# ENGLISH COLLOCATION AND SOME OTHER EDUCATIONAL METHODS TO IMPROVE STUDENTS' ENGLISH VOCABULARY

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## ABSTRACT

When one thinks of vocabulary, they tend to think of the meaning of the word. However, word knowledge involves spelling, pronunciation, morphology, syntax, and depth of meaning (Carlo, et al., 2008). Authors use qualitative analysis as a combination of different methods as follow: description, synthesis and analysis.

Hence, In order to improve English vocabulary for students, teachers need to improve several educational methods, one of them is Collocation as one effective method for foreign language learning We can recognize that student can improve English collocations with verb 'make', for instance.

Other educational methods include: Li Li and Ting (2019) mentioned After using the vocabulary journals for a few weeks, all the pupils found that they were able to learn new vocabulary better. This was evidenced by the improvement in their test scores and fairly consistent use of the words in accurate contexts. However, the effect of the vocabulary journals does not appear to be uniformly good for all pupils. In addition, the pupils also became

more enthusiastic about the learning vocabulary compared to before the action when they participated more in the lessons. To conclude, vocabulary journals could help the pupils to learn vocabulary better and increase their participation in learning vocabulary.

*Key words:* collocation, linguistics, English teaching, education, vocabulary.

## 1. Introduction

English Language Learners (ELL) often feel that vocabulary is their most frequent obstacle when having to access information from classroom texts (Silverman & Hines, 2009). This can be problematic knowing how vocabulary acquisition is a critical component of academic language (Ajayi, 2005).

Vocabulary is considered a complex endeavor, the mastery of which is difficult for most learners (Stockwell & Liu, 2015). The complexity of word forms, word choices, and various meanings (González Fernández & Schmitt, 2015; K. H. Tan et al., 2020) presents difficulties for learners trying to master English vocabulary.

In communication, vocabulary is the "root source" of all problems. To communicate coherently and capture the necessary information with the other party, vocabulary is what you need to be sure of. Only when you possess a rich and rich vocabulary, can your speech become natural and fluent.

In the process of communication, readers or listeners almost only pay attention to the content that the speaker wants to express rather than grammar and sentences. Because, even if you firmly grasp the grammatical structures, but the vocabulary is limited, it is still impossible to properly convey the content that you want to convey to the opponent.

Hence author conduct this study "**English Collocation and Some Other  Educational Methods to Improve Students' English Vocabulary"**.

## 2. Literature review

Author summarize in below table

Table 1 - Summary of previous related studies

| Authors | Year | Content, results |
|---|---|---|
| Pikulsi and Templeton | 2004 | They add more that "one reason teacher are concerned about teaching  vocabulary  is  to  facilitate  the comprehension of a text that students will be assign to read " so it is important role for the teacher to building up both of them. |
| Kamil and Hiebert | 2005 | they  asserted  that  "receptive  vocabulary  is typically larger than |

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|---|---|---|
| | | productive vocabulary, and may include many words to which we assign some meaning even we do not know their full meaning and connotations or ever use them by ourselves as we speak and write". |
| Carlo, August, Mclaughlin, Snow, Dressler, Lippman, & White | 2008 | Ideally, vocabulary instruction for ELLs would combine direct teaching of words with incidental learning and multiple opportunities to hear these words in multiple contexts |
| Harris and Sipay in Hafsah | 2009 | states that reading comprehension understands what we have been read. It is an active thinking process that depends not only on comprehension skill, but also the students experience and priories knowledge comprehension involves understanding the vocabulary, being the relationship among words and concept, organizing author's purposes, making judgments, and evaluating. Reading is an important source to increase knowledge. It is a reason why teachers are interest and little sensitive in order to teach vocabulary. |
| Hunt | 2016 | Results from the questionnaires indicated that teachers gained both knowledge of and confidence in direct vocabulary instruction. Due to the importance of vocabulary acquisition for ELL students, educators need more formal training on effective instructional strategies to use in their classroom |
| Jackson, et al. | 2014 | authors conducted a study to see whether children who were exposed to English at an earlier point in life was a factor in their vocabulary growth. However, this was not |

| | | necessarily the case. In fact, a higher vocabulary in their first language was a significant predictor of growth in English vocabulary |
|---|---|---|
| Mahmud, Nasri, Samsudin, & Halim | 2018 | Educators have recognized that the major obstacle for human resource managers in the hiring process is Malaysian students' lacking command of the English language. To leverage the scientific knowledge which is often conveyed in English, it is best to be taught in English |
| Li Li | 2019 | show that vocabulary journals helped the participants to learn vocabulary more effectively. It is an effective scaffolding tool for vocabulary learning among the primary school pupils, though the journals could be further improved. Further suggestions were to improve on the questions in interview and to use reflective journals to increase the validity of the research |
| Huei et al | 2021 | As the coronavirus disease 2019 (COVID-19) continues its spread across the world, people's vocabulary learning has been limited. Responding to this situation with appropriate awareness, e-learning is being applied to teach the English language. The intent of this study is to utilize Quizizz to enhance the vocabulary achievement among primary English as Second Language (ESL) pupils in rural schools. |

(source: author synthesis)


## 3. Methodology


Author use qualitative analysis as a combination of different methods as follow: description, synthesis and analysis. The procedures of the study are to synthesize meanings of verb 'make as well as

examples to illustrate from different sources such as dictionaries, libraries, literary works, newspapers, magazines, and websites, to collect collocations in which they are often used in English documents.

## 4. Main findings

## 4.1 Some educational methods to improve students' vocabulary

First, Nikijuliv (2020) stated One of the most effective methods is through a vocabulary journal. This strategy, students will clarify unfamiliar words or phrases by listing them on a chart in their journals. They write what their perceive is the definition by reading and recognizing clues within the sentence or surrounding sentences. They note the type of context clue they used in order to derive the meaning of the word or phrase. The activity of the strategy should be introduced and applied in conjunction with the lesson on idiomatic expression.

Second, Kai and Hua (2021) mentioned that The emergence of new technologies has brought massive changes to teaching and learning processes. In recent years, mobile phones have evolved into effective teaching tools; when used practically, they could improve learning outcomes. The potential of mobile phones as a learning platform has led to a proliferation of research into their effectiveness.

Third, In another study, Chang, Liu, and Paas (2018) examined the impact of the use of computer-aided dictionaries and suggested that "definition checking" enhances learners' memory, hence facilitating the learning of English as a second language (Tan, 2009). The participants learnt by looking up definitions in computer-aided dictionaries.

Fourth, Lo & Li (1998:9) states, "Songs provide a break from classroom routine, and that learning English through songs develop a classroom atmosphere in which the four language skill can be enhanced". Students are often willing to learn to sing a song in a foreign language even if they do not fully understand or partially understand the meaning of the words. This allows them a chance to relax from the pressure of the study. Students listen to all kinds of music outside the classroom. Music is very enthusiastic when teachers choose to exploit songs in the classroom.

Fifth, Larson et al. (2013) emphasized that pupils can revisit the journal to add new information about previous words, such as new nuances and contexts. Pupils can refer to, make additions, and revise the content of the journal as they progress through stages of word learning, making it a personal experience unique to every individual. As the pupil adds to the pages and sections, the vocabulary journal authentically grows in proportion to the pupil's word knowledge.

## 4.2 English collocation method

English collocations with 'make' in the international criminal documents are divided into five groups: the combination of the verb 'make' + expression + preposition; the combination of 'make' +

noun/ object (+ adjective/ verb); phrasal-prepositional verbs with the verb 'make'; prepositional verbs with 'make', and phrasal verbs with the verb 'make'. Each type of collocation may create difficulty or confusion in learners and translators of documents using them. This is due to the fact that there are hardly any clear-cut guidelines for non-native learners and translators to decide which combinations are definitely acceptable and whose co-occurrence are highly predictable; and which ones are possibly acceptable for creative purpose, or which are plainly unacceptable. The only way to get a better grasp of these English collocations is by building up an awareness of them and experiencing them both receptively and productively.

English collocations in common and English collocations with 'make' in international criminal documents in particular can be divided into grammatical and lexical collocations. Each type of collocation may cause difficulty or confusion in learners and translators of English. This is due to the fact that there are no comprehensive clear-cut guidelines for non-native learners to decide which exact combinations are acceptable and whose co-occurrence are predictable; whose are possibly acceptable for creative purposes only, or which ones are completely unacceptable. The only way to get better grasp of these collocations is by building up an awareness of them and encountering them both receptively and productively.

Based on the analysis, implications for learning and translating these colocations were found.

First, teachers and students should pay close attention to collocations in the process of teaching and learning collocations. Collocation is an important characteristic which learners of a language should master. Because learning individual words and their meaning does not suffice when aiming to achieve great fluency in a second language. It is collocation that helps students attain a native-like level of proficiency. To achieve this, when teaching new words, teachers should introduce the collocations using these words. For example, there is no point in knowing the meanings of the word make to some extent, except when it occurs in make an offer/ a bed/ a mistake. Thus, it is more useful for students to know the common combinations of a new word. The idea here is that when teaching a new word, the teachers should explain some of its most common collocations at the same time. It is the role of the teacher to emphasize that they do not really 'know' the word unless they also know how that word is used.

Second, teachers and students should be fully aware that the final aim of language teaching and learning is to develop students' communicative competence as well as their linguistic competence. Therefore, a good knowledge of vocabulary, particularly that of collocations is very important. When teaching, instructors should help students understand the collocations in the lesson and design collocation exercises for their students because existing textbooks do not contain this kind of exercise. As a result, students have little opportunity to be exposed to collocations.

## 5. Discussion and Conclusion

Nikizuluw (2020) stated In Indonesia, there are some English teachers who still use conventional method to teach vocabulary. Conventional method is an approach which offers an insight of grammatical rules when the process of translating from the second to the native language is done. This method is popular because students could demonstrate that they understand the grammatical construction underlying a specific sentence by it. Teacher just helps the students to translate the written text in mother tongue or gave the students long list of words with their equivalence in the students native language and asked them to memorize it.

Students who are not able to translate the words correctly are blamed on being neither intelligent nor lazy or both.

Last but not least, Li Li (2019) specified that show that vocabulary journals helped the participants to learn vocabulary more effectively. It is an effective scaffolding tool for vocabulary learning among the primary school pupils, though the journals could be further improved.

Finally, If learning English vocabulary according to each specific topic in communication, it is much simpler. Moreover, learning English vocabulary by topic will bring a lot of benefits to you such as:

Learning by topic will be easily applied to corresponding real-life situations.

Helps to quickly remember the semantics of words.

Acquire more vocabulary related to the conversation topic, helping to support the conversation to go more smoothly and better.

The meaning of a word will completely change and take on much richer meanings when placed in different contexts of use. Learning a word alone will only help you understand a few basic layers of its meaning.

Don't let the vocabulary you've just learned be forgotten in vain. Applying it right after learning is a very effective way to learn English vocabulary never to forget. Simply use those words for a tweet or a few random moods on instagram or facebook, etc. Or if you're studying with friends, take the time to chat and review what's have learned.

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## Author Contributions

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## Conflicts of interest

There is no conflict of interest.

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