

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This proposed research focuses on reviews related theories and literature to understand the questions theories. In this chapter the writer would like to elaborate the theory related to the research which is done by the writer. Each of these are discussed in the following sections.

#### A. Review of Related Literature

##### 1. Collocation

Larson<sup>1</sup> states that “Collocation is concerned with how words go together, i.e. which words may occur in constructions with which other words. Naturally, some words may occur often with other words, such as, the verb *draw* which can collocate with a number of nouns as in: *draw/a curtain/agun/a check/tears/blood/interest/a tooth/breath, etc.* Collocation has been considered as a separate level of vocabulary acquisition because collocation is related to two words which combine naturally and sometimes it has the meaning itself.

Basically, collocations constitute one important and vital aspect of productive vocabulary. Enormous benefits can be gained by teaching and learning collocations. Lewis stated<sup>2</sup> that the productivity of collocations provides the mental lexicon with a wide range of English word combinations,

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<sup>1</sup>Larson, Mildred L. (1984). *Meaning-based translation: A guide to crosslanguage equivalence*. Lanham: University Press of America. (p. 141)

<sup>2</sup>Lewis, M., & Gough, C. 1997. *Implementing the lexical approach: Putting theory into practice*. Hove: Language Teaching Publications

and leads to a fluent and accurate increase in written and spoken language. In this sense, collocations can give the most natural way to say something: *smoking is **strictly** forbidden* is more natural than *smoking is **strongly** forbidden*.

Further to the precise and natural use of language provided by using collocations, collocations permit students to know what kinds of words they can expect to find together. Students' certain expectations about what sorts of information can follow from what have preceded enable them to guess the meaning after hearing the first part of familiar collocations. For example, *birth controls, back and forth, ladies and gentlemen*.<sup>3</sup>

Recognizing a collocation is an important part in the process of writing because when a word collocates with another word, it may have secondary meaning which is different from its primary one, and even usually cannot be translated word-for-word into the target language. Take for an example the expression of *dry*. When the word *dry* is said in isolation, its primary meaning will be something that is not wet or moist. But if it co-occurs with the expression of *cow* as in *dry cow*, and the word *voice* as in *dry voice*, the meaning has nothing to do with not wet or moist.<sup>4</sup>

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<sup>3</sup>Hussein, R. (1998). "A Study of Collocations in English Language". *Languages and Translation*. 10/1.

<sup>4</sup>Howarth, P. (1993). *A Phraseological Approach to Academic Writing*.

## 2. Types of Collocation in English

Though collocation is a very common and essential language phenomenon, the researcher has found that linguists hold different and overlapping views towards what collocation really is. There are different ways of classifying collocations; below is an outline of seven main models.

Firstly, Benson et. al<sup>55</sup> present a model for collocation spectrum. They divide it into main two types; grammatical and lexical ones. A grammatical collocation is recurrent word combinations that involve mainly a preposition and a grammatical structure. In the following examples, the prepositions and grammatical structures are italicized.

### A) Grammatical Collocations:

1-Grammatical collocations that have a preposition:

-catch up *with/on/to* not *under*

- aware *of* not *with*

2- Grammatical collocations that involve grammatical structures:

-Someone made him *to change* his mind. (Make somebody +bare infinitive)

-He was trying to *avoid answering* my questions. (Avoid +verb +ing)

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<sup>55</sup>Benson, M., Benson, E., & Ilson, R. (1986) Lexicographical description of English.

## B) Lexical Collocation:

Benson et. al<sup>6</sup> defined lexical collocations as phrases consisting of dominant words (noun, adjective, verb and a preposition). They are in contrast to grammatical collocations, and normally do not contain prepositions, infinitives, or clauses. Typical lexical collocations consist of seven sub-categories:

- Noun + noun: *a pride of lions*
- Adjective +noun: *a crushing defeat*
- Verb+ noun: *inflect a wound*
- Noun + verb: *blizzards rage*
- Adverb+ adjective: *deeply absorbed*
- Verb + adverb: *appreciate sincerely*

Benson et. Al model for lexical collocation seems to expand its framework to encompass a very wide range of data by including both lexical and grammatical categories,

The second model was the *BBI* category of lexical collocations which comprises seven lexical sub-categories similar to Benson et. al (1986) model:

1. Verb + noun or pronoun, the verb denotes creation or activation (*reach a verdict, launch a missile*)
2. Verb + noun, the verb denotes eradication or nullification (*reverses a decision, repeal a law*)

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<sup>6</sup>Benson, M., Benson, E., & Ilson, R. (1986) Lexicographical description of English.

3. Adjective + noun (*strong tea, not \*mighty tea*)
4. Noun + verb, the verb names an action characteristic of the person or thing designated by the noun (*bees buzz, bombs explode* etc.)
5. Unit associated with a noun (*a school of whales, an act of violence*)
6. Adverb + adjective (*deeply absorbed, keenly aware*)
7. Verb + adverb (*affect deeply, appreciate sincerely*)

Thirdly, Hill stated<sup>7</sup> that collocations can lexically consist of two or more words and contain the following elements:

1. Adjective + noun: *a huge profit*
2. Noun + noun: *a pocket calculator*
3. Verb + adjective + noun: *learn a foreign language*
4. Verb + adverb: *live dangerously*
5. Adverb + verb: *half understand*
6. Adverb + adjective: *completely soaked*
7. Verb + preposition + noun: *speak through an interpreter*

Comparatively, it seems that Hill agrees with Benson et al and BBI category on dividing lexical category into seven sub-categories but he omits some elements and substitutes others with more than two elements. Also, he adds that some collocations can be longer; for example, adverb + verb +

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<sup>7</sup>Hill, J. (2000). "Revising Priorities: From Grammatical Failure to Collocational Success". In Lewis, M. (ed.) *Teaching Collocation*. (pp.47-70). Hove: Language Teaching Publications.

adjective + noun + preposition+ noun as in *seriously affect the political situation in ( Northern Ireland )*, described as a semi-fixed expression.

The fourth model is similar to the previous lexical models; *Oxford Collocations Dictionary for Students of English*<sup>8</sup> lists a full range of collocations that covers all the following types of combinations:

1. Adjective + noun: *bright/ harsh/intense/ strong light*
2. Quantifier + noun: *a beam/ray of light*
3. Verb + noun: *cast/ emit/ give/ provide/ shed light*
4. Noun + verb: *light gleams/ glows/ shines*
5. Noun + noun: *a light source*
6. Preposition + noun: *by the light of the moon*
7. Noun + preposition: *the light from the window*
8. Adverb + verb: *choose carefully*
9. Verb + verb: *be free to choose*
10. Verb + preposition: *choose between two things*
11. Verb + adjective: *make/ keep/ declare something safe*
12. Adverb + adjective: *perfectly/not entirely/ environmentally safe*
13. Adjective + preposition: *safe from attack*
14. Short phrases including the headword: *the speed of light, pick and choose, safe and sound*

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<sup>8</sup>*Oxford Collocations: A Dictionary for Students of English* (2002). Oxford: OUP.

Obviously, this model includes the main seven sub-categories of lexical collocations like Benson et. Al model and *BBI* category. But it adds grammatical collocations sub-categories that include prepositions.

Fifthly, in a related direction, McCarthy and O'Dell<sup>9</sup> presented six categories as examples (adjectives and nouns), (nouns and adverbs), (nouns and nouns), (verbs and expressions with prepositions), (verbs and adverbs) and (adverbs and adjectives). In addition, they state that it is not always easy to separate collocations and compounds as important and useful parts of vocabulary. Thus, they include compounds as a category of collocation. They indicate the idioms are also groups of co-occurring words but in a fixed order that have a meaning which cannot be guessed by knowing the meaning of the individual words. Thus, they prefer to deal with idioms separately.

In fact, there are various categories of collocations which have been adopted by different linguists; however, most of them classify collocations into two major categories: lexical collocations and grammatical collocations. Lexical collocations consist of co-occurrence of two lexical elements. For example adjective + noun (warmest regards) as in I send her my warmest regards. Grammatical collocations or colligations consist of co-occurrence of grammatical element (such as a preposition) or grammatical structure (such as to + infinitive) and lexical elements. For example (verb+ preposition), 'depend on' as in He depends on his writing for his income. The category of

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<sup>9</sup>McCarthy, M. and O'Dell, F. (2005). *English Collocations in Use*. Cambridge: CUP.

grammatical collocations is characterized by 3 (three) basic types of collocations, and designated by G1, G2, etc., as shown in table (1) below:-

**Table 1. Grammatical Collocation According to Benson et al<sup>10</sup>**

Type	Pattern	Example
G1	Noun + preposition	<i>She has fondness for chocolate. The government placed restrictions on the sale of alcohol.</i>
G2	Adjective + Preposition	<i>Jack is afraid of the dog. Sandra is good at needlework</i>
G3	Verb + Preposition	<i>We rely on his decision.</i>

**Table 2. Lexical Collocations According to Benson et al**

Type	Pattern	Example
L1	Verb + noun	set the table
L2	Adjective + noun	Fresh breathe
L3	Adverb + adjective	bitterly hurt

### 3. Definition of Error

The process of language learning involves the making of errors. Errors are the flawed side of learners' speech or writing.<sup>11</sup> The learners tend to produce inappropriate sentences. This phenomenon is actually something

<sup>10</sup>Benson, M., Benson, E., & Ison, R. (1986) Lexicographical description of English.

<sup>11</sup>Dulay et al., *Language Two*, (New York: Oxford University Press, 1982), 138.

which is normal as Dulay believes that anyone can not learn language without first systematically committing errors.<sup>12</sup>

Corder stated that errors are divided into two kinds. They are systematic error and unsystematic errors. Systematic errors are caused by a lack of knowledge of the language, whereas unsystematic errors are caused by memory lapses, physical states such as tiredness, and physical condition such as strong emotion. Richard further also classifies learner's error into error of performance and error of competence. Errors of competence resulted from the application of rules which do not correspond to the target language norm is characteristically systematic, whereas errors of performance which are the result of mistake in language and manifest themselves as repeats, false starts, correction or slips of the tongue is characteristically unsystematic.<sup>13</sup>

#### **4. The Significance of Error**

Richard defined that errors are significant in three different ways. The first is to the teacher. By analyzing the learners' errors, the teacher knows how far the goals of the learners have progressed and what he/ she should do to eliminate the learners' errors. The second, the learners' errors are very significant as an evidence of how language is learned and acquired and what

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<sup>12</sup>*Ibid*, 138.

<sup>13</sup>CharasUbol, *An Error Analysis of English Compositions by Thai Students*, (Singapore: Seameo Regional Language, 1981), 5.

strategies or procedures the learners used in studying the target language. The third, the learners' errors are very significant for the learners themselves because by making errors, they know what they have to do next and how to overcome the errors by learning more the target language that they learned.<sup>14</sup>

### 5. Error Analysis

The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors, called error analysis.<sup>15</sup>

Researchers and teachers of second language soon came to realize that the errors made by the learners in the process of constructing a new system of language needs to be analyzed carefully because it can be used for the keys to the understanding of the process of second language acquisition. Corder noted,

“A learner's errors are significant in (that) they provide the researcher evidence of how language is learned or acquired what strategies and

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<sup>14</sup>Jack C. Richards, *Error Analysis: Perspectives on Second Language Acquisition*, (London: Longman, 1974), 25.

<sup>15</sup>H. Douglas Brown, *Principles of Language Learning And Teaching*, (London: Prentice-Hall, 1980), 166

procedures the learners is employing in the discovery of the language”.<sup>16</sup>

## 6. Procedures of Error Analysis

Ellis has designed procedures to analyze learners’ errors which include three stages<sup>17</sup>:

### a. Identification of Errors

The first step in analyzing learners’ errors is identification of errors. To identify the error, we have to write out the sentences which contain the error, and then underline the word or phrase which shows the error. Identification of error is needed to compare the sentences produced by the learners with correct sentences in the target language. For example, a learner produces *My sister study English yesterday*. It is clear that the sentence contains error; the correct sentence should be *My sister studied English yesterday*. By comparing the two sentences, we can see that the learners used a word *study* instead of *studied*. The verb tense error is due to error in the use of past tense inflection.

### b. Description of Errors

The second step in analyzing learners’ errors is description of errors. All of the errors have been identified, they can be described into two ways. The first way is describing errors based on grammatical categories. All of the verb tense

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<sup>16</sup>H. Douglas Brown, *Principles of Language Learning And Teaching*, (Longman: San Fransisco State University, 2000), 217.

<sup>17</sup>Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 1997), 15.

errors are gathered and identified based on the different kind of verb errors. The second way is describing errors based on surface structure taxonomy, such as omission (leaving out an item that is required for an utterance to be considered grammatical), misinformation (using one grammatical form in place of another grammatical form), and disordering (putting them in a sentence in the wrong word order). In describing the learners' errors, the researcher applies the first way, which is describing errors based on grammatical categories.

c. Explanation of Errors

The last step in analyzing the learners' errors is explaining the different types of errors. There are three ways in explaining the learners' errors in terms of grammatical analysis. The first is stating the grammatical rule which has been violated. The second is stating the correct form to show contrast with inappropriate form. The third is giving examples which show the rule in action. The error explanation of this study is explained in grammatical terms.

## 7. Errors and Collocations

As the researcher's concern is investigating collocation errors, it is essential not to neglect what linguists contribute to the area of errors. Errors have become a field of interest not only for teachers but for linguists and psychologists as well. Dulay and Burt<sup>18</sup> state that errors have played an important role in the study of language acquisition in general and in examining

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<sup>18</sup>Dulay, H. and Burt, M. (1974). "You Can't Learn without Goofing: An Analysis of Children's Second Language Errors". In Richards, J. (ed.) *Error Analysis: Perspectives on Second Language Acquisition*.

second and foreign language acquisition in particular. In the applied linguistics community, it was Corder<sup>19</sup> who first advocated the importance of errors in language learning process. From the errors that learners make, one can determine their level of mastery of the language system. He observed that the learners' errors are indicative both of the state of the learners' knowledge and the ways in which a second language is learned.

It can be said that linguists pay considerable attention to language errors in a broad sense. Thus, the researcher can narrow down this general view of exploring errors into investigating collocation errors in particular.

### **8. Role of the Native Language in Dealing with Collocations**

As indicated previously, one of the primary sources of errors produced by non-native speakers is the interference of the native language. The mother tongue interference is focused on chiefly by linguists. Mahmood pointed<sup>20</sup> out that the availability of the native language to the foreign language learners brings about a difference between the mother tongue and other tongues in the sense that the native language is an additional source of linguistic knowledge. Littlewood<sup>21</sup> illustrated that learners use their previous mother tongue experience as a means of organizing the second or foreign language data and to

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<sup>19</sup>Corder, S. (1967). "The Significance of Learners' Errors". In Richards, J. (ed.) (1984). *Error Analysis: Perspectives on Second Language Acquisition*.

<sup>20</sup> Mahmood, A. (2005). "Collocation Errors Made by Arab Learners of English". *Asian EFL Journal, Teachers Articles*.

<sup>21</sup>Littlewood, W. (1984). *Foreign and Second Language Learning*. Cambridge: CUP.

make sense of such new experience. This means that learners do not have to discover everything from zero.

Supporting this point, Bahns and Eldaw noted<sup>22</sup> that learners seem to rely on the strategy of transfer in dealing with collocations due to the differences between the two languages. Collocations that are different in the learners' mother tongue and the target language are subjected to the phenomena of negative language transfer. The greater the differences, the more acute the learning difficulties will be. Conversely, collocations that are fully equivalent in the learners' mother tongue and target language give rise to phenomena of positive language transfer and do not need to be specifically taught.

## **B. Previous study**

This research inspired by some previous researchers in the past, but there are some difference research focus. Here some different researches which have same topic but different point of views:

- 1. Lexical Collocations and their Relation to the Online Writing of Taiwanese College English Majors and Non-English Majors by Jeng-yih Hsu, 2007, National Kaohsiung First University of Science and Technology, Taiwan R.O.C.**

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<sup>22</sup>Bahn, J and Eldaw, M. (1993). Should We Teach EFL Students Collocations?

In this research, the researcher analyzed the use of English lexical collocations and their relation to the online writing of Taiwanese college English majors and non- English major. The sample of this research was collected from 41 English major students and 21 non-English major students at national university of science and technology in southern Taiwan. He used test to measure the use of English lexical collocations and their relation to the students' online writing. He found that there was a significant correlation between frequency of lexical collocations used by students and their online writing scores and also there was a significant correlation between the subjects' variety of lexical collocations and their writing scores.<sup>23</sup>

The differences between this research and my research were in my research focused on both of kind of collocations; lexical collocation and grammatical collocations. While in this research, the researcher only focused on lexical collocation to analyze the correlation between the use of student's lexical collocation and their online writing scores. In addition, the researcher used the test as the data collection technique. While in my research, I used documentation as the data collection technique.

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<sup>23</sup> Hsu, Jeng-yih, 2007, Lexical Collocations and their Relation to the Online Writing of Taiwanese College English Majors and Non-English Majors, Taiwan: Electronic Journal of Foreign Language Teaching

**2. A Corpus-based Analysis of Collocational Errors in the Iranian EFL Learners' Oral Production by F. Panahifar, 2013, Urmia University.**

In this research, the researcher analyzed the use of different types of collocations in oral productions of 30 intermediate Iranian EFL learners with the aim of identifying, categorizing and accounting for the inappropriate collocations produced. The corpus analysis revealed that preposition-based collocations in general and verb-preposition collocations in particular are the most problematic types of collocation for Iranian learners of English.<sup>24</sup> So that way, this study concerned on the use of collocation in students' speaking of intermediate level and it is measured by using corpus-based analysis.

**3. The Investigation of Collocational Errors in University Students' Writing Majoring in English by Sohrab Darvishi, 2011, Iran: Islamic Azad University.**

In this research, the researcher analyzed the collocational errors in EFL college learners' writing. The sample of this research was collected from 68 students at University of Hamada. Thirty-eight assignments and thirty-eight in-class practice were collected and analyzed for collocational errors. The unacceptable grammatical and lexical collocational errors were identified based on the modified version originally proposed by BBI Dictionary of

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<sup>24</sup>Panahifar, F, 2013, A Corpus-based Analysis of Collocational Errors in the Iranian EFL Learners' Oral Production, Urmia University, The Journal of Teaching Language Skills (JTLS)

English Word Combinations, the British National Corpus, were employed to analyze the participants' collocational errors and to provide suggestions for correction. Moreover, a questionnaire was administered to explore the participants' perceptions of difficulty in collocations.<sup>25</sup>

However, in my research is different from this research because this research more concerns on students' perceptions of difficulty in collocations. And it used a questionnaire to answer the question. While in my research, I concern on kind of collocations used by students and kind of collocation errors made by students.

#### **4. An Analysis of The use of Collocation in Students' Writing by Hamdi, 2011,Indonesia: University of Padang**

In this research, the researcher analyzed the use of collocation in students' writing product. Types of collocation which are analyzed in this study are verb +noun collocation and adjective +noun collocation. This study uses descriptive research which the students are given times to write an essay for about 2 to 3 paragraphs. The result of this research showed that the use of "Verb + Noun" collocation and "Adjective +Noun" collocation have "good" and "excellent" level.<sup>26</sup>

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<sup>25</sup>Darvishi, Sohrab, 2011, The Investigation of Collocational Errors in University Students' Writing Majoring in English, Islamic Azad University, *International Conference on Education, Research and Innovation IPEDR*

<sup>26</sup>Hamdi, 2011, An Analysis of The use of Collocation in Students' Writing, Indonesia: University of Padang

However, in my research is different from all those research because in my research focuses on the most common students' collocation errors in their writing product. My research also focuses on intermediate to advanced students, in this case students of English Teacher Education Department at Islamic State University Surabaya.