

CHAPTER I

INTRODUCTION

This chapter consists of some subchapters, namely background of the study, statements of the problems, objectives of the study, significances of the study, and scope and limitation of the study. Those are important to be explained because they describe this study generally.

1.1 Background of the Study

Language is used by people as an important mean of communication. Learners definitely need to enhance the language whether to know how to use the language accurately when they firstly produce a language or to know the knowledge of how grammatical and semantic rules are used. When learners acquire a language, they commonly produce unsuitable combination of words called collocation. Collocation usually becomes problematic phenomenon for learners who have lack of collocational competence and learners often break the restriction of the language without considering the collocational use “learners or students make grammatical mistakes because they produce longer utterances without considering the collocations which precisely express what they want to say” (Hill, 2000, p. 49). It is very essential that collocation is very important study to be conducted because it brings a negative impact for learners and it also plays in language acquisition.

Sentences contain a wide range of word combinations especially in English in which some of words collocate with other words. Learners may feel very easy to

study about English because they may think that by knowing the meaning of words, they can freely combine and translate various words into English. Conversely, some of words cannot collocate with other word because they have restriction. Sinclair (1991, p. 170) defines collocation as items which occur physically together or have strong chances of being mentioned together. In general, Some of collocations can be considered weak and strong collocation. The collocation is usually considered weak collocation when the occurrences seem too general and one of components of words can freely occur with other words such as a good teacher, a good friend, and a good food. In addition, the collocation is considered strong collocation when one of components of words cannot freely collocate with other words in such shrug shoulder.

People who have the knowledge of collocation can determine someone belongs to non-nativeness or native speaker about the way they can use the language accurately and it is the method to differentiate native speaker or non-nativeness. Ballesteros, et. al. (1996) points out the inaccurate use of collocations would consequently be a characteristic feature of non-nativeness. English as a foreign language (EFL), in Indonesian students particularly have serious problems with the use of collocation ever found in their writing in such to say “*melakukan kesalahan*” which is literally translated into English “*do mistakes*”. Why the collocation is incorrect because one of components of words regarding the verb “*do*” does not collocate with the noun “*mistakes*”. The accurate verb to fix the incorrect collocation is “*make mistakes*” rather than “*do mistakes*”. On the other hand, one of factors why the incorrect collocation is caused by the interference of mother

tongue is because they bring the structure of their mother tongue into second language. Several past studies investigating second language acquisition of English collocations have shown that EFL learners' problems are due to different factors (e.g. Fan, 2009; Huang, 2001). One of the major reasons for collocational errors pertain to native language influence (e.g. Bahns, 1993; Bahns & Eldaw, 1993; Fan, 2009; Koya, 2003; Nesselhauf, 2003, 2005; Ying, 2009).

In accordance with the explanation above, collocation is a challenging study in language acquisition because it becomes one of the problematic issues for the learners. In this case, students are possibly trained to skillfully apply linguistic aspects such as vocabulary, grammar, spelling and sound. In relation to the language aspect, especially the word adjustment called collocation, the writer has important initiation to find various issues of collocation which are mainly found in students' theses of English Department, Trunojoyo University. One such an error phenomenon is shown below:

“Skeeter stops her and he is **angry to** Pascagolua”

The collocation above consists of adjective + preposition which is incorrect use of preposition “to” after the adjective “angry”. The incorrect collocation is caused by the writer who interferes the structure of mother tongue into English which reveals unsuitable combination without considering the collocational use so that the writer translates “*marah kepada*” into English “*angry to*” which is not accurate use of preposition “to”. In this case, the word “angry” accurately collocates with preposition “with”. The accurate preposition to fix the incorrect collocation above is “angry with”. Therefore, the phenomenon of collocating words are brought to

writer's attention to conduct the problem of students who have already done a thesis in dealing with collocations including their knowledges and use of collocations.

Another reason in which the writer is interested in analyzing the collocational errors contained in students' theses of English Department is, however, a care of the students to the existence of theses and agency identity. Nowadays, by the presence of sophisticated technology, students or researchers do not need to go to agencies to read other people's theses whose purpose to get an additional reference in their research project, they merely need to open the internet and agency web to get reference material very easily. Therefore, this study is a very significant subject to analyze the theses whose aim is to improve collocational errors as well.

1.2 Statement of the Research Question

Based on the background of the study above, the following questions are formulated:

1. What types of collocational errors found in students' theses of English Department, Trunojoyo University?
2. What possible factors contribute to collocational errors found in students' theses of English Department, Trunojoyo University?

1.3 Objectives of the Study

Relevant to the research questions, this study tries to fulfill the following objectives:

1. To identify and describe types of collocational errors found in students' theses of English Department, Trunojoyo University.
2. To know possible factors contribute to collocational errors found in students' theses of English Department, Trunojoyo University.

1.4 Significance of the Study

Conducting this study is hopefully expected to give both the theoretical and practical contributions.

Theoretically, this study is very important because it provides explanation about how words go together known as collocation adapted to certain contexts and sometimes combination of words can be encountered misunderstanding for people who have greatly known if speaker or writer uses inappropriate use of collocation. It is next also expected to give benefit for those who want to conduct such this study.

Practically, this study is expected to help readers specially students who exactly encounter linguistic study as their concentration is to incredibly support them to deepen and enrich more their knowledges of the language since the language is dynamic and it may strongly help them as reference in learning and increasing their collocational competence. Therefore, they can implement the appropriate word

combinations which are then applied correctly in daily communication and written work.

1.5 Scope and Limitation of the Study

This study focuses on analyzing collocational errors found in students' theses of English Department, Trunojoyo University whose scope of the study is mainly on syntactic fields. The theory used in this study is scholarly proposed by Benson (1986) about types of collocation. Meanwhile, another theory comes from Liu (1999a) regarding factors causing collocational errors. Then, the writer limits the study on collocational errors which are found in students' theses of English Department.