

Errors Analysis towards Collocation Usage

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Abstract. *The purpose of this research was to analyse the use of collocation in Speaking Skill for students of English language department of Hamzanwadi University. This research employed descriptive qualitative research design. The participants of this study comprised ten students from the fourth semester of English Department. The data was collected by three research instruments which were observation, questionnaire, and interview. The interview result showed that the understanding and students' ability were still low frequency in using collocation and just a few of them had average frequency in the use of collocation. Moreover, the questionnaire result showed that there was only one student who had seven scores, three students had six scores, four students had five scores, and two students had three scores. It proved that they still had low frequency in using collocation in speaking. Based on this result, it is important to teach and learn the use of collocation in terms of speaking both verbally and contextually. Apart from increasing vocabulary and speaking skills, it will also facilitate other English skills such as writing and reading in academic context.*

Keywords: *Collocation errors, speaking skill, foreign language*

Abstrak. Tujuan dari penelitian ini adalah untuk menganalisa penggunaan kolokasi dalam Keterampilan Berbicara pada mahasiswa Jurusan Bahasa Inggris Universitas Hamzanwadi. Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Peserta penelitian ini terdiri dari sepuluh mahasiswa semester empat Jurusan Bahasa Inggris. Pengumpulan data dilakukan dengan tiga instrumen penelitian yaitu observasi, angket, dan wawancara. Hasil wawancara menunjukkan bahwa pemahaman dan kemampuan mahasiswa masih tergolong rendah dalam penggunaan kolokasi dan hanya sebagian kecil yang memiliki frekuensi rata-rata dalam penggunaan kolokasi. Selain itu, hasil angket juga menunjukkan bahwa hanya ada satu mahasiswa yang mendapat nilai tujuh, tiga mahasiswa mendapat nilai enam, empat mahasiswa mendapat nilai lima, dan dua mahasiswa mendapat nilai tiga. Hal ini membuktikan bahwa mereka masih memiliki frekuensi yang rendah dalam menggunakan kolokasi dalam berbicara. Berdasarkan hasil ini, penting untuk mengajarkan dan mempelajari penggunaan kolokasi dalam hal berbicara baik secara verbal maupun kontekstual. Selain meningkatkan kosa kata dan keterampilan berbicara, kolokasi juga akan memfasilitasi keterampilan bahasa Inggris lainnya seperti menulis dan membaca dalam konteks akademik.

Kata kunci: kesalahan kolokasi, kemampuan berbicara, bahasa asing

Received Desember 30, 2022; Revised Januari 02, 2023; Februari 19, 2023

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INTRODUCTION

In this world, English is a global language that is used by people in almost all parts of the world to communicate one to another. Linese (2005, P.4) says that English has become a strictly important to learn since its usage is to communicate in many countries. This fact can be also seen in Indonesia. English learnt widely either for either general and specific purpose as well as from the elementary school up to universities or colleges.

English has for skills that has to be mastered by the students. Those are listening, speaking, reading, and writing. Among these four skills, speaking constitutes one of the most important skills for everyone particularly for a second and or a foreign language. Speaking is one of the basic language skills which plays an important role in communication. It is also one of the most fundamental skills in a second or a foreign language that people have to communicate which involves tongue and lung which can also produce a sound that people can receive and understand the means of a speaker then giving feedback. In line with this, Brown & Joyce (1997), and Luoma (2004) cited in Torky, (2006, p.34) define that speaking as an interactive process of constructing meaning that involves producing and receiving information. Furthermore, speaking is a tool to communicate ideas that are arranged and develop accordance with listener's need (Tarigan, 1987, cited in Musaddat, 2008).

Referring to the importance of speaking, the students are expected to dominate this skill because it is a way of communication which is significantly essential to the students language learning. Speaking plays the role to lead the communication and allows the speakers send messages orally which are then directly understood by the listeners. By speaking, the students can express their emotions and ideas, tell stories, make requests, and show other functions of language. Brown and Abeywickrama (2010) define speaking as a productive skill of language learning in which the speakers make choices of lexicon, structure and discourse.

In English Department of Hamzanwadi University, speaking is one of the subjects that is required to be taken by the English students. In the curriculum, speaking falls into three levels: they are speaking for general communication in the first semester, speaking for academic in the second semester, and speaking for professional context in the third

semester. The students must take these three levels in sequence to fulfill credits of their undergraduate degree. In addition, English language teaching program students are expected to speak English while teaching for their future students in order to make the students familiar with English. In fact, they have to speak English in every subject of either English study program or English teaching program.

To speak in English, the students are supported by the components of speaking skill. The components are vocabulary, grammar, pronunciation, and fluency. Concerning the components mentioned above, it is sometimes difficult for the students to speak in English since they do not know much vocabulary in English. In addition, they sometimes do not know the right and appropriate vocabulary to speak.

The students tend to translate word by word in their native language to English. For example, many of the students says “She did a mistake” instead of “She made a mistake.” The combinations between “made” and “a mistake” is called collocations. McCharty and O’dell (2008) defines collocations as natural combinations of words and it can refer as the way English words are closely combined with each other. In addition, words couple up to form multi words unit as they seem to frequently occur, and they are called collocations (Thornburny: 2002). Furthermore, Celce-Murcia (cited in Mongkolchai, 2008) defines collocations as a co-occurrence of lexical units in combination, with a difference in frequency or acceptability. Terms which often collocate with each other are habitual, e.g. make the beds.

According to (Martyńska 2004, p.2) collocations play a significant role in English Foreign Language (EFL) teaching and learning that is why lexical approach gives special attention to teaching and learning collocation. According to (McCharty and O’dell: 2008) there are two reason why lexical collocation needs to be learned: first, collocations will help the speakers of English to speak in a more natural and accurate way. “I’m making my homework” may be understood by other English speakers, but it will lead unnatural sound to your speech and perhaps confusion. Second, learning collocations increases the range of English vocabulary. Therefore, the speakers can find alternative ways of saying something. One example, using words like “very” in “very dark” to be “pitch dark” and “very beautiful” to be “gorgeous”.

Based on the description preview above, the researchers are enthusiastically interested to conduct the research entitle “Errors Analysis towards Collocation Usage”

for EFL Learners at the students of English study Program of Hamzanwadi University. This study mainly focuses on analysing students' ability and understanding in speaking English using collocation in their speaking skills at the fourth semester of English Study Program of Hamzanwadi University as well as the extent to which they often use collocation when they speak English practically and contextually. The main purpose of the study is to know the students' ability and understanding about collocation in speaking English and how often they use collocation when they speak English practically and contextually.

LITERATURE REVIEW

Definition of collocation

Collocation is a group of words that have a strong tendency to co-occur in a language and always go together in a particular context. According to Sung (2003, p. 221.), collocations are word combinations that take place in a native speaker's mind intuitively. In addition, Woolard cited in Mongkolchai (2008, p. 29) defines collocations as "the co-occurrence of words which are statistically much more likely to appear together than random chance suggests". Furthermore, McCarthy and O'Dell (2006. P.206) state that collocation is used to refer to several words that appear together, either because they always occur together like "run a risk" or because the group meaning is far too obvious from the meaning of its parts, like in "by the way".

According to the Oxford Collocations Dictionary (2002), collocation is a way of combining words within a language in order to produce natural-sounding speaking and writing. Inappropriate combinations like *strong rain* do not sound natural in English. Therefore, (Martyńska 2004, p.2) states collocations have a significant role in English Foreign Language (EFL) teaching and learning that is why lexical approach gives special attention to teaching and learning collocation. While (McCarthy and O'dell: 2008) there are two reasons why lexical collocation needs to be learned. First, collocations will help the speakers of English to speak in a more natural and accurate way. "I'm making my homework" may be understood by other English speakers, but it will lead to unnatural sound to your speech and perhaps confusion. Second, learning collocations increases the range of English vocabulary. Therefore, the speakers can find alternative ways of saying something.

The importance of collocation

According to Benson et al (1985, p. 117), collocations are arbitrary and unpredictable and that makes it difficult for non-native speaker to cope with them. Despite the arbitrary nature of collocations, it is recommended by many other researchers that teachers should motivate their students to learn collocations. According to Cowie (1992), English collocation is important in receptive as well as productive language competence. Similar assertion was made by Carter and McCarthy (1988). In their opinion, English collocations are useful not only for English comprehension but for English production. They claimed that by memorizing collocational groups, students would have the idea about certain lexical restrictions.

Most importantly, collocations teach students expectations about which sorts of language can follow from what has preceded. Students will not have to go about reconstructing the language each time they want to say something but instead can use these collocations as pre-packaged building blocks" (Carter & McCarthy, 1988, p. 75). Moreover, it can be said that collocation has emerged as an important category of lexical patterning and it is fast becoming an established unit of description in language teaching courses and materials" (Woolard, 2000, p.28). According to Liu (2000a) also stated that the more often students are taught English collocations, the more correctly students can make use of collocations. Such declaration was supported by Lin (2002), while investigating the effects of collocation instruction on students' English vocabulary developments.

Students' problems when using collocations

Allwood (2001) described the problems regarding the learning of collocations as follows: a) students may have intralingua problems; instead of *doing homework*, they probably incorrectly use *making homework*, b) students may translate chunks from their own first language (L1) and this may lead to negative transfer like some Thai students tend to say *close the light* instead of *turn off the light*, c) students may overgeneralize the structure of collocations without realizing that some do not function. For example, having learnt the term *take off your coat*, they might think that the opposite is *take on your coat*, d) students can understand an idiom literally and miss possible meanings. For example, *hanging out* does not make sense to Ecuadorian students because this idiom which means

“spending a lot of time in a place or with someone” does not exist in Spanish. When students read, they probably do not recognize meaningfully collocations, which would block the understanding of the text. The problems listed above may be at the heart of why ESL/EFL students find using collocations difficult. The solution is to teach students this linguistic feature in all the English classes.

Previous Related Study

This study was relevant to one of the studies which has been executed by Annike Putri Ardi, Hermawati Syarif and Ratmanida(2013) entitled “English students’ ability in using lexical collocations viewed in their speaking performances: A case at English Department FBS UNP Padang.” This research was a descriptive quantitative research about English students’ ability in using lexical collocations viewed in their speaking performances. The uses of lexical collocations have been concerned as the 2013 batch English students and had been practicing English at classes they had taken and at schools they had taught their temporary students

The result has shown that the students’ ability in using lexical collocations was poor. All types of lexical collocations were used with different proportions with Verb and adjective and Adjective and Noun as the most frequent types of lexical collocations used. The problems were frequently of Verb, Noun, Adjective and Noun types. The causes of the problems were the limited knowledge of lexical collocations, the ignorance of the use of lexical collocations, and the use of direct translation from first language (L1) to second language (L2). It is concluded the more lexical collocations used, the more possible problems to occur.

The last cause was the use of direct translation. Some students were admitted to translate each word in Bahasa Indonesia (L1) to English (L2) while speaking in English. This affected to the heavy use of synonyms. Translating allowed the students to find words in English with they thought to have the same meaning as their mother tongue. Syarif (2014) found that students tended to use the words they have known in formulating sentences with different contexts. Then this leads to a problem that allowed the students to use words in Bahasa Indonesia as L1 in English L2.

RESEARCH METHODS

This study employed qualitative descriptive. A qualitative descriptive research is particularly relevant where information is required directly from those experiencing the phenomenon under investigation. In addition, descriptive research was conducted to describe a phenomenon, event, and event that occur factually, systematically, and accurately. According to Sugiyono (2005, p. 21) cited in Yuliana, Rosliyah & Diner (2018, p. 60) qualitative descriptive is a method used to describe or analyse a research result but is not used to make broader conclusions. It means that this method was used to describe the research result but cannot be used for wide conclusion.

Participants of this study comprises ten students. These participants come from the fourth semester of English Study Program of Hamzanwadi University in the academic year of 2020. In this case, the researchers used four kinds of method of data collection the so-called triangulation. It involves the use of multiple methods, observation, questionnaire and interview in order to gain more complete understanding of the phenomenon being studied. It is used to make sure that the research findings are robust, rich, comprehensive, and well-developed. Furthermore, to analyse the data, the researchers arranged the interview records, observation notes, and the questionnaire transcript then the researchers accumulate to increase the understanding of the phenomenon.

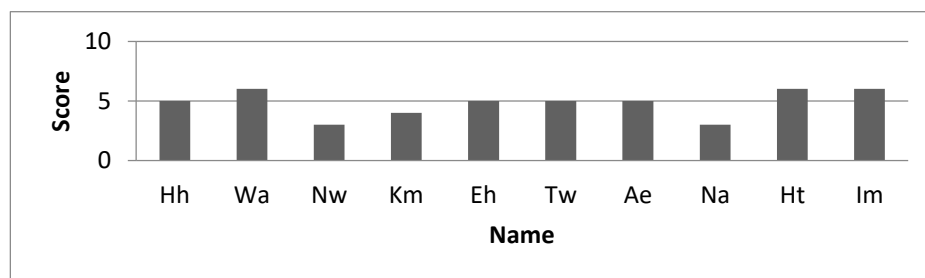
RESULTS AND DISCUSSION

To know the result of findings gained from the students, the researchers gathered data to find out the use of collocation in English Foreign Language (EFL) learners of the English department of Hamzanwadi University especially in speaking, by doing observation, interview, and questionnaire. In addition, the researchers conducted the study by observing student's activity and instruction in the teaching and learning process. During the teaching and learning process, the researchers found that most of the students rarely used collocation when they are doing communication and some did not even use it. They were not aware of the importance of collocation that makes their English sound more natural in speaking performances.

On the other hand, the researchers did not only observe students' activity inside the class but also observed students' activity outside the class. The researchers saw no

difference in what students did when communicating where they still rarely use collocation inside or outside the class. From this result, it can be concluded that the knowledge of English students of the fourth semester of the English department of Hamzanwadi university about collocation in speaking was poor and they are lacking in applying collocation in speaking.

Before going further into the discussion related to the results of the study, the researchers would like to present the result of correct collocations and the error of statistics in identifying collocation sentences made by students after elaborating questionnaires which are statistically depicted with data. In this term, the questionnaire elaborated focused on the students' understanding and ability in identified collocation sentences. Furthermore, there were ten questions given to the participants related to the collocations sentence to see the students' understanding and ability in identifying collocations sentence.



Source: made by researchers (2022)

Picture 1. Result of Correct Collocations

Based on the participants' scores in picture 1, it could be seen how extend their collocation knowledge is, and their ability in identifying collocation sentences. Furthermore, there were one student who had seven scores, three students had six scores, four students had five scores, and two students had three scores.

Table 2. Error of Statistics in Identifying Collocation Sentences

Item No	Correct answer	Percentage (%)	Incorrect answer	Percentage (%)
1	7	70%	3	30%
2	4	40%	6	60%
3	4	40%	6	60%
4	8	80%	2	20%
5	3	30%	3	30%
6	2	20%	8	80%
7	2	20%	8	80%
8	3	30%	7	70%
9	8	80%	2	20%
10	6	60%	4	40%
Total	47	56%	49	44%

Source: made by researchers (2022)

The table above depict the results of students' answers in collocation knowledge, and their ability in identifying collocation sentences. Item number 1 was correct 7 (70%) and incorrect 3 (30%), item number 2 and 3 had 4 (40%) correct and incorrect 6 (60%) answers, item number 4 was correct 8 (80%) and 2 (20%) incorrect answers, item number 5 was correct 3 (30%) and incorrect 7 (70%) answers, item number 6 and 7 was correct 2 with 20% and incorrect 8 with 80% error's percentage, item number 8 was correct 3 (30%) and incorrect 7 (70%) answers, item number 9 was 8 (80%) correct and 2 (20%) incorrect answers, item number 10 was 6 (60%) correct and 4 (40%) incorrect answers.

Based on the results above, the highest correct answers were in item numbers 4 and 9 (80%). Then, it continued to the item number 1 (70%), item numbers 10 (60%), item number 2 and 3 (40%), item number 5 and 8 (30%), and the lowest correct of the test was item number 6 and 7 (20%).

After collecting the data by observation and questionnaire, the researchers conducted a semi-structured interview. In this term, the researchers interviewed participants face to face with the students. Furthermore, there was a monolog question given to the students to check their frequency in using collocation sentences.

Table 3. Result of Students Frequency of Using Collocations

Frequency	Participants of oral test
High	
Average	Hh, Wa, Ht.
Low	Nw, Km, Eh, Tw, Ae, Na, Im.

Source: made by researchers (2022)

Based on the interview, the researchers found that most of the students were having low frequency in using collocation when they practice speaking and it just a few of them has average frequency use of collocation. Besides, it seems that the students have low frequency in using collocation in speaking ability. It can also be defined that their ability in using collocation was poor. This poor ability also made them speak unnaturally in English.

This paper adds to some of the research that has been done so far in the area of errors of foreign language learners in general and errors of English learners in particular. It provides empirical data that verifies the belief that collocation is an area of difficulty in learning English as a foreign language. The findings of this study support the statement that English students at Hamzanwadi University make mistakes when making collocations in English, especially in lexical combinations. This can be seen from the findings carried out in interviews and questionnaires which show that their knowledge, understanding and ability towards collocation in speaking are still low and the frequency with which they use collocation in speaking English is practically and contextually low. Most of the lexical collocation errors found in this study were caused by the lack of direct collocationrelated teaching, inclusion of bilingual glossaries in EFL textbooks, and bilingual collocation dictionary design. Like grammatical and spelling errors, for example, there is no magic formula for correcting collocation errors.

Therefore, it is important for prospective EFL students and English students at Hamzanwadi University in particular to be facilitated with courses that examine more material about collocation and its application in the context of daily conversation. In addition, the campus and related institutions also need to facilitate their students with books and English learning modules which include the inclusion of a bilingual glossary and the design of a bilingual collocation dictionary so that later it can be used as a new reference by students in improving their knowledge and ability to learn English,

especially about collocation. Berikut ini diberikan contoh tata cara penulisan subjudul, sub-subjudul, sub-sub-subjdul, dan seterusnya.

CONCLUSION

Based on the results and discussions, the understanding and ability of the English students of the fourth semester of the English Department of Hamzanwadi University in identifying collocation sentences of collocation seemed to be still poor. The students were found to be ignorant with collocation used in their daily speaking performances. Consequently, they just used vocabulary they remembered which led the low frequency of their collocation use in speaking. The students' collocation problems were caused by students' limited knowledge of collocation, students' ignorance of collocation uses, and direct translation from Indonesian language as their first language into English as their second language while speaking English. To engage their collocation mastery, the students should regularly use the knowledge of collocation they gain from reading texts and watching movies which can lead them sound more natural in speaking English.

In addition, the lecturers should make the students aware of the importance of collocation use and how collocation can make English sounds more natural. They can expose the students to the use of collocation by inserting the teaching of lexical collocations into the syllabus of teaching all English skills. With respect to it, the lecturers can ask the students to read as many English texts as possible or watch as many English movies as possible. The texts can be either written or spoken texts for writing and speaking as productive skills. Lastly, the lecturers can give feedback after students' speaking performances and their writing products by correcting the use of collocation besides grammar and pronunciation in speaking or technique in writing.

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