

CHAPTER 1

This section discusses about background of study, limitation of the problem, problem formulation, the objectives of the study, and significant of the study

1.1 Background of the Study

English has been widely accepted as an active universal language in the world. People who study the English language consider it to be their professional skill. Nowadays, many people especially students, ought to have mastered English because it is an important value to them. Through learning the language, students can develop their academic and life skills. Once students fully understand it, they can be well accepted by society.

English teachers obligate to understand the specific purpose of the students. Specific purpose in English is designated for certain purpose which must be reached by the students in learning English. For example, the students learn English because they purpose to master English communication in marketing area. If the specific purpose of the students is learning English for marketing activities, the teacher requires to providing English material related to marketing activities in English teaching and learning process.

According to Javid (2015), teaching of English for specific purpose can be named as English for Specific Purposes course. English teaching for specific purpose here provides the English material for the students to make them capable communicate in English for their specific area. Furthermore, Basturkmen (2010) stated that ESP is a course which concerns on narrower range of topics of English that the students need to learn. It can be concluded that ESP course regards the students that they need to master qualifications in their subject area. So that, ESP course gives the students a preparation to enter in real activities of their subject area.

Writing has become an important part of learning the English language. White (1986) suggests that writing is a way of learning that can improve our academic outcomes. In that case, we can actually gain a deeper insight into any topic by writing down our ideas (White, 1986). Therefore, for learners of English as a Second Language (ESL), writing is also an effective tool for encouraging and improving other language skills (Hughey, et al, 1983). For example, students need to learn, explore, and talk to other people to gather information for writing on a specific subject. They also need to think about appropriate words and types of grammar for their writing. In a speech class, students sometimes need to write a script for their speech presentation and memorize it in order to help them speak more fluently and confidently. In a reading class, teachers might ask their students to summarize a short story or article that the students have read in order to check their comprehension of the text.

One of the most difficult tasks for foreign or second-language learners is to properly combine words. Such word combinations are referred to as "collocations." Collocations are known as a key aspect of language use to differentiate between native speakers and non-

native speakers. Collocation is also a good way to memorize new words. Words which are naturally associated in context are more effectively understood than those not associated; vocabulary is better taught in context; context alone is inadequate without deliberate connection (Nation, 2004). Context and deliberate association, particularly collocations, offer connections that allow learners to understand thoroughly the meaning of a word and to add it to their existing vocabulary. While offering a guideline on how to memorize new words, the process of learning words by collocations often instructs learners to use proper words in the right time and place. On the other hand, without any knowledge of the collocation, learners might make up something that is not native or even unacceptable.

Studies on collocation used in students' academic essay writing have been provided by previous researchers. The research by Lubis (2013) explored wrong English collocations made by Indonesian English learners and to find out the causes of the wrong collocations. It is observed that the inaccurate English collocations are due to some causes which are lack of knowledge of collocation by learners, discrepancies in collocation between English and Bahasa Indonesia, poor consistency in vocabulary by learners and heavy intervention in the native language of learners. Alotaibi et al (2015) studied the capability of Kuwaiti EFL learners to identify and obtain grammatical collocations in English. The results showed that the main reason for grammatical collocation errors were found to be literal translation from Arabic. Meanwhile, Shitu (2015) conducted analysis on collocation errors in English as Second Language (ESL) essay writing of students in Nigeria. Results of the study indicate that the collocation errors of the students are attributable to poor teaching and learning.

The aim of correct collocation during conversation between pilot and air traffic controller to minimize the risk for misunderstandings a well defined set of words are used in mostly the same sequence when clearances are given by ATC and read back by Pilots. In this study, researchers took the object at the students of *Politeknik Penerbangan Surabaya* (*Aviation Polytechnic of Surabaya*). Polytechnic is an institution which organizes vocational education in a number of specialized fields of knowledge. *Politeknik Penerbangan Surabaya* is a state institution under the auspices of the Ministry of Transportation, specifically the Transportation Human Resources Development Agency which has a role in developing professional aviation staff, especially aeronautical communication experts, technical experts and air traffic controller experts for aviation world. Therefore, students of *Politeknik Penerbangan Surabaya* are expected to learn English for specific purpose to support aviation communication skills.

Based on the background study, the researcher would like to conduct research on *Politeknik Penerbangan Surabaya* students entitled “**Analysis of the Use of Collocation in Abstract Thesis of Cadets in Graduation Academic 2019 in Aviation Polytechnic of Surabaya**”.

1.2 Research Question

Based on the background study, the following questions are stated as the problem of this analysis.

1. What types of grammatical and lexical collocation are used?
2. What are the incorrect collocations made by the students in their abstract thesis?

1.3 Scope and Limitation

Due to limited time and knowledge, the researcher limits the scope of this study. This study will be concerned on investigating the correct and incorrect patterns of English collocation. This study only focuses on analyzing two main groups collocation Benson's (1986) collocation theory:

- a. Lexical Collocation
- b. Grammatical Collocation

The data are taken from the English thesis abstracts written by the cadets of *Aviation Polytechnic of Surabaya*.

1.4 Significant Research

The researcher is expected to have the benefits which are able to give the proper comprehension to the readers of this research. The benefits of study are categorized into two types; those are theoretical and practical benefits that are intended to contribute to the development of linguistic knowledge, especially in collocation theory.

1.4.1 Theoretical Benefit

Theoretically, this study is intended to improve understanding in the linguistic field, especially in the study of collocations.

1.4.2 Practical Benefit

1.4.2.1 For the Students

This study may provide more insight towards linguistics, especially in the field of semantics, as to how to make clear writing without any ambiguity or even multiple interpretation for the reader. The results of the study can be used as additional information to develop the vocabulary for collocations of Indonesian learners with a concentration on English. The study provides specific motivational guidance to participants to use and practice collocations in order to help them prevent collocation mistakes and to train them to be able to encounter these collocations in their area of work in the future.

1.4.2.2 For other researchers

This study is supposed to be relevant for other scholars who perform the same analysis to support with information and to be concerned about semantics. It is also expected that it will support anyone who has worked with semantics, particularly in collocations.

1.5 Definition Of Keyterm

1.5.1 Collocation

According to Benson et al (2010), collocation is an analysis of the word combination that has fixed-combination and repeated combination that exists throughout all languages around the world, specifically in English.

1.5.2 English Specific Purpose

English for specific purposes (ESP) is teaching English that is relevant with the students' area. The word "specific" shows special linguistic needs in learning English and special area as aim why the students learning English. Therefore, ESP course tries to facilitate the students in learning English to support them in all activities in special area.

