ASSESSING THE INDONESIAN EFL STUDENTS PRODUCTION OF ENGLISH COLLOCATIONS IN SPEAKING

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ABSTRACT

Collocations, as a part of vocabulary, are chunks that are of import for both learners and teachers in the process of language learning (Thornbury, 2002). According to Hanks (1987), words appear together to form collocational patterns. However, nonnative speakers often combine words in a nonnative-like manner, making the combinations sound strange to native speakers. The respondents in this study are 23 students of the English Language and Culture Department (BBI) from semester 3 at Bunda Mulia University. In this study, the data were taken from their speaking. The students were given a topic taken from TOEFL, and given a chance to voice their opinion in 2 (two) minutes. In this research, the writer would like to find out the answers to problems formulated: (1) what errors of lexical collocations, particularly "verb + noun" appear in speaking? and (2) how does the L1 influence the production of the English lexical collocations? The result shows the misapplications of the collocations were resulted from several factors: (1) unawareness of the different use of similar words, (2) the different use between the real use and that in the English dictionary, (3) the lack of knowledge of English collocations, (4) the lack of English vocabulary, (5) many combinations of acceptable Indonesian collocations but unacceptable in the English ones.

Keywords: *lexical collocations, L1 influence*

INTRODUCTION

Collocations, as a part of vocabulary, are chunks that are of import for both learners and teachers in the process of language learning (Thornbury, 2002). According to Hanks (1987), words appear together to form collocational patterns. However, nonnative speakers often combine words in a nonnative-like manner, making the combinations sound strange to native speakers. In fact, accurate use of collocations has great importance since they make speech more fluent and native-like. Therefore, mastery of collocations is an important aspect to increase proficiency in both spoken and written English.

Farghal & Obiedat(1995) affirms that collocations are quite troublesome for EFL learners, and thus several studies on the use of collocations by EFL learners to find out areas of difficulty and potentialsource of errors were conducted. It appeared that the main reasons for errors are related to paraphrasing, overgeneralization, L1 interference, interlingual transfer, intralingual transfer, and lack of collocational knowledge in English.

Tanihardjo (2015) states Nonnative speakers of a language often use collocations that come from their mother tongue. He found out that L1 interference played substantial role in the production of lexical collocation in writing; for example *use clothes, *do sacrifices, *use time, *give impact.

Several research on collocational errors have been conducted, many of which have focused more on writing. In writing, language learners use the language consciously, as they are given time to think and construct sentence cautiously. However, in this study, the researcher would like to find out the errors of the English Lexical collocations in speaking. The researcher believes that speaking is a good medium to measure someone's proficiency, since the learner uses the language immediately, once the idea comes into his or her mind.

Statement of problem

Improper combination of words resulted from L1 interference may lead to confusion. Language learners often use knowledge of L1 collocations and use it to form collocation of other language. In this research, the writer would like to find out the answers to problems formulated:
1. What errors of lexical collocations, specifically "verb+noun" combination appear in speaking?
2. How does the L1 influence the production of the English lexical collocations?

METHODOLOGY

Data Collection Procedure

The respondents in this study are students of the English department. In this study, the data were taken from the students' speaking. The students were given a topic taken from TOEFL, and given a chance to voice their opinion in 2 (two) minutes.The students' utterances were recorded, and then transcribed to

help the researcher check the students' opinions on the topic. The results then were collected in a form a table.

Data Analysis Procedure

After having collected the students' speaking and transcribed it, he consulted both the Oxford Collocations Dictionary and Cambridge Advanced Learner's Dictionary to find the English collocational errors, particularly "verb + noun". He then listed down their errors, related them to L1 lexical collocations with the aid of an online dictionary, Kamus Besar Bahasa Indonesia (KBBI) and online Indonesian corpus. In other words, the writer would like to seek an answer to the possible factors that contributed to their production of errors of English lexical collocations from the point of view of Indonesian collocations.

ANALYSIS

Findings

The data collected are in the form of speaking of which topic was *"How do movies or televisions influence people's behavior"*. From 23 students' speaking, he found 16 collocational errors in "Verb + Noun" combination.

Table 5.1 Collocational Errors of "Verb + Noun" combination

No.	Errors	Oxford
1	imitate action	mimic behavior
2	copy behaviour	mimic behavior
3	try sb act	mimic behavior
4	imitate trend	follow trend
5	imitate style	follow style
6	effect will effect	effect will affect
7	influence life	change life
8	see good lesson	see the positive side
9	use the lesson	apply the lesson
10	learn behavior	study behavior
11	include violence	use violence
12	see channel	watch channel
13	use clothing	wear clothing
14	stimulate brain	stimulate mind
15	give bad behavior	give bad influence
16	give perception	Shape perception

There are two objectives that the writer would like to reach, namely (1) to find out collocational errors in the students' speaking with "Verb + Noun" combination and (2) to relate the errors in the production of English collocations with the L1 collocations.

1) Imitate action or copy / Imitate behavior try sb act / actions
   - ➢ *Babies learn by *copying the adults' behavior* around them, and that's why movies or televisions can affect people's behavior
   - ➢ *if they watch fighting action in action movies, they also want *to imitate that kind of behavior*.
   - ➢ *For example, they want to be a superman, they want to be batman, they *try their act, they try their actions*.

   Since the topic given was all about the influence of movies or televisions over people's behavior, this collocation is one of the most to have occurred. From the students' speaking collected, the verb *imitate (meniru)* has the most use to collocate with the noun *behavior (perilaku)* to show how the movies or televisions give an influence to behavior of its viewers. As a matter of fact, the acceptable collocation in English is to *mimic behavior* or to *model behavior* to show how one follows the behavior of others.

Even though the verb *imitate* or *copy* is similar in meaning to *model* or *mimic,* those verbs are not simply interchangeable. This is shown in the students' speaking that many students used synonymous words to replace *mimic* or *model*, which resulted in uncommon and unacceptable use of the English collocations (e.g. **imitate behavior,*copy behavior*).Surprisingly, there is also another expression that is not acceptable in Indonesian collocation (e.g. **Try their act / actions*). In fact, online Indonesian corpus does not even show any occurrence of such expression.

2) Imitate trend
    ➢ **I think watch movies or television, especially Indonesian peoples, they're always imitate the trend* or their actor…

Another expression that students used to show something that has something to do with the influence of televisions or movies was *imitate trend (meniru tren).* However, the acceptable collocation in English is *follow trend (mengikuti tren).*

Both English dictionary and KBBI regard the verbs *imitate* and *follow* synonymous. In Indonesian, the collocations *imitate trend* and *follow trend* are acceptable. However, the collocation *imitate trend* appears to be more acceptable than *follow trend,* as shown in the online Indonesian corpus. On the other hand, the collocation *follow trend* is acceptable in English, but *imitate trend* is never used.

3) Imitate style
    ➢ **The children imitate the style* of the wrestler, and make their friends as their fighting enemies

The online Indonesian corpus suggests that the expressions *imitate the style* (*meniru gaya)* and *follow the style (mengikuti gaya)* are all agreeable. Nevertheless, the more common expression is *imitate the style.* The verb *follow* that collocates with *style* generally talks about the life style.

Although *imitate* and *follow* have the same sense, they are not simply identical. In English dictionary, the acceptable collocation to go with the noun *style* is only *copy* or *follow (e.g. copy the style / follow the style).*However, the two collocations of *follow the style* and *imitate the style* appear in COCA, which mean that they are both acceptable. Even though the collocation *follow the style* is what the English dictionary suggests, *imitate the style* is apparently more common. In conclusion, the noun to go with the noun *style* in both Indonesian and English collocations are dissimilar; Indonesian collocation shows that *imitate the style* is more common in Indonesian, while *follow the style* is more acceptable in English.

4) effect will effect
    ➢ **And it will not be good, because the effect will effect* to people around them as well.

The word *effect* can be both a noun, which means*the result (akibat)*or *influence (pengaruh)*and a verb, meaning *to inflict (mengakibatkan)* or *to cause (menyebabkan).* However, many students get mixed up with *to affect (mempengaruhi).*

Both COCA and the online Indonesian corpus show some occurrences of the collocation *the effect will affect (akibatnya mempengaruhi)* and no occurrences of *the effect will effect (akibat menyebabkan).* The phenomenon of the error to take place was due to the ignorance of such words. In other words, the students do not understand the different meaning of the verbs *to affect* and *to effect.*

5) influence life
    ➢ **they will only think this thing as an entertainment for them and it will not influence their behavior or real life.*

According to online Indonesian corpus, the collocations *influence life (mempengaruhi hidup)*and *change life (merubah hidup)* are acceptable. Nevertheless, *change life* is more the common one, just like the English dictionary suggests. Similarly, COCA also displays the collocation *change life* appears more often than *influence life.*

6) see good lesson
    ➢ **If the people cannot see the good lesson* from the movie, so they will use the lesson like wrong way

The literal meaning of the collocation *see good lesson* is *melihat pelajaran yang baik.* In fact, such expression does not even exist in the online Indonesian corpus, but it suggests *see the positive side (melihat sisi positif)* instead.

The possible reason why such expression was used was that the student might have regarded *see the positive side* and *see good lesson* the same. In fact, the collocation *see a lesson (melihat pelajaran)* is

not acceptable in the English usage, and it does not appear in COCA. In the English use, however, the common expression is supposed to be *see the bright side* or *look at the positive side.*

7) use the lesson
   ➢ *If the people cannot see the good lesson from the movie, so they will use *the lesson* like wrong way
   The verbs *to use* and *to apply* have the same sense, which is *menggunakan.* Those verbs are synonymous, but they are not simply interchangeable. As a matter of fact, the English dictionary only suggests *apply the lesson¸* but not *use the lesson*. COCA, however, displays some occurrences for both collocations with the collocation *apply the lesson* to be the most occurrences.

8) learn behavior
   ➢ *They learn to eat or drink or something else by learning each others' behavior
   The English dictionary suggests that both verbs *learn* and *study* are identical in meaning. However, when it comes to collocation, the noun *behavior* does not necessarily co-occur with the verb *learn.* In other words, having the same sense will not simply make them identical, and thus being able to co-occur with another word. The acceptable collocation, however, is *study behavior (mempelajari perilaku).*Surprisingly, COCA shows that both the collocations of *study behavior* and *learn behavior* are all agreeable, with the latter as the more common one.

9) include violence
   ➢ *when they watch a movie like who *include violence*, they will tend to do the violent things, such as beating the people up
   The collocation *include violence (memasukkan / berisi kekerasan)* occurs in the Indonesian corpus. However, such collocation doesn't appear in COCA. In Fact, the highest occurrence to go with the noun *violence* is *to use* as in *to use violence (menggunakan kekerasan),* as the English dictionary also suggests.
   In spite of the fact that the Indonesian corpus shows the same result; *to use violence* has high occurrences, the collocation *include violence* is also agreeable. In fact, such collocation has quite high occurrences in the corpus.

10) see channel
   ➢ *So if we *see positive channel or movies*, it will give us positive thinking and perception in life
   The verbs *see* appears to be one of the ambiguous words to Indonesian speakers. In fact, *to see* as in *see a channel (melihat saluran)* and *to watch* as in *watch a channel (menonton saluran)* are slightly different in the sense; *to see* is to have a look at something at a glance, and *watch is* to look or observe attentively. In spite of the fact that they differ, the students do not seem to realize the differences.
   Neither the online KBBI nor the online Indonesian corpus displays the similarity in meaning or usage. The latter does not display any occurrence of the collocation *melihat saluran.* Nonetheless, the use of such collocation still occurs. The correct collocation, however, is supposed to be *watch channels,* as suggested in both the English and Indonesian dictionaries.

11) use clothing
   ➢ *This is a trend where people use branded clothing, like Adidas, Nike, and all those stuffs are very expensive
   Use is one difficult verb which often leads to confusion to Indonesian learners of English, as they might think that *wear* and *use* are agreeable when it comes to clothes. Apparently, *use clothes (menggunakan pakaian)* and *wear clothes (memakai pakaian)* are common expressions in Indonesian, as shown in online Indonesia corpus. However, the more common expression for Indonesian speaker to use is *to use clothes.* Additionally, the online KBBI also suggests that both verbs *wear* in *wear clothes* and *use* in *use clothes* are synonymous, and thus interchangeable.
   In English, on the other hand, the acceptable collocation is *wear clothes,* and the noun *clothes* does not co-occur with *use* as in *use clothes.* From the results shown, it can be concluded that Indonesian word, like the verbs *use* and *wear* that are different in meaning, as shown in the English dictionary, may have similar meaning in Indonesian., and thus interchangeable.

12) stimulate brain
   ➢ *The person who always watching the thriller movie, they can have stimulate their brain
   The writer found that the use of the collocations*stimulate brain (merangsang otak)*and *stimulate brain (merangsang pikiran)* are perplexing. The acceptable collocation according to the English dictionary is *stimulate mind.* Surprisingly*, stimulate brain* appears to be more common or acceptable than *stimulate mind* in both English and Indonesian usages.

13) give bad behavior
  ➢ *If we watch an uneducated movies such as horror or blue film,that might *give us bad behavior* in real life.
It is so surprising that neither the Indonesian corpus nor COCA shows any occurrences of the collocation *give bad behavior (memberikan perilaku buruk).* As the English dictionary also suggests, the noun *behavior* should collocate with *show, display*, or *exhibit,* all of which have the meaning of making it possible for something to be seen.

   As a matter of fact, even the collocation *show bad behavior* does not really fit to the context. The correct expression in this context should be *give bad influence (memberikan pengaruh buruk).*

14) give perception
  ➢ *if we watch positive channel or movies, it will *give us positive perception* in life
The Indonesian corpus shows no occurrences of the collocation *give positive perception (memberikan persepsi positif).* In fact, both Indonesian and English dictionary suggest that the noun *perception* should go with the verb *shape* as in *shape good perception (membangun persepsi positif).*

   However, it appears that the collocation *shape good perception* is not common, as shown in COCA. Instead, the most common one is *to affect perception (mempengaruhi persepsi).* On the other hand, the collocation *change perception (mengubah persepsi)* appears to be more common in the Indonesian corpus.

CONCLUSION

The writer's focus is to discover the English collocational errors related to "verb + noun" combination from the Indonesian collocations point of view. From the findings, it can be concluded that the errors may have come from several factors, namely:

  (1) Unawareness of the different use of similar words (e.g. *use clothing* vs *wear clothing, *see channels* vs *watch channels*).
  (2) The different use between the real use and that in the English dictionary (e.g. *imitate style vs follow the style, *stimulate brain vs stimulate mind, *affect perception vs shape perception*)
  (3) The lack of knowledge of English collocations, as the result from the words with similar sense (e.g. *imitate/copy behavior vs mimic behavior, *imitate trend vs follow trend, *learn behavior vs study behavior, *use the lesson vs apply the lesson, *imitate the style vs follow the style*)
  (4) The lack of English vocabulary, which results in the inappropriate use of the language (e.g. **give bad behavior vs give bad influence, *see the good lesson vs see the positive side, *effect will effect vs effect will affect,*give positive perception vs shape good perception, *try sb act vs mimic behavior*).
  (5) The possible combinations of having more than one acceptable Indonesian collocations, but unacceptable in English collocations (e.g. *imitate trend vs follow trend, *use clothing* vs *wear clothing, *imitate the style vs follow the style, *influence life vs change life, *include violence vs use violence*

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