COLLOCATIONAL ERRORS IN THE SECOND SEMESTER STUDENTS’ WRITING OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

A THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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SANATA DHARMA UNIVERSITY
YOGYAKARTA
2007
A Thesis on

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Defended before the Board of Examiners on 26 April 2007 and Declared Acceptable

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Good is not enough if better is possible
(Anonymous)

Better is not enough if best is possible
(Anonymous)

I dedicate this thesis to:

- My Late Father
- My Mother
- My Sisters
- and My Brothers
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I wrote, does not contain the works or part of the works of other people, except those cited in the quotations and bibliography, as a scientific paper should.

Yogyakarta, April 17, 2007

Agustinus Haryana
ACKNOWLEDGEMENTS

First of all, I would like to praise God, my beloved Jesus Christ, for the power and the blessing given to me. Without the power and blessing I doubt this thesis could be finished.

Secondly, I owe an enormous debt to Dr. F.X. Mukarto, M.S., my major sponsor, for his sincere and continuous guidance, support and encouragement in accomplishing this thesis. In addition, I would like to appreciate F.X. Ouda Teda Ena, S.Pd., M.Pd., my co-sponsor, who has willingly provided me with necessary suggestions and brilliant ideas for further improvement and with practical corrections.

I am deeply grateful to Sr. Mary Rose and Sr. Margareth for helping me with their comments, suggestions and correction for my analysis so that my analysis got improvement. I thank them for sharing their time to correct my thesis as well as give suggestions and inputs.

My gratitude also goes to Miss Marni as the lecturer of Writing II, who allowed me to take the students’ written works as the source of data in my research. I also thank the students of Writing II especially class D in Sanata Dharma University.

My deepest appreciation goes to my family who has supported me during my study in Sanata Dharma University. I thank my mother, Theresia Suharti, my late father, Marcelinus S. Hadisubroto, my sisters: Mbak Kembar, Mbak Yuni, Mbak Iwit and her husband, Drs. Ponijo Yacobus and my brothers, who always supported me financially and mentally during my study in Sanata Dharma
University. Their endless love and prayers have become my source of power to finish my study. I do not have enough words to say how big their love and patience to me. I can only hope and try to do the best for them.

My sincere thanks go to my friends in the English Education Study Program. I thank my best friends: Rumi, Lisa, Lukita, Vivin, Cipluk, Alakok, Amri, Tita, Rusi, Bhita, Lila, Iin, Viera, Utiek, Chicko, Rendy and Nita, Kristin, Andre, Eryth, Ikas, Niken, Fery, Sari, Widi, Tina, Nisa, ‘Neis, Galih, and other friends that I could not mention one by one for the wonderful relationship and their care. I also thank my brother, Duwex, for his support and his care during the happiest and the hardest days of my life.

My sincere thanks go to many others, whose names I cannot mention here, for helping me in many ways. May God bless them forever.

Agustinus Haryana
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ABSTRACT


This research was a corpus-based study on collocational errors in the second semester students’ writing. There were two objectives of this research. The first one was to find out the types of collocational errors that are commonly made by the second semester students in their writings. The second was to find out the possible causes of the collocational errors made by the second semester students in their writings.

The participants of this research were the Writing II students. The sources of the data of the research were students’ written work or compositions. All of the composition were retyped and rearranged so that the researcher could develop a corpus. Further, the researcher used a Simple Concordance Program (SCP) to help the process of data analysis.

The method used in this study was qualitative research. Further, the researcher conducted a document analysis. Document analysis aims to identify the collocational errors. After identifying the collocational errors, the result of analysis were given to two native-speaking University lecturers of English to ensure the accuracy of the analysis.

The results showed that the most common collocational errors made by the students in writing were errors in lexical collocation, most of which were Verb+Noun and Noun+Verb combination. The total number of errors in collocation was 101 errors. The lexical collocational errors amounted to 57 errors (56.4%). It was followed by grammatical collocational errors which amounted to 44 errors (43.6%). Based on the interpretation of the researcher by referring to the theory about causes of errors, it was found that there were three possible causes of the collocational errors made by the second semester students in their writings. They were interference of the mother tongue, intralingual and context of learning.

Finally, some suggestions intended to the English teachers or lecturers and the students were presented. For future research, the researcher suggested idiom as a topic of another aspect vocabulary knowledge.
**ABSTRAK**


Sampel dari penelitian ini adalah siswa *Writing II*. Data dari penelitian ini berasal dari karya tulis atau karangan siswa. Semua data yang berbentuk karangan ini diketik ulang dan diatur sehingga peneliti bisa membandingkannya ke dalam bentuk corpus. Lebih lanjut lagi, peneliti menggunakan *Simple Concordance Program (SCP)* untuk membantu dalam proses analisis data.


Hasil menunjukkan bahwa kesalahan-kesalahan kolokasi yang paling banyak dibuat oleh siswa dalam karangan adalah kesalahan-kesalahan dalam kolokasi leksikal yang mana kebanyakan dari mereka adalah kombinasi kata kerja + kata benda dan kata benda+ kata kerja. Jumlah keseluruhan kesalahan kolokasi adalah 101 kesalahan. Kesalahan-kesalahan kolokasi leksikal ada sebanyak 57 (56.4%). Kemudian disusul dengan kesalahan-kesalahan kolokasi gramatikal yang ada sebanyak 44 (43.6%). Berdasarkan interpretasi penelitian dengan mengacu pada teori tentang penyebab kesalahan, ditemukan bahwa ada tiga kemungkinan penyebab dari kesalahan-kesalahan kolokasi yang dibuat oleh siswa semester dua dalam karangan mereka. Penyebabnya adalah *interference of the mother tongue, intralingual* dan *context of learning*.

Akhirnya, beberapa saran yang diperuntukkan bagi guru atau dosen bahasa Inggris pun ditawarkan. Untuk penelitian selanjutnya, peneliti menyarankan idiom sebagai topik lain di dalam pengetahuan tentang kosakata.
CHAPTER I
INTRODUCTION

This chapter describes six major sections. They are the background of the study, the problem limitation, the problem formulation, the research objectives, the research benefits and the definition of terms mentioned in this study.

A. Background

In learning a language, it is very common for the students to make mistakes or errors. Making mistakes is considered a part of learning. As Dulay (1982: 12) mentions that students cannot learn a language without first committing errors. He further states that producing errors is an inevitable part of learning. Errors in foreign language learning and in the first or second language acquisition as well are inevitable; therefore, they should not be regarded as a sin that cannot be forgiven. They should be faced and accepted positively as they are evidence of learning process.

Corder, cited in Ihsan (1999) states that the terms mistakes and errors are meant to be distinctive in some literature as the former is considered not so serious, unsystematic or irregular, and self-corrected while the latter is more serious because it deals with linguistic competence rather than performance, systematic or regular because their occurrence is predictable, and not self-corrected because the learners have not fully internalized the rule of the target language they are learning. Errors are of significance to the process of language learning but not mistakes (Corder, 1981: 10); therefore, errors made by second or
foreign language learners need more attention and study than mistakes. The errors in learning a language usually can be identified clearly and easily when they are found in the productive skills, such as in speaking and writing. The errors in writing that frequently occur are usually grammatical and lexical errors. Lexical errors in writing are related to errors in using the words.

passengers” rather than “The plane carries fifty passengers”. This is an example of an error in collocation especially in lexical collocation (word choice). The students who make such errors do not realize that they have to use the word “carries instead of “brings.” The word “plane” cannot collocate with the word “bring”. The Words are vehicles for structural manipulations and the medium through which skills are acquired. It is very important for the students to understand the vocabulary and some aspects of the words themselves. As proposed by Richard, (cited in Carter, R and M. MacCarthy (1988: 77-79) in one of his assumptions about several aspects of vocabulary knowledge, knowing a word means knowing its relative frequency and its collocation. This means that the students must understand the words and when they should be used. Because knowing a word is very complex and involves a deep knowledge of vocabulary, it seems that many second language learners do not have enough knowledge about vocabulary especially knowledge of English collocations. Therefore, producing errors in collocations is inevitable for them. For example, many students produce a sentence like “The plane brings fifty appropriate word to be used here is “carries”. This is an example of collocational error especially in lexical collocation.

The recent development of corpus linguistics has been remarkable. Due to the development in computer technology, many sorts of language data is
computerized, which can help the researchers to analyze the data easily. There are so many researchers who use the computer to help them analyze the data of their studies. In this study, a Simple Concordance Program (SCP) was used to ease the process of data analysis. In this study, all of the composition data was rearranged so that the researcher could make it into a corpus for which various kinds of lexical analysis could be made. In this study, the lexical analysis is about collocation analysis. Corpus is a word collection of samples of written and/or spoken language from a wide range of sources, designed to represent a wide cross-section of particular language variations. The researcher was trying to build up a small corpus of written language by English as Foreign Language (EFL) learners in Sanata Dharma University. Therefore, actually this study employed a corpus-based analysis.

This study was intended to investigate the collocational errors that were made by the second semester students of Sanata Dharma University in their writing class. The reason for choosing those subjects is that those students are regarded as advanced students and they have learnt much vocabulary through their vocabulary class. Besides, they have learnt how to write a composition through their writing class. A previous related study was conducted by Richard (1971: 172-188), who focused on the errors made in lexical verb choice in speech by a group of advanced learners of English. His findings indicated that while these learners may have a broad outline of verb meaning, their knowledge was vague concerning contextual and collocational restrictions. He pointed out that error analysis could be carried out in order to identify strategies which learners use to
find out the causes of the errors as an aid to language teaching. Another study was conducted by Zhang (1993), who investigated the relationship between the knowledge of collocation and proficiency in writing. He found that more proficient second language writers use significantly more collocations, more accurately and in more variety that less proficient learners.

Since vocabulary mastery is very important in learning a foreign language, it is necessary to conduct a research that investigates error analysis of vocabulary knowledge like collocations. In order to improve their English, the learners have to master vocabulary well. Besides, it is a fact that vocabulary is one important element of a language that supports the language skills. As we know, there are four language skills in learning English. If the learners lack vocabulary, it will be very difficult for them to acquire those four language skills and they will easily produce lexical errors.

Therefore, in learning vocabulary of a foreign language, the learners need to know the ways in which the words are used. Besides, they also need to know how the words are pronounced, the grammatical patterns into which they can enter and the other lexical items with which they normally co-occur or collocate. Whatmough, as cited in Hawkins, W.F and Mackins. R, (1967: v) states that in every language, there are always some words combining with the certain other words or grammatical constructions, which are called collocation.

B. Problem Limitation

Generally speaking, there are three categories of collocations. They are lexical collocations, grammatical collocations, and idiomatic expressions. Wei (1999) identifies these three different collocations: First, lexical collocations have
something to do with the word choice; they have structures such as the following: verb + noun, adjective + noun, noun + verb, adverb + adjective, adverb + verb.

Second, grammatical collocations consist of a dominant word (noun, adjective/participle, or verb), and a preposition or a grammatical construction (infinitive or clause). Third, idiomatic expression refers to a conventionalized formulaic expression.

As their In this study, the researcher analyzed the grammatical and lexical collocations. Since idiomatic expression is a fixed pattern of expression that has its own meaning, the researcher would not analyze this type of collocation. Moreover, it seems that Sanata Dharma University students (as the second language learners) will find it difficult to study English idiom expressions since they have to remember many foreign expressions in learning English second language.

C. Problem Formulation

The problems of this study are stated as follows:

1. What types of collocational errors are commonly found in the second semester students’ writings of Sanata Dharma University?

2. What are the possible causes of the collocational errors made by the second semester students of Sanata Dharma University in their writings?

D. Research Objectives

The objectives of this research are stated as follows:
1. To find out the collocational errors that are commonly found in the second semester students’ writings of Sanata Dharma University.

2. To find out the possible causes of the collocational errors made by the second semester students of Sanata Dharma University in their writings.

E. Research Benefits

The research is expected to provide valuable input to English teachers in teaching English, especially in finding the strategies to teach Collocation. Collocation is very important for the students. Since collocational errors are found in the second semester students’ writings of Sanata Dharma University, possible ways will be suggested to overcome this problem. It is also expected that the result of the error analysis could provide adequate information of the students’ errors in learning English vocabulary so that the teachers could conduct the teaching-learning more efficiently.

F. Definition of Terms

Some important concepts in this study are defined as follows:

1. Collocation

Collocation is a group of words, which occur repeatedly in a language (Carter and McCarthy, 1988: 32). Another definition of collocation is the way in which words regularly occur near each other (Diegnan, as cited in Higuchi, Mika (1998: 35). Palmer (1993) defines collocation as a succession of two or more words that must be learned as an integral whole and not pieced together from their component parts. From those definitions, it can be concluded that collocation is
the relationship between two words or groups of words that go together or collocate and form a common expression.

2. Error

An error is a systematic deviation due to the learner’s still developing knowledge of the L2 rule system (Corder, 1967: 80). This means that students make errors because they do not have enough knowledge of the second language they are learning. In this study error refers to the students’ failure to choose the appropriate words to be combined in their writings.

3. Collocational Error

A collocational error is one type of lexical errors especially in combining words, which happens because the students lack knowledge of the second language they are learning. Therefore, it is very important for the learners to know the second language rules because every language has certain rules in combining words.

4. Writing

Writing is a system of communication. Writing carries meaning or messages to the readers. Writing is a way of thinking, a way of learning, and a way of sharing ideas with others (Zimmerman and Rodrigues, 1992: 4). Writing is a medium for ESL (English as a Second Language) students to train their vocabulary to make suitable word choice for their writing (Hughey, 1983: 6).
CHAPTER II
LITERATURE REVIEW

In this chapter, some theories that support this study are examined. This study is about collocational errors made by the second semester students of Sanata Dharma University in their writings. Therefore, it is very important to base the study on some related theories to see how the study should be conducted so that an expected result can be obtained. Two major sections are described in this chapter. They are theoretical description and theoretical framework.

A. Theoretical Description

In theoretical description, the theories are divided into three categories. The first category is related to the nature of collocation. Some theories about language errors will be described in the second section. Finally, the theory about corpus linguistic is described. The descriptions in this chapter are meant to give a strong basis for this study.

1. The Nature of Collocation

In this part, it will be described the definition and origin of collocation, the types of collocation, the importance of collocation, the relationship of collocation and vocabulary teaching, and the relationship of collocation with native speaker’s competence.
a. Definition and Origin of Collocation

Originally, the term “collocation” was first introduced by a researcher named J. R. Firth (Carter and McCarty, 1988: 32). He defined it as the company a word usually keeps. The definition of collocation itself varies in different researches. Sinclair, one of the pioneers of research on collocation, describes it as “a frequent co-occurrence of words” (lexical item).

Carter and McCarthy (1988: 32) define collocation as how words typically occur with another. In addition, Carter himself further defines collocation as a group of words which occur repeatedly in a language (Carter 1992: 47). Another definition of collocation is the way in which words regularly occur near each other (Diegnan 1998: 35). Palmer (1933), who is considered as the pioneer of collocation, adopts the term ‘collocation’ for recurring groups of words. He defines a collocation as a succession of two or more words that must be learned as an integral whole and not pieced together from its component part.

Most of the researchers who define the term collocation agree that it is a lexical unit consisting of a cluster of two or three words from different parts of speech, (Baker, 1992; Benson, Benson and Ilson, 1997; Williams, 2002). Most of the definitions are paraphrases of Firth's (1957: 183) definition that collocations are words in habitual company. Those definitions, which were proposed by some researchers, have also developed from time to time together with the development of research on vocabulary acquisition. Based on those definitions, it can be concluded that in general the term ‘collocation’ refers to the combination of words in which they co-occur together belonging to different grammatical or lexical
categories. The words that that are closely associated with others may depend in their association on the context of a particular situation. Context here refers to who is using them and where they are being used. For example, power struggle, power boat, power house, power steering all collocate easily and will be used freely in English in different context.

b. Types of Collocation

In this study, the types of collocation were differentiated by referring to The Benson Benson Ilson (BBI) Dictionary of English Word Combination (1986: iv-xxviii). Based on The BBI Dictionary of English Word Combination, there are three classifications of collocation. They are grammatical collocation, lexical collocation and idiom expression. However many researchers sometimes do not include the last type of collocation because it is very restricted combination which has fixed meaning.

1. Grammatical Collocation

Wei (1999) identifies the first type of collocation, which is grammatical collocation. Grammatical collocation consists of a dominant word (Noun, Adjective/Participle, or Verb), and preposition or a grammatical construction (infinitive or clause. In grammatical collocations, it was divided into several classifications such as Noun + Preposition, Noun + to Infinitive, Noun + that Clause, Preposition + Noun Combinations, Adjective + Preposition combinations, Predicate Adjective + to Infinitive, Adjective + that Clause, and nineteen English verb patterns (for more elaborate classification of grammatical collocations see The BBI Combinatory Dictionary)
Some examples of grammatical collocations are: be aware of, turn on my computer, agree with, by accident, afraid of, on the other hand, amazed at, jealous of, departure from.

2. Lexical Collocation

Lexical collocations, in contrast to grammatical collocations, normally do not contain prepositions, infinitives, or clause. Wei (1999) says that lexical collocation has something to do with word choice. They have structures such as the following:

a. Verb + Noun

Examples: commit suicide, defuse a bomb, earn money, wear a mask, accept responsibility, throw a party, break a code, lift a blockade.

b. Adjective + Noun

Examples: square meal, high wave, disconnected phone-line, grim determination, hardened criminal, strong tea, heavy rain, best wishes.

c. Noun + Verb

Examples: brake screech, plane crashes, cloud drift, water freezes, and clock ticks.

d. Adverb + Adjective

Examples: utterly amazed, completely useless, totally wrong, deeply absorbed, and closely related.

e. Adverb + Verb

Examples: strongly suggest, barely see.
3. **Idiomatic Expression**

Idiomatic expression is a special type of collocation with unique features. Unlike the lexical collocation or grammatical collocation, idiomatic expression has a fixed meaning and cannot be separated by another word because it is a very restricted combination of words. Wei (1999) said idiomatic expression refers to conventionalized formulaic expression. For example in English we have an idiomatic expression “*kick the bucket*”. It has nothing to do with bucket kicking. In English idiom this kind of expression means “*dead*”. The other examples are “*to take the bull by the horns*”, “*to set the ball rolling*”, “*It rains cats and dogs*”. In addition, all of idiomatic expressions have their certain meanings that are fixed.

c. **The Importance of Collocation**

The acquisition and the correct production of collocation is a mark of an advanced level of proficiency in a language. However, since collocation vary across languages, it has become a problematic phenomena in the second language learning. Every language has different collocations. For example, collocation in English is different from collocation in Indonesian. Therefore, Indonesian students who acquire English language have to be able to give their written or spoken productions, which are appropriate and acceptable in English. In writing English, for example, the students have to be able to use English words appropriately including in the collocation usage. James (1998: 152) also agrees that the correct usage of collocations contributes greatly to one's idiomaticity and native likeness. Moreover, second language learners are expected to be able to write like a native speaker. Taiwo (2004) sees lexical errors and grammatical errors as equally
important. Sonaiya (1988) goes even further to say that lexical errors are more serious because effective communication depends on the choice of words.

McCarthy (1990: 12) states that in vocabulary teaching there is a high importance of collocation. He further describes that the relationship of collocation is fundamental in the study of vocabulary, and collocation is an important organizing principle in the vocabulary of any language. Further, he says that focusing on collocation acquisition is an appropriate perspective to enrich vocabulary and also enable the English foreign learners to produce naturally sounding sentences from the early stage.

Therefore, it is very clear that collocation is very important in acquiring language especially in vocabulary mastery. When we learn a language, we learn about words or the vocabulary itself. If the learners have enough knowledge of collocational appropriateness, it will increase their native-like competence.

d. Collocation and Vocabulary Teaching

There is a very close relationship between vocabulary teaching and collocation. The relationship of collocation according to McCarthy (1990) is fundamental in the study of vocabulary. J. R. Firth is often quoted having said "you know a word by the company it keeps" (Firth, 1957). Knowledge of appropriate collocations is part of the native speaker competence. Collocation, therefore, deserves to be a central part of vocabulary learning.
Collocation is observed between lexical items, when arranged in texts. It means that we can analyze the use of collocation in a written work. It is the meaning relation between individual lexical items and the ones that habitually co-occur with them in the language. For instance, we might expect bank (where money is kept) to have a high probability of co-occurrence with cheque, cashier, account, transfer, teller. But a low probability of co-occurrence with bed, saucepan apple. Lexical items involved in collocation are always, to some degree, mutually predictable (Crystal, 1995). It means that sometimes we can predict the words that follow another word in a certain terms or context.

**Collocations and Native Speaker's Competence**

McCarthy explains that 'knowledge of collocational appropriateness is part of native speaker's competence' (1990: 13), and knowledge of collocation is based on years of experiences of masses data. Statements about collocation, namely typical patterns of co-occurrence of words, can never be absolute (1990: 15). Therefore, Gairns and Redman see that there are inevitably differences of opinion as to what represents an acceptable collocation in English (1986: 37). These views reveal it is very difficult or, in a sense, even impossible to gain universal recognition of acceptability in collocation among adult native speakers of English.

Because it takes years of exposure to the language for its native speakers to get the competence of collocational knowledge belongs to native speaker’s intuition (McCarthy 1990: 15), it may be natural for second language learners to have this area remain tricky and unmanageable for quite a long time. McCarthy
says that even very advanced learners often make inappropriate or unacceptable collocations. (1990: 13). Since English as a Foreign Language students mostly live outside English-speaking countries, many of their teachers are also non-native English speakers, who can be regarded as very advanced learners, but not people equipped with native-like competence. These views may suggest that non-native English teachers generally do not have sufficient competence in this area so that they are unable to teach it to their students.

2. **Brief Review on Language Errors**

As mentioned previously, the researcher concerned with the students’ errors in the production of written works. Therefore, it is necessary to reveal some theories about language errors. The theories consist of the definition of errors, the distinction between errors and mistakes, theories on error analysis, sources of errors in production and the significance of learners’ errors.

a. **Definition of Errors**

The first definition comes from Chomsky (stated in Dulay, 1982: 139). Chomsky says that error can be divided into two, the first error caused by fatigue and inattention (performance) and the second resulting from lack of knowledge of the rules of the language (competence). From this definition of errors, the researcher suggests that collocational errors happen because the students lack knowledge of the rules of the language (lacking of competence).

Another definition is from Corder (as cited in Dulay, 1982: 139) that error is a systematic deviation due to the learner’s still developing knowledge of the L2
rule system. In making some collocational errors, it means that the students still need to develop their knowledge of the L2 rule system especially the rule of combining words.

Dulay (1982: 139) concludes the definition of Chomsky and Corder, according to him error refers to any deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be. From this conclusion, it can be said that collocational errors are also deviations of norms of language which has their certain characteristics and causes.

Learners who do not have good knowledge about collocational appropriateness will find it difficult to learn a language. They will combine many words without considering whether it is accepted in English or not. It means that they have used their own idea to combine many words improperly or to create collocational errors. As Taiwo (2004) stated that learner’s lack of knowledge of collocational patterns of lexical items makes the learner to be flat to all sorts of collocational errors, which can be more disturbing in communication than grammatical errors. There are many possible sources or errors in learning a language such as interlingual errors (overgeneralization from first language structures or semantic or lexical structure) and intralingual errors (over application of second language rules). Whatever the sources, it would be useful for the learners of English to find the information on frequently occurring error patterns.

b. Errors Versus Mistakes

The term ‘errors’ and ‘mistakes’ sometimes make a lot of confusions for many people. Therefore, it is important to reveal the distinction between these two
terms. Many people, even, consider error is the same as mistake. At this point, Corder (as cited in Fisiak, 1981: 224) introduces an important distinction between ‘errors’ and ‘mistakes’. Mistakes are deviation due to performance factor such as memory limitations, fatigue, emotional strain, etc. Usually, the student readily corrects them when the students’ attention is drawn to them. In addition, Miller (as cited in Richard, 1974: 25) said” it would be meaningless to state rules for making mistakes”. It will be useful therefore hereafter to refer errors of performance as mistakes.

On the other hand, errors are systematic, consistent deviance characteristic of learners’ linguistic system at a given stage of learning (Corder, as cited in Fisiak, 1981: 224). Miller (as cited in Richard, 1974: 25) adds that the term errors refer to the systematic errors of the learners from which we are able to reconstruct his knowledge of the language to date, i.e. his transitional competence. Therefore, errors, as Norish (1983: 7-8) notes, are caused by the learners on progressing knowledge on the second language rule systems. Those errors are due to limited competence of the learners in the rule systems of the language they are learning. Consequently, they are not ready to correct their errors, or they may not be aware of their making errors. The limited competence is caused by their knowledge that is still developing. This means that students make errors because they do not have enough knowledge of the second language they are learning. In this study error refers to the students’ failure to choose the appropriate words to be combined in their writings.
c. Theories on Error Analysis

Error analysis is a type of linguistic analysis that focuses on the errors that the learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. Pit Corder is the “Father” of Error Analysis (the EA with the “new look”). It was with his article entitled “The Significance of Learner Errors” (1967) that EA took a new turn. Errors used to be “flaws” that needed to be eradicated. Corder presented a completely different point of view. He contended that those errors are “important in and of themselves.” For learners themselves, errors are ‘indispensable,’ since the making of errors can be regarded as a device the learner uses in order to learn. In 1994, Gass & Selinker defined errors as “red flags” that provide evidence of the learner’s knowledge of the second language. Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974). Moreover, according to Richards and Sampson (1974: 15), “At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort.” According to Corder (1974), error analysis has two objects: one theoretical and another applied. The theoretical object serves to “elucidate what and how a learner learns when he studies a second language.” And the applied object serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes.”

The investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner’s state of the language (Corder, 1967) at a given point during the learning process, and prognostic
because it can tell course organizers to reorient language learning materials on the basis of the learners’ current problems.

In this study, the researcher collected the students’ written work to investigate in terms of collocation. As Brown says “the study of the speech and writing of learners is largely the study of the errors of the learners” (1993: 204). He also defines errors as “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner”. We can regard a collocational problem as a noticeable deviation from the adult collocation of native speaker in terms of Brown’s view of error analysis.

According to Asher (1994: 740), error analysis is the procedure of describing and explaining errors systematically. It has both pedagogical and psycholinguistic aims. The pedagogical aim is roughly to provide feedback about teaching methods and materials. The psycholinguistic aim is to throw light on how languages are learned and produced. Therefore, the study of written work conducted by the researcher would reveal information about the underlying processes of the target language production. In this study, the term “error analysis” means analyzing collocational errors in the students’ written works.

The value of error analysis is finding some keys to the understanding of the process of second language acquisition because learners’ errors provide the researchers evidence of how language is learned and acquired (Brown 1993: 205). Thus, also in the area of collocation, obtaining the keys and pieces of evidence through error analysis can enable us to find out students’ inner system of second language collocational acquisition and create effective strategies to a more native-like system.
d. Sources of Errors in Production

According to Brown (1987:177-180) there are three basic sources of a learner’s producing errors in learning a new language. These general sources of errors consist of interlingual transfer or interference of mother tongue, intralingual, and context of learning.

Dulay (1982:98) used the term ‘interference’ as the same as term ‘transfer’. It is explained that interlingual interference refers to the influence of an old habit when a new one is being learned. It means that when the learners are in the process of learning the second language, the learner’s first language interferes in this process.

Brown (1987:178) describes intralingual as a negative transfer of structural items within the target language system. It occurs when a learner has begun to acquire parts of the target language system. There are three sources of intralingual transfer, namely overgeneralization, ignorance of rule restriction, and incomplete application of the rule.

According to Brown (1987:179-178), context of learning also becomes the major source of errors besides interference of mother tongue and intralingual. In this study, the term ‘context’ refers to the classroom or social situation in the case of untutored second language learning. It is obvious then that teaching and learning activities can also be referred to the term ‘context’ here, since these activities are usually done in the situation of classroom or in the classroom itself. Based on the explanation, it can be said that teaching and learning activities is considered as one of major sources of errors.
e. The Significance of Learners’ Errors

A learner’s errors provide evidence of system of the language that he is using at a particular point in the course. Corder (cited in Richard, 1974: 25) said that learners’ errors are significant in three different ways. The first is for the teachers, the second is for the researchers and the third is for the learner himself.

*The significance for the teachers,* in the way they tell the learners, if the learner undertakes a systematic analysis, how far the goal the learner has progressed and, consequently, what remains for the learner to learn. It means that the teachers can see the progress of their learners and how far they can absorb the lesson. If the learners still produce errors, then, it will be a consideration for the teachers to observe their methods in teaching.

*The significance for the researchers* is that the learners’ errors provide evidences of how language is learned or acquired, what strategies or procedures the learners is employing in his discovery of the language. The researchers can make a conclusion about how language acquired and the conclusion is important for the sake of education.

*The significance for the learner himself* is that the making of errors as a device the learners use in order to learn. It is a way that the learner learns about the nature of the language he is learning. The making of errors is the strategy that employed both by the learners acquiring their mother tongue and by those learning a second language.
3. Corpus Linguistics

Nowadays, due to the development in computer technology, many sorts of language data is computerized, which can help the researcher to analyze the data easily. This is what we call corpus linguistics. Further, many researchers use the data in a form of corpus to be analyzed in their research. Some of them will use the computer with a concordance program to analyze the data, which has been computerized as a corpus. This is what we call corpus-based analysis. According to Douglash Bibber, Susan Conrad, and Randi Reppen (1998), the characteristics of corpus-based analysis are:

a. It is empirical, analyzing the actual patterns of use in natural texts;

b. It utilizes a large and principled collection of natural texts, known as a corpus as the basis for analysis;

c. It makes extensive use of computers for analysis, using both automatic and interactive techniques;

d. It depends on both qualitative and quantitative analytical techniques.

Carter (1992: 181) says that computer can supply helpful information at all levels (stylistic, syntactic, collocational pattern and semantic). He further states that computer corpora give obvious utility to learners to know the most frequent words and in pragmatic uses, where there are preferred patterns rather than absolute rules, to know the most frequent collocational and stylistic patterns (1992: 181-2). In this study, it was used a Simple Concordance Program, which will help the researcher in analyzing the data. Besides, the program can present the data systematically. This study applies a corpus-based analysis because the
data is computerized in a program in the computer, namely Simple Concordance Program (SCP). All the composition data was rearranged so that the researcher could make it into a corpus for which various kinds of lexical analysis could be made. Here, it would be analyzed the students’ errors in term of collocation. An SCP can be used to display how words can collocate with the others in a concordance.

B. Theoretical Framework

In accordance with the attempt to answer the problem formulations, it was formulated a consecutive thinking that directed the researcher in conducting this study. The consecutive thinking was emerged from some steps in error analysis proposed by Sridhar (1981: 222) and Rossipal (1971, as cited in Sridhar, 1981: 222). Sridhar (1981: 222) elaborates error analysis into six stages namely collection of data, identification of errors, classifications into error types, statement of relative frequency of errors, identification of the areas of the difficulty in the target language, and therapy. In addressing this, the researcher followed some of those six stages.

Considering this, the researcher formulated the research framework illustrated in the following page. Following this framework, the researcher in the first place collected the students’ written works. At this point, the researcher listed the errors and classified those errors in term of classification of errors in collocation as mentioned forward. Finishing this step, the researcher calculated those errors of classification to find the frequency of the errors. Following this steps, the researcher identified the difficulty area of collocational errors in order to find the possible causes of students’ collocational errors. In this step the
researcher tried to find the examples of collocational errors in the written works by referring to the theories about sources of errors. Finally, the researcher drew conclusion based on the collocational errors found and their possible causes.

Hopefully, by identifying the collocational errors and finding some possible causes of collocational errors, the researcher can help to prevent the students from making errors over and over again and help the teacher to make remedial teaching especially teaching about collocation.
Figure 2.1: Theoretical Framework

- Corpus-based study: Collocational errors
- Lexical and Grammatical Collocation
- Theory of Corpus Linguistic (Douglash Bibber, Susan Conrad and Randi Reppen, 1998)
- Identication of error
- List and classify the errors
- Statement of the frequency of errors
- Causes of errors
- Theory of Language errors (Chomsky, 1982; Dulay, 1982; Corder, 1982)
- Theory of Sources of errors (Brown, 1980)
CHAPTER III
METHODOLOGY

This chapter presents the methodology employed in the study. This includes the descriptions of the research method, the research subjects, the setting of the study, the source of the data, the data collection and the data analysis.

A. Research Method

This study was a descriptive research. According to Donald Ary, Lucy C.J and Asghar R (1990: 381), descriptive research was designed to obtain information concerning the current status of phenomena. In this study, the phenomenon was collocational errors, which were made by the students of Writing II of the English Education Study Program of Sanata Dharma University. Descriptive research consists of several research studies. They are surveys, developmental studies, follow-up studies, documentary analysis, trend analysis and co-relational studies (Ary et al, 1990: 381). In this research, the study is a documentary analysis. Writing II assignments were analyzed in order to answer the question in this research. There are some purposes of document analysis in educational research (Ary et al, 2002: 443). They are:

1. To identify bias prejudice, or propaganda in textbooks;
2. To analyze types of errors in students’ writing;
3. To describe prevailing practice;
4. To discover the level of difficulty of material in textbooks or other publications;
5. To discover the relative importance of, or interest in, certain topics.

This research deals with the second purpose of document analysis mentioned by Donald Ary. The errors to be analyzed in this study are collocational errors in the students’ writings.

According to the purpose of this study, qualitative research was applied in this study. Qualitative research is a research, which is used to systematically gather data (Sprinthall, 1991: 100). In qualitative research, the data is in the form of words (Neuman, 2000: 123) or description which is derived from observation, interview, and people’s written or spoken words (Sprinthall, 1991: 102). By using the method, the researcher obtained descriptive data.

B. Research Participants

The participants of this study were twenty five students of the second semester at the English Language Education Study Program of Sanata Dharma University who were taking Writing II in the academic year of 2005/2006. The students of Writing II were chosen because they were studying how to write creatively using their own words. It was assumed that collocational errors would be found if the students were given freedom to write creatively. It was different from the higher semester students who wrote some essays which needed many references. The students who wrote by using references did not always use their own words. Besides, they have learnt so many vocabulary items in Vocabulary class. The researcher wanted to know the collocational errors that were made when they wrote compositions creatively using their stock of vocabulary.
The total number of the second semester students in Sanata Dharma University was 150 students who ranged from 17-20 years old. This number of students were divided into six classes of Writing II. However, since it would not be possible to involve the entire classes of the entire population of the students, the researcher applied random cluster sampling to select the subject of the study. Random cluster sampling is occurred when a researcher chose a class from a list of classes randomly and used all the members in that class as the sample in his or her research (Ary et al, 1990: 175). It was chosen one class randomly, which is class D, as the representation of the second semester students in Sanata Dharma University. There were 28 students in this class. Of these 28 students, 18 were female and 10 were male. In this class, there were three students who were retaking writing II. Since the subjects of this study were the second semester students, the three of them could not be included in the subjects. Therefore, the total number of the subjects would be 25 students.

C. Setting of the Study

The study was conducted at the English Language Education Study Program of Sanata Dharma University. It was conducted during the period of the even semester in the academic year 2006. The researcher collected one of the assignments from the students of Writing II class, especially class D.

D. The Nature and Source of Data

In order to gather the data about collocational errors in Writing II, the researcher collected Writing II assignments from the students. In these
assignments, the students had freedom to choose one of the topics given. The assignments were compositions about news report. The students were asked to write a news report by choosing one of the topics given. The topics were Kidnap Attempt, Tsunami Disaster, Bomb Terror and Plane Crash. The students were not told that their use of collocations would be studied. Had they been told, they might have underused or overused such word combinations.

Writing II assignments were the documents to be analyzed in this research. Document analysis is the analysis of the written or visual content of a document (Frankel and Wallen, 1993: 389). When using document analysis, it must be established the authenticity of the documents itself, as well as the validity of its content. The assignments were regarded as authentic texts since they were the students’ productions, which were written by their own hands. Besides, the assignments were considered valid because the assignments were the first draft in which the lecturer had not yet revised. As the compositions were written as part of their weekly writing exercise, the language they produced was linguistically natural and there were so many grammatical errors. However, since this study focused on the collocational errors, the grammatical errors in the students’ writings were ignored. It would be the word combinations in the students’ writings as the subject to analyze in this study.

E. Research Instruments

In this study, it was not used any instrument to gather the data since the data was gathered by collecting the students’ writings. In analyzing the collocational errors, the researcher used Simple Concordance Program (SCP). A Simple
Concordance Program (SCP) is designed to help the researcher look through computer readable text files for the occurrence of key words. When each word is found, SCP will display the context in which the word is used, and also gives a reference to where that word occurs in the text. In the SCP, there is an option that can be used to analyze the text, which is KWIC (Key Word-in Context) option. As seen from the concordance lines, the main advantage of the KWIC is that it makes it easy for the investigator to scan rapidly to identify typical combination (collocational patterning). SCP will also show the vocabulary used by the author and the frequency with which words are used. These can be displayed in alphabetic order, as in a dictionary, or according to their frequency of use. SCP will also produce a word frequency profile and some statistical properties of the texts. In this study the researcher used SCP version 4.05, which was designed by Alan Reed (1997-2001).

F. Data Collection

Focusing on the data collection, the researcher took the procedures that contained several steps. Before the researcher performed actual investigation by using SCP, the researcher collected students’ writings. The data were collected from the assignments of Writing II. After the data were collected, the researcher retyped the data since they were handwritten. Then, the researcher analyzed the collocational errors in the students’ assignments to figure out whether or not those writings reflected the students’ errors especially the collocational errors that were produced by the students. To find the causes of collocational errors, the researcher would refer to the theory on sources of errors.
G. Data Analysis

The collected data were presented as electronic corpus in the Simple Concordance Program. Before analyzing the collocational errors, the researcher observed all of the words in the composition by clicking “Word List” button in the SCP. Then, it would be displayed all of the words used in the text. The researcher should choose some words from this Word List that might collocate with the other words. After getting the list of words, the researcher would start putting in the KeyWord each of the words in which the collocational errors would be found. Next, by clicking the “Concordance” button, it would be showed in concordance lines what word collocated with the others. The researcher might find some collocational errors. Then, the researcher would identify each of the collocational errors. During the analysis process, the researcher always consulted the dictionary to make sure about the correct usage of the words.

After identifying the collocational errors, the researcher classified the types of collocational errors. In order to provide scientific reference on the frequency of each type of collocational errors, the results of the identification each type of collocational errors were counted and transformed in the percentage data. It was counted using the following formula:

\[
\text{Percentage of collocational errors} = \frac{\text{The number of collocational errors found}}{\text{Total collocational errors}} \times 100\%
\]

The researcher would make tables, which consisted of the list of collocational errors, the number of subjects who made these errors and the examples of each type of collocational error. The tables would be like this:
Table 3.1: The List of Grammatical Collocational Errors

<table>
<thead>
<tr>
<th>Collocational errors</th>
<th>n</th>
<th>Examples</th>
<th>Appropriate Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2: The List of Lexical Collocational Errors

<table>
<thead>
<tr>
<th>Collocational errors</th>
<th>n</th>
<th>Examples</th>
<th>Appropriate Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( n = \text{the number of the students who made collocational errors} \)

From this step, the first problem of this research could be answered. To answer the second problem, the researcher should analyze the data by referring to the theory on the sources of errors. Therefore, the answer to the second problem question was based on the researcher’s own interpretation. From this step, the second problem question would be answered. In order to establish the validity of the analysis, the researcher gave the analysis of collocational errors to native-speaking University lecturers of English to check whether or not they were correct.
CHAPTER IV

ANALYSIS RESULTS

The current study aims to answer two research problems (1) What types of collocational errors are commonly found in the second semester students’ writings of Sanata Dharma University?, and (2) What are the possible causes of collocational errors made by the second semester students of Sanata Dharma University in their writings? In order to answer the questions, the data gathered were analyzed. The results are presented in this chapter.

Dealing with the first problem question, ‘What types of collocational errors are commonly found in the second semester students’ writings of Sanata Dharma University?’, it had been conducted a document analysis to find the answer to the question. The students’ writings were retyped and analyzed. From the 25 writings, in which each writing consisted approximately 200 words, it was found the collocational errors. The types of collocational errors were presented in the table 4.1.

Table 4.1: Collocational Errors Found

<table>
<thead>
<tr>
<th>Types of Collocational Errors</th>
<th>Total errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatical Collocation</td>
<td>44</td>
<td>43.6 %</td>
</tr>
<tr>
<td>Lexical Collocation</td>
<td>57</td>
<td>56.4 %</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Considering the result above, it can be figured out that the most frequent collocational error made was lexical collocation which amounted to 57 (56.4%). The table 4.1 shows that lexical collocation has the highest percentage than grammatical collocation. It means that lexical collocation has the highest numbers.
of errors made by the students. In other words, errors in lexical collocation mostly occurred in the students’ writing. On the second rank is error in grammatical collocation which amounted to 44 (43.6%). From the total of 101 errors on lexical and grammatical collocation, they were listed and given to native-speaking University lecturers of English to check whether they were correct.

In addition to the collocational error, the data analysis revealed that the students made other errors in combining the words besides collocational errors. These errors were listed as the other findings of this study. Those errors included the errors in word form, contextual errors and long combination of words. The percentage of errors in other findings are presented in table 4.2.

<table>
<thead>
<tr>
<th>Other Lexical Errors</th>
<th>Total errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Form</td>
<td>15</td>
<td>62.5%</td>
</tr>
<tr>
<td>Contextual Errors</td>
<td>6</td>
<td>25.0%</td>
</tr>
<tr>
<td>Long Combination</td>
<td>3</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Considering the result above, it can be figured out that the students also made other lexical errors. The result of other findings showed that wrong word form was on the first rank with the percentage 62.5%. On the second place was contextual error with the percentage 25.0%. It was followed by long combination in the third place with the percentage 12.5%.

A. Types of Collocational Errors

From the collocational errors found in the students’ writing, it will be discussed the two major types of collocations. They are grammatical collocation
and lexical collocation. Both types of collocation will be discussed in detail including the examples of each type of collocational errors so that the first research question can be answered here.

1. Grammatical Collocation

In all of the incorrect grammatical collocation, the errors were cases of selection or addition of incorrect preposition. The categories of grammatical collocation and the number of the errors are presented in figure 4.1

![Figure 4.1: The Grammatical Collocation Category](image)

a. Collocational Errors in Using the Preposition *in*

There were 9 sentences in which the wrong use of the preposition *in* found in the students’ composition. The examples of the sentences are:

* When she had aware, she had been *lying in* the bed in hospital
  (lying + on)

* … president’s assistant was called by strange people *in* his *phone*
  (on + phone)
* The cruelty occurred in their domestic, especially in home
(at + home)

* … my body is pain* said Miss. Anas
(be + in + pain)

In the first sentence above, the students put wrong preposition after the word lying. The students put the preposition in instead of the preposition on. The word lying cannot collocate with the preposition in. In the second example, the students also put the wrong preposition in. The appropriate preposition to be used here is the preposition on. The preposition in cannot collocate with the word phone. Therefore, the appropriate combination will be on the phone. In the third example the students should put the preposition at instead of in. The preposition in cannot collocate with the word home. The appropriate combination is at home. In the last example, the student should put the preposition in before the word pain. Therefore, the appropriate combination is in pain.

b. Collocational Errors in Using the Preposition at

There were 7 students made errors in using the preposition at. Some of the examples of the sentences are:

* …there was an active bomb at one of the White House room
(in + room)

* Mooi and her friends were having lunch at the 5th floor of …
(on + floor)

* He found the bomb at the first acid box.
(in + box)
Some students put wrong preposition in the three sentences above. In the first example, the students should use the preposition *in* instead of *at*. The preposition *at* is usually used to indicate a place. The appropriate combination in the first example is *in room*. The preposition *at* cannot collocate with the word *room*. In the second example, the student should put the preposition *on* before the word *floor*. The appropriate combination is *on the 5th floor*. The preposition *at* cannot collocate with the word *floor*. In the last example, the student should use the preposition *in* instead of *at*. The appropriate combination in the third sentence will be *in the first acid box*.

c. Collocational Errors in Using the Preposition *on*

There were 2 students produced collocational errors in using the preposition *on*. Some examples in the sentences are:

* ….. a minute before landing *on* London *Airport*.
(at + airport)

* And they stayed *on* Paradisco *Hotel*, …
(in + hotel)

In the two examples above the students put the wrong preposition *on*. In the first example, the appropriate combination should be *landing at the airport*. The preposition *on* cannot collocate with the word *airport*. In the second example, the student should put the preposition *in* instead of *on*. The preposition *on* cannot collocate with the word *hotel*. Therefore the appropriate combination is *in Paradisco hotel*. 
d. Collocational Errors in Using the Preposition *to*

There were 6 sentences in which the wrong use of the preposition *to* found in the students’ composition. The examples of the sentences are:

* Lusi thought that the aliens were _jealous to_ her …
  
  (jealous + of)

* The Garuda plane _departured to_ London and …
  
  (departure + from)

* He _thanked to_ his family, friends, …. 
  
  (thank + his family)

* Then, it _crashed_ the ground and …
  
  (crash + to + the ground)

In the first example above, the word _jealous_ always collocate with the preposition _of_. Therefore, the combination _jealous to_ is wrong. In the second example, the word _departure_ cannot collocate with the preposition _to_. The appropriate combination is _departure from_ because departure means leaving a place. In the third example, the word _thanked_ always followed by a noun without the preposition. Therefore, the appropriate combination is _thank his family_. In the last example, the student should put the preposition _to_ after the word _crashed_. The appropriate combination will be _crashed to the ground_.

a. Collocational Errors in Using the Preposition *around*

There were 2 students made collocational errors in using the preposition _around_ in the following sentences:
* Then, bomb squad detected around of White House with

(around + the White House)

*… and earthquake shook all of the things around the beach

(near + the beach)

In the two sentences above, the student put the wrong preposition around. In the first example the student should omit the preposition around. Therefore, the appropriate combination will be detected around the White House. In the second sentence, the student cannot put the preposition around before the word beach. The preposition around cannot collocate with the word beach. The appropriate preposition to be used here is the preposition near.

b. Collocational Errors in Using the Preposition with

The sentences below showed that the students made collocational errors in using the preposition with:

* Shanty told everything that had happened with her …

(happen + to)

* …they tried to contact with their family that…

(contact + their family)

There were 3 sentences in which incorrect grammatical collocation in using the preposition with were found in the students’ writings. In the first example above, the student put the preposition with after the word happen. The word happen always collocates with the preposition to. Therefore, the correction of the combination in the first sentence is happen to instead of happen with. In the second sentence, the student put the preposition with before the word contact. It
is wrong because they do not need any preposition after the word contact. The appropriate combination will be contact their family without the preposition with.

c. Collocational Errors in Using the Preposition from and for

There are 2 students who produced some collocational errors in using these prepositions from and for as follows:

* Shanty is a wife from a jobless man
  (a wife + of + a jobless man)
* … he usually diverted his frustration for her wife
  (diverted + to)

In the first example above, the student put the wrong preposition from. The preposition from is usually used to indicate a place or origin. But, in this sentence after the preposition from is a noun. Therefore, the appropriate preposition to be use in this sentence is the preposition of. The correction of the first sentence will be a wife of a jobless man. In the second sentence, the student put the preposition for after the word diverted. The word diverted always collocates with the preposition to. Therefore, the appropriate combination is diverted to.

d. Collocational Errors in Using the Preposition about and until

There are 2 students who made incorrect grammatical collocation in using the preposition about and until. The sentences are:

* …… George Bush ‘s policies having a war
  (policy + about + V-ing)
*….. they just waited the tidal wave subsided
(wait + until + noun phrase)

In the first example, the student did not put any preposition after the word policies. He should put the preposition about. Therefore, the appropriate combination is policies about having a war. In the second example the student did not put any preposition after the word waited. In fact, he should put the preposition until after the word wait. Therefore, the appropriate combination will be waited until the tidal wave subsided.

2. Lexical Collocation

In all of the incorrect lexical collocation in the students’ writings, it was found 10 combinations of Noun + Verb, 41 combinations of Verb + Noun, 5 combination of Adjective + Noun, 1 combination of Adverb + Verb and 1 combination of Adverb + Adjective. The categories of each lexical collocation and the number of the errors are presented in figure 4.2.

Figure 4.2: The Lexical Collocation Category
a. Collocational Errors in N + V Combination

There were 10 sentences which showed that the students made incorrect lexical errors in N + V combination. Some of the students produced errors in lexical collocation especially in combining Noun and Verb. The examples are:

* … but suddenly the plane felt down.
  (plane + crash)

* The plane has brought 50 passengers
  (plane + carry)

* That people said that a bomb was located in the White House
  (bomb + be + planted)

In the first sentence, the students did not know that they should use the word crashed instead of felt down. The word plane cannot collocate with the word felt down. The appropriate combination will be the plane crashed. Some students also did not know that the word plane cannot collocate with the word brought. The plane is a kind of transportation tools. Therefore it cannot bring something. Usually it is an animate thing which can bring something. The plane can only carry something. Therefore the correction is the plane has carried. In the third example, the word bomb cannot collocate with the word located. The student should put the word planted instead of located. The word bomb usually collocates with the word planted. Therefore, the appropriate combination will be the bomb was planted.

b. Collocational Errors in V + N Combination

There were 41 sentences in which incorrect combinations of verb and noun were found. Some of the sentences are:
* They also want to cut their relationship

(break + relationship)

* The Tsunami also destructed all of the buildings and..

(destroy + buildings)

* She feels trauma to go by plane until now

(suffer + trauma)

* … so that he cannot look for some money.

(earn + money)

* At that time, Uci used the opportunity

(take + opportunity)

The students did not know that the word cut cannot collocate with the word relationship. The students should use the word break instead of cut. The word break can collocate with the word relationship. Therefore, the appropriate combination is break their relationship. The students did not know that they should use the word destroyed instead of destructed. The appropriate combinations in the second sentence will be destroyed all of the buildings. The students should not put the word feel before the word trauma. The word feel cannot collocate with the word trauma. The students should use the word suffer instead of feel. Therefore, the appropriate combinations is suffer trauma. In the last example, the student should not use the word look for. The word look for cannot collocate with the word money. The student should use the word earn instead of look for. The correction of the last sentence is earn some money.
c. Collocational Errors in Adj + N Combination

There were 5 sentences in which incorrect combinations of adjective and noun found in the students’ writing. The examples of the sentences are:

*… because of the cutted + phone-line.
(disconnected + phone-line)

* She could be safe from that killing accident because…
(fatal + accident)

* …Tsunami victims who could escape in this world disaster.
(natural + disaster)

In the first example, the student put wrong adjective to be combined with the word phone-line. The appropriate combination of adjective + noun in the first example is disconnected phone-line. In the second example the students put wrong adjective to be combined with the word accident. The appropriate collocation is fatal accident. In the third example the student should use the word natural instead of world. The appropriate combination of adjective + noun in the last example is natural disaster.

d. Collocational Errors in Adv + Adj Combination

There was a student who produced incorrect combination of adverb and adjective. The example is:

*… stayed in Paradiso Hotel, enough far from the beach.
(quite + far from)
In the sentence above, the student should put the word *quite* instead of *enough* before the adjective *far*. The appropriate combination of adverb and adjective in the example is *quite far from*.

e. Collocational Errors in Adv + V Combination

There was a student who produced incorrect combination of adverb and verb. The example is:

* Her sister *powerfully suggested* shanty …

(strongly + suggest)

The student put the wrong adverb *powerfully* before the word *suggested*. He should use the word *strongly* instead of *powerfully*. The appropriate combination is *strongly suggested* because the word *strongly* usually collocates with the word *suggest*.

3. Other Findings

a. Since phrasal verbs do not exist in *Bahasa Indonesia*, some students tend to produce very long combination of words, which have simple meaning in English. That is why the students produced very long combination. The examples of long combination are:

  * Anas also could not *give some news to* her parents in Magelang.

  (contact)

  *Suddenly there was a strange condition that happened to them.*

  (something strange happened)
b. Some students produced errors when they made sentences, which are linguistically correct but contextually incorrect. In this study those kinds of errors are defined as contextual errors. The students could not put the appropriate word because they failed in recognizing the context of the sentences. The examples of contextual errors are shown below:

*Another survivor was placed in different hospital. (taken)
*Then, it crashed the ground and she did not know anything else. (remember)

C. Some students also put wrong word form in their sentences. It might happen because they did not know about the nature of the word that they used in their sentences. They maybe did not know what class the words belong to or they did not know which one is the noun, adjective or the adverb of a word so that they put wrong word form. The examples are:

*About his successful, he just said that God always be with him. (success)
*He did not get any money and started to feel frustrated and depressed. (depressed)
*Finally, he just gave some warning to the terrorism. (terrorist)

B. Possible Causes of Students’ Collocational Errors

To answer the second problem, ‘What are the possible causes of collocational errors made by the second semester students of Sanata Dharma University in their writings?’, the researcher referred to the theory on sources of errors as described in chapter II. It means that the answer to the second problem question is the interpretation of the researcher himself and it is not completely
perfect. According to Brown (1980: 173-174) there are three basic sources of a learner’s producing errors in learning a new language. These general sources of errors consist of interlingual transfer or interference, intralingual or developmental errors and context of learning.

1. **Interference of the Mother Tongue**

Interference of the mother tongue is defined as the process of the influence of the learners’ mother tongue to the production in the target language. The students who have not yet mastered the target language often make some errors in grammatical and lexical collocation because of the interference of their mother tongue to the students’ sentence productions, which were the same as their mother tongue. e.g:

* ..there was an active bomb *at* one of the White House *room*.

*She did not want to *cut* their *relationship*.

* Shanty told everything that had *happened with* her …

* …Uci *used the opportunity*

From the sentences above, if they are translated into *Bahasa Indonesia* they will be:

* …*ada sebuah bomb yg aktif *di* salah satu ruangan*White House*

* *Dia tidak ingin *memustuskan hubungan* mereka.

* *Shanty memberitahu semua yang telah *terjadi pada* nya…

* *… Uci *menggunakan kesempatan itu.

In the first sentence, the student used wrong preposition *at* instead of *in* because in *Bahasa Indonesia* both the preposition *at* and *in* mean *di*. In fact in
English the preposition *at* is usually used to indicate place. Therefore, the student might get confused which preposition should he used. In the second sentence, the word *cut* means *memutuskan*. It cannot be used in this sentence because *cut* cannot collocate with *relationship*. It means the student took the Indonesian transfer and just translated it word by word without considering the appropriate partnership of the word. In the third sentence, the student applied word partnership in Indonesian. In Indonesian the word *terjadi* usually collocates with the word *pada*. But, the student put the wrong preposition *with*. In the last example, the student also applied the word partnership in Indonesian that is *menggunakan kesempatan*. In fact, in English the word *use* cannot collocate with the word *opportunity*. The appropriate collocation is *took the opportunity*. From the four examples above, it is clear that Indonesian influences the student in producing incorrect collocation in English.

1. **Intralingual or Developmental Error**

   Intralingual/Developmental errors are the errors due to language being learned (TL), independent of the native language. According to Richards (1970) they are “items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to “derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language” (Richards, 1970:6). The examples of collocational errors caused by intralingual errors are:

   *The bomb squad officer had just successfully *diffused a bomb* …
* … the earthquake destructed many buildings.

*Tsunami has swept away all of the things around the beach

word influences the students in producing collocational errors. In the three examples above, the errors are caused by the target language itself, in this case the English. The students did not know about the nature of the word that they used in their sentences. For example, in the first sentence there is confusion about the difference between diffused and defused. Both of them have almost similar in the form but different in their meanings. The student failed to choose the appropriate word defused, which can collocate with the word bomb. In the second example, the student did not know that the verb form of the noun destruction is destroyed. They just generalized that the verb in English, especially in the past form always attached by a morpheme -ed. Therefore, the student just added -ed after the word destruct become destructed. In the last example, the student did not know about the nature of the preposition around. In English, the preposition around means in every part of a circle or round thing. The student did not aware that the beach is not round. Therefore, he produced wrong collocation around the beach. From the examples above, it is clear that the nature of English itself especially the nature of the

2. Context of Learning

According to Brown (1987: 179-177), context of learning also becomes the major source of errors besides interlingual and intralingual transfer or interference and developmental errors. The word ‘context’ means a condition in which an
event happens (Hornby, 1995: 250). In this study, the term ‘context’ refers to the classroom or social situation in the case of untutored second language learning. Based on the explanation, it can be said that teaching and learning activities is considered as one of major sources of errors. Since there were so many collocational errors found in the students’ writings, it is obvious that the students have very limited knowledge of collocation. It may happen because the teachers or the lecturers never give clear explanation about collocation or never create students’ consciousness of collocational patterns in the sentences they have produced. Moreover, it is a fact that in Vocabulary class, the lecturer did not teach collocation as an integrated material. Therefore, the teachers or the lecturers should teach collocation to the students as an integrated material in vocabulary and writing in their classroom activities.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research findings and some suggestions intended for the teachers and lecturers, the students and other researchers. This thesis adds to the few studies so far conducted in the area of lexical errors of foreign language learners in general and the errors of Sanata Dharma University students of English in particular. It provides empirical data that collocation is very problematic for the second language learners.

A. Conclusions

This study finally arrived at some conclusions. Performing the task of writing, the researcher found it was obvious that the students made errors in collocation. The result showed that collocations constituted an area of difficulty in learning English as a foreign language. From the findings, it was obvious that the students of Sanata Dharma University committed errors when producing collocation in English, especially in lexical combination. A total of 101 errors on grammatical collocation and lexical collocation were found. The grammatical collocations amounted to 44. There were 57 lexical collocations, most of which were Verb + Noun and Noun + Verb combinations. The result of other findings showed that wrong word form was on the first rank. Errors in word form mostly occurred in the students’ writings because the students did not know the nature of the word that they used especially the class of word. On the second place was contextual error. It was followed by long combination in the third place.
Responding to the researcher’s attempt to figure out the causes underlying the students’ making collocational errors, the researcher concluded that there were three possible factors which might cause the students’ errors. The main causes of collocational errors were the interference of mother tongue, in this case *Bahasa Indonesia*. Besides, the collocational errors were also caused by the overgeneralization of the students in combining the words because they just had partial knowledge about the English words itself (intralingual). The last cause was the context of learning. Errors indicate that the students depend on interlingual and intralingual strategies to facilitate learning. Such strategies help in case of perceived linguistic similarities and lead to problems in case of differences. Most of the incorrect lexical collocations found in this study were due to interlingual transfer from Indonesian. Most of the students employed the interlingual transfer strategy whereby they replaced the Indonesian words with English ones. As a result, some collocations were produced correctly due either to positive interlingual transfer or direct acquisition from the language input.

B. Suggestions

Having discussed the conclusion of the study, next, there are some suggestions for the teacher and the lecturers, the students, and the other researchers of English Education.

1. For the English teachers and lecturers

The teaching of collocations inevitably needs to be integrated with the teaching of vocabulary. Teaching and learning of English lexis should not be restricted to course books. A course book can only serve as a guide to learning. It
cannot possibly handle the complex nature of lexical collocations acquisition. Teachers should encourage learners' creativity through the use of some aids to vocabulary learning. Teachers should encourage the students to be involved in extensive reading of a lot of literature written in English. This will not only expose them to a massive amount of vocabulary, but will also help them to discover and acquire new collocations. According to Taiwo (2001: 323), chances that ESL learners cannot combine words correctly without having previously read them are very high. Lastly, teachers should emphasize areas of differences in the collocational patterns of the mother tongue (MT) and the target language (TL). Studies of collocational errors reveal that collocations in the MT are often translated directly into English. The major thrust of these suggestions is to make the teachers create the consciousness of collocations in learners.

2. For the students as the English learners

The students as ESL, should practice writing to sharpen their ability to choose appropriate words to combine so that they can produce correct collocations. Besides, ESL learners should also be encouraged to make effective use of English dictionaries, especially the ones written with learners in focus. The dictionary is a trusted and respected repository of facts about the lexicon of a language. Dictionaries such as, the Collins COBUILD English Dictionary (CCED), BBC English Dictionary (BBCED), and Oxford Advanced Learners Dictionary (OALD), which were based on extensive naturally occurring data are particularly good for the acquisition of the collocational properties of English lexical items.
3. Further Research

This study tried to investigate one aspect of vocabulary knowledge that was collocation. Follow-up studies can be done in different aspect of vocabulary knowledge such as idiom, grammatical behavior a word.
BIBLIOGRAPHY


APPENDIX I

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
THE EXAMPLES OF STUDENTS' WRITTEN WORKS

G.I.A Crashed


Another plane of the Canadian Indonesian Airlines, G.I.A, crashed early in the morning near London City. The flight was carrying 50 passengers to London and there is only 1 survivor.

An American who survived, departed from Jakarta, was going to travel around with his friends. "I was chatting with my friends when suddenly, going down," she said.

She was saved by Arnold, a police officer in London, who saw her in time. He took her to St. Caroline Hospital in London.

Another survivor was placed in different hospitals.

As soon as possible, the Government of Indonesia will give insurance and free ticket to go back to Indonesia to her and the survivors.

Dedicated, Rose

13/12/92

Reporter at New York
Domestic Violence

Puri, JP

Shanty, a 20 years old house wife was a victim of domestic violence. It's happened in her house, at Cegayan street number 45. Although she didn't do a mistake, she was hit by her husband. She has been a victim of domestic violence from 2009. Her husband was frustrated and depression because he lost his job and made his wife become a victim of domestic violence.

She got a physical and mentally abuse. He often hit his wife with a stick and always hurt his wife by mocks her. She didn't want to tell the police because she wants to save her marriage and her husband from the law. She loves her husband very much.

But her sister told her to report this case about a month ago. Shanty just hope it will be better. And wish her husband repaired his mistakes.

Name: Animasuya Erine Puri
SI Number: 05014100
Tsunami Survivor

Phuket (Thai), 26/12

Mai (6) was an Indonesian tourist who had holiday in Phuket, Thai-
land. The tsunami was happened in December 26th, 2004. While at
that time, Mai was at the hotel's lobby. When the wave came, Mai di-
rectly ran up to the hotel's roof and saw the tide sweep destructed
the main floor of the hotel and carrying all the things the wave have
found. The tsunami also destructed all the buildings and
caused serious damage.

She can only watch the tsunami incident from the hotel's roof.

She was also saw that the surrounding buildings around the hotel
were shifted away and rushed by the tide. The tsunami happened
only a few minutes after that day's morning earthquake. Mai said,
and after it happened, she saw a lot of corpses was spread around
the hotel, and she cannot get information to her family beca-

of the cut-off phone line.
Berita 05/11/93

The Bad Holiday

In Thailand when Tsunami came

The Tsunami was happened in Phuket, Thailand in December 26th 2004. Many people were on the building was falling down, because the tsunami has swept away all of the things around the beach.

The tsunami happened for 10 minutes, and the water is very big. One of the victims that survived is Noor De Anggit (19), the art came from Solo Indonesia. She came to Thailand to have holiday with her 5 friends. And they stay in Paradiso Hotel, enough far from the beach. When the tsunami came, she has lunch with her friends in fifth floor not far from her room. Suddenly tidal wave and earthquake shake all of the things around the house.
Directly they run going up until 13 floor and they waiting ± 20 minutes until the tide and earthquake subsides. In the tsunami there are 100.000 disaster was lose. But she and her friends survive because they kept far from their hotel. Although she and her friends survive, but they can't enjoy the holiday because the situation is very bad.
APPENDIX II
THE SENTENCES IN WHICH COLLOCATIONAL ERRORS WERE FOUND

1. Another plane of the Garuda Indonesian Airways (GIA) crashed again in Monday at about 11 p.m, near to London.
2. "I was chatting with my friend when it suddenly going down", she said.(it=plane)
3. She was saved by Arnold, a citizen of London who lived near by the crash location.
4. As soon as possible, the Government of Indonesia will offer an insurance and free ticket to go back to Indonesia to her and other survivors.
5. The plane has brought 50 passengers.
6. She said that there was no problem about 5 minutes before that killing accident.
7. Suddenly, the plane was dropdown a minute before landing on London Airport.
8. Then, it crashed the ground and she did not know anything else.
9. He took Anas from the plane crash to get aid.
10. She feels trauma to go by plane until now.
12. Many people were lost and the building was falling down because the Tsunami has swept away all of the things around the beach.
13. And they stayed on Paradiso Hotel, enough far from the beach.
14. When the Tsunami came she had lunch with her friend in the fifth floor not far from her room.
15. Suddenly, tidal wave and earthquake shook all of the things around the beach.
16. Then, one of the aliens took and closed her eyes, dragged her to strange plane and brought her to outer space.
17. It seemed that they just wanted to take her attention.

18. Lusi thought that the aliens were jealous to her because at that time she had a date with her boyfriend.

19. The Tsunami happened in December 26th, 2004, which at that time Mui was at the hotel's lobby.

20. When the wave came, Mui directly ran up to the hotel's roof and saw the tide destructed the main floor of the hotel and carrying all the things the wave have passed.

21. The Tsunami also destructed all of the buildings and gave serious damage.

22. She could not give information to her family because of the cutted phone line.

23. Mui, a nice girl (19) became one of the Tsunami victims who could escape in this world disaster.

24. The Tsunami has brought problems to the people there.

25. Mui and her family were staying in the fifth-floor Paradhiso Hotel.

26. It was very horrible because it gave serious damage.

27. When she had aware, she had been lying in the bed in hospital.

28. But she said that Garuda Airlines offered her insurance and they would carry her to go home soon.

29. The Garuda plane departed to London and it fell down, when it took off.

30. 50 victims on that killing accident were safe.

31. At first, she did not feel any trouble and suddenly the plane felt down.

32. And my body is pain” said Miss. Anas.

33. There were 50 people in the conference with the president George W Bush, the other presidents and the reporters.

34. At 10 p.m., president’s assistant was called by strange people in his phone.

35. That people said that a bomb was located in the White House.

36. Then, bomb squad detected around of White House with detector bomb.

37. He found the bomb at the first acid box.
38. Immediately, bomb squad diffused the bomb.

39. The terrorist did not like George W Bush because he liked war and gave suffering to Arab peoples.

40. They said that there was an active bomb at one of the White House room.

41. The president gave a decision to go to New York soon.

42. The bomb had been disarmed.

43. He thanked to his family, friends, and Jesus Christ.

44. Based on police's investigated, the kidnappers just wants to catch some money.

45. Shanty, a 25 years old woman has been abused of her husband since 2004.

46. But when they were in home and there were just two of them, the violence would happen soon.

47. He did not get any money and started to feel frustrated and depressed.

48. At last, Shanty told everything that had happened with her to her sister.

49. Her sister powerfully suggested Shanty fill a report to police station.

50. She didn’t want to cut their relationship.

51. One of them (Mui, 19) told to us that they could be safe was a miracle for them.

52. They could not do anything, so they just waited the tidal wave subsided.

53. After the Tsunami subsided, they tried to contact with their family that stays at Indonesia.

54. After she finished the class she went home and suddenly there were four men arrested her and brought her to somewhere that she did not know.

55. Margareth said that the kidnappers used a mask so she did not know exactly about what the kidnappers looked like.

56. It seemed that the aliens wanted to take my attention.

57. At that time, Uci used the opportunity.

58. Victim of domestic violence, Shanty, was hit at her house.

59. He was fired from his job so he usually diverted his frustration for her wife.

60. Although she got a physical abuse, they were still having sexuality intercourse with the reason this is a biological needs.

61. They also want to cut their relationship.
62. She was a **sacrifice at Tsunami** in Phuket, Thailand 26th of December 2004

63. Besides, the Tsunami has **destructed** most of the **houses**.

64. Shanty is a **wife from a jobless man**.

65. She **got violence** from her husband.

66. The cruelty occurred in their domestic, especially **in home**.

67. Shanty **got physically and mentally violence**.

68. Perhaps, he became cruel because he was fired from his job many years ago so that he cannot **look for some money**.

69. That was why she never **told to anyone** about the violence.

70. Finally, she filled a report about what had happened because she wanted to **cut their relationships**.

71. But, she does not want to **have divorce** from her husband actually.

72. The bomb squad had just been successfully **diffused a bomb** in the White House (27/2).

73. “It was placed at the first aid box in the president’s Rest Room”, said the chief of The National Bomb Squad, Koko Adityanto.

74. The bomb squad was successfully remove the bomb to the safer place and **diffused it**.

75. It was found by the Bomb Squad using bomb detector and find it **at the first aid box**.

76. Fortunately, there was still enough time to find and **diffuse it immediately**.(it=bomb)

77. They did not like the George Bush’s **policies having a war**.

78. Still, we even do not know how they can manage to plant the bomb **at the President’s Rest Room**.

79. There are 4 kidnappers and she said that they are tall, no hair, has beard and mustache with dark skin, and they **used a mask**.

80. Although she didn’t **do a mistake**, she was hit by her husband.

81. She **got a physical and mentally abuse**.

82. Shanty just hope, it will be better and wish her husband **repaired his mistakes**.
83. It was on sunny Sunday in Phuket that Mooi and her friends were having lunch at the 5th floor of Paradiso Hotel, Thailand, when the tsunami happened.

84. People were screaming and panic because the earthquake destructed many buildings.

85. The Tsunami has give serious damage.

86. She said that she didn’t feel any trouble with the plane but suddenly the plane felt down.

87. Now, Anas still doesn’t know about her other friends, because no one of them that contacts with her.

88. She feels trauma because of this plane crash.

89. She could be safe from that killing accident because she was saved by Arnold, a man whom she did not know before.

90. Now she feels trauma and afraid to go to other places by plane.
APPENDIX III
OTHER LEXICAL ERRORS FOUND IN THE STUDENTS’ WRITINGS

A. Word Form

1. One of the victims that survivor was Mooi De Anggit (19), the girl came from Solo, Indonesia. (survived)

2. But she and her friends survivor because it was far from their hotel. (survived)

3. Although she and her friends survivor, but they can’t enjoy the holiday because the situation is very bad. (survived)

4. Anas said that the plane crashed happened immediately. (crash)

5. Anas, 20 years old, was the victim of plane crashed. (crash)

6. He saved me from the plane crashed and took me here. (crash)

7. One day at 27th February 2006, White House in Washington DC was phoned by terrorism. (terrorist)

8. About his successful, he just said that God was always with him. (success)

9. Finally, he just gave some warning to the terrorism. (terrorist)

10. Based on police's investigated, the kidnappers just want to catch some money. (investigation)

11. He did not get any money and started to feel frustrated and depresious. (depressed)

12. Shanty got physically and mentally violence. (physical and mental)

13. She told that after one of them pretended to be her boyfriend’s assistance, she was trapped into a car with a band on her eyes. (assistant)

14. She got a physical and mentally abuse. (mental)

15. She was hit at her back and her necklace. (neck)
B. Long Combination

1. Anas also could not give some news to her parents in Magelang. (contact)
2. She could not give information to her family because of the cutted phone-line. (contact)
3. Suddenly there was a strange condition that happened to them. (something strange happened)

C. Contextual Error

1. Another survivor was placed in different hospital. (taken)
2. Then, it crashed the ground and she did not know anything else. (remembered)
3. The Tsunami happened for about 20 minutes, and the water was very big. (the wave was very high)
4. After that, she ran away, as long as she could, she looked for the nearest police station. (far)
5. She sneaked around the ship and went out from the door without being realized by the aliens. (recognized)
6. The first thing that she remembered after she have had that terrible experience is she found herself laid on the bed with Arnold was inside her. (beside)
APPENDIX IV
## THE LIST OF GRAMMATICAL COLLOCATION ERRORS

<table>
<thead>
<tr>
<th>Collocational errors</th>
<th>n</th>
<th>Examples</th>
<th>Appropriate Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>lying + in ...</td>
<td>1</td>
<td>When she had been aware, she had been <em>lying in</em> the bed in hospital</td>
<td>When she had been aware, she had been <em>lying on</em> the bed in hospital</td>
</tr>
<tr>
<td>escape + in ...</td>
<td>1</td>
<td>Mui, a nice girl (19) became one of the Tsunami victims who could <em>escape in</em> this world disaster.</td>
<td>Mui, a nice girl (19) became one of the Tsunami victims who could <em>escape from</em> this natural disaster.</td>
</tr>
<tr>
<td>in + home</td>
<td>1</td>
<td>But when they were <em>in home</em> and there were just two of them, the violence would happen soon.</td>
<td>But when they were <em>at home</em> and there were just two of them, the violence would happen soon.</td>
</tr>
<tr>
<td>in + phone</td>
<td>1</td>
<td>At 10 p.m., president’s assistant was called by strange people <em>in his phone</em></td>
<td>At 10 p.m., president’s assistant was called by strange people <em>on his phone</em></td>
</tr>
<tr>
<td>in + Monday</td>
<td>1</td>
<td>Another plane of the Garuda Indonesian Airways (GIA) crashed again <em>in Monday</em> at about 11 p.m, <em>near London</em>.</td>
<td>Another plane of the Garuda Indonesian Airways (GIA) crashed again <em>on Monday</em> at about 11 p.m, <em>near London</em>.</td>
</tr>
<tr>
<td>in + floor</td>
<td>1</td>
<td>Mui and her family were staying <em>in the fifth-floor</em> Paradhiso Hotel</td>
<td>Mui and her family were staying <em>on the fifth-floor</em> Paradhiso Hotel</td>
</tr>
<tr>
<td>in + (the date)</td>
<td>2</td>
<td>The Tsunami happened in Phuket Thailand, <em>in</em></td>
<td>The Tsunami happened in Phuket Thailand, <em>on</em></td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>in + conference</td>
<td>1 There were 50 people in the conference with the president George W Bush, the other presidents and the reporters.</td>
<td>There were 50 people at the conference with the president George W Bush, the other presidents and the reporters.</td>
<td></td>
</tr>
<tr>
<td>be + (no prep) + pain</td>
<td>1 And my body is pain&quot; said Miss. Anas.</td>
<td>And my body is in pain” said Miss. Anas.</td>
<td></td>
</tr>
<tr>
<td>on + airport</td>
<td>1 Suddenly, the plane was dropdown a minute before landing on London Airport.</td>
<td>Suddenly, the plane crashed a minute before landing on London Airport.</td>
<td></td>
</tr>
<tr>
<td>on + hotel</td>
<td>1 And they stayed on Paradhiso Hotel, enough far from the beach</td>
<td>And they stayed in Paradhiso Hotel, quite far from the beach</td>
<td></td>
</tr>
<tr>
<td>at + room</td>
<td>1 They said that there was an active bomb at one of the White House room.</td>
<td>They said that there was an active bomb in one of the White House room.</td>
<td></td>
</tr>
<tr>
<td>at + (a country)</td>
<td>1 After the Tsunami subsided, they tried to contact with their family that stays at Indonesia.</td>
<td>After the Tsunami subsided, they tried to contact their family that stays in Indonesia.</td>
<td></td>
</tr>
<tr>
<td>at + house</td>
<td>1 Victim of domestic violence, Shanty, was hit at her house.</td>
<td>Victim of domestic violence, Shanty, was hit in her house.</td>
<td></td>
</tr>
<tr>
<td>at + Tsunami</td>
<td>1 She was a sacrifice at Tsunami in Phuket, Thailand 26th of December 2004.</td>
<td>She was a victim in Tsunami in Phuket, Thailand 26th of December 2004.</td>
<td></td>
</tr>
<tr>
<td>at + box</td>
<td>2 He found the bomb at the first acid box.</td>
<td>He found the bomb in the first acid box.</td>
<td></td>
</tr>
<tr>
<td>at + floor</td>
<td>1 It was on sunny Sunday in Phuket that Mooi and her</td>
<td>It was on sunny Sunday in Phuket that Mooi and her</td>
<td></td>
</tr>
<tr>
<td>Verb/Phrase</td>
<td>Row 1</td>
<td>Row 2</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>friends were having lunch</td>
<td>at the 5th floor of Paradiso Hotel, Thailand, when the tsunami happened.</td>
<td>friends were having lunch on the 5th floor of Paradiso Hotel, Thailand, when the tsunami happened.</td>
<td></td>
</tr>
<tr>
<td>near + to + N</td>
<td>1 Another plane of the Garuda Indonesian Airways (GIA) crashed again in Monday at about 11 p.m, near London</td>
<td>Another plane of the Garuda Indonesian Airways (GIA) crashed again on Monday at about 11 p.m, near London</td>
<td></td>
</tr>
<tr>
<td>jealous + to</td>
<td>1 Lusi thought that the aliens were jealous to her because at that time she had a date with her boyfriend.</td>
<td>Lusi thought that the aliens were jealous of her because at that time she had a date with her boyfriend.</td>
<td></td>
</tr>
<tr>
<td>departure + to</td>
<td>1 The Garuda plane departed to London and it felt down, when it took off.</td>
<td>The Garuda plane departed from London and it crashed, when it took off.</td>
<td></td>
</tr>
<tr>
<td>told + to + N</td>
<td>2 One of them (Mui, 19) told to us that they could be safe was a miracle for them.</td>
<td>One of them (Mui, 19) told us that they could be safe was a miracle for them.</td>
<td></td>
</tr>
<tr>
<td>crash + (no prep) + the ground</td>
<td>1 Then, it crashed the ground and she did not know anything else</td>
<td>Then, it crashed to the ground and she did not know anything else</td>
<td></td>
</tr>
<tr>
<td>thank + to + N</td>
<td>1 He thanked to his family, friends, and Jesus Christ</td>
<td>He thanked his family, friends, and Jesus Christ</td>
<td></td>
</tr>
<tr>
<td>a wife + from</td>
<td>1 Shanty is a wife from a jobless man.</td>
<td>Shanty is a wife of a jobless man.</td>
<td></td>
</tr>
<tr>
<td>a policy + (no prep) + VP</td>
<td>1 They did not like the George Bush’s policies having a war.</td>
<td>They did not like the George Bush’s policies about having a war.</td>
<td></td>
</tr>
<tr>
<td>around + the beach</td>
<td>1 Suddenly, tidal wave and earthquake shook all of the things around the beach</td>
<td>Suddenly, tidal wave and earthquake shook all of the things near the beach</td>
<td></td>
</tr>
<tr>
<td>Error Type</td>
<td>Error Description</td>
<td>Example 1</td>
<td>Example 2</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>detected + around + of +...</td>
<td>Then, bomb squad detected around of The White House with a detector bomb</td>
<td>Then, bomb squad detected around The White House with a bomb detector</td>
<td></td>
</tr>
<tr>
<td>be + abused + of + N</td>
<td>Shanty, a 25 years old woman has been abused of her husband since 2004</td>
<td>Shanty, a 25 years old woman has been abused by her husband since 2004</td>
<td></td>
</tr>
<tr>
<td>happen + with</td>
<td>At last, Shanty told everything that had happened with her to her sister.</td>
<td>At last, Shanty told everything that had happened to her to her sister.</td>
<td></td>
</tr>
<tr>
<td>contact + with</td>
<td>Now, Anas still doesn’t know about her other friends, because no one of them that contacts with her.</td>
<td>Now, Anas still doesn’t know about her other friends, because no one of them that contacts her.</td>
<td></td>
</tr>
<tr>
<td>wait + (no prep) + N + V</td>
<td>They could not do anything, so they just waited the tidal wave subsided</td>
<td>They could not do anything, so they just waited until the tidal wave subsided</td>
<td></td>
</tr>
<tr>
<td>diverted + for</td>
<td>He was fired from his job so he usually diverted his frustration for her wife.</td>
<td>He was fired from his job so he usually diverted his frustration to her wife.</td>
<td></td>
</tr>
</tbody>
</table>

Notes: The column n indicates the number of the students who made these errors.
## THE LIST OF LEXICAL COLLOCATION ERRORS

<table>
<thead>
<tr>
<th>Collocational errors</th>
<th>n</th>
<th>Examples</th>
<th>Appropriate Collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane + be + going down</td>
<td>1</td>
<td>&quot;I was chatting with my friend when it suddenly going down&quot;, she said.</td>
<td>&quot;I was chatting with my friend when it suddenly crashed&quot;, she said.</td>
</tr>
<tr>
<td>plane + bring ...</td>
<td>1</td>
<td>The plane has brought 50 passengers</td>
<td>The plane has carried 50 passengers</td>
</tr>
<tr>
<td>plane + be + drop down</td>
<td>1</td>
<td>Suddenly, the plane was dropdown a minute before landing on London Airport.</td>
<td>Suddenly, the plane crashed a minute before landing at London Airport.</td>
</tr>
<tr>
<td>pron + bring + Pron</td>
<td>2</td>
<td>After she finished the class she went home and suddenly there were four men arrested her and brought her to somewhere that she did not know.</td>
<td>After she finished the class she went home and suddenly there were four men arrested her and took her to somewhere that she did not know.</td>
</tr>
<tr>
<td>plane + fell down</td>
<td>2</td>
<td>At first, she did not feel any trouble and suddenly the plane felt down.</td>
<td>At first, she did not have any trouble and suddenly the plane crashed</td>
</tr>
<tr>
<td>bomb + be + located</td>
<td>1</td>
<td>That people said that a bomb was located in the White House</td>
<td>That people said that a bomb was planted in the White House</td>
</tr>
<tr>
<td>bomb + be + disarmed</td>
<td>1</td>
<td>The bomb had been disarmed.</td>
<td>The bomb had been defused.</td>
</tr>
<tr>
<td>offer + insurance</td>
<td>2</td>
<td>But she said that Garuda Airlines offered her</td>
<td>But she said that Garuda Airlines gave/provided her</td>
</tr>
<tr>
<td>Action + Noun</td>
<td>Line 1</td>
<td>Line 2</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>insurance</td>
<td>insurance and they would carry her to go home soon.</td>
<td>insurance and they would carry her to go home soon.</td>
<td></td>
</tr>
<tr>
<td>get + aid</td>
<td>He took Anas from the plane crash to <em>get aid</em>.</td>
<td>He took Anas from the plane crash to <em>give aid</em>.</td>
<td></td>
</tr>
<tr>
<td>feel + trauma</td>
<td>She <em>feels trauma</em> because of this plane crash</td>
<td>She <em>suffers trauma</em> because of this plane crash</td>
<td></td>
</tr>
<tr>
<td>take + attention</td>
<td>It seemed that they just wanted to <em>take her attention</em>.</td>
<td>It seemed that they just wanted to <em>attract her attention</em>.</td>
<td></td>
</tr>
<tr>
<td>destructed + N</td>
<td>The Tsunami also <em>destructed</em> all of the buildings and gave serious damage</td>
<td>The Tsunami also <em>destroyed</em> all of the buildings and caused serious damage</td>
<td></td>
</tr>
<tr>
<td>gave + damage</td>
<td>The Tsunami has <em>given</em> serious damage</td>
<td>The Tsunami has <em>caused</em> serious damage</td>
<td></td>
</tr>
<tr>
<td>bring + problem</td>
<td>The Tsunami has <em>brought problems</em> to the people there.</td>
<td>The Tsunami has <em>caused problems</em> to the people there.</td>
<td></td>
</tr>
<tr>
<td>feel + trouble</td>
<td>At first, she did not <em>feel any trouble</em> and suddenly the plane felt down</td>
<td>At first, she did not <em>have any trouble</em> and suddenly the plane crashed</td>
<td></td>
</tr>
<tr>
<td>diffused + bomb</td>
<td>The bomb squad had just successfully <em>diffused a bomb</em> in the White House</td>
<td>The bomb squad had just successfully <em>defused a bomb</em> in the White House</td>
<td></td>
</tr>
<tr>
<td>give + suffering</td>
<td>The terrorist did not like George W Bush because he liked war and <em>gave suffering</em> to Arab peoples</td>
<td>The terrorist did not like George W Bush because he liked war and <em>caused suffering</em> to Arabians.</td>
<td></td>
</tr>
<tr>
<td>give + decision</td>
<td>The president <em>gave a decision</em> to go to New York soon</td>
<td>The president <em>took a decision</em> to go to New York soon</td>
<td></td>
</tr>
<tr>
<td>Action 1</td>
<td>Frequency</td>
<td>Description</td>
<td>Corrected Description</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>catch + money</td>
<td>1</td>
<td>Based on the police's investigated, the kidnappers just wants to catch some money.</td>
<td>Based on the police investigation, the kidnappers just wants to earn some money.</td>
</tr>
<tr>
<td>get + money</td>
<td>1</td>
<td>He did not get any money and started to feel frustrated and depressed.</td>
<td>He did not earn any money and started to feel frustrated and depressed.</td>
</tr>
<tr>
<td>cut + relationship</td>
<td>3</td>
<td>They also want to cut their relationship</td>
<td>They also want to break their relationship</td>
</tr>
<tr>
<td>use + mask</td>
<td>2</td>
<td>Margareth said that the kidnappers used a mask so she did not know exactly about what the kidnappers looked like.</td>
<td>Margareth said that the kidnappers wore a mask so she did not know exactly about what the kidnappers looked like.</td>
</tr>
<tr>
<td>use + opportunity</td>
<td>1</td>
<td>At that time, Uci used the opportunity.</td>
<td>At that time, Uci took the opportunity.</td>
</tr>
<tr>
<td>get + abuse</td>
<td>2</td>
<td>She got a physical and mentally abuse.</td>
<td>She suffered a physical and mental abuse.</td>
</tr>
<tr>
<td>get + violence</td>
<td>1</td>
<td>She got violence from her husband</td>
<td>She suffered violence from her husband</td>
</tr>
<tr>
<td>look for + money</td>
<td>1</td>
<td>Perhaps, he became cruel because he was fired from his job many years ago so that he cannot look for some money.</td>
<td>Perhaps, he became cruel because he was fired from his job many years ago so that he cannot earn some money.</td>
</tr>
<tr>
<td>have + divorce</td>
<td>1</td>
<td>But, she does not want to have divorce from her husband actually</td>
<td>But, she does not want to get divorce from her husband actually</td>
</tr>
<tr>
<td>do + mistake</td>
<td>1</td>
<td>Although she didn’t do a mistake, she was hit by her husband</td>
<td>Although she didn’t make a mistake, she was hit by her husband</td>
</tr>
<tr>
<td>repair + mistake</td>
<td>1</td>
<td>Shanty just hope it will be better and wish her</td>
<td>Shanty just hope it will be better and wish her</td>
</tr>
<tr>
<td>Mistakes</td>
<td>Students</td>
<td>Corrected Version</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>husband repaired his mistakes</td>
<td>husband corrected his mistakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>killing + accident</td>
<td>3</td>
<td>She said that there was no problem about 5 minutes before that killing accident.</td>
<td></td>
</tr>
<tr>
<td>cutted + phone-line</td>
<td>1</td>
<td>She could not give information to her family because of the cutted phone line</td>
<td></td>
</tr>
<tr>
<td>world + disaster</td>
<td>1</td>
<td>Mui, a nice girl (19) became one of the Tsunami victims who could escape in this world disaster.</td>
<td></td>
</tr>
<tr>
<td>powerfully + suggest</td>
<td>1</td>
<td>Her sister powerfully suggested shanty fill a report to police station</td>
<td></td>
</tr>
<tr>
<td>enough + far + from</td>
<td>1</td>
<td>And they stayed on Paradiso Hotel, enough far from the beach</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** The column *n* indicates the number of the students who made these errors.