

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the discussion of some issues related to the topic being studied. They are background of the study, statement of study, objectives of the study, significance of the study, scope and limit of the study, and the definition of key items.

#### **A. BACKGROUND OF STUDY**

Collocation has become one of the central concerns in EFL teaching and learning for years. Collocations are generally considered to be a problem in the teaching and learning of foreign languages, and many researches provide evidence which seems to support this view. According to Lewis and Gough<sup>1</sup>, they stated that language teaching over the years has been based on the dichotomy of grammar and vocabulary: master the grammar system, learn lots of words and the speaker will be able to talk about any topic. This view of language has meant that students have learned an extensive vocabulary which mostly occurred namely nouns, and then struggled to use grammar to talk about many kind of topics related to the conversation.

During any EFL course in Indonesia, great emphasis is on grammar not on vocabulary. Students and perhaps the teachers themselves are not aware of word combinations. Students learn the words in isolation and

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<sup>1</sup>Lewis, M., & Gough, C. 1997. *Implementing the lexical approach: Putting theory into practice*. Hove: Language Teaching Publications

memorize the words individually by translating them to their mother tongue. It means they store new vocabulary words individually and not as a chunk. Therefore, when students want to produce collocations they fail to produce them correctly. People are using grammar to do what it was never meant to do. Howard<sup>2</sup> stated that very advanced students make one particular type of errors in writing, namely collocational errors. According to Brown<sup>3</sup>, he stated that before the learner becomes familiar with the system of the second language, the native language is the only linguistic system upon which the learner can draw. Therefore, not having enough knowledge in this sense will lead learners to use their own system of syntax in the TL (Target Language) and this interference(s) makes them erroneous.

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. The majority of students of English Teacher Education Department in UIN Surabaya 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 Indonesian language saying "*melakukan kesalahan*" which literally means "*make mistake*" and when it comes to English they think in their first language and

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<sup>2</sup>Howarth, P. (1993). *A Phraseological Approach to Academic Writing*.

<sup>3</sup> Brown, H. D. (2000). *Principles of language learning and teaching*. London: Longman.

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 students of English Teacher Education Department in UIN Surabaya.

Producing collocations in writing raises particular problems. English teachers have been making significant efforts to enhance EFL learners’ writing by spending a lot of time correcting students’ writing and trying to identify the areas of difficulty. In spite of this effort, the same errors continue to occur. Bahn and Eldaw<sup>4</sup> stated that in fact it is usually the case that the majority of EFL learners have different problems in their oral and written productions. The use of phrases in written text is plentiful and often contributes to better communication than the actual form of a sentence. L2 non-native speakers do appear to experience a difficulty in this area often by choosing to overuse some often used phrase(s) showing their limited range or repertoire. Lewis pointed out; “within the mental lexicon, collocation is the most powerful force in the creation and comprehension of all naturally occurring text”<sup>5</sup>In using collocation in their writing learners will develop the

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<sup>4</sup>Bahn, J and Eldaw, M. (1993). Should We Teach EFL Students Collocations. Available March 14, 2014, from: [www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ465615](http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ465615)

<sup>5</sup>Lewis, M. (1997). *Implementing the Lexical Approach: Putting Theory into Practice*. Hove: Language Teaching Publications (LTP).

ability to create more native-like sentences. That is to say, to enhance learners' writing ability, they need to use collocation in their writing.

In Indonesia, grammatical structures as well as definitions of new words have been more heavily emphasized in foreign language classes than collocations. Boonyasaquan<sup>6</sup> stated that when learning a new word, it is important to learn it with its frequent co-occurrence/s or word partner/s, or what is called a collocation. Learning a new word in isolation is not meaningful and can easily cause problems for learners. Accordingly, non-native learners of English should pay more attention to knowledge of collocations in order to reduce errors they make in the target language (TL). Wang & Shaw<sup>7</sup> confirm this notion by saying, "In learning another language, it is evident that we have to learn both grammatical correctness and idiomatic preference", otherwise the production of lexical errors and improper use of words could result. The problem probably involves the interference of EFL learners' native language, which affects the acquisition of the second language (L2) due to differences in the systems of the native language and the target language. It is likely that EFL learners express their ideas through their mother tongue first and then translate them literally to the second language.

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<sup>6</sup>Boonyasaquan, S. (2006). An analysis of collocational violations in translation. *Journal of Humanities*, 27(2), 79-91. Bangkok: Faculty of Humanities, Srinakarinwirot University.

<sup>7</sup>Wang, Y., & Shaw, P. (2008). Transfer and universality: Collocation use in advanced Chinese and Swedish learner English. *ICAME Journal: Computers in English linguistics*, 32, 201-232.

Sadeghi<sup>8</sup> also claimed that EFL/ESL learners tend to encode and decode language through their native language; however, this can cause learners to make collocation errors because of incorrect assumptions about word-for-word translation of equivalence from the first language (L1) to the second language (L2).

Therefore, it seemed essential to identify the problems that EFL learners have in dealing with collocations including their knowledge and use of collocations. In fact, the present study tried to push the current status of research on collocations a step forward in attaining this goal. The important role that collocations play in the natural-sounding speech and writing, on the one hand, and problems that Indonesia EFL learners have with different types of collocations, on the other hand, highlight the significance of the present study.

In this research, the research was conducted at UIN Sunan Ampel Surabaya especially students of English Teacher Education Department in UIN Surabaya who take writing 3 because in writing 3, students are considered as the advanced level which they are taught how to write an essay. Moreover, they were also taught collocation directly at the same semester. They learned collocation in the course of structure 4. On the other hand, it also gives brief view for lecturers who teach collocation in structure 4. When

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<sup>8</sup>Sadeghi, Z. (2010). "The importance of collocation in vocabulary teaching and learning." *Translation Journal*, 14(2), 1-17.

they know what types of collocation errors which are commonly made by students, they can prepare and focus on those types, so that the collocation error can be minimized.

## **B. RESEARCH QUESTION**

Based on the background above, the problem of this study can be formulated as follow:

1. What types of collocations are commonly used by the 4<sup>th</sup> semester students of English Teacher Education Department at UIN Surabaya?
2. What types of collocation errors are commonly made by the 4<sup>th</sup> semester students of English Teacher Education Department at UIN Surabaya?

## **C. OBJECTIVES OF THE STUDY**

The writer will focus on describing the study. This research aimed:

1. To analyze the types of collocations used by 4<sup>th</sup> semester students of English Teacher Education Department at UIN Surabaya
2. To analyze the types of collocation errors made by the 4<sup>th</sup> semester students of English Teacher Education Department at UIN Surabaya

## **D. SIGNIFICANCE OF THE STUDY**

- a. For English Teacher Education Departments:

This study helps departments set up practical and innovated action steps to specify a special corner for teaching collocations and develop the

instructors' practice in their teaching lexis, so as to maintain high-quality outcomes.

b. Teachers:

The study helps teachers of English reveal students' errors and problems in dealing with collocations, so the teachers can:

1. promote their students' awareness and usage of the collocation phenomenon
2. create their students' autonomous constant to practice of collocations
3. assess their students' collocation development through various ways
4. tackle the collocation errors through designing remedial tasks

c. Students:

This study provides the students with practical motivating guidelines for using and practicing collocations, so as to help them avoid collocation errors, and prepare them to get ready for encountering such collocations in their work fields in the future.

#### **E. SCOPE AND LIMIT OF THE STUDY**

- The academic limit : the research analyze collocation errors made by students of English Teacher Education Department
- The human limit : the research is limited to the forth semester of female and male students

- The time and place limit :the research is conducted within the second semester of the academic year 2013-2014

## F. DEFINITION OF THE KEY TERMS

To avoid misunderstanding in this the study, the writer needs to give definition of terms that are often found in the study, such as:

**Collocation:** 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 the word combination which has its own meaning. And when it comes with another, it will change the meaning.

**Error:** Mistake that students cannot correct themselves and which therefore needs an explanation. The process of language learning involves the making of errors. Errors are the flawed side of learners' speech or writing.<sup>9</sup> It means that error is mistake of students when they use their mother language to transfer collocation.

**Error Analysis:** an examination of errors made by students in both spoken and written medium. Another definition is included in *Wikipedia, the Free Encyclopedia* which states that "error analysis is the study of kind and quantity of error that occurs in the field of applied linguistics". It means that error analysis is an investigation of types and causes of errors in written language.

**Writing 3:** one of courses in English Teacher Education Department of State Islamic University Sunan Ampel Surabaya which has four levels of writing,

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<sup>9</sup>Dulay et al., *Language Two*, (New York: Oxford University Press, 1982), 138.



this research focuses on writing 3 which focuses on writing an essay in the 4<sup>th</sup> semester.