

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the most used language in the world, and even becomes an additional language in several countries such as Malaysia, Singapore, Philippines, and others (EF EPI, 2016). This makes English as an international language. In Indonesia English is used as a foreign language that must be studied by students in the school. English is learned at each level of education starting from the kindergarten to university. 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 textbooks which used as a tool or media in assisting students in conveying information (Mares, 2003).

In accordance with the 2013 curriculum, the English book used is a book entitled 'Bahasa Inggris' published by the Indonesian Ministry of Education and Culture (Kemendikbud), which has been standardized according to the needs of the students and has been adapted to the applicable curriculum and syllabus. In this book, there are some English texts that will be used by students in searching and exploring information, both in context and in the text structure. To obtain information the student must be able to interpret the meaning contained in the English text book. Therefore students are expected to be able to translate text contextually instead of literally.

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). 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 mastering 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. Collocation also confuses the students in Indonesia because it does not have the same meaning as Indonesian collocation (Lubis, 2013). For example, *go home* means *pulang ke rumah* which translated into the English language directly will be *return home*. Since this kind of collocation is not available in English collocation, so it is not acceptable. Another example is *all alone* which in Indonesia means *seorang diri*. However, if *all alone* translated literally or words by words, the definition will be *semua sendirian*. 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.

Based on the preliminary data that were obtained by doing observation at SMA Negeri 3 Medan, the researcher found that the students are not familiar yet with the words which combined together to create a natural English language. As many as 44 students were given a paper containing questions about the pair of words that formed and sounded natural. The number of questions given was 6 questions. The result was that most students were not able to answer all questions well and correctly. The questions on numbers 3, 5, and 6 (see Appendix D) were the most commonly found error. Some students do not even know that a combination of words like *'take a photo'* is a correct word combination and choose *'catching a photo'* as a more appropriate combination according to them.

There have been some studies related to the use of collocation. Lubis (2016) analyzed the discourse of the use of collocation in English textbook for grade X in senior high school. The results of this study were 6 types of collocation which used in the textbook which are: adjective and nouns, verbs and nouns, noun and noun, verbs and expression of preposition, verbs and adverbs, adverbs and adjectives, with verb and nouns collocation as the most dominant type of collocation.

Another study was conducted by 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 caused students cannot understand the use collocation properly which are: (1) students' lack of knowledge of collocation, (2) differences of collocations between English and Bahasa Indonesia, (3) students' low mastery of vocabulary and (4) strong interferences of the students' native language.

Those previous studies indicate that the use of collocation in teaching and learning process is needed. Therefore, the use of collocation in a textbook that used by students grade XI in senior high school entitled 'Bahasa Inggris', published by the Ministry of Education and Culture (Kemendikbud) of Indonesia is chosen to be analyzed, to broaden the understanding of collocation and usage for both students and teachers.

B. The Identification of Problems

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

1. Students interpreted the text literally so that they could not found the essence of what they read. For example *'There was a person crashed our car'* is literally translated to *'Ada orang yang menghancurkan mobil kita'*, while the better translation is *'Seseorang menabrak mobil kita'*.
2. Students were not able to translate the text as a whole so that they met some difficulties in interpreting the text. Some difficult words which were found by students in the text often translated literally based on the meaning that found in the dictionary. This caused students' difficulty in understanding the text.
3. Students did not have the ability to translate complex vocabularies so that they had trouble translating the text. For example the sentence *'Make your bed in the morning'* often misinterpreted as *'Buat tempat tidurmu di pagi hari'*, whereas it should be *'Rapikan tempat tidurmu dipagi hari'*. The use of the word *make* in this sentence was misinterpreted by the student as *membuat* while the correct translation was *merapikan*.

C. The Problems of Study

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

1. What types of collocations are used in 'Bahasa Inggris' for grade XI for Senior High School?
2. How are the collocations realized in the procedure, report and analytical text?

D. The Objectives of the Study

Based on the problems of the study, the purposes of this study were stated as follows:

1. To find out the types of collocations used in 'Bahasa Inggris' for grade XI of Senior High School.
2. To explain how the collocations are realized in the text.

E. The Scope of Study

This study was limited to the investigation of the types of collocations which used in English textbook. The textbook that used was an English textbook for grade XI of senior high school entitled 'Bahasa Inggris', published by the Ministry of Education and Culture (Kemendikbud) of Indonesia.

F. The Significance of the Study

The results of this study were expected to provide some information and contributions both theoretically and practically. Theoretically, this study was expected to give contribution to theories of language learning as application of linguistics.

Practically, it was expected to provide new information for college student and lecturer about kinds of collocations used in textbook. It was also hopefully expected to be a reference for future researchers who want to conduct a research about collocation and its types.