Teaching media in studying collocation for increasing students' language intuition

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ABSTRACT

Background: Teaching collocation to the students is not as easy as teaching grammar. Mastering collocation helps students to understand well the lesson given by the teachers and to use language to express their ideas properly.

Purpose: This study aims to investigate to what extent text used as teaching media for studying collocation.

Design and methods: A library research was done to gather information on teaching media for students that suitable for studying collocations for increasing language intuition.

Results: The texts that commonly contain collocation is a newspaper feature, a film review, a website for tourists, conversations, lectures, songs, and films.

Keywords: grammatical and lexical collocation; language intuition; lexical collocation pattern; teaching collocation

Introduction

Learning from home as a policy to minimize COVID-19 virus spread gives lots of opportunity to students studying independently (Mardianti, 2021; Putri, 2021). The students autonomously read texts from internet to support their learning. The texts are from their teacher and/or additional sources related to the learning topic. Somehow the teaching is based on the students' capabilities to get meaning from the text the students got.

In a number of texts found a number of words that are always followed by other words. For example, the word turn is always followed by right or left. Not only that, other words such as fast food, mother father, sweet dream, and so on are popular words found in teaching media texts that have similar circumstance. Those words that followed by other words are known as collocation.

Teaching collocation to the students is not as easy as teaching grammar. Grammar has pattern that teachers can use as an outline for their lesson. However, a collocation needs more intuition that students frequently heard or acquired by reading and listening in daily life.

Mastering collocation helps students to understand well the lesson given by the teachers and to use language to express their ideas properly. In the lesson, receptive and productive skills of students are trained along in a class. The teachers tend to use text as the tools. The function of the text become a corpus that students use to identifying and understanding the collocation. As the confirmation of identifying and understanding phases, the teachers ask

the students to produce similar kind of text. When the students produced the text, the teacher has a proof to what extent the students mastering the collocation.

By asking the students to identifying the text, collocation can be identified and produced a specific pattern. Based on the circumstance explain above, this study aims to investigate to what extent text used as teaching media for studying collocation.

Methods

A library research was done to present this article. This research is focusing on teaching media for students at schools to study collocation. There were some procedures started by identifying the collocation in language teaching as the main topic. Then, it continues to preliminary some sources for gaining information related to the topic. The sources used were limited by 15 years' journal and proceeding articles, some books and other document that is open access on internet. The sources, next, were analyzed to locate the materials and references needed. Last the source were evaluated to generated some notes.

Findings & Discussion

Independence in learning vocabulary

Learning autonomy is very important for students or learners, because they are the main body in the teaching process. Students should be able to decide and choose what they want to learn. The two characteristics of autonomy proposed by Feryok (2013) are choice and responsibility. In the circumstance of autonomy, learners can choose what they want or don't want to do. When they decide not to do a certain task, they realize that what they are doing may be missed or wasted (Tran & Duong, 2018). Be responsible when making choices. This means they know what they are doing and understand the consequences.

In this rapidly changing and challenging world, learners need to equip themselves so that they can always keep up with the pace of the world. They also need to surpass themselves and not be discriminated against by others. They must become the best people by virtue of their liberation rights.

However, it still brings the question of how to teach vocabulary in the limited time class for teachers. The way to solve the problem is the independence of the learner; the learner must be taught to be self-sufficient. The role of the teacher is more to suggest learning strategies that learners can use to develop their vocabulary, because the learner's vocabulary is huge (Schmitt, 2007). In addition, teachers must select words for classroom teaching according to students' oral or written vocabulary needs.

Considering the ubiquity of collocation, teachers have a solid foundation to teach collocation. They can use ability-based teaching to allow teachers to establish and maintain the ability standards they expect learners to achieve, that is, specific collocation knowledge. The use of collocation clusters helps learners meet standards accordingly. In addition, collocation clusters allow students to work autonomously at their own pace, because this strategy can also be implemented outside the classroom. Having collocational knowledge, a learner understands how a word occurs in a combination with other words in actual use. She also learns that many word combinations are easily recalled when stored in units and that they establish speech routines.

Nature of Collocation

Collocation is two or more words that often go together. These combinations just sound right to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound wrong. Collocation occurs in all languages. According to Rutherford, collocation is simply what goes together with what. He defines it as the predictable way words occur together.

Collocation is classified into lexical and grammatical collocations (Bahardoust & Moeine, 2012; Oktavera, 2014; Sholah & Yunus, 2020). Lexical collocations refer to the combinations of lexical components (open class words), for instance, *grey area* (adjective + noun) and language acquisition (noun + noun), while grammatical collocations are the combinations of a lexical component and a grammatical component such as good at (adjective + preposition) and knowledge of a (noun + preposition).

A grammatical collocation is a phrase containing of a dominant word (noun, adjective, or verb) and a preposition or grammatical structure like an infinitive or clause (Hashemi et al., 2012; Sari, 2021). A grammatical collocation is a type of construction where for example a verb or adjective must be followed by a particular preposition or a noun must be followed by a particular form of the verb as in adjective + preposition: *afraid of* (not *afraid at*) and noun + particular form of verb: *strength to lift it* (not *strength lifting it*)

Lexical collocation, as contrasted to grammatical collocation, does not commonly include prepositions, infinitives, or clauses. Common lexical collocations include nouns, adjectives, verbs, and adverbs. *Warmest regards* is an example of an adjective + noun collocation, as in *I send warmest regards*. *I send hot regards* and *I send heartily regards* are examples of lexical collocability violations.

Collocations are often similar to idioms, and they even sometimes are overlapping. Students need to consider it as part of wider concept of idiomaticity (Kurniasih, 2011). Furthermore, there are categories describe idiomaticity (Ding, 2019; Hsu, 2019): 1) Pure idioms: they are almost fixed and cannot be interpreted literally; 2) we cannot guess the meaning of the whole expression by getting the meaning of individual word. For example: beat around the bush; 3) Figurative idioms: they are fairly fixed such as catch fire and tread water; 4) Restricted collocations: they have one element used non-literally and the others literally such as jog someone's memory; 5) Open collocations: they have free combined elements with each having literal meaning. Further help to clarify idioms and collocations is from Debabi & Guerroudj (2018) that the same group of words may be treated as both an idiom and a collocation but the focus of the two descriptions is different. Idioms focus mainly on the meaning of the whole, while collocation is concerned with combination of words which do or do not occur.

Teaching collocation

Language teaching basically is a process of getting meaning with linguistic pattern. The linguistic pattern gives teaching process easily as the teachers following the outline of the course and materials. The linguistic patterns are traditionally labelled as grammar, function, phrasal verbs, idiom, etc. It was believed that once students mastered the patterns, they would immediately learn how to use them to produce correct expressions by simply putting the right words on the slots within sentences.

In any normal situation, when people establish communication, they will use words together to construct a discourse or context. The words they put in the combination are not just any words (arbitrary) they like, but words that belong to each other naturally and linguistically to express a certain meaning or idea. We cannot use horse and bark at the same time, because these two words do not represent the correct and acceptable intended meaning.

Horses are accompanied by neighing or whinnying, while dogs are accompanied by barking. Therefore, learning vocabulary in chunks is essential for building overall understanding. In addition, the combination of words can make communication effective, natural and smooth.

Considering the incremental nature of vocabulary learning, teachers have to accommodate it in the procedure of recording collocations. Using a collocation cluster, learners can add and store collocational information to an entry every time they find a new collocation. More information which is obtained from reading can be added to an entry, either added to one cell of the same category or to the cluster by adding a new cell. It gives learner opportunity to re-visit what they have learned previously. This regular action builds learner's vocabulary gradually and helps the learner preserve the memory of the vocabulary.

Teaching collocation are most likely to make students understand what people used to express a certain message in a certain combining words. The use of combining words are common in a certain situation and might be not suitable to be applied to other situation. For example, a presenter tends to use *para hadirin yang berbahagia* to welcome the audiences.

Identifying collocation lead the students to study co-text. Co-text is words defining a certain word to be understandable. Understanding collocation with co-text improve students' language intuition.

Reading activities for collocation knowledge

Even collocation has been studied better by the intuition of the user, it still gives a certain pattern. The pattern, then, helps students to learn grammar better. Learning grammar is getting the students understand the structure.

As language is dynamic, it is suggested that teaching collocation follows the current need of the students. In the circumstance of the students' need, improving vocabulary is the best way to understand the message of the texts read by the students. Moreover, the students tend to do literal translation on any text based on their first language.

One of the teaching collocation activities is reading texts. Reading a text actually is not instantly making students understand how to identify the collocation. Anyhow, the more frequent students read texts, they get the sense. The texts that commonly contain collocation is a newspaper feature, a review of a film, a website for tourists, conversations, lectures, songs, and films.

Table 1 collocation found in newspaper	Table 2 collocation found in
Newspaper	Film Review
newly qualified	gift for languages
faces the challenge	make a difference
gaining the respect	providing simultaneous translation
tough challenge	difficult to pin down
winning the battle	
qualify fully	Table 3 collocation found in
pending the results	Tourist website
milestone passed	provide no-cost entertainment
his thoughts to	got the chance
	underestimate the value
	source of amusement
	take a boat

The collocation found in a newspaper (table 1) are defined as follows. *Newly qualified* means that a person just attained a status. *Faces the challenge* means something difficult

or unpleasant s going to affect you and you have to deal with. *Gaining the respect* means become known. *Tough challenge* means difficult. *Winning the battle* means succed. *Pending the results* means await the results. *Milestone passed* means achieving a significant event in life. *Turn his thoughts to* means attention to.

Next, table 2, is a film review (the interpreter) that casted by Nicole Kidman and Sean Pean. The collocation founded is as follow. *Gifts for language* means a special ability to do something. *Make a difference* means have a significant effect on a person or situation. *Providing simultaneous translation* means someone translates into the target language as quickly as possible while the speaker is still speaking in the source language. *Difficult to pin down* means a challenging to make a definite statement or decision about something.

Next, table 3, is a text from a website for tourist. The collocations founded are as follows. *Provide entertainment* means performance. *Got the chance* means a possibility chance of something happening. *Underestimate the value* means not realize how large or great it is or will be. *Source of amusement* means a person, thing or event that is mocked by others. *Take a boat* means a means of getting somewhere.

From those text the pattern of English collocation are listed in table 4. There are seven pattern and each pattern has rules.

Table 4 English collocation pattern

Patterns	Rules	Examples
C1	verb (creation/activation) + noun	She *does the laundry* everyday.
C2	verb (eradication/nullification) + noun	The teacher *declined our invitation.*
C3	adjective + noun/ noun + noun	The room has a *sour smell.*
C4	noun + verb (action)	*Bombs exploded* across Bangladesh.
C5	noun (unit) + of + (noun)	David gave Elisa *a bouquet of flowers.*
C6	adverb + adjective	they are *closely acquainted.*
C7	verb + adverb	They *argued heatedly* in that debate.

A dictionary as a supporting product in collocation teaching

As a product of inputting entries of collocation found in texts, a dictionary of Indonesia collocation generated (Imran et al., 2009). The research subject was Indonesian collocation consisted of lexical and grammatical collocation found in texts from websites, TV shows, magazines, newspapers. The research is validated by the collocation found in *Kamus Besar Bahasa Indonesia (KBBI)*. It is a Bahasa Indonesia Dictionary that produced by government and used as the main dictionary for Indonesian. The dictionary itself is a list of collocation gathered from KBBI. The list is produced by what stated before, by identifying the collocation on a certain text then validating the words to KBBI and get its meaning

Conclusion

Somehow the teaching is based on the students' capabilities to get meaning from the text the students got. Mastering collocation helps students to understand well the lesson given by the teachers and to use language to express their ideas properly. Teaching collocation to the students is not as easy as teaching grammar. The teachers tend to use text as the tools. The

function of the text become a corpus that students use to identifying and understanding the collocation.

The texts that commonly teacher used for teaching collocation are a newspaper, a film review, a website for tourists, conversations, lectures, songs, and films. By asking the students to identifying the text, collocation can be identified and produced a specific pattern. They can use ability-based teaching to allow teachers to establish and maintain the ability standards they expect learners to achieve, that is, specific collocation knowledge. Lexical collocation, as contrasted to grammatical collocation, does not commonly include prepositions, infinitives, or clauses.

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