

ABSTRACT

Siwi Karmadi Kurniasih. 2011. *Collocation clusters to help the students of English Language Education Study Program improve collocational knowledge*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

Vocabulary learning plays a major role in English language learning, and learning vocabulary for the students of English Language Education Study Program is no exception. Some problems emerged and were identified. First of all, the students were used to using bilingual dictionary to check word meaning and translation. Secondly, they were not aware of the importance of learning collocation. Encountering new words, they tended to look for meaning and part of speech. Thirdly, the students had not been formally introduced to one particular technique to learn vocabulary.

An action research was performed to discover the answer of the research question “How can collocation clusters improve collocational knowledge of the student of English Language Education Study Program?” An action research was a wise choice since it was conducted by a practitioner. A prior observation and reflection started the process of cycle one. The results of the reflection were used as the basis for planning interventions (or actions) to improve the situation. The interventions and modifications were carried out based on the students’ problems and suggestions, and also the teacher’s reflection. During the implementation of the actions, an observation was done which was followed by a reflection. When problems were found, another action for cycle two was planned. The same process was repeated and ended with another reflection.

The results of the research were the presented in description of the process and the interpretation of what went on and what the students gained during the process. The process was quite smooth but the learning progress was slow. Before the collocation dictionary was introduced in class, the students got much difficulty in recognizing collocations. At the end of the course, the students got a slight increase in their scores. They also enjoyed the learning process and some got knowledge improvement which was depicted on the results of the tests.

The research brought some benefits not only to the students but also to the teacher. The students were aware of the importance of collocation in language learning and use. They also got immediate advantage in doing tasks on other classes, such as reading and writing. Even though the collocation clusters did not significantly promote independent learning, it could be the basis of independent learning.

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Pembelajaran vocabulary (kosakata) memiliki peranan penting dalam belajar bahasa Inggris, dan hal ini berlaku juga bagi mahasiswa Program Studi Pendidikan Bahasa Inggris. Beberapa masalah timbul dan teridentifikasi. Yang pertama, para mahasiswa terbiasa menggunakan kamus dwi bahasa (Inggris – Indonesia) untuk mencari arti kata atau terjemahannya. Yang kedua, mereka tidak menyadari pentingnya collocation. Ketika menemukan kata baru, mereka cenderung mencari artinya atau jenis katanya. Yang ketiga, para mahasiswa belum pernah dikenalkan atau diajari secara formal (disengaja) teknik belajar tertentu untuk belajar vocabulary.

Action research (Penelitian tindakan) dipilih sebagai metodologi penelitian untuk mencari jawab pertanyaan penelitian “*How can collocation clusters improve collocational knowledge of the student of English Language Education Study Program?*” (Bagaimanakah *collocation clusters* dapat membantu meningkatkan *collocational knowledge* mahasiswa Program Studi Pendidikan Bahasa Inggris?) Penelitian tindakan adalah pilihan yang tepat karena penelitiannya adalah praktisi. Pengamatan awal dan refleksi mengawali proses siklus pertama. Hasil refleksi digunakan sebagai dasar penyusunan rencana tindakan untuk peningkatan. Tindakan dilakukan atas dasar pertimbangan kebutuhan, masalah dan saran mahasiswa, juga refleksi pengajar. Selama pelaksanaan tindakan, pengamatan dilakukan kemudian diikuti refleksi. Ketika ditemukan masalah, rencana tindakan pada siklus ke dua dirancang. Proses yang sama diulang dan diakhiri dengan refleksi.

Hasil penelitian disajikan dalam bentuk deskripsi proses dan interpretasi akan apa yang terjadi dan apa yang mahasiswa peroleh dari proses tersebut. Prosesnya berjalan lancar tapi kemajuan belajar berlangsung lambat. Sebelum penggunaan kamus *collocation* diberlakukan, para mahasiswa mengalami kesulitan mengenali *collocation*. Pada akhir penelitian, mahasiswa memperoleh sedikit kenaikan skor. Mereka juga menikmati proses dan beberapa mengalami peningkatan pengetahuan akan collocation yang tergambar dari hasil tes.

Penelitian ini memberikan keuntungan tidak hanya bagi mahasiswa namun juga pengajar. Para mahasiswa menjadi sadar akan pentingnya *collocation* dalam pembelajaran dan penggunaan bahasa. Mereka juga mendapatkan keuntungan dalam mengerjakan tugas di mata kuliah lain seperti reading dan writing. Meskipun *collocation clusters* tidak sepenuhnya mendorong pembelajaran mandiri, *collocation cluster* dapat mejadi langkah awal.