

CHAPTER I

INTRODUCTION

A. Background of the Study

Mastering vocabulary is an essential element to learn English as a foreign language. Students of English are required to understand words in English as it supports the students to communicate and also to improve the English proficiency in listening, speaking, reading, and writing. Learning vocabulary was seen as a key element to achieve a high level of proficiency in language learning by a great number of theoreticians (Boers & Lindstromberg, 2008; Zu, 2009; Schmitt, 2000). It is believed that having varied vocabulary knowledge is one of indicator of communication competence and learning vocabulary should be considered as an integral aspect of learning a foreign or second language since it leads the way to communication (McCrostie, 2007).

The last vocabulary mastery standards were included in curriculum 2004. The Ministry of Education in Amaliyah (2017) explained that the vocabulary mastery standards for each level was different :

1. The standard of 500-1500 vocabularies mastery is classified as beginning level reader. (Elementary school up to the junior high school level)
2. The standard of 1500-3000 vocabularies mastery is classified as middle level readers (senior high school).

3. The standard of more than 3000 vocabularies mastery is classified as advanced readers (tertiary education levels).

Futhermore, vocabulary mastery remains essential in curriculum 2013 which is currently used in SMA Negeri 11 Medan where research was conducted. Every basic competence in curriculum 2013 is related to text. In the tenth grade of senior high school, the basic competencies cover 4 (four) types of text including short functional text, interpersonal, transactional, and genre. Anywise, all these types of text require vocabulary to support the success of learning objectives on each basic competency for the reason that vocabulary is one of the linguistic features of the texts.

There are many ways that can be used to develop students' vocabulary achievement (Napa, 1991). Remembering some words is the one way to learn vocabulary. Other ways to learn vocabulary can be in the form of making a note or list of words, or memorizing words by continuous practice. Among many techniques that can be applied in teaching learning process and increasing students' vocabulary achievement, it is better for English teachers to consider some techniques used in teaching vocabulary to make learning activities attractive and effective.

However, English teachers are more concerned about making the students expand their vocabulary that is to increase the number of words that the students can remember. Teachers tend to ignore or pay less attention to the depth of students' understanding of the word itself. After all, how to deepen the students' understanding of the word is a problem facing the teachers as

Cameron (2001) says that “Vocabulary development is a continuous process, not just adding new words but also building up knowledge about words already known partially.” Students who are misunderstood or unfamiliar with English words will have such difficulties to communicate as they unable to understand meaning and to construct words into sentences.

It is though that collocation is one of the most important aspects of knowing word. That is to say, in order to deepen the understanding of a word, students of English must know its collocation (Duan & Qin 2012). Shin and Nation (2008), also point out that one of the reasons as to why teachers and learners should be interested in collocations is that collocations improve learners’ language fluency and ensure native-like selection.

Applied linguistics scholars advise that a key element of natural fluency in English is mastery of collocations, in both their oral and written forms (McCarthy & O’Dell, 2007; Nation, 2001). The literature also suggests that using collocations in listening, speaking, reading or writing can help learners to think more quickly and communicate more efficiently (Hill, 2000, p. 54).

Learning collocation is learning how to communicate idiomatically. The storage of collocations enables non-native speakers to add a special flavour to their speech. Promoting this skill in the classroom requires teaching vocabulary in chunks and meaningful contexts; whereas students’ identification of the most important collocations of the focal word enhances this idiomaticity. Skrzypek (2009) indicates the importance of collocation by

stating that one of the criteria for knowing a word is being aware of other words with which it keeps company. To achieve this, teachers need to use collocations in their talk to run interaction in class which will help the students to understand the meaning of certain collocations and to remember them as well.

Collocation consists of several types which both teachers and students need to recognize. Tajalli (1994) and Gitaski (1999) state that lack of awareness of collocational patterns and insufficient exposure to these patterns account for learners' difficulties in processing and producing appropriate collocational patterns. Also to find out the frequency of each type in the classroom interaction also supports the effectiveness of the collocation utilization as Nation (2001) makes the point that, in a classroom situation, only frequent collocations deserve attention if: "their frequency is equal to or higher than other high-frequency words." By focusing on certain types of collocation that are used in real world English most frequently will not overwhelm the foreign language learners. This also puts a greater pressure on the teacher when making the decision about whether to spend time on a particular collocation. Also Richard (1985, p.183) summarizes what is meant by mastering a word is to know the frequency of the word in oral and written language, to know the grammatical patterns of the word and to know its associated network with other words.

In the tenth grade of SMAN 11 Medan, the it was found that some kinds of collocations contained in the teacher talk. The class condition of the

tenth grade in SMA Negeri 11 Medan facilitated the data collecting, in as much as the teacher had not yet implemented the scientific approach in the classroom, where the approach is concerned with student centered-learning (SCL). In the other words, the teacher remained the center of teaching and learning activities by conducting lectures by forming mostly one-way communication

The preliminary data was taken from a single meeting discussing about greetings and identity exposure (transactional text). Within 90 (ninety) minutes, there were 14 (fourteen) collocations recorded. The 14 (fourteen) collocations consisted of both grammatical collocation and lexical collocations. There were 21% of grammatical collocations found (*adjective + preposition, adjective + preposition; verb + ving*) and 79% lexical collocations found (*verb + noun; verb + noun, verb + noun, verb + noun; verb + noun; verb + noun; verb + noun, noun + noun; verb + noun, verb + noun, verb + noun*). This preliminary data shows that the type of lexical collocation “*verb + noun*” dominates the total number of collocations found. This data was used as a reference as to whether the type of “*verb + noun*” was most often used in daily class activities.

The way to convey meaning so the learning procces can run effectively is also an important aspect that teachers need to pay attention to. Quite a few research have discussed the relationship between teacher talk and language learning. As Nunan (1991) points out that teacher talk is a crucial aspect; not only to organize the classroom but also to support the processes of

the language acquisition. In as much as learners spend much of class time interacting with their teacher, it is obviously that the teachers play such a crucial role in language classrooms.

Teaching and learning English lexis should not be restricted to the textbooks used in the classroom. A textbook can only serve as a guide to learning. It cannot possibly handle the complex nature of acquiring lexical collocations. Teachers in this case have an important role to inspire the students through their talk. Teacher talk (TT) play an important role to gain an effective teaching and learning process in the EFL (English as Foreign Language) classroom.

Students learn a lot from the talk that the teacher gives. Teacher talk is influential to the success of a learning process as it is one of the input for students in acquiring language. Bloom points out that we must begin to examine what teachers do, not what teachers are. Therefore, it is worthwhile to look at the treatment of teachers using collocation in their talks. During the teaching and learning process, it helps to overcome cognitive difficulties if teachers insert mother tongue for the certain condition such as to translate difficult words. However, translating their talk from English to Bahasa Indonesia to make the student understand the teachers' intention. This brought ineffectiveness to the learning process as the teachers tend to translating which it is considered as a waste of time as Nielson (2018) also assumes that by translating, learners are spending their time in both languages, trying to go

from one to the other and not immersing themselves in the language they are learning.

Translating however is problematic to the students as they might be unfamiliar with some word combinations or phrases; in result, it leads the students to erroneous understanding. Students who do not have good knowledge of English or their first language will not be able to find the essence of what teacher says or commands. In line with that, Bloom stated that: "Translation into the native language is bound to mislead the learner, because the semantic units of different languages do not match, and because the student, under the practised stimulus of the native form, is almost certain to forget the foreign one". Also in translating the teachers have to keep a principled and judicious use of mother tongue because a very high proportion of it also limits the students' achievement. If the students are exposed more to the second language, they will become more successful.

Instead of translating or interpreting the talk, it is believed that repeating is good for the foreign language learners. Basically, repetition means to repeat something that has been said or written; in other words, doing it over and over again. Repetition is the key to successfully achieve the English fluency as it helps students remember something when they learn to speak English. Based on behaviorist's view, learning to speak a foreign language is like the other skills. It is simply a question of correct habit formation. Larson-Freeman (2000; 43) defines language learning is a process

of habit formation. The more often something repeated, the stringer the habit and the greater the learning.

On the topic of greeting and self-exposure (transactional) in the tenth of SMA Negeri 11 Medan, the teacher was seen doing *self-repetitions* for several times on several collocations during the learning process. For instance, the combination of the word 'take time' was repeated several times when the teacher asked a student about the duration needed to do a hobby. At first, students was unable to catch the meaning of the question expressed by the teacher, the teacher then gave the sample answers to the question by saying "1 hour? 2 hours? 5 minutes?", after that the teacher repeated the question by remained attaching the collocation of 'take time'. The student then was able to answer the teacher. The same question was also repeated and asked to other students, the other students reponsively answer the teacher question. An interaction between students and teachers was happening for a while as the students could respond the teacher. However, during the meeting, not once did the teacher do *other-repetition* where students were asked to repeat the collocation that the teacher had said.

Several researchers have analyzed teachers' self-repetition quantitatively, on the assumption that repetition may provide the learner more opportunities to process the information or follow the teacher's model. Early (1985) found ESL teachers using significantly more (about seven times as many) *self-repetitions* in their speech. Ellis (1985) counted the same teacher's *self-repetition* at two times in classroom interaction with two adolescent ESL

students and found significant decrease in frequency over the six month period of observation. So, self-repetitions are evidently used by teachers as modification for improving comprehension.

In the other hand, the study conducted by Enggrasedes (2009) that suggests the other-repetition strategy to motivate the EFL students in improving and responding to others' statement or performance. Using the qualitative and quantitative design, the data from students' recorded conversation show the improvements in terms of numbers of exchanges the students could produce in a conversation, students' turn-taking, and students' back-channeling. The result of the study shows that *other-repetition* strategy better improves students' participation in conversation class. The students' participation in the class indicated the improvement of students speaking skill.

Silva (2007) also examined the *self-* or *other-repetitions* in three different settings: language classroom, conversation session, and interviews in both quantitative and qualitative ways. The result shows that other-repetition predominates in the classroom, whereas self-repetition is more prevalent in the other two settings.

Rydland and Aukrust (2005) found that *self-repetition* was related to the frequency of verbal participation, whereas *other-repetition* was related to academic language skills and participation in extended discourse. This data was used for further study to find out if the *self-repetition* was dominantly implemented in the class rather than the *other-repetition*.

Students need to really recognize vocabulary and understand its meaning as it will make them to be confident in using the vocabulary itself. Repetition is very greatly helpful with this case. Repetition strategies are crucial, especially when starting to learn vocabulary. The more often a vocabulary is repeated, the more the students get familiar with it and understand its meaning.

B. The Identification of Problems

Based on the background of the study presented in the previous part, it can be identified several issues such as:

1. Based on the data obtained by the first observation, there were 14 collocations found in the teacher's talk during the teaching process. Lexical collocations occurred 79%, while grammatical collocations occurred 21%. This data was temporary and may change. Further observation was needed to find out which type of collocation most frequently appears in teacher's talk.
2. In the teaching and learning process, the teacher was seen repeating certain collocation but the teacher did not seem to have students repeat the collocations. Further observation was needed to find out the repetition strategies that usually used by the teacher.

3. During the teaching and learning process, when students could not catch the meaning of an utterance containing a collocation, the teacher seemed to repeat the utterance. Further study is required to find out the reasons of why the teacher used the teaching strategy of repetition.

C. The Problem of The Study

Based on the background of study and identification of problems, the problems of this research were formulated into question as follows:

- a) What types of collocation were used by the teacher during the learning process?
- b) How was the repetition of collocation realized in the talk of the tenth grade teacher in SMAN 11 Medan?
- c) Why were the collocations repeated in talk of the tenth grade teacher in SMAN 11 Medan?

D. The Objectives of The Study

Based on the background of study and identification of problems, the purposes of the study were stated as follows:

1. To find out the types of collocation that were mostly used by the teacher during the learning process.
2. To describe the repetition of collocation used in teacher talk in the tenth grade of SMAN 11 Medan.

3. To explain the utility of repetition of collocation in the talk of the tenth grade teacher in SMAN 11 Medan.

E. The Scope of the Study

The population of this research is the English teacher of the tenth grade in SMAN 11 Medan. In teaching a foreign language, it is considered that an EFL teacher use collocation in classroom speech to encourage students' language acquisition. However, most students show the same symptom when they are hear some unfamiliar word combinations; they are confused.

The target of this study aims to find out the types of collocation mostly used by a tenth grade teacher of SMAN 11 Medan during the teaching and learning process in different tenth grade classes. The word combinations which had been confirmed as collocation by Oxford Collocations Dictionary (2002) were taken for the data analysis. This study also attempted to find out if the *self-repetition* might be tend to be implemented in the classroom by the teacher during the teaching and learning process rather than *other-repetition*. Furthermore, this study was concerned with reasons of why the teacher repeated the collocation during teaching and learning process. The repetition might have different function in learning and teaching process.

F. The Significance of The Study

The repetition of collocation in teachers talk analysis will show the types of collocation which are frequently used in the class. The result of this study is expected to improve students' awareness of collocational patterns that will lead to the effectiveness of collocation utilization. Moreover, teachers would also be aware of deciding which particular types of collocation teachers need to focus on in teaching.

This study is also conducted to find out the function of *self-* and *other-repetitions* and which of them used dominantly during the teaching and learning process. Recognizing the functions of repetitions helps the teacher in considering which repetition strategies are suitable to be applied during the teaching and learning process in class

