CHAPTER I

INTRODUCTION

1.1. Background of the Study

In learning English, having writing skills is essential because it involves a significant role in education and high social prestige. However, learners usually consider writing more difficult than other skills because writing is more complicated. This problem is generally caused by several factors, such as incompetence in grammar, coherence, idea generation, topic collection, theme phrase, rhetorical rules, semantics, organization, lack of vocabulary, and excessive usage of vocabulary (Fareed, Ashraf and Bilal 2016). Some of the factors are related to grammar, some related to vocabulary, and some related to general writing skills. Quintero (2008), Nik, Hamzah, and Rafidee (2010) argue that the learners have difficulty with English's textual components; since an incorrect framework complicates the meaning and interpretation of the text that the student deciphered by requiring a mental method. Similarly, an incoherent text does not express ideas that trigger a loss of trust in learners even if they are able to understand enough the syntactic, lexical, and grammatical influence over text composition (Rico 2014). In order to achieve good writing, the essay of EFL (English as a Foreign Language) writers must be structured, engaging, and use a broad variety of vocabulary, and the critical thing is mastering grammar.

Several authors proposed definitions of writing. For instance, Zimmerman and Rodrigues define writing as a way of thinking, a form of learning, and a way of sharing ideas with others (1992). Kellogg (2001) suggests that writing is a cognitive

mechanism that measures memory, the capacity to reason, and the verbal order to convey concepts successfully; since the skillful composition of a text implies successful second language learning. Harmer said that "writing has always been used as a means of strengthening the language that has been taught" (2004, p. 31-32). By writing, students can put their ideas on paper by paying attention to the rule of grammar and vocabulary. Writing from several texts involves much more difficult preparation, editing, and revision.

In Indonesia, English language learners still have some inadequacies in the recognition and application of English grammatical rules (Sari and Gulo 2019). How the rules are used is affected by their first language. For example, Indonesian people often make the phrase *need an hour* instead of *take an hour* because, in Bahasa Indonesia, the phrase means *butuh waktu satu jam.* The word "butuh" if translated into English is "need," this indicates that the manner in which people use English is affected by their mother tongue or their primary language. Whereas, the meaning of "butuh waktu" in English is using 'take/taken/taken' as in the example*: It takes 45 minutes from house to the office.*

One of the difficulties which may often occur is the use of grammar (Dulay, et al. 1982). According to Merriam Webster n.d. "Grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence." If the second language learners lack grammar, it will affect the use of English skills such as speaking, writing, and listening.

The phenomenon of grammatical error in English writing has become a common problem among second language learners, especially in collocation.

Halliday and Hasan (2001) stated that there is a co-occurrence of lexical items that are in some way or other related to each other because they typically occur in similar environments. In other terms, collocation is the association between a term and another co-word in a sentence. Halliday and Hasan (2001) gave example of collocation from the sentence "Mita got **bad injury** last year" this sentence can be wrong if the collocation is changed to "heavy injury". In addition, Benson et al. (1986) divide collocations into two types: grammatical collocation and lexical collocation. Benson et al. (1986) stated that grammatical collocations defined as a phrase consisting of a dominant word such as noun, adjective, verb, and a preposition, while lexical collocation only consists of nouns, adjectives, verbs, and adverbs

Collocation errors usually occur when a foreign language learner's understanding of the target language differs from that of the idiomatic target language. Benson et al. (1986) divide collocations into two types: grammatical collocation and lexical collocation. Regarding this phenomenon, there have been many studies on collocation errors in English writing as a foreign language. Previous related research was carried out by Ridha and Al-Riyahi (2011), who studied lexical collocation errors in Iraqi EFL learners' writings. The researcher involved 40 college students at Basra University as the data. The unacceptable lexical collocations were defined based on the updated form originally suggested by Benson et al. (1997). Mahmoud (2005) studied essays written by Arabic-speaking university students studying English. This study focused on lexical collocation error.

Darvishi (2011) examined the collocation errors made by EFL college learners' writing. The researcher collected thirty-eight homework and thirty-eight in-class practice, then the grammatical collocation and lexical collocation errors were identified based on the theory proposed by Benson et al. (1986) and Chen (2002). Setiarini's research (2018) looked at the types of collocation errors observed while converting Indonesian collocations into English by EFL learners, the researcher involved students of the Faculty of Language and Literature in this study. To identify the types of collocation errors, the researcher used the theory of Benson, Benson, and Ilson (2010). The study of Sari and Gulo (2019) analyzed the grammatical collocation error by describing the types of grammatical collocation mistakes in the writings of English learners. Data is acquired from essays written by first-year college students. The researchers used *The Oxford Collocation Dictionary* and The *BBI Combinatory Dictionary of English* as the references.

Based on the review above, most of the studies analyzed collocation errors found in English writing produced by college students and high school students. There have been no studies that investigated the results of existing research about collocation errors. Therefore, focusing on collocation errors found in EFL writing, this study attempts to synthesize the results of the existing studies and the data was take from some articles. The application of the literature review in this study aims to compare, replicate, or criticize the findings of other researchers. This study examines the types of collocation errors that mostly occur in EFL learners' writing based on the theory of Benson et al. (1986), so the learners can become more aware to understand the collocation errors that often occurred in writing. The second

purpose is to investigate the implications of the researchers that the studies reviewed. The benefit of this purpose is to help the readers, especially EFL learners and the writing teachers to prevent the misuse of collocations.

1.2. Statement of the Problems

1) What types of collocation errors have mostly been found in research on collocation errors in EFL learners' writing?

2) What are the implications of the research findings on collocation errors for teaching writing for EFL learners?

1.3. Objectives of the Study

Based on the statements of the problems above, the study is intended to:

1) Elaborate the types of collocation errors found in research on collocation errors in EFL learners' writing.

2) Explain the implications of the research findings on collocation errors for teaching writing for EFL learners.

1.4. Significance of the Study

Theoretically, this study is expected to be useful for the next studies to enrich the linguistic knowledge regarding the writings of EFL learners, especially related to collocation, from the perspective of second language acquisition and TEFL. The writer hopes that this research provides a useful contribution and becomes a reference for those who are interested in a similar topic.

Practically, this study may also help readers who want to solve the problem of collocation errors in writing, in particular, for English language learners as a foreign language. Hopefully, this study could give sufficient explanations about collocations, so that the learners, and also teachers, can understand how collocation errors occur. Besides, this research result is expected to increase researchers' knowledge about the findings of research related to collocation errors.

1.5. Definitions of Key Terms

Collocation:	A couple or group of words that are frequently used together. (McCArthy 2005).
Collocation errors:	A term used to refer or portray an occasion of inadequate atypical usage of misplaced word class, inappropriate preposition, and other errors involving clause and the verb (C. James 1998).
EFL learners:	Refers to those who learn English in a non-English speaking country. (Iwai 2011)
Grammatical collocation:	A phrase that consists of a dominant word, such as a noun, a verb, an adjective, and a preposition. (Benson 1986)
Implications:	Recommendation or suggestion given by researchers of the reviewed studies.
Lexical collocation:	A phrase consisting of adverbs, nouns, verbs, and adjectives. (Benson 1986)