

## AN ERROR ANALYSIS OF PREPOSITIONAL OF COLLOCATION IN THESIS OF ENGLISH EDUCATION DEPARTMENT IAIN BUKITTINGGI

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### Abstract

*This study is a quantitative descriptive study aimed at describing the types of prepositional collocations found in 30 samples along with their frequency of occurrence. The sample for this study was taken by collecting 294 theses for alumni majoring in English and then 30 theses were taken randomly. The results showed that the type of collocation presented was grammatical collocation in prepositions. The grammatical types of prepositions are adjective total is 2658. The most frequent collocations are collocations with 238 (8.95%) The total collocation error in the preposition is 1,32%. Based on the research result, the researcher found that there are 3 types of collocation error in preposition. The first types are omission, the second types are addition and the last types are misinformation, the researcher did not find the misordering types for collocation error in preposition.*

**Keywords:** *Collocation, prepositional collocation, type of prepositional collocation*

### INTRODUCTION

Nowadays, writing can be one of the most important skills to have. In junior and senior high school, students need to write papers to complete a particular subject. In college, students make paper too, but not like junior or senior high that write one or two papers a week, college students need to make way more than that, everyday they need to write papers. Furthermore, college students are struggle with this one, quote a source from another language that make them should translate it, paraphrasethe experts' theories, make conclusion from what they found. This makes writing the most important subject that need to be mastered.

There are a lot of things that need to be learned before doing the writing. A student need to understand the vocabulary, the spelling, grammar, collocation, structure of the essay, the main idea with its supporting details, the thesis statement with its supporting paragraphs. Related with vocabulary, the student should know the proper word to put in his writing, otherwise it makes his writing hard to understand. Then the spelling, it will have different meaning if someone writes “see” instead of “sea”. Grammar, this is the most difficult ones, in order to write well someone should know which tense he should use, what kind of verb he should put, and the proper time signal. As well as grammar, collocation also must to be mastered before writing, It may look easy but collocation is tricky for someone that is not native user of the language, imagine he write “quick food” instead of “fast food”.

Collocation need to be learned and mastered well. If the learners do not master in combining two or more words, it may lead to misunderstanding when they speak or write. The other people will feel strange with what the learner write or talk about. Collocation is the tendency of a number of words that can be used together or combined on a regular basis. For example, “ *I eat cakes every morning*” every word in that sentence combined based on regular basis that called collocation, it cannot combine like this “ *i drink cakes every morning*” or “ *i eat soda every morning*”. The word “eat” normally combines with anything edible while the word “drink” normally combines with anything that can be drink.

There are two kind of collocation. They are grammatical collocation and lexical collocation. Grammatical collocation is when a verb or adjective must be followed by a particular preposition, or a noun must be followed by a particular form of the verb. The examples of *grammatical collocation* such as *depend on, afraid of, to be afraid that*. On the other hand, the characteristic of *lexical collocation* consist of nouns, adjectives, verbs, and adverbs (Benson and Ilson in Larasanti, 2013). For example: affect deeply, a pack of dog, a colony of bees, a herd of buffalo

Based on the preliminary research in IAIN Bukittinggi on March 14<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup> 2019 by doing library research to the theses in the Library of IAIN Bukittinggi it was found that there are still errors in students’ collocation. From ten theses that the researcher observed, almost all of them contain collocation error. for example, one of them has written “...*universities give birth to people who have high morality...*” instead of “...*universities graduate people who have high morality...*”, in Indonesia the meaning of “give birth” is close

with “produce” or “graduate”, meanwhile in English “give birth” mean to biologically giving birth. That problem occurs because the writer did not know which the right combination of words that should be put there. Furthermore in another thesis, one of them has written “*teacher and students are the important thing...*” It is wrong to say human are things, I would be better to write “*teachers and students are important aspect...*” or “*teachers and students are important elements*”. One of them has written “*...get better with age changing*” it would be better he write “*...get better as he getting old*” the mother tongue interference seems to play role in those errors that they make.

The another example “The problem is the students lackvocabulary” In this sentence found a collocation error in the preposition, the word ‘lack’ where in the collocation dictionary the word ‘lack’ should be followed by the preposition ‘of’ . So, the correct sentences is “The problem is the students lackvocabulary” the next example “Supposition that do not correspond into reality or imposibble to happen ”. In this sentences there is an error in word”correspond into” where in the collocation dictionary there is no preposition ‘into’for the word of ‘correspond’. But the correct pair of preposition for correspond is ‘to’, so the correct sentences is ”Supposition that do not correspond to reality or imposibble to happen ”.

Originally, the term “collocation” was first introduced by a researcher named J. R. Firth. The definition of collocation itself varies in different researches (J. R. Firth, 1988). Sinclair, one of the pioneers of research on collocation, describes it as “a frequent co-occurrence of words” (lexicalitem). Collocation as how words typically occur with another. In addition, Carter himself further defines collocation as a group of words which occur repeatedly in a language (Carter and McCarthy, 1992). Collocation is the way in which words regularly occur near each other (A. Diegnan,1998). Palmer, who is considered as the pioneer of collocation, adopts the term ‘collocation’ for recurring groups of words. He defines a collocation as a succession of two or more words that must be learned as an integral whole and not pieced together from its componentpart. Based on those definitions, it can be concluded that in general the term ‘collocation’ refers to the combination of words in which they co-occur together belonging to different grammatical or lexical categories. The words that that are closely associated with others may depend in their association on the context of a particular situation. Context here refers to who is using

them and where they are being used. For example, power struggle, power boat, power house, and power steering all collocate easily and will be used freely in English in different context.

Certain words regularly combine with certain other words or grammatical constructions. These recurrent, semi-fixed combinations, or collocations, can be divided into two groups: grammatical collocations and lexical collocations. Grammatical collocations consist of a dominant word--noun, adjective/participle, verb--and a preposition or a grammatical construction. Lexical collocations, on the other hand, do not have a dominant word; they have structures such as the following: verb + noun, adjective + noun, noun + verb, noun + noun, adverb + adjective, adverb + verb (Wei Yong, 1999). Based on The BBI Dictionary of English Word Combination, there are three classifications of collocation. They are grammatical collocation, lexical collocation and idiom expression. However many researchers sometimes do not include the last type of collocation because it is very restricted combination which has fixed meaning.

Error can be divided into two, the first error caused by fatigue and inattention (performance) and the second resulting from lack of knowledge of the rules of the language (competence) (Chomsky in H. Dulay, 1982). From this definition of errors, the researcher suggests that collocation errors happen because the students lack knowledge of the rules of the language (lacking of competence). Error is a systematic deviation due to the learner's still developing knowledge of the L2 rule system (Corder as cited in Dulay, 1982). Making some collocation errors, it means that the students still need to develop their knowledge of the L2 rule system especially the rule of combining words. Error refers to any deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be (Chomsky and Corder in Dulay, 1982). The conclusion, it can be said that collocation errors are also deviations of norms of language which has their certain characteristics and causes. The conclusion is that error is systematic deviation which might be come from fatigue and the lack of knowledge. Error happens because the learner is still developing stage. However errors need to be handled as soon as possible before it fossilized. If the error has fossilized error, someone would find it hard to handle those errors.

The term 'errors' and 'mistakes' sometimes make a lot of confusions for many people. Therefore, it is important to reveal the distinction between these two terms. Many

people, even, consider error is the same as mistake. At this point, introduces an important distinction between 'errors' and 'mistakes'. Mistakes are deviation due to performance factor such as memory limitations, fatigue, emotional strain, etc (Corder as cited in Fisiak,1981). Usually, the student readily corrects them when the students' attention is drawn to them. In addition, said it would be meaningless to state rules for making mistakes (Milleras cited in Richard,1993) . It will be useful therefore hereafter to refer errors of performance as mistake.

Error analysis is a type of linguistic analysis that focuses on the errors that the learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. Pit Corder is the "Father" of Error Analysis (the EA with the "new look"). It was with his article entitled "The Significance of Learner Errors" that EA took a new turn. Errors used to be "flaws" that needed to be eradicated. Those errors are "important in and of themselves." For learners themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn (P. Corder, 1967). Errors as "red flags" that provide evidence of the learner's knowledge of the second language (Gass&Selinker, 2001). Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language. Moreover The level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort (Richards and Sampson in P. Corder, 1967). Error analysis has two objects: one theoretical and another applied. The theoretical object serves to "elucidate what and how a learner learns when he studies a second language." And the applied object serves to enable the learner "to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes" (Corder, 1967) In this study, the researcher will collect the students' written work to investigate in terms of collocation. The study of the speech and writing of learners is largely the study of the errors of the learners (Brown, 1993). Errors as "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner". We can regard a collocation problem as a noticeable deviation from the adult collocation of native speaker in terms of Brown's view of error analysis.

## METHODS

This approach of this research is quantitative research emphasizes objective measurements and statistical, mathematical or numerical analysis of data. The design of this research is descriptive research. Descriptive research is a quantitative type of a research which includes making descriptions in education phenomena (Meredith D Gall, 2003). This research is aimed to find the collocation error in the students of English Department theses. So, descriptive quantitative research is the most related research type with the aim of this research.

Population and samples are the main source of this research data. Quantitative research attempts to find something from a large group which is called population, by studying much smaller group (L.R Ga, 2012). The smaller group in the research is also called sample. So sample is the part of the population which can represent the population. The total of English Education Department Theses is 294 theses. This data were collected during preliminary research in IAIN Bukittinggi Library. the data above it shows that the data of the population is more than 100 students' theses. The subjects are less than 100, it is better to take all of the subjects. But if the subjects are more than 100, it might be taken between 10% - 15%, 20% - 25% or even more (Suharsimi Arikunto). Researcher takes 10% from all the theses which is 30 theses. The sampling technique that researcher uses is random sampling. Instrumentation plays an important role in a research. It is used to collect data in order to answer the research question. Instrument is a tool used for data collection (L.R Gay, 2012). The instrument used in a research is documentation. Documentation is a technique of collecting data obtained from written sources. Documentation is a tool in helping the researcher to collect the data and information by reading the letters, announcement, meeting summary, the written statement and other writing (Suwarno, 2012). It means that the researcher used the documentation of the written form to collect the data. The researcher has collected the English department students' theses, in order to collect the data. The technique of data collection is needed to obtain the data in a research. The aim of data collecting in conducting scientific research is to get the materials needed. By using data that has been collected, researcher could find the answer of research question which is the aim of the research. Below are the step that researcher will do to collect the data: collect all the 294 names of the PBI Alumnus, pick randomly 30 names out of 294 names by putting all the names into a glass or a box, come to library to type 30 sample thesis on the background using the the laptop, analyze the

collocation error by checking it to the collocation dictionary. This research is a descriptive quantitative research. The researcher analyze the data by using statistical analysis. Then, the researcher describes the collocation error of English students' theses. It can be seen in the following step: (Sugiyono, 2009) edit and recheck the correctness of the data that has been gathered, the theses would be analyzed by the researcher, tabulatethe data after collect and list them into the table, score the data using Microsoft excel, put the score into the distribution table, calculate the frequency of the data  $P = f/n \times 100\%$  . It means P = Frequency of occurrence of each type; f =Total occurrence for each type; n = The total occurrence of the whole collocation.

## RESULTS

### Description of the research

In this section, the researcher describe the finding of the research by showing the result of the documentation that as conducted by the researcher on the English education students' theses. This research described the types of preposition collocation that as used by the English education students in their theses in IAIN Bukittinggi. The data for this research were collected from background of the 30 theses, to collect the data there are table of collocation preposition in pairs were put in order to ease in defining the type and frequency of each of them. After classifying the type of the collected collocation preposition data, the researcher found the frequency collocation preposition error and analyze it. The general result can be viewed on the table below:

**Table 1 Students' Use of Preposition Collocation in their Theses**

No	Nama	Adj+Prep	Noun + Prep	Verb+Prep	Prep+Noun	Total
1	DD	4	37	15	43	99
2	SE	8	30	11	16	65
3	YY	8	28	7	30	73
4	SP	4	42	7	14	67
5	A	6	38	18	34	96
6	LN	2	33	3	25	63
7	E	10	41	12	40	103
8	PNA	2	32	21	41	96

9	MSD	6	57	13	33	109
10	PA	9	48	18	31	106
11	AB	6	47	25	29	107
12	EN	14	35	17	24	90
13	ADR	7	62	15	28	112
14	VR	9	40	8	20	77
15	FMP	10	38	9	15	72
16	DA	9	32	19	9	69
17	ES	9	28	12	15	64
18	YM	7	61	17	14	99
19	ES	3	49	10	13	75
20	RY	9	48	6	17	80
21	EY	9	45	19	28	101
22	FU	8	27	6	20	61
23	IR	8	40	14	27	89
24	MZ	13	48	11	15	87
25	NM	6	27	7	29	69
26	RN	8	43	11	20	82
27	RP	11	90	18	22	141
28	M	10	48	28	21	107
29	FA	12	43	17	37	109
30	JH	11	42	12	25	90
	Total	238	1279	406	735	2658
	Percentage	8,95%	48,12%	15,27%	27,65%	

Based on the table above, it can be seen that there were 2658 total of preposition collocation that were used by the total of 30 students. Moreover 8,95% of them were adjective + preposition collocation, 48,12% of them were noun + preposition collocation, 15,27% of them were verb + preposition collocation, and 27,65% of them were preposition + noun collocation.

### Analysis of the data

#### a. Adjective + preposition collocation



There are 9 preposition that commonly follow adjective, they are *about*, at, by, for, from, in, of, to, and with. The following are collocation preposition with adjective+ preposition found in 30 sample theses :

Adjective + Preposition (For and to)

**Table 2 Total of Students' Use of Preposition Collocation (Adjective + Preposition) in their Theses**

ADJECTIVE+PREPOSITION		
PREPOSITION	TOTAL	PERCENT
TO	101	46,14%
FOR	17	7,72%
AT	0	0%
IN	40	18,95%
ON	0	0%
OF	24	11,97%
WITH	18	8,48%
ABOUT	2	0,95%
BY	10	4,49%
FROM	9	4,24%
TOTAL	221	

b. Noun + Preposition

There are 13 preposition that commonly follow noun, they are *about*, at, by, for, from, in, of, to,with, between, under,abou and above. The following are collocation preposition with adjective+ preposition found in 30 sample theses :

**Table 3 Total of Students' Use of Preposition Collocation (noun+preposition) in their Theses**

NOUN+ PREPOSITION		
PREPOSITION	TOTAL	PERCENT
TO	100	8,64%
FOR	34	2,94%
AT	3	0,26%
IN	215	18,58%

ON	92	7,95%
OF	549	47,45%
WITH	43	3,72%
ABOUT	39	3,37%
ABOVE	30	2,59%
FROM	9	4,07%
BY	10	4,52%
BETWEEN	6	0,52%
UNDER	0	0%
TOTAL	1157	

### Verb + Preposition

There are 14 preposition that commonly follow verb, they are *about*, at, by, for, from, in, of, to, with, out as, up, on into, The following are collocation preposition with verb + preposition found in 30 sample theses.

**Table 4 Total of Students' Use of Preposition Collocation (Verb + Preposition) in their Theses**

VERB +PREPOSITION		
PREPOSITION	TOTAL	PERCENT
TO	141	35,25%
FOR	14	3,50%
FROM	17	4,25%
ABOUT	20	5%
OF	25	6,25%
WITH	17	4,25%
IN	54	13,50%
BY	64	16%
OUT	8	2%
AS	17	4,25%
UP	10	2,50%
INTO	5	1,25%
AT	3	0,75%
ON	5	1,25%

TOTAL	400	
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Preposition+ Noun

There are 14 preposition that commonly follow verb, they are *about*, at, by, for, from, in, of, to, with, out as, up, on into, The following are collocation preposition with preposition+ noun found in 30 sample :

**Table 5 Total of Students' Use of Preposition Collocation (preposition+ Noun) in their Theses**

PREPOSITION+ NOUN		
PREPOSITION	TOTAL	PERCENT
TO	47	6,39%
FOR	31	4,22%
FROM	9	1,22%
ABOUT	8	1,09%
OF	59	8,03%
IN	325	44,22%
BY	60	8,16%
OUT	4	0,54%
ON	38	5,17%
AT	52	7,07%
AS	16	2,8%
WITHOUT	40	5,44%
WITH	15	2,04%
TOWARD	4	0,54
AMONG	2	0,27%
BEFORE	1	0,14%
SINCE	1	0.14%
AFTER	1	0,14%
INTO	6	0,82%
UNDER	11	1,50%
BESIDE	2	0,27%
OVER	3	0,41%
TOTAL	735	

### 1. Frequency of Prepositional collocation types in theses of English Education

Based on the result that researcher found, the researcher provide the the table describe about the total frequency that occurrence by following table:

No	Nama	Adj+Prep	Noun + Prep	Verb+Prep	Prep+Noun	Total
1	DD	4	37	15	43	99
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3	YY	8	28	7	30	73
4	SP	4	42	7	14	67
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17	ES	9	28	12	15	64
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19	ES	3	49	10	13	75
20	RY	9	48	6	17	80
21	EY	9	45	19	28	101
22	FU	8	27	6	20	61
23	IR	8	40	14	27	89
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	Total	238	1279	406	735	2658
	Percentage	8,95%	48,12%	15,27%	27,65%	

The researcher used the formula to get the percentage the result below:

$$P = f/n$$

**a. Percentage for Adjective+ preposition**

$$P = f/n$$

$$= 238/2658$$

$$P = 8,95\%$$

Percentage for Adjective+ preposition is 8,95%

**b. Percentage for Adjective+ preposition**

$$P = f/n$$

$$= 238/2658$$

$$P = 8,95\%$$

Percentage for Adjective+ preposition is 8,95%

**c. Percentage for Noun+ preposition**

$$P = f/n$$

$$P = 1279/2658$$

$$P = 48,12\%$$

Percentage for Noun+ preposition is 48,12%

**d. Percentage for verb+ preposition**

$$P = f/n$$

$$P = 406/2658$$

$$P = 15,27\%$$

**e. Percentage for preposition+ noun**

$$P = f/n$$

$$P = 735/2658$$

$$P = 27,65\%$$

Percentage for preposition+noun is 27,65%

Based on the table above, it can be seen that there were 2658 total of preposition collocation that were used by the total of 30 students. Moreover 8,95% of them were adjective + preposition collocation, 48,12% of them were noun + preposition collocation, 15,27% of them were verb + preposition collocation, and 27,65% of them were preposition + noun collocation. The highest frequency was noun+ preposition collocation (48,12%) the lowest one is Adjective +preposition (8,95%).

**2. Types of Prepositional collocation Error in theses**

Grammatical collocation consists of a dominant word (Noun, Adjective/Participle, or Verb), and preposition or a grammatical construction (infinitive or clause. In grammatical collocations, it was divided into several classifications such as Noun + Preposition, Noun + to Infinitive, Noun + that Clause, Preposition + Noun Combinations, Adjective + Preposition combinations, Predicate Adjective + to Infinitive, Adjective + that Clause. Based on the analyze proposed in the finding, the researcher found that there are four types of prepositional collocation error were Adjective+ preposition, Noun+ preposition, Verb+ preposition, preposition + noun.

**Table 6 the prepositional collocation error into the classification**

<b>Types Of Prepositional Collocation Error</b>	<b>Total Prepositional Collocation</b>	<b>Frequency of Occurance Prepositional Collocation Error</b>	<b>Percent</b>
ADJECTIVE+ PREPOSITION	238	4	1,68%
NOUN+ PREPOSITION	1279	22	1,72%
VERB + PREPOSITION	406	6	1,48%
PREPOSITION+ NOUN	735	3	0,41%
TOTAL	2658	35	1,32%
<b>PERCENTAGE OF PREPOSITIONAL COLLOCATION ERROR IN 30 THESES = 1,32%</b>			

The research result, the researcher found that there are 3 types of collocation error in preposition. The first types are ommision, the second types are addition and the last types are missinformation, the researcher did not find the missordering types for collocation error in preposition.

## DISCUSSION

Collocation need to be learned and mastered well. If the learners do not master in combining two or more words, it may lead to misunderstanding when they speak or write. The other people will feel strange with what the learner write or talk about. Collocation is the tendency of a number of words that can be used together or combined on a regular basis. Certain words regularly combine with certain other words or grammatical constructions. These recurrent, semi-fixed combinations, or collocations, can be divided into two groups: grammatical collocations and lexical collocations. Grammatical collocations consist of a dominant word--noun, adjective/participle, verb--and a preposition or a grammatical construction (Wei Yong in M. R Bateni, 2012) .

A grammatical collocation is a phrase consisting of a dominant word (noun, adjective, verb) and a preposition or grammatical structure such as an infinitive or clause. There are 4 type preposition collocation, Adjective + preposition, noun + preposition, verb + preposition and preposition + noun. The first type is "Noun + preposition" (Banson and Illson, 1997). The use of inappropriate preposition "Noun + preposition" dominates the errors.

Based on the analyze prosed in the finding, the researcher found that there are four types of prepositional collocation Adjective+ preposition, Noun+ preposition, Verb+ preposition, preposition + noun. Researcher found that there were 2658 total of preposition collocation that were used by the total of 30 students. Moreover 8,95% of them were adjective + preposition collocation, 48,12% of them were noun + preposition collocation, 15,27% o them were verb + preposition collocation, and 27,65% of them were preposition + noun collocation. The highest frequency was noun+ preposition collocation (48,12%) the lowest one is Adjective +preposition (8,95%). On the other hand, the researcher found the number of error in the collocation of preposition in adjective+ preposition were 1,68%, the number of error in the collocation of preposition in noun+ preposition were 1,72%, the number of error in the collocation of preposition in verb+ preposition were 1,48%, the number of error in the collocation of preposition in preposition + noun were 0,41%. The total collocation error in the preposition is 1,32%. Based on the research result, the researcher found that there are 3 types of collocation error in preposition. The first types are ommision, the second types are addition and the last types are missinformation, the researcher did not find the missordering types for collocation error in preposition.

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