# CHAPTER 1

# INTRODUCTION

This chapter consists of background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

## 1.1    Background of the Study

In recent years, we have recognized some new theoretical and methodological concepts in foreign language teaching. These concepts are linguistic analysis and error analysis. Linguistic analysis is the work done by linguists in providing a descriptive grammar of a language. The last to be taken into account is error analysis which is defined by Crystal (1987:112) as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Errors in foreign language teaching especially in English are the cases, which are difficult enough to avoid. Many aspects can cause the learners of English as a foreign language make errors. These aspects are interference, overgeneralization, and markers of transitional competence, strategies of communication and assimilation and teacher-induced errors.

As teachers of English as a foreign language, we should improve the way we teach to reduce the errors that are always made by the learners.

Further, it is necessary to state that although errors are bad things in learning English as foreign language, error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what English aspect is difficult for them, whereas for teachers, it is required to evaluate them whether they are successful, or not in teaching. Thus, error analysis should not be neglected in foreign language teaching.

Recently many researchers and language teachers have been concerned with error analysis as well as its implications for teaching strategies for EFL learners. Richard (1971: 172), for example, pointed out that error analysis can be carried out in order to identify strategies, which learners use in their language learning, to find out the causes of the learners' errors and to obtain information on general difficulties in language learning as an aid to language teaching.

Because EFL learners lack the "automation of collocations" and that this may result in difficulty in their English learning, the analysis of miss-collocation has become an effective way to help EFL learners to overcome the difficulties. William (2000: 115) believes that "automation collocations" helps native speakers to spontaneously combine some certain words with other words to form a meaningful semantic unit. EFL learners, however, lacking of this automation, may make non-native' errors when producing utterances. Therefore, in order to achieve native-like

competence, EFL learners need to be aware that certain words regularly occur together to form particular semantic unit. Farghl & Obiedat (1995) pointed out that one effective way to raise awareness of collocation is to focus on a selection of the target EFL learners' miss-collocations in their production of the language.

The combinations are confusing to English learners, including Indonesian students, due to the problems observed by Side (1990:144-5) as follows: Learners tend to transfer the prepositions of their L1 phrasal verbs to English ones which in fact troublesome. The transfer of the L1 prepositions may cause mistakes because of the different concept between the L1 prepositions and the English ones. For example, the Indonesian expression "*tertarik dengan*" is literary transferred to English "*interested with*"; whereas "*interested in*" will be difficult to remember because preposition "*in*" is equivalent to Indonesian "*di*". So it is a learning burden to Indonesian learners to decide which English preposition/particle to transfer *di* or *dengan*.

Based on the problem above, the writer is interested in analyzing errors in using collocations made by the second semester students of the English Education Department of University of Muhammadiyah Gresik. In this case, she wants to know the students' errors in using collocations and also the frequency of the occurrence of the errors. Besides, there is no study that discusses errors in using collocations made by the students of

the English Education Department of University of Muhammadiyah Gresik.

### 1.2    Statement of the Problem

Based on the background of the study above, the points to be investigated in this study are:

1. What types of collocation errors are made by the second semester students of the English Education Department of University of Muhammadiyah Gresik?

2. What is the frequency of the occurrence of each type of collocation errors made by the second semester students of the English Education Department of University of Muhammadiyah Gresik?

### 1.3    Purpose of the Study

Based on the formulation of the statement of the problems, the purposes of this study are as follows:

1. To identify and classify the types of the collocation errors made by the second semester students of the English Education Department of University of Muhammadiyah Gresik.

2. To find out the frequency of the occurrence of each type of the collocation errors made by the second semester students of the English Education Department of University of Muhammadiyah Gresik.

## 1.4 Significance of the Study

The writer hopes that the result of this study would provide useful information for students and teachers. It would give clear descriptions of the difficulties in using collocations faced by students in learning English, especially those related to the usage of grammatical collocations and lexical collocations.

Furthermore, it could be used as a guide for the teacher to help their students to overcome the difficulties in using collocations. Moreover, the teacher will get information about grammatical collocations and lexical collocations errors that students often made. Therefore, the teacher will be able to select an appropriate technique and appropriate materials in the teaching process.

## 1.5 Scope and Limitation of the Study

In order to make the investigation more specific, the writer wants to scope and limits this study. The scope of this study is focused on the errors in using collocations, especially grammatical collocations and lexical collocations. And the limitation of this study is that the result would only provide useful information for the students of the English Education Department of University of Muhammadiyah Gresik as the population of this study.

### 1.6 Definition of the Key Terms

To avoid misunderstanding and misinterpretation of this study, the writer would like to describe the key terms used in this study.

#### 1.6.1 Error

Error is a branch of language code, resulting in an unacceptable utterance; with second language learners this might occur because the learners have not yet internalize the formation rules of the code (Corder, 1973: 259). In this study error refers to unacceptable utterance when the subject used the grammatical collocations and lexical collocations in answering the test.

#### 1.6.2 Error Analysis

Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language (James, 1998: 1). In this study, error analysis refers to the process of determining the causes and consequences of the unsuccessful language in using grammatical collocations and lexical collocations by the subjects.

#### 1.6.3 Collocation

Collocation is the placing together of words, which are often associated with each other, so that they form common patterns or combinations (Watson, 1997: 7). In this study collocations refer to grammatical collocations and lexical collocations.