



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some theories that related to the research. It aims to provide the deeper understanding of the research topic.

2.1 YouTube

YouTube is a digital platform that plays a significant role in modern communication, particularly in the field of education. It enables users to access, create, and share video content across a variety of topics. In the context of language learning, YouTube functions not only as a source of information but also as a medium that enhances engagement and comprehension. As such, YouTube can be seen as an educational tool that supports the delivery and reception of learning materials through audiovisual formats.

According to Cakir (2006), integrating videos into the teaching process can improve the classroom environment by offering visual and contextual support. Students are able to perceive meaning not only through spoken language but also through non-verbal elements such as facial expressions, gestures, and posture. Similarly, Cayari (2011) argues that YouTube has revolutionized the way educators and learners interact with video content, providing new possibilities for teaching and learning through dynamic and accessible media.

From an educational perspective, YouTube contributes to the development of students' language skills by presenting authentic materials that model natural language use. It enhances listening comprehension, expands vocabulary, and exposes learners to various accents, speech speeds, and cultural contexts. Moreover, YouTube encourages self-paced and autonomous learning, allowing students to revisit and reflect on the content as needed.

To sum up, YouTube is more than just an entertainment platform; it serves as an effective educational resource that supports language learning through engaging

and multimedia content. It provides learners with access to authentic materials that enhance comprehension, motivation, and independent learning. Therefore, YouTube plays a vital role in modern education, especially in facilitating the process of learning English as a foreign language.

2.2 Collocation

The significance of collocation in linguistics cannot be overstated, as it plays a crucial role in understanding how words naturally combine in a language. The concept was pioneered by J.R. Firth, a British linguist often referred to as the father of collocation. Firth, who passed away in 1960, earned this title due to his significant contributions to the development of collocation theory. He was the first to introduce the term collocation in a linguistic context and emphasized its importance in language structure. Firth proposed that collocation refers to the habitual co-occurrence of words, arguing that a word's meaning and usage can be inferred from the words surrounding it—famously stating, you shall know a word by the company it keeps (Haas, 1958). Examples of collocations include common word pairings like: *rotten food* and *rancid butter*, which naturally occur together in linguistic patterns.

Then Mahmoud (2005) defines collocation as two words belonging to different grammatical categories to exclude binomials where the two words are from same category and are connected implicitly or explicitly by a conjunction or a preposition (ALFattah & Morshid, 2024). This statement means that collocation is word combination which connected together even it is exclude to the grammatical aspect as long as they are connected by conjunction or preposition.

The other definition of collocation, it is a group of words that belong together, either because they commonly occur together like *take a chance* or because the meaning of the group is not obvious from the meaning of the parts like *by the way* (El-Dakhs, 2015). In other words, collocation is a word combination that belongs together in order to deliver a meaning that cannot be separated from each other.



Based on the Oxford Collocation dictionary, collocation is the way words are combined to produce natural-sounding speech (Klotz, 2003). It means that collocation is needed to make speaking or writing produced naturally. Natural can be defined as something that appears as pure as the original form. For example, in English, it is normal and natural if people say *strong wind or heavy rain*. It would not be normal if people say heavy wind or strong rain. Those words' combinations deliver a significant meaning. Then the meaning would be strange if the follower word is replaced by the other words. Also, as the function of collocation itself, the word combination should deliver a natural-sounding as they are combined. Furthermore, the word combination also must be predictable.

Another meaning of collocation is that, collocation refers to a group of two or more words that usually go together. A good way to think of collocation is to look at the word collocation. Co - meaning together - location - meaning place. Collocations are words that located together (Jaff, 2013). Based on that statement, it is called collocation when two words are belonging together. They deliver a unite meaning. They always located together and could not be separated each other. Then, as English users, we need to use English as native English use the language itself. Then, combining word as natural-sounding as the native uses is really recommended.

Otherwise, students need to recognize the use of collocation because it helps them to write more naturally and more easily understood. (El-Dakhs, 2015) states that using collocations accurately is necessary in order to produce language with native-like accuracy or near-native competency. It means that learning collocation is necessary. In other words, having proficiency in choosing words accurately to be combined is needed to have a good writing skill in order to produce natural-sounding as native English use its language.

In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and construction. Such groups of words are called recurrent combinations, fixed combinations, or collocations. Collocation falls into two major groups: grammatical collocations and lexical collocation (Benson et al., 1986).



Grammatical collocation focuses on the grammar aspects, such as the combination of preposition and verb, *interested in*, *angry at*, etc., while lexical collocation focuses on the meaning of word combination, or lexical choices.

2.3 Types of collocations

According to Benson and Ilson, collocation is classified into two major parts: the first is Lexical Collocation and the second is Grammatical Collocation (Benson et al., 1986). Benson stated that lexical collocation is the part of collocation that is dominant in nominal sentences and consists of verbs, nouns, adjectives, and adverbs while Grammatical collocation is a phrase that has a dominating word in it. For instance, a noun must come after a specific verb form, or a verb or adjective must come after a specific preposition.

2.3.1 Lexical Collocation

Lexical collocation is not similar to grammatical collocation. Lexical collocation focuses on word pairs and also the meaning constructed by word combinations. Then, in lexical collocation, mastering vocabulary is needed to choose words accurately and to use the correct combiner for the head word regarding to create a unity meaning.

Lexical collocation is combinations of verb + noun (*start a family*; *keep a secret*); adjective + noun (*good work*, *strong tea*); adverb + adjective (*heavily influenced*, *amazingly gorgeous*); verb + adverb (*walk slowly*, *laugh nervously*), (Benson, 1986, as cited in Moehkardi, 2002, p. 50). In other words, lexical collocation is concerned with the meaning built by the strong word combination in order to deliver the meaning clearly. So then, it is not creating confusion for both the readers and the hearers.

2.3.2 Types of Lexical Collocations



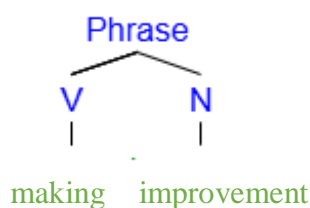
Jaff (2013) cites Hausmann's (1980, p. 1010) statement in his article that Hausmann categorizes all lexical collocations into a *base* and a *collocator*. *base* is the basis of the collocation and *collocator* indicated word which follows the base to be a combination of words as collocation. The types of lexical collocation stated by (Benson et al., 1986) are categorized into five types as follow:

Table 2. 1 Types of Lexical Collocation

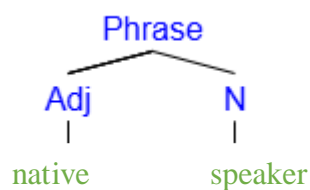
No	Types of Lexical Collocations
1	Verb + Noun
2	Adjective + Noun
3	Noun + Verb
4	Adverb + Adjective
5	Verb + Adverb

From the table above. The Explanation of each type of lexical collocation is as follows:

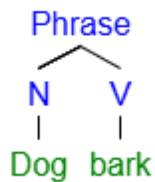
1. The first is combinations of *verb + noun*. Verb as the collocator and noun as the base. The use of a verb in this type is usually a transitive verb, then it is combined with a noun or pronoun. For example, *making improvement*.



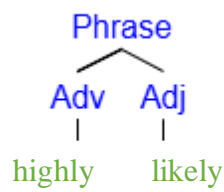
2. The second is combinations of *adjective + noun*. Adjective as the collocator and noun as the base. This type of collocation indicates the unit that is associated with a noun. For example, *compelling argument*.



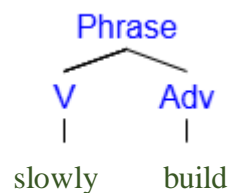
3. The third is a word combination of *noun + verb*. Noun as the base and verb as the collocator. The verb names an action characteristic of the person/things designated by the noun. For example, *dog bark*.



4. The fourth is a word combination of *adverb + adjective*. The adverb as the collocator and the adjective is the base. The meaning of most adverbs in this combination is *highly*. For example, *highly likely*.



5. The fifth is word combinations of *adverb + verb*. Verb as the base and adverb as the base. For example, *slowly build*.



2.3.3 Grammatical Collocation

J. Firth in Gyllstad (2014) stated, grammatical collocation is a colligation between grammatical categories in a given structure. For example, Firth described the correlation of categories in an affirmative sentence: *I saw him* as a personal pronoun, first person singular nominative, the past tense of a transitive verb, and the third person pronoun singular in the oblique form. Benson (1986) strengthened the definition of Grammatical collocations are phrases that consist of dominant



words such as nouns, verbs, adjectives, and prepositions or grammatical structure as a clause or infinitive.

On the other hand, lexical collocation is absent from grammatical collocation. A phrase that consists of a preposition or grammatical structure, like an infinitive or clause, and the dominating word (noun, adjective, or verb) is called a grammatical collocation.

Therefore, the definition and example above concluded that grammatical collocation is a phrase that consisting words like nouns, adjectives, verbs, prepositions, and grammatical structures like an infinitive and clauses. Grammatical words include prepositions, modals, auxiliary verbs, pronouns, articles, conjunctions, and some adverbs. Some of the word combinations have their own meanings. So, the combination of a word that is included in the grammatical collocation must follow the construction and events that have happened recently.

2.3.4 Types of Grammatical Collocation

Grammatical collocations can be classified into the following combinations: English 19 verb patterns, noun+ preposition, noun+ to-infinitive, noun+ that-clause, preposition+ noun, adjective+ preposition, adjective+ to-infinitive, and adjective+ that-clause (Ray, 2022). The researcher makes a table below to simplify the reader to know the types of grammatical collocation. There are eight patterns of grammatical collocation:

Table 2. 2 Types of Grammatical Collocations

No	Types of Grammatical Collocations
1	Noun + Preposition
2	Noun + to-infinitive
3	Noun + that-clause
4	Preposition + noun
5	Adjective +preposition
6	Adjective + to-infinitive
7	Adjective + that-clause
8	19 Verb pattern



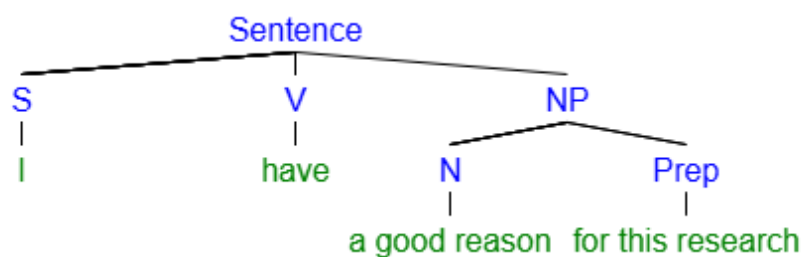
From the table above, the explanation of grammatical collocation is as follows:

1. Noun + Preposition

Noun + preposition have a combination, but not all the nouns can be considered as a collocation. Some preposition has predictable meanings, such as *of* and *by*. Nouns can be used with *of*, particularly to indicate the ideas of *possession*, *subject*, and *direct object*. Therefore, the collocation combination is *blockade against* rather than *blockade of*. Given the preposition's established purpose, the word *of* there is predictable.

Noun + *by* combinations also not include as collocation because the word 'by' is predictable and regular transformation of the sentence. In addition, free combinations also do not include, such as *apathy among*, *apathy in*, etc. and the derived preposition also not include such as *concerning*, *regarding*, *in regard to*, and *with regard to*. For examples:

- a. I have good reason for this research

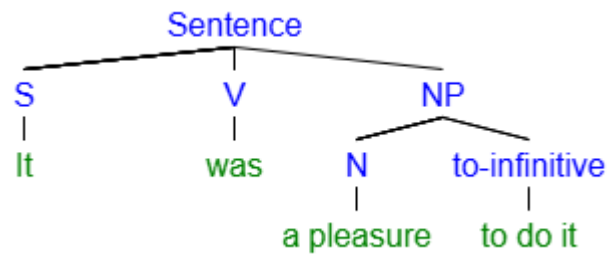


2. Noun + to + infinitive

There are five syntactic patterns in which this construction is more frequently encountered, the patterns are (Benson et al., 1986):

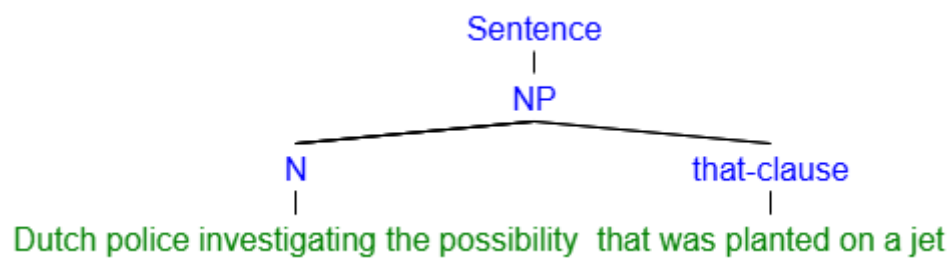
- a. It was a pleasure (a problem, a struggle) to do it.





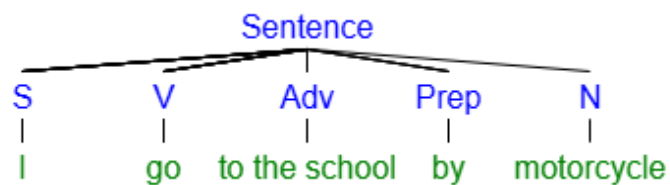
3. Noun + that-clause

Noun + that-clause used to express opinion and feeling (Benson et al., 1986). And also use *that* as conjunction. Some nouns can be followed by clause with the present with subjunctive in English formal. Use of the subjunctive is indicated in the entries for such nouns. For example: *Dutch police investigating the possibility that a bomb was planted on the jet.*



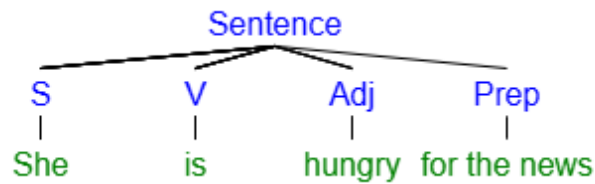
4. Preposition + noun

Preposition + noun combination consists of a preposition that followed by a noun (Benson et al., 1986). For example: *I go to the school by motorcycle.*



5. Adjective + preposition

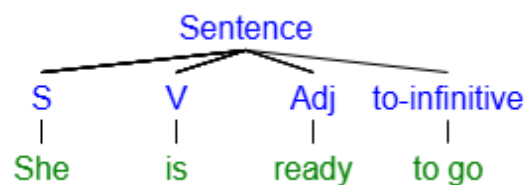
Some of adjectives are followed by prepositional phrases. The adjective + preposition combination that considered collocation is the one that occur in the predicate (verb less clause) (Benson et al., 1986). For example: *she is hungry for the news*.



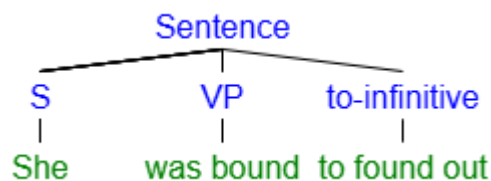
6. Adjective + to-infinitive

Adjective occur in two basic constructions with infinitives (Benson et al., 1986).

- a. Adjective with dummy subject. The word *it* is the dummy subject. Prepositional phrases with *for* can be inserted into these constructions with many adjectives. For the example: *she (the girl) is ready to go*.



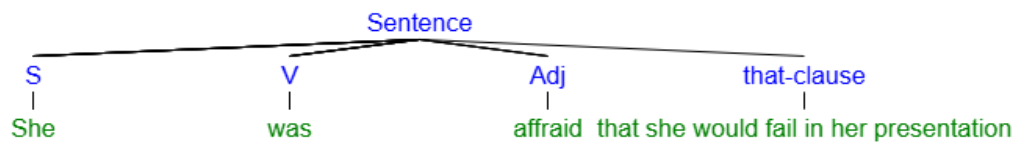
- b. Adjective with real and animate subject. However, some of adjectives normally occur in this construction with inanimate subject. For example: *she was bound to found out*.



7. Adjective + that-clause



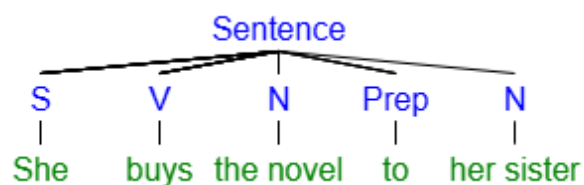
Several adjectives are followed by the present subjunctive in formal English (Benson et al., 1986). For example: *She was afraid that she would fail in her presentation.*



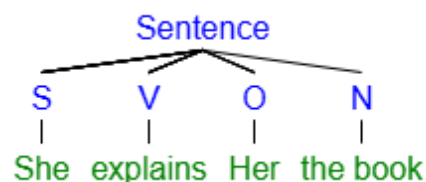
8. Collocation consists of nineteen (19) English verb patterns that designed by the capital letters from A until S (Benson et al., 1986). The description of patterns follows below.

- a. Patterns A verb permits the transition of the dative movement. When both objects are nouns and the direct object is a noun, the indirect object is moved to a place before the direct object and to be deleted. For example :

1) *She buys the novel to her sister-*

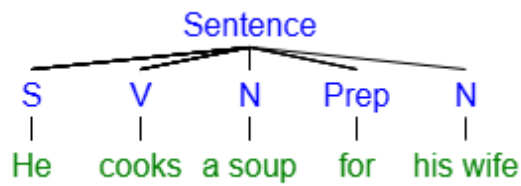


- b. Patterns B verbs are transitive but do not allow the dative movement transformation. For example: *She explain the novel to her, but not she explains her the book.*

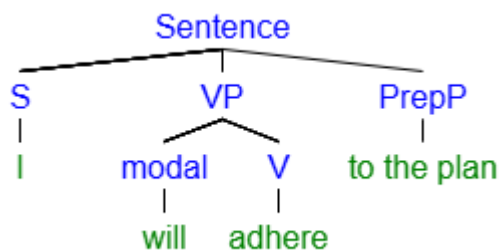


- c. Patterns C transitive verbs with the preposition for permit an indirect object to be shifted to a position before a direct object and for to be deleted. For example : *He cooks a soup for his wife*

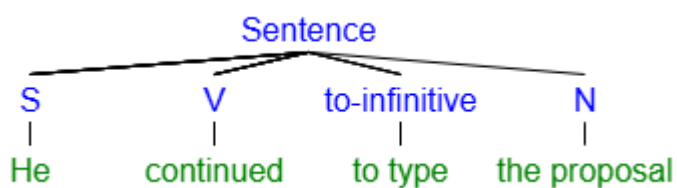




- d. Pattern D The verb with a particular preposition (+ object) constitute a collocation. The dictionary includes collocations with a verb + as (+object): to act as, to interpret as..., etc. For example: *I will adhere to the plan*

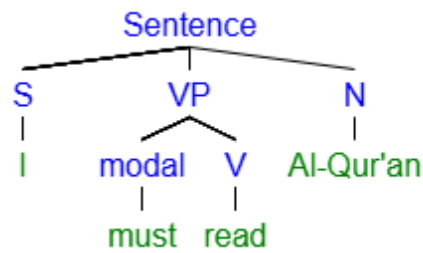


- e. In this pattern, the verb followed by to + infinitive. Verb are not include if they are normally in phrase of purpose or to the simple word, verb +to infinitive have meaning “purpose” is not include as a collocation. For example: *He continued to type the proposal*

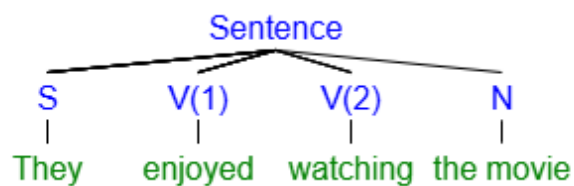


- f. In this pattern, the verb followed by infinitive without to. These verbs with exception of dare, help, and need are modals. The verbal phrases had better and would rather also fit in this pattern. For example:

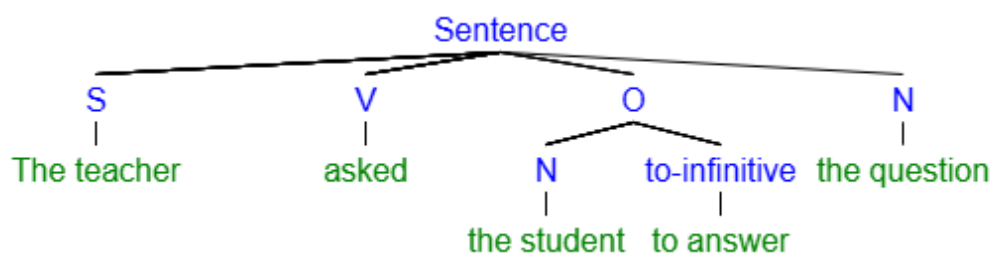
1) *I must read Al-qur'an*



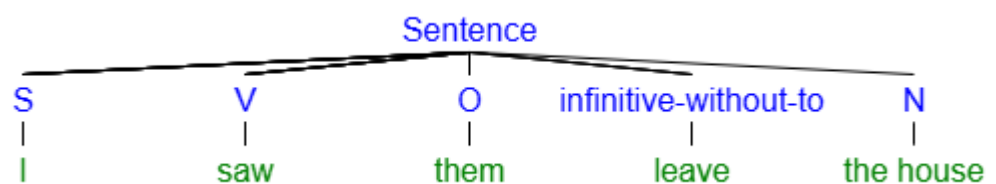
- g. The verb followed by the second verb in-ing. For example:
They enjoyed watching the movie.



- h. The transitive verbs are followed by an object and to +infinitive. Many of the verbs in this pattern can take the infinitive to be after direct object. This pattern verb can be passivized. For example: *The teacher asked the student to answer the question.*



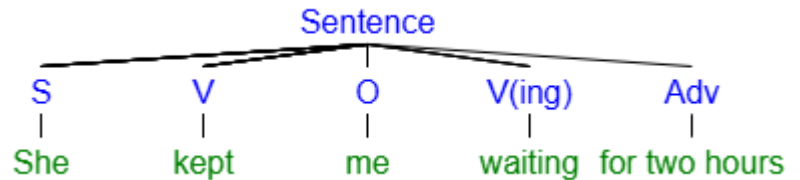
- i. Transitive verbs are followed by direct object and infinitive without to. This pattern verb cannot be passivized. For example: *I saw them leave the house*



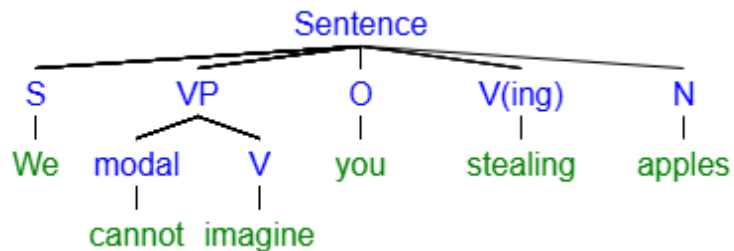


- j. Verbs are followed by direct object and verb- ing. This pattern verb can usually be passivized. For example:

1) *She kept me waiting for two hours.*

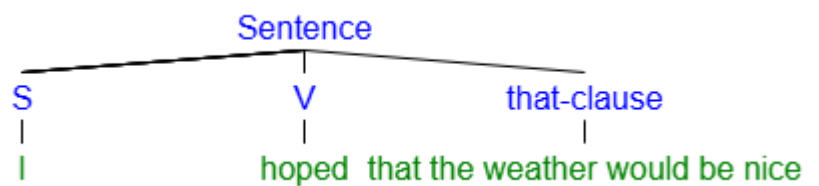


- k. Verb can be followed by noun or pronoun (possessive) and gerund. For example: *We cannot imagine you stealing apples.*



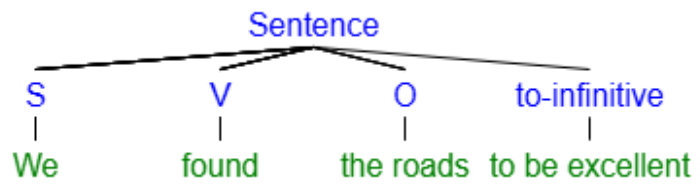
- l. Verb can be followed by a noun clause with the conjunction that. Some of verbs always take an object noun or pronoun before the that-clause. For example:

1) *I hoped that the weather would be nice*



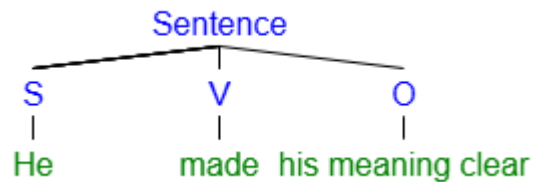
- m. Transitive can be followed by a direct object, the infinitive to be, and either of adjective or past participle, noun and pronoun. In this pattern include verb that normally take to be after the direct object. For example:

1) *We found the roads to be excellent*

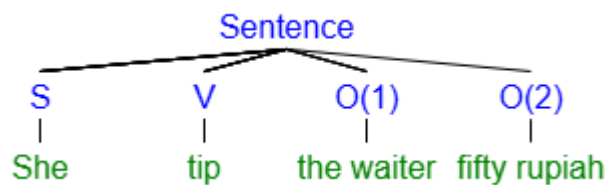


- n. Transitive verb can be followed by a direct object and adjective or past participle, noun or pronoun. For example:

1) *He made his meaning clear.*

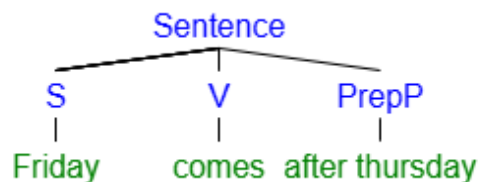


- o. Transitive verb followed by two objects. For example: *She tipped the waiter fifty rupiah.*



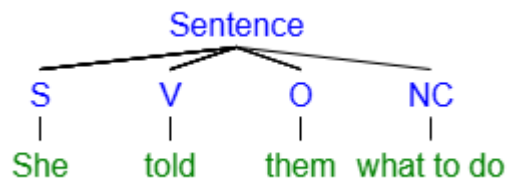
- p. Intransitive, reflexive, and transitive followed by adverbial. The adverbial may be adverb, prepositional phrase, a noun phrase or clause. For example:

1) *Friday comes after Thursday*

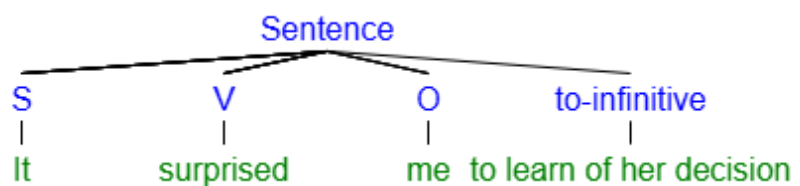


- q. Verb can be followed by an interrogative word: what, when, where, why, who, which and how. For example:

1) *She told them what to do.*

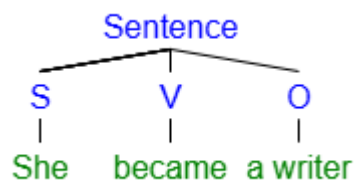


- r. Transitive verb followed by dummy 'it' and are followed by to+ infinitive or by that+ clause or by either. For example: *It surprised me to learn of her decision.*

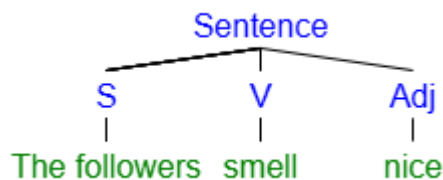


- s. In the last pattern, a small number of intransitive verbs followed by predicate noun or predicate adjective. For example:

1) *She became a writer*



- t. However, a larger group of intransitive verbs can be followed only by a predicate adjective, for example: *The followers smell nice.*



So, from the explanation above it can be concluded that types of grammatical collocation, there are eight types. The researcher analyzed types of collocation in

the Naila Farhana YouTube Channel, so the information of the Naila Farhana YouTube Channel is explained in the next chapter.

2.4 Naila Farhana

Naila Farhana is one of many YouTubers who upload videos to YouTube, that share tips to learn English. Her channel in YouTube is Naila Farhana. It has 858K subscribers with thousands of viewers in each of her videos. She is from Bandung, West Java, Indonesia. In January 2017, Naila Farhana uploaded her first video about her trip to Lombok. The content is mostly about learning English using her special methods by giving pop-up vocabularies or phrases that appear when she utters certain words. It makes it pleasant and entertaining for viewers.

Naila Farhana actively shares language learning tips and strategies on her YouTube channel. Her videos help people improve their fluency, overcome insecurities, and understand how to learn languages more effectively. Some of her eye-catching videos include *Do These everyday to become Fluent in English THIS YEAR! (2024)*, which discusses daily habits to improve language skills, and *stop trying to be fluent*, which provides a different perspective on fluency. In the video *Feeling Inferior Speaking to Native Speakers?* she also shares motivation for those who lack confidence when speaking to native speakers.

In addition to providing practical tips, Naila also often discusses the challenges language learners face, such as the fear of making mistakes and how to practice accents to sound more natural. She also often shares her personal experiences in learning various languages, inspiring her audience to stay enthusiastic in the learning process. With a relaxed and informative delivery style, Naila Farhana's YouTube channel is a great resource for anyone who wants to master a language more confidently. Naila Farhana's YouTube channel is a great



resource for anyone who wants to master a language more confidently. Beside that, Naila Farhana owns a blog, namely nailafarhana.com.

2.5 Previous studies

Previous studies that are relevant to the research to be carried out are as

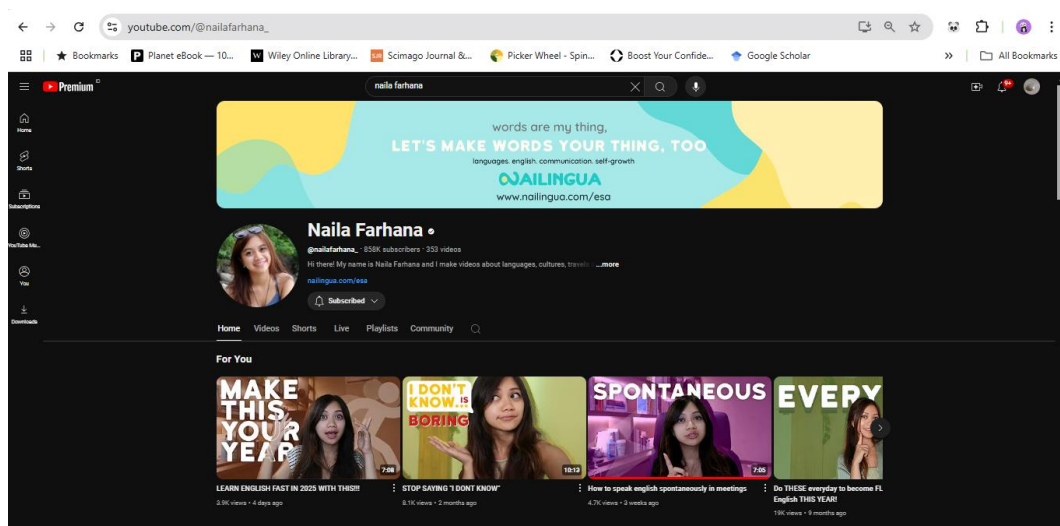


Figure 2. 1 Naila Farhana YouTube Channel

follows: The first previous study entitled *An Analysis of Collocation in Hillary Clinton's Speech* was conducted by Bella Gayatri (2023). The first previous study aimed to identify the different types of collocation used in Hillary Clinton's Speech. In this study, the data were identified and analyzed by the researchers using Benson and Illson (1986) theories of collocation. the research approach of this research used a descriptive qualitative approach. The researcher wrote and observed while the researcher watched the videos to collect the data. For the result, from 8 types of grammatical collocation, there are 6 types used in the speech text. From lexical collocation, there are 7 types used in speech text.

The second previous study came from Siti Rachmi (2023) entitled *An Analysis of Lexical Collocation in King Charles' Speech* in ELS journal on interdisciplinary studies in humanities. The second previous study aimed to analyze lexical collocation in King Charles' speech. In this study, the data were analyzed by the researchers using Benson and Illson (1986) theories of collocation. the



research approach of this research used a descriptive qualitative approach. The researcher transcribed the speech of King Charles and then observed the data. For the result, the researcher points out that there are 15 collocation data produced by King Charles III in his speech. It reflects how King Charles conveyed some collocation form to exact meaning. Those were accepted in its language system, culture, and real life.

The third previous study come from Taufik Akbar (2021) entitled *The Analysis of Collocation In Discussion Papers at Al Markaz for Khudi Enlightening Studies (Makes) in Makassar*. In the journal of education, language teaching and science. The third previous study aimed to know lexical collocation in writing production committed by MAKES Member at al Markaz for Khudi Enlightening Studies (MAKES) Makassar. In this study, the data were analyzed by the researchers using Benson and Illson (1986) theories of collocation. the research approach of this research used a descriptive qualitative approach. For the result, the researcher analyzed the lexical collocation type L1 and L3, it found several collocations, both correct and incorrect collocation. For type L1, it was found that the number of correct collocations is higher than incorrect collocations in this subject of study. Meaning that L1 is easier than L3.

The fourth previous study came from Siti Kholijah Ray (2022) entitled *An Analysis of Grammatical Collocation in The Jakarta Post Online Newspaper* in Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. The fourth previous study discussed grammatical collocation in the Jakarta Post Online Newspaper. In this study, the data were analyzed by the researchers using Benson and Illson (1986) theories of collocation. the researcher used library research as the research methodology. For the result, there are five kinds of grammatical collocation found in the articles. They are noun+ preposition, noun+ to-infinitive, noun+ that-clause, preposition+ noun, and adjective+ preposition. The results from all the types are 117 items of grammatical collocation. Noun+ preposition has 4 items. Noun+ to infinitive has 16 items. Noun+ that-clause has 6 items. Preposition+ noun has 88 items. The last



adjective+ preposition has 3 items. The most dominant of grammatical collocation that found in the articles from the Jakarta post online newspaper is preposition+ noun with 88 items of collocation.

The last previous study came from Sofi Yunianti (2022) entitled *Collocation Analysis in Twelve Grade English Textbook* in ELTICS (English Language Teaching and English Linguistics) Journal. The last previous study aimed to scrutinize the types of collocation used in the Twelve Grade English book. In this study, the data were analyzed by the researchers using Seretan (2011) theories of collocation. the researcher used mixed-method research as the research methodology. For the result, there is only twice collocation which appeared in top twenty sentences. It is therefore this study is expected to gain further about how to prepare teaching material in textbook.

