

## CHAPTER IV

### RESEARCH FINDING

This chapter presents the analysis and the interpretation of the data obtained based on the result of students' writing assignment. The chapter involves findings and discussions. Each finding has discussions of the data that is presented in relation to the research questions.

#### A. FINDINGS

As previously stated in chapter I, this study aims to analyze the kinds of collocations and the kinds of collocation errors used by students of English Education Department at UIN Surabaya. As stated on the research methodology, the researcher took the sample from students of the fourth semester of English Education Department who took writing 3 and their English level was intermediate to advanced. After collecting and analyzing the data, the study found that there are a lot of writing problems in students' writing.

In order to decide the acceptability of the use of collocations made by students, *Oxford Collocations Dictionary for Students of English* gives access to 250,000 word combinations and 75,000 examples of how these collocations are used, and also the *British National Corpus* (available at <http://www.natcorp.ox.ac.uk>) were used to provide information on the words that headwords could combine with. The *British National Corpus* comprises

100 million words of written and spoken language; the written part includes 90 million words from eight genres.

### 1. The Common Collocations Used by Students

The collocations produced by the students were divided into seven types of collocations: 1) verb-preposition, 2) noun-preposition, 3) adjective-preposition, 4) verb-noun, 5) adjective-noun, and 6) adverb-adjective. Based on this categorization, the first three types are included in “grammatical collocations” while the others are included in “lexical collocations”.

Table 3 Syntactic pattern of collocations

<i>Types Of Collocation</i>	<i>N</i>	<i>Example of collocation used by students</i>
Verb+ Preposition	132	Deduced from, Focus on, Decided to
Verb+ Noun	114	Do task, Gain motivation, Pay attention
Noun+ Preposition	71	Accordance with, Correlation between, Connection with
Adjective+ Noun	92	Great impact, Wide variety, High expectation
Adjective+ Preposition	53	Interested in, Afraid of, Aware of
Adverb+ Adjective	39	Completely different, very naughty, really ready

As the table showed above, there are many collocations used by students in their writing. The total of collocations used by students is 501 which can be described for the first type of collocation that occur frequently in their writing is Verb + Preposition. The total of Verb + Preposition collocations is accounted 132. Verb + Preposition is typically involved in Grammatical Collocation. So that way, the first type of collocation which commonly produced by students in their writing is Verb + Preposition. The second type of collocation which commonly occurs in students' writing is Verb + Noun collocation. The total of Verb + Noun collocation is accounted 114. Verb + Noun is typically involved in Lexical Collocation. The third type of collocation which commonly produced by students in their writing is Adjective + Noun. Adjective + Noun collocation is typically involved in Lexical Collocation. The total of Adjective + Noun collocation which commonly occur in students' writing is accounted 92.

The next type of collocations which commonly occur in students' writing is Noun + Preposition collocation. Noun + Preposition collocation is involved in Grammatical Collocation. The total of Noun + Preposition collocation which commonly occur in students' writing is accounted 71. After Noun + Preposition, Adjective + Preposition becomes type of collocations which commonly occur in students' writing. Adjective + Preposition is

involved in Grammatical Collocation. The total of Adjective + Preposition collocation which commonly occur in students' writing is accounted 53. The last type of collocation is Adverb + Adjective collocation. Adverb + Adjective collocation is typically involved in Lexical Collocation. The total of Adverb + Adjective collocation which commonly occur in students' writing is accounted 39.

Therefore, based on the categorization, the total of Grammatical Collocations which commonly occur in students' writing is accounted 256. While the total of lexical collocations which commonly occur in students' writing is accounted 245. So, we can claim that the common type of collocations used by students is Grammatical Collocation.

## **2. Types of Collocation Errors are Commonly Made by Students**

### **A. Verb + Preposition Collocations**

In this research, it found that there are some collocations errors found on students' wirings product. For more detail description about Verb + Preposition collocations, the data are described in table below:

Table 4: Data Tabulation of Verb + Preposition Collocation

Students	TC	CC	IC
1.	6	5	1
2.	4	2	2
3.	4	3	1

4.	5	2	3
5.	8	5	3
6.	4	4	-
7.	9	8	2
8.	5	4	1
9.	3	3	-
10.	4	4	-
11.	3	1	2
12.	6	4	2
13.	5	3	2
14.	3	3	-
15.	4	4	-
16.	4	3	1
17.	2	2	-
18.	1	1	-
19.	5	1	4
20.	7	4	3
21.	3	1	2
22.	4	2	2
23.	4	1	3
24.	6	2	4

25.	3	3	-
26.	3	2	1
27.	5	2	3
28.	5	4	1
29.	2	2	-
30.	5	4	1
$\Sigma$	132	88	44

Note: St: Students

TC: Total Number of Collocation

CC: Correct Collocation

IC: Incorrect Collocation

From the table above, it can be seen that there are 132 collocations found in students' writing products. The total of students' collocation errors in using verb + preposition collocation are 44.

Discussing about the result of students' writing, it found that some students were difficult to combine two words especially in grammatical collocation. For example in the use of Verb + Preposition collocation shown in (1) below, English Teacher Education Department students combine the word "related" and "to", and certainly it will produce collocation errors. It may be predicted that they use their mother language in transferring the

pattern of the Indonesia collocation *sehubungan dengan* / “related with”, rather than the target collocation “related to” in English.

It is the same with the verb + noun collocation in (2) below, the students produce the collocation error “work in” rather than “work at a particular field”. Those errors seem to happen because they use their mother language to transfer the word combination without knowing whether collocations they used are natural or not. As Davici stated as cited in Hamdi’s research that most of students directly translate collocations based on their mother tongue into their target language. In fact, they have learnt collocation material in the structure 4 class. They seemed unaware with the collocations they produced.

(1) It *is related with* Widdiwson, he stated that the success interaction between teacher and students depend on teachers’ knowing to the part of learners’ role

- Indonesia Collocation: */sehubungan dengan/* which is literary translated */related with/*
- Target English collocation: *related to*

(2) Draws up the students *to work in* a particular field

- Target English collocation: *work at*

The other examples of collocation errors made by students related to verb + preposition collocation can be seen on the table below:

Table 5. Verb + Preposition

Grammatical Collocation (Verb + Preposition)	<b>Erroneous collocation</b>	<b>Correct collocation</b>
	Help improve	Help to improve
	Conducted of	Conducted to
	Focus into	Focus on

#### B. Verb + Noun Collocations

In this research, it found that there are some collocations errors found on students' wirings product. For more detail description about Verb + Noun collocations, the data are described in the table below:

Table 6: Data Tabulation of Verb + Noun Collocation

Students	TC	CC	IC
1.	3	3	0
2.	6	4	3
3.	4	2	2
4.	3	3	0
5.	4	3	1
6.	4	3	1
7.	5	2	3
8.	3	2	1



9.	5	4	1
10.	3	1	2
11.	3	2	1
12.	2	1	1
13.	4	2	2
14.	3	2	1
15.	2	2	-
16.	4	4	-
17.	5	1	4
18.	3	2	1
19.	2	2	-
20.	5	2	3
21.	4	3	1
22.	6	3	4
23.	3	2	1
24.	3	3	-
25.	5	4	1
26.	4	1	3
27.	3	3	-
28.	3	2	1
29.	4	3	1

30.	3	1	2
$\Sigma$	114	71	43

Note: St: Students

TC: Total Number of Collocation

CC: Correct Collocation

IC: Incorrect Collocation

From the table above, it can be seen that there are 114 collocations found in students' writing products. The total of students' collocation errors in using verb + Noun collocation is 43. While the total of students' correct collocation is 71.

Verb + Noun collocation become the biggest percentage of collocation errors made by students than other collocation. Discussing about the result of students' writing, it found that some students seemed to be difficult to combine two words especially lexical collocation. We can take a look at the use of Verb + Noun collocation shown in the example (1) below, English Teacher Education Department students combine the word "finish" with the "task", which caused a collocational error. It may be predicted that they were confused in the use of synonym of two words which have almost the same meaning. So that way, they use the pattern of the Indonesia collocation

*menyelesaikan tugas* / “finish the task”, rather than the target collocation “complete the task” in English.

Another example related to the verb + noun collocation in (2), the students made the error “improve bravery” rather than “demonstrate bravery”. Those errors seemed to happen because they chose another synonym of words which have almost the same meaning with the target language. However it comes unnatural for the native speaker. Howarth as cited in book of Justyna, he stated that students have the big problem with the use of collocations or word combinations whether it is free combination or restricted combination. It means that the students have lack of knowledge about collocations which have options whether it is free combinations or not. The sentences are:

(1) The other just talk with their friends rather than finished the task

- Indonesia Collocation: */menyelesaikan tugas/* which is literally translated/*finished the task/*
- Target English collocation: *completed the task*

(2) *Improve their bravery* in reading class

- Indonesia collocation: *improve bravery*
- Target English collocation: *demonstrate bravery*

The other examples of collocation errors made by students related to verb + Noun collocation can be seen on the table below,-

Table 7. Verb + Noun

	<b>Erroneous collocation</b>	<b>Correct collocation</b>
Lexical Collocation (Verb + Noun)	Increase motivation	Gain motivation
	Develop vocabulary	Increase vocabulary
	Conduct observation	Make observation

### C. Adjective + Noun Collocations

In this research, it found that there are some collocations errors found on students' writings product. For more detail description about Adjective + Noun collocations, the data are described in table below:

Table 8: Data Tabulation of Adjective + Noun Collocation

Students	TC	CC	IC
1.	4	2	2
2.	3	1	2
3.	3	3	-
4.	2	1	1
5.	4	3	1
6.	4	2	2
7.	5	4	1
8.	3	1	2
9.	5	3	2

10.	3	3	-
11.	4	1	3
12.	2	1	1
13.	3	2	1
14.	2	2	-
15.	2	1	1
16.	4	2	2
17.	3	3	-
18.	5	2	3
19.	3	2	1
20.	2	2	-
21.	3	3	-
22.	2	1	1
23.	1	1	-
24.	4	2	2
25.	2	2	-
26.	3	3	-
27.	4	3	1
28.	2	2	-
29.	1	1	-
30.	4	3	1

$\Sigma$	92	62	30
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Note: St: Students

TC: Total Number of Collocation

CC: Correct Collocation

IC: Incorrect Collocation

From the table above, it can be seen that there are 92 collocations found in students' writing products. The total of students' collocation errors in using verb + Noun collocation is 30.

Adjective + Noun collocation become the third type of collocation errors made by students in their writing products. As previously stated on the chapter 2, adjective-noun is involved in Lexical Collocation. In this finding research, students seemed not to be aware in combining this type of collocations. We can take a look at the example shown at table 9, students chose the word *rememberable* to combine with the word learning. It caused they produce a collocation error. They transfer separately the word *rememberable* and *learning* rather than *memorable learning* so that it produces unnatural combination. In fact, we will not find the word "rememberable" in the dictionary. As James and Gass & Selinker cited in Yumanee research, they claimed that the process of transferring collocations

into target language caused an error because of the influence of L1 (mother language) transfer.

Table 9. Adjective + Noun

	<b>Erroneous collocation</b>	<b>Correct collocation</b>
Lexical Collocation (Adjective + Noun)	Efficient outcome	Expected/successful outcome
	Rememberable learning	Memorable learning
	Favorable outcome	Expected/successful outcome

#### D. Noun + Preposition Collocations

In this research, it found that there are some collocations errors found on students' writings product. For more detail description about Noun + Preposition collocations, the data are described in table below:

Table 10: Data Tabulation of Noun + Preposition Collocation

Students	TC	CC	IC
1.	3	2	1
2.	2	2	-
3.	4	2	2
4.	-	-	-
5.	2	1	1

6.	4	3	1
7.	2	1	1
8.	2	2	-
9.	3	1	2
10.	4	4	-
11.	2	1	1
12.	3	2	1
13.	1	1	-
14.	2	-	2
15.	-	-	-
16.	1	1	-
17.	3	1	2
18.	2	1	1
19.	1	1	-
20.	4	3	1
21.	2	2	-
22.	4	3	1
23.	3	2	1
24.	1	1	-
25.	3	2	1
26.	2	2	-



27.	3	2	1
28.	3	3	-
29.	2	1	1
30.	3	2	1
$\Sigma$	71	49	22

Note: St: Students

TC: Total Number of Collocation

CC: Correct Collocation

IC: Incorrect Collocation

From the table above, it can be seen that there are 71 collocations found in students' writing products. The total of students' collocation errors in using Noun + Preposition collocation is 22.

Noun + Preposition collocation become the forth type of collocation errors made by students in their writing products. As Phoocharoensil cited in Yumanee research, collocation errors which mostly occurred in students' writing are related to prepositions. They seemed to leave a preposition where there must be a collocation. We can take a look at the example below, some of English Teacher Education Department students' use word "lack". However, they do not add the word "of" after they use word "lack", they directly combine the word "lack" with "vocabulary.

(1) Students cannot understand the text because *lack vocabulary*

- Students' collocation: lack vocabulary
- Target English collocation: lack of vocabulary

Table 11. Noun + Preposition

	<b>Erroneous collocation</b>	<b>Correct collocation</b>
Lexical Collocation	Lack vocabulary	Lack of vocabulary
(Noun + Preposition)	Impact in	Impact on
	Relation with	Relation to

#### E. Adjective + Preposition Collocations

In this research, it found that there are some collocations errors found on students' writings product. For more detail description about Adjective + Preposition collocations, the data are described in table below:

Table 12: Data Tabulation of Adjective + Preposition Collocation

Students	TC	CC	IC
1.	3	2	1
2.	2	2	-
3.	1	1	-
4.	3	1	2
5.	4	2	2
6.	-	-	-

7.	1	1	-
8.	3	2	1
9.	2	1	1
10.	2	2	-
11.	1	-	1
12.	1	1	-
13.	3	2	1
14.	2	2	-
15.	-	-	-
16.	-	-	-
17.	2	1	1
18.	1	1	-
19.	3	1	2
20.	-	-	-
21.	1	1	-
22.	2	1	1
23.	2	2	-
24.	-	-	-
25.	3	2	1
26.	2	2	-
27.	1	1	-

28.	3	1	2
29.	2	1	1
30.	3	3	-
$\Sigma$	53	36	17

Note: St: Students

TC: Total Number of Collocation

CC: Correct Collocation

IC: Incorrect Collocation

From the table above, it can be seen that there are 53 collocations found in students' writing products. The total of students' collocation errors in using Adjective + Preposition collocation is 17.

Adjective + Preposition collocation become the fifth type of collocation errors made by students in their writing products. We can take a look at the example below, students of English Teacher Education Department combine "bore" with the word "in", and they seemed unaware to combine those two words into target language. In fact, it produces a collocation error. The word "*in*" and "*at*" seemed almost the same meaning. However, if it combined with the word "*bored*", we will not find "*bored in*" on the Oxford Collocation Dictionary or British National Corpus. As like the second example shown below, they combine the word "*interested*" with "to"

rather than “interested” with “in”. In fact, it will produce more natural collocation “interested to” when they combine those two words.

(1) They are *bore in* learning vocabulary

- Indonesia collocation: Bore in
- Target English collocation: Bored at

(2) Arrangement of topic being *interested to* discuss teaching English

- Indonesia collocation: interested to
- Target English collocation: interested in

Other examples from students’ writing product can be seen in table below,-

Table 13. Adjective+ Preposition

	<b>Erroneous collocation</b>	<b>Correct collocation</b>
Lexical Collocation	Afraid with	Afraid of
(Adjective+	Different with	Different from
Preposition)	Good in	Good at

## F. Adverb + Adjective Collocations

In this research, it found that there are some collocations errors found on students' writings product. For more detail description about Noun + preposition collocations, the data are described in the table below:

Table 14: Data Tabulation of Adverb + Adjective Collocation

Students	TC	CC	IC
1.	2	2	-
2.	1	1	-
3.	-	-	-
4.	2	2	-
5.	3	2	1
6.	-	-	-
7.	-	-	-
8.	2	1	1
9.	3	3	-
10.	1	1	-
11.	2	1	1
12.	3	2	1
13.	1	1	-
14.	2	1	1
15.	-	-	-

16.	1	1	-
17.	-	-	-
18.	2	2	-
19.	1	1	-
20.	3	2	1
21.	-	-	-
22.	-	-	-
23.	2	2	-
24.	1	1	-
25.	3	1	2
26.	1	1	-
27.	-	-	-
28.	-	-	-
29.	2	1	1
30.	1	1	-
$\Sigma$	39	30	9

Note: St: Students

TC: Total Number of Collocation

CC: Correct Collocation

IC: Incorrect Collocation

From the table above, it can be said that there are 39 collocations found in students' writing products. The total of students' collocation errors in using Adverb + adjective collocation is 9.

Adverb + adjective collocation becomes the last type of collocation errors made by students in their writing products. The students often used the adverb "very", when they want to combine with some adjective words.

Table 15. Adverb + adjective

	<b>Erroneous collocation</b>	<b>Correct collocation</b>
Lexical Collocation (Adverb + adjective)	Highly different	Completely different
	Closely absorbed	Deeply absorbed
	Exactly sure	Quite sure

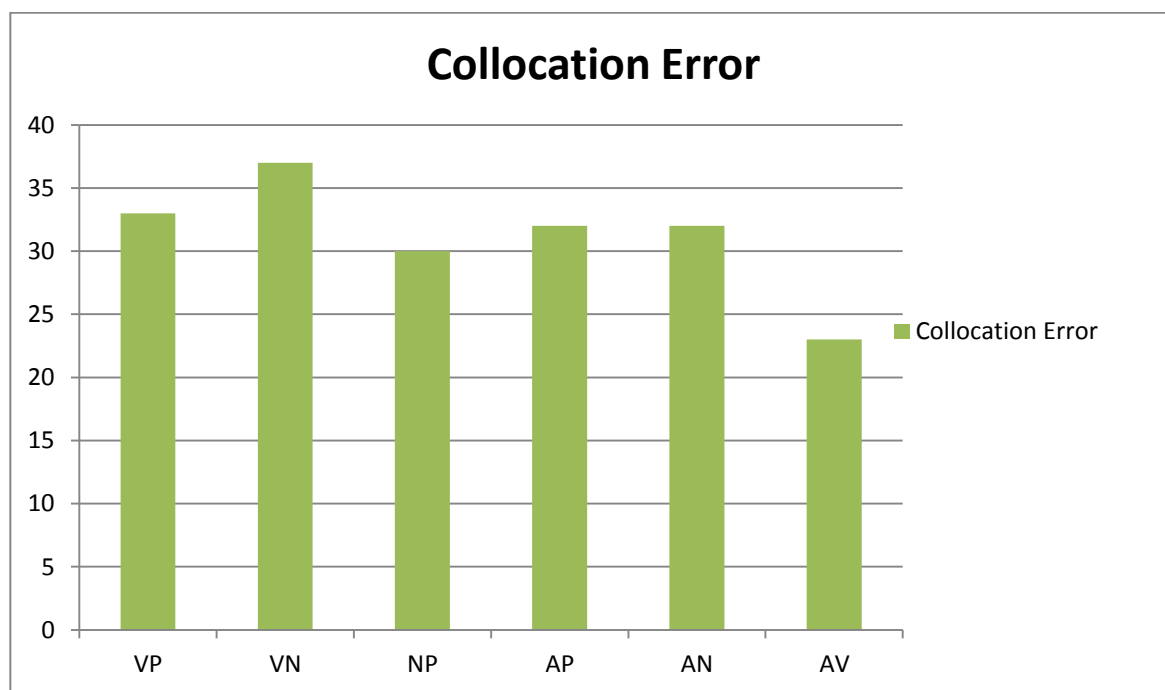
Based on the analysis of the researcher using Oxford Collocation Dictionary and British National Corpus, there are six types of collocation, "Verb+ Preposition" categories with 44 collocational errors which if accounted, it becomes the most common collocation errors. After Verb + Preposition, the lists of common collocation errors are made by students based on each type of collocations as follow: (1) Verb-Preposition, (2) Verb-Noun, (3) Adjective-Noun, (4) Adjective-Preposition, (5) Noun-Preposition, (6) Adverb-Adjective.



Table 16. Frequency and percentage of collocational errors

Type of collocation	N	Frequency of Errors	Percentage
Verb+ Preposition	132	44	33,3%
Verb+ Noun	114	43	37,7%
Noun+ Preposition	71	22	30,9%
Adjective+ Preposition	53	17	32%
Adjective+ Noun	92	32	32,6%
Adverb+ Adjective	39	9	23%
Total	501	167	33,3%

Figure 1: Percentage of errors in different types of collocation



Based on finding above, it can be seen that there are many collocation errors found on students' writing product. The most collocation errors made by students in their writing are (1) Verb-Preposition, there are 132 collocations. (2) Verb-Noun, there are 114 collocation used in this type of collocation. (3) Adjective-Noun, there are 92 collocations used in this type of collocation. (4) Noun-Preposition, there are 71 collocation used in this type of collocation. (5) Adjective-Preposition, there are 53 collocations used in this type of collocation (6) Adverb-Adjective, there are 39 collocation used.

## **B. DISCUSSION**

Based on the analysis, it was found that the most collocation errors made by students in their writing product were Verb + Preposition collocations. This is not in line with Al Zahrani<sup>1</sup>, she claimed that Verb-Noun is kind of collocation that is most common collocation errors made by students in learners' productions. In this result, students made more mistakes in using Verb-Preposition collocations. From the analysis of the researcher, it was found that there are two main problems faced by students in using collocation in their writing product. First, students change a particular word with its synonym. We can take a look at one of the example of Verb + Noun

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<sup>1</sup> Al-Zahrani, M. S., 1998. *Knowledge of English lexical collocations among male Saudi college students majoring in English at a Saudi university.*

collocation produced by students in their writing, it was found that some of them used “finish the task” rather than “complete the task”. Although “finish” and “complete” are almost different meaning when it comes in a single word. They prefer using finish because when they translate into Indonesia language *menyelesaikan tugas*, however “complete” in a single word means *melengkapi*. They seemed not to choose the word “complete” because they have already thought in their mother language not directly in target language. So that way, the word “finish” cannot replace the use of “complete” in “complete the task”. If someone changes it, the use of collocation will be incorrect or unnatural. This is in line with Boonyasaquan that stated that collocations have the components which can not be changed or substituted by a synonym or word of similar meaning.<sup>2</sup> It means that collocations is the word combination which have its own meaning and it comes naturally as native speaker used in their daily conversation.

The next problem faced by students is that students’ mother tongue influences the use of correct collocations. Back to the previous example, finish the task is incorrect because in English, the word “task” usually collocates with “complete”, not “finish”. On the other hand, in Indonesia, the word “finish” (*menyelesaikan*) can collocate with the task (*tugas*). It becomes finish the task (*menyelesaikan tugas*). So in that way, mother tongue

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

influences their English, especially in using collocations. This is also a line with Deveci research, he stated that some students just directly transfer their mother tongue into English. It means that, we can not deny when students produce collocations to the target language, their first language influence on the process of transferring of collocations.

Dealing with the first question which to identify the type of collocations used by students of English Teacher Education Department at UIN Surabaya. Then the second question dealt with identifying collocation errors made by students. Based on Oxford Collocation dictionary and British National Corpus found that different types of collocations produced, different degrees of challenge to produce collocation for students. Based on the results, grammatical collocations in general and verb-preposition collocations in particular became the most errors of types of collocation for English Teacher Education Department at UIN Surabaya. As the table 15 showed, after verb-preposition collocations, the major collocational error categories are related to verb-noun (37, 7%), adjective-noun (32, 6%), adjective-preposition (32%), noun-preposition (30, 9%), and adverb-adjective (23%).

Therefore, this research finding has correlation with the previous finding by Sahrab. He found that most EFL, learners have difficulty in the use of English preposition collocations. Similar conclusions can be taken from a study by Panahifar, in which he analyzed the types of collocation errors made

by advanced learners of English in oral production. Even though, he analyzed oral production of students, it had same result with this research. He found that errors in the use of collocations mostly are Verbs-Preposition. In his result or research, he found that the type of collocation errors mostly used by students in oral production is Verb-Preposition. However, the type of collocation which is rarely used by students in oral production is adverb-verb. It indicates that the result is almost the same with my research in that it found that in written production, students rarely made collocation errors in Adverb-Verb.

Different from Hamdi's finding research, he only analyzed the use of two types of collocation (Verb-noun and Adjective-noun), and he also used the test as an instrument of the data. The result of finding research showed that the highest percentage of kind of collocations errors was "Verb-Noun". Most of them used their mother tongue in their writing, rather than used collocation naturally. So that way, when they express their ideas in their writing product, their first language influence to the target language.