**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Problem**

In the process of teaching and learning English, there are two indispensible aspects that must be closely paid attention by both teachers andstudents. The first is English vocabulary and the second one is grammar. However, the second aspect of the teaching English in Indonesia has been customarily a focus for most English as Foreign Language (EFL) teachers.They emphasize on grammar more than on vocabulary. As a result, most students have good understanding to the grammar than to the vocabulary. The role of English vocabulary has long been taken too lightly in the EFL teaching because the EFL teachers assume that the students’ success in learning English is only seen from the students’ ability in grammatical mastery.

The EFL teachers’ assumption is evidently true as they give emphasis to the teaching of the forms and functions of English grammar. Their attention to the forms and the functions of the grammar are more serious than to the teaching of English vocabulary. This is caused by the EFL teachers are worryabout having their students’ spoken and written text impede the readers’ understanding toward the incorrect uses of grammatical forms and functions. Therefore, the Indonesian teachers and students’ paradigm to the teaching of English subject matter is nomore than the teaching of Englishgrammar.The teaching of English vocabulary is very important to enhance the students’ English writing or speaking proficiencies. In learning vocabulary, Thornbury (2002:3-12) explainsthatthere are at least6types of vocabulary.

The types are word classes, word families, word formation, multi-word units, collocations and homonyms. These six types must be learnt and mastered by the EFL students in order to improve as well as to increase their English vocabulary mastery in both written and spoken communication. In relation to the mastery of English collocation, the students whose language are not English should prioritize to learn it as it is a main part of the type of vocabulary. The aimof understanding English collocation is to increase learners’ speaking and writing proficiencies well. Therefore, the EFL learners are expected to pay close attention to the mastery of the collocation along with the mastery of vocabulary.

Addition, collocations is already fixed or very strong to present the meaning of the expression used by the speakers, for instance, take a picture/photo where no word other than take which collocates with picture/photo. Furthermore, collocation provides a similar meaning to another word such as, keep tois similar with stick to. The ability to pair a group of words into the right position makes someone’s language different from the native speakers’.

Based on a brief explanation of making uses of collocation above either in spoken or in written communication, the researcher is triggered up and motivated to conduct a research on students’collocation because of those facts found when correcting students’ English writings in campus. This research is very important to conduct because collocations have been considered as highfrequency word combinations for native speakers which will determine the nature of English used by non-native speakers. Their importance for teaching and learning has been increasingly recognized. In addition, collocations have not yet been generally integrated into the teaching materials or as one of the topics of discussion in English syllabus at school or at campus , as a result they have not been given serious consideration in the English teaching and learning processes yet. Collocations can be integrated intothe four skills of English especially within the area of vocabulary teaching. This research is aimed at finding out the types of lexical collocations, the types of the lexical collocation which were incorrectly made, andthe causes of collocational problems found in the 4th semester English Department students’ Universitas Muslim Nusantara Medan.

* 1. **The Identification of the Problem**

Based on the background of the research, the writer identified the problems of this research focused to find out the English Department students` understanding identifying the collocations in the novel of Harry Potter and the Goblet of Fire.

* 1. **The Limitation of the Problem**

To limit the Research problem findings, the writer’s attention is only focus on the sentences consist of collocations in the novel ‘Harry Potter and the Goblet of Fire’ chapter I and IIby analyzing how the students` understanding in collocation of translation.

* 1. **The Formulation of the Problem**

The problem are discussed in this research, as formulated the following questions:

How are the English department students` understanding in fourth semester on collocations of the novel ‘Harry Potter and the Goblet of fire’?

* 1. **The Objectives of the Research**

Related to the research problem above, the objectives of this research are :

To know how the English department students` understanding in fourth semester on collocations of translation in the novel ‘Harry Potter and the Goblet of Fire’.

* 1. **The Significance of the Research**

The writer expects the result of this research give benefit to the English department students` or readers who want to know more about translating collocations. The knowledge and theoretical understanding about translation and collocations will improve the technical ability for translator progressively. The writer also expects that this researceh will be useful for further researchers who are interested to do research on similar subject of research as the additional reference.

* 1. **Basic Assumption of the Research**

This research on the following assumptions :

English department students` know how to use collocation intranslating the text and the will more understand to catch the meaning in collocation.