

The Effect of Lexical Knowledge of Collocation on Student's Reading Comprehension

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Abstract: The aim of this research was to find out the effects of lexical collocation on Students' Reading Comprehension. The method used is a survey method. Sample was taken as many as 60 people with simple random technique. Data was collected by test directly to the sample. Data analysis using descriptive statistics such as finding the mean, median, mode, standard deviation, and inferential statistics is to look for regression by using ANOVA and coefficient table. The results indicate that there is a significant effect of lexical knowledge of collocation on students reading comprehension. The result has shown the score of $Sig = 0,043 < 0,05$ and $t_{test} = 2,068$ while $t_{table} = 1.64$ $t_{test} > t_{table}$. Lexical knowledge of collocation can increase students reading comprehension abilities

Keywords: Lexical Knowledge of Collocation, Reading Comprehension

1. Introduction

In the language learning, the students need to learn the four basic language skills which consist of listening, speaking, reading, and writing. Language components such as pronunciation, grammar, vocabulary, and spelling all play role in effective English communication. One of the ways to enhance the English skills effectively is through formal education.

For Indonesian learners, reading becomes very important as they learn English as a foreign language, in a country where English is not the main language that is used in daily life. Through reading, Indonesian learners can get unlimited information. One of the basic skills, reading is perhaps the most difficult skills for students compared with other skills. The students are expected not only to read fluently but also comprehend the text completely. It involves so many elements to be mastered.

This research was designed to find out the effects of collocation instruction on enhancing the students' reading comprehension. Having a large amount of collocation knowledge may benefit reading/listening comprehension since collocation may help reader process language in chunks instead of individual words. For example, the collocation in addition and make a mistake recurrently appear in texts and cannot be substituted by their synonyms. Collocations are structural word phrases involving grammatical patterns and are syntactically restricted. For instance, it's more common to say "they began to learn" but not "they began learn". As a result, there are some factors assumed contributing to the students' achievement in reading comprehension namely lexical knowledge of collocation.

2. Literature Review

2.1 Nature of Collocation

Collocation was first introduced by Firth. According to him collocation defines a combination of words associated with each other. (Firth, 1957, in Martynska, 2004). Besides that, McCarthy and O'Dell (2006) state that collocation means a pair of words which is used together. Ghazala (2006) says that "collocations are words which are usually found next to other words, or are 'co-located' with one another". Lewis (2000) states that collocation is the way in which words co-occur in a natural text in statistically significant ways.

From definitions above it can be concluded that the meaning of collocation is a combination of words that is used in a sentence. To make a combination, we can combine the words based on the type of the collocation. Such as verb + noun (e.g. lead a seminar), noun + noun (e.g. word of wisdom), adverb + verb (e.g. flatly contradict) and soon. Moreover, these combinations do not make a new meaning because the meaning is constructed from each of word.

However, the meaning of some fixed collocations cannot be guessed from the individual word. Using collocation will improve our style of written or spoken in English, it can be more natural and accurate. Furthermore, the collocation gives us vary of word, so that repeating the words can be reduced. We can use the collocation when making a poem, article and sentence, advertisement. Sometimes, it used in a title of book, movie and name of a group band.

2.2 The Lexical Collocation

Benson, Benson, Ilson, (1997) define collocation as specified, identifiable, non-idiomatic, recurrent combinations. In their dictionary they divide them into two groups: grammatical and lexical collocations. The lexical collocation consists of noun, verb, adjective and adverb but it does not include certain preposition, infinitive and clause. Here are 7 types of lexical collocation:

L1 = Verb (transitive) + noun / pronoun, example: make an impression, come to agreement.

L2 = Verb meaning essentially eradication and nullification + noun, example: reject an apple, lift a blockade.

L3 = Adjective + noun, example: strong tea, weak tea.

L4 = Noun + verb, example: blood circulates, bomb explodes.

L5 = Noun + noun, example: a bouquet of flowers, a swarm of bees.

L6 = Adverb + adjective, example: sound asleep, keenly aware.

L7 = Verb + adverb, example: affect deeply, argue heatedly.

2.3 Teaching Collocation

Thornbury (2006) suggests some ideas for teaching collocation:

1. Ask the learners to brainstorm any verb or noun, then check for common collocates and using collocation dictionary.
2. Learners search for band names, film and book titles, check using a dictionary whether they are common collocation or not.
3. Use dictionary and fill in a collocation grid.
4. Make groups of learner and read out the list of word. Such as include part of body “hand, foot, head, ear, face, etc” and ask them to think of as many collocations of related expression as they can with these words.
5. Learners sort words on cards into their collocation pairs such as “heavy + rain, wide + world, broad + smile, lucky + break, etc” and follow up by asking learners to write sentences using these combinations.

2.4 The Importance of Learning Collocation

McCarthy and O’Dell (2006) offer a good idea to learn collocation which will help students:

1. Improve the style of writing
Instead of saying “a big meal” say “a substantial meal”.
2. Give the alternative ways of saying something
Instead of “it was very cold and very dark” say “it was bitterly cold and pitch dark”.
3. Give the natural way to say something
“Smoking is strictly forbidden” is more natural than “smoking is strongly forbidden”. Whereas, “strongly” and “strictly” have an equal meaning.

2.5 The Nature of Reading

Bond and Wagner (2002) explain that reading is the process of acquiring interpreting, and evaluating. Reading is a complex process of thinking in assigning meaning from printed materials which involve most of the readers’ intellectual act such as pronunciation and comprehension in order to receive the information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read.

2.6 Reading Comprehension

English has been taught as a foreign language, however, it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the high school, three years at *SMP*, and three years at *SMA*. Ramelan (1992), says that most *SMA* graduates are still very poor in their reading comprehension, since they cannot usually read to understand articles in English details.

Reading comprehension needs some intellectual ability to master it. According to Tyler and Chard (2010) there are six basic factors that influence the students’ ability in comprehending written materials:

1. Background Experiences
2. Intellectual Abilities

3. Language Abilities
4. Affection
5. The Purpose of Reading
6. Skills of Comprehending

3. Methods

3.1 Design of the Research

This research applied a combination of qualitative and quantitative research methods. Qualitative study focused on direct data interpretation. Meanwhile, quantitative research method was intended to employ a quantitative computation and inferential statistical application.

3.2 Participants

To determine the sample size of the population, Arikunto (2002, p. 112) says, if the subject of less than 100, better retrieved, so research is a study population. Furthermore, if the subject is big period can be taken 20% or more. This research involved the number of students from two schools namely State Senior High School (*SMAN*)1 and State Senior High School (*SMAN*) 3 in South Tangerang, Indonesia is 455 students more than 100 so that the size of the sample taken 20%. The sample size of 20% of the total of the two schools is 60 students, with 30 students in each school. The Sampling steps mentioned above are:

1. Determine the target population, in class X *SMAN* 1 and *SMAN* 3 in South Tangerang.
2. Determining the sample frame
3. Collect the sample frame is then taken at random proportional
4. Assign as many as 60 students to serve as research samples

3.3 Data Collection

This research consists of two variables namely lexical knowledge of collocation and reading comprehension. To collect the data lexical knowledge of collocation, the test was given to the students. It is in the form of multiple choices form that consists of 25 questions and four answer options. To measure students reading comprehension, the test was given to the students. It is in the form of multiple choices form that consists of 25 questions and four answer option.

3.4 Analysis

The data have been obtained by means of collecting data in the form of tests and questionnaires, then analysis presents descriptive statistics for the distribution of data, tables, histograms and central tendency scores of each variable, and inferential statistics to determine the correlation coefficient scores and reliability of the research instruments to conclusion. The data analysis was performed by examining the instrument that was used has a reliable fit. Instrument circulated to the respondents. The results of the answers collected through the research instrument (questionnaire) were analyzed through data analysis techniques. The overall test data analysis requirements are met and known data is feasible for further

processing, then the next step is to test each hypothesis which has been filed with the SPSS 20 statistical test which used simple regression by using ANOVA and coefficient table.

4. Results

Score lexical knowledge of collocation obtained from the respondents had an average 14.72, with a standard deviation of 1.833, the median is 15, the minimum score of 11 and a maximum score of 18. From the description can also be seen that the average value and the median and almost the same, namely 14.72 and 15. This indicates that the data lexical knowledge of collocation scores in this study is representative. While the score is above the average more than those who are under the average indicates that the lexical knowledge of collocation is high more than low.

Data students' reading comprehension obtained from the respondents had an average 18.25, with a standard deviation of 2.207, median of 18, a minimum score of 14 and a maximum score of 23. This indicates that the average students' reading comprehension of respondents include high. Standard deviation score of 2.207 indicates a difference between the answers of the respondents is high. This shows that the students' reading comprehension of the respondents are quite varied. From the description can also be seen that the average value and the the middle value (median) is almost the same, namely 18.25 and 18. This indicates that the data scores students' reading comprehension in this study are representative. While the score is above the average more than those who are under the average, indicating that students' reading comprehension which is above average for more than below average. Description of the overall statistics of the results of calculations and tests performed with the aid of a computer through the application of SPSS 20 program. The comparison of data research, it can be seen in table 1 below:

Table 1: Description of Research Data

	Lexical Knowledge of Collocation	Reading Comprehension
Mean	14.72	18.25
Median	15.00	18.00
Mode	15	18 ^a
Std. Deviation	1.833	2.207
Minimum	11	14
Maximum	18	23

Table 2: Recapitulation Calculation Results Effect of Regression Line Equation Variables X to the variable Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.457	2.685		6.501	.000
Lexical knowledge of collocation	.315	.152	.261	2.068	.043

To prove this hypothesis is to look at the value / number is printed on the t column or columns to rows Sig lexical knowledge of collocation in Table 2 According to the existing provisions, the regression significance criteria is "if $t_{count} > t_{table}$ then H_0 is rejected" or "if $Sig < 0.05$ then H_0 is rejected", which means that there is a significant effect of the independent variables X on the dependent variable Y. Sig value is numbers listed in the column to the line Sig lexical knowledge of collocation in Table 2 value t_{count} are numbers listed on the t column for row lexical knowledge of collocation in Table 2 the value is the value t_{table} distribution table for the 5% significance level with a degree of confidence ($df = n - 2$) = 58 where n is the number of respondents.

From Table 2 seen that the $Sig = 0.043$ and $t = 2.068$, while the table = 1.64. Because the $Sig < 0.05$ and $t_{count} > t_{table}$ then H_0 is rejected which means that there is a significant effect lexical knowledge of collocation on students' reading comprehension. From the regression test results it can be concluded that there was a significant effect of Lexical knowledge of collocation on Students' reading comprehension.

5. Discussion

Effect of Lexical knowledge of collocation on Students' Reading Comprehension Obtained from testing the hypothesis that the $Sig = 0.043$ and $t = 2.068$, while the table = 1.64. Because the $Sig < 0.05$ and $t_{count} > t_{table}$ then H_0 is rejected which means that there is a significant effect of lexical knowledge of collocation on students' reading comprehension. Based on the research that was conducted by Sadighi and Sahragad (2013), results indicated that texts with high lexical collocational density influenced learners' comprehension positively. Although the instruction of lexical collocation did not have any effects on answering the vocabulary items significantly, teaching lexical collocations affected learners' reading skills positively.

Furthermore, Kiae, et. al., (2013), results of paired-sample t-test indicated that the students in the experimental group outperformed the control group in reading comprehension. In fact, teaching collocations could play a significant role in enhancing EFL learners' reading comprehension. Meanwhile according to the result research obtained by Hsu (2010) The quantitative data indicated that (1) the lexical collocation instruction improves the subjects' vocabulary learning more than their reading comprehension across all three academic levels; (2) the treatment of collocation instruction promotes the

subjects' performance on the 3 recall tests, outscoring the other two instruction types in the vocabulary retention patterns. This study suggests that direct collocation instruction can be a worthy option for exploration in teaching although more extensive studies need to be carried out to further support the findings.

However, having a large amount of collocation knowledge may benefit reading / listening comprehension since collocation may help readers or listeners process language in chunks instead of individual words. This research will explore the effects of collocation instruction on reading comprehension. Teacher in teaching reading comprehension have to paying attention on lexical collocation, in order to be able to read the text more comprehend.

6. Conclusion

Based on the results of hypothesis testing and discussion or research findings, the conclusion can be presented as follow: There is a significant effect of lexical knowledge of collocation towards students' reading comprehension. It is proved by the $Sig = 0.043$ and $t = 2.068$, while the $t_{table} = 1.64$. Because the $Sig < 0.05$ and $t_{test} > t_{table}$ then H_0 is denied which means that there is a significant effect of Lexical knowledge of collocation on Students' reading comprehension. It can be conclude that the better lexical knowledge of collocation the better of reading comprehension.

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