitled “An Analysis of Lexical and Grammatical Collocations in Narrative Texts Taken from English Textbook Interlanguage: English for Senior High School Students X”.

1. **Research Method**

In this research, the researcher uses a descriptive qualitative method. The researcher uses this type because the data produced are in the form of words rather than number (Bodgan and Biken in Sugiyono, 2011: 13). This research was designed to analyze and describe about lexical and grammatical collocations in narrative texts taken from English textbook ‘Interlanguage: English for Senior High School Students X’.

Data is all facts and numbers which can be used as a source to arrange information (Arikunto, 2006: 118). Meanwhile, source of data on the research is subject from where the data can be gained (Arikunto, 2010: 172). The data analyzed in this research are phrases found in five narrative texts entitled Kyai Jegod, Princess Loro Jonggrang, Queen Aji Bidara Putih, Snow Bridge and Cinderella. The source of data in this research is English textbook ‘Interlanguage: English for Senior High School Students X’ published by Pusat Perbukuan, Departemen Pendidikan Nasional in 2008.

The researcher collects the data by collecting the narrative texts from the English textbook, reading the narrative texts, dividing the narrative texts into sentences, and finding phrases in each sentence of the narrative texts which contain lexical and grammatical collocations. Then, the researcher uses descriptive analysis as the technique of analyzing data to know the types and the number of lexical and grammatical collocations in the form of percentages.

1. **Finding and Discussion**

The findings of this research show that there are 297 collocations found in five narrative texts entitled ‘Kyai Jegod, The Legend of Princess Loro Jonggrang, Queen Aji Bidara Putih, Snow Bridge and Cinderella’ which are divided into 67 lexical collocations and 230 grammatical collocations. The number of each type of lexical and grammatical collocations is presented in the table below:

Table 3

The Number of Lexical and Grammatical Collocations

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of Collocation** | **Types of Category** | **The Number of Collocations** | **Total** |
| **Text 1** | **Text 2** | **Text 3** | **Text 4** | **Text 5** |
| Lexical Collocations | L1 | 1 (20%) | - | 1 (14.29%) | 6 (20.69%) | 6 (25%) | 14(20.89%) |
| L2 | - | - | - | 2 (6.89%) | - | 2(2.99%) |
| L3 | 4 (80%) | - | 4 (57.14%) | 8 (27.59%) | 9 (37.5%) | 25(37.31%) |
| L4 | - | 1(50%) | 1 (14.29%) | 7 (24.14%) | 1 (4.17%) | 10(14.93%) |
| L5 | - | - | - | 1 (3.45%) | 2 (8.33%) | 3(4.48%) |
| L6 | - | - | 1 (14.29%) | 1 (3.45%) | 2 (8.33%) | 4(5.97%) |
| L7 | - | 1 (50%) | - | 4 (13.79%) | 4 (16.67%) | 9(13.43%) |
| Grammatical Collocations | G1 | - | 5 (6.67%) | 1 (3.70%) | 1 (3.26%) | 5 (7.46%) | 12(5.22%) |
| G2 | - | 3(4.00%) | - | 2 (6.45%) | - | 5(2.17%) |
| G3 | - | 4 (5.33%) | 1 (3.70%) | - | - | 5(2.17%) |
| G4 | 1 (3.33%) | 2 (2.67%) | 2 (7.41%) | 4 (12.90%) | 13 (19.40) | 22(9.57%) |
| G5 | 1(3.33%) | 1 (1.33%) | 1 (3.70%) | 2 (6.45%) | - | 5(2.17%) |
| G6 | - | - | - | - | 1 (1.49%) | 1(0.44%) |
| G7 | - | - | - | - | - | 0(0%) |
| G8 | 28(93.33) | 60 (80%) | 22 (81.48%) | 22 (70.97%) | 48 (71.64%) | 180(78.26%) |
| The Total of Lexical and Grammatical Collocations | 297 |

Based on the table above, there are 7 types of lexical collocations, namely L1 with 14 data (20.89%), L2 with 2 data (2.99%), L3 with 25 data (37.31%), L4 with 10 data (14.93%), L5 with 3 data (4.48%), L6 with 4 data (5.97%), and L7 with 9 data (13.43%). Meanwhile, the grammatical collocations consists of 7 types, namely G1 with 12 data (5.22%), G2 with 5 data (2.17%), G3 with 5 data (2.17%), G4 with 22 data (9.57%), G5 with 5 data (2.17%), G6 with 1 data (0.44%), and G8 with 180 data (78.26%).

1. **Conclusion and Recommendation**

After the data is analyzed, the researcher draws two conclusions as follows: (1) in this research, the researcher found 7 types of lexical collocations and 7 types of grammatical collocations, namely, L1 (e.g. *small pond*), L2 (e.g. *destroyed his enemies*), L3 (e.g. *trained soldier*), L4 (e.g. *snow fell*), L5 (e.g. *blanket of snow*), L6 (e.g. *simply furnished*), L7 (e.g. *come home*), G1 (e.g. *dream of*), G2 (e.g. *weapon to battle*), G3 (e.g. *two requests that should be fulfilled by Raden Bandung Bondowoso*), G4 (e.g. *along the Mahakam river*), G5 (e.g. *angry with*), G6 (e.g. *ready to go*) and G8 (e.g. *went to find, left animal grazing*); and (2) there are 297 collocations found in the five narrative texts which are classified into 67 lexical collocations and 230 grammatical collocations. They are L1 with 14 data (20.89%), L2 with 2 data (2.99%), L3 with 25 data (37.31%), L4 with 10 data (14.93%), L5 with 3 data (4.48%), L6 with 4 data (5.97%), L7 with 9 data (13.43%), G1 with 12 data (5.22%), G2 with 5 data (2.17%), G3 with 5 data (2.17%), G4 with 22 data (9.57%), G5 with 5 data (2.17%), G6 with 1 data (0.44%), and G8 with 180 data (78.26%).

Based on the result of the research, the researcher gives suggestions as follows: (1) the researcher suggests the next researchers to complete or criticize this research to make it better; (2) the researcher suggests the next researchers want to make research about lexical and grammatical collocations in different object of the research; (3) the researcher suggests that the teacher should pay more attention to the teaching of lexical and grammatical collocation because many English learners are still confused to identify it; (4) the researcher hopes that the result of this research can be used as reference for the students, especially for English Department students who are studying collocation; (5) the researcher expects that the next researcher will analyze the collocation more specific in another source to enrich the study of collocation; and finally, the researcher expects that this research can enrich the readers’ knowledge about lexical and grammatical collocations.

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