STUDENTS' GRAMMATICAL COLLOCATION ERRORS AND ITS' IMPLICATION IN TEACHING WRITING

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Abstract. The Regulation of Minister of Education and Culture of the Republic of Indonesia number 49 2014 on National Standard of Higher Education stated that National Standard Research is the minimum criterion of research on higher education system in force in the entire territory of the Republic of Indonesia. The study was conducted according to the rules of the activities and the scientific method systematically to obtain information, data, and information related to the understanding and/or testing of a branch of knowledge and technology. Based on the background the researcher states the following questions of the research: 1) What kinds of grammatical collocation errors were found in students' thesis? 2) what is the implication of students' grammatical collocation errors in teaching Writing. The researcher analyzed five major types of grammatical collocation error found in English department students' thesis. The classification of five major types of English grammatical collocation error will make it easy to understand English grammatical collocations. The first type of English grammatical collocation error is collocation consisting of twelve English verb patterns (G8) which have different grammatical structures as the most challenging followed by (G7), (G1), (G4, (G5). As for the implication of those errors made by students is that the lecturers must include the discussion of collocation in teaching Writing..

Key words: English grammatical collocation, writing, thesis

INTRODUCTION

English is an international language used as a means of communication both oral and written in most countries in the world. People use English in order to make international contacts and to cooperate among people in different countries in the world. Therefore, it is very important for us to learn English. In addition, we

need to learn and to practice the language as much as possible in order to use English correctly.

Hornby stated that "language is the system of sounds and words used by humans to express their thoughts and feelings" (1995, p. 662). It means that language is an important thing in order to communicate in the society because through language people can express their wishes, feelings and ideas. However, the problems appear when people from different countries with different cultures and backgrounds meet and speak different languages. They do not understand each other. Therefore, they have to master international languages used by most people in the world.

In language, the purpose of teaching English is to master four skills: listening, speaking, reading, and writing. Writing is frequently useful as preparation for some other activity (Harmer, 2005, p. 33). It is a process of discovering and organizing ideas, putting them on papers, and revising them. By writing, we can express our ideas well; however, to get our meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot because writing has many contributions for our life, we can make a habit of writing to develop this skill.

In this modern world, the functions of English are to communicate in many fields, obtain science, appliance to construct interpersonally, and assess information (Depdiknas, 2004, p. 9). People begin to realize the importance of using English as a means of communication because communication among people in the world is becoming more and more urgent.

People learn English for several purposes includes developing ability to communicate in the form of oral and written, growing awareness concerning reality that English as one of foreign language to become special to be learnt, and developing the understanding of each other relevant between cultures, language and extend cultural firmament (Depdiknas, 2004, p. 9).

Knowing that English is quite significant for Indonesia in the future, the government always makes efforts to improve the quality of English teaching, such as making a new curriculum. English writing has many contributions for our life; we can make a habit of writing to

develop this skill. However, many students still have difficulties in writing because the lack of ideas, vocabulary, grammar, and making sentences in a good arrangement.

Recently, many Indonesian people keep trying to develop their English by taking either formal or informal courses especially in English writing because it cannot be only taught; it takes continual practice. Writing is very useful in our life, such as writing an English articles, paragraph, or English text.

Minister of Education and Culture of the Republic of Indonesia number 49 2014 on National Standard of Higher Education stated that National Standard Research is the minimum criterion of research on higher education system in force in the entire territory of the Republic of Indonesia. Higher Education is education after secondary education includes a diploma, undergraduate, master program, doctoral programs, professional programs, and specialist courses organized by the college by the Indonesian culture. The study was conducted according to the rules of the activities and the scientific method systematically to obtain information, data, and information related to the understanding and / or testing of a branch of knowledge and technology.[1]

Basically English consists of oral and written system. Both of them are important, but they are different, it may be stated that only educated people can communicate in written language, because it is very complex one, not only in grammar aspect but also in other factors such as the speaker and listener understand each other. Research is in the form of written system.

Writing as one of four skills has always formed part of the syllabus in the teaching of English, as Harmer stated that "writing has always been used as a means of reinforcing language that has been taught" (2004, p. 31-32). In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention to grammar rule and vocabulary. Writing from multiple texts requires even more demanding planning, processing, and revising. The interpretation of task demands and the integration of textual

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[1] The Regulation of Minister of Education and Culture of the Republic of Indonesia number 49 2014 on National Standard of Higher Education, 1-3

information force critical decision making that requires much practice and consistent efforts to "traverse the topical landscape" from multiple directions (Grabe, 2001).

Celce and Olshtain explain that writing is production of the written word that results in a text but the text must be read and comprehended in order for communication to take place (2000, p. 142). So, writing skill are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. However, the assessment of writing using extended responses such as essays is complicated by the presence of human judgment in the generation of the score. Unlike an objectively scored, multiple-choice assessment, the essay score involves human raters who judge the quality of the writing (Koons, 2008, p. 9-10).

Collocational patterning, however, has unique meaning which can not be thought of logically. Native English prefers to use verbs such as *to carry out, to undertake*, and *to perform* to collocate with noun *visit*. Likewise, native English don not typically use *grilling bread* regard instead of *to grill bread*. In case, we always suppose that synonym or near-synonym words that can replace each other in term of collocation without changing meaning. Regardless of the fact that *rules* and *regulations* are synonyms or near-synonyms, however, native English prefer to use *break rules* than *break regulations*. It happens also when we talk about words previously though synonyms like *wasting* and *squandering* when such synonyms are collocated with *time*. Native of English prefer to use *wasting time* than *squandering time*. Nevertheless, they use both *deliver* and *pronounce verdict* acceptably (Baker, 1992, p. 47). Collocation is generally considered to be a problem for foreign language learners (Ahmed, 2008, p. 56). This is because non-native speakers have a more limited experience and may often collocation words sound strange to native speakers (Ahmed, 2008, p. 60).

RESEARCH QUESTIONS

This paper attempts to find out what kinds of grammatical collocation errors found in students' thesis and what its implication on the teaching of writing.

LITERATURE REVIEW

Longman dictionary of applied linguistic defines collocation as the way in which words are used regularly. It refers to the restrictions on how words can be used together (Richards, 1985, p. 46). Collocation can be determined based on co-occurrence of certain words frequently in a language in which we cannot get collocation meaning logically.

Collocation occurs when two or more words often appear together. Some people define it as a combination of words that are typical (Hsiu-Ying, 2013, p. 106). Collocation is usually a combination of the meanings of its components. Words in collocation may coincide with each other (collocation rigid) or vice versa (flexible / elastic collocation). On the other hand, collocation can be classified into lexical and grammatical collocations (Wu and Chang, 2014, p. 1). Collocation constraints, however, also play a role in how words can appear together in the same sentence (Smadja and McKeown, 2000, p. 252).

The writer described eight major types of grammatical collocation. The classification of eight major types of English grammatical collocation will make us easy to understand English grammatical collocations well.

The first type is a collocation consisting of noun + preposition combinations. The writer does not include noun + of combinations (Azar, 1989, p. 24). A very large number of English nouns can be used with of, especially to denote the concept of direct object, subject, or possession. Hence, it includes the combination *blockade against* but not *blockade of*. The phrase *the blockade of enemy ports* is a regular transformation of *to blockade enemy ports*. It includes *the apathy towards*, but not *apathy of*. A phrase such as the apathy of electorate is predictable on the basis of the known function of the preposition of.

The second type is collocation consisting of noun followed by to + infinitive (Frank, 1972, p. 340). There are five syntactic patterns in which this construction is most frequently encountered; these patterns are the following:

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

They had *the foresight (instruction, an obligation, permission, and the right)* to do it.

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

They made *an attempt (an effort, a promise)* to do it.

He was *a fool (a genius, an idiot)* to do it.

The third type is collocation consisting of noun that can be followed by a *that clause*: we reached an agreement that she should represent us in court (Frank, 1972, p. 290). Some nouns can be followed by a clause with the present subjunctive in formal English: it was his desire that his estate be divided equally. Noun expressing emotion (*astonishment, surprise*) may take a putative should: *she expressed surprise that she should be thinking of changing of jobs.*

The fourth type is collocation consisting of preposition + noun combinations. The examples of this type of collocation are: *by accident, in advance, to somebody's advantage, on somebody's advice, in agony, at anchor*.

The fifth type is collocation consisting of adjective + preposition combinations that occur in the predicate or as set-off attributive (verb less clause), for example: *they were angry at everyone* (Frank, 1972, p. 191-197).

The sixth type is collocation consisting of predicate adjectives and a following to + infinitive (Azar, 1989, p. 175). Adjectives occur in two basic constructions with infinitives.

It was necessary to work.

In this construction, the *it* is a dummy or empty subject; it has no antecedent. Prepositional phrases with for can be inserted into this construction with many adjectives: it was necessary for him to work.

She (the girl) is ready to go; it (the machine) was designed to operate at high altitudes.

In this construction, the subject is real and usually animate. Some adjectives, however, normally occur in this construction with inanimate subject.

The seventh type is collocation consisting of adjective that can be followed by a *"that"* clause: *she was afraid that she would fail the examination*. Several adjectives are followed by the present subjunctive

in formal English: *it was imperative that I be there at three o'clock* Frank, 1972, p. 298).

The eighth type is collocation consisting of five teen English verb patterns which have different grammatical structures. Each pattern has different structure of grammar. The classification is important to make reader easy to understand and remember it.

The first pattern is collocation consisting of ditransitive verbs which have two objects, which are direct object and indirect object (Wishon, et al, 1980, 47). The position of indirect object can be replaced by direct object and before indirect object must be preceded by preposition "to", these patterns are the following:

John often *teaches Mary new words* or John often *teaches new words to Mary*.

The University will *write Tim a letter* or The University will *write a letter to Tim*.

Septi *sent a parcel to me or* Septi *sent me a parcel*.

In this construction, the position of indirect object which is replaced by direct object is not obligatory inasmuch as indirect object can be back to the previous position. It is just kinds of variation in its construction.

The second pattern is collocation consisting of ditransitive verb which have two objects, which are direct object and indirect object (Azar, 1989, p. 47-48). The position of indirect object can be replaced by direct object and before indirect object must be preceded by preposition "to" and the construction is obligatory, these patterns are the following:

He always *says "Hello" to me*.

They *hand over a criminal to the police*.

The third pattern is collocation consisting of ditransitive verb which have two objects, which are direct object and indirect object. The position of indirect object can be replaced by direct object and before indirect object must be preceded by preposition "for" (Wishon, 1989, p. 49). These patterns are as follow.

We bought *a book for her* or we *bought her a book*.

He *broiled a few steaks for us* or he *broiled us a few steaks*.

The fourth pattern is the verb forming a collocation with a specific preposition (+ object). Free combination such as to walk in the park are excluded. In addition, combinations of the type verb + by or with are excluded when the latter denote 'means' or 'instrument': *they came by train, we cut bread with a knife,* etc.

The pattern verbs are normally not used without a prepositional phrase. For example, one does not say: *we will adhere, they based their conclusions, our committee consists*, and etc. Well formed sentences are: *we will adhere to the plan, they based their conclusions on the available facts, our committee consists of six members*, and etc.

The transitive pattern verbs used with *to* and the second pattern verbs produce identical constructions. We can assign to the second pattern verbs that are normally used with an animate direct object, and to the fourth pattern- verbs normally occurring with inanimate indirect object. Compare the second pattern: *we described the meeting to them* and the fourth pattern: *we invited them to the meeting*.

The fifth pattern is verbs followed by *to* + inv (Azar, 1989, p. 168-169). Examples of this construction are: *they begin to speak, she continued to write, he decided to come, we offer to help,* etc. verbs are not included if they are normally used in phrases of purpose, that is, if in order can be inserted with no change of meaning: *they were drilling (in order) to improve their pronunciation, he was running (in order) to catch a train, she stopped (in order) to chat,* etc.

The sixth pattern includes the small number of verbs that are followed by an infinitive without *to*: we must work (Azar, 1989, p. 94). These verbs, with the exception of *dare*, *help* (esp. AE), and *need*, are called *modals*. The verbal phrases *had better* and *would rather* also fit this pattern: *he had better (would rather) go*.

The seventh pattern is verbs followed by a second verb in –ing. Typical examples of this construction are: *they enjoy watching television, he kept talking, she quit smoking,* etc (Azar, 1989, p. 168).

The eighth pattern is transitive verbs followed by an object and to + infinitive (Azar, 1989, p. 277-278). Typical examples of this construction are: *she asked me to come, they challenged us to fight, we forced them to leave,* etc.

The ninth pattern is transitive verbs followed by a direct object and an infinitive without *to* (Frank, 1972, p. 309). Examples of this construction are: *she heard them leave, we let the children go to the park, they saw her drive up to the house,* etc.

The tenth pattern is transitive verbs followed by an object and a verb form in *–ing* (Thompson and Martinet, 1968, p. 240-242). Typical examples of this construction are: *I caught them stealing apples, we found the children sleeping on the floor, he kept me waiting two hours,* etc.

The eleventh pattern is verbs which can be followed by a noun clause beginning with the conjunction that (Frank, 1972, p. 287). Examples are: *they admitted that they were wrong; she believed that her sister would come; he denied that he had taken the money.*

The twelfth pattern is transitive verbs which can be followed by a direct object and an adjective or a past participle or a noun or pronoun (Wishon, 1989, 56-61). Here are several examples of this construction: *she dyed her hair red, we found them interesting, the soldiers found the village destroyed, she had her tonsils removed, we appointed Bob secretary, her friends call he Becky.*

The thirteenth pattern is intransitive, reflexive, and transitive verbs which must be followed by an adverbial (Wishon, 1989, 8-14). The adverbial may be an adverb, a prepositional phrase, or a clause. For example, we can not say normally in English *he carried himself*. An adverbial is required to form a complete sentence: *he carried himself well*; or, *he carried himself with dignity*.

The fourteenth pattern is verbs which can be followed by an interrogative word: *how, what, when, which, who, why*; to these we also add *whether* (which often alternates in clauses with *if*). These interrogative words often called *w-h question words*. Note: verbs that can be followed by what are not included. An example is verb want: we can say *he wants what I want*, but not *he wants how I want*.

The verbs can be followed by a w-h question word and usually by either a to + infinitive construction or by a clause: *he asked how to do it, they informed us where applications were being accepted*, etc.

The fifteenth pattern is a small number of transitive verbs followed by a predicate noun or by a predicate adjective: *she became an*

engineer, he was a teacher, he becomes smug. The verb *make*, used transitively, belongs here: *he'll make a good teacher*.

A somewhat larger of intransitive verbs can be followed by a predicate adjective (Wishon, 1989, 68-77). Examples are: *she looks fine; the flowers smell nice, the food tastes good*.

For identification, the researcher has signed each kind of English grammatical collocations which will be analyzed. English grammatical collocation has been designed by capital letter "G" and number 1 to 8 following. G1 collocation consists of noun + preposition combinations. The writer does not include noun + of combinations. G2 collocation consists of noun followed by to + infinitive. G3 collocation consists of noun that can be followed by *a that clause* and Some nouns can be followed by a clause with the present subjunctive in formal English. G4 collocation consists of preposition + noun combinations. G5 collocation consists of adjective + preposition combinations that occur in the predicate or as set-off attributive (verb less clause). G6 collocation consists of predicate adjectives and a following to + infinitive. G7 collocation consists of adjective that can be followed by *a that clause*. G8 collocation consists of nineteen English verb patterns, designed by capital letters A to O.

In this survey of verb patterns the following special symbols are used: s= subject; v=verb; o= object (direct or indirect); c= complement; a= adverbial (when obligatory); v-ing= verb form in -ing.

Table 1: Pattern of Grammatical Collocations

Pattern Designation	Pattern
A	= s v o to o (or) s v o o
B	=s v o to o
C	=s v o for o (or) s v o o
D	=s v prep. o (or) s v o prep. o
E	=s v to inf.
F	=s v inf.
G	=s v v-ing
H	=s v o to inf.
I	=s v o inf.

J	=s v o v-ing
K	=s v (o) that clause
L	=s v o c
M	=s v (o) a
N	=s v (o) wh-word
O	=s v c (adjective or noun)

METHODS

Considering the purpose of the research and the nature of the problem, type of this research is descriptive-qualitative research. In this research, the researcher analyzed the words, sentences, and phrases of English Department students' thesis issued in 2014. Then, she analyzed more to get the contributions of the result of identifying English grammatical collocations.

Subject of this study is English Department students' thesis issued in 2014. It was identified to get the contributions to the writing course. The researcher knows the condition of the teaching writing here is used as consideration in determining the contribution to the writing course, especially at English Education Department of Education and Teacher Training Faculty UIN Walisongo.

The technique in collecting data in this research involved several activities, those are; the first step of data collection procedure was reading English Department students' thesis in 2014. The researcher read English Department students' thesis issued in 2014 which are considered as the data. The data are the only English Department students' thesis issued in 2014. After the complete reading was done, the next step was identification. The researcher identified English grammatical collocation found in English Department students' thesis.

The next step was classification. The data that had been identified was then classified based on the English grammatical collocation patterns. To simplify data, the researcher selected the representative of each pattern from the whole classified patterns of English grammatical collocations and it was analyzed.

In doing this research, the researcher needs some references that are related to the study. These are aimed to help the researcher in analyzing the data. There were several steps that the researcher did in

collecting the references, as follow: 1) Looking for books related to the study from library, 2) Looking for any materials related with the study or internet, 3) Looking for any thesis related to the study from library.

Syntax is the study of the structures of phrases and sentences (Dawson and Phelan, 2012, p. 163). Syntactical analysis means that the writer analyzed the data previously collected syntactically. When discussing syntax analysis, we can not separate it from linguistics the scientific study of language and its structure including the study of grammar, syntax, and phonetics as syntax is a branch of it.

The object of analysis is the words, phrases, clause and sentence containing English grammatical collocation which can be identified in English Department students' thesis issued in 2014 as subject of the study.

The second analysis is semantic analysis which functions to know English Department students' thesis writers' purpose of using each grammatical collocation. Semantics, roughly defined, is the study of meaning of words and sentences (Dawson and Phelan, 2012, p. 211). A semantic analysis means that writer analyzed data syntactically in order to understand the purpose of using each English grammatical collocation.

The first step, the researcher made a list of kinds of English grammatical collocations as the equipment to identify the words, phrases, clauses and sentences as the sign of the object; it was done to get the purpose of using each English grammatical collocation which the writer wanted to find out in this study based on the statement of the problem.

The second step, after knowing or finding out kinds of English grammatical collocation found in students' thesis issued in 2014, the researcher analyzed English grammatical collocation errors semantically. The result of this analysis will enrich knowledge of writing by the end of this analysis.

Based on the collocation patterns which the researcher made, the researcher explains the purpose of using each English grammatical collocation based on grammatical rules, beginning from the use of G1 till G8 simultaneously.

FINDING AND DISCUSSION

Kinds of Grammatical Collocation Errors Found in Students' Thesis

The researcher analyzed five major types of grammatical collocation error found in English department students' thesis. The classification of five major types of English grammatical collocation error will make it easy to understand English grammatical collocations well.

The first type of English grammatical collocation error is collocation consisting of twelve English verb patterns which have different grammatical structures. Each pattern has different structure of grammar. The classification is important to make reader easy to understand and remember it.

The first pattern is collocation consisting of ditransitive verbs which have two objects, which are direct object and indirect object (Wishon, 1980, p. 47). The position of indirect object can be replaced by direct object and before indirect object must be preceded by preposition "to", these error patterns are the following:

Table 2. G8 (A) Error

No	Kinds of Error	Text	Comment
1	G8 (A)	The result of the second cycle *was also considered as* implementation.	G8 (A) collocation consists of s v o o.
2	G8 (A)	Students can improve their learning because by using this method students can be more active, it can be a meaningful communication, it can be an independent learning, and students can *understand* more *about* the material.	G8 (A) collocation consists of s v o o.
3	G8 (A)	In the last activity, the researcher *was conducted post-test* on April 17, 2014.	G8 (A) collocation consists of s v o o.

| 4 | G8 (A) | Those are *called by normality test* and homogeneity test. | G8 (A) collocation consists of s v o o. |

In this construction, the position of indirect object which is replaced by direct object is not obligatory inasmuch as indirect object can be back to the previous position. It is just kinds of variation in its construction.

The second pattern is collocation consisting of ditransitive verb which have two objects, which are direct object and indirect object (Azar, 1989, p. 47-48). The position of indirect object can be replaced by direct object and before indirect object must be preceded by preposition "to" and the construction is obligatory, these error patterns the researcher found are the as follow.

Table 3. G8 (B) Error

No	Kinds of Error	Text	Comment
1	G8 (B)	Based on the observation result of the previous teaching learning process *it was gained the information* that some were not actively involved in the class.	G8 (B) collocation consists of s v o to o.
2	G8 (B)	The researcher sees during teaching learning process taking place, the teacher only explains the materials and the students only *receive the teacher explains*.	G8 (B) collocation consists of s v o to o.
3	G8 (B)	Students *are not given maximum response*, especially students who sit in the backside of the class.	G8 (B) collocation consists of s v o to o.
4	G8 (B)	Before the teacher did the action, the teacher began	G8 (B) collocation consists of s v o to o.

No	Kinds of Error	Text	Comment
		to *explain to the students about* task-based learning method, gave overview, and how to work with it.	
5	G8 (B)	Then *the teacher asked to the student to pair up* and after that, they discuss with their pair about the meaning of text and identify the text.	G8 (B) collocation consists of s v o to o.
6	G8 (B)	The researcher analysed the gathered data by employing statistical tool of t- test formula to *respond to the objective* of the study.	G8 (B) collocation consists of s v o to o.

The third pattern is the verb forming a collocation with a specific preposition (+ object). Free combination such as to walk in the park are excluded. In addition, combinations of the type verb + by or with are excluded when the latter denote 'means' or 'instrument'. The pattern verbs are normally not used without a prepositional phrase. For example, one does not say: *we will adhere*, *they based their conclusions, our committee consists*, and etc. well formed sentences are:

Table 4 G8 (D) Error

No	Kinds of Error	Text	Comment
1	G8 (D)	Students *enjoyed and enthusiast* when the teacher explained the material and when they did the assessment.	G8 (D) collocation consists of s v prep. o (or) s v o prep. O
2	G8 (D)	It was *analyzed of* pre cycle until second cycle,and the researcher got the result of classroom action research.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
3	G8(D)	Pre-cycle *considered as* the	G8 (D) collocation

		preliminary reflection, three times of treatment are the teaching and learning processes using word jar game and the assessment tests, and the last activity is post test.	consists of s v prep. o (or) s v o prep. o.
4	G8(D)	It might be *caused of* some possibility reasons	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
5	G8 (D)	The students *learned about* daily activity.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
6	G8 (D)	This analysis *contains of* normality test, homogeneity test and the *difference average* test of post- test.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
7	G8 (D)	There are various points of view of Sir Arthur Conan Doyle *which reflected by* Sherlock Holmes.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
8	G8 (D)	They see things, yet they *are ignored the details*.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
9	G8 (D)	However, Sherlock Holmes tends to think that the learning process should be *concentrated to* things that important for one's field of mastery.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
10	G8 (D)	Sherlock Holmes *gets at* one of the central elements	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
11	G8 (D)	When a thief *is occurred* and the dog *was did not bark* yet it is a healthy one, it could be easily concluded that the thief is someone that	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.

		familiar to the dog.	
12	G8 (D)	Two cycles are used which started by a preliminary research first.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
13	G8 (D)	She said that students are less in mastering of vocabulary and pronunciation.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
14	G8 (D)	The students are *divided in* pair.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
15	G8 (D)	The lesson plan is *focused in* practicing conversation of transactional event.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
16	G8 (D)	It has *met to* the achievement indicator 75%	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
17	G8 (D)	There was no student who *asked about* the material.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
18	G8 (D)	The lesson plan is *focused in* practicing conversation of transactional event	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
19	G8 (D)	The implementation of this study was *divided in* two classes	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
20	G8 (D)	There was no student who *asked about* the material.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
21	G8 (D)	There was no student who *asked about* the material.	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
22	G8 (D)	The lesson plan is *focused in* practicing conversation of transactional event	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.
23	G8 (D)	The implementation of this study was *divided in* two classes	G8 (D) collocation consists of s v prep. o (or) s v o prep. o.

The transitive pattern verbs used with to and the second pattern verbs produce identical constructions. We can assign to the second pattern verbs that are normally used with an animate direct object, and to the fourth pattern- verbs normally occurring with inanimate indirect object.

The fourth pattern is verbs followed by *to* + inv (Azar, 1989, p. 168-169). verbs are not included if they are normally used in phrases of purpose, that is, if in order can be inserted with no change of meaning.

Table 5. G8 (E) Error

No	Kinds of Error	Text	Comment
1	G8 (E)	It aims to describe the use of task-based learning method in teaching writing and *to improve* students' achievement in writing after being taught by using task-based learning method.	G8 (E) collocation consists of s v to inf.
2	G8(E)	To realize establishment of Islamic character that *can actualizing* in the society.	G8 (E) collocation consists of s v to inf.
3	G8(E)	*To organizing education that have* a certain quality in the achievement of academic and non-academic.	G8 (E) collocation consists of s v to inf.
4	G8(E)	As mentioned in the previous chapter that in this research, the researcher wants to know the implementation of word jar game *to enriching* students' vocabulary and to find out the effectiveness of the use of word jar game *to teaching* vocabulary to young learners.	G8 (E) collocation consists of s v to inf.

The fifth pattern includes the small number of verbs that are followed by an infinitive without *to*: we must work (Azar, 1989, p. 94). These verbs, with the exception of *dare*, *help* (esp. AE), and *need,* are called *modals.* The verbal phrases *had better* and *would rather* also fit this pattern: *he had better (would rather) go.*

Table 6. G8 (F) Error

No	Kinds of Error	Text	Comment
1	G8 (F)	All activities in the third cycle *could run* well.	G8 (F) collocation consists of s v inf.
2	G8 (F)	The researcher concluded that the *problems have been solving* through word jar game *to teaching* English vocabulary.	G8 (F) collocation consists of s v inf.
3	G8 (F)	An author of the novel conveyed his/her ideas in their works which means the content of the novel or short stories *will* always *portrayed* the idea of the author itself.	G8 (F) collocation consists of s v inf.
4	G8 (F)	A partner *could* stimulate or *inspired* someone to continue his learning.	G8 (F) collocation consists of s v inf.
5	G8 (F)	Any theory that *may arises*	G8 (F) collocation consists of s v inf.
6	G8 (F)	Some of them also do not practice with their group, but overall the teaching learning process *can ran* well.	G8 (F) collocation consists of s v inf.
7	G8 (F)	12 students who *can giving* opinion.	G8 (F) collocation consists of s v inf.

The sixth pattern is verbs followed by a second verb in –ing. Typical examples of this construction are: *they enjoy watching television, he kept talking, she quit smoking,* etc (Azar, 1989, p. 168).

Table 7. G8 (G) Error

No	Kinds of Error	Text	Comment
1	G8 (G)	Basically, they had already known the words in Indonesia, but they found difficulty in identifying the words in English. So, the researcher always repeated the words by the end of the lesson and *asking* them to say the words.	G8 (G) collocation consists of s v v-ing
2	G8 (G)	He *always observing*	G8 (G) collocation consists of s v v-ing

The seventh pattern is transitive verbs followed by an object and to + infinitive (Azar, 1989, p. 277-278). Typical examples of this construction are: *she asked me to come, they challenged us to fight, we forced them to leave,* etc.

Table 8. G8 (H) Error

No	Kinds of Error	Text	Comment
1	G8 (H)	The researcher felt that the implementation of word jar game *to enriching* students' vocabulary in teaching English was successful.	G8 (H) collocation consists of s v o to inf.
2	G8 (H)	Therefore they *are* clearly *need to practice* orally as many as possible in the class.	G8 (H) collocation consists of s v o to inf.

| 3 | G8 (H) | They are given more motivation to speak and *ask* other student *do not* discourage their friend | G8 (H) collocation consists of s v o to inf. |

The eigth pattern is verbs which can be followed by a noun clause beginning with the conjunction that (Frank, 1972, p. 287). Examples are: *they admitted that they were wrong; she believed that her sister would come; he denied that he had taken the money*.

Table 9. G8 (K) Error

No	Kinds of Error	Text	Comment
1	G8 (K)	The researcher concluded *that the problems have been solving using task-based learning to teach narrative text*.	G8 (K) collocation consists of s v (o) that clause
2	G8 (K)	Before the lesson, the researcher *told to the students that will* give reward to the students who can answer the question correctly.	G8 (K) collocation consists of s v (o) that clause
3	G8 (K)	It means *that using medium more effective than without using medium (conventional) in teaching diphthongs*.	G8 (K) collocation consists of s v (o) that clause

The ninth pattern is transitive verbs which can be followed by a direct object and an adjective or a past participle or a noun or pronoun (Wishon, 1989, p. 56-61). Here are several examples of this construction: *she dyed her hair red, we found them interesting, the soldiers found the village destroyed, she had her tonsils removed, we appointed Bob secretary, her friends call he Becky*.

Table 10. G8 (L) Error

No	Kinds of Error	Text	Comment
1	G8 (L)	The teacher should give more attention and motivation in order to *make them be braver* and *more confident* to speak English.	G8 (L) collocation consists of s v o c
2	G8 (L)	That also *made some students was not active* whole in teaching learning process.	G8 (L) collocation consists of s v o c

The tenth pattern is intransitive, reflexive, and transitive verbs which must be followed by an adverbial (Wishon, 1989, p. 8-14). The adverbial may be an adverb, a prepositional phrase, or a clause. For example, we cannot say normally in English *he carried himself*. An adverbial is required to form a complete sentence: *he carried himself well*; or, *he carried himself with dignity*.

Table 11. G8 (M) Error

No	Kinds of Error	Text	Comment
1	G8 (M)	Those observations would make a difference to the quality of decisions.	G8 (M) collocation consists of s v (o) a

The eleventh pattern is verbs which can be followed by an interrogative word: *how, what, when, which, who, why*; to these we also add *whether* (which often alternates in clauses with *if*). These interrogative words often called *w-h question words*. Note: verbs that can be followed by what are not included. An example is verb want: we can say *he wants what I want*, but not *he wants how I want*.

Table 12. G8 (N) Error

No	Kinds of Error	Text	Comment
1	G8 (N)	They are challenged to *memorize how* many pictures or characters *that* related to the topic of the day precisely	G8 (N) collocation consists of s v (o) wh-word.
2	G8 (N)	The observation checklist is used to *know how far* the students' participation in learning speaking process by using kim memory game.	G8 (N) collocation consists of s v (o) wh-word.
3	G8 (N)	The oral test performance is used to *know how far* the students' ability in speaking skill.	G8 (N) collocation consists of s v (o) wh-word.
4	G8 (N)	They paid attention to the lesson, although some students made noisy *when played* the game	G8 (N) collocation consists of s v (o) wh-word.

The verbs can be followed by a w-h question word and usually by either a to + infinitive construction or by a clause: *he asked how to do it, they informed us where applications were being accepted*, etc.

The twelfth pattern is a small number of transitive verbs followed by a predicate noun or by a predicate adjective: *she became an engineer, he was a teacher, he becomes smug*. The verb *make*, used transitively, belongs here: *he'll make a good teacher*.

Table 13. G8 (O) Error

No	Kinds of Error	Text	Comment
1	G8 (O)	The list made by Dr. Watson shows that Sherlock Holmes is only	G8 (O) collocation consists of s v c (adjective or noun).

		learning something that useful to his work and *avoids the useless.*	

The next type is collocation consisting of adjective that can be followed by *a that clause*: *she was afraid that she would fail the examination*. Several adjectives are followed by the present subjunctive in formal English: *it was imperative that I be there at three o'clock* (Frank, 1972, p. 298).

Table 14. G7 Error

No	Kinds of Error	Text	Comment
1	G7	*It was because* they were interested in studying game	G7 collocation consists of adjective that can be followed by *a that clause.*
2	G7	It is *simply because* he knows that the field is useless for him.	G7 collocation consists of adjective that can be followed by *a that clause.*
3	G7	It is that very *element that* both makes him what he is and undercuts the image of the detective as nothing more than logician par excellence: imagination.	G7 collocation consists of adjective that can be followed by *a that clause.*
4	G7	This is *essentials since* all of the processes are built on top of this.	G7 collocation consists of adjective that can be followed by *a that clause.*
5	G7	One of the other reasons of Sherlock Holmes' act is *simply that* he believes that when someone tried to analyze something without proper data, his mind will likely bend the facts to his own theories.	G7 collocation consists of adjective that can be followed by *a that clause.*

The next type is a collocation consisting of noun + preposition combinations. The writer does not include noun + of combinations. A very large number of English nouns can be used with of, especially to denote the concept of direct object, subject, or possession. Hence, it includes the combination *blockade against* but not *blockade of*. The phrase *the blockade of enemy ports* is a regular transformation of *to blockade enemy ports*. It includes *the apathy towards*, but not *apathy of*. A phrase such as the apathy of electorate is predictable on the basis of the known function of the preposition of.

Table 15. G1 Error

No	Kinds of Error	Text	Comment
1	G1	The other *is observation scheme was also prepared* by the researcher to observe during teaching learning process.	G1 collocation consists of noun + preposition combinations. The writer does not include noun + of combinations.

The next type is collocation consisting of preposition + noun combinations. Examples are: *by accident, in advance, to somebody's advantage, on somebody's advice, in agony, at anchor*.

Table 16. G4 Error

No	Kinds of Error	Text	Comment
1	G4	Learning in the experimental class used nursery rhymes, while the control class *without used* nursery rhymes.	G4 collocation consists of preposition + noun combinations.

The last type is collocation consisting of adjective + preposition combinations that occur in the predicate or as set-off attributive (verb less clause): *they were angry at everyone* (Frank, 1972, p. 191-197).

Table 15. G4 Error

No	Kinds of Error	Text	Comment
1	G5	Moreover, the students felt *bore with* the way the teacher taught them.	G5 collocation consists of adjective + preposition combinations that occur in the predicate or as set-off attributive (verb less clause).

Students' Grammatical Collocation Errors and Its' Implication in Teaching Writing

This study investigated the grammatical collocation errors committed by English department students in final assignment of thesis. The research finding of this study shows a weak proficiency of students in English grammatical collocations use in general and collocational clusters in particular. This finding is in line with the common observation and research assertion that word collocation is a challenging area even for advanced EFL users.

Students' grammatical collocation errors has to be overcome. One of the ways to overcome the problem is that it is started from the curriculum design English Education Department has. The discussion of English grammatical collocation can be taught in Academic Writing subject. It is aimed at preparing students to be more ready and confident to write academic writing, such as thesis. That is very important effort of English Education Department because some lecturers often face the same problems when correcting students' thesis. Some of them complain and say that correcting students' thesis which is very poor in its writing quality can be a very time consuming activity. It also waste too much energy.

Inviting students to analyze students' thesis will be a good strategy to help them to be aware of English grammatical collocation in their writing.The lecturer can bring students' theses into classroom as the medium he/she uses to teach writing in order that his/her students can read students' academic writing (theses) and find English

grammatical collocation errors from the sources. It can be an effective way to develop students' awareness of the importance of having knowledge and skill on English grammatical collocation. It is effective because it is close to students' need, so they can prepare themselves to have better understanding in writing thesis through reading and analyzing the examples of some errors and the ways to improve it. Practicing more and more in using English grammatical collocation can improve and increase students fluency in writing.

CONCLUSION

Finding out the whole of the content of each chapter of the study, the researcher can draw some conclusions. The fact of the conclusions must be stated clearly. The researcher analyzed five major types of grammatical collocation error found in English department students' thesis. The classification of five major types of English grammatical collocation error will make it easy to understand English grammatical collocations well. The first type of English grammatical collocation error is collocation consisting of twelve English verb patterns (G8) which have different grammatical structures as the most challenging followed by (G7), (G1), (G4, (G5). To make their students fluent in writing and ready to write a thesis, the lecturers must be used to make them actively find English grammatical errors from students' theses because they have to write the same in the future. Besides, students' thesis can be used as an appropriate medium to teach English grammatical collocation of Academic Writing subject. Collocation consisting of twelve English verb patterns (G8) can be discussed more in that subject because it is the most difficult one to be learnt based on the research the writer has conducted.

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