

THE ANALYSIS OF COLLOCATION ERRORS IN EFL WRITING (CASE STUDY IN MA AL-ROSYID IN THE ACADEMIC YEAR OF 2019/2020)

Danang Prasetyo¹⁾

Ima Isnaini T R²⁾

Ayu Fitriainingsih³⁾

¹FPBS, IKIP PGRI Bojonegoro

email: prasetvodanang58@gmail.com

²FPBS, IKIP PGRI Bojonegoro

email: rimataufiq83@gmail.com

³FPBS, IKIP PGRI Bojonegoro

email: ayu_fitrianingsih@ikippgribojonegoro.ac.id

Abstract

This research aimed to analysis the collocation error made by students in their EFL writing. This research focused on the two semester of MA AL-Rosyid Dander. This study contained two statements of the problems, they are; what kinds of collocations are used by the 2th semester students of MA AL-Rosyid Dander? What kinds of collocation errors are made by the 2th semester students of MA AL-Rosyid Dander? By applying qualitative descriptive study approach, this study used documentation and test of the result of students writing. The result of the study showed that a total of collocation used by students in their writing product are 501 collocations, with “Verb-Preposition” and “Adverb-Adjective” collocations comprising the most and the least frequently occurring types of collocations. It also showed that most of collocations produced by students is grammatical collocation (85 collocations), while lexical collocations are accounted (61 collocations). Verb-Preposition is the types of collocation which commonly occurred in students writing product. Total of collocations are 53 (33%).

And the second types of collocations which commonly occurred are Adjective-Noun. The total of collocations are 27 (17,3%). Moreover, the most collocation errors made by students in their writing are (1) Verb-Preposition, there are 132 collocations. (2) Verb-Noun, there are 144 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 collocation used in this type of collocation. (6) Adverb-Adjective, there are 39 collocation used.

Key words: Error Collocation Error, EFL Writing, Lexical Collocation, Grammatical Collocation.

Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan kolokasi yang dilakukan oleh siswa dalam penulisan EFL mereka. Penelitian ini difokuskan pada semester dua MA AL-Rosyid Dander. Penelitian ini memuat dua pernyataan masalah, yaitu; apa jenis kolokasi yang digunakan oleh siswa semester 2 MA AL-Rosyid Dander? Apa jenis kesalahan kolokasi yang dilakukan oleh siswa semester 2 MA AL-Rosyid Dander? Dengan menerapkan pendekatan penelitian deskriptif kualitatif, penelitian ini menggunakan dokumentasi dan tes hasil menulis siswa. Hasil penelitian menunjukkan bahwa total kolokasi yang digunakan oleh siswa dalam produk menulis mereka adalah 501 kolokasi, dengan kolokasi “Verb-Preposition” dan “Adverb-Adjective” yang terdiri dari jenis kolokasi yang paling sering terjadi dan paling jarang terjadi. Hal ini juga menunjukkan bahwa sebagian besar kolokasi yang dihasilkan oleh siswa adalah

kolokasi gramatikal (85 kolokasi) sedangkan kolokasi leksikal adalah (61 kolokasi. Verb-Preposition adalah jenis kolokasi yang biasa terjadi pada siswa yang menulis produk. Total kolokasi adalah 53 (33%).

Dan jenis kolokasi kedua yang biasa terjadi adalah Adjective-Noun. Total kolokasi adalah 27 (17,3%). Selain itu, kesalahan kolokasi yang paling banyak dilakukan oleh siswa dalam tulisan mereka adalah (1) Verb-Preposition, ada 132 kolokasi. (2) Verb-Noun, ada 144 kolokasi yang digunakan dalam tipe kolokasi ini. (3) Adjective-Noun, ada 92 kolokasi yang digunakan dalam tipe kolokasi ini. (4) Verb-Preposition, ada 71 kolokasi yang digunakan dalam kolokasi jenis ini. (5) Adjective-Preposition, ada 53 kolokasi yang digunakan dalam jenis kolokasi ini. (6) Adverb-Adjective, ada 39 kolokasi yang digunakan.

Kata Kunci: *Kesalahan kolokasi, penulisan EFL, Kolokasi Leksikal, Kolokasi Gramatikal.*

INTRODUCTION

One of the most important aspects in learning a language is learning the vocabulary of the language and its appropriate use, including collocations, how words occur together with other words (Woollard, 2005). It has been widely known that collocation plays essential roles in language use as it helps the learners to communicate effectively, especially in writing. In addition, it is believed that collocational proficiency leads the learners to achieve native-like competence and fluency (Farrokh, 2012). However, collocation is considered quite challenging, particularly for non-native speakers. Collocation is not simply putting words together, because words cannot be combined freely or randomly into phrases and sentences (Pecina, 2005). Therefore, a great attention should be paid to this matter.

It has been found during EFL courses in Indonesia, the big emphasis is not on vocabulary but on the grammar. Maybe students and teachers themselves don't know the word combination. That means they have an understanding of new vocabulary words individually and not as a piece. Therefore, when students want to make collocations, they fail to make them correctly. People use grammar to do what

was never meant to be done. (Phoocharoensil, 2011) states that although students have a lot of vocabulary in English, they are not fully able to unite words as native speakers do.

According to (Brown, 2000) he states that before students become accustomed to the second language system, the original 15 language linguistic system is only the end at which students can draw. Therefore, this will lead students to use their own syntactic system in TL (Target Language) and this disorder makes they are wrong because they do not have enough knowledge.

On student writing, there are some common problems found such as mechanical problems, grammatical problems, word usage, wrong word combinations or collocations. The majority of MA Al Rosyid Dander students already have knowledge of English grammar and vocabulary; However, they have serious problems with the use of collocations in their writing. For example, they use Indonesian that says "*mobil cepat*" which literally means "*quick car*" and when it comes to English they think in their first language and use "*quick car*" they write "*fast car*". This example is a semantic expansion, where students force the

meaning of an appropriate word into a target-language word, reflecting the influence of Indonesian which means "quick" and "fast" the most likely problem because of the lack of knowledge of word combinations among MA students Al-Rosyid Dander.

Producing collocations in writing raises certain problems. English teachers have made a variety of significant efforts to improve the writing of EFL students by spending a lot of time correcting student writing and trying to identify the difficulty factor. Apart from these mistakes, the same mistakes keep happening. (Bahn and Eldaw, 2003) their state that in faets it usually happens that most 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 from of a sentence. Second language (L2) non-native speakers seem to have difficulty in this field by too often choosing to use several phrases that are widely used in showing limited range or repertoire. (Lewis, 2000) pointed out; "*within the mental lexicon, collocation is the most powerful force in the creation and understanding of all naturally occurring texts*" in using collocation in their writing, students will develop the ability to create more original language-like sentences. In other words, to improve students' writing skills, they need to use collocation in their writing.

In Indonesia, grammatical structures as well definitions of new word shave been more heavily emphasized in foreign language classes than collocations (Boonyasaquan, 2006) 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 and Shaw, 2008) 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.

Therefore, it is very important to identify the problems that EFL students have in dealing with collocations that involve the knowledge and use of their collocations. In fact, this study tries to push the current status of research on collocations one step further in achieving this goal. The important role played by collocations in speech and writing that sounds natural, on the one hand, and the problems that Indonesian EFL students have with various types of collocations, on the other hand, highlights the importance of this research.

METHOD

The research design, was descriptive qualitative research. (Moleong, 2005) also states that qualitative research is a research that used natural setting to interpret a particular phenomenon and done using various method. Natural setting means here that the researcher doesn't give any treatment but only put the data from the students' writing product and then interpret the use of collocation phenomenon which

never conducted by many researcher before. Descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present (Nazir, 2005). Qualitative research is a research procedure which produces written or spoken descriptive data of research that is possible to observe. Written descriptive data means students' writing product which is possible to be observed.

According to (Marlow, 2007) qualitative is the interpretive approach generally uses words (qualitative data) rather than numbers or concepts that can be quantified (quantitative data), rich description of phenomena can be produced.

Data collection is the procedure that is used by the researcher to get and collect the data for the research.

1. Documentation of students essays

Documentation of students essays product is the investigation, collection, control, preservation, preparation, use and supply of documents, with a view to obtain descriptions and enlightened knowledge and evidence, in this case, including the usefulness of archives and libraries. According to (Elizabeth, 2001) documentation is a wide range of written materials can produce qualitative information. These can be particularly useful in trying to understand the philosophy of an organization as may be required in research.

According to. (Moleong, 2002) documentation explaining the technique is to look for data about things or variables in the form of notes, transcripts, books, newspapers, magazine, inscription, and agenda for information embodied data relating to clients under investigation. The purpose of documentation is to complement the data that has not been mentioned by the informant and to know how much data can be accounted for. Documentation methods

in this study are intended to get the data the students through personal book, student registration books, psychological test results, and the study of students.

The data collection is the documentation of the students' writing product. The researcher asked to the lecturer the final examination of writing 3 that has been done by students because they learn collocation subject almost at the end of structure class. So that way, when they have learned collocation, logically they will apply and concern on the use of collocation in their writing. The writing product was then analyzed focusing on collocation use. Moreover, Oxford Collocation Dictionary and British National Corpus were used to decide whether the collocation found on students' writing were correct or wrong.

2. Test

Test is a method or tool for conducting an investigation use problems, questions or other tasks where the problems the issue or questions have been carefully chosen and have been standardized (Walgito, 2002). The test defined a question or set of tasks planned to obtain information about the educational or psychological nature or attributes of each item the question or assignment has the answer or condition consider right. Furthermore Arikunto (2010: 193) said the test was spate question or exercises as well as other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individual or group.

According to Patton, data analysis is the process of arranging the order of the data, organize into a pattern, category, and description of the basic unit (Moleong, 2002). Meanwhile, Taylor defined data analysis as a process of detailing a formal effort to find a theme and for cumulate a hypothesis (idea) as suggested an as attempt to provide assistance and theme of the hypothesis. If assessed, essentially the first

definition is more focused organizing data while the second emphasizes the intent and purpose of the data analysis. Thus, these definitions can be synthesized into: organizing data analysis process and sort the data into patterns, categories and basic units of description that match the theme and can be formulated as a working hypothesis based on the data.

The data were analyzed through qualitative data analysis on the basis of the research questions. As discussed in data collection section. the source of data in this study was documentation of students writing product. The followings are the steps of data analysis for the source of data

1. Identifying collocations made by students.
2. Grouping and classifying these collocations into categories.
3. Computing the percentages of the collocations occurrences.
4. Identifying collocation errors made by students.
5. Grouping and classifying these errors into categories.
6. Computing the percentages of the errors occurrences
7. Giving examples for every type of collocation errors.
8. Giving explanations for the occurrence of these errors.

Then, to get the qualitative description of each type of collocation use, the percentage of error collocations were calculated by using the following formula proposed.

FINDINGS AND 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, 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 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 cannot be changed or substituted by a synonym or word of similar meaning. 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 influences their English,

especially in using collocations. This is also a liner with Deveci research, he stated that some students just directly transfer their mother tongue into English. It means that, we cannot 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 MA AL-Rosyid Dander. 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 student of MA AL-Rosyid Dander. 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 tough, 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 mm 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.

CONCLUSION

1. The Kind of Collocations Used by Students

This study analysis the types of collocations used in students' writing product. This research was conducted at students of MA AL-Rosyid. The total of collocation used by students in their writing produce are 501 collocations, with "Verb-Preposition" and "Adverb-Adjective" collocations comprising the most and the least frequently occurring types of collocations. It also showed that most of collocations produced by students are grammatical collocation (85 collocations), while lexical collocations are accounted 61 collocations.

Verb-preposition is the types of collocation which commonly occurred in students' writing product. Total of collocations are 53 (33%). And the second types of collocations which commonly occurred are adjective-noun. The total of collocations are 27(17,3%)

2. Types of Collocation Errors Made by Students

The researcher used documentation of students writing product. There were 30 students' writing products being analyzed by the researcher. It can be seen there are many collocation errors found on students' writing product. The most collocation used by students in their writing is (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.

REFERENCES

- Woolard, 2005. Key words for fluency: *Intermediate collocation practice*. Boston, MA: Thomson Heinle.
- Farrokh, 2012 *Raising Awareness of Collocation in ESL/EFL Classrooms Islamic Azad University*, Lahijan, Iran.
- Pecina, 2005, *An Extensive Empirical Study of Collocation Extraction Methods*. In University of Michigan, USA.
- Brown, H. D. (2000). *Principles of language learning and teaching*. London: Longman.
- Bahn, J and Eldaw, M. (2003). *Should We Teach EFL Students Collocatios*. Available. March 14, from: www.eric.ed.gov/ERICWebPortal/recordDetail?recordDetail?accno=EJ465615
- D Lewis, M.. 2000. *Implementing the lexical approach: Putting theory into practice*. Hove: Language Teaching Publications.
- Nazir, Moh. *Metode Penelitian* (Bogor: Ghalia Indonesia, 2005), Margono, *Metodologi Penelitian Pendidikan* (Jakarta: RinekaCipta, 2007) Lodico, Marguerite, *Method in Educational Research* (US: Jossey-Bass, 2006) Sugiono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010) Taylor design action research USA: Wadsworth Group A Division Of Thompson Learning Inc 1975.
- Boonyasquan, S. (2006). *An analysis of collocational violations in translation*. *Journal of Humanities*, 27(2), 79-91. Bangkok: Faculty of Humanities.
- Al-Zahrani, M. S., 2002. *Knowledge of English lexical collocations among male Saudi college students majoring in English at a Saudi university*.
- Hamdi, 2011, *An Analysis of The use of Collocation in Students' Writing*, Indonesia: University of Padang
- 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* Howarth P. (1996): *Phraseology in English Academic Writing: Some Implications for Language Learning and Dictionary Making*, Tübingen.