

**A DISCOURSE ANALYSIS OF COLLOCATION IN ENGLISH  
TEXTBOOK FOR FIRST GRADE IN THE SENIOR HIGH SCHOOL**

**SKRIPSI**

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For the Degree of Sarjana Pendidikan (S.Pd)  
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**By**

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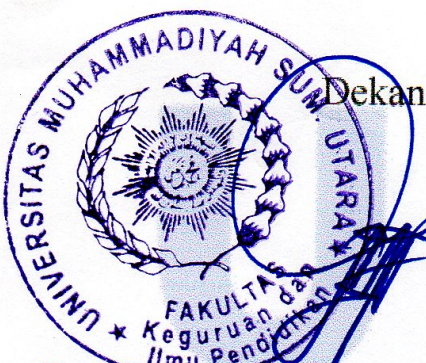
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## ABSTRACT

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This study aims to analyzed the use of collocation in the English textbook for the first grade of senior high school. It was aimed to explore, to describe and to find out the types of collocation used in the textbook and the reason collocation used in the way they are. This study used descriptive qualitative research. The data sources were taken from the English textbook “Talk Active 1, English for Senior High School, Grade X” which was published by Yudhistira on 2016 based on 2013 Curriculum. The data showed there were 3 kinds of genre use in the reading texts which consist of 14 texts. There were descriptive, narrative, and recount text. The result showed that there were 5 type of collocation that were used in the textbook. 24 data were Adjective + Noun types, 12 data were Verb + Noun types, 7 data were Noun + Noun, 7 data were Verb + Prepositional, 6 data were Adverb + Adjective and no data were found using Noun + Verb types. The realization of this study was taken from implicit and explicit meaning from each data based on level of words, phrases and clauses. The reason of using of collocation in the English textbook is because one must follow the rules of English writing in order to avoid the change of meaning that can be for the new English learner to differentiate which word is collocated and which word is not, as natural collocation were not always logical or guessable.

**Keywords:** *collocation, types of collocation, English textbook, genre text*



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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

In Indonesia, English now is officially called the first foreign language of the country. It is showed from the phenomenon where English is utilized in several fields such as foreign companies, educational institutions, and global media. The emergence of many institutions that provide English language teaching services proves that English has become a basic need in the global era. Indonesia's government realizes the fact that how to live in this modern era is by mastering the international language, English. As the provision to face the working environment, English has become one of requirements that must be fulfilled by job applicants.

English itself has an important role in education especially to achieve the world standard, thus the government sets English as the compulsory subject that has to be taught at school. Teacher and learning media is a necessity that has a role to conduct a good teaching learning activity. Teacher as the learning designer needs media and tools to transfer the knowledge, a must tool that is used by teachers all over this world is textbook. Teachers, mostly use textbook as the basic foundation of course in the classrooms. Textbook may not be able to fulfill all the needs of the teaching learning process but their existence as teaching sources is

still paramount. Immanuel (2010), states that textbooks are key component in most language programs. In some situations textbooks serve as the basis for many language inputs that learners receive and language practices that occur in the classroom. In short, a textbook is the complete package of English skills and components that helps teachers and students as their source of materials and exercises in EFL learning. As an addition, Yulianti (2011) claims that a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and as a great contribution in the teaching and learning process. Text book has an important role in teaching and learning process. When the students failed to understand the content of text inside the textbook, they will not get the knowledge of the textbook.

English textbook must become a good guideline for students' learning; therefore the content of the textbook must be natural in accordance with the language used by the native speakers. English textbook contains various types of text that the students have to deal with; in order to avoid the misinterpreting of the text. The English textbook that is used by the students in Indonesia must comply according to the native speakers' language, so then the publisher of the textbook have to deal with so many rules of English. As foreign learners, the students in Indonesia will face many differences in English and Indonesian text, one of them is the combination of words that have become a unity or set according to the English rules, such as connecting words with other words is not arbitrary. In English textbook, collocations commonly used to make the text sounds more

natural. Collocation is used to connect one word to another word (O'Dell, 2008). Collocation is study of combination of words, learning collocation itself is not easy as just combining one word with another word. Sometimes, people usually face difficulties in identifying and using collocations in written or spoken texts in their daily activities.

Here some types of difficulty that learners should face in learning collocation, first is delexicalised. These are verbs which are used frequently in English and with many nouns, so much so that they seem to have lost their meaning in the phrase. Common delexicalised verbs are *get*, *go*, *take*, *make*, *do*, *have*. If we consider the phrase *have a coffee*, it has the same meaning as *drink a coffee*, though this is not what we would say and the use of *have* does not necessarily equate to *drink*. Second, randomness, collocations do not seem to follow any rules nor have any reason behind their existence. If asked by a student why it is we *do the homework* rather than *make the homework*, we can try to find a flimsy reason to justify it but we are more likely than not going to reply that “it just is”, which is not a very satisfactory explanation. Third, first language influence, probably because of this randomness. It is easy for learners to be tripped up by first language transfer (The TEFL Academy, 2017). These collocations often make the students confused then they can't get the meaning of the text. Lubis (2013) analyzed the students' error in interpreting the collocations and find out the mistakes in using collocation. In addition Roohani (2011) analyzed the extent to which lexical and grammatical collocations are used in high



school and pre-university English textbook, compared with the new interchange book series.

Learners often underedtime the difference between receptive and productive vocabulary knowledge, they assume that if they undertand the words, they will be able to use them as well. As the result, many student tend to identify vocabulary learning with the acquision of new word, they fail to pay sufficient attention to collocation relationships in the put, such as green house not glass house.

Those studies indicate that collocation is a necessary item that has to know by the students in order to understand and interpret the text in the textbook. The relation of the textbooks and the lack of understanding of collocation and how much collocation is used in the textbook and what if the use of collocation is much in the form of textbook when collocation is never taught in school. There are a several reason why collocation development is slow and difficult. As one of the most importing properties in lexical competence expecially in understanding text and writing. It becomes major issue to be imposed in Curriculum 2013. As the basic competence student in learning foreign language as the second language.

The researcher decides to analyze the collocation of the texts in English textbook for first grade in the senior high school. The Textbook is based on Curriculum 2013 that has used by many schools in Indonesia.

## **B. The Identifications of Problem**

Based on the explanation in the background of the study, the identifications of the problem are formulated as follows:

1. As foreign learners, students in Indonesia face many difficulties in learning English; one of them is how to interpret the meaning of a text in the English textbook.
2. Collocation usually appears in textbook so that the text content sounds more natural. It's common if a text consists of many types of collocation, and English collocation is very different from Indonesian.

## **C. The Scope and Limitation**

The main objectives of this research will be focused on discourse analysis and limited on the analysis of six types of collocation by McCarthy and O'Dell Theory (2008) they are; verb + noun, noun + verb, noun + noun, adjective + noun, adverb + adjective, and verb + adverb or prepositional phrase and to identify realization collocation realized in the English textbook for first grade in senior high school published by Yudistira Curriculum 2013.

## **D. The Formulation of Problem**

Based on the background of the study, the problems of this study can be formulated in the form of question as follows:

1. What types of collocation are used in English Textbook for first grade in the senior high school?
2. How are the collocations realized in the English Textbook for first grade in the senior high school?
3. Why are the collocation realized in the ways they are in the English Textbook?

#### **E. The Objectives of the Study**

In line with the problem, this study is intended to investigate:

1. The types of collocation used in English Textbook for first grade in the senior high school
2. Collocations realized in English Textbook for first grade in the senior high school
3. Reason for the realization of collocations in the English Textbook

#### **F. The Significance of the Study**

It is expected that the finding will be relevant theoretically and practically.

##### **a. Theoretically**

Finding are expected to enrich theories of discourse analysis and become a relevance for further studies.

##### **b. Practically**

Practically, the findings of this study are expected to be useful for:

- a. The students:

In understanding the text in English Textbook

- b. The teachers:

Compiling a better Lesson Plan

- c. Textbook publisher :

The basis policies and fundamental principle to produce a perfect book in order to obtain the 2013 english curriculum.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

To conduct a research, there are some theories are needed to explain some concept and terms applied in the research concerned. This study also uses some concern and terms that need to the theoretical explained. All of items used have to be clarified in order to have the same perspective of the implementation. It aims to avoid ambiguity, misunderstanding, and misinterpretation of the concepts employed.

#### **1. Discourse Analysis**

Discourses has been seen as a communication language, exchange between speaker and listener, as a personal activity which typically determined by social objectives. Another theory comes from Drid (2010), he explains that discourse analysis focuses on meaning and not on physical actions; it must rely on interpretation by the analyst. Discourse analysis is also seen as the exploration of language used by focusing on pieces larger than sentence. Nordquist (2019) says that discourse is a broad term for the study of the ways in which language is used between people, both in written texts and spoken contexts. Whereas other areas of language study might look at individual parts of language, such as words and

phrases (grammar) or the pieces that make up words (linguistics), discourse analysis looks at a running (grammar) or the pieces that make up words (linguistics), discourse analysis looks at a running.

Discourse as practices that systematically form objects of which they speak, group of statements which provide a language for talking about, the way of representing the knowledge, a particular topic at a particular historical moment. It conducts the topic meaningfully and also influences the ideas. In brief, discourse is a unit spoken and written language that has relevance among sections, integration, and meaningful. Discourse is related to many disciplines. The principal concern of discourse analysis is to examine how language produced by the participants whether spoken or written (text).

Text can be defined as a unit of language in use and is distinguished from non-text by the two-fold concept of unity: unity of structure and unity of texture also generally termed coherence and cohesion (Halliday & Hasan, 1976). Cohesion is concerned with how the text ties together internally in terms of its cohesive relations and is formed when one element of a text is dependent for its interpretation on another. Without it the surface features of a text may not relate to each other and it is thus central to the way in which text is produced and comprehended. This is often divided into grammatical and lexical cohesion, outlined in figure 2.1

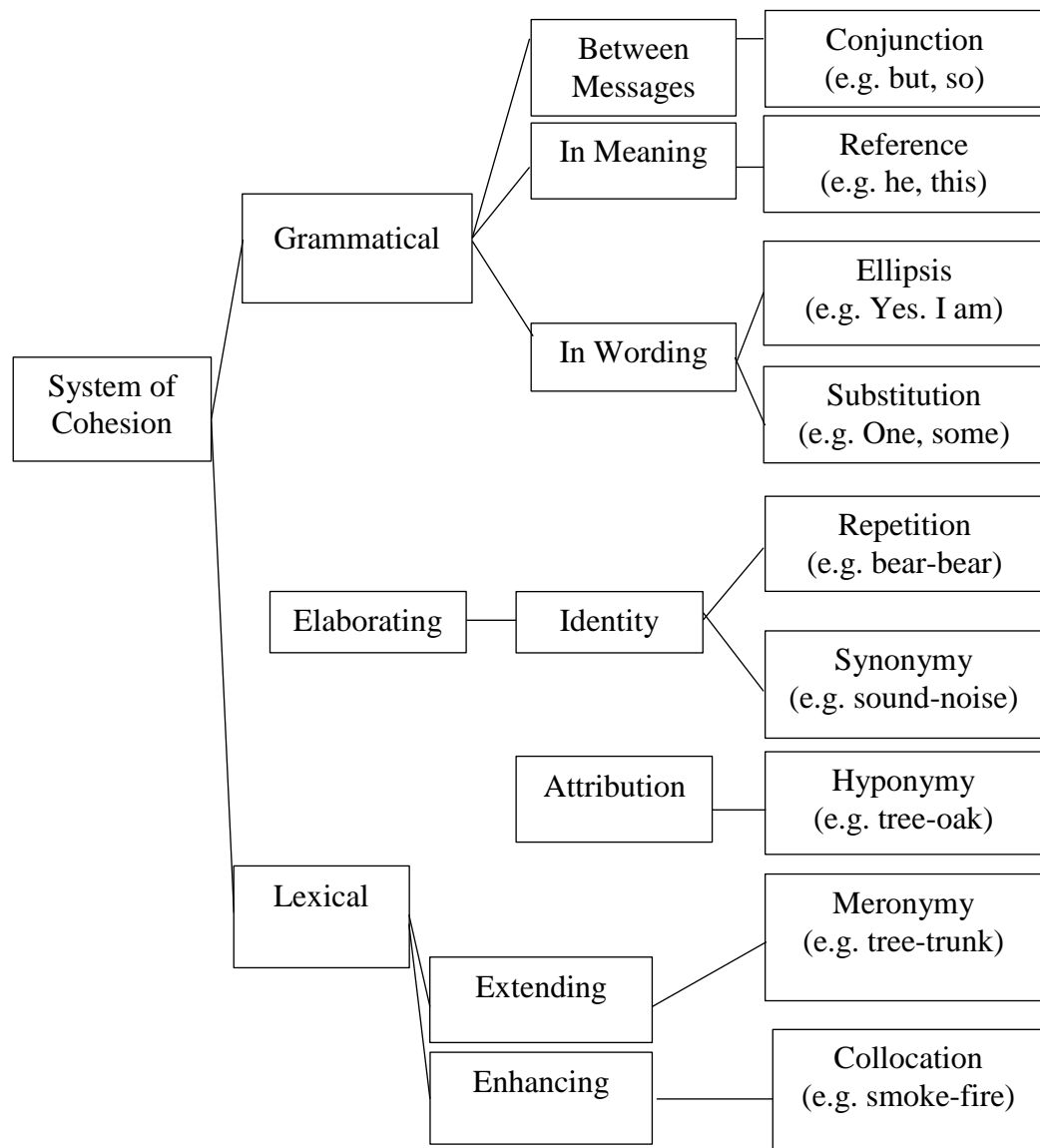


Figure 2.1. System of Cohesion in English by Halliday & Hasan, 1976

Thus, discourse analysis is concerned with written and spoken forms. Consequently, discourse analysis looking at the language when used in social context, especially interaction among speakers (Stubbs, 1984). It has certain

principles, the principle of integrity (unity) and cohesion (coherent), and also the main idea that support the topic.

## **2. Vocabulary**

Ghezelseflou and Seyed (2015), say that vocabulary is the center of language, so it is very essential for every language learner. Vocabulary has an important role in communication and language skills. If someone can master vocabulary, he can talk, share, and express his ideas easily. Most English learners have to deal with vocabulary and grammar, master only one of these won't make the learners understand what others want to express.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write (Richard and Renandya, 2002). The objective of mastering vocabulary is producing the students who have good language proficiency in language skills. Based on the language skill vocabulary is divided into receptive and productive knowledge (Maskor and Baharudin, 2016). Receptive vocabulary is known and understood its meaning by learners when reading text, meanwhile productive vocabulary is understood and can be pronounced by the learners. Productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which understood by others.



### 3. Collocation

Lexical cohesion is simply interpreted by Halliday and Hasan (1976) as ‘the cohesive effect achieved by the selection of vocabulary’. It involves meaningful connections in text that are created through the use of lexical items and that do not intrinsically involve grammatical cohesive ties. The two main categories linked with lexical cohesion are collocation and reiteration. Collocation covers two or more words which can be said to go together in the sense of frequency of occurrence). Learner’s recognition of collocational ties depends in large measures on the amount of his or her reading or listening. The teacher should therefore, encourage learners to read more and provide a motivational environment in which learners are exposed to lexical collocations.

Word can’t stand alone; it needs other words to make meaning of a sentence. Seretan (2011) defines collocation as language chunks which are memorized as whole units in order to achieve language fluency. Collocation is a pair of words consists of two or more words and often used together spoken or written. Collocation is a natural combination of words, such as; *table* goes with *manner*, *look* goes with *for* and *blond* goes with *hair*. Collocation can be used for the learners who want to use English naturally. English is full of collocations, and this case has been a problematic area for the learners in Indonesia but collocation can help the learners to gain proficiency in language learning so they can achieve the native-like fluency and proper interpretation.

#### 4.Types of Collocation

McCarthy and O'Dell (2008) state that collocations are not just a matter of how adjectives combine with nouns. They can refer to any kind of typical word combination, for example; verb+ noun (e.g. arouse someone's interest, lead a seminar), adverb+ adjective (e.g. fundamentally different), adverb+ verb (e.g. flatly contradict), noun+ noun (e.g. a lick of paint, team of expert, words of wisdom). Here are more explanations about the types of collocation.

##### 4.1 Verb + Noun

Table 2.1 Verb + Noun

Verb	Noun	Example	Meaning of verb
Draw up	A contract	Our lawyer <i>drew up a contract</i> for us to sign	Prepare something usually official in writing
Pass up	A chance	I didn't want to <i>pass up the chance</i> of seeing Hongkong, so I agreed to go on the trip	Fail to take advantage of

##### 4.2 Noun + Verb

Table 2.2 Noun + Verb

Noun	Verb	Example
Opportunity	Arise	An <i>opportunity arose</i> for me to work in China, so I went and spent a year there
Standards	Slip	People feel educational <i>standards slipped</i> when the government cut finances

### 4.3 Noun + Noun

1. Noun+ noun collocations used to describe groups or sets.

Examples:

- a. There's been *a spate of attacks* in our area recently (unusually large number happening in close succession)
- b. The minister had to put up with *a barrage of questions/ insults* from the angry audiences (unusually large number, happening at the same time)

2. Noun+ noun collocations used with uncountable nouns.

Examples:

- a. By *a stroke of luck*, I found my keys in the rubbish bin (sudden, unexpected piece of luck)
- b. She gave me *a snippet of information* which is top secret (small piece of information)

### 4.4 Adjective + noun

Examples:

1. This is not an *idle threat*; I will call the police if this happens again! (Simply a thread)
2. He waited in the *vain hope* that the minister would meet him (unlikely to be fulfilled hope)

### 4.5 Adverb + adjective

Examples:

1. The article provides an *intensely personal* account of the writers' relationship with his sons.
2. Joe's sister was a *stunningly attractive* woman.

#### 4.6 Verb+ adverb or prepositional phrase

Examples:

1. I don't like to travel with my brother because he *drives recklessly* (wildly, without care)
2. As soon as the singer came on stage, she *burst into song*.
3. If your dog starts to *foam at the mouth*, you should take it to the vet immediately.

### 5. Realization of Collocation in Text

The term of collocation is used for providing statements of meaning in descriptive linguistics in general. It means that the study of collocation was primarily to make clear collocational patterns in the languages of fiction and poetry, and the authors of those literary texts. Collocation is the occurrence of two or more words within a short space of each other in a text (Sinclair, 1991). The use of collocations within the text can be called as 'creative collocations', the creative collocation is divided into eight categories; (a) metaphorical collocation, (b) transferred collocation, (c) oxymoronic collocation, (d) disparate collocation, (e) unconventional collocation, (f) modified idiomatic collocation, (g) parodied collocation, and (h) lexicalized collocation.



#### a. Metaphorical Collocation

Metaphorical Collocation can be define as a matter of lexical collocation, in that degree of metaphorical effect is dependent upon the mutual unexpectedness of two more co- occurring words. The usual syntactic forms are ‘adjective+ noun, adverb+ adjective/ verb, noun+ verb and verb+ noun.

#### b. Transferred Collocation

The word weary way on ‘The ploughman homeward plods his weary way’ can be called as transferred collocation. The adjective weary grammatically qualifies the noun way but literally or semantically applies to the noun the ploughman, this collocation is treated as a transferred or dislocated collocation.

#### c. Oxymoronic Collocation

The oxymoronic collocation is divided into two main types; first, contradiction of the literal meanings, and second is discrepancy of the connotative meanings. The syntactic constructions examined in this section are ‘adjective+ noun, and adverb+ adjective/verb’

#### d. Disparate Collocation

The oxymoronic collocation examines in the last section were the ‘collocational clash’ type as defined by the contradiction of literal or connotative meanings of two items in conjunction. The collocational clash to be discussed in this section is caused by the incongruous combination of two items taken from different semantic fields or registers.

#### e. Unconventional Collocation

The collocation treated in this section is not a type of collocation caused by semantic incompatibility but a type of unnatural collocation.

#### f. Modified Idiomatic Collocation

Idioms are restricted collocation which can't normally be understood from literal meaning of the words which make them up. Thus, to have/ get/ give cold feet (= to be/ to make afraid) can't be modified to 'frozen feet' or 'chilly feet' without changing the meaning.

#### g. Parodied Collocation

Parodied collocation can be defined as the use of nursery rhymes from viewpoint of modified collocation.

#### h. Lexicalized Collocation

Lexicalized collocation is the combination of words which imply the second meaning without any modification to the fixed, conventional, or well-known expressions or quotations and thus reinterpret them in their own way.

### **6. Textbook**

Textbook is made to help the schools and teachers to provide a proper teaching and learning process. Bowers and Brumfit (1989) state that textbook is a coherent body of teaching materials which may consist of either just course book but also a learning package consisting of several parts. A textbook is designed based on the syllabus and curriculum being applied. As a media, textbook has

been designed to be used by both of the teachers and students to help them in gaining the materials better. Textbook can also be defined as a manual instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.

## **7. Text**

Text is the context of the use of language in the form of the use of spoken and written form of language (Pardiyono, 2007). The aim to produce a text is to communicate or deliver a message to both readers and listeners in any context or situations. Text is a living language which is playing some part in a context of situation (Halliday, 1989).

## **8. Genre Text**

Genre consists of general idea of interaction that is doing through language and language event that has been organized to achieve the purpose of genre.

Genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something in any context.

Pardiyono (2007) states that there are thirteen types or genres of texts as follows:

- (a) Descriptive text, it is the way to describe or illustrate the object, person or idea so that the reader can see the object, or, person, or idea by his/her eyes physically,
- (b) Recount text, it is a text that retells events or experiences in the past, (c) Narrative text, it is to entertain through storytelling and to engage the reader in an

imaginative experience, (d) Procedure text, it is the text which tells us about the process in making or doing something, (e) Explanation text, it is to explain the processes involved in the information or working of natural or socio-cultural phenomena, (f) Discussion text, it is a text to explore several ideas of an issue, (g) Analytical exposition, it is a text that elaborates the writer's idea about the phenomena surrounding, (h) Hortatory exposition text, it is a type of English text that belongs to the class of argumentation, (i) News item text, it is a text to informs the daily and real factual happenings in human life, (j) Report Text, it is to describe the way things around our environment are describe, (k) Anecdote text, it is a text which has the function to cheer the audience up or to entertain them but actually the point of anecdote is the coda, what the participants learn from the series of events in the story, (l) Spoof text, it is a text which tells factual story that happened in the past time with unpredictable and funny ending, (m) Review text, it is the summarization and evaluation of the ideas and information in an article, or event for a public audience.

## **B. Previous Relevant Studies**

In compiling this study, three previous relevant studies are relevance to the references to analyze the collocation in the English textbook and the realization of those collocations. The first is study that had been done by Lubis (2016) in her research she analyzed three types of text from the textbook to find out the collocation, they are; descriptive text, narrative text and explanation text.

Then she found six types of collocation which used in the textbook 'English textbook for grade X in senior high school', and they are adjectives and nouns, verbs and nouns, noun and noun, verbs and expression of preposition, verbs and adverbs, adverbs and adjectives. The result of this study were verb and nouns collocations as the most dominant type of collocation. The second previous study was done by Alfahadi (2014) in his research; he found that collocation is very necessary to be taught to students, so the students are able to interpret and translate the sentences well that consist of collocations. It's true because collocation has its own rule in order to make it sounds more natural in communicating with native speaker. In Indonesia, as the foreign learners, English becomes one of demands for people in many areas of life. The last previous study was done by Lubis (2013) in her research; she found four causes which lead the students' erroneous; learners' lack of knowledge of collocation, differences of collocation between English and Bahasa Indonesia, learners' low mastery of vocabulary and strong interferences of learners' native language.

Those several studies that related to collocation study are used as references for supporting the researcher's study. The researches do not have same form but those can give contribution in explaining about collocation which is often occurred in texts. These former study can give more information and knowledge about the collocation. The previous studies are expected to help the researcher to conduct and solve the main problem of this study about the collocations that appeared in the English textbook for grade X and the realization

of the collocation in the textbook. This study will be different from those related studies which can be seen from the source of data itself.

### **C. Conceptual Framework**

Textbook is necessary in conducting a well teaching learning process. Textbook is a media that will help the teacher to transfer the knowledge. In order to interpret a text in a textbook, mastery vocabulary is a must. The focus of this research is collocation. Collocation is a pair of words consists of two or more words and often used together spoken or written. Collocation is important for both the teachers and students, because collocation can help them to gain a better English proficiency and understanding English better. English and Bahasa Indonesia are different, structure or vocabulary is used in different way, that's why we need to learn about collocation.

This research uses English Textbook for first grade of senior high school as the sources of the text that will be analyzed to find out the types of collocations used in each text. This textbook is based on Curriculum 2013 and support by Government as the media in learning English at school al around Indonesia.

There are so many theories about collocation, and this research uses the theory from McCarthy and O'Dell. Based on McCarthy and O'Dell (2008), there are six types of collocation, they are; verb + noun, noun + verb, noun + noun, adjective + noun, adverb + adjective, and verb + adverb or prepositional phrase. The collocation will be identified and collected based on the types of collocation, this



research also aim to describe how the collocation realized in the English Textbook for first grade of senior high school. The set of the framework may be presented in the following figure :

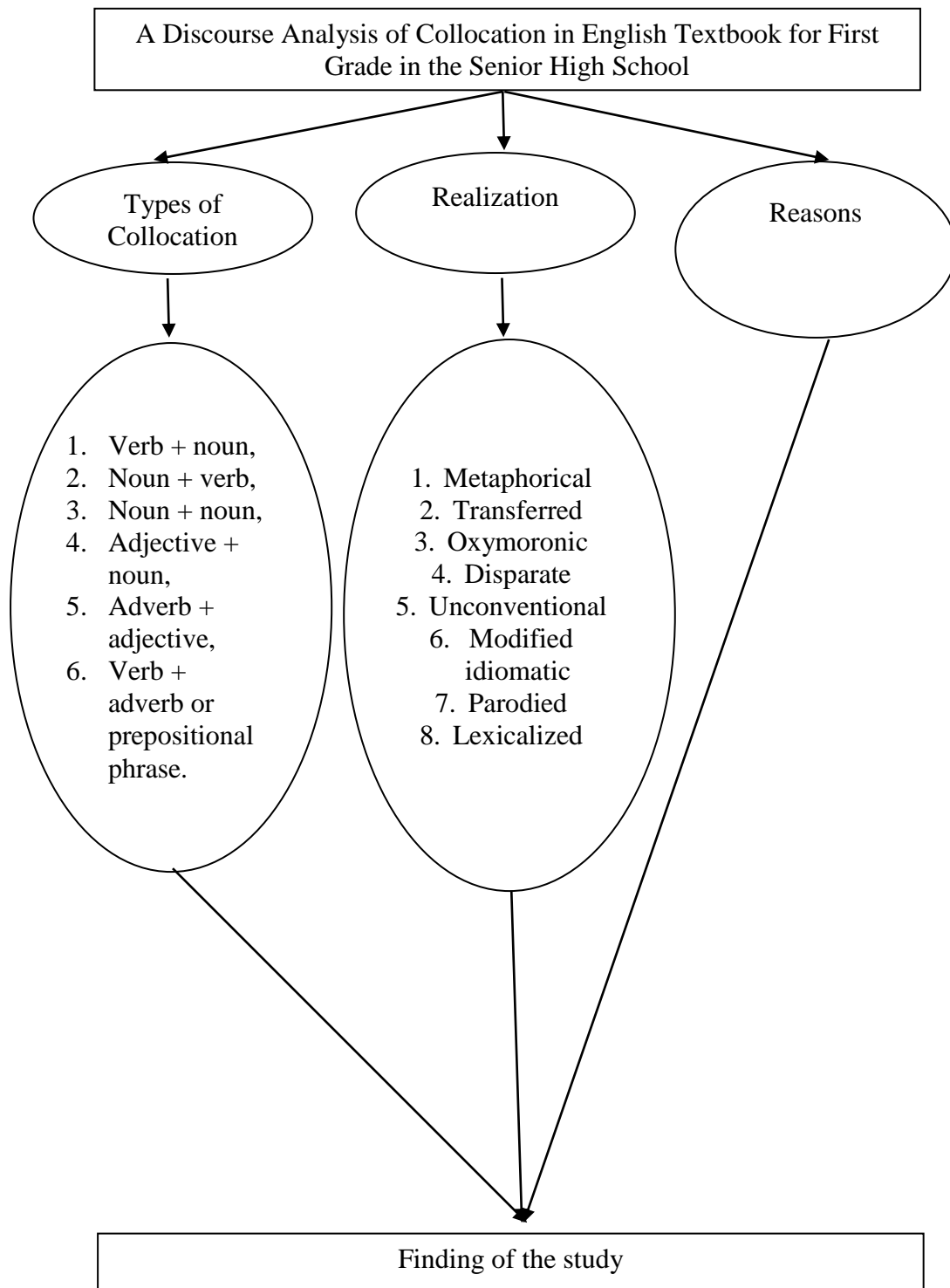


Figure 2.2 Chart of Conceptual Framework

## **CHAPTER III**

### **METHOD OF RRESEARCH**

#### **A. Research Design**

This research was conducted by using qualitative research. In qualitative research method was used to analyzed collocation. This study found that collocations occurred in ‘Talk Active 1, English for Senior High School Grade X’ which was published by Yudhistira in 2016 and written by Lanny Kurniawan and Kenneth W. Ament, then the collocations were grouped based on its types. This study also focused on how the collocations were realized and the reason why the collocation was used in the textbook based on McCarthy and O’Dell (2008) theory.

#### **B. Source of Data**

The source of data was English textbook entitled ‘Talk Active 1, English for Senior High School Grade X’ published by Yudhistira in 2016 written by Lanny Kurniawan and Kenneth W. Ament. The textbook was arranged based on Curriculum 2013 that used by many schools in Indonesia. The data of this study were collocations found in each text of the English textbook. There were 195 pages that consist of four descriptive texts, five recount texts, and five narrative text.

### **C. The Technique of Collecting Data**

In this research, Documentation was used to obtain data directly from research, including relevant books, studying, reporting on activities, and relevant research data. The data of this research was collected by using the following steps; first, finding the English textbook based on Curriculum 2013 for first grade of senior high school. Second, reading the text contained in the textbook. Third, separating the text in the textbook based on genre, namely descriptive text, recount text, and narrative text. Fourth, coding the text in the textbook to make it easier to copy and finding out the collocations in each type of text.

### **D. The Technique of Analyzing Data**

Sugiyono (2013) explained that there were three steps in analyzing data in qualitative research; they were data reduction, data display, and conclusion drawing.

#### **1. Data Reduction**

First step was data reduction. Reducing data meant summarizing, choosing, and focusing on the things that were important. In the process of reduction, the researcher analyzed each sentence of each types of text. Some of the sentences might not consist of collocation and the researcher would only analyze the sentence that consists of collocation. After the data was reduced, surely the data would be immediately provide a clear and accurate picture so that

it could be facilitate researcher to obtain the desired data. The researcher sorted the data based on its need, insignificant and importance.

## 2. Data Display

After the data were reduced, the next step was to display data so that the data were more organized. Generally, the researcher presented the data in form of brief descriptions, charts, tables, graphs, flowcharts, etc. The researcher inputted the result of the data reduction intention to display the data in form of narration and table. It's easier to read and group the data, the collocations, based on the types. The tables was used to show realization the types of collocation in the text on every each of genre text.

## 3. Conclusion Drawing/ Verification

The last step in analyzing the data drew the conclusion or verification. The conclusion had to supported by the concrete evidences from data reduction and data display to know how the collocations were realized in the English textbook and why the use collocation was important in English Textbook. Thus, the conclusion could answer the problem of this study. After the brief explanations, the set of steps in analyzing the data might be represented in this following figure:

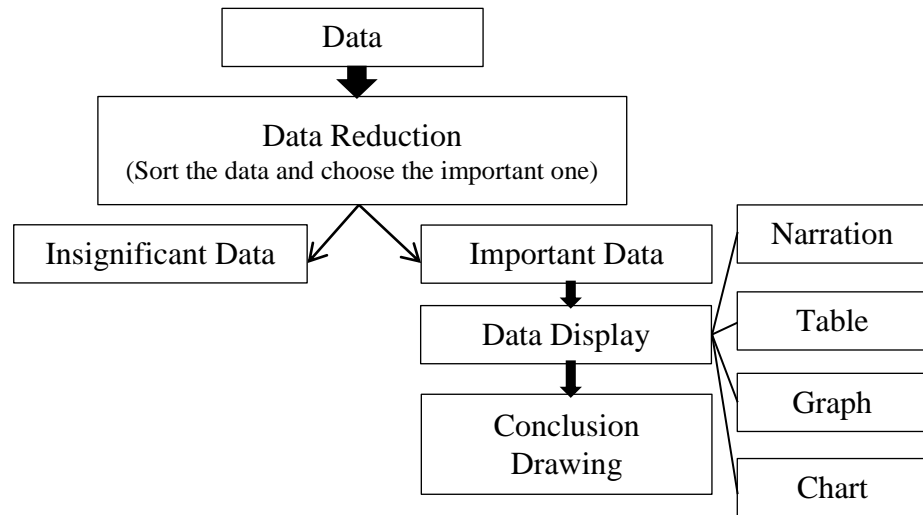


Figure 3.1 The Procedure of Analyzing Data by Sugiono (2013)

## **BAB IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

After analyzing the data, it was found that there were 5 types of collocation that were found in *Talk Active 1, English for Senior High School Grade X* which was published by Yudhistira on 2016 based on Curriculum 2013 proposed by McCarthy and O'Dell Theory (2008). The types of collocation were Verb + Noun, Noun + Noun, Adjective + Noun, Adverb + Adjective, and Verb + Adverb or Prepositional Phrase. The result of this finding was based on the formulation's problem. It explains about the five types of collocation to find the realization and the reason why the collocation was used in the textbook.

Thus, the research analysis showed the total number of collocation that were dominantly used in the textbook which consisted of 24 data were Adjective + Noun types. Another types of collocation found 12 data for Verb + Noun types, 7 data for Noun + Noun types, 7 data for Verb + Prepositional, 6 data for Adverb + Adjective and there was no data found using Noun + Verb types.

#### **B. Discussion**

##### **1. Verb + Noun**

A verb and a noun that go together were considered a collocation. There were 12 data with the Verb + Noun collocation based on the research finding. The form of Verb + Noun formula was found in the phrase *take a trip* (D1V+N),

was occurred in the descriptive text. The phrase *take a trip* was interpreted where *take* as a Verb which followed by article *a*, and *trip* as a Noun. The phrase *take a trip* was used to ask the reader to go out or go on vacation to explore the heritage tourism and explore the beauty of Sultan Mahmud Badaruddin II Museum. Beside to entertain us, we also could learn about the cultures of our ancestors and more.

Another example was the phrase *Catch the ferry* (D6V+N). The phrase *Catch the ferry* consist of the word *Catch* as a verb which then followed by an article *the* and *ferry* as a Noun. This constituent was explaining the reader, the process of going by ship or sailboat over a lake to get into their destination. In the text, the destination was Samosir Island.

Similarly, the phrase *took a rest* (D8V+N) was consist of the word *took*, which is a Verb<sup>2</sup> of *take* followed by an article *a* and *rest* as Noun. This phrase *took a rest* suggest the reader to relax, refresh oneself, or recover straight after a long trip.

There was also a phrase that occurred in narrative text. The phrase *take more rice* was occurred in the narrative text and this phrase consisted of the word *take* as the verb followed by the word *rice* which is a noun where *more* as an adverb to explain the noun. This data was named as (D11V+N) which means to harvest more rice from the rice field to complete their staple foods.

## 2. Noun + Noun

The pattern of Noun + Noun collocations were "... *a and ...of*". The data which used this formula was (D15N+N) namely *Capital city of the Kerinci*. This



phrase consisted of the word *capital city* and *the kerinci* as noun phrase, which connected by the word *of* as its preposition. The meaning of this phrase is to describe the most important city or administrative center of the Kerinci region.

Another example, the phrase *Fish Curry* (D18N+N) has a slightly different formula as mentioned above. In this phrase, the word *fish* as the proper noun was followed by the word *curry* as the common noun but they did not use any preposition which is why it was slightly different formula. This phrase was to inform the reader the kind of local dishes made of fish as the main ingredient which known as *Gulai Ikan Semah*.

### 3. Adjective + Noun

An adjective usually occurs before the nouns. The adjective provided more detail about the noun. One of the example of Adjective + Noun collocation was in the phrase *Ancient Statues* (D20A+N). In this phrase, the adjective was the word *Ancient* which followed by the word *Statues* as the noun. The meaning of this phrase is an old carved or figure of a person which was referred to the statue of Buddha.

In addition, the phrase *Largest lake* (D21A+N). Here, *Largest* was the adjective which was followed by noun *Lake*. Where the word *largest* gives an extra information of the word *lake* which explained the condition of *Lake Toba* as the largest lake in Southeast Asia.

### 4. Adverb + Adjective

There were several data of Adverb + Adjective collocation. One of them was *Very Intelligent* (D44A+A). The researcher notice that the word *very* was an

adverb which emphasizes the degree of the word *intelligent*. The phrase *Very Intelligent* represented an attitude that showed a person or an animal is skillful, quick-witted, and had a lot of knowledge. In narration, the one who was very intelligent was the farmer.

There were numerous data that were similar. All of them used the word *very* as the adverb which placed beside the adjective. Just like in data (D44A+A) until (D49A+A). The use of the word *very* in this context was to explain more about the adjective which came right after the adverb. The word *Very* was grouped into adverb of degree which told the intensity of an adjective used in its context.

#### 5. Verb + Adverb or Prepositional Phrase

All of the data in the data (D50V+P) until data (D56V+P) were using Verb + Prepositional Phrase types. But what makes them different from one another was the different used of preposition. This collocation happens when prepositional phrase acted upon the verb, it was called adverbially because the adverb modify the verb. All of data obtained used different preposition; namely *in*, *on*, *with*, *to*, *for*, *of* and *at*. The first example of modifying preposition and verb is *Arrived In* (D50V+v), In this phrase, the verb *arrive* goes before prepositional *in* to indicate someone was in a certain place at a certain time.

Another example of the preposition placement can be found in the phrase *elaborate on* (D51V+P). The phrase *elaborate on* was a conjugated verb which include a prepositional *on* which was used to present a theory, policy, or system in detail. In addition, the phrase *associated with* (D52V+P) was formed by placing

the verb<sup>2</sup> *associated* side by side with the word *with* as the prepositional. The prepositional was used to show a relation of something.

In the same way, the phrase *prepered to* (D53V+P) was a combination of the verb<sup>2</sup> *prepared* and prepositional *to* which use to show the cause of something. Lastly, the phrase *use of* was form by the verb *use* which followed by the prepositional *of*. This phrase was used to show people or things which related to other things or people.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Having analyzed the data, it was found some conclusion as follows :

1. Types of collocation used in the 3 genre of the text in this textbook consisted of 24 data were Adjective + Noun types. Another types of collocation found 12 data for Verb + Noun types, 7 data for Noun + Noun types, 7 data for Verb + Prepositional, 6 data for Adverb + Adjective and there was no data that used Noun + Verb types.
2. For the realization realization of the collocation that used in textbook were realized through to the implicit and explicit meaning from each data in the level of words, phrases, and clauses.
3. The reason of using collocation in English language because in writing we must consider the rules in English writing to avoid the shifting in meaning where it could be difficult for English learners to know which words are collocated, as natural collocations were not always logical or guessable. It could be seen in the appendix

#### **B. Suggestions**

Based on conclusion above, there are some suggestion that researcher would like to give as follows :

1. For the teachers, the students who learn linguistics and who are interested in this collocation study should understand and know the differences on some type of collocations in order to avoid meaning shifting in translating the English language.
2. For the teachers, who used textbook as their learning material should choose the right and easy to understand textbook which contain many natural collocation types.
3. For researcher who interested in this study were suggested to enlarge their knowledge the types and the realization of collocation in the same or different object.

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# **APPENDICES**



**TASK 4**

Study the following questions. Consult with your teacher or classmate to help understand the questions.

1. What are the names of the tourist destinations presented in Task 1?
2. What parts are described in Description 1?
3. What parts are described in Description 2?
4. What qualities are described in Description 1?
5. What qualities are described in Description 2?
6. What are the characteristics of the first tourist destination?
7. What are the characteristics of the second tourist destination?

**TASK 5**

Work in pairs to answer the questions above.

**TASK 6**

What do you think was the purpose of the two descriptive texts in Task 1? Discuss this with your classmates.

## Questioning

**TASK 7**

Now, let's read aloud a longer descriptive text below. Mind your pronunciation and intonation.

### The Sultan Mahmud Badaruddin II Museum

Take a trip back in time and explore the history of Palembang by stepping into the Sultan Mahmud Badaruddin II Museum (SMB II). Not only is the museum rich in its collections, but the building itself is also an important historical legacy, as it is a monument of the prosperous golden age of the Palembang Sultanate.

Located on the riverbank of the Musi, the museum exhibits various collections ranging from archeology, ethnography, biology, and arts to especially numismatics, the study or collection of currencies. Here, you can also find many historical remnants from photo collections of the Kedukan Bukit period, ancient statues of Buddha and Ganesha Amarawati, as well as various other artifacts, including those from the Sriwijaya era.

Sultan Mahmud Badaruddin II was the ruler of Palembang from 1803 to 1821. This museum, bearing his name, was once the palace of the Palembang



Source: static.panoramio.com

Darussalam Sultanate. Originally called Keraton Kuto Kecik or Keraton Kuto Lamo, this building, along with the Palembang Grand Mosque, was built during the era of Sultan Mahmud Badaruddin Jayo Wikramo or SMB I. Distinct from other buildings of the same era that mainly use wood, this palace was built of brick.

With the arrival of the Dutch in the 17<sup>th</sup> century, the palace was occupied by the colonial army. During the first Palembang War in 1819, the Dutch landed 200

troops here who were placed at Keraton Kuto Lamo. After Sultan Mahmud Badaruddin II was captured and exiled, the Dutch plundered and wrecked buildings in Palembang, including Keraton Kuto Lamo. In 1823, the Dutch began to construct buildings upon the ruins. At the former Keraton Kuto Lamo, a residence was built for the Kingdom of Netherland's commissary in Palembang, Yohan Isaac van Sevenhoven. In 1842, the building was completed and was locally called the *Snail House*.

History still held a grip on this building when the Japanese arrived in the 1940's. With the 2nd World War raging in the Pacific, the Japanese utilized this historical building as their military base. After Indonesia's Proclamation of Independence in 1945, the building became a military base for the IV Regiment of the Sriwijaya Army.

As a site that was involved in so many historical events, the Sultan Mahmud Badaruddin II Museum provides displays that elaborate on various eras in history. As day turns into night, aim your camera to

face the overall front view of the museum and wait for all of the lights to shine. When they do, check your camera's screen and see what splendor you've captured.

The Sultan Mahmud Badaruddin II Museum is a perfect place to explore the history of Palembang. From the age of Sriwijaya, to the Palembang Darussalam Sultanate, to the Dutch colonial era, and to the Japanese occupation to the early era of Indonesia's independence; all are presented in its 368 collections. The architecture itself is unique as it is a combination of Dutch colonial and native Palembang Palace styles.

To go to Palembang, take a flight to Sultan Mahmud Badaruddin II International Airport. The airport is accessible from many countries, including Malaysia, Singapore, China, and Thailand. The distance between the airport and the museum is about 6 km. From the airport, take a taxi or rent a car.

(Adopted from *id.indonesia.travel*)

### TASK 8

Answer the following questions based on the text above.

1. What is the name of the tourist destination explained above?
2. How does the writer identify the object of description?
3. What parts are described?
4. What qualities are described?
5. What are the characteristics of the tourist destination?

### TASK 9

Based on your answers above, make two questions about each of the parts, qualities and characteristics of the object, The Sultan Mahmud Badaruddin II Museum. Ask your partner to answer your questions. Then, answer your partner's questions in turns.

Parts of The Sultan Mahmud Badaruddin II Museum	1. ... 2. ...
Qualities of The Sultan Mahmud Badaruddin II Museum	1. ... 2. ...
Characteristics of The Sultan Mahmud Badaruddin II Museum	1. ... 2. ...

Read the following descriptive text carefully.

### The Incredible Lake Toba

Lake Toba is one of the most awesome natural wonders of the world. It is an enormous crater lake. It has an island in the center of the lake, almost the size of Singapore. At over 1130 square kilometers in area, and a depth of up to 450 meters, Lake Toba seems to be more like an ocean. This is the largest lake in Southeast Asia and one of the deepest lakes in the world.

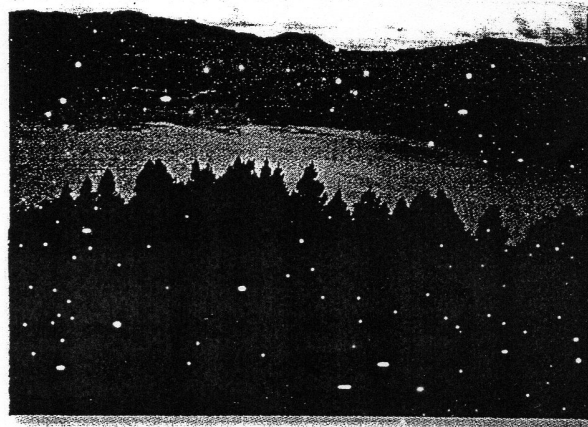
Lake Toba is a place to come and sit back, relax, and absorb some beautiful pristine scenery. As you sit and take in the view of the picturesque mountains set against the cool clear lake, you will feel the worries of the world melt away. As the lake sits 900 meters above sea level, there is a cooler climate here, making a refreshing break from the heat, humidity and pollution of the city.

It's hard to imagine a more scenic place to come and enjoy hiking, swimming, and sailing, although once you arrive it might be difficult to resist the anesthetizing effects of the lake. The cool clear water coupled with the relaxed atmosphere and friendly people are what draw visitors from all over the world to Lake Toba.

Venture onto the island of Samosir in the middle of the lake and you will discover mountains steeped in cool mist, clear waterfalls to swim under, and locals taking their water buffalo out in the fields.

This is a place to come and enjoy the legendary Batak hospitality. Say "cheers" and enjoy some traditional palm wine with the locals. Sit and have some coffee and chat with islanders keen to practice their English. Wherever you go, it won't take long to make new friends.

On the main land, accommodations are available in the town of Parapat. Parapat occupies a small, rocky peninsula jutting out into the lake. On the way down to Parapat from the hill town of Berastagi, you will get some spectacular views as the lake first comes



Source: id.indonesia.travel

into sight and the road winds its way down the mountain closer to the shoreline. In Parapat live the Batak Toba and Batak Simalungun people, who are known as happy and easygoing people, famous for their lively and sentimental songs. Although the majority have embraced Christianity, ancient beliefs and traditions still persist.

Parapat is 176 km from Medan and can be reached in under six hours by bus. There are two main bus routes: Medan-Parapat or Medan-Berastagi and the cost is approximately 30,000 rupiah.

You can buy a spot in a private air conditioned one from Medan to Parapat for 65,000 rupiah for a one way trip that takes around four hours. Travel agents in Medan can also organize a rental car plus a chauffeur for you.

Medan is an international gateway. A number of airlines fly daily between Kualanamu Airport (Medan) and all major cities in Indonesia, and international flights also connect Medan with Malaysia, Singapore and Thailand.



Once you arrive in Parapat, you can catch the ferry to Samosir Island. The ferry goes every hour and a half from 9 a.m – 5 p.m. The two landing points on Samosir are the traditional village of Tomok, or Tuk Tuk, where the island's hotels and restaurants are concentrated. A public bus is available if you are coming overland from the south via Bukittinggi and Tarutung.

In Parapat you can buy souvenirs, such as T-shirts and keychains. There is also a traditional market, which opens twice a week selling fruits, vegetables, and clothing.

For more unique souvenirs (even antiques) try shopping in Samosir. If you're interested in buying some *ulos* cloth or hand-woven shaws, which are famous for their beautiful motifs and smooth weaving, visit the traditional village of Jangga, where you can even witness the process of making *ulos*.

Many visitors prefer to take the more scenic option and stay on the massive island of Samosir in the middle of the lake. As an original home of the Batak Toba people, the island has many traces of the ancient days, including stone tombs and traditional villages. One is Ambarita, which has a courtyard with stone furniture where in the old days convicts were tried and beheaded. Or visit Simanindo, where traditional Batak ritual dances and music are performed. Here, you'll be able to discover the unique and ancient Toba culture.

Despite being a tourist spot for many years, Lake Toba still has natural and undisturbed beauty. Venture away from the small villages and you will find yourself in the countryside, surrounded by farmland and churches, with strange tombs peppering the landscape.

(Adapted from *id.indonesia.travel*)

### TASK 19

Answer the following questions based on the text above.

1. What is the object described and how does the writer identify the object?
2. How can we get there?
3. What will we get when getting around the object?
4. What activities can we do around the object?
5. Write an overview of the object.

### TASK 20

Adjectives and adverbs are used to describe something. We often find them in a descriptive text. What are they? How do we use adjectives and adverbs correctly? Study the following explanation.

## Grammar Insert

### Adjectives vs Adverbs

**Both adjectives and adverbs** are words that describe something. If someone asks you to describe something in detail, you will probably use some adverbs and adjectives along the way. However, sometimes we get them mixed up and forget which is which. Thus, it is important to know how each one is used.

An **adjective** is a word or set of words that modifies (i.e., describes) a noun or pronoun. Adjectives may come before the word they modify.

Fill in the blanks with the correct adverbs that modify their corresponding adjectives.

### Trowulan, Seat of the Great Majapahit Kingdom

Trowulan is a district in the province of East Java, wherein lies Indonesia's only site of what is said to be the ruins of the Great Majapahit Empire. Surrounded by thousands of archaeological remains, Trowulan is regarded as the \_\_\_\_\_ possible site of the capital city of the Majapahit Empire.

The Majapahit Kingdom was established in 1293 AD, after the fall of the Singosari Kingdom. Raden Wijaya was the founder and \_\_\_\_\_ first king of the Majapahit Empire; he reigned until 1309 AD. The kingdom reached its "Golden Age" under the rule of King Hayam Wuruk and his Prime Minister Gajah Mada, who pledged an oath to unite the archipelago. This was achieved through the organization of local and regional trade networks of rice, spices, ceramics, and textiles. This also led to the unifying of religions, showing Majapahit as a \_\_\_\_\_ multicultural nation, with people of \_\_\_\_\_ various faiths living in harmony.

I feel that travelling to this interesting place is \_\_\_\_\_ more than just a vacation, but a journey through the history of our nation. Much can be discovered in Trowulan about the Majapahit period civilization, including the government system, trade, foreign affairs, technology, architecture, agriculture, handicraft, and art.

Trowulan lies just 60 km southwest from Surabaya, Indonesia's \_\_\_\_\_ largest city. Surabaya has \_\_\_\_\_ international flights from Hong Kong, Bangkok, Kuala Lumpur, Penang, and Singapore. Domestic flights are available from most cities around Indonesia.

From Surabaya, we could simply hire a car direct to Trowulan, or take a bus to Mojokerto and continue by rickshaw or *ojek* (motorcycle taxi).



Source: picture.tripturus.com

You will find that many restaurants line the Segaran Pool, serving \_\_\_\_\_ traditional foods of the region, such as fish, steamed rice, vegetables, tomato sauce, and young coconut.

One of the culinary specialties of the area is *Sambel Wader*, consisting of *iwak wader*, a \_\_\_\_\_ small river fish, deep fried, and served with vegetables and chili sauce. Other east \_\_\_\_\_ traditional dishes include *Soto Dhok* and *Rawon*. I find these dishes are \_\_\_\_\_ cheap. It will cost me less than 10,000 rupiah.

Trowulan was first discovered in 1817 by Sir Stamford Raffles, who described it as ruins of temples scattered about for miles, though most of the site was then covered in \_\_\_\_\_ dense teak forest. Being fascinated by the site, Raffles later referred to it as "The Pride of Java." Later \_\_\_\_\_ aerial photographs showed the city engraved with a network of canals, running in straight lines across the city, used for drainage as well as water supply.

(Adapted from *id.indonesia.travel*)

Read the following descriptive text carefully.

## The Panoramic Lake Kerinci of Jambi

Nearly 800 meters above sea level, surrounded by boundless stretches of bright, green rice paddies as far as the eye can see against a backdrop of gently sloping mountains (seemingly a shade of blue) lies a vast expanse of calm, clear waters, dotted sporadically by small fishing boats gliding along its surface. This is Lake Kerinci, the largest of 15 lakes in the Kerinci district and the second largest in Sumatra, after Lake Toba.

It spans 4,200 hectares of area and reaches a depth of 110 meters. A number of stone megalithic relics have been discovered in the small villages scattered around the shore of Kerinci, some dating back 2,000 years. The presence of these ancient standing stones shows this area as one that has been inhabited for thousands of years. The lake is located at the foot of Raja Mountain in the Kerinci District, Jambi Province, on the island of Sumatra. It is about 16 kilometers from Sungai Penuh the capital city of the Kerinci District. The two closest cities to Sungai Penuh, are Jambi and Padang.

It takes about 10 hours to get to Sungai Penuh from Jambi by car, travelling over a distance of approximately 500 km. This can be done by using public transportation or a rented car. Jambi airport serves only Jakarta and Batam.

The alternative route from Padang to Sungai Penuh is much faster, with a total distance of under 300 kilometers. From Padang it can be reached via public transport, rented car or private car, and should take between 5-6 hours. Minangkabau International Airport in Padang serves Jakarta, Medan, Pekanbaru, Batam, and Kuala Lumpur.

The beauty of Kerinci has long been associated with legends. One legend tells about twin orphan brothers, Calupat and Calungga, who found shelter at the foot of Mount Kerinci. Two precious stones had been given



Source: [www.wego.co.id](http://www.wego.co.id)

to them by their late parents; a ruby and a pearl. One day, while hunting alone, Calungga came upon a giant egg. Calungga should have brought the egg home and shared it with his younger brother, Calupat. But instead, Calungga ate the egg alone. Immediately afterwards, Calungga was overcome with extreme thirst. He ran to the river which flowed near Mount Kerinci and drank and drank until the river ran dry. However, his thirst was not yet quenched. Suddenly, his body began to change. He grew larger, longer, and developed golden scales along the length of his body. Calungga had transformed into a giant dragon, and embedded in his head were the gem stones he had been given. Dragons, as we know, are magical creatures. To test his powers, Calungga appealed to the gods of the earth. He wound his snake-like body into a large circle and begged the gods to fill that shape with water. The gods obliged, creating Lake Bento at the foot of Mount Kerinci.

Unable to live alone, Calupat asked the dragon to bring residents to his valley. A powerful wind then blew against Lake Bento forming an estuary and causing the river to flow downstream to the east. Lake Bento was again left as an empty valley and a new lake was created: Lake Kerinci. With a new



When visiting Lake Kerinci, some of the “must try” local dishes are *gulai ikan semah* (fish curry) *lemang* (a traditional snack made of glutinous rice and coconut milk wrapped in banana leaves and roasted over the fire) *jeruk pelompek* (the oranges produced

As a fishing community, there are many restaurants around the area where you can try some of the tasty dishes made from the freshwater fish of Lake Kerinci while enjoying the fresh air and natural scenery.

(Adapted from *id.indonesia.travel*)

## TASK 27

Analyze the structure of the text "The Panoramic Lake Kerinci of Jambi". Then, identify the main ideas of each paragraph. Write those down in the table below.

## TASK 28

[illegible]

## Observing

### TASK 1

Listen carefully to the recount monolog played by your teacher/read by your teacher. Then, state whether these statements are true (T) or false (F).

1. ☐ Mathew Webb was the third man to cross the English Channel from England to France.
2. ☐ Webb was the son of a sailor.
3. ☐ The English Channel is a sea separating England and France.
4. ☐ The English Channel is a cold and dangerous sea.
5. ☐ Mathew Webb crossed the English Channel at the age of 25.

### TASK 2

Read this text taking turns with your classmates. Mind your intonation and stress while reading the text aloud.

The Titanic, with 2,300 passengers aboard, was on its maiden voyage from Southampton to New York. It was 11.40 p.m. on April 14, 1912 and the sea was calm. Suddenly the look-out man saw an enormous iceberg. "Iceberg ahead!" he shouted.

Immediately, the ship turned, but not soon enough. The iceberg tore a 300

foot hole in the hull and water began to rush in. At 12.05, the captain gave the order. "Prepare the lifeboats!"

The wireless operator sent out an SOS signal. Six ships began to race towards the Titanic, but unfortunately two closer ships did not hear the desperate calls for help.

At 2 a.m., the captain gave the order, "Abandon ship!" In one of the lifeboats there was a young woman, Emily Richards, and her baby. She said later, "It was the most frightening sight I have ever seen. The sea was full of bodies. The water was so icy that nobody could survive for more than a few minutes."

In a short time, the Titanic began to slip beneath the surface. One by one the last of the passengers jumped into the sea. Then, the stern rose up in the air and the Titanic sank quickly out of sight.

At dawn the next morning, a rescue boat picked up 750 survivors from the lifeboats. Most of them were first and second class passengers. All of their children survived. But of the children who travelled in third class, only a third survived.

source: [www.titanic-nautical.com](http://www.titanic-nautical.com)



Source: [news.nationalgeographic.com](http://news.nationalgeographic.com)

### TASK 3

Answer these questions based on the text above.

1. What event is being described?
2. How many passengers were found by the rescuers?
3. When did the event happen?
4. "Prepare the lifeboats!" What does this instruction mean?
5. "But of the children who travelled in third class, only a third survived." What message is implied by this sentence? Elaborate on your opinion.



Study the example of generic structure identification of the recount text below:

Orientation

The Titanic, with 2,300 passengers aboard, was on its maiden voyage from Southampton to New York. It was 11.40 p.m. on April 14, 1912 and the sea was calm. Suddenly the look-out man saw an enormous iceberg. "Iceberg ahead!" he shouted.

Series of events

Immediately, the ship turned, but not soon enough. The iceberg tore a 300 foot hole in the hull and water began to rush in. At 12.05, the captain gave the order. "Prepare the lifeboats!"

The wireless operator sent out an SOS signal. Six ships began to race towards the Titanic, but unfortunately two closer ships did not hear the desperate calls for help.

At 2 a.m., the captain gave the order, "Abandon ship!" In one of the lifeboats there was a young woman, Emily Richards, and her baby. She said later, "It was the most frightening sight I have ever seen. The sea was full of bodies. The water was so icy that nobody could survive for more than a few minutes."

A few minutes later, the Titanic began to slip beneath the surface. One by one the last of the passengers jumped into the sea. Then, the stern rose up in the air and the Titanic sank quickly out of sight.

Reorientation

In a short time, a rescue boat picked up 750 survivors from the lifeboats. Most of them were first and second class passengers. All of their children survived. But of the children who travelled in third class, only a third survived.

## TASK 7

Read the following recount text carefully and then identify its generic structure.

### The Spanish Armada

In May 1588, Spain was the most powerful country in Europe. King Philip II of Spain was determined to conquer England and become its King. He ordered a large number of ships to be prepared to set sail and invade England.

At first the English queen, Queen Elizabeth I, ignored the rumors of a Spanish invasion, but soon she came to realize the great danger the country was facing and she made sure that England would be prepared for a battle. Eventually, the Spanish were ready and over 100 ships set sail towards the English Channel.

As soon as the Spanish ships were seen from the English coast, fires were lit on the hills as a signal that the invasion was coming. When the Spanish ships got close enough, the English navy closed in and a great sea battle began.

Once the battle began, it was obvious to the Spanish that they would be defeated. Not only did the English sailors have stronger and more powerful ships, but they also made terrifying use of fire ships—boats that were



Source: myfavoritethings.freehostia.com

deliberately set ablaze and then sent amongst the ships of the Spanish fleet.

At last, the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk, and to this day some of their wrecks still lie on the seabed in the English Channel.

(Taken from [prezi.com/gfit98ffrigg/historical-recount](http://prezi.com/gfit98ffrigg/historical-recount))

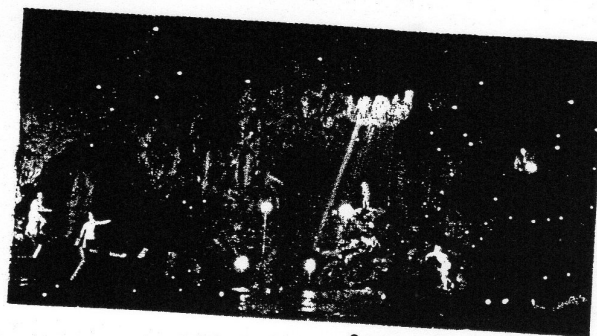
# TASK 14

Change the underlined verbs in the following text into Simple Past forms. Rewrite them and study the meaning of each.

Yogyakarta is one of the most famous tourism areas in Indonesia. Many tourists, whether they are local or international tourists, like visiting this city and so do I. I have an opportunity to visit Yogyakarta last year. I go to Yogyakarta for three days and two nights with my students. There were around 50 students who went on this trip. We left from Tangerang, Banten by bus. After spending 12 hours in the bus, we arrive at Jatijajar Cave as our first stop on Saturday morning. Jatijajar Cave is located 21 kilometers from Gombong and 42 kilometers from Kebumen.

In Jatijajar, we had breakfast and then enter the cave. In the cave, we enjoyed seeing the statues depicting Raden Kamandaka. Some students take pictures in front of the statues. At around 10 AM, we left from Jatijajar Cave and went on to Kaliurang where our accomodations were located.

At around 5 P.M., we arrive in the hotel and all of the participants took a rest until the evening.



Source: upload.wikimedia.org

After having dinner, at around 8 P.M., we had an art performance presented by the students. We invite some of the students to perform and show their skills in front of the others. The performance is quite exciting because there were singing performances, dance performances, magic shows, and jingle competitions. The organizing committee also give many door prizes to the participants. The art performance last about three hours until 11 P.M.

(Adapted from [www.text-types.com](http://www.text-types.com))

# TASK 15

Read the text carefully and study the text structures.

## The Salem Witch Trials

Text by Sara Zeglin

A witch craze swept the small Puritan community of Salem Village, Massachusetts in 1692. It began when a group of girls gathered in the evenings in the home of Reverend Parris to listen to stories told by one of his slaves, Tituba. They also played fortune-telling games, which were strictly forbidden by the Puritans. One night, while trying to see the faces of their future husbands in an egg white dropped in a glass of water, one girl believed she saw the shape of a coffin.

Soon after, the girls began acting strangely, leading the Puritan community to suspect that the girls were victims of witchcraft. The girls named three townswomen, including Tituba, as the witches who were torturing them.

The three women were put on trial for practicing witchcraft. Tituba confessed to having seen the devil

and also stated that there was a coven, or group, of witches in the Salem Village area. The other two women, Sarah Good and Sarah Osbourne, insisted they were innocent. The court didn't believe them, and found them guilty of practicing witchcraft.

As the weeks passed, the affected girls accused other townspeople of torturing them, and some of the people on trial also named others as witches. Women were not the only ones believed to be witches—men and even some children were accused. By the end of the trials in 1693, 24 people had died, some in jail, but most by hanging. Some of the accused had confessed to being witches, but none of them were hanged.

The Puritan way of life was very strict, and even small differences in behavior could make people suspicious. Religious leaders instilled a fear of the devil



Source: kids.nationalgeographic.com

and preached that those who did not conform to the Puritan way of life would be used by the devil to carry out his wishes. No one is really sure why the witch craze spread the way it did, but it did bring lasting changes to the legal system and the way testimony and witnesses were treated, and the Salem Village hangings were the last executions of accused witches in America.

(Taken from [kids.nationalgeographic.com.au/kids/stories/history/salem-witch-trials](http://kids.nationalgeographic.com.au/kids/stories/history/salem-witch-trials))

## TASK 16

Complete these statements with the information from the text above.

1. Salem was a town located in .....
2. Tituba was a black woman who .....
3. .... had died by the end of the Salem witch trials.
4. Puritan was a religious community and part of the ..... religion.
5. A witch is .....
6. The event of the Salem witch trials happened in year .....
7. The first three women accused as witches were ....., and .....
8. The event brought changes to .....
9. The event lasted for ..... year(s).
10. The Puritan way of life was .....

## TASK 17

As seen in the previous texts in Task 2, 6, and 14, a recount text usually uses connectives to show its chronological order and explain when the event happened. For a better understanding, please study the following explanation.

## TASK 18

Read the text in Task 15 again. Identify and rewrite the connectives, which link events in time, and adjectives used in the text. Then, find their meanings. See the example.

Connectives – meaning	Adjectives – meaning
1. It <u>began</u> - the start of the story	a. The <u>affected</u> girls - the girls acting strangely



# TASK 19

Fill in the blanks with the correct connectives given in the box.

although	however	so	finally
but	in order to	then	because
and	first	during	after

Pete and Jenny use the Internet \_\_\_\_\_ (1) find their dream holiday. \_\_\_\_\_ (2), they surf the net \_\_\_\_\_ (3) choose an interesting destination. \_\_\_\_\_ (4), they buy their tickets, \_\_\_\_\_ (5) they don't need money \_\_\_\_\_ (6) they are going to pay by credit card. \_\_\_\_\_ (7), there is one problem. \_\_\_\_\_ (8) Peter wants to bask in the sun, Jenny wants to go skiing! \_\_\_\_\_ (9), where is it going to be, Hawaii or Switzerland? \_\_\_\_\_ (10), they decide to go to Switzerland this year and to Hawaii next year.

# TASK 20

Study this recount text. Write the generic structure in the box based on the text you read.

## My Holiday Was Fantastic

Last summer, I had a fantastic holiday. I visited some great places.

I went to the airport and was going to fly to Cleveland. I was spending two days there. I wanted to see some Cleveland Cavaliers basketball matches.

Then, I went to Hollywood. Hollywood is a famous district in Los Angeles, California. It has become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO, and Columbia – have studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of statue to the top of the crown. That was amazing.

The places made me feel at home, but I had to go to my real home. Next time, I would like to visit these places again.

(Adapted from [understandingtext.blogspot.com](http://understandingtext.blogspot.com))

# TASK 21

Find the main idea of each paragraph and identify the language features used in the text. Look at the examples below.

Main Ideas	
Paragraph 1	I visited great places in my last summer holiday. Language features : using adjectives (fantastic holiday, great places), ...

### William Shakespeare

1564

Born in Stratford, England

_____	_____
_____	_____
_____	_____
_____	_____

#### TASK

7

Make five questions based on Shakespeare's short biography above. Ask the questions to your partner and then answer your friend's questions in turn.

#### TASK

8

Biographies, in general, belong to the recount text genre. However, there are many examples of recount texts besides biographies. Read the example of a recount text below and study its text structure.

Orientation

On the first day of June 1945, Sukarno delivered a speech in a BPUPKI (Indonesian Independence Preparation Investigative Assembly) session in response to a question raised by Radjiman Wedyodiningrat, chairman of the meeting, about national principles - the speech was applauded enthusiastically by the audience. A number of national figures had already given presentations before Bung Karno. The other speakers, including Supomo, talked about the requirements for establishing a state (citizens, territory, government), but none talked about principles.

Series of Events

On June 22, 1945 the team of nine, chaired by Sukarno, included seven words "dengan kewajiban menjalankan syariat Islam bagi pemeluk-pemeluknya" (with an obligation for Muslims to follow the Islamic canon law) in the preamble of the 1945 Constitution. However, before the Declaration of Indonesian Independence, Mohammad Hatta received a message from people of the eastern part of the country stating they would not join Indonesia if the team decided to retain the phrase in the final document. He, then, discussed the issue, particularly with Islamic figures.

The 1945 Constitution, enacted on August 18, 1945, had therefore, no sharia-related lines included, and the first principle of Pancasila was revised to 'Ketuhanan Yang Maha Esa' (Believe in One God). As a part of the constitution preamble, the sequence and writings of the principles of Pancasila we know today are different from those drafted on June 1, 1945 following the revision by the founding fathers.

The general election of 1955 marked the establishment of Indonesian Konstituante, a constitutional assembly in charge of drafting a constitution. At the time, there were debates as to which would be made the principles of the state: Pancasila or any other ideology. Islamic parties supported the idea of Islam as the state ideology, while nationalist and communist parties preferred to keep Pancasila.

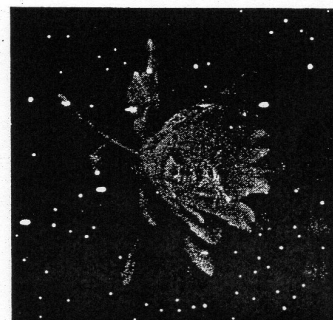
No side managed to get the necessary two-third of the votes, and no resolutions could be made. On July 5, 1959 President Sukarno issued a decree on Konstituante dissolution, and stated that Indonesia should return to the 1945 Constitution - an official recognition of Pancasila in the preamble of the August 18, 1945 Constitution as the state ideology.

## Observing

### TASK 1

You are going to hear a story about "Nusa Kambangan". Listen carefully and answer the following questions orally. You should read the questions before listening.

1. What is the story about?
2. Who are the characters involved in the story?
3. Why did Prabu Aji Pamosa kill Resi Kano?
4. What did Dewi Wisawati give to Prabu Aji Pamosa?
5. What happened to Prabu Aji Pamosa when he rowed his boat?
6. Why was the island thereafter named "Nusa Kambangan"?



Source: img13.deviantart.net

### TASK 2

Study the narrative text below.

#### The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he plowed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal being commanded by a small animal. The tiger wanted to know more about the big animal and the small animal. After the man went home, the tiger spoke to the buffalo, "You are so big and strong. Why do you do everything the man tells you?" The buffalo answered, "Oh, the man is very intelligent."

The tiger asked, "Can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo, "but you can ask him." So, the next day, the tiger asked the man, "Can I see your intelligence?" The man answered, "It is at home." "Can you go and get it?" asked the tiger. "Yes," said the man, "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He told his friend to get a zoo-keeper, so he could sell the tiger to a zoo. Then he said, "Now you know about my intelligence even when you haven't seen it."

(Adapted from [worldnarrativecollections.blogspot.co.id](http://worldnarrativecollections.blogspot.co.id))

Source: upload.wikimedia.org



## Questioning

### TASK 6

The previous texts "Nusa Kambangan" and "The Smartest Animal" are examples of a narrative text. What is a *narrative text*? Study the explanation below.

A narrative text focuses on specific participants. Its social function is to *tell stories or past events to entertain the readers*.

The generic structure of a narrative text is as follows.

1. **Orientation:** Introducing the participants and informing the time and the place
2. **Complication:** Describing the rising crises which the participants have to deal with
3. **Resolution:** Showing how the participants solve the crises, for better or worse

The language features of a narrative text are:

- Using processes verbs
- Using temporal conjunction
- Using Simple Past Tense

Review the example below showing the identification of generic structure:

### The Smartest Parrot

Orientation

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

Complication

The man felt excited having the smartest parrot, but he could not understand why the parrot would not say "Catano". The man tried to teach the bird to say "Catano", however the bird kept refusing to say the word.

At first, the man was very nice to the bird, but finally he got very angry. "You stupid bird!" said the man as he pointed to the parrot. "Why can't you say the word? Say 'Catano' or I will kill you!" the man said angrily. Although he tried hard to teach the parrot, the parrot would not say it. Then, the man got so angry that he shouted to the bird over and over, "Say 'Catano' or I'll kill you! 'The bird kept refusing to say the word 'Catano'.

One day, after he had been trying so long to make the bird say the word, the man really got very angry. He could not bear it. He picked up the parrot and threw it into a chicken coop. There were four old chickens which were going to be eaten for dinner "You are as stupid as the chickens. Just stay with them", said the man angrily. Then, he continued to mumble, "You know, I will cut the chicken for my meal. Next, it will be your turn. I will eat you too, stupid parrot." After that, he left the chicken coop.

Resolution

The next day, the man came back to the chicken coop. He opened the door and was very surprised. He could not believe what he saw in the chicken coop. There were three dead chickens on the floor. And at that moment, the parrot was standing proudly and screaming at the last old chicken, "Say 'Catano' or I'll kill you".

### Putri Tangguk

There was a village in Jambi. The village people were farmers. One of them was Putri Tangguk. She lived with her husband and her children.

Putri Tangguk and her husband had a very small rice field. Amazingly, the rice field was able to produce a lot of rice. Their harvest was always abundant. They put their harvest in their big barn. They were very happy with their life.

Putri Tangguk always helped her husband in the rice field. One day, she said that she wanted to quit helping her husband. She wanted to take care of the children and visit the neighbors.

In the morning, Putri Tangguk wanted to cook some rice. However, she could not find any rice in the kitchen. She was surprised because she felt that she had just taken some rice from the barn and put it in the kitchen. Then, she went to the barn. Surprisingly, there was no rice in the barn. She immediately told her husband about the missing rice.

"Look! The rice is gone. Our rice is stolen!" said Putri Tangguk. Putri Tangguk and her husband immediately went to the rice field. After they finished threshing some rice, they brought the rice home. On the way home, rain fell down heavily. The rain made the road slippery. Putri Tangguk fell down several times.

She was really upset. Then she asked her husband to put some rice on the road. "What for?" asked the husband. "The road is slippery. If we throw the rice on the road, we can step on it. Therefore, the road is not going to be slippery. Don't worry, we have an abundant rice field right?" asked Putri Tangguk.

Although he did not completely agree with her idea, her husband still threw the rice in front of them. The idea worked. Because they were stepping on the rice, they did not slip.

When they arrived home, there was only a little rice left. It was only enough for their dinner. However, they were not worried. The next morning, they planned to go to their rice field and take more rice. They planned to fill their barn.



Source: upload.wikimedia.org

Surprisingly, when they arrived at their rice field the next day, it was full of grass. There was no rice at all. They were really confused.

That night, Putri Tangguk had a dream. An old man came to her and said, "You were really ungrateful. You treated us badly." "I am one of the rice kernels you threw away on the road. You stepped on us! The god of rice was really angry. He decided not to give you so much rice anymore. You can only get a little rice," said the old man. Putri Tangguk then woke up. She really regretted what she had done. She knew it was wrong to throw away the rice, but it was too late. She could only feel regret.

(Adapted from *indonesianfolklore.blogspot.com*)

#### Questions:

1. Who is the main character in the story?
2. What did Putri Tangguk and her husband do?
3. Why did Putri Tangguk want to quit helping her husband?
4. What was the amazing thing about Putri Tangguk's rice field?



5. What are the main ideas of paragraphs 2 and 7 in the text?
6. "If we throw the rice on the road, we can step on it." What does the underlined word refer to?
7. What made Putri Tangguk and her husband not fall down when walking on the slippery road?
8. Did Putri Tangguk's husband agree with the idea of throwing rice on the slippery road?
9. Who came to Putri Tangguk in her dream and what did he say?
10. "You were really ungrateful. You treated us badly." What is the synonym of the underlined word?

## TASK 20

Study the following story and fill in the blanks with the words on the left.

### Jaka Tarub and Nawang Wulan

Jaka Tarub was a handsome young man. He was very \_\_\_\_\_ (1) in the village. Many young girls fell in love with him. However Jaka Tarub thought that they were not beautiful enough to be his wife. That's why he was still single. He wanted to have a very beautiful wife.

As always, Jaka Tarub went to the forest to collect some wood. Suddenly, he heard some noise from the \_\_\_\_\_ (2). He was curious. The noise was from some girls taking a bath in the waterfall.

Slowly, Jaka Tarub walked to the area. When he arrived there, he saw seven beautiful girls taking a bath. He was really \_\_\_\_\_ (3) by their beauty. After they were finished, the girls slowly put on their shawls. Amazingly, after they wore the shawls, they flew to the sky. They were not humans. They were nymphs!

After that, Jaka Tarub went home. He was very \_\_\_\_\_ (4). He was still thinking about those seven beautiful girls.

The next day, Jaka Tarub, then, decided to go back to the waterfall. When those nymphs were taking a bath, he stole one of their \_\_\_\_\_ (5). So one nymph could not fly back to the sky. She cried. Jaka Tarub then approached her.

"What's \_\_\_\_\_ (6)? Why are you crying?"

"I lost my shawl. I cannot go back \_\_\_\_\_ (7). All of my sisters have left me. My name is Nawang Wulan. I will give you anything if you can find my shawl."

"I'll help you, but if we can't find it, you can stay at my house. You can be my \_\_\_\_\_ (8)," said Jaka Tarub.

Then, Jaka Tarub pretended to look for the shawl, and of course they could not find it. After that, they went to Jaka Tarub's home. Later, they got \_\_\_\_\_ (9).

They had a baby girl. They had a happy life. They always had enough rice to eat. They did not have to work hard like their neighbors. It was because Nawang Wulan used her magic for her \_\_\_\_\_ (10).

married

amazed

shawls

home

cooking pan's lid

silo

came back

waterfall

cooking

restless

wrong

wife

portion

daughter

popular



Source: asalusulnusanantara.files.wordpress.com

One day, Jaka Tarub asked her about the magic. Nawang Wulan did not tell him the secret and asked him not to open the \_\_\_\_\_ (11). She said that if Jaka Tarub opened the lid, they had to work hard to get their rice to cook.

One day, Jaka Tarub was really curious. He then opened the cooking pan's lid. He saw there was only a small portion of rice to cook. When she got home, Nawang Wulan knew that Jaka Tarub had opened the lid. She was angry because she had now lost the magic for cooking. Now, she had to take a big \_\_\_\_\_ (12) of rice to cook.

Slowly, there was not enough rice in the \_\_\_\_\_ (13). And when Nawang Wulan wanted to take the last portion of rice, she found her shawl. Jaka Tarub had hidden the shawl in the silo. Nawang Wulan was really happy.

Then, she said, "I will go home now. Take care of our \_\_\_\_\_ (14). When there is a full moon, take her out of the house and I'll come to get her." Nawang Wulan then flew to the sky. Jaka Tarub was really sad. To keep his promise, Jaka Tarub always went out of the house with his daughter when there was a full moon. However, Nawang Wulan never \_\_\_\_\_ (15).

(Adapted from *indonesianfolklore.blogspot.com*)

## TASK 21

Decide whether these sentences are True (T) or False (F). Correct the wrong sentences. You may read the text once again to help you.

1. ( ) Jaka Tarub was very popular because he was single.
2. ( ) Jaka Tarub heard a noise of girls taking a bath in the waterfall.
3. ( ) Jaka Tarub saw 17 beautiful girls taking a bath in the waterfall.
4. ( ) The beautiful girls taking a bath were nymphs.
5. ( ) Nawang Wulan cried because she lost her shawl.
6. ( ) Nawang Wulan married Jaka Tarub.
7. ( ) Jaka Tarub and Nawang Wulan had enough rice because they had a large rice field.
8. ( ) Nawang Wulan flew back home because Jaka Tarub opened the lid.
9. ( ) Jaka Tarub always took his daughter out when there was a full moon.
10. ( ) Nawang Wulan always met Jaka Tarub and her daughter when there was full moon.

## TASK 22

Find the words in the story that have the following meanings in Indonesian. The clue letters will help you.

1. \_ H \_ \_ \_ = selendang
2. R \_ \_ \_ = padi
3. \_ U \_ \_ \_ U \_ = penasaran
4. \_ \_ \_ R \_ = bidadari
5. \_ O \_ \_ \_ T = hutan
6. \_ I \_ \_ = penutup
7. M \_ \_ \_ \_ D = menikah



Source: *cdn.notonthehighstreet.com*

## Unit 8 (Biographies)

The most talented and successful footballer recently, is maybe Cristiano Ronaldo. He is a Portuguese footballer who plays as a winger for a Spanish Premier League club, Real Madrid, and the Portuguese National Team.

Cristiano Ronaldo was born in Funchal, Madeira, Portugal on February 5, 1985. His full name is Cristiano Ronaldo dos Santos Aveira. He is the youngest son of Maria Dolores dos Santos Aveira and Jose Denis Aveiro. He has one elder brother, Hugo, and two elder sisters, Elma and Liliana Catia. His second given name was chosen after the US President, Ronald Reagan, who was his father's favorite actor.

At 1.85m in height and 75kg weight, his posture is ideal for a footballer in his club. His friends and his manager call him "The Rocket" for his special kick, while his fans usually call him "CR7" or "Ronie". Cristiano Ronaldo began his career as a youth player at CD Nacional and his success with the team led him to a move to Sporting CP for two seasons afterwards. His precocious talent caught the attention of the Manchester United's manager, Sir Alex Ferguson, who wanted to recruit him, and he signed for £12.25 million in 2003.

## Unit 9 (Folklores)

### Task 1

OK, class! Have you ever heard the legend of Nusa Kambangan Island? OK. Now listen to me carefully. Let me tell you about it.

Once, there lived a mighty king named Prabu Aji Pamosa. He was the king of the Kediri Kingdom. But he was so arrogant that he wanted no one to be as powerful as him.

One day, Prabu Aji Pamosa heard that there was a mystical leader who was also very powerful, named Resi Karno. Soon, Prabu Aji Pamosa sent many soldiers to Resi Karno's hermitage to kill him. Prabu Aji Pamosa, however, got very angry when he learned that no one was in the hermitage. Resi Karno had escaped and had gone into seclusion in a remote place near Cilacap.

Prabu Aji Pamosa, with his soldiers, chased Resi Karno and found him living as a hermit. Then, Prabu Aji Pamosa shot Resi Karno with his magic arrow, and Resi Karno died. Suddenly, a giant dragon appeared in the sky. Prabu Aji Pamosa shot the dragon and at once, the dragon died as well.

Not long after that, Prabu Aji Pamosa heard a strange voice calling him. It was the voice of a very beautiful lady who stood on a rock.

"Oh, Aji Pamosa, I thank you for your help in killing the giant dragon. You have released me from my spell. I am Dewi Wisawati."

Prabu Aji Pamosa and his followers were very surprised. "And in return for your help, I will give you a Cangkok Wijaya Kusuma flower. Anybody who has this flower will inherit the kingship of Java Island," she explained.

Hearing the explanation, Prabu Aji Pamosa was very eager to get the flower quickly. He rowed his boat across the sea to meet Dewi Wisawati on the small island. Then, Dewi Wisawati gave the Cangkok Wijaya Kusuma flower to Prabu Aji Pamosa while saying, "Please, see that I now name this Island 'Nusa Kambangan' because on this island, I give this flower to you."

After receiving the flower, Prabu Aji Pamosa went to his boat to return to Cilacap. He rowed his boat in a hurry but was careless. Suddenly, he dropped his flower into the sea and lost it.

Since then, people call the island 'Nusa Kambangan'. *Nusa* means island and *kambangan* comes from *kembang*, which means flower.

Well, students, that is the story of Nusa Kambangan island. It is interesting, isn't it?

(Adapted from *anaknusanantara.com*)

### Data Analysis

No	Data	Types of Collocation	Description	Meaning	Code
1	Take a trip	Verb + Noun	In the descriptive text, take a trip is interreted in taking as a Verb that consists of article a and followed by trip as a Noun.	The phrase ‘take a trip’ was used to ask the reader to go out or go on vacation to explore the heritage tourism of Sultan Mahmud Badaruddin II Museum. Besides to entertain us, we also can learn about the cultures of our ancestors and more.	D1V+N
2	Take a flight	Verb + Noun	The consistence of this phrase is a verb and noun. <i>Take</i> was classed as a verb, which followed by article <i>a</i> coming before Noun <i>flight</i> . Taking everything into consideration, this data can be grouped as verb phrase.	The author suggested the reader to use an airplane to go to the destination which was located in Palembang.	D2V+N
3	Take a taxi	Verb + Noun	Another verb phrase found in this textbook is <i>take a taxi</i> . <i>Take</i> indicates a verb followed by noun phrase <i>a taxi</i> . Noun here is not stand	Take a taxi here referred to the use of public transportation which is a taxi to move from the Airport to the Museum.	D3V+N



			alone but side by side with article <i>a</i> .		
4	Take a bus	Verb + Noun	Take a bus in this context consists of Verb and noun phrase. It is noun phrase because it consists of an article <i>a</i> and <i>Bus</i> as noun.	One of the transportations that the author suggested to take a ride in Mojokerto.	D4V+N
5	Make new friends	Verb + Noun	Make a new friends is conjugated with the verb and followed by noun phrase. Noun phrase here consists of adjective <i>New</i> which explained the noun <i>friends</i> .	This phrase was used to express how easy socializing was to find or to make a friend. Because the local society in Samosir is very welcome and heartwarming.	D5V+N
6	Catch the ferry	Verb + Noun	Catch the ferry in the descriptive text consists of a Verb and an article the followed by Noun.	The explanation of the process of moving people, goods, etc by ship or sailboat over a lake to get into the destination	D6V+N
7	Have a taste	Verb + Noun	Have a taste is interpreted in a Verb that consists article <i>a</i> and followed by Noun. This phrase found in the descriptive text.	This phrase was used to ask the reader to enjoy or to try the taste of the local cuisine that was recommended by the author	D7V+N
8	Took a rest	Verb + Noun	Took a rest in recount text uses Verb 2 to explain the past	In this case, the suggestion given by the author was to do an activity,	D8V+N

			and also consists of article a and followed by Noun.	to relax, to refresh oneself, or to recover after a long destiny.	
9	Visited the statue of Liberty	Verb + Noun	Visited the statue liberty uses Verb 2 that consists of article “the” and followed by Noun to express the word of visited the statue of Liberty in recount text.	The author explained his/her experiences from his/her holiday in new york to see the statue of liberty	D9V+N
10	Get a zoo-keeper	Verb + Noun	In the narrative text, the phrase <i>get a zoo-keeper</i> uses formula a Verb includes the article “a” and followed by Noun.	The phrase is used to explain about finding out someone or a zookeeper in the zoo In Laos	D10V+N
11	Take more rice	Verb + Noun	Take more rice is a phrase that uses a Verb followed by Noun in the Narrative text.	The phrase is used to explain the actor’s activity in the text to complete his/her staple foods.	D11V+N
12	Get a little	Verb + Noun	Get a little interprets a Verb that consists of an article “a” and followed by Noun to express the words “get a little”. It is found in Narrative text.	The phrase is a dialogue that comes out from the second actor (old man) to the first actor to have or to hold (something) less. In the text, it ia referred to as food.	D12V+N

13	The Palace of Palembang	Noun + Noun	The Palace of Palembang is interpreted in a Noun followed by preposition <i>of</i> and Noun phrase with the article <i>The</i> followed by the city of Palembang as Noun .	The phrase refers to the official residence of Palembang's last ruler, Palembang Darussalam Sultanate.	D13N+N
14	The town of the Parapat	Noun + Noun	The form of this phrase is Noun followed by preposition and Noun used to express the word of the town Parapat.	The writer used that phrase to describe an urban area of Parapat	D14N+N
15	Capital city of the Kerinci	Noun + Noun	The phrase Capital city of the Kerinci is formed by a Noun followed by preposition <i>of</i> and also the article <i>The</i> coming before the name of the city Kerinci.	The author of the text used the phrase to describe the most important city or administrative center of the Kerinci region.	D15N+N
16	The foot of Mount Kerinci	Noun + Noun	In this case, noun <i>The Foot</i> consists of an article <i>the</i> and <i>foot</i> as a Noun. The preposition <i>of</i> is also found after the word <i>the foot</i> and followed by the name of mount in Kerinci.	The phrase explained the low hill at the bottom of the larger mountain	D16N+N

17	Head of a dragon	Noun + Noun	Head of a dragon is interpreted Noun followed by preposition and Noun phrase. A dragon was indicated as noun phrase because there is an article "a" which referred to the kind of animal which is <i>Dragon</i> .	Head of the dragon is kind of the upper part of the animal's body	D17N+N
18	Fish Curry	Noun + Noun	Fish Curry consists of a Common Noun followed by Proper Noun	The phrase is used to tell the reader the kind of local dishes made of fish as the main ingredient or well known as gulai ikan semah	D18N+N
19	A glass of water	Noun + Noun	A glass of water is represented with an article "a" followed by Noun, preposition, and Noun.	The author expressed a kind of cup used to drink as a spot of the egg white.	D19N+N
20	Ancient Statues	Adjective + Noun	In this case, the adjective <i>Ancient</i> comes before Noun <i>Statues</i> which provide more information about the noun. It is found in the descriptive text.	An old carved or cast figure of a person that was referred to the Buddha's Statue	D20A+N
21	Largest lake	Adjective + Noun	This phrase can be found in the descriptive text, the adjective followed by	The phrase is used to explain the condition of Lake Toba as the largest lake in	D21A+N



			noun, <i>Largest</i> here gives extra information of <i>Lake</i> .	Southeast Asia.	
22	Traditional palm wine	Adjective + Noun	Adjective <i>traditional</i> comes before Noun <i>palm</i> which provides more information of the noun in the descriptive text.	The kind of local drinks in Lake Toba which was made from palm.	D22A+N
23	Traditional market	Adjective + Noun	Related to the phrase, the adjective <i>traditional</i> comes before the Noun <i>market</i> which provides more information about the noun. It is found in descriptive text.	The author described a long-established area in which commercial dealings were conducted	D23A+N
24	Traditional villages	Adjective + Noun	In this case, the adjective <i>traditional</i> comes before Noun <i>villages</i> which provide more information about the noun. We can found in descriptive text.	The phrase referred to Jangga as a traditional village that had a lot of Ulos maker.	D24A+N
25	Old days	Adjective + Noun	Based on those words, the adjective <i>old</i> comes before Noun <i>days</i> which provides more information on the noun.	The word was the synonym of Previous days and its function was to explain the past.	D25A+N
26	Traditional batak	Adjective + Noun	We can found this phrase in	The phrase describes the	D26A+N

			the descriptive text, adjective followed by noun, <i>traditional</i> here gives information of <i>ethnic Batak</i>	activity of Batakness such as ritual dances and music performances.	
27	Small villages	Adjective + Noun	Adjective followed by noun, <i>small</i> here gives information of <i>Villages</i> used to explain the small villages in the descriptive text.	The example of collocation in descriptive text that was used to identify a group of houses and associated buildings that were smaller than a town	D27A+N
28	Golden age	Adjective + Noun	In this case, the adjective <i>golden</i> comes before Noun <i>age</i> which provides more information about the noun. It can be found in the descriptive text.	The author expressed the glorious era of King Hayam Wuruk with the golden age as idyllic, which often symbolized as an imaginary past time of peace, prosperity, and happiness.	D28A+N
29	Largest city	Adjective + Noun	In this phrase, adjectives followed by a noun, <i>Largest</i> here gives extra information of <i>the city</i> to express descriptive text.	Largest city was used as a wide range or scope of town	D29A+N
30	Traditional bus	Adjective + Noun	The form of adjective <i>traditi onal</i> comes before the Noun <i>bus</i> which	A long-established, large vehicle in which people were driven from one	D30A+N

			provides more information about the noun used in descriptive text.	place to another	
31	Traditional foods	Adjective + Noun	The word <i>traditional</i> comes before Noun <i>foods</i> which provide more information of the noun into presenting descriptive text	Those lines were used to describe the specific thing in the restaurant at Segaran Pool.	D31A+N
32	Traditional dishes	Adjective + Noun	In this view, the adjective <i>traditional</i> comes before Noun <i>dishes</i> which provide more information on the noun and it can be found in the descriptive text.	Those words referred to traditional food in the destinations of the story such as Soto Dhok and Rawon.	D32A+N
33	Small fishing boats	Adjective + Noun	Those phrase using adjective followed by noun, <i>small</i> here give information of <i>boats</i> in the descriptive text	“Small fishing boats” referred to a little ship that was used to catch fish in the sea.	D33A+N
34	Small villages	Adjective + Noun	In this phrase, adjective followed by noun, <i>small</i> here gives information on <i>Villages</i> . It can be found in descriptive text.	The example of collocation in descriptive text was referred to identify a group of houses and associated buildings that were smaller than a town	D34A+N

35	Younger brother	Adjective + Noun	In this case that we can found in the descriptive text , the adjective <i>younger</i> comes before Noun <i>brother</i> which use to describe the position or the age of the person.	The words “Younger Brother” referred to a man or a boy concerning other sons that were not as old as the norm	D35A+N
36	Giant dragon	Adjective + Noun	In this phrase, adjective followed by noun, <i>giant</i> here give extra size information of dragon in the desriptive text	The word of giant in the phrase referred to the size of the dragon.	D36A+N
37	Traditional snack	Adjective + Noun	Forming the adjective <i>traditional</i> comes before Noun <i>snack</i> used to explain clearly about the “snack”	The phrase was used to describe “lemang” as a traditional snack in the Lake Kerinci	D37A+N
38	Young Woman	Adjective + Noun	According to that phrase which is found in the recount text, the combination of adjective young between Noun <i>woman</i> to show the status of the women.	The writer described an adult human female that was not as old as the norm	D38A+N
39	Old Man	Adjective + Noun	Regarding those phrases, the adjective <i>old</i> consists Noun <i>man</i> used to gives en extra	The phrase was used to describe an adult human male that was no longer young	D39A+N

			information about the condition of the man.		
40	Small island	Adjective + Noun	In this phrase, adjective followed by noun <i>small</i> here to give information about the size of the <i>island</i> .	The words ‘Small island’ referred to the place where Prabu Aji Pamosa and Dewi Wisawati would meet.	D40A+N
41	Young man	Adjective + Noun	In this case, this phrase can be described as the adjective <i>young</i> which explains the quality of the noun man and comes before Noun <i>man</i> .	An adult human male that was not as old as the norm	D41A+N
42	Young girls	Adjective + Noun	In this view, the adjective <i>young</i> comes before Noun <i>girls</i> which provide more information about the noun and it can be found in the narrative text.	Female child that was not as old as the norm	D42A+N
43	Happy life	Adjective + Noun	Those phrase use adjective <i>happy</i> comes before Noun <i>life</i> which provide more information about the noun in the narrative text.	Happy life was an expression to the existence of an individual human being or animal that showed a pleasure	D43A+N

44	Very intelligent	Adverb + adjective	very in this phrase is adverb which emphasizes the extreme quality of the noun <i>intelligent</i> .	An attitude that showed a person or an animal was skillful, quick-witted, and had a lot of knowledge	D44A+N
45	Very nice	Adverb + adjective	The word <i>very</i> indicates the adverb which refers to emphasize the high quality of the noun <i>nice</i> . This phrase is usually to express something nice or good.	An attitude that showed a person or an animal was pleasant, delightful, good, and entertaining	D45A+N
46	Very angry	Adverb + adjective	The use of very in narrative text in this phrase refers to adverb which confirms the feeling of someone who gets mad.	An attitude that showed a person or an animal had a strong feeling, displeasure, and annoyance	D46A+N
47	Very happy	Adverb + adjective	Just like the previous one, the phrase shows the adverb <i>very</i> which emphasizes more information about the noun "happy".	An attitude that showed a person or an animal was joyful, cheery, untroubled, and delighted	D47A+N
48	Very eager	Adverb + adjective	In this condition, very is adverb which gives the detail quality of the noun "eager"	An attitude that showed a person wanted to do or to have something, impatient, or in a hurry	D48A+N

49	Very beautiful	Adverb + adjective	Very beautiful is a combination of adverb <i>very</i> and adjective <i>Beautiful</i> , usually use to express something that good looking.	Referred to things that were pleasing the minds or senses aesthetically or simply nice-looking, stunning, etc.	D49A+N
50	Arrived in	Verb + Adverb or Prepositional Phrase	The phrase “Arrived in” is interpreted Verb followed by Prepositional in.	The phrase was used to indicate someone with a period of time.	D50V+P
51	Elaborate on	Verb + Adverb or Prepositional Phrase	Elaborate on is conjugated Verb which include a Prepositional “on”	The word “on” referred to a location or a place that was unfamiliar	D51V+P
52	Associated with	Verb + Adverb or Prepositional Phrase	Associated with in this context was forming by Verb 2 <i>associated</i> side by side with the prepositional <i>with</i> .	“with” was used to show a relationship of something.	D52V+P
53	Prepared to	Verb + Adverb or Prepositional Phrase	The kind of collocation in recount text “Prepared to” is refers to Verb 2 of <i>prepare</i> which followed by Prepositional <i>to</i> .	Preposition “to” was used to show the set or the spot of something	D53V+P
54	Prepared for	Verb + Adverb or Prepositional Phrase	The formula of <i>prepared for</i> was quite same with the previous data of D53V+P.	Preposition “for” was used to show the cause of something or the use of something.	D54V+P
55	Use of	Verb + Adverb or Prepositional	In addition, the example of collocation <i>Use</i>	“use of” was used to show that people or things	D55V+P

		1 Phrase	<i>of</i> interpreted Verb followed by Prepositional of	were related to other things or people.	
56	Arrived at	Verb + Adverb or Prepositiona 1 Phrase	Another form of Verb + Adverb was <i>Arrived at</i> . <i>Arrived</i> was the verb 2 of <i>arrive</i> with addition the preposition <i>at</i> .	“at” was used to express a place or location. In the text explained the empty rice field but full of grass which makes Putri Tangguk confused.	D56V+P





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**Form : K – 1**

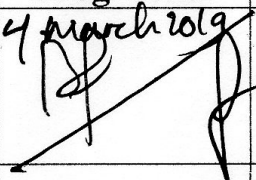
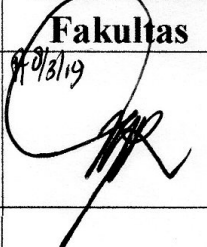
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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

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IPK= 3,62

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
4 March 2019 	A Discourse Analysis of Collocation in English Textbook for First Grade of Senior High School	4/3/19 
	Error Anlysis of English Translation among the First Year Students of English Department	
	An Analysis Politeness Used by Teacher and Students in English Class at SMA Budi Satria Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 04 Maret 2019  
Hormat Pemohon,

  
**Ranti Rizky Utami**

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



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Judul	Diterima
A Discourse Analysis of Collocation in English Textbook for First Grade of Senior High School	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing



**Pirman Ginting, S.Pd, M.Hum**

Medan, 04 Maret 2019  
Hormat Pemohon,



**Ranti Rizky Utami**





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**Form K-2**

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*Assalamu 'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

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Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

A Discourse Analysis of Collocation in English Textbook for First Grade in The Senior High School

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

**Pirman Ginting, S.Pd., M.Hum.**

*Ace 04-2019 RF*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 April 2019  
Hormat Remohon,

  
Ranti Rizky Utami

Keterangan

Dibuat rangkap 3 :-  
- Asli untuk Dekan/Fakultas  
- Duplikat untuk Ketua / Sekretaris Jurusan  
- Triplikat Mahasiswa yang bersangkutan





FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 919 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Ranti Rizky Utami  
N P M : 1502050132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : A Discourse Analysis of Collocation in English Textbook for First Grade in The Senior High School.  
Pembimbing : Pirman Ginting, S.Pd, M.Hum

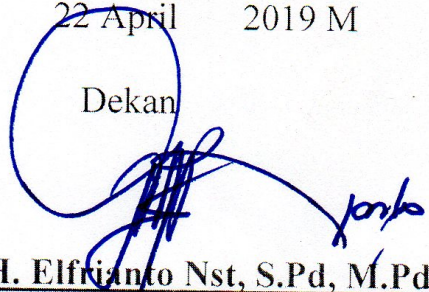
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 17 Sya'ban 1440 H  
22 April 2019 M

Dekan

  
Dr. H. Elfrianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**





**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Ranti Rizky Utami  
N.P.M : 1502050132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Discourse Analysis of Collocation in English Text Book for First Grade in the Senior High School

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 - 03 - 2019	Chapter I : Background of study, identification of problem & The formulation of the problem.	
02 - 04 - 2019	Background of the study (identification of problem, formulation of the problem and chapter II; theories	
24 - 04 - 2019	Chapter I & II (theoretical framework).	
09 - 05 - 2019	theoretical Review & Research Design	

Medan, 10 Maret 2019

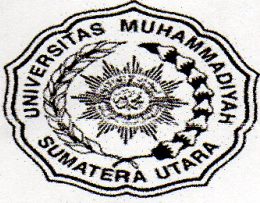
Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Pirman Ginting, S.Pd, M.Hum)





**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ranti Rizky Utami  
N.P.M : 1502050132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Discourse Analysis of Collocation in English Textbook for First Grade  
in the Senior High School

Sudah layak diseminarkan.

Medan, 10 Mei 2019

Disetujui oleh  
Pembimbing

**Pirman Ginting, S.Pd, M.Hum.**

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

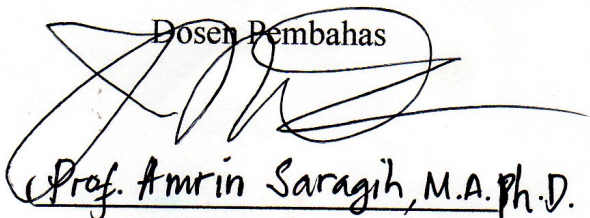
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

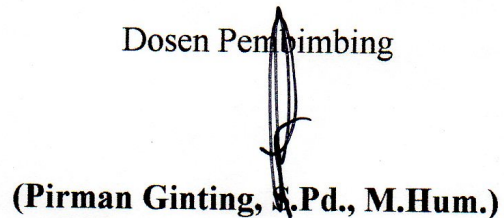
**BERITA ACARA SEMINAR PROPOSAL**


Pada hari ini Rabu Tanggal 15 Bulan Mei Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Ranti Rizky Utami  
N.P.M : 1502050132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Discourse Analysis of Collocation in English Textbook for First Grade in the Senior High School

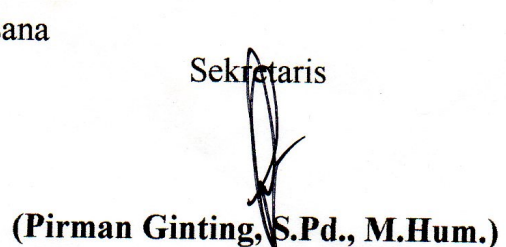
No	Masukan dan Saran
Judul	
Bab I	<ul style="list-style-type: none"> <li>- The Background of the study</li> <li>- The Formulation of the Problem</li> <li>- The Objective of the Study</li> <li>- The significance of the study</li> </ul>
Bab II	<ul style="list-style-type: none"> <li>- Conceptual Framework</li> </ul>
Bab III	<ul style="list-style-type: none"> <li>- The Techniques of Analyzing Data</li> </ul>
Lainnya	<ul style="list-style-type: none"> <li>- References</li> </ul>
Kesimpulan	<p>[ ] Disetujui [ ] Ditolak</p> <p>[ <input checked="" type="checkbox"/> ] Disetujui Dengan Adanya Perbaikan</p>

Dosen Pembahas  
  
Prof. Amrin Saragih, M.A. Ph.D.

Dosen Pembimbing  
  
(Pirman Ginting, S.Pd., M.Hum.)

Ketua  
  
(Mandra Saragih, S.Pd., M.Hum.)

Panitia Pelaksana

Sekretaris  
  
(Pirman Ginting, S.Pd., M.Hum.)



# SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Ranti Rizky Utami  
N.P.M : 1502050132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : A Discourse Analysis of Collocation in English Textbook for First Grade in the Senior High School

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 15 Mei 2019

Hormat saya

Yang membuat pernyataan,



Ranti Rizky Utami

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

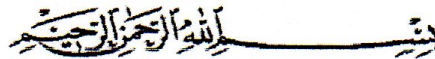




**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Ranti Rizky Utami  
N.P.M : 1502050132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : A Discourse Analysis of Collocation in English Textbook for First Grade in the Senior High School

Pada hari Rabu tanggal 15 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 15 Mei 2019

Disetujui oleh:

Dosen Pembahas

**Prof. Amrin Saragih, MA, Ph.D**

Dosen Pembimbing

**Pirman Ginting, S.Pd, M.Hum**

Diketahui oleh  
Ketua Program Studi,

**Mandra Saragih, S.Pd., M.Hum.**





**UMSU**

Unggul | Cerdas | Terpercaya

menjawab surat ini agar disebutkan  
nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 3361 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 20 Ramadhan 1440 H  
25 Mei 2019 M

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Ranti Rizky Utami  
N P M : 1502050132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : A Discourse Analysis of Collocation in English Textbook for First Grade in the Senior High School.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
**Dr. H. Elhianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302  


\*\* Pertiinggal \*\*





**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238

Website: <http://perpustakaan.umsu.ac.id>

**SURAT KETERANGAN**

Nomor: 4091/KET/II.9-AU/UMSU-P/M/2019



Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Ranti Rizky Utami  
**NPM** : 1502050132  
**Univ./Fakultas** : UMSU/ Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

***"A Discourse Analysis of Collocation in English Textbook for First Grade in the Senior High School"***

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 27 Muharram 1441 H  
27 September 2019 M

Kepala UPT Perpustakaan,

  
Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238  
Website: <http://perpustakaan.umsu.ac.id>

**SURAT KETERANGAN**

Nomor: *409.2*/KET/II.9-AU/UMSU-P/M/2019



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Ranti Rizky Utami  
NPM : 1502050132  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 27 Muharram 1441 H  
27 September 2019 M

Kepala UPT Perpustakaan,

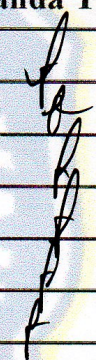
**Muhammad Arifin, S.Pd, M.Pd**





**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Ranti Rizky Utami  
N.P.M : 1502050132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Discourse Analysis of Collocation in English Textbook for First Grade in the Senior High School

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
29-08-2019	Chapter III	
12-09-2019	Data Analysis	
18-09-2019	Data Analysis	
20-09-2019	Discussion	
24-09-2019	Discussion	
26-09-2019	Revision is done	

Medan, 26 September 2019

Diketahui oleh:

Ketua Prodi



(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing



(Pirman Ginting, S.Pd, M.Hum)



## **CURRICULUM VITAE**

Nama : Ranti Rizky Utami

Place/ Date of Birthday : Padangsidempuan, 26 December 1995

Sex : Female

Religion : Islam

Hobby : Reading and Listening Music

Father : Alm. Rahmad Indra Utama Pane

Mother : Maimunah Lubis

Address : Jl. Kenanga No. 30, Ujung Padang  
Padangsidempuan Selatan, Kota padangsidempuan,  
Sumatera Utara, Indonesia

Education : SD Negeri 200208 Padangsidempuan (2002-2008)  
SMP Negeri 2 Padangsidempuan (2008-2011)  
SMA Negeri 5 Padangsidempuan (2011-2014)  
English Department of Faculty of Teacher  
Training and Education, University of  
Muhammadiyah Sumatera Utara 2015-2019

Medan, September 2019  
The Researcher

**RANTI RIZKY UTAMI**

