CHAPTER II

LITERATURE REVIEW

This chapter presents the literatures and the documents that the researcher studied in this present studies, "Effects of collocation vocabulary instruction on lower secondary school students' writing ability". The researcher presented the related literature reviews about writing, vocabulary, and collocation. Then, the researcher also presents the relevant studies in the second part for this chapter.

I. Writing Skill

Most language learners always face the problem in writing skill. In order to enhance students' writing skill in this present study, the researcher studied the definition of writing, the important of writing, writing steps, and writing instruction, and writing assessment in this part.

The Definition of Writing

Writing is one of the ways to communicate by using the alphabetical system. Writing skill is important and complex. It is the skill that the writer has to collect and communicate their thoughts into written language. There are many experts and educators who defined writing as follows:

Arapoff (1975) stated that writing is a thinking process to communicate writer's thought in meaningful sentences. Therefore, writing should be developed from the easy level to complex level.

Lado (1977) defined that writing is an alphabetical communication that can be understood between writer and reader. Writing is one of the ways to use language to

communicate meanings. Writing without meanings could not be called writing, but called scribe. Writing should consist of meaningful alphabets, language structures, language style, and purpose.

White (1980) described that writing means the ability to write sentences suitably and accurately according to grammatical structure in order to communicate effectively. Writing should be clear, that means, good writing should consist of the correctness of form, the appropriateness of style, and the unity of theme and topic.

Therefore, writing is the process of thinking that is expressed through the written language. Writing should share the writer's thoughts with the readers suitably and accurately according to writer's purpose.

The Importance of Writing

From the definition of writing, writing takes an important role in communication because writing can communicate with many people in the same time. The sender, writer, does not need to stay in the same place with the receiver, readers. Furthermore, writing can be used to communicate as long as it is kept.

Irmscher (1981) stated that writing is an important tool for communication. It is the tool used for sharing the ideas and the experiences of the writer.

Murray (1982) stated that writing is the tool to stimulate the thinking process. The writer uses it as a tool to share his or her experience with the readers into the alphabet system meaningfully.

Duncan (1985) stated that writing is an important skill for daily life because it is the skill that the writer can use to create the fluent language. Moreover, the writer can also check and revise the thoughts and ideas in writing.

Hartfeild (1985) stated that in the case of the sender and the receiver cannot communicate directly, writing would take an important role to communicate effectively.

Moreover, writing is important to the higher education. Shih (1986) stated that writing is an important tool to communicate the thought and the idea in higher education, for example, the short essay test, summaries, critiques, and research reports.

To conclude, writing has an important role in daily life. It is an important tool to communicate and share the thought, the ideas, and the experience with the readers. In addition, it is the tool to stimulate the thinking process in order to express the ideas and the thought.

Elements of Writing

According to above, writing is the complex skill. To have writing ability, the writing should consist of many elements as the purpose of writing, grammatical structure, spelling, punctuation and vocabulary. Many educators showed the elements of writing as follows:

Roberts (1958) stated that writer should have the purpose in writing and should express the thoughts or the ideas according to that purpose suitably and accurately. Moreover, writer should have the writing knowledge enough as the language structure, punctuation, and spelling.

Lado (1964) stated that the foreign language learner should have the understanding of the elements of writing first, those are, the grammatical structure, vocabulary, spelling, punctuations, and language background.

Maccrimon (1963) also stated that the foreign language learner should think of the correctness of the grammar, spelling, and punctuation in writing. Moreover, the writer should also have the knowledge of vocabulary and sentence structures.

Harris (1969) defined the elements of writing for five elements as follows:

1. Content

    Content means the ideas and the thoughts that the writer want to express.

2. Form

    Form means the organization of the writing. The writing should be written cohesively.

3. Grammar

    Grammar means the grammatical competence in writing sentences accurately.

4. Style

    Style means the language use in writing. Style will be shown the writer's characteristics and feelings through the texts in writing.

5. Mechanics

    Mechanics means to use the marks or symbols in writing. The good writing should have the correct punctuations and spelling.

Baker (1971) also emphasized that the grammatical knowledge and the vocabulary knowledge are the important elements of writing.

Heaton (1975) described that the good writing should consist of these elements as follows:

1. Grammatical skills

2. Stylistically skills

3. Mechanical skills

4. Judgement skills

In brief, to have the writing ability, learner should develop the elements of writing. Widdowson (1978) stated that the writing ability should consist of language usage and language use. Therefore, teacher should emphasize on these two points in the writing instruction.

Writing steps

In addition to elements of writing, teacher should also instruct or practice students from easy to complex level in learning writing. According to Arapoff (1975), writing steps should be developed from easy level to complex level. Many educators offered the writing steps as follows:

Lado (1964) divided the foreign language writing into five steps as follows:

1. Prewriting

It is the introduction step in order to prepare learners to write.

2. Copying read texts

The learners will be practiced to write following the model.

3. Transcribing

It is the step that learners create the sentences without the model.

4. Composition

In this step, learners have to write to report, give an opinion, and give information. Writers should have the understanding of the communicative writing, for example, topics, point of view and focus, style, and clarity and effectiveness of writing.

5. Literature

It is the highest step of writing which writer should have the cultural knowledge and have the high writing ability.

Morris (1966) states the writing steps as follows:

1. Transcription

It is the step to practice writing clearly and accurately.

2. Dictation

It is the step to practice listening, spelling, punctuation use, and grammar.

3. Writing as a means

It is the step to use writing as a tool to practice other skills.

4. Productive writing

In this step, it consists of content and style. Writer has to have the purpose for writing.

Rivers (1968) stated that foreign language learners should practice to write following these steps:

1. Copying

Learners have to review the former knowledge in order to show the relationship between sound and sign.

2. Reproduction

Learners have to write what they read or write to describe the pictures in this step.

3. Recombination

Learners will be practiced more difficult in sentence structures and grammatical structures in this step.

4. Guided writing

In this step, learners will have freedom in language use in order to complete meaning. However, writing is still under the teacher's advice.

5. Composition

Learners will create their own writing according to their purposes in this step.

Valette and Disick (1972) divided the writing steps from easy to complex according to taxomony which is the process of classifying things into groups as follows:

1. Mechanical skills

Mechanical skills are the basic skills that start from the imitation. Learners will reproduce the text or sentences and spell the words without understanding.

2. Knowledge

Knowledge is the step that shows the rules, the facts, and the data related to the language. Learners will be able to write the sentences to describe the pictures accurately and answer the easy question clearly.

3. Transfer

   This step is the application step. For example, learners change the affirmative sentence into the interrogative sentence.

4. Communication

   Learners in this step will be able to use written language as a tool to communicate or share the ideas. This step emphasizes on writing ability to make readers understand the writing.

5. Criticism

   Learners in this step will be able to write and express their own opinion fluently with the style suitably.

Kirszner and Mandell (1984) and Winterowd and Murray (1984) also agreed that practicing writing steps consist of three major steps as follows:

1. Beginning writing

   In this step, learners will write the short sentences or fill in the sentences.

2. Controlled composition

   In this step, learners will imitate the model in order to practice writing language accurately.

3. Guided composition

   In this step, teacher has to guide learners to write in vocabulary, sentence structures, contents that have the following steps:

   3.1 Pre-writing

   3.2 Writing

   3.3 Revising

3.4 Rewriting

From various writing steps opinions, learners will be practice writing from the easy level, limitation, to complex level, purposive writing. In every writing task, writer has also to check the writing after finishing writing and revise it if the writer finds the mistake to improve the writing ability.

Writing Instruction

In Writing Instruction, there is different instruction according to the writing ideas. First, language is the structure view. This idea believes that language is to arrange the words according to the structure accurately and clearly. The goal of language learning, thus, is to learn grammatical structure. Next, language is functional view. This idea believes that language is a tool to share and communicate the thought and meaning, so language learning will emphasize on meanings more than the structure. Another idea is language as the international view. Language, thus, is used for a connection (Richards and Rodgers, 1986). These ideas influences on different writing instruction as follows:

Paulston (1972) advised to use the writing model as a tool for writing instruction. Students have to practice different sentence structures because she believed that structures learning help to improve writing ability. Teacher, thus, controls and guides students to practice the grammatical competence.

Kopple (1982) also agreed with Paulston (1972) and offered the writing instruction using the writing model as the following steps:

1. Create the sentences according to the grammatical structure.

2. Study the writing models. Teacher has to explain or describe students about the unity of content that consist of the topic sentence and the supporting sentences.

3. Practice to think of readers and analyze the writing model and revise.

Raimes (1983) stated the writing instructions as five kinds as follows:

1. Free-writing approach

2. Paragraph-pattern approach

3. Grammar-syntax-organization approach

4. Communicative approach

5. Process approach

Foster (1983), Hansen (1983), and Spack (1988) divided the writing instruction into two ways as follows:

1. Written process

This writing instruction is the way of writing that thinks of the social context in order to create the data for writing. It emphasizes on the relationship between the writer and readers, so it emphasizes on language use more than language usage.

2. Written product

This writing instruction emphasizes on the grammatical writing. Therefore, students study the grammatical structure for writing. In addition, students have to practice to check and edit the writing in order to create the learning process themselves.

Bridge (1986) stated the process approach as student-centered writing that emphasizes on the following things:

1. Writing process

2. Peer collaboration

3. Response

4. Error

Pritchard (1987) stated the writing instruction in two ways as follows:

1. Process model

   This writing instruction emphasized on writing fluently. Therefore, the activities in the writing instruction consist of the brainstorming activities, finding the topic, sorting the data, and peer response in order to give students a chance to express the experiences and the ideas.

2. Traditional approach

   This writing instruction is control of language. It emphasizes on language usage in grammatical and mechanical skills.

In brief, the writing instruction can be concluded from different views into two major types, process approach and product approach. The process approach will emphasize on the data and meanings while the product approach will emphasize on grammar and style of writing.

Writing Assessment

As stated above that writing is the thinking process that the writer collects and communicates his or her thought into written language. To have the good writing ability, the writer should be good at elements of writing. Therefore, there are different assessments for elements of writing from many educators and experts as follows:

Harris (1969) proposed that teachers should design the writing ability test that can assess the three following of fundamental elements of writing:

1. Testing formal grammar and style.

2. Testing the ability of organize materials.

3. Testing the mechanics of writing.

Diederich (cited in McColly, 1970) set up the elements of writing used for the writing assessment as ideas, form, flavor, mechanics, and wording.

Valette and Disick (1972) presented the way to designing the writing test according to writing steps as follows:

1. Mechanical skills

It is the writing test that learners show the ability of reproduction. For example, "Look at the following sentences and copy them" and "Recopy the sentences, substituting the words in parentheses for those underlined in the sentence".

2. Knowledge

It is the test of the writing step that learners show the ability of recognition, for example, "Write the sentences you hear dictates", "In the blank, write the appropriate form of the definite article required in the sentence", and "Write the appropriate punctuation marks according to instructions during the dictation".

3. Transfer

It is the test of the writing steps that learners show the ability of application, for example, "Circle the letter of the appropriate completion", "Rewrite the following sentences using the cue words", "write the appropriate form of the infinitive in the blank", and "Change the following dialogue to a narrative".

4. Communication

It is the test of the writing steps that learners show the ability of self-expression, for example, "Write a narrative of the action in the cartoon series you see", "Write a letter to a friend", "Explain in writing how to do something", and "Describe in writing a magazine picture".

5. Criticism

It is the test of the writing steps that learners show the ability of synthesis, for example, "Write a formal business letter", and "Write a personal letter to your five-year-old cousin and rewrite the same letter to your aunt and uncle".

Besides, Finocchiaro and Bonomo (1973) also proposed the writing tests into short answer tests and essay tests. The short answer tests take an advantage of assessment that they can be scores easy and fast but the tested contents are limited. On the other hand, the essay tests need the ability to construct various sentences, use appropriate vocabulary, so this type of test should not be tested with the beginning learners.

Therefore, writing assessment in EFL should be applied from short answer tests and essay tests in order to have the construct and content validity.

In order to enhance the writing ability of language learners, there is an important element of writing that the learners can develop, that is, vocabulary. The next literature reviews, so, related to vocabulary in language learning.

II. Vocabulary Learning

Vocabulary is one of the fundamental and important components in learning language. The definitions of vocabulary, the importance of vocabulary, vocabulary recognition, and vocabulary instruction were reviewed in this part. Also, the researcher presents one of vocabulary instruction, collocation vocabulary instruction, that will be applied in this present study.

The Definition of Vocabulary

Vocabulary is the sign that we used as the medium in spoken language and written language. It is the word that can be nouns, verbs, adjectives, or adverbs. There are many definitions of vocabulary from various educators as follows:

Wilkins (1978) described that vocabulary is not only just nouns, verbs, or adjectives, but it also is the information to express meaning of speakers or writers.

Morris (1979) defined that vocabulary means every word that was used and can be understood by person, society, occupation, race, or in general. Vocabulary may be the vocabulary lists or phrases that were explained meaning and illustrated alphabetically.

Richards (1994) stated that vocabulary means all of the words and phrases that appear in language. It can be any word that we can find in the context, on the road or in the conversation.

Ur (1996) defined that vocabulary is the word used in teaching foreign language.

Roe, Stoodt, and Burns (2001) explained that vocabulary was the sign used to show the ideas and the thoughts. Vocabulary was used to create the meaning in spoken and written language.

In brief, vocabulary could be described as the words and phrases used in spoken and written language to express the thoughts and meanings. Therefore, vocabulary is taught in foreign language.

The Importance of Vocabulary

Vocabulary plays an important role in language learning. In order to communicate well in a foreign language, researchers have agreed that students should acquire an adequate number of words and should know how to use them accurately. Nation (1990, p.2), for instance, has stated that learners feel that many of their difficulties in both receptive and productive language use result from an inadequate vocabulary. In addition, to support that vocabulary is important in language learning, Nation has added that all language teaching approaches deal with vocabulary in one way or another. Zimmerman (1997, pp.5-17) reviewed the trends of how vocabulary has been viewed and presented throughout the history of Second Language Acquisition (SLA) that can be summarized in the following table.

Table 2.1

Ways to Teach Vocabulary in Various Methods Language Teaching Approaches

Methods / Approaches	Ways to Teach Vocabulary
The Grammar Translation Method	- Students are provided bilingual vocabulary lists to learn. (The List Approach) - Bilingual dictionaries become common as the reference tool for learning vocabulary.
The Direct Method	- Simple and familiar vocabulary is taught. - Concrete vocabulary is explained with labeled pictures and demonstration. Abstract vocabulary is taught through the associating of ideas.
The Reading Method	- Vocabulary skills are necessary to facilitate reading skills. - Word-frequency lists are used as the basis for the selection and order of vocabulary in student materials.

Methods / Approaches	Ways to Teach Vocabulary
The Audio-Lingual Method	- Vocabulary items are selected according to their simplicity and familiarity. - New words are introduced through drills.
The Natural Approach	- Comprehensible vocabulary is considered to be very important for the language acquisition process. - It emphasizes the importance of interesting and relevant vocabulary input.
Communicative Language Teaching	- Words are taught within cultural context by avoiding oversimplification and not relying on translation. - It focuses on the vocabulary in discourse level rather than the sentence level.

According to Zimmerman's review, most second language teaching approaches emphasize the teaching of vocabulary and offer various ways to present new words. For example, the Grammar Translation Method and the Direct Method present only the meaning of words using some materials like pictures or dictionaries to teach new words. Moreover, they focus on the vocabulary simplicity and familiarity of students. The

Reading Method presents new words in reading texts. The Audio-Lingual Method teaches vocabulary through drills. In CLT, teachers present new words in the contexts that students possibly encounter in daily life.

Twaddell (1972) stated that learners who have the limited vocabulary will be deficient in language usage. Teaching vocabulary, thus, is necessary for learners who are studying foreign language. Finocchiro (1974) also supported that vocabulary is the important component of communication. Language learners who have problem in vocabulary will also have problem in communication. In addition, Cluley (1986) stated that vocabulary is a tool to express the idea or thought to people and also is a tool to understand other people' thought. That means vocabulary is an important tool of the effective communication, so the enhancement of vocabulary knowledge is the indicator of language development. Bowen and Marks (1994) gave their opinions that if the person does not have enough vocabulary, he or she cannot express their thought clearly though having grammatical knowledge well. Moreover, Zihong (2000) agreed that vocabulary has an important role for communication. It helps students to communicate or express their ideas effectively. The limited vocabulary knowledge could be an obstacle to students' language learning.

Furthermore, some educators have even indicated a greater need for vocabulary instruction than for grammar instruction (Wilkin, 1979; Laufer, 1986; Meara, 1984). Wilkin (1977) stated that "if learners do not know the grammar, they cannot communicate well, but if learners do not know the vocabulary, they cannot communicate totally" (p.111). Moreover, research has shown that lexical errors tend to impede comprehension more than grammatical errors (Ellis, 1994). Lexical errors tend to be

relatively frequent. Hence, giving attention to vocabulary instruction is important in language learning.

Vocabulary Recognition

In learning language, knowing vocabulary is not only the ability to pronounce the word or knowing its meaning, but it also is the ability to use the word accurately. To use the word accurately and suitably, learners need to know the occurrence, the limitation in usage, and the structure of the word. In addition, learners also need to know the relationship among the words in sentences. There are many educators stated about vocabulary recognition as follows:

Lado (1964) stated that vocabulary recognition means the ability to understand and use vocabulary in the different situations.

Richards (1994) explained that vocabulary recognition is comprised of the following:

1. Knowing where the vocabulary appears in spoken or written language and how the word co-occurs with other words.

2. Knowing the limitation of vocabulary usage according to period of time, geography, social role, and relationship of words in sentence.

3. Knowing the structure of vocabulary; that means; knowing what part of speech of vocabulary in sentence.

4. Knowing the semantic features of vocabulary. For example, the semantic feature of the word "hurt". Learners cannot use the word "hurt" with "table" but they should use the word "damage" instead.

5. Knowing that one vocabulary could have several meanings when used with different words.

Palmer (1981) defined that vocabulary recognition means the situation of knowing vocabulary meaning and using vocabulary suitably. Moreover, it means the ability to explain vocabulary to other people.

From those opinions about vocabulary recognition, we can conclude that learners should pronounce the word accurately and know its meaning. Learners should also use vocabulary in sentence accurately and suitably.

Vocabulary Instruction

There are two types of vocabulary instruction, implicit and explicit vocabulary instruction. Schmitt (2000) has explained the distinction between these two words as follow. Explicit learning focuses on the words to be learnt. For example, the teacher teaches students the meaning of the vocabulary directly. On the other hand, implicit learning occurs when students use and learn language without the teacher's direct instruction. For example, when the students read a text, they learn the vocabulary in context without paying close attention to it. Moreover, there are many educators categorized vocabulary instruction into implicit and explicit vocabulary instruction as follows:

Implicit vocabulary instruction

Nagy (1977) proposed the context-based instruction as the implicit vocabulary instruction. It is the instruction that students have to find the vocabulary meaning from

the context. This instruction would be worked if the students have the following knowledge:

1. Linguistic knowledge that consists of syntactic knowledge, word schemas, and vocabulary knowledge.

2. World knowledge that means the background knowledge.

3. Strategic knowledge that students use for vocabulary recognition.

Jenkins, Matlock, and Slocum (1989) also offered the implicit vocabulary instruction. They offered the SCANR method for implicit vocabulary instruction as the following steps:

1. Substitute a word or expression for the unknown word.

2. Check the context for clues that support your idea.

3. Ask if substitution fits all context clues.

4. Need a new idea?

5. Revise your idea to fit the context.

According to the ways to teaching vocabulary by giving definition of Nation (1990), the implicit vocabulary instructions are definition by abstraction or analytical definition and contextual definitions.

Watts (1995) categorized the implicit vocabulary instruction as the contextual instruction. This instruction let students find the vocabulary meaning from the sentence and context in the passages.

Alverman also offered the two techniques for vocabulary instruction as follows:

1. Target words in sentences

    With this instruction, teacher should point to the sentences that have the target words on the board. Teacher should make sure that there is enough information for students to guess the meaning.

2. Target words in text

    With this instruction, students have to find the meaning of the word by using context clues. Teacher may help students by underlining the target words.

Explicit vocabulary instruction

Nagy (1977) proposed the explicit vocabulary instruction as definition-based instruction. It is the instruction that teacher tells the meaning of vocabulary to students. With this instruction, students have to memory vocabulary and its meaning.

Jenkins, Matlock, and Slocum (1989) also presented the explicit vocabulary instruction that teacher should tell the definition of vocabulary to students as the following steps:

1. Teacher pronounces the word and tells the meaning.

2. Students repeat the word following the teacher.

3. Teacher closes the meaning and gives students chance to tell vocabulary's meaning.

4. Teacher opens the meaning and students speak out the meaning again.

5. Students read the sentence that has the vocabulary and try to find the synonym of that vocabulary.

Moreover, Nation (1990) concluded the ways to teaching vocabulary by giving definition that are considered as the explicit vocabulary instruction as follows:

1. Definition by demonstration.

2. Definition by translation

In addition, Carter and McCarthy (1988) offered the vocabulary instruction by using the vocabulary list, for example, Michael West's General Service List. This vocabulary list will guide teacher to teach which vocabulary should be taught before or after. Herber and Herber (1993) also offered the vocabulary list to students by using definition basis. They stated that this way would help students to be acquainted with the vocabulary.

Watts (1995) categorized the explicit vocabulary instruction as follows:

1. Definitional instruction

   This instruction uses the meaning from dictionary, glossary, and thesaurus that may come from teacher or students.

2. Organizational / Based on semantic framework

   This instruction teaches students the semantic mapping, semantic feature analysis, categorization, classification, analogies, examples/ non-examples, synonyms/ antonyms, and homophone.

3. Mnemonic

   This instruction teaches vocabulary with paired association. For example, teacher teaches the picture and vocabulary that have the same meaning.

4. Structure

This instruction teaches students root and affixes, compound words, contraction and etymology/ derivation.

Furthermore, Laufer and Shmueli (1997) offered the 2 focus oriented method that emphasized the vocabulary as follows:

1. Word list

It means the word list that contains the meaning for each vocabulary.

2. Sentences

It means the sentences that have the target vocabulary in sentences as the examples.

Daalen-Kapteijns, Elshout-Mohr, and Glopper (2001) offered the vocabulary instruction according to reader's characteristics as follows:

1. Text oriented

Readers emphasized to understand the context. Therefore, the vocabulary instruction will be taught by taking place the word with the new vocabulary and letting students check by their experiences.

2. Word oriented

Readers emphasized to check the meaning of vocabulary. With this instruction, teacher can let students find the meaning from context clues, morphological analysis, and rehearsal.

3. Vocabulary knowledge oriented

This instruction will connect the new vocabulary with students' background vocabulary knowledge in order to help students remember vocabulary. The activities used in this instruction can be presented as follows:

3.1 Decontextualization

Learners will ask themselves what that vocabulary means and find if there is the same meaning with other vocabulary.

3.2 Cumulative testing

This instruction means to check the meaning in context and with other contexts.

3.3 Defining

This instruction means to let students create the definition for the new vocabulary after finding its meaning. Students may find the definition from the dictionary or create by their own word.

3.4 Morphological Analysis

With this instruction, students can find other vocabulary that contains the same structure with the new vocabulary. For example, to find the words which have the same prefix.

3.5 Rehearsal

With this instruction, students have to speak the new vocabulary meaning repeatedly.

In brief, vocabulary instruction can be categorized into two major kinds. The first one is explicit vocabulary instruction that focuses on vocabulary and its meaning or

definition. Another kind is implicit vocabulary instruction that focuses on finding the vocabulary meaning from the context. However, an approach for teaching vocabulary that has received much interest from educators in recent years is the lexical approach that is one of explicit vocabulary instruction.

The Lexical Approach

The lexical approach is considered an active vocabulary instruction that students learn words explicitly. The lexical approach concentrates on developing learners' lexis proficiency. According to Lewis (1993), who coined the term "lexical approach", the lexical approach "is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or chunks, and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar" (p.95). He suggests that lexis is the basis of language and that language teaching has had an incorrect assumption that grammar is the basis of language and that the mastery of the grammatical system is a prerequisite for effective communication. Lewis emphasizes that language consists of grammaticalized lexis, not lexicalized grammar. Consequently, he suggests that teachers should teach vocabulary as collocations instead of as individual words. Rather than trying to break things into smaller pieces, learners should see things in larger, more holistic ways.

A number of educators agree that vocabulary as teaching collocation is necessary. McCarthy (1990, p.12) has claimed that it is very important to present vocabulary as collocations because the relationship of words is fundamental in the study of vocabulary. Firth, who has often been quoted as one of the earliest advocates for teaching collocation, (cited in Palmer, 1976), has suggested that students shall know a word by the company it

keeps. In addition, Leech (1974, p.20) explained that collocation helped learners acquire the meaning of some words because some words have collocative meaning, so they have to be introduced in chunks. He gave an example of the words "pretty" and "handsome". These two words share the common grounds of "good looking", but they are distinguished by the range of nouns with which they are likely to co-occur. Nattinger (1980) has also supported that vocabulary should be taught as chunks. He noted, "language production is the piecing together of ready-made units appropriate for a particular situation. Comprehension of such units is dependent on knowing the patterns to predict in different situations. Vocabulary Instruction, therefore, should center on these patterns and the ways they can be pieced together, be along with the ways they vary and the situations in which they occur" (p.341).

Collocations

Collocation is a term that is developed in the lexical approach. Lewis (1997) defined "collocation" as "the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency" (p.8). Collocation is not determined by logic or frequency, but is arbitrary, decided only by linguistic convention. Hill (2001) has placed collocations in three main categories:

1. *Strong collocations*

Strong collocations are very specific collocations. Lewis (1997) explains that strong collocations are the collocations that have a rather fix combination of words. They are narrow and not predictable in meaning and learners have no exact equivalent meaning in their own language. These collocations do not occur frequently in everyday spoken or written language and often relate to particular

fields, such as law or business. Lewis used an example of the adjective "extenuating", which combines almost exclusively with the noun "circumstances" and is used commonly to discuss legal or business matters. Other strong collocations exemplified by Lewis are "a bumper crop", "a flagrant disregard for something", "a deadpan expression", "painfully shy", "rancid butter", and "to galvanize someone into action." He noted that many idioms and phrasal verbs are also examples of strong collocations and have been given a lot of attention, but they are often categorized separately.

2. *Medium collocations*

Lewis has explained that medium collocations are higher frequency combinations with regard to usage. He stated that students may often be aware of and understand individual words but they may not be aware that these words can be combined with certain words to produce phrases that they cannot translate into their own languages. For example, they may know the word "address" but may not know that they can "<u>address</u> a problem." They may understand the word "loud" but may not know that someone can "wear a <u>loud</u> shirt." Similarly, they may know the word "heavy" but may not realize that someone can be "a <u>heavy</u> smoker."

3. *Weak collocations*

Weak collocations are combinations that are easily understood (Lewis, 1997). For example, Lewis explained that words such as "loud", "heavy", "long", "short", "good", "bad" can be combined logically with numerous nouns, for example, "<u>heavy</u> box", "<u>long</u> hair", "<u>short</u> hair", and so on.

However, Hill (2001) suggested that there is no need to focus on phrases like heavy furniture or heavy books, loud music or a loud voice but rather on less predictable combinations like a heavy smoker, heavy seas, a loud shirt or addressing a meeting. In other words, the teacher is well advised to direct students attention to medium collocations.

Collocations, Idioms, and Free Combinations

To attain a clearer understanding of collocations, many linguists and researchers who hold the view of collocations as a continuum have believed that idioms and free combinations are at the opposite ends of the collocation spectrum (Alverson, 1994; Lai, 1995; Nattinger, 1980). In addition to differences in what are perceived to be collocations, there is often overlap in the terminology used. The following is a summary of some frequently used terms (Carter & McCarthy, 1988; Fillmore, 1976; Kennedy, 1990; Nattinger, 1980) as follows:

Free combinations: *commit, analyze, boast of, discuss, (etc.) a murder*

Prefabricated routines: *how are you*

Polywords: *put up with, for good, kick the bucket* [1]

Phrasal constraints: *by pure coincidence, down with the king*

Sentence builders: *That's a ...*

Formulaic speech: *as a matter of fact* [2]

Idioms: *kick the bucket* [1], *step on the gas, raining cats and dogs*

Clichés: *as a matter of fact* [2]

Lexicalized sentence stems: *as a matter of fact* [2]

Non-canonical forms: *on with the show*

Deictic locutions: <u>*as a matter of fact*</u> [2]

Situation utterances: *I'm glad to meet you*

Verbatim texts: *better later than never, a watched pot never boils*

Fix phrases: <u>*in brief, at the present time*</u> [3]

Set phrases: <u>*in brief, at the present time*</u> [3]

(from Wei, 1999, p.3)

As seen in the list, some words can be put in several categories. For instance, the phrase "*kick the bucket*" is considered a polyword or an idiom, "*as a matter of fact*" can be also considered as a formulaic speech, a clichés, a lexical sentence stems, and a deictic locutions, while the phrase "*in brief*", "*at the present time*" are considered a fix phrase and a set phrase. Therefore, idioms are considered an integral part of collocation, since they represent the most fixed type on the collocation continuum.

Type of Collocations

Collocations can fall into two major groups: grammatical collocations and lexical collocations. Benson et al. (1986) have explained that lexical collocations contain word combinations that involve mainly content words, for example, the word "difference" often co-occurs with "a big or major difference" not "*a high difference." Benson et al. have distinguished several structure types of lexical collocations: *verb+noun* (withdraw an offer), *adj+noun* (a crushing defeat), *noun+verb* (blizzards rage), *noun+noun* (a pride of lions), *adv+adj* (deeply absorbed), *verb+adverb* (appreciate sincerely). On the other hand, grammatical collocations involve a preposition or grammatical structure, for

example, the verb "catch up" uses the preposition "on/ with/ to" not "*under" and "to be afraid that" has to follow with the clause.

Students' Error that are Related to Collocations

Wei (1999) has shown the data collected from about 20 two-page essays. Many of errors that students make are related to different kinds of collocation.

1. Errors related to lexical collocations:

- He *spoke a story to me.

- She always *talks the truth.

- Before I start, I *open my radio first.

- There was a *high difference between the two teams.

- To have a happy marriage, you should keep *the promise you did to the person you are with.

2. Errors related to grammatical collocations:

- We speak English, but in my house we speak Spanish because we *want that our children learn their own language.

- This will *help them knowing how to be good parents.

- Sometimes, I *go to fishing.

- I really *enjoy talk to them in my free time.

The Importance of Collocation

Teaching collocation is an important aspect of the lexical approach that helps students acquire productive vocabulary. As McCarthy (1990) stated, in vocabulary teaching, there is a high importance of collocation. Hill (1999) has suggested that communicative competence should be supplemented with collocational competence. In his analysis of students' writing, he found that the lack of collocational competence can lead students to grammatical mistakes because they do not know the collocations which express clearly what they want to convey. Therefore, teaching collocation to students is important. Kozlowski & Seymour (2003) have shown the importance of collocation as follows:

1. *Collocation enables students to express ideas clearly and accurately*

Students need to be shown examples of how words are used and what words they collocate with and also what adjectives, nouns, adverbs, verbs, and prepositions that can be combined. For example, one of the meanings of the verb "to diet" is "to lose weight." In order for students to use the word effectively, they need to know that a person can "diet", "go on a diet", "be on a diet", or "start a diet." We do not "*make a diet" in English. To discuss this word in class, it would seem logical to include a few examples of usage and to point out what words combine naturally with "diet" in English so that accurate and effective communication can take place.

2. *Collocation can help students surpass the "intermediate plateau"*

Kozlowski & Seymour have noted that students often become discouraged at the upper-intermediate level. They explained that at the beginner level,

progress is often rapid. However, when the students reach the upper intermediate level, what is required is not so much the mastery of grammatical structure but the improvement of collocation competence. Being able to use a wide range of · collocations greatly improves what students can write and say. Kozlowski & Seymour claimed that the ability to produce accurate and natural language makes students excited and eager to learn, boosts learner confidence and allows students to think quickly and communicate effectively.

3. *Collocation improves rhythm and stress*

Learning words as collocations also helps with pronunciation. When students memorize longer collocation patterns, they can improve stress and intonation. Kozlowski & Seymour suggested that this is much more effective than practicing the stress and intonation of individual words because it makes language sound more natural. When native speakers listen to a play or a poetry reading of Shakespeare or Chaucer, they may not understand what every word or phrase means. However, if the actors or speakers can chunk the language correctly, it results in a general understanding of what is being said. Being able to produce a large number of collocations and longer patterns enables students to learn the stress patterns of whole phrases, and leads to better stress and intonation.

4. *Collocation equips students for the future*

Kozlowski & Seymour have stressed that learning a language is a never-ending process. Training students to notice, record and learn language habitually, as part of an ongoing learning strategy, will ensure that they continue to improve

and enrich their language long after they have left the confines of the EFL classroom.

5. *Collocation improves writing*

The last advantage of collocation is helping students improve their writing ability. Kozlowski & Seymour suggested that one way of helping students to improve their writing is to get them to focus on their awkward language and to replace it with appropriate collocations. They stressed that writing can be improved by training students to consistently look for, and record, language patterns in context to increase their chances of acquiring meaningful language. They suggested that students need to be taught to identify useful collocates in reading and listening and record the language in context in collocation notebooks, or by creating vocabulary charts. These activities will dramatically improve the quality of their written language.

Therefore, teaching collocation to students is necessary in language learning with many advantages. Collocations can help students to pass the difficulties in writing that students are be able to express their ideas clearly and accurately. Moreover, collocations also help students in pronouncing language naturally. Importantly, collocations become an important tool for students in their language learning. All these will help their language production and development. They will learn to use appropriate word patterns rather than simply put individual words together according to English syntactic rules.

Collocation Vocabulary Instruction

Regarding to various types of collocation, Lewis (1997) suggested that teachers should bring students to useful combinations that have á high priority in the language such as medium collocations and should not spend a lot of time on more obvious and easily acquired patterns like low collocations. In addition, students should be encouraged to look for combinations that they may not expect to find together. Woolard (2001) has suggested that teacher should focus students' attention on mis-collocations that learning more vocabulary is not just learning new words, but it is often learning familiar words in new combinations.

According to Hill (2001), collocation should play an important part in teaching from lesson one. He has suggested the ways to teach collocation as follows:

1. *Teaching individual collocations*

Hill has stated that instead of waiting for students to find common collocations by themselves, teachers need to present them in context just as they would present individual words. For example, "have a bath", "make friends", and "fall in love". When teaching a new word, Hill suggested teachers teach some of its most common collocations at the same time. Hill gave the example for the word 'ferry' that he would teach as follows:

Go on the car ferry

A roll-on roll-off ferry

Take the ferry from (Liverpool) to (Belfast)

2. *Making students aware of collocation*

Noticing is an important stage in learning. Hill said that what teachers must do is to make students aware of collocation as a vital key to language learning. He suggested that on the simplest level, teachers could encourage students to think more than the word level. For example, teacher can ask the students to underline all *verb+noun* collocations in a text or take a common word and ask students to find as many collocates as they can.

Moreover, Woolard (2001) has suggested that one way of finding out which words students do not expect to find together is through the mis-collocations they make in their production. He has proposed that teachers should restrict the examples to *noun+verb*, *adjective+noun* mis-collocations at first. For example, students produce "*making research" that is the mis-collocation instead of "do research." Teachers should make students aware that this is simply the way people say or write in English and that is that. Also, Gough (1997) has proposed a procedure to raise students' awareness of collocations. First, she prepared a list of lexical error based on students' written work and asked the students to make suggestion for the correction. Then, she conducted pre-reading and reading activities in class with the original text and distributed the gapped version of that text. Finally, she asked the students to work in small groups to fill the gaps. This activity aimed to raise students' awareness of collocations.

3. *Extending what students already know*

Teachers should extend students' collocational competence with words they already know as well as teaching new words. Hill has explained that a student with 2,000 words, but collocationally competent with those words, will be far more communicatively competence than students who only know the words without collocation.

4. *Storing collocations*

Hill has stated that an organized lexical notebook is essential for all students. He suggested that it is easy to imagine a collocation section arranged in the following ways:

- Grammatically: sections such as noun+noun, adjective+noun, verb+noun, adverb+adjective

- By common keyword: collocations with do, make, get, up, and so on

- By Topic: collocations to talk about holidays, travel, work etc.

In addition, he noted that storing lexis in an organized way in a notebook so that it can be revised and retrieved quickly must be better than not storing it. Furthermore, Hill and Lewis and Lewis (2001) suggested the idea for giving feedback to students on their collocation errors in essays as follows:

In Essay Feedback,

1. In the first draft, teachers notice words that do not understand and mark the symbol where collocation can use to replace the problematic words. Now teachers focus on meaning-based rather than surface errors.

2. Students take away the first draft and reformulate it.

3. In the second draft, teachers read again for meaning and coherence. If necessary, provide in full collocations which students were unable to produce correctly.

4. Students take it away and write a third and final draft.

Hill & Lewis & Lewis have claimed several benefits from this teaching. First, learners are no longer afraid of the writing process. Second, their first drafts improve quickly. They become more aware of collocation as an essential part to convey meaning. The third benefit is students improve their ability to recognize chunks.

From researchers' suggestion for the ways in teaching collocation, the focus will be placed on building students' consciousness of how words works in combination with one another, so that they can continue develop their collocational competence. Lewis (1997) recommended many collocational exercises that may help raise students' awareness of collocations. The following are some examples:

1. Do the exercise on the topic of a healthy life-style. Match a word or phrase from List I with a word or phrase from List II (p.88).

List I	List II
1. to balance	A. fit
2. to keep	B. your weight
3. to lose	C. carefully
4. to watch	D. your diet
5. to eat	E. weight

List I	List II
6. fresh	A. diet
7. daily	B. lifestyle
8. balanced	C. routine
9. healthy	D. exercise
10. regular	E. fruit

2. Odd Man Out: Which of the following words do not form a strong word partnership with the word given (p.91).

PAY   a debt   a meal   a bill   a ticket   the taxi

STRONG language   cheese   intelligence   accent   indication

Moreover, Harvy & Yuill (1997) considered the use of dictionaries that contain lexical collocations might help develop students' awareness of collocations.

Furthermore, Wei (1999) suggested that clear and explicit presentation need to be used to provide guidance in building student's awareness. He has proposed the RDRR approach to teach collocations as the following steps:

1. ***Read***: Study the collocations and examples.

2. ***Don't read***: Make at lease one sentence with each word without looking a book.

3. ***Reread***: Look at the book again carefully, and check each sentence against the collocations and examples to make necessary correction or revision.

4. ***Reread and reuse***: Review and use the words regularly because the more they are used, the better the understanding will be of how they work. Finally, reinforcement will solidify learning.

To help students make awareness on collocation will promote retention in their mental lexical. Lewis (1997) made a strong proposal of the noticing method similar to Willis & Willis's view of consciousness-raising (1996). The researchers (Lewis, 1997; Grabe&Stoller, 1997; Rott, 1999) have explained that this repeated process of noticing, looking up, recording, and reviewing in vocabulary learning will be beneficial to the retention of collocations, which is the key point in language learning.

The Importance of Vocabulary Knowledge in Writing

In teaching writing, many teachers focus mainly on the use of sentence structures but they may need to pay more attention to vocabulary (Schmitt, 2000, p.155). As Mayher and Brause (1986, cited in Corona, Spangenberger, and Venet, 1998, p.18) stated, students' writing ability depends on their ability to use words to describe their thoughts. Several studies have also shown the importance of vocabulary in developing students' writing skills in recent years (Laufer, 1994; Leki & Carson, 1994). For instance, Laufer's study (1994) showed that university students generally showed progress in their academic writing by an increase of vocabulary. In addition, Leki and Carson (1994) found that foreign learners saw lack of vocabulary as the major factor affecting the quality of their writing. Therefore, the ability to write effectively hinges upon having an adequate vocabulary.

The breadth and depth of a student's vocabulary have a direct influence on descriptiveness, accuracy, and quality of his or her writing. Ediger (1999, p.1) has noted that the ability in choosing words to convey the writer's accurate meaning is needed for productive skills like speaking and writing. Moreover, Corona, Spangenberger, and

Venet (1998, p.26) have agreed that, at any level, written communication is more effective when a depth of vocabulary and command of language is evident. Therefore, students' vocabulary knowledge can effect their writing ability. Students who have adequate vocabulary knowledge are likely to be able to convey their meaning accurately and suitably, which makes communication succeed.

In order to enhance students' productive writing ability, teachers have to focus on both productive and receptive vocabulary. According to Zimmerman (1998), receptive vocabulary knowledge enables learners to comprehend word meanings appropriately and to understand the context in their reading and listening, whereas productive vocabulary knowledge helps learners to use words fluently and accurately. The students who are good at receptive vocabulary for reading and listening do not necessarily have enough productive vocabulary to express their thought in speaking and writing. Consequently, productive vocabulary knowledge is necessary for the improvement of writing ability.

Relevant Studies

In this part, the researcher presents the relevant studies about the problems on writing skill to show how students face the difficulties on writing skill. Another relevant study is on collocation that the researcher applied on this present study.

Research on Thai Learners' Writing Skill Problems

Nitipong (1973) studied the problems on writing skill of university students and found that students had the problem on vocabulary use, spelling, structure, and punctuations respectively.

Sabtaweepolboon (1973) also found that Thai students had the problem on vocabulary use, spelling, structure, and punctuations respectively. Also, she examined the relationship of those four problems and found that the structure had the high relationship with writing most. The vocabulary use, spelling and punctuations had the relationship with the writing respectively.

Roongtranon (1974) found that students had the writing problem on vocabulary use, punctuations, spelling, and structure respectively.

Chalam (1979) studied the reading-writing ability of students and concluded as follows:

1. Thai students had the problem in foreign language on all aspects of writing.

2. The difference between mother language and foreign language had an influence on writing ability.

3. The writing instruction that emphasized on combining sentences, revising sentences, and speaking the sentences can enhance the quality of writing.

Chiwachareonkul (1980) studied the listening, reading, and writing ability of students. The study found that the writing ability was very low. The students had the problems on language use, structure, style, vocabulary use, punctuations, and organization.

Keodpol (1983) analyzed the problems on free-writing tasks of higher secondary school students and found that there were the problems on developmental errors in vocabulary and structure respectively.

Research on Collocation

Higuchi (1999) studied the collocational problems of Japanese students aged 18 to 20 and found that the students have not reached the level where collocation is seen in their performance in writing. She advised that the teachers should train students in collocation from the early stages.

Chuan Li (2005) investigated the collocational errors in EFL college learners' writing in Taiwan and found that ignorance of the rule restrictions was the major source of collocational errors.

Pei Chan and Chin Liou (2005) investigated the influence of using five web-based practice units on English verb-noun collocations and found that learners made significant collocation improvement immediately after the online practice.

Koocha and Jafarpour (2006) taught the collocation of prepositions to Iranian students and found that students' performance on collocation of prepositions was positively related to their level of proficiency.

Summary

Even though foreign researchers have found that collocation can help students improve fluency and accuracy in their communication especially in the productive vocabulary, no research on teaching vocabulary as collocation has been conducted in Thailand. The researcher, thus, wanted to study the effects of collocation vocabulary instruction in Thai classrooms. According to the Basic Education Curriculum B.E.2544 (A.D.2001), Thai students are expected to be able to communicate in English effectively in this information age. Teaching collocation may help students to use productive

vocabulary in their communication fluently and accurately. In teaching collocation, the students will learn explicit vocabulary instruction that emphasized on the medium collocations according to Hill's advice. The research methodology are presented in the next chapter.