Research Article

LEXICAL COLLOCATION AND TEXTUAL COHESION IN STUDENT'S ENGLISH WRITING DISCUSSION TEXT

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Abstract: The purpose of this study was to determine (1) the form of significant lexical collocation in student's English writing discussion text, (2) the process of lexical collocation creates cohesion in student's English writing discussion text, and (3) the cultural reflection displayed by the structure of lexical collocation and textual cohesion in student's English writing discussion text. This study applies a mixture of descriptive and quantitative qualitative methods in describing research findings. The data source of this research is the results of writing discussion texts in 3 PKBM Karawang. Data that has been documented in total is 30 discussion texts with 5274 words and 1664 types of words. The author uses the help of a computer application called Antconc to obtain the collocation data. The findings show that (1) the lexical collocations produced by students in Paket C in the discussion text are L1 (15%), L2 (34%), L3 (18%), L4 (4%), L5 (18%), and L7 (11%); (2) reference data are personal (51%), demonstrative (30%), and comparative (10%); conjunction data are additive (44%), adversative (15%), temporal (5%), and causal (36%). (3) The cultural representation found was the issue raised as the title of the text sourced from daily activities and used the words claim and assumed to describe students' ideas and opinions in the text. This shows that collocation is able to get a special place in learning English to improve the writing ability of students in Paket C in PKBM.
Key Words: Lexical Collocation; Textual Cohesion; Discussion Text

Introduction

At work or school at any levels, writing is essentially needed in many aspects. Writing could be one of the ways to develop critical thinking (Pujiono, 2010, page. 33). Through writing the students show how they articulate things. Likewise, it will show how they think. They will be required to actively and skillfully conceptualize, apply, analysis, synthesize, and evaluate information to reach an answer or conclusion. Therefore, the ability to think critically is very important in writing. Critical thinking shows how the facts are sustained through writing especially discussion text writing. Then, discussion text is a genre of text where the writers used some reasons to support their opinions regarding to an issue that they agree or disagree with. This statement had related to Mulya (2010, page. 81) who said that discussion text as a text which present a problematic discourse discussed from different viewpoints. In discussion text, the writer must not only provide reason to support their point of view but also expose the problems for the opposite reasons as the evidences of the false ones. This is aimed to make considerations for all the issues since it indicate that the writers are reasonable and open-minded. All processes in constructing a discussion text require the writers to think critically. On students" writing, there are some common problems found like grammatical problems, mechanical problems, wrong organizations of the ideas, and wrong use of words or wrong combination of words or collocations. Collocation is concerned with how words go together, i.e. which words may occur in constructions with which other words. It means that collocation is related to 3 the word combination which has its own meaning. And when it comes with another, it will

change the meaning. The majority of students of PKBM already have some knowledge of English grammar and vocabulary; however, they seem to have serious problems with the use of collocations in their writing. For instance, they use the literally means "make mistake" and when it comes to English they think in their first language and instead of "make mistake" they write "do mistake." This example is a semantic expansion; in which learners force a corresponding word meaning into target-language word, reflecting influence from Indonesian language which means "make" and "do". This problem is most likely due to the lack of knowledge of word combinations among PKBM students in Karawang. This is what actually the researcher wants to describe: analyzing collocation based on a based-copus study. This study is able to focus on determining linguistic events that occur in student's writing discussion text. Regarding to the focus of the research above, the problem in this research need to be formulated as follows:

1. What is the form of significant lexical collocation in student's English writing discussion text?
2. How is lexical collocation creates cohesion in student's English writing discussion text?
3. What is the cultural reflection displayed by the structure of lexical collocation and textual cohesion in student's English writing discussion text?

Linguists have defined the term "collocation" in different ways. Collocation, as a linguistic term, refers to the tendency of certain words to keep company with other words. Halliday (2004) says that collocation is seen as part of this system of cohesion to highlight semantic relations. The term "collocation" has its origin in the Latin verb "*collocare*" that means "to arrange or to set in order". Collocation was first introduced by Firth. According him collocation defines a combination of words associated with each other (Martynska, 2004, page. 2). McCarthy, Michael and O'Dell, F. (2002, page. 6) state that collocation means a pair of words which used together. Taken from Lewis (2000, page. 132) collocation is the way in which words co-occur in natural text in statistically significant ways. This part concerns the position of collocations on a scale ranging from 'free combinations' on one pole to 'idioms' on the other pole. A brief overview of the scale is followed by a detailed description of the relationship between collocations and idioms. Descriptions of these concepts are compared to each other with the emphasis on differences between various theories.
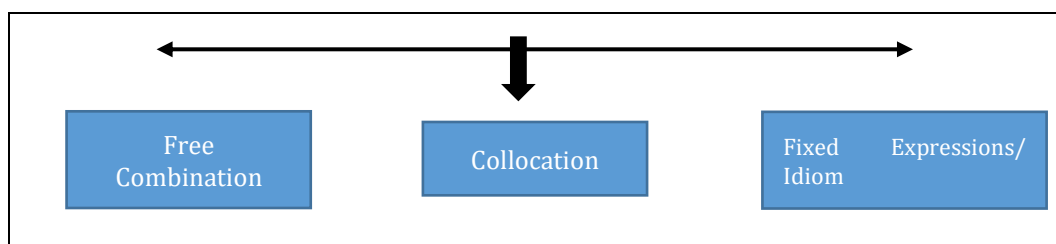
Picture 1. A scale of free combination-Idiom

The free combinations are composed according to syntactic rules of English and substitution is allowed. However, idioms and collocations are neighboring with each other on the scale of fixedness. Both concepts are similar as for the fixedness. None of constituents of an idiom cannot be changed since meaning (or more precisely idiomacity) of an idiom would be lost. With collocations, there is a mutual call-up property between the constituents of a collocation (sometimes irregular as first constituent calls up the second one but the second one not always calls up the first one). The difference is seen in semantic transparency; since the meaning of a collocation can be guessed from meanings of its constituents, the meaning of the idiom is rather figurative.

Collocations are classified in various manners and each studies has divided them according to different dimensions. Some studies have considered their strength, others their use and any things that refers to measure the collocation. The most common types are discussed below, such as lexical and gramatical collocation, stong and weak collocation, and open and restricted collocation. English collocation is divided into two kinds: English grammatical collocation and English lexical collocation. Lexical collocation consists of nouns, adjectives, verb and adverb. Grammatical collocation consists of dominant word (like a

verb, a noun, or an adjective) and a preposition or grammatical structure. A lexical collocation could be made up of nouns, adjectives, verbs, or adverbs, like "*warmest regards*", "*take a part*", and etc. The difference between grammatical and lexical collocations is that the former includes a principal word that is an adjective, a verb, or a noun and a grammatical word which is usually a preposition (Benson cited in Mounya, 2010, page. 19) whereas the letter does not include grammatical words like prepositions. Lexical collocations consist only of lexical words and they may be more difficult to learn. According to Greenbaum (cited in Moehkardi et.al, 2002, page. 59), the co-occurrence of two or more words in a lexical collocation has two important feature. Firstly, there may be a constant collocation relationship between the two words that collocate although several words go in between them. For example, collocation *collect stamps* can be separate as *we collect stamps, we collect foreign stamps, we collect many things but chiefly stamps.* There are seven types of lexical collocations, labeled from **L1** to **L7**, which structures are given below.

Table 1. Types of Lexical Collocations

Type	Patterns
1	Verb (donating creation or activation)+ noun (pronoun or prep. phrase)
2	Verb (meaning eradication or nullification)+ noun
3	Adjective + noun
4	Noun + verb
5	Noun1 of noun2
6	Adjective + adverb/ adverb + adjective
7	Verb + adverb

On the other hand, grammatical collocations are those combinations that include a main word such as verb, noun, adjective- and a preposition or a grammatical structure such as an infinitive or clause. As it has been discussed above, it is clear that in the table 2 the dominating part is "prepositions" which represent grammatical words whereas in the second table there are no prepositions; only lexical words are included. We can conclude that it is the preposition that makes a collocation grammatical.

Table 2 Types of Grammatical Collocations

Types of Grammatical Collocations	Examples
Noun + Preposition	*Blockade against*
Noun + *to*-Infinitive	*a fool to do*
Noun + *that*-clause	*an agreement that s*
Preposition + Noun	*by accident*
Adjective + Preposition	*fond of children*
Adjective + *that*-clause	*afraid that*
19 different verb patterns in English e.g. verb + to-infinitive (they began to speak), verb + bare infinitive (we must work) and other	

Here, collocation types are approached from the dimension of General or Specific English. Technical collocations are different from lexical and grammatical collocations in that the former are used in a special field within a special register. ESP (English for Specific Purposes) to help the learners acquire a specific language usage and use. However, the latter are academic or general and could be used in both General English and ESP. Moreover, technical collocations become powerful indicators of register. They needed in many genres of writing. Each genre has its special collocations so that what is a normal collocation within a specific genre could not be considered so in another genre. In this context, Fuentes (2001, page. 118) claims that "The level of technicality in word behavior is closely related to subject domain. The salient condition is that elements function uniquely in their corresponding field, describing the restricted setting". He illustrates his view with specific combinations of the noun *network* such as *U-network, access network, local area network*. Also, technical collocations help in increasing the learner's potential to command special languages. However, Fuentes remarks that free collocations that appear in different registers are considered as semi-technical word combinations. He gives the example of

information: *information system, information technology, digital information,* and *information about.* According to Farell (Cited in Fuentes, 2001, page. 115) semi-technical collocations are formal, context independent words with a high frequency and wide range of occurrence across scientific disciplines, not usually found in basic general English courses; words with high frequency across scientific disciplines. Hence, we can say that technical collocations are register-dependent while semi-technical ones are related to scientific domains but they may be found in academic language. As a result, all the types are important in learning ESP but only academic collocations are useful in General English especially common core collocations which are collocations that are used frequently and hence common.

Classifying collocations according to strength refers to the degree of word's association. Some words co-occur so often that when a word appears, its collocate follows it most of the time. Here, it is qualified as a strong collocation. But when two words collocate rarely, the strength reduces and the collocation is not strong enough for collocate to be predicted since the words are not always together. Hill (as cited in Michael Lewis, 2000, page. 63) classifies collocations according to strength into four categories: unique, *strong*, *weak* and *medium*-strength collocations. First, there are unique collocation. As examples, Hill gives the two collocations "*foot the bill" and "shrug your shoulders"*. The two collocations are unique because the verbs "foot" and "shrug*"* are not used with any other nouns. Secondly, there are stong collocations like "*trenchant criticism"* and *"rancid butter".* These are not unique because there are other things that can be trenchant or rancid, but these collocations are very few. Thirdly, there are weak collocations: to illustrate, adjectives like long, short, cheap, expensive, good or bad could be combined with many things (nouns) for instance *red car*. These combinations are "more predictable" and easy to the majority of students. Finally, the fourth type is medium-strength collocations; for example "*holds a conversation"* and *"a major operation"*. Hill thinks that students are concerned with this type which is neither strong nor weak.

Cowie and Howarth (cited in Mounya, 2010, page. 23) distinguish two types of collocations are *'open'* and *'restricted'.* According to them, a collocation is *restricted* if its parts 'keep their literal meaning', for instance "*vested interest"*, whereas a collocation is considered as *open* when one or both parts have a figurative meaning such as "*white man"* referring to skin color. Open collocations are described as open to partnership with a wide range of item. Most lexical items are included in this type for instance: white, short, long, red, and etc. In between the two extremes there are semi-restricted collocations. Here a specific word has a limited number of collocations. The example is the verb *harbour* that collocates with *doubts*, *uncertainty*, *grudge* and *suspicion.* As a general comment, we can consider "open collocations" as "weak collocations" in Hill's terms. But it is difficult to consider restricted collocations as weak or strong because this is related to the meaning rather than the frequency of co-occurrence. Also, we agree with Cowie and Howarth that collocations could be "arbitrary" regardless of their type. For what makes a word like "fast" collocates with "food" if we can say rapid or quick food. In fact, it is only what we ought to say so as to make our speech natural**.**

In general, cohesion refers to the range of grammatical and lexical possibilities that exist for linking an element of language with what has gone before or what follows in a text. This linking is achieved through relations in meaning that always exist within and across the sentences. Flowerdew and Mahlberg (2009, page.103) introduce the notion of the property of connectedness to refer to cohesion. Connectedness is the flow of information and is reflected by the choice of vocabulary words or grammatical linking words that contribute to textual relations. A concept of relations of meaning is revealed in various interpretations. As Scott and Thompson (2001, page.14) state, "cohesion depends on repetition within the text". They explained that different sets of cohesive resources establish different kinds of boundaries and may signal different kinds of links in a text. In other words, cohesion requires to search for certain words or grammatical items that help to impart meaning and purpose to clauses and sentences, so that information is distributed in a logical way. Some discourse analysts determine these concepts from contextual or linguistic points of view. Thus, cohesion is able to measure of texts or as linguistic devices used for putting sentences together.

According to Sufyan (2015), discussion text can generally be defined as a text that provides two contrasting arguments for informing readers of what is being discussed. The writer must present their

arguments fairly or the writer should cover the arguments of the problems on both sides. Gusdiana (2013) states that the word "discussion" means a process in which two different ideas, points of view or opinions meet. This statement gives a meaning that Clair (as cited in Handayani, 2012) says that discussion text is a kind of text that presents at least two points of view on a problem. The function is to explore different perspectives before reaching an informed decision. In addition, to present information and opinions on more than one side of a problem (' for ' points and ' against' points). Based on the opinions above, it can be concluded that the main purpose of the discussion text is to discuss the two different arguments in an issue. Furthermore, another purpose of this text, as wrote by Sudarwati and Grace in Sufyan (2015) is to provide readers with many information relating to some points of view on the issue discussed in the first place. According to Warner as cited in Sufyan (2015), discussion text has three main elements. They are statement that the writers should describe the subject in order to give readers limits on what is to be discussed, arguments as the writer should put the arguments on both sides while providing or listing the arguments and the writers are not allowed to take a position on the arguments to balance it, and conclusion as the writers are required to summarize all the arguments and choose their preferences. Moran as cited in Hadimani (2014) stated that research in the field of cognitive sciences shows that knowledge gained by activity is more useful than knowledge gained by memorization. Thinking skills such as analysis, synthesis, evaluation, decision- making and problem solving are not usually used in traditional lectures.

Method

The method used in this research is the grounded method, namely quantitative methods and qualitative methods. According to Creswell, the use of grounded methods can cover the shortcomings of qualitative methods or quantitative methods (2009, pg. 22). The mixed method combines results from qualitative and quantitative methods. This merger is expected to help and strengthen one another. The population in this study were all learning citizens PKBM who were studying in Paket C. The learning citizens is 40 students from PKBM Bina Sejahtera, 30 students from PKBM TSMD, and 35 students from PKBM Assolahiyah. So, the total population of the three PKBM is 95 learning residents. Meanwhile, the sample of this study is the students who are willing to follow the learning process in this study from beginning to end, amounting to 30 students. At this stage of data collection, researcher collects the results of writing student discussion texts. The initial data become raw data that must be processed to facilitate further data collection activities. The text that has been collected enters the documentation process by changing the writing data in the doc format in the Microsoft Word program. Then, the data that has been transformed into the doc form is converted into txt or plain text, and become the corpus data for this research. Research corpus data that has been made in txt or plain text form is then entered into the Antconc program and the next step is to search for keywords. Cheng (2012) explains that wordlist are the highest frequency of words found in the corpus. These wordlist are used to search for words related to giving opinions that are characteristic of the discussion text. The data analysis techniques will be distinguished based on the three research objectives mentioned earlier. Keyword analysis based on wordlist information is used to achieve the first research objective to find out and determine the form of significant lexical collocation in student's English writing discussion text. Searching for collocation of selected keyword is the initial stage of data analysis and carrying out the significance of collocation, frequence and concordance analysis are used to further analyze the representation of the issues contained in the text, the form of lexical collocation find in the discussion text, such as Verb (donating creation or activation) + noun (pronoun or prep. phrase), Verb (meaning eradication or nullification)+ noun, adjective + noun, Noun + verb, noun + noun, adjective + adverb/ adverb + adjective, and verb + adverb, the result of form collocation will be categorized by classifies collocations into four categories: unique, *strong*, *weak* and *medium*-strength collocations, analysis of term of gramatical cohesion creates textual cohesion in student's English writing discussion text. The results of the analysis is based on wordlist that creates the certain textual cohesion in discussion text, and the results of the analysis from the first and second stages to help determine the cultural reflection displayed by the structure of lexical collocation and textual cohesion in student's English writing discussion text.

Results and Discussion

The data illustrates that the three PKBM institutions produced 5274 words and 1664 types of words with a total of 30 different essay titles. Based on the picture below, the corpora that has been analyzed illustrates a number of discussion text topics that are often taken as writing material for writing assignments by PKBM learning citizens. Researchers found that *can, are, it, have, they, students, internet, people, children, online, has, you, school, time, social, transportation, we, learning, media*, and *negative* as English words that are often to be found by student in the PKBM community. Based on the results of 30 titles of discussion text, the researcher found 77 phrases with a significant total appearance 100 times. The findings in this study indicate that student productivity in applying lexical collocation in producing discussion text is very significant.

Lexical Collocation

Lexical collocation on these findings will show the form of collocation that represents the characteristics of student's writing discussion text. In the discussion in chapter 2, the forms of lexical collocation are classified into seven categories, namely verb + adverb, verb + preposition, noun + noun, adjective + noun, adverb + adjective, verb + noun, and noun + verb. The following is a form of lexical collocation whose appearance is very significant in the results of the Paket C student writing assignments at PKBM Karawang in 2020. In other hand, the researcher found about 34% L2 that dominated the discussion text student PKBM and could not find L6 in writing discussion text.

Figure 1 The form of Lexical Collocation in Discussion Text
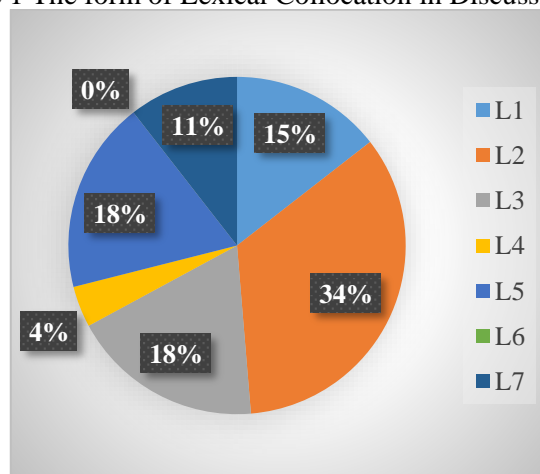
Lexical collocation with this L2 form are *face the era*, *get a/any job*, *get a lot of knowledge*, *spend a lot of time*, *spend much more time*, *spend the time*, *spread of the virus*, *help each other*, *take part*, *find a job*, *save/s money*, *save power*, *wasting of time*, *run/ing our business*, *documenting life*, *close to our family*, *take a moment*, *take any/the time*, *take a long time*, *feel the benefits*, *fall in love*, *share your life*, *take your friendship to*, *take your relationship to*, and *have a serious relationship*. The students compile the word combination productively referring to expressing ideas or opinions in explaining and describing objects. So, these findings can be concluded that lexical collocation with this pattern serves to describe the results of students' ideas in explaining the activities of certain objects related to the theme of their discussion text writing assignments.

Textual Cohesion

The next step is the presentation related to textual cohesion in writing text discussion. The researcher found that the discussion text contained gramatical cohesion namely the number of references and conjunctions which were significantly used by Paket C students at PKBM Karawang. The following is a figure that shows the productivity of the appearance of gramatical cohesion in the text.
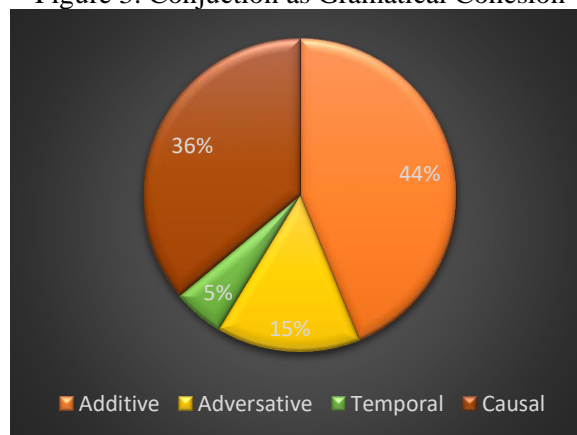
Figure 2 Reference as Gramatical Cohesion
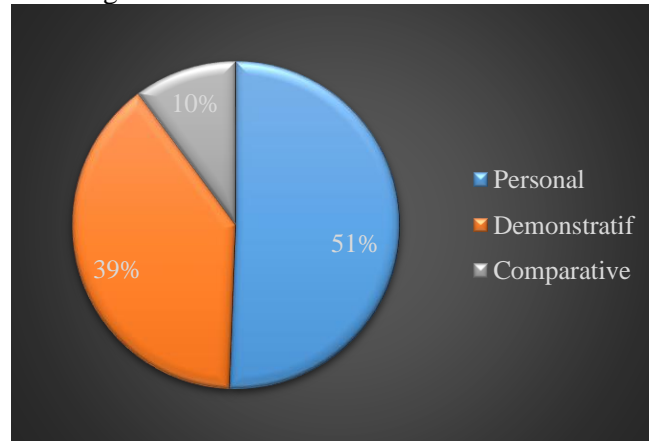
Based on the information in figure 2 above, the gramatical collocation category with the reference form has a total of 660. Personal reference is the reference type with a significant number of 334 words or about 51%. Meanwhile, demonstrative references appear in the discussion text of 259 words about 39%. Then, the type of comparative reference appears lower than the other types, amounting to 67 about 10% appearances in the discussion text prepared by PKBM Karawang students. In other hands, personal reference in writing discussion text is dominated that showed the gramatical cohesion. Reference words like *it* dominate the student's writing discussion text and *they* become the next word that has the next highest appearance. Based on the findings, the researcher assumes that the word *it* refers to the theme being discussed by students in the text. While the word *they* refer to the idea that the opinions expressed in the text are the point of view of the community or from other parties. Therefore, the word *it* and *they* are characteristic of the results of writing a discussion text to represent the meaning related to the theme of the discussion taken and many take the views of the community related to the issue or problem that is being debated in today's society.

The next finding is a form of conjuction that will represent the characteristics of the discussion text. Type of Conjuction is part of the author's productivity evidence that can assess the results of gramatical cohesion. The following are the findings of researcher related to the form of conjunction from the results of the student's writing discussion text in PKBM Karawang.

Figure 3. Conjuction as Gramatical Cohesion

The information contained in figure 3 above shows that PKBM students are able to distribute gramatical cohesion of 513 conjunction. Adictive category has a very significant number of occurrences compared to other types of conjuction, which is 225 or about 44% words. This statement is supported by findings that show the casual category has a total appearance of 185 about 36% words, the adversative

category appears as much as 76 about 15% words, and the temporal category is present in the discussion text as much as 27 about 5 % words. However, researcher found another fact that temporal categories have more conjuction words compared to adictive categories. These findings represent that Paket C students in PKBM are more active in using conjuction with the advisial category than in temporal conjuction in writing discussion text activities. Then, the research findings that have been compiled in figure 3 above are able to provide an overview related to the characteristics of the preparation of discussion text and show the ability of PKBM students in preparing text. In other hands, cohesion can be easily determined by looking for gramatical cohesion. The additive which has the most dominant number of occurrences of the Paket C students' discussion text. The researcher found that the word *and* and *for example* appeared significantly in the text compiled by students in Paket C. The function of the emergence of the two words is to show the relationship of meaning in providing additional information that supports the arguments or opinions that are arranged in a series of texts.

Representation of Culture

Marta (2018) said that linguistic and cultural identity may be expressed in different ways and achieved at different levels in communication. She explained that the culture specificity of language is traceable at the levels of morphology and syntax. The writer found that the students of this Paket C significantly used the topic for discussing in text about *students, internet, people, children, online, school, social, transportation, learning, media*, and *negative*. The writer found that the students of this Paket C significantly used the words *claim* and *assumed* as an effort to convey an opinion, idea, and point of view, both themselves and others.

People claim that ..
.. have assumed that..

The writer found the results of other analyzes, namely the findings on the use of lexical collocation in the activities of writing a discussion text of Paket C students, which is the use of the words *will* and *have*. This lexical collocation is a collocate that has a new meaning. Some examples commonly found in text are *free time, get ready, keep in mind* and others. In this discussion text, Paket C students significantly apply the words *will* and *have* as follows.

... will get worse ...
... will snatch away ...
... have been away for ...

The results of the data analysis above represent that Paket C students already have a picture or knowledge related to collocation. This needs special attention in language learning, especially in learning English. The activity of writing discussion texts is an effort in giving media by the teacher to students to provide awareness of the importance of collocation to produce meaning through writing. Writing activities using the collocation method provide opportunities for students to utilize information technology in teaching English students in Paket C. So, the application of the collocation method to students in Paket C is one of the efforts to improve students' writing abilities and train students to be able to express opinions, ideas, and personal and other people's point of view properly.

Conclusions

The researcher presents conclusions based on the research questions prepared for the lexical collocation and textual cohesion research activities in the student's writing discussion text. This presentation is the effort of researcher to provide information on the results of research activities in a concise and clear manner. The following are conclusions derived from the results of the research discussed in the previous discussion. The form of significant lexical collocation in student's English writing discussion text are six lexical collocation, such as *verb + preposition*, *verb + noun, adjective + noun, noun + verb, noun + noun,* and *verb + adverb*. Based on the results of the percentages are L1 (15%), L2 (34%), L3 (18%), L4 (4%), L5 (18%), and L7 (11%). So, the researcher found that the form of lexical collocation that dominates student's writing discussion text is *verb + noun* with 34% occurrence and it shows that the function of L2

is to explain the results of students' ideas or opinions in explaining activities or issues to certain objects related to the title of the text, respectively. Based on the result of lexical collocation that creates cohesion in student's English writing discussion text, the researcher found that gramatical cohesion is able to be a characteristic of writing discusion text. The gramatical cohesion that is used in the discussion text is reference and conjunction. The findings of reference data are personal (51%), demonstrative (30%), and comparative (10%). Personal reference data shows that the use of the word *it* and *they* is the choice of words of subjects that appear very significant to represent opinions and explain certain views. Meanwhile, the findings of conjunction data are additive (44%), adversative (15%), temporal (5%), and causal (36%). Data additive conjunction shows that the use of words *and* and *for example* appears significantly in the text compiled by students in Paket C. The function of the appearance of the two words is to show the relationship of meaning in providing additional information that supports the arguments or opinions that are arranged in a series of texts. The cultural reflection displayed by the form of lexical collocation and textual cohesion in student's English writing discussion text explains that the discussion text prepared by students is the result of ideas and thoughts that originate in their daily lives. This is evidenced by the findings of *students*, *internet*, *people*, *children*, *online*, *school*, *social*, *transportation*, *learning*, *media*, and *negative*. This research also found that the Paket C students at PKBM had used the words *claim* and *assumed* as an effort to convey opinions, ideas, and points of view, both themselves and others.

Acknowledgements

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