Collocational Mistakes Found on the Abstract of Undergraduate Thesis of English Language Education Study Program Students

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ABSTRACT

Mastery of vocabulary is as important as it is of grammar in order that users can express acceptable ideas fluently and precisely. However, observations in English language skills classes at English Language Study Program (UNY) i.e., writing and speaking show that students still have difficulties and make mistakes in using English vocabulary, especially the collocations. Therefore, this study was conducted with the aim of obtaining a description of the types of collocational mistakes made by the students in writing the abstract of their undergraduate thesis and to obtain a description of the factors that caused these collocational mistakes the students committed.

To achieve this goal, the team conducted a qualitative descriptive study. The data source was determined by purposive sampling, namely the abstract of the undergraduate thesis written by English Education study program students who graduated in 2020. The data were analyzed using a qualitative analysis technique model by Miles, Huberman and Saldana (2014) which includes data condensation, data display, drawing and verifying conclusion.

The results of this study indicate that the total of the mistakes found in 42 abstracts were 233 collocational mistakes. The collocational mistakes made were mostly in the N-N category (80 collocations/34.3%), while the least in the Adv-A category (NA). From the errors found, it is known the factors that cause collocation errors, namely mother tongue interference (L1 interference) and overgeneralization (overgeneralization). Furthermore, the research results direct lecturers to teach collocation explicitly, students increase awareness and sensitivity to the emergence of collocations, and institutions/study programs make policies that include collocation learning in basic language skills classes.

Kata Kunci: *collocational mistakes, English language teaching*