Collocation Errors In Indonesian Efl Learners' Composition

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Abstract: Collocation errors are often made by Indonesian EFL learners in essays. The error, which is part of learning process, stems from inter and intra language. The study aims to identify and quantify the collocation error in students' composition. The data were 20 argumentative essays collected from students' final paper work of universitas Bina Sarana Informatika majoring in English study. The study employs collocation identification procedure to identify grammatical and lexical collocation. The result was then compared with the standard collocation to produce standard and non-standard (error) collocations. The result shows that 25 % or 14 out of 55 grammatical collocation contain error while lexical collocations error is dominated by verb + noun lexical collocation which take 10 % of total amount of lexical collocations in use and in total there are 23 errors of 147 collocation in use or 15 % lexical collocation error. From the result, it can be inferred that lexical collocation error appear more frequently than grammatical collocation error.

Keywords: collocation error, composition, Argumentative Essay

INTRODUCTION

Collocation errors are often made by Indonesian EFL learners in essays. The error, which is part of learning process, stems from inter and intra language factors which produce collocation errors (Ahukanna et al., 1981). The error seems acceptable since the meaning of the collocation can still be rendered by the reader to a certain degree. However, when the error is referred to standard of phareseology, then it becomes interlanguage. Direct treatment and correction need to be done with interlanguage before it becomes fossilization (Fauziati, 2011).

Based on the facts, this study aims to analyze the error occuring in the collocations made by Indonesian EFL learners. These errors occur in both lexical and grammatical collocations. These two types of collocation consist of noun, adjectives, verbs, and adverbial phrases with strong, medium, or weak collocations. It is expected from the result that the categorization of errors can produce structured knowledge of the types of collocation errors that frequently occur and whether these errors dominantly exist in strong, moderate, or weak collocations. The direct benefit of the research is that it can be input and reference for the development of collocation study and pedagogy.

Collocation and Collocation Error

Literally, collocation means a group of words that hang out together. Simply put, collocations are words that are side by side reciprocally (Baker, 1992). The strength of the pairing of a word in other words varies, from weak, strong to permanent (inviolable). On the one hand, the weak pair is most similar to the Open Principle because a word can freely choose its pair as long as the selection constraint rules (limitations) are not violated (O'Dell & McCarthy, 2008). For example, the English verb read can freely collocate with a number of printed object nouns such as books, newspapers, magazines, instructions, leaflets, poetry, and novels to produce open lexical collocations. On the other hand, fixed pair is the type of collocation that is most often excluded from the Open Principles (Schiebert, 2011). For example, the same verb read can collocate figuratively with some feature or status object nouns (printed material) such as read someone's mind, read somebody's palm, or read somebody's lips. In some cases, a word has only one or two collocation, such as the verb dial which collocates only with the noun number and the adjective hazel which collocates only with the noun eyes and nuts. It should be noted that the collocation indicates a degree of freezing that

can be compared to pure idioms such as bury the hatchet (end the dispute) and under the weather (not feeling well). However, the interpretation in collocations is transparent, while in idioms it is opaque, in the sense that the collocational meaning can be determined based on its constituent elements while the idiomatic meaning cannot (Saberian & Fotovatnia, 2011).

There are two categories of collocations, namely grammatical collocations and lexical collocations (Benson & Ilson, 1997). Grammatical collocation is a combination of words consisting of nouns, adjectives, verbs with prepositions, for example afraid of, rely on. a combination consisting of nouns, verbs, adjectives, and adverbs, for example get a job, get bored, run a business, place an order. According to Benson and Ilson (1997), grammatical collocations are divided into 3 types, namely (1) noun + preposition; (2) adjectives + prepositions ; (3) verbs + prepositions. Meanwhile, lexical collocation is divided into 6 types, namely (1) noun + noun ; (2) adjectives + nouns ; (3) verb + noun ; (4) noun + verb; (5) adverb + adjective ; (6) verbs + adverbs. In this study, the focus is more on lexical collocations with the types (1) verb + noun and (2) adjective + noun. The first type is the type of verb + noun. This type is a combination of a verb (verb) and a noun (noun).

As foreign language learner, students often experience errors and irregularities in collocations. They tend to make a mistake which is a process of mastering the language. According to Richard (2002) there are factors that influence students to make mistakes, including: 1. Intralingual is an error in understanding the target language due to limited mastery of the language, for example errors in grammar. 2. Interlingual appears due to the influence of the mother tongue in learning a foreign language.

METHOD

This study employs descriptive qualitative method for identifying collocation by collecting samples from 20 students' final paper work. This method is adapted from (Gablasova et al., 2017) work regarding identification of collocation. The first chapter from the samples was taken as object of the study due to the composition is an essay in form either argumentative or descriptive in which both are rich with various dictions to convey students' idea. The samples itself was retrieved from repository.bsi.ac.id which was free to download for limited public use.

The process of data collection from the samples started with the identification of collocations by sorting out every phrases in the essay. The process itself will be strictly conducted to 3 types of grammatical collocation consisting of (1) noun + preposition; (2) adjectives + prepositions ; (3) verbs + prepositions. Meanwhile, lexical collocation is sorted out into 6 types, namely (1) noun + noun ; (2) adjectives + nouns ; (3) verb + noun ; (4) noun + verb; (5) adverb + adjective ; (6) verbs + adverbs. The data will then be analyzed to produce patterns or conclusions.

The following process portrays the collocation identification in the students' essay.

"Over the past two decades, considerable evidence has emerged to suggest that the most important factor influencing our happiness, mental well-being, physical health, and even mortality risk, not to mention the morbidity and mortality of our children, is the size and quality of our friendship circles – something that also turns out to be true for anthropoid primates. Friends provide moral and emotional support, as well as protection from outside threat and the stresses of living in groups, not to mention practical and economic aid when the need arises." The highlighted phrases are then sorted out according to the types of collocation and its sub-category accordingly. For example outside threat is collocation and it contains error since the correct collocation is external threat and the collocation belongs lexical collocation

RESULT AND DISCUSSION

Of 20 students essays, there are 147 collocations which consist of 55 grammatical collocation and 92 lexical collocations. This means the use of lexical collocation is double than grammatical collocation. It also indicates that students are more familiar with lexical collocation.

The following is the grammatical collocation utilized by students in their essays. Based on the list, there are 45 grammatical collocation which consist of 14 noun + prepostion, 9 adjective + preposition, and 25 verbs + preposition. It can be inferred from the result that verb + preposition collocation appear more frequently than the others. The example of noun preposition can be seen in 'expression from', 'source of'

]. The example of adjective + preposition are 'angry at', 'scared at'. The example of verb + preposition are attempt to, consist of. The following table list the grammatical collocation.

Table 1. Grammatical Collocation

Important to, both…. and, not only….. but also, deal with, happen to, according to, base on, because of, be able to, come from, focus on, expression from, need to, attempt to, consist of, many kinds of, most-used language, seek to, look for, pay for, grow over, apart from, over time, result of, turn out, content with, tend to, search for, portray through, couple with, source of, matter about, get through, refer to, lack of, aim at, derive from, concern with, Purpose to, In hope to, Rely …, Be able …, At the university level, Share of, Role in, Comprise .., Reason of, Not only….but, Discussion on, By means of, Deal that, Proven that, Lack to, Interested in, Interested to, speak to, angry at, scared at

The following table 2 lists lexical collocation that consist of 92 lexical collocations. The use of this collocation is definitely larger than grammatical collocation. It indicates that the students are more familiar using this type of collocation in their writing. Of 92 collocations, there are 11 noun + noun, 9 adjectives + nouns, 22 verb + noun, 11 noun + verb, 12 adverb + adjective and 25 verbs + adverbs. It can be concluded that noun + noun collocation is the most dominant among other collocations.

Table 2. Lexical Collocation

Primary caregiver, day-to-day life, divulging her plan, take step, constant source, keep in touch, get fascinated, make a joke, generally known, essential part, great effort, avoid mistake, online services, online shopping, online payment, feel loss, fell sadness, release the burden, deep condolence, feel sad, moral value, communicate idea, distinctive style, figurative language, go beyond, modern lifestyle, considerable evidence, external threat, the need arises, economic aid, extensive evidence, protect against, fall sick, have surgery, get raised, get killed, get rescued, go further, turn of events, umbrella term, physical bullying, verbal bullying, live events, genetically transmitted, Obvious consequences, Official curriculum, Primary competence, Give conclusion, Give suggestion, Make confused, Play emotion, Critical concern,

The following table 3 lists grammatical collocation error in students' writing. From the finding, it is overtly seen that there are 5 noun noun + preposition, 2 adjective + preposition, 7 verb + preposition. So that the total errors are 14 errors of 55 grammatical collocation in use or 25 % of total use of grammatical collocation. While the most dominant of collocation errors occur in verb + preposition collocation type which takes 7 of 55 grammar collocation in use or 12 %. The examples of noun + preposition grammatical collocation error are 'purpose to', 'reason of'., The examples of adjective + preposition grammatical collocation error are 'in hope to', and 'lack to'. The examples of verb + preposition grammatical collocation error are 'rely', 'share of'.

Table 3. Grammatical Collocation Error

Collocation error	Correct collocation	N + P	A + P	V + P
Purpose to	Purpose with	1	0	0
In hope to	In hope with	0	1	0
Rely …	Rely on	0	0	1
Be able …	Be able to	0	0	1
Share of	Share with	0	0	1
Share of	Share with	0	0	1
Role ..	Role in	1	0	0

Comprise ..	Comprise of	0	0	1
Reason of	Reason for	1	0	0
Not only….but	Not only…but also			
Discussion on	Discussion with	1	0	0
By means with	By means of	1	0	0
Deal that	Deal with	0	0	1
Proven that	Proven to	0	0	1
Lack to	Lack of	0	1	0
Look …	Look up	0	0	1
Total		5	2	7

The following table 4 supply the list of the error of lexical collocation in students' writing. From the finding, it is overtly seen that there are 0 noun + noun errors, 7 adjective + noun errors, 15 verb + noun errors, 1 noun +verb errors, 0 adverb + adjective errors, 0 adverb + adjective errors, ans 0 verb + adverb errors. The examples of adjective + preposition grammatical collocation error are 'real solution' and 'above reasoning', The examples of verb + preposition grammatical collocation error are 'do some agreement' and 'give conclusion', and the example of noun + verb lexical collocation error is 'weather allowed'. It can be concluded that the error mostly occur on verb + noun lexical collocation with 15 of 147 collocations or 10 % of the total lexical collocations in use. While adjective + noun collocation errors are 7 of 147 collocation or 5 % of lexical collocations in use. Overall, there are 23 errors of 147 collocation in use or 15 % error of collocation in use. The complete list of lexical collocation errors can be seen in the table 4.

Table 4. Lexical Collocation Error

Collocation Error	Correct Collocation	N+ N	A+ N	V + N	N + V	A + A	V +A
Real solution	Concrete solution	0	1	0	0	0	0
Do some agreement	Make some agreement	0	0	1	0	0	0
Above reasoning	Beyond reasoning	0	1	0	0	0	0
Do inspection	Conduct inspection	0	0	1	0	0	0
Government curriculum	Official curriculum	0	1	0	0	0	0
main competence	Primary competence	0	1	0	0	0	0
Give conclusion	Make conclusion	0	0	1	0	0	0
Give suggestion	Give suggestion	0	0	1	0	0	0
Make confused	Get confused	0	0	1	0	0	0
Play emotion	Play with emotion	0	0	1	0	0	0
Critical concern	Main concern	0	1	0	0	0	0
Result any	Make any	0	0	1	0	0	0

difference	difference						
Give attention	Pay attention	0	0	1	0	0	0
Outside threat	External threat	0	1	0	0	0	0
Take a difference	Make a diffrence	0	0	1	0	0	0
Big drawback	Huge drawback	0	1	0	0	0	0
Obey the rule	Comply with the rule	0	0	1	0	0	0
Weather allowed	Weather permitted	0	0	0	1	0	0
Make a leave	Take a leave	0	0	1	0	0	0
Give resect	Pay respect	0	0	1	0	0	0
Say a secreet	Tell a secret	0	0	1	0	0	0
Keep your money	Save your money	0	0	1	0	0	0
Save the secreet	Keep the secreet	0	0	1	0	0	0
Total		0	7	15	1	0	0

The research could summarize several points from the research focusing on development of millennial multiliteracy genre English textbook to improve students' English achievement. The conclusion was obtained from the data obtained from before and after product testing which involved the validation from book expert and material expert. Product testing was conducted in individual scale, small scale or limited scale.

There were some suggestions from validation expert in supporting eligibility book content, either from book expert or material expert before product testing. Improvement suggestion expanded to this stage is lay out revision and clear design, clear and orderly methodology, various activities, skills and language contents covering four language skills, topic content referring to millennial spot, assessment oriented to enrinch students' activity.

In individual test, the results of students' responses towards learning media *millennial multiliteracy genre textbook,* were located on slightly valid criteria or usable with minor revision. Percentage result of class A's responses was 80%, class B was 82% and class C was 82%, and percentage total of class A, B and C's responses was 81%. The concentration of improvement was prioritized on adding units guiding or directing students to understand the concept of multiliteracy, adding *millennial spot* in unit 1 *Millenial chat*, adding *millennial spot* in unit 2 *conversation,* adding *millennial spot* in unit 3 *reading*, adding *millennial spot* in unit 4 *writing a simple statement and sentence,* adding *millennial spot* in unit 6 *writing paragraph and essay.* Another suggestion was adding *writing* unit in *passive voice.*

In small scale test, the results of students' responses towards learning media *millennial multiliteracy genre textbook,* were located on slightly valid criteria or usable with minor revision. Percentage result of class A's responses was 80%, class B was 81% and class C was 81%, and percentage total of class A, B and C's responses was 79%. The improvement only focused on book activity, especially in unit 7 and 8. The validator and the students suggested to provide millennial spot in unit 7 *communication speaking skill practices in various topics.* The validator also suggested to add millennial spot and conversation example in unit 8 on topic of *invitation, congratulation,expressing like dislike, expressing where things are, describing picture, asking the direction, describing public places, talking about family, talking about occupation*, *talking about prices, talking about vacation, talking about people's appearances,making request, asking*

preferences, offering, talking about abilities, expressing possibility, talking about favourite things, talking about feeling/health issue, talking about at a store.

In limited scale test, the results of students' responses towards learning media *millennial multiliteracy genre textbook,* were located on slightly valid criteria or usable with minor revision. Percentage result of class A's responses was 80%, class B was 84% and class C was 81%, and percentage total of class A, B and C's responses was 82%. The improvement only focused on book activity, especially in unit 9 *communicative speaking skill booster.* Several conversation examples suggested are, *various way to say NO, various way to say Yes, various way to say Thank You, various way to say Happy, various way to say Happy Birthday, various way to say Sad, various way to say Good, various way to say Pretty, various way to say Scare, various way to say Angry, various way to say Bad, various way to say Interesting, various way to say Smart, various way to say Stupid, various way to say easy, various way to say Difficult, various way to say strange, various way to say Brave, various way to say Calm, various way to say Cruel, various way to say Fair, various way to say Wise, various way to say Eager, various way to say Nice, various way to say greedy, various way to say grateful, various way to say shy, various way to say flawless, various way to say Gentlle, various way to say Silly, various way to say Honest, various way to say excited, various way to say relaxed, various way to say lazy.*

Students' English achievement increased significantly by using millennial multiliteracy genre textbook as learning media. From students taking individual scale test, small scale test and limited scale test, it can be summed up that millennial multiliteracy genre textbook affected positively since significance level obtained is 0,000 or less than 0,5.

CONCLUSION

It can be concluded that error in grammatical collocation mostly occur in verb + prepostion grammatical collocation type which take 12 % of total amount of grammatical collocation in use or 7 errors of 55 collocations in use. While the total errors of grammatical collocation is 14 errors of 55 grammatical collocation in use or 25 % of grammtical collocation error. While lexical collocations error is dominated by verb + noun lexical collocation which take 10 % of total amount of lexical collocations in use and in total there are 23 errors of 147 collocation in use or 15 % lexical collocation error.

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