

**COLLOCATION ERRORS MADE BY
STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM**

A THESIS

In Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree

In English Language Teaching



by:

Gabriella Laurencia Liwang

1213014053

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA**

2018

SURAT PERNYATAAN

Bersama ini saya:

Nama : Gabriella Laurencia Liwang

Nomor Pokok : 1213014053

Program Studi : Pendidikan Bahasa dan seni

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

Collocation Errors Made by students of English Education Study
Program

benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 22 Januari 2017

Yang membuat pernyataan,



Gabriella, Laurencia Liwang

Mengetahui:
Dosen Pembimbing I/Tunggal,

Handwritten signature of Mateus Yumarnanto in blue ink.

Mateus Yumarnanto, Ph.D.

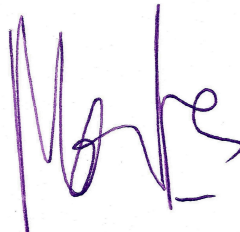
Dosen Pembimbing II,

A large handwritten 'X' mark in black ink over a horizontal line, indicating a signature that has been crossed out.

APPROVAL SHEET

(1)

This thesis entitled *Collocation Errors Made by Students of English Education Study Program* prepared and submitted by **Gabriella Laurencia Liwang** has been approved and accepted to be examined as a partial fulfillment of the requirement for *Sarjana Pendidikan* degree in English Language in Faculty of Teacher Training and Education by the following advisor.



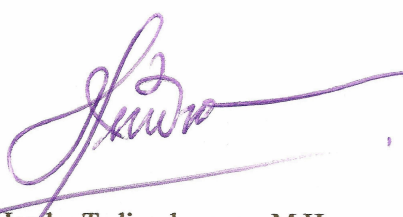
Mateus Yumarnamto, Ph.D.

Thesis Advisor

APPROVAL SHEET

(2)

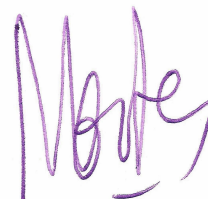
This thesis entitled has been written and submitted by Gabriella Laurencia Liwang (1213014053) for acquiring *Sarjana Pendidikan* in English Language Teaching by the following Board of Examiners on oral exam with the grade of ____ on January 11th, 2018.



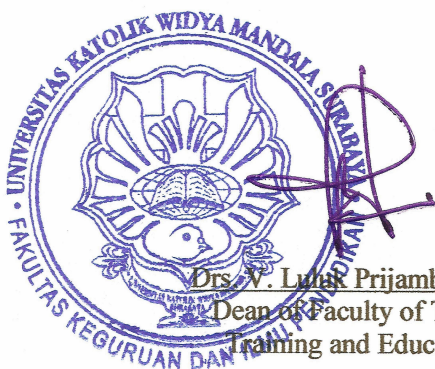
Dr. Hendra Tedjasuksmana, M.Hum.
Chairperson



Trianawaty, M.Hum.
Secretary



Mateus Yumarnamto, Ph.D
Member



Drs. V. Lukik Prijambodo, M.Pd.
Dean of Faculty of Teacher
Training and Education



Hady Sutris Winarlim, M.Sc.
Head of English Education
Study Program

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : Gabriella Laurencia Liwang
Nomor Pokok : 12130141053
Program Studi Pendidikan : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Tanggal Lulus : _____

Dengan ini **SETUJU/TIDAK SETUJU** Skripsi atau Karya Ilmiah saya,

Judul :

Collocation Errors Made by Students of
English Education Study Program

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU/TIDAK SETUJU** publikasi Karya Ilmiah ini saya buat dengan sebenarnya

Surabaya, 17 Januari 2018

Yang menyatakan,




NRP. 12130141053

ACKNOWLEDGEMENTS

The researcher owes debts of gratitude to many people who have supported in her completing of this study. First, the researcher would express her gratitude to God for the non-stop blessing during the writing process of this thesis because without his blessing, this thesis would not be finished.

The researcher also would like to express her gratitude towards people who have contributed in the completion of this thesis:

1. Mateus Yumarnamto, Ph.D, whose academic assistance and support has enabled the researcher to complete this study.
2. Dr. Hendra Tedjasuksmana, M.Hum. and Trianawaty, M.Hum, for the constructive comments and helpful feedback towards this study.
3. All of the lecturers of Widya Mandala Catholic University Surabaya, for the endless and hearty guidance and support during the researcher's study.
4. The writer's mom (Reny), sister (Grishiella) and brother (Giffert), for the never-ending support and love despite the distance.
5. Jason Wayne Austin, B.A., M.Ed., for helping the researcher to review the collocation test for this study. Without his help, this study would have been impossible to finish.
6. Meggy Themelo, S.Pd, for being the role model, for always being the first person whom the researcher seeks comfort and support from, and for always believing in researcher's capability.
7. Yosefina Fernandes, S.Pd, the human vitamin, for the immediate help regarding the writing process of this thesis.

8. All students of Academic Year 2014 and 2015, for the participation in the researcher's study.
9. HOPENG (Zerlyne, Jeje, Feli, Willy, Andre, Richard, and Handy), for being number-1 supporters and motivational reminders for each other since 2014. You know how much I love each of you.

Finally, the researcher would also thank unmentioned people without whose big contribution, support and prayer, this thesis would have been impossible to finish.

The researcher

TABLE OF CONTENTS

APPROVAL SHEET (1)	ii
APPROVAL SHEET (2)	iii
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
Chapter 1: Introduction	1
1.1 Background of the Problem	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study.....	3
1.4 Significance of the Study.....	4
1.5 Theoretical Framework.....	4
1.6 Scope and Limitation of the Study.....	5
1.7 Definition of Key Terms.....	6
1.8 Organization of The Proposal.....	7
Chapter 2: Review of Related Literature	8
2.1 Related Literature	8
2.1.1 Theory of Collocation	8
2.1.1.1 Definition of Collocation.....	8
2.1.1.2 Types of Collocation	10
2.1.1.3 Collocation Strength	11
2.1.1.4 Importance of Collocation	12
2.1.1.5 Way of Teaching Collocation	13
2.1.2 Theory of Errors	14
2.1.2.2 Types of Errors	15
2.2 Review of Syllabus of Vocabulary Course	16
2.3 Review of Related Studies.....	17
Chapter 3: Research Methods	22
3.1 Research Design	22
3.2 Subject.....	24
3.3 Instruments	24
3.4 Procedure of Data Collection	26
3.4.1 Try Out	26
3.4.2 Collocation Completion Test	33
3.4.3 Interview	33
3.5 Technique of Data Analysis	34
3.5.1 Collocation Completion Test	34

3.5.2 Interview	36
Chapter 4: Data Analysis and the Discussion of the Findings	38
4.1 Findings.....	38
4.1.1 Errors based on Types of Collocations.....	38
4.1.2 Errors based on the Frequency of Collocations	38
4.1.3 Errors based on the Strength of Collocations	41
4.1.4 The major Source of Errors	42
4.2 Discussion on The Findings.....	45
4.2.1 Errors based on Types of Collocations.....	45
4.2.2 Errors based on the Frequency of Collocations	46
4.2.3 Errors based on the Strength of the Collocations	47
4.2.4 The major Source of Errors	47
Chapter 5: Conclusion and Suggestions	49
5.1 Conclusion.....	49
5.2 Suggestions	50
5.2.1 For English Education Study Program.....	51
5.2.2 For Further Study	52
References	54
Appendices	58

LIST OF TABLES

Table 1	Reliability Computation	27
Table 2	Level of Difficulty	29
Table 3	Discrimination Index	30
Table 4	Rejected Items.....	31
Table 5	Revised Items.....	32
Table 6	Errors Based on Types of Collocation	34
Table 7	Errors Based on Level of Frequency	35
Table 8	Errors Based on Strength of Collocation	36
Table 9	Interview	37
Table 10	Answer Based on Types of Collocation	39
Table 11	Errors Based on Types of Collocation	39
Table 12	Answer Based on Level of Frequency	40
Table 13	Errors Based on Level of Frequency	40
Table 14	Answer Based on Strength of Collocation	41
Table 15	Errors Based on Strength of Collocation	42
Table 16	Sources of Errors	42

LIST OF APPENDICES

Table of Participants' Scores	58
Scores Calculation	60
Result Based on the Types of Collocation	61
Result of Interview	62
Results based on Level of Frequency of Collocation	66
Results based on the Strength of Collocation.....	67
Detailed Information about Test Items.....	68
Collocation Test	74

Abstract

Liwang, Gabriella Laurencia. 2018. *Collocation Errors Made by Students of English Education Study Program*. Thesis. English Department Faculty of Teacher Training and Education. Widya Mandala Catholic University. Advisor: Mateus Yumarnamto, Ph.D.

Key words: collocation, errors, error analysis, English as a Foreign Language.

Vocabulary is an important part in learning language and it is better to learn words in chunks rather than in isolation. Collocation is part of vocabulary that is important to be learned because it helps students to use natural words combination in communication. However, teacher candidates in English Education Study Program still make mistakes in collocation, resulting in unnaturalness or awkward expressions used. Through this study, the researcher aims to find the common collocation problems made by students and to find the possible causes of errors made by students.

The instruments used in this study are collocation test and interview protocol. After trying out the test to 59 students of English Education Study Program of Academic Years 2014 and 2015, the answers are computed into table and being analyzed based on the types, frequency, and strength of collocations. The interview result is also computed into table to classify the possible causes of errors.

From this study, based on types, frequency, and strength of collocations, it is found that verb + noun, high frequency level, and strong collocation receive the most errors respectively. The possible causes of errors found are misconception, lack of knowledge, and interference of other language. Based on the findings, the researcher hopes that collocation awareness to be raised in the English Education Study Program by allocating more part of collocation in vocabulary class and by exposing students to collocation through reading and effective teaching methods.