

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language used by most people throughout the world. English has been widely acknowledged as an international language (Tsui & Tollefson, 2006). Although there are some languages that become international language now days, people tend to use English rather than other languages.

English in the Indonesian educational curriculum has been a compulsory subject for a long time. The government fully realized that English has an important role in education especially to achieve the international standard. Therefore, English is used as a foreign language that must be studied by students start from the kindergarten to university.

The purpose of learning English is to develop the four language skills; listening, reading, speaking, and writing. The students are expected to master those four language skills in order to be able to use English communicatively. To help the students in learning, a good teaching and learning process should be accompanied by a learning resource. Learning resources that are often used by teachers are textbook, which is used as a tool or media in assisting students in conveying information (Mares, 2003).

An English textbook contains of some text with genre, conversation script and exercise that will be used in teaching learning process. Textbook has an

important role in teaching and learning process. When the students failed to understand the content of text inside the textbook, the students will not get the knowledge of the textbook (Nenti, 2017). To help students understand the English language, the use of vocabulary in textbooks must be right. If it is appropriate, then the students should be able to interpret the exact words. In learning language, it requires a good understanding to interpret the meanings contained in a sentence. In this case the proper use of the word match becomes one of the things that need to be emphasized in interpreting the language (Yousefi, et.al:2012). As an international language, English has a large vocabulary which often confuses students in understanding the language. The size of vocabulary in English language is larger than Indonesian language. As a result, those who want to study or master English should be familiar with the thousands of vocabularies. Most English learners often ignore how important vocabulary is. They believe that grammar is more important than vocabulary. Meanwhile, learning vocabulary can be considered as a first step and an essential part to master a foreign language (Ghezelseflou & Seyedrezaei, 2015).

To connect a word with another word it is needed to use collocation (O'Dell, 2008). For example, *public* goes with *transportation*, *pay* goes with *attention*, and *stand* with *up*. However many students do not understand and still ignore the use of collocation, whereas the using in the textbook is already correct. In fact, collocations have created confusion for Indonesian students because their meanings are not achieved through translation. It is obvious that many students love translating words from English into Indonesian. The results of translation are

not satisfactory and even funny (Lubis, 2016). For example, *take medicine* means *minum obat* which translated into the English language directly will be *drink medicine*. Since this kind of collocation is not available in English collocation, so it is not acceptable. Another example is *heavy smoker* which in Indonesia means *perokok berat*. However, if *heavy smoker* translated literally or words by words, the definition will be *berat perokok*. These kinds of collocations confuse students since it does not have the same meaning as Indonesian collocation.

Generally vocabulary and collocations in particular, have significant roles in language proficiency (Ebrahimi, et.al:2014). A collocation includes two words that are frequently joined concurrently in the memory of native speakers. Collocations should be correctly taught and learned; otherwise, the production of wrong collocations results in irregularities which ultimately show the learners' spoken or written language to be awkward and non-native.

Collocation confuses the students in Indonesia because it does not have the same meaning as Indonesian collocation. To be familiar with that forms of collocations, students must read a lot. By analyzing the collocation that used in the English textbook, the student will understand the true meaning of the text in the textbook, so the students do not have any difficulty in interpreting them.

There have been some studies related to the use of collocation. Roohani (2011), who investigated the extent to which lexical and grammatical collocations are used in high school and pre-university English textbooks, compared with the New Interchange book series. The results showed that the frequency and

proportion of collocations in the high school and pre-university English textbooks were generally lower than those in the New Interchange book series.

Different from previous studies above, Lubis (2013) analyzed the students' error in interpreting the collocations and find out the causes of the wrong collocations. He found four mistakes which is caused students could not understand the use collocation properly which are: students' lack of knowledge of collocation, differences of collocations between English and Bahasa Indonesia, students' low mastery of vocabulary, and strong interferences of the students' native language.

Another study was conducted by Lubis (2016) analyzed the discourse analysis of the use of collocation in English textbook for grade X in senior high school. The results of this research were verb and nouns collocation as the most dominant type of collocation which used in the text in the textbook.

Those previous studies indicate that the use of collocation in teaching and learning process is needed. Therefore, researcher choose to analyze the used of collocation found in English textbook for tenth grade studentss of senior high school published by Baimu, to broaden the understanding of collocation and usage for both students and teachers. There are several reasons why the researcher chooses the textbook. First, it is one of book which is suitable with the current 2013 (revision 2016) curriculum. Second, it is used to teach English to tenth grade at some private schools in Medan, such as SMAS St. Thomas 2 Medan. Third, the researcher wants to know the collocations of the text in the textbook.

B. The Identification of Problems

Based on the background of the study, the identifications of the problem are formulated as follows:

1. Students interpret the text literally so that they cannot find the essence of what they read. For example 'I always try to do my homework in the morning after *making my bed*' is literally translated to '*saya selalu mencoba untuk melakukan pekerjaan rumah dipagi hari setelah membuat tempat tidur saya*', while the better translation is '*saya selalu berusaha untuk melakukan pekerjaan rumah dipagi hari setelah merapikan tempat tidur saya*'.
2. Students are not able to translate the text as a whole so that they meet some difficulties in interpreting the text. Some difficult words which are found by students in the text often translated literally based on the meaning that found in the dictionary. This causes students difficulty in understanding the text.
3. Students do not have the ability to translate complex vocabularies so that they have trouble translating the text. For example the sentence '*Make your own money to fulfill your needs*' often misinterpreted as '*Buat uangmu sendiri untuk memenuhi kebutuhanmu*', whereas it should be '*hasilkan uangmu sendiri untuk memenuhi kebutuhanmu*'. The use of the word *make* in this sentence is misinterpreted by the student as *membuat* while the correct translation is *menghasilkan*.

C. The Problem of the Study

Based on the identifications of the background study above, the problems are constructed as follows:

1. What types of collocation are used in English textbook for tenth grade students in Senior High School published by Bailmu?
2. What type of collocation is the most dominantly used in English textbook for tenth grade students in Senior High School published by Bailmu?
3. How are the collocations used in English textbook for tenth grade students in Senior High School published by Bailmu?

D. The Objectives of the Study

Based on formulation of the research above, the objectives of the study are:

1. To describe the types of collocation in English textbook for tenth grade students in Senior High School published by Bailmu.
2. To describe the dominant type of collocation is used in English textbook for tenth grade students in Senior High School published by Bailmu.
3. To analyze how the collocation are used in English textbook for tenth grade students in Senior High School published by Bailmu.

E. The Scope of the Study

This research analyzes the use of collocation in English textbook for tenth grade students in Senior High School published by Bailmu. The researcher only focuses on the use of collocation in the text from 3 types of genre namely descriptive text, recount text, and narrative text. There will be 9 texts which analyzed and three as a represented from each genre.

F. The Significances of the Study

In conducting this research, the writer hopes that this research has benefit for:

1. The Students

This research will be beneficial to enrich the students' vocabulary and improve students' ability in translating and understanding English as a language.

2. The Other Researcher

This research will be beneficial to conduct the same research with this research. The finding in this research also can add new information to other researcher about collocation found in a textbook.