

## **Chapter I**

### **Introduction**

This chapter comprises five sections. First, the basic consideration section explains the background of research. Second, the research question of the present study is listed to determine what this research wants to investigate. Third, the aim of research is to describe the purposed of the present research. Fourth, the significances of research are included to reveal the benefits of the research results. The last, the scope of research explains the focused topic of the present study.

#### **Basic Consideration**

Writing performance is considered as a capability of the students to compose words into a good sentence. When thinking about the words, the things that comes to our mind is how to use them appropriately in writing. Additionally, there is an issue about the aspect that contributes positively towards writing performance, which is called collocation. It is explained thorough Oxford Learners Dictionary (2008, p.81), that collocation is the combination of words in a language to produce natural sound in speech and writing. By the explanation, it can be stated collocation as a crucial aspect in students writing performance, it can help the students to compose writing in natural way. On the other hand, collocation also discussed in linguistic field which called word combination. As assessed by Li (2005, p.5) collocation is a semantic syntactic relation which connects words or phrase with a set of words or phrases. The statements means, collocation is role the combination of each word in a language.

In addition, the issue of the importance of collocation in writing performance is still “bubble” for the English department students. There are many researchers have indicated that

collocation is beneficial for the English Department students, particularly in their writing performance. Alfahady, Zohairy & Wahby (2014) claimed that, “collocation is beneficial in developing learner skill such as critical thinking in language learning”. The statement means that by mastery collocation the students will be better in language skills, such as: listening, reading, speaking, and writing. Similarly, Bahns (2007, p.56) contend that, collocation is importance in the field of language teaching, especially for vocabulary learning. Based on Bahns’ statement, it can be assumed that collocation is a major aspect in build writing performances, because the basic or fundamental aspect of writing is the students’ knowledge about vocabulary. Further, according to Sadoughvanini (2013), there is significant correlation between the use of collocation and the function of language in writing. Based on his observation, the students that master English collocations are able to find out the appropriate collocation of each word in writing test. Regarding those facts, it can be inferred that by mastering collocation the students are able to combine or collocate words with the appropriate words or the true pairs of words. Therefore, it will help the students to combine every sentence when they composed a paper or essay. In relation to those findings, the researcher would like to argue that collocation is one aspect of writing that has positive contribution towards writing performance.

Regarding those explanations above, the researcher assumed that collocation is an aspect that included in linguistic field, which can give positive contribution towards students’ writing performances. However, there seems to be very little English Department students realized that writing performance can be supported by collocation mastery. Unfortunately, this appears to be particularly the case in English Department students in State University of Gorontalo, where collocation instead tend to be focused on linguistic field rather than writing performances needs.

Additionally, based on the syllabus of writing subject the researcher found that collocation included as one aspect that should be mastered in Writing one subject in year 2011. The syllabus is aimed to increase students' performance in writing performances. There are five objectives of the syllabus, namely: the students are able to write sentences, students are able identify and differentiate types of words, the students practice parallelism, the students learn about fragments of words, and the students learn about grammar. Based on the explanation above, it proves that the lecturers who teach this course put big concerns on collocation issue in writing performance. Certainly, these bring many advantages for the students. They can share many things about their problem in writing subject, and they can get more sufficient knowledge about the important of an aspect that can improve their writing performances, which is called collocation.

However, even though the syllabus explained collocation as one aspect that should be learned in Writing subject, many students of English Department in UNG still less awareness of the importance of collocation towards their writing performance. This is contrast to syllabus that made by lecturers in English Department. Consequently, they often face some difficulties in writing performance. Based on the researcher problem when composed written text (writing performance) , he faced difficulties to compose sentences in natural way even though he has been taught writing in four phases, namely: writing one, writing two, writing three, and writing four. It is because, the researcher often found it was complicated for him to create or combine words into a sentence. In addition, based on researcher observation on English Department students in UNG, the result showed that, it is difficult for the students to compose a text or essay (writing performance). What they always do is repeating some words in sentences.

To overview, the case of repeating words occurred because of two factors, they are: when composing a paper or essay, they were more focused on the language use, such as: grammar,

content and the idea. The second factor is, they prefer use basic words to advanced academic words. By looking at those problems, the researcher would like to argue that the difficulties were influenced by the students did not pay attention about the issue, and they did not know how important the collocation mastery towards their writing performances. Refers to the theory explained by McKeown & Radev (n.d), they clarified that learning collocation could help the learner in writing performances, for example, avoiding ambiguities, repetition and helping the learner in generating a text. In Consequences, to overcome those difficulties the students must have self-awareness about several aspect of writing, particularly collocation.

Regarding the facts above, the present study would like to investigate to what extent the contribution of collocation mastery towards writing performances. In addition, the discussion of this study focused on student's mastery on Adjective-Noun collocation. There are two reasons of choosing this type of collocation. Firstly, Alfahadi, Zohairy & Wahby (2014) explained that Adjective-Noun collocation is included in lexical collocation, which has strong power towards students' ability in speaking and writing. Next, they asserts that by learn lexical collocation (Adjective-Noun collocation) the students becomes recognize the pairs of words, so that it will be beneficial towards their writing performance. For example: it is not very helpful for the students to learn the meaning of the noun "tea" without learning the adjective "strong", as the other option for learners is to go for "heavy tea". By this case it can be seen that "heavy tea" is a kind of collocation error. It is because adjective "heavy" should not collocate with the noun "tea". Meanwhile, the "strong tea" is an appropriate collocation. Additionally, Alfahadi, Zohairy & Wahby (2014) explicated that Adjective-Noun collocation is type of collocation that appropriate for the beginners. So that, the researcher sure that Adjective-Noun collocation is appropriate for the students in every level of education, included the students of English Department in UNG who are still less aware about the issue of collocation. The second reason is, based on the syllabus of writing English Department

students has been learned about how to formulate Adjective and Noun words. By this case, the researcher assumed that the respondents already have fundamental basic of Adjective-Noun collocation.

Furthermore, in case of writing performances this study focused on responsive writing performances. The reason of choosing responsive writing performance as the focused of the study because it is appropriate with the level of university students, especially for the students of the 5<sup>th</sup> semester in English department. As the explanations from Brown (2004) & Barker (2014), responsive writing performance is the level when the students can connect and constructed sentences into three or more paragraphs. Furthermore, Brown mentions that the genres of text to asses responsive writing performances such as: narrative text, descriptive text, summary and short reports.

Concerning those definitions, it showed that English Department students that are going to be the participants of this study are able to compose a sentences and connecting sentences becomes paragraph. It is because, they already in 5<sup>th</sup> semester that already taught how to compose sentences become paragraph through three phases of Writing subject, namely: Writing One, Writing Two, And Writing Three.

Furthermore, this research used two types of tests. Namely: collocation test (multiple-choice-test) and responsive writing performance (composed descriptive text). The reason of selected multiple-choice-test in assessing students' mastery on adjective-noun collocation is refers to the theory explains by Lesniewska (2006) who explained that multiple-choice question as one kind of test to asses students mastery on collocation. Additionally, based on the researcher observation, that found out the students of English Department in UNG still less awareness about the issue of collocation. So that, the researcher believes that multiple-choice question would be appropriate with them. Moreover, in response to descriptive text in assessing

students' responsive writing performance is refers to the theory explained by Brown (2004), who emphasized that descriptive text is one text in assessing student's responsive writing performances. Further, based on the syllabus of writing subject, the English Department students have learned about descriptive text. Thus, the researcher sure that descriptive text is appropriate with level of 5<sup>th</sup> semester students.

Therefore, the present study would carry out and reveal the issue of the contribution of collocation mastery towards writing performances. Interestingly, this study is the first study in English Department of State University of Gorontalo, which discussed about the issue. Thus, the students find out the reason of why the English department Students should be aware of the importance of collocation mastery towards their writing performance. Based on the rationale above, the researcher formulates the title *“The contribution of students’ collocation mastery towards responsive writing performance”*.

### **Research Question**

Regarding the explanation on the basic consideration of research, the research question of this study is “To what extent is the contribution of students’ mastery on Adjective-Noun collocation towards their responsive writing performances?”.

### **The Aim of Research**

Based on the research question, the aim of this research is to find out whether there is significant contribution of students’ mastery on Adjective-Noun collocation towards students’ responsive writing performances.

### **The Scope of Research**

The focused of research is to find out to what extent the contribution of students’ mastery on Adjective-Noun collocation towards responsive writing performance.

### **The Significances of Research**

This research study provided the information on the issues of student's mastery on Adjective-Noun collocation. Further, this study also delivery the finding of the English Department Students' ability particularly in responsive writing performance. Besides that, this study is the first study about the issue of the contribution of collocation mastery towards writing performance in English Department students of State University of Gorontalo.

In addition, this study has beneficial for the teacher/lecturer, students and the researcher: For example, the teacher or lecturer can teach collocation when they teach writing subject, and they could be a role model for their students. Moreover, they could be a motivator for the students to learn collocation by giving them some practices. Next, the beneficial of this research for the students is, it will build the students' awareness of the issue and could motivate them to learn collocation by doing practice and self-study. Moreover, they could be inspired to do further evaluation about this research. The last of significance is for the researcher. By conducting this study, the researcher get more sufficient knowledge of the issue about the contribution of collocation mastery towards writing performance, so that the researcher can put more effort or collaborate with the other teacher or researcher in the future.