

## DEVELOPING ENGLISH TEXTBOOK MATERIALS FOR THE TENTH GRADE STUDENTS OF VOCATIONAL SCHOOL BY INCORPORATING COLLOCATION

Prisila Duana Intamanjana, Clarry Sada, Yohanes Gatot Sutapa Yuliana  
Masters Study Program of English Language Education, Teacher Training and Education Faculty, Tanjungpura University,  
Pontianak  
[tataduana@gmail.com](mailto:tataduana@gmail.com)

### Abstract

The purpose of this research is to design and develop speaking and writing materials from “Bahasa Inggris” textbook for the tenth grade students of vocational school by incorporating collocation expressions and adding the explanations of those expressions which will be used into dialog texts for speaking and writing activities. The method of this study will be Design and Development Research. The development were needed due to the need for the students to learn natural English thus the participants of this research will be the tenth grade students of St. Monika Vocational School. Since this research will evaluate the usability and the practicality of the materials, the participants will be assigned to analyse the collocation expressions, the use of the expressions and the meanings of the collocations expressions contained in the dialogues. The feedback and responses from the participants are then gathered and analysed as the formative evaluation for the improvement of the materials.

### Keywords

Collocation, expressions, speaking, writing, dialog text.

### 1. INTRODUCTION

To be considered fluent in English, it is not enough for a language user only able to understand English words and correctly producing English sentences. Although to be able to understand and use English for communication correctly are important, it is also important for an English speaker to have the knowledge in natural sounding English or frequently used English expressions and be able to use it in everyday conversation to demonstrate fluency. The natural sounding English or frequently used English are what we know as collocation. According to Farrok (2012) “Collocations have been recognized as one of the ways that differentiate native speakers and second language learners.” The statement proved that the knowledge of collocation in English is important so EFL/ESL learner can obtain fluency. However, Farrok also stated that collocation is not an easy part in foreign language learning because it is often seen as “arbitrary and overwhelming, a seemingly insurmountable obstacle to the attainment of native like fluency.” Sadeghi (2009) also has the similar view about collocation, “Collocations are one of the areas that produce problems for learners of English as a foreign language.” The cause of this problem was due to the negative transfer from the learner’s L1 to L2. Moreover the lack of exposure on collocation from the

native speaker of English makes it difficult for ESL/EFL learner to be able to reach fluency.

Most learner find collocation difficult due to their lack of knowledge and unfamiliarity in collocation. Moreover collocations expressions are rarely if not never being exposed in English textbook especially in Pontianak. Although the expressions of collocation are most likely being used in the textbook, the focus of the material are more in grammar therefore it divert the attention of the students to the rule of writing, so the students are more focused on writing a correct sentence instead of sounding natural in English. Incorporating collocation to the learning material can help the students to improve their knowledge in natural sounding English. Based on the quasi experimental study done by Momeni & Rahimi (2012) teaching collocation can improve the students’ English language proficiency. Other experimental study conducted by Allami (2013) shows that by teaching the students in experimental group using *Collocation in Use* their speaking ability improved in the posttest and the interview after the treatment. Allami later states that collocation “can be considered as a solution for language teachers who are constantly searching for the better ways to train native-like speakers.”

In “Bahasa Inggris” textbook which is used in most schools in Pontianak, because it meets the requirement for curriculum 13, unfortunately shows less or no focus

on collocation in the text. The focus on text comprehension assessment is more on the literal information or the translation of the vocabulary to the first language. The expressions for the texts used in the textbook are not commonly used by the native speaker. That is why it is difficult for the students to acquire fluency. Currently, there have been at least three studies at Universitas Tanjungpura that developed supplementary materials, namely (Pratiwi & Rezeki, 2019), (Pratiwi & Rezeki, 2019), and (Safitri & Sudarsono, 2019).

This paper aims to develop some activities in the 'Bahasa Inggris' textbook by incorporating collocation explanation and use and also adding materials which consist of collocation. To direct the students' attention to collocation to improve their English proficiency. It is hoped that the teacher can consider using collocation in their teaching material and the students are more familiar with collocations so it is possible to reach fluency in English due to the knowledge learnt in the textbook.

## **2. LITERATURE REVIEW**

### **2.1. Definition of Collocation**

Before looking at the definition of collocation according to the experts it is important to know the origin of the terms collocation. The terms collocation itself is derived from the Latin word 'collocare' means "to place together, to assemble" the term were popularized by John R. Firth in the 1930s. Moreover Firth himself define collocation as "actual words in habitual company." (Cited from Seretan, 2010:9). Despite being popularized in the 30s it is believed that collocation already gained the attention of researcher long before that. As mention in Seretan (2010) some researcher believes that "collocations have even been known and studied by the ancient Greeks." It proves that researchers already aware that collocation knowledge can actually help language learner in improving second language. It also proved that collocation exist not only in English but also in other language.

There are many version of the definition of collocation made based on some experts and researcher views. In more general view Lewis (1997) stated "language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks." Moreover, Lewis stated the knowledge of these chunks – collocations, fixed and semi-fixed expressions and idioms – have importance role in language proficiency. (Cited from Rahimi & Momeni, 2011) more specifically, Cowie (1978) define collocation as "the co-occurrence of two or more lexical items as realizations of structural elements within a given syntactic pattern" Hausmann (1985) "typical, specific and characteristic combination of two

words" Benson (1990) "A collocation is an arbitrary and recurrent word combination." (Cited from Seretan, 2010)

In more recent views McCarthy and O'Dell (2008:6) define collocation as "combination of two words which frequently occur together." Nesselhauf (2005) define collocation as "a collocation is considered the cooccurrence of words at a certain distance, and a distinction is usually made between co-occurrences that are frequent and those that are not. Moreover, two experts has similar view on collocation they are Hunston (2002:12) who stated collocation is "the statistical tendency of words to co-occur" and Sinclair (1991) stated that "collocation is the cooccurrence of two or more words within a short space of each other in a text." (Cited from Akpinar & Bardakci, 2015:3) Priyono (1999:98) define collocation as "the co-occurrence of a word and another word or more in the near vicinity." Moreover he stated "the co-occurrence forms a combination bound in semantic and/or syntactic relation." According to Seretan (2010), collocation is part of phraseological units or multi-word expressions. They are complex lexical items that have "idiosyncratic interpretations that cross word boundaries." Moreover, Seretan stated that "unlike idioms, collocations have a rather transparent meaning and are easy to decode." It means that for the students or language learner who are not familiar with the collocations will be able to comprehend the meaning of the collocations from the information provided by text or from the context of conversation. According to Sag et al (2002, 2). Besides collocations, other part of phraseological include compound nouns, phrasal verbs, and idioms.

Despite the various views on collocations stated by the experts, there is one similarities that the experts stated to describe collocation that is frequent cooccurrence of words in a sentence makes it predictable for the language user to foreseen the combination therefore makes the process of comprehension easier. Collocation can be found everywhere in English language spoken and written. Collocation made the speaker look natural in using the language and make it more precise.

### **2.2. Types of collocation**

Combination for collocation can varies according to each words parts of speech and its meaning in context. According to Benson, Benson and Ilson (1966, ix) there are two major group of collocation, they are grammatical collocation and lexical collocation. Grammatical collocations consist of a noun, an adjective, or a verb, plus a preposition or a grammatical structure such as infinitive or clause. Lexical collocations consist of the combination of verb + noun, adjective + noun, noun + verb, noun + noun, adverb + adjective, verb + adverb. (Cited from Bahns 1993)

“Grammatical collocations on the other hand consist of a main lexical word (a noun, adjective, verb, or adverb) plus a preposition (e.g. *by accident*) or that-clause (e.g. *an agreement that*), or a to-infinitive clause (e.g. *need to*) and a total of eight types has been identified.” (Cited from van Dyk et al, 2016)

Collocations are not only divide by group, collocation also can be divide by categories. According to Cowie and Howarth’s model (1996) there can be a continuum containing four categories of collocations (Cited from Goudarzi & Moini, 2012); the first combination is free combinations. It means each words in the combinations represent its literal meaning. For example, ‘open the door’. The second category is restricted collocations. It means that the word combination “is more limited in the selection of compositional elements and usually has one component used in a specialized context” for example, ‘brunette hair’. The third combination is figurative idioms. It means that the collocations has metaphorical meaning so the reader can guess the meaning by referring to the context. For example, ‘broke my heart’. And the fourth combination is pure idioms. The collocation meaning in pure idiom is difficult to guess because it is unpredictable unless the language user are familiar with the idiom itself. For example, ‘couch potato’. Between the four categories of collocations, the combination that can often be found in the text are free combination and restricted collocations. Although figurative idioms can be found in a more advance reading text. While pure idioms is rarely found in a text unless the topic is focus on the idiom itself.

From the classification list we can predict that there are many word lists of lexical collocation. According to Mackin (1978) there are tens of thousands collocations (cited from Bahns, 1993:59). Therefore in teaching collocation to the language learners or students, the teacher must be able to select the appropriate collocations based on the context or the material from textbook.

### 2.3. The Importance of Collocation

Collocation is not a familiar terms or expressions that the Indonesian students can find in their English textbook. However, it is important to know the collocation because according to McCarthy and O’Dell (2005) collocation can “give you the most natural way to say something, give you alternative ways of saying something, which may be more colorful/expressive or more precise, and improve your style in writing.” Collocation is the expressions that shows fluency because fluency is not only measured by whether a person can speak the language but also by the choice of words, the accuracy and understanding in using terms, idioms or saying.

Conzett (2000) mentioned that collocation influence or the reasons that it is important to learn

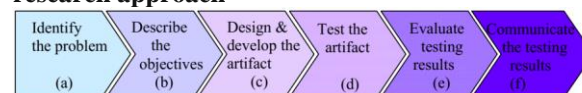
collocation the following nine pedagogical point of view that are important for the teacher to know they are the lexicon is not arbitrary, predictability, the size of the phrasal mental lexicon, the role of memory, fluency, complex ideas are often expressed lexically, collocation makes thinking easier, pronunciation is integral, and recognizing chunks is essential for acquisition.

## 3. METHODOLOGY

### 3.1. Developmental Research

The methodology of this research is developmental research where the result of the research or the final product is in the form of material that divided into themes in the form of conversation or paragraph depends on the need. The focus is in the communication skill therefore the collocation terms that will be selected are the terms that often used for daily conversation. The construction of the material will use the 6-phase model framework proposed by Nunamaker et al. (1991) which then Peffers et al. (2007) expanded on Nunamaker et al. (1991) and Hevner et al. (2004) (Cited from Ellis and Levy, 2010); the first step is identify the problem motivating the research where the researcher try to identify which aspect of the books that need to be incorporated with collocations, the second is describe the objectives of the research that is to improve the students’ English proficiency especially in speaking and writing to make the students sound more fluent, the third step is design and develop the artefact where the researcher try to develop the material of some chapter in the book by adding collocation expressions and explanation and using it in the text with different situation, the fourth step is subject the artifact to the tenth grade students of St. Monika Vocational School. Then continued to the fifth step that is evaluate the results of testing, and the sixth step is communicate those results to determine the practicability and the usability of the materials. Figure 1 shows the steps of 6-phase design and development research approach from the first step to the sixth.

Figure 1. The 6-phase design and development research approach



## 4. DISCUSSIONS

The book used for this study will be a textbook which is considered meet the requirement for the curriculum 13 by the government. The title of the book is “Bahasa Inggris” published in 2006. In each chapter, the book presents pre activity as the ice breaker for the students before entering the material. The activity can

be in the form of group activity, vocabulary builder, pictures identification, puzzle and word game.

Figure 2. Pre activity example vocabulary builder

**VOCABULARY BUILDER**

Match the words with their Indonesian equivalents.  
Compare your work to your classmate's.

pen pal (noun)	kereta komuter
sound (verb)	sangat menyukai
run (transitive verb)	jauh
(be) into (preposition)	nampaknya
attend (school, college) (verb)	sahabat pena
distant (adjective)	bahasa pertama
commuter train (noun)	bersekolah/kuliah
magnificent (adjective)	luar biasa
mother tongue (noun)	mengelola
half sister/brother (noun)	saudara tiri

Figure 2. shows the pre-activity called Vocabulary Builder that mostly used in the book. In Vocabulary Building activity, the students are required to find the meaning of the words in Bahasa. The purpose of this activity is to introduce the students to the vocabularies that will be used in the text. Although it is important for the students to understand the meaning of the words in Bahasa it also important for the students to understand the function of the words and understand the suitable contexts where we can use the words in sentence. It is also important for the students to know the possible collocation combinations for the words. Those information can help the students to improve their knowledge in the vocabulary and know where and where to use the words suitably.

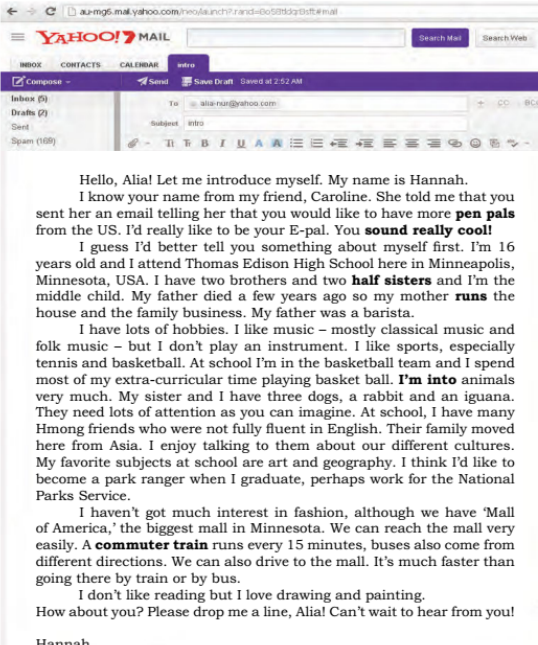
In figure 2 we can saw the collocation expressions which actually can be exposed more deeply to the learner such as 'pen pal', 'half-sister/brother', 'commuter train', and 'mother tongue'. The teacher can explain the meaning of those words combination to the students so they can have deeper understanding about the word combination and they can use it correctly in a different situation or context. Adding different collocation combination from the words available can also help with the students' vocabulary acquisition.

In the main activity the students will read a text or dialogue that put the words from Vocabulary Building activity in the text to shows the students how the lists of the words being used in the text. The words were given a bold font to direct the students' attention to it. The purpose of this is to make the students recall the Vocabulary Building activity in the pre-activity. It is hoped by recalling the meaning of the words in the bold, it can help the students' comprehension of the

text. Figure 3 shows the example of the text which using some of the vocabulary from Vocabulary Building Activity.

Figure 3. Example of reading text in chapter 1 of "Bahasa Inggris" textbook

**Text 1:**  
An email from Hannah



Hello, Alia! Let me introduce myself. My name is Hannah. I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. I'd really like to be your E-pal. You **sound really cool!** I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a barista. I have lots of hobbies. I like music - mostly classical music and folk music - but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. **I'm into** animals very much. My sister and I have three dogs, a rabbit and an iguana. They need lots of attention as you can imagine. At school, I have many Hmong friends who were not fully fluent in English. Their family moved here from Asia. I enjoy talking to them about our different cultures. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service. I haven't got much interest in fashion, although we have 'Mall of America,' the biggest mall in Minnesota. We can reach the mall very easily. A **commuter train** runs every 15 minutes, buses also come from different directions. We can also drive to the mall. It's much faster than going there by train or by bus. I don't like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah

Figure 3 shows the text which direct the reader to focus on the words showed in the pre-activity. We can see that the word 'pen pals' and 'half-sister' being used in the text. Some words has no problem in the literal meaning or the translation. However in English there is 'half-sister' and 'step-sister' both words have only one meaning in Bahasa that is 'saudara perempuan tiri' however in English those words are being used on a completely different circumstances and it is important for the students to know which terms to use based on the circumstances. While the translation itself is not wrong, it also not a totally correct translation. Half-sister means a sister related through one parent only while step-sister means a daughter of one's step parent from the previous marriage. By knowing this information the students can avoid making an error of using the wrong terms for a particular context. From this additional information the students can learn not only the meaning of the words but also enriching their vocabulary by learning the words that can collocate with 'half' and 'step'.

From the example of collocations combination before, the objective of the study can be clearly seen

that is to develop students' skill in English especially in writing and speaking also to improve the students' fluency in English by exposing them to collocation combinations that can be used in daily life. Since the focus is more on the words combinations itself the grammatical rule of the combinations will not be exposed since the students will find it more challenging and there is a possibility that the focus of the students will be shifted from producing a native sounding sentence into a grammatically correct sentence. To meet the objective, the explanation on terms or expressions that being used in the material of the chapter that emphasize on the collocation used in the text and the necessary expressions of collocation relevant to the material will be added. The explanation for the collocation can be implicitly given to the students through pre-activity to trigger their background knowledge and to improve their ability in analysing the meaning of the expressions, or explicitly by the explanation from the teacher. To be able to explain the collocation expression to the students, the teacher are of course demanded to comprehend the expressions themselves.

The result of the developed material or the expected product that will be produced from the book after the development will be in the form of reading text or dialogue text which contain collocations expressions. The students will be directed to focus on the expressions by doing the pre-activity which contain the collocation expressions and will be asked to decode the collocation expressions or terms based on the context provided and the use of the terms in the expressions or sentence. The focus of the development will only on the materials that focus on interaction such as introduction oneself and others, giving compliment and expressing congratulation, expressing future plan, and giving suggestions or recommendation.

The composition of the material is inspired by McCharty and O'Dell English Collocation in Use book.

#### Figure 4. Example of English Collocation in Use exercise on topic 'Working Life'

- 12.1 Match the beginning of each sentence with its ending.
- |   |                           |
|---|---------------------------|
| 1 My husband and I do                   | of contacts.              |
| 2 Circulate the report to all members   | the staff in our company. |
| 3 Kazuki has been happier since he went | of work this month.       |
| 4 I hope it won't be necessary to lay   | of staff.                 |
| 5 It's not easy to make                 | part-time.                |
| 6 Meeting people is the best aspect     | a job-share.              |
| 7 Marian was the last person to join    | off many of our staff.    |
| 8 Anna will be going on maternity       | of the job.               |
| 9 Try to build up a good network        | a living as an actor.     |
| 10 We've had a ridiculous volume        | leave next month.         |

Figure 4 shows a matching the sentence exercise. The exercise shows that instead of matching the collocation expressions with its translation, it is better to match collocation expressions with a sentence. It is to emphasize on the function of the collocations while

implicitly teach the students about the meaning of the collocations expressions by trying to match each sentences correctly. After the pre activity the students can comprehend the collocation combination and then use it at the latter activity.

#### Figure 5. Example of conversation text of English Collocation in Use exercise on topic 'Working Life'

- Complete the conversation using words from the opposite page.
- Meg: Did you know my son's in Australia at the moment? He's doing a job swap with his opposite (1) ....., the person who (2) ..... a similar position to his in the company's Sydney office.
- José: Wow, that's good! But I thought he wanted to go to the States this year?
- Meg: Well, yes. He did have a very tempting (3) ..... from a company in New York and he was about to accept, but then he had a (4) ..... of heart.
- José: So, have you met the exchange person from Sydney?
- Meg: Yes, he's been to dinner a couple of times. He'd like to settle here in fact and has asked us to tell everyone he's (5) ..... to offers from any companies that might be interested. Maybe your firm might be interested?
- José: Perhaps. We could do with someone with good Australian contacts. But we could really do with someone who could (6) ..... a post before the end of the year.
- Meg: That could work out perhaps. He certainly seems very nice. And he'd be motivated to do well for you because he's so keen to stay here.
- José: And do you think your son will stay in Australia?
- Meg: I hope not. I've told him to get his priorities (7) ..... Being near his mum should (8) ..... priority over Australian beaches and sunshine!

Figure 5 shows cloze passage exercise in the form of dialog text. List of words for possible answer were not provided. The purpose is that so the students can recall their knowledge on collocations terms list which being learnt in the previous exercise to assess their understanding on the collocation terms about working life.

This research will adopt the exercise form from the 'Collocation in Use' book. The adaptation will be more on the form of exercise or activity because the book is for advance students. For this research, since the participants are in the tenth grade, the topic of the material will be based on "Bahasa Inggris" textbook so the students of Pontianak can relate to the topic and it can be appropriate with their grade.

#### REFERENCE

- Akpınar, K.D., Bardakçı, M., (2015). The Effect of Grouping and Presenting Collocations on Retention. *The Electronic Journal for English as a Second Language Volume 18, Number 4*. 1-22. Bahns, Jens. (1993). Lexical Collocation a Contrastive View. *ELT Journal Volume 47*, 56-63.
- Conzett, J. (2000). *Teaching Collocation: Further Developments in the Lexical Approach*. M. Lewis (Ed). Language Teaching Publication Series
- Ellis, T.J., & Levy, Y. (2010). *A Guide for Novice Researchers: Design and Development Research*

Methods. *Proceedings of Informing Science & IT Education Conference (InSITE)*. 107-118.

- Farokh, P. (2012) Raising Awareness of Collocation in ESL/EFL Classrooms. *Journals Studies in Education*, 2012, Vol. 2, No. 3.
- Goudarzi, Z., & Moini, M.R. (2012). The Effect of Input Enhancement of Collocations in Reading on Collocation Learning and Retention of EFL Learners. *International Education Study Vol 5*, 247-258.
- Nesselhauf, N. (2005). *Collocations in a Learner Corpus*. Amsterdam: John Benjamins Publishing.
- O'Dell, F., & McCarthy, M. (2008). *English Collocations in Use Advanced*. UK: Cambridge University Press.
- Pratiwi, I., & Rezeki, Y. S. (2019). Designing Workbook for Teaching Writing Descriptive Text Based on Scientific Approach. *JELTIM (Journal of English Language Teaching Innovations and Materials)*, 1(2), 59–65. <https://doi.org/10.26418/jeltim.v1i2.26969>
- Priyono. (1999). Towards a Reduction of Grammar Teaching a Lexical Analysis. *TEFLIN Journal, Volume X, Number 1*, 88-102.
- Rahimi, M., & Momeni, G. (2011). The Effect of teaching Collocations on English Language Proficiency. *Procedia - Social and Behavioral Sciences* 31, 37 – 42
- Safitri, K., & Sudarsono, S. (2019). Developing a Pop Up Book Supportive to Narrative-Texts Teaching. *JELTIM (Journal of English Language Teaching Innovations and Materials)*. <https://doi.org/10.26418/jeltim.v1i2.35139>
- Seretan, V. (2010). *Syntax-Based Collocation Extraction*. United State: Springer.
- van Dyk, T., Louw, H., Nizonkiza, D., & van de Poel, K. (2016). Productive Knowledge of Collocations May Predict Academic Literacy. *Per Linguam* 32(2).66-81.
- Widiati, U., Rohmah, Z., & Furaidah. (2016). *Bahasa Inggris*. Jakarta : Kementerian Pendidikan dan Kebudayaan.