

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing ability is one of the language aptitudes understudies need to ace. Writing is the most troublesome language ability since it is additionally considered as the most entangled language expertise to be educated, contrasted with other language aptitudes. Recorded as a hard copy process, students consistently manage the way toward organizing words into sentences and placing sentences into the passage until they can make a bit of composed content.

According to Tarigan writing is a gainful aptitude for writing a backhanded correspondence.<sup>1</sup> The idea of the character recorded as a hard copy is different from that is communicated by talking straightforwardly, thusly writing is incorporated a capacity. Jonah contends that writing is a progression of exercises going on and includes several phrases, the preliminary stage, the substance advancement, and audit, as revisions and enhancements posts.<sup>2</sup> Writing is a mind-boggling aptitude. To compose fittingly, individuals must have great abilities recorded as a hard copy. They should have the option to arrange the plans

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<sup>1</sup> Tarigan. H. G, *Pengajaran Gaya Bahasa* (Bandung: Angkasa, 1985).

<sup>2</sup> J. B Heaton, *Writing Language English Test* (New York: Longman Inc, 1998).

to develop the sentences, likewise to utilize accentuation and spelling properly. To make a great composition, five angles ought to be considered during the time spent making a structure.

Richards and Renandya state that writing is the hardest skill for second or foreign language learners to master. The problems are not only in producing and organizing ideas, however additionally in translating the ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.<sup>3</sup> It is difficult to write because writing ought to have the option to create something new and can give you a thought or thoughts to the users through writing.

On students' writing, there are some common problems observed like grammatical troubles, mechanical issues, incorrect groups of the ideas, and wrong use of phrases or wrong mixture of phrases or collocations. The majority of students of English Teacher Education Department in UIN Sultan Maulana Hasanuddin Banten already have some knowledge of English grammar and vocabulary; however, they seem to have serious problems with the use of collocations in their writing. For instance, they use the Indonesian language saying "melakukan kesalahan" which means "make mistake" and rather of "make mistake" they write "do mistake."

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<sup>3</sup> Jack C. Richards and W.A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).

This example is a semantic expansion, in which learners force a corresponding word meaning into target-language word, reflecting influence from the Indonesian Language which means “make” and “do”. This problem is most likely due to the lack of knowledge of word combinations among students of English Teacher Education Department in UIN Sultan Maulana Hasanuddin Banten.

Collocation has become the focus of the attention of language teachers and observers of English education as a foreign language and second language. Mahvelati and Mukundan even said that many researchers had previously revealed collocation as an important component of language learning competence.<sup>4</sup>

The collocation competencies divided into two important types. This division can inform the level of mastery of collocation which is more accurate and better reflects the competence of the actual learner collocation. Productive collocation competency shows active competency. This productive collocation competency is mastered if the learner able to use collocation correctly or acceptable in productive language activities, namely writing and speaking. Meanwhile, receptive collocation competence is passive.

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<sup>4</sup> J Mahvelati, E. H and Mukundan, “*The Role of Cognitive Style in the Collocational Knowledge Development of Iranian EFL Learnersthrough Input Flood Treatment.*,” *English Language Teaching* 5. (2012): 105–117.

In the term of collocation, there are two types the ones are lexical collocation and grammatical collocation. Lexical collocation is utilized to consult the relations between at least two or more content words that “normally” seem collectively in a sentence. Despite the fact in the English language, there are eight open/content word classes, but the best four of those collocate: noun, verb, adjective, and adverb. Grammatical collocation is a word that comprises from the dominant word, those are noun, adjective, and verb also a preposition or grammatical structure such as an infinitive or clause.

Collocation is a combination of at least two or words which frequently happen together. Most languages have their collocations. For example, English people customarily state ‘Blond hair’ other than ‘yellow hair’ for people who have yellow hair, even they may be understood even someone said ‘yellow hair’. In other words, yellow does not arrange hair in regular English. Collocation is not just an issue of how adjectives combine with nouns. They can allude to any sort of typical word combination, for example, verb + noun (e.g. lead a seminar), adverb + adjective (e.g. fundamentally different), adverb + verb (e.g. flatly contradict), noun + noun (e.g. a team of expert).<sup>5</sup> The information of collocations is important for the competent of a language:

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<sup>5</sup> Michael McCarthy and Felicity O Dell, *English Collocations in Use: How Words Work Together for Fluent and Natural English: Self-Study and Classroom Use*, 2017.

the correct sentence will stand apart as clumsy if they are placed incorrectly. This makes collocation an interest for language teaching.

Based on the description above, the writer chooses collocation as an important thing to learn in the study. The writer desires to know more about English collocation in the students' writing ability. The writer gets interested by it with the title: *“An Analysis of Collocation on Writing Ability of Pre service English Teacher”*

## **B. The Research Problem**

The writer planned to find out the students' collocation on their writing ability of essay because the writer realized that collocation is helpful for students, so the writer decided to analyze the cases to raise the issue of student's collocation on their writing. Furthermore, the writer also part of the student in English Department.

## **C. Focus of the Study**

To abstain misunderstanding and to clarify the problem, it is important to make a constraint of the problem. In this research, the writer focused on Analyzing students' collocation in writing an essay. It is conducted at the seventh semester of English Teaching Education Department at State Islamic University of Sultan Maulana Hasanuddin Banten in 2017/2018 academic year. According to the theory of Benson

which divided the types of collocations into two types, Grammatical Collocation and Lexical Collocation.

#### **D. The Research Questions**

Based on the background of study above, the problems of this study can be formulated as follow:

1. What are the types of collocation are used by the sample in this study?
2. What are the most dominant types of collocation that used in writing of the samples in this study?

#### **E. The Objectives of Study**

Based on the formulation of the problem, the objective of this research is:

1. To analyze the types of collocation that used by the sample
2. To investigate what the most dominant types of collocation that used by the sample

#### **F. Previous Study**

First, the study done by Mark Donnellan entitled "*An Analysis of Collocation in Authentic Text*". His paper talks about constraints on word combinations in English, which is to state collocations. Literature shows that collocations can be tricky for students of English. The literature on collocations and issues

identified with learning and teaching them is laid out in the literature review. Next, the basis for choosing writings to associate teaching of collocations is examined and the collocations in a credible content are detached. Educational errands for these collocations are introduced in Section 4 of the paper. In finishing up the case for the importance of collocations in the study hall is repeated.

Second, the study completed by Anna Rahmawati with the title "*The Translation Collocation of Accuracy of Collocation in Sir Arthur Conan Doyle's Novel "Sherlock Holmes: The Hound of The Baskervilles*" The research is to discover the types of collocation and to assess the precision of collocation translation in the novel by Sir Arthur Conan Doyle "Sherlock Holmes: The Hound of The Baskervilles". The research is focused on how precise the collocations of the novel translation are. The research utilized a descriptive qualitative method. The writer utilizes Benson et al theories to dissect kinds of collocations of the novel, at the point the exactness of collocation translation is evaluated by Larson's and Nababan's Theories. The writer peruses the novel in both English and Indonesian versions before the writer finds the English collocation, then classifying it into the kinds of collocation. Then, the writer evaluates the precision translation of collocation. The research

proposed two types of English collocation, grammatical collocation, and lexical collocation. In this research, the translator mostly utilizes a similar meaning and different form, and the exactness level more than 50 percent, so that the TL is accurate.

Third, the study conducted by F. Panahifar from Urmia University entitled “*A Corpus-based Analysis of Collocational Errors in the Iranian EFL Learners' Oral Production*”. In the research, the researcher dissected the use of various types of collocations in oral productions of 30 intermediate Iranian EFL learners with the point of recognizing, categorizing, and representing for the inappropriate collocations delivered. The corpus analysis uncovered that preposition-based collocations in general and verb-preposition collocations specifically are the most problematic types of collocation for Iranian learners of English.<sup>24</sup> So that way, this study focused on the utilization of collocation in students’ speaking of intermediate level and it is measured by using corpus-based analysis.

Fourth, the study from Desi Mega Malasari who has graduated from IAIN Metro entitled “*An Analysis of the Collocation in Writing Descriptive Text at the Fifth Semester of English Department of IAIN Metro*”. The objective of this research is to analyze the

collocation in writing descriptive text at the fifth semester English department of IAIN Metro and to find the types of collocation that students commonly used in writing descriptive text. The research used qualitative research in the form of a case study. In collecting the data applied documentation and interview. The researcher analyzed the data by cross well analysis technique. The participants of this research were 55 students who still fifth semester English Department of IAIN Metro. The research findings showed that there were 45 collocations in students' descriptive text. The collocation is classified into two types which are described in percentage, namely grammatical collocation and lexical collocation. From 45 collocation, there are 25 grammatical collocation (55%) and 20 lexical collocation (45%). The research shows that the students commonly used grammatical collocation than lexical collocation.

Another research study finished by Hamdi from University of Padang with the title "*An Analysis of The use of Collocation in Students' Writing*". In his paper, the researcher analyzed the use of collocation in students' writing products. Types of collocation that are broke down in this study are verb +noun collocation and adjective +noun collocation. This study utilizes descriptive research in which the students are offered times to write an essay for about 2 to 3

paragraphs. The result of this research indicated that the use of “Verb + Noun” collocation and “Adjective +Noun” collocation have a “good” and “excellent” level.

Some previous study above were closely related to my research, because my research focuses on analyzing the type of collocation on students’ writing and the most type of collocation that used in writing an essay by the fifth semester at UIN Sultan Maulana Hasanuddin Banten.