

**THE CORRELATION BETWEEN STUDENTS' MASTERY OF
COLLOCATION AND THEIR READING COMPREHENSION
AT THE SECOND GRADE OF SMK MA'ARIF SEMAKA**

(A Script)

By

INDAYANI



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
2016**

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ABSTRACT

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The objective of this research was to find out whether there was a significant correlation between students' mastery of collocation and their reading comprehension. This research used quantitative method and it was conducted at the second grade students of SMK Ma'arif Semaka. The researcher took one class as a tryout class; it was XI Accountancy 2 and one class as a sample class; it was XI Accountancy 1.

To collect the data, the researcher used collocation and reading comprehension test. The researcher used Ex Post de Facto design and the data were computed using SPSS version 16.0. From the calculation of the SPSS, it had found out that there is correlation between students' mastery of collocation and reading comprehension with r value 0.985 at the significant level 0.01. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. The result of this research showed that the students' mean score of collocation test was 59.09 and the students' mean score of the test in reading comprehension was 65.56.

It means that the high scores of students' mastery of collocation tend to be followed by the high scores of reading comprehension. In this case, the result of this research proved that there was a significant correlation between student's mastery of collocation and their reading comprehension.

Keywords: Collocation, Reading Comprehension

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(A Script)

**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Departments of
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**ENGLISH EDUCATION STUDY PROGRAM
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TEACHER TRAINING AND EDUCATION FACULTY
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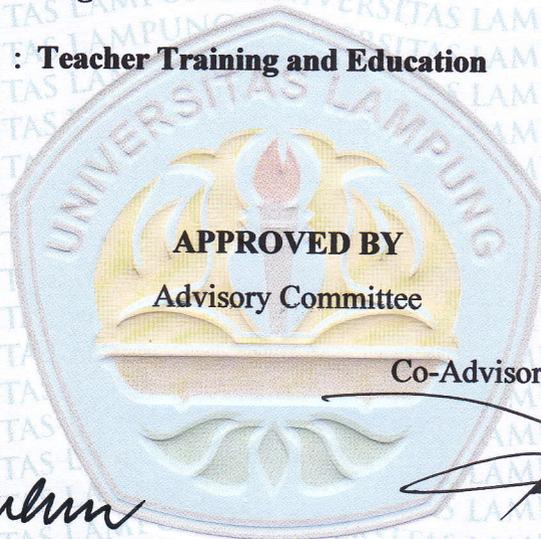
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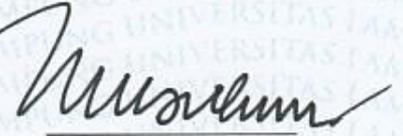
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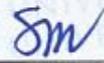
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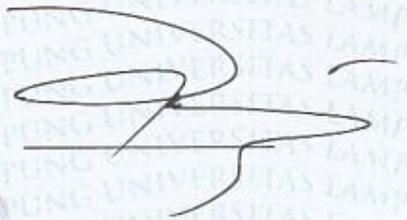
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CURRIVULUM VITAE

The researcher's name is Indayani. She was born on August 28th, 1994 in Bangunrejo, Semaka, Tanggamus, Lampung. She is the fourth child of a loving couple Tuginen (Alm) and Misiyem. She has two brothers, Sutrisno and Sugito and one sister, Eni Fatmawati, S.Pd.

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DEDICATION

I thank God, Allah SWT, for all His tremendous blessing.

With love and appreciation, this script is proudly dedicated to:

My beloved parents, thank you for your great love, support, and pray Tuginen
(the late) and Misiyem.

My beloved brothers and sister, Sutrisno, Sugito and Eni Fatmawati, S.Pd.

Thank you for being great partners.

My Great Almamater, University of Lampung

MOTTO

Life is the art of drawing without an eraser.

(John W. Gardner)

When life gives you a hundred reason to cry, show life that you have a thousand
reason to smile.

(Anonim)

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The writer is eager to present her countless gratitude to the people who had supported her throughout her life and especially in finishing this script. Thus, the writer wants to express her sincere respect and gratitude to:

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Finally, the writer realizes that this script is still far from perfection. Thus, comments, critics, and suggestions will be openly appreciated for better future studies. The writer hopes that this research would be a positive contribution to the educational development, the readers, and the other researchers.

Bandar Lampung, October 26th 2016

Indayani

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I. INTRODUCTION

This chapter comprises the background that describes the reasons why the researcher intends to conduct the study. Therefore, research questions, objective, uses and scope is presented. Finally, the last part is the definition of key terms which is presented to avoid misunderstanding of those terms.

1.1. Background

Language is very important in human's life. Lie (2007) states that English is taught and used as foreign language in Indonesia. Therefore, the important to learning english is because it an international language and most people all over the world use it as a means of communication. Students should master four skills in English, i.e. listening, speaking, reading, and writing. Reading is one of the important skills that plays an important role in teaching and learning process. Reading is not straightforward process of lifting the words off page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.

Through reading, students practice and develop important thinking strategies such as making informed predictions, separating essential from nonessential information, forming main ideas, organizing ideas and details, gathering evidence,

drawing conclusions and making interpretations, and raising questions, among others (Silver et al, 2009). One of major problems met by students are they cannot read effectively and understand fully the materials assigned to them. Reading problem can partially be attributed to the fact that English is one of the most difficult languages to learn. It is made up of 43 phonemes (sounds), 26 consonant and 17 vowels but only uses 26 letter symbols to represent those sounds (Perfetti 2007).

Actually, looking up words in dictionary is the first thing to do when one meets a word he/she does not know. However, in teaching and learning process in the classroom, most of the students still face many problems to comprehend a text, especially an English text. The students who master many words usually are able to understand English text better than those who lack of vocabulary. For the students who don't master many words, they tend to read the text word-by-word. Cabaroglu and Yurdaisik (2008) find out that the most important problems instructors face in a reading class is the unknown vocabulary and unfamiliar topic. Most students have difficulty in understanding the text because they do not have enough vocabulary knowledge and knowledge about the topic.

Lewis (2000) states that the single most important task facing language learners is acquiring a sufficient large vocabulary. The important point is that learning words in isolation does not necessarily help foreign learners become successful communicators, since many parts of language consist of prefabricated chunks, so that learners have to acquire not only the new words but also their collocations. Collocations can be defined in numerous ways, but the most commonly shared

definition of collocations is the tendency of one word to co-occur with one or more other words in a particular domain (Nation, 2001). Nattinger (1988) asserts that collocations are helpful in improving comprehension for the word combinations that aid learners in committing words to memory, as well as allowing learners to predict what kind of lexical items could occur together.

The study done by Elsa (2011) found that there is a significant correlation between students' reading interest and their lexical knowledge of collocations towards their reading ability. There are some findings studies of this research, the first was half of students (63.33%) had interest in reading and 36.67% students had no interest in reading. The next was students' lexical knowledge of collocations was moderate. There were 20 students (66.67%) from 30 students who having moderate knowledge in collocations.

A collocation is essentially word-oriented and cohesive and it refers to the extent to which the presence and meaning of a word 'coheres' or depends on the presence of another word (or words) in the same stretch of text. According to Shamma (2013) there are two kinds of collocations; grammatical collocations and lexical collocations. Grammatical collocations are exemplified by nouns, verbs or adjectives in association with restricted prepositions or grammatical structures, such as *give in*, *demand for*, *dependent on*, and include phrasal verbs. Lexical collocations are combinations of nouns, adjectives, verbs and adverbs, such as *official permission*, *arbitrary government*, *seriously injured*.

A number of linguists and language teachers who recommend the teaching and learning of collocations in the second language classroom have underscored the importance of collocations for the development of second language vocabulary and communicative competence. Many researchers acknowledged that acquisition of collocation would lead to attain fluency in language production and accuracy in language use (Nattinger 1980 & Lewis 2000). According to Hill (2001), 80% of a written text could contain collocation. Furthermore, Howarth (1998), when looking at 238,000 words of academic writing, claims that 31–40% was composed of collocations. From this statement above the researcher have some example texts reading with some collocation in a text. An example in the text narrative “The White Butterfly”, consist of 395 words and it has 13 collocation that consist of some word combinations. Some students may regard that collocation is not really important or that its meaning will become clear later on. But, sometimes the word collocation that we passed usually as the key of our reading and understanding.

Despite the importance of collocations, researchers has indicated that collocations are an inherent problem for foreign learners and one of the difficult aspects of vocabulary learning for learners of a foreign or second language (Taiwo, 2004; Millar, 2005).

Based on the reseacher’s experience when conducting PPL, it was found that the students got some problems when she asked the students to read a text, the content of the text, it was found that some student could not understand the idea of the texts well. They just read a text without getting some information; they found the

difficulty in guessing some information in a text. These might be caused by the fact that the students of the senior high school need total number of words but they have not mastered a number of words yet. It made them difficult to gain the main idea of that text.

Regarding to the explanation above, it is reasonable because reading comprehension is naturally different skill to achieve, because of some crucial factors such as grammar, vocabulary, etc. Therefore, we have known how important the vocabulary mastery especially collocation in reading comprehension. Considering the statement, the researcher is interested in conducting the second focusing on the correlation between mastery of collocation and their reading comprehension.

1.2. Research Question

Based on the background of study above, the problem of the research can be formulated as follows:

Is there any significant correlation between students' mastery of collocation and their reading comprehension?

1.3. Objective

Based on the research questions above, the main purposes of this research are to find out the following:

To investigate the possibility that there might be significant correlation between students' mastery of collocation and their reading comprehension at the second grade of SMK Ma'arif Semaka.

1.4. Uses

The findings of the research may be beneficial both theoretically and practically.

- a. Theoretically, the result of this research can be used as a reference for the next researcher who will concentrate in correlation between students' mastery of collocation and their reading comprehension. In addition, the conclusion of this research can be used as a reflection to correlation between students' mastery of collocation and their reading comprehension.
- b. Practically, the uses of this research are:
 1. To give motivation to help students to increase their ability in reading through English vocabulary of collocation in order to enhance their reading comprehension ability.
 2. To be a consideration for English teachers to apply mastery of collocation to improve vocabulary for the students.

1.5. Scope

This research was intended to investigate whether students' mastery of collocations has significant correlation toward their reading comprehension. To gain the data mastery of collocations and reading comprehension, the researcher was administer the tests. They were mastery of collocation and reading comprehension test. As it is correlation study, the researcher was look the relationship between the two variables.

The research was done in second grade students of SMK Ma'arif Semaka in XI Accountancy 1. According to the syllabus of School Based Curriculum 2013 for the first years SMA/MA students, there are three reading text of the second

semester that is narrative, descriptive and recount text. The texts are text that has been learned in the second years by the students. The construct of reading comprehension was focus on identifying main idea, finding specific information, reference, reference and vocabulary. The construct validity of collocation test was used grammatical collocation, and lexical collocation. Grammatical collocation consisted of Noun + Preposition and Phrases + Noun. The lexical collocation consisted of Verb + Adjective, Adjective + Noun, Adjective + Adverb, Adverb + Verb, Noun + Noun, Adverb + Adjective, Noun + Adjective, and Verb + Noun.

1.6. Definition of Terms

To avoid misunderstanding and misinterpreting of terms found in this study, the researcher tries to define the key terms as follows:

1. Correlation is statistical description for determining relation between two variables.
2. Mastery is complete control of knowledge.
3. Collocation as go togetherness of lexical items in combinations, which differs in frequency or acceptability. Items which collocate frequently with each other are called 'habitual', e.g. *tell a story*, whereas those which cannot go together are called 'unacceptable', example *powerful tea* instead of *strong tea*.
4. Reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language.

II. LITERATURE REVIEW

In this chapter, the literature review for the research is provided. The discussion will review of previous research, concept of collocation, types of collocation, concept of reading, concept of reading comprehension, aspects of reading, theoretical assumption, and hypothesis.

2.1. Review of Previous Research

Collocation and reading have a correlation in line with students' achievement in English. The study conducted by Elsa (2011) shows that there is a significant correlation between students' reading interest and their lexical knowledge of collocations towards their reading ability. There are some findings studies of this research, the first was half of students (63.33%) had interest in reading and 36.67% students had no interest in reading. The next was students' lexical knowledge of collocations was moderate. There were 20 students (66.67%) from 30 students who having moderate knowledge in collocations.

Rahimi (2005) states that a systematic teaching of lexical collocations effects vocabulary learning by Iranian EFL learners positively. But, the researcher concluded that lexical collocations can effect in vocabulary learning not only in Irian Learners but in foreign language or second language acquisition.

Zhang (1993) found a correlation between the quality of college freshmen's writing and the knowledge and use of collocations. From the statement above, the researcher try to found correlation collocation with reading comprehension. Lien s (2003) and Hsu (2010) studies which suggested that collocation instruction is more useful than single-item vocabulary instruction in preparing the students for the reading comprehension tests and vocabulary recall tests. Brown (1974) and Kelly (1991) also believed that knowledge of collocations helps the students a lot in language comprehension skills of reading and listening. Having reviewed the previous studies on collocations above, the researcher try to found correlation between students' mastery of collocation and reading comprehension.

2.2. Concept of Collocation

There are many different definitions of collocation. According to Sinclair (1991), a collocation is "either a recurring combination of words that is often arbitrary, or just a recurring combination of a few words without emphasizing its arbitrariness". Then he points out, it is obvious that words do not appears at random in a texts, and people could not produce natural sentences simply by operating on the principle grammar. Rather, words seem to be selected in pairs or groups and language users are considered to have available to them "a large number of semi-pro constructed phrases that constitute single choice".

Moreover, Jacquemin (2001) argued that collocation is "recurrent combinations of words that co-occur more frequently than it would be expected just by chance and that correspond to arbitrary word usage". Collocation refers to two words or more

that recurrently co-occur together in the memory of native speakers and are used together with some frequency in both written and spoken discourse (Aghbar: 1990). For example, in the sentence “*His album come out in the spring*”, noun is *album*, recurrently co-occurs with the verb is *comes out*. Celce-Murcia (2001) defines collocation as go togetherness of lexical items in combinations, which differs in frequency or acceptability. Items which collocate frequently with each other are called *habitual*, example *tell a story*, whereas those which cannot go together are called ‘unacceptable’, e.g. *powerful tea* instead of *strong tea*.

Collocation is the combination of words that co-occur more often which is not based on chance in a text and that are more restricted than free combinations (e.g. *very cold*) and less restricted than idioms (e.g. *get the cold shoulder*). They are common in technical genres in English, and their length differs from two to six words, which can be interrupted by other words. Different types of collocation depend on the degree of flexibility, the way they are combined together, and the number of words (Smadja, 1993; Sinclair, 1991).

Furthermore, Lewis (2000) defined collocation as naturally co-occurring lexical items in statistically important ways. Nation (2001) claimed that it is insufficient to define collocation as a group of lexical items that frequently co-occur. According to Nation, “collocations are closely structured groups whose parts frequently or uniquely occur together. We would also expect collocations to contain some element of grammatical or lexical unpredictability or inflexibility”.

Nattinger and DeCarrico (1992:21) define collocations as “strings of words that seem to have certain’ mutual expectancy’, or a greater-than-chance likelihood that they will co-occur in any text.” In addition to that, the following is an explanation by Benson, Benson, and Ilson (1986 in Bahns, 1993:57):

In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions. Such groups of words are called recurrent combinations, or collocations. Collocations fall into two major groups: grammatical collocations and lexical collocations.

Unlike collocations whose meanings are often unpredictable, ‘free combination’ consists of elements that freely allow substitution. For example, *decide on a boat*, meaning ‘choose (to buy) a boat’ contains the collocation *decide on*, whereas *decide on a boat*, meaning ‘make a decision while on a boat’ is a free combination. The possible combination of ‘decide’ (meaning ‘making a decision’) is limitless: *They decided* —after dinner, immediately, at the meeting, with a heavy heart, etc. A native speaker will not say: *They decided* (meaning ‘choose’) *at a boat*. To them *decided at a boat* (meaning to ‘choose’ a boat) is not collocable.

Nevertheless, the above definition of collocations does not provide a reliable criterion of what constitutes a collocation. For instance, it most likely includes idioms as a part of collocations. Consequently, the issue of whether collocations should be separated from idioms has been argued among researchers. Thus, in an attempt to provide a clear picture on the definition of collocation that will be used in the current study, I believe it is necessary to shed more light on the distinction between grammatical and lexical collocation.

2.3. Types of Collocation

According to DeCarrico (2001) there are two types of collocations grammatical and lexical collocations. According to him, grammatical collocations are those in which a noun, verb, adjective or verb frequently co-occurs with a grammatical item, usually a preposition. For example, *reason for* and *by accident* are grammatical collocations. On the other hand, lexical collocations differ in that they do not contain grammatical words, but consist of combinations of full lexical items (i.e., noun, verb, adjectives, and adverbs); for examples, *pay a visit* and *spend money* are lexical collocations. Lexical collocations, in contrast to grammatical collocations, normally do not contain prepositions, infinitives, or clauses.

2.3.1. Grammatical Collocations

Grammatical collocations consist of a noun, or an adjective or a verb, plus a particle (a preposition, an adverb or a grammatical structure such as an infinitive a gerund or clause) (Bahns, 1993:57). The followings are the examples: at night, extend to, good at, fall for, to be afraid that. These examples are grammatical collocations which are lexicalized as single units whose meanings are formulaic and whose co-occurrence are highly likely. They are sometimes idiomatic, because their meanings do not reflect the meanings of the elements, such as run out of (to reach an end of stock, supplies) or put up with (tolerate). However, there are similar grammatical combinations which do not have such a “strong sense of belonging together” (Kennedy, 1990:224): from the outside, inside the cupboard. These prepositional phrases are considered as free combinations.

According to Benson, Benson and Ilson (1986) in their introduction to their *The BBI Combinatory Dictionary of English* grammatical collocations fall into the following combinations: noun+ preposition, noun+ to-infinitive, noun+ that-clause, preposition +noun, adjective+ preposition, predicate adjective+ to-infinitive, adjective+ that-clause, and the English 19 verb patterns.

1. Noun + Preposition Combinations

Not all *noun + preposition* combinations can be considered as collocations due the highly predictable meaning of some prepositions, such as *of* and *by*. So, *noun +of/ by* combinations are considered free combinations. The following phrases are examples of noun + preposition collocations: *blockade against, apathy towards*.

2. Noun + to + Infinitive

There are five syntactic patterns in which *noun + to + infinitive* construction is most frequently encountered:

- a. It was a pleasure (*a problem, a struggle*)to do it
- b. They had the foresight (*instructions, anobligation, a permission*) to do it
- c. They felt a compulsion (*an impulse, aneed*) to do it
- d. They made an attempt (*an effort, a promise, a vow*) to do it.
- e. He was a fool (*a genius, an idiot*) to do it.

3. Noun + That-Clause

The *noun + that-clause* combinations that are considered collocational are those using subject pronouns. For example: *We reached an agreement that she would*

represent us in court. He took an oath that he would do his duty. However, when the ‘that-clause’ can be replaced by ‘which-clause’ as that in relative clauses, such a *noun + that-clause* construction is not considered as collocational. For example:
We reached into an agreement that/ which would go into effect in a month.

4. Preposition + Noun Combinations

Any combinations of preposition and noun can fall into this category, however the choice of preposition with certain noun is not at random. For example: *by accident, in advance, in agony*, etc.

5. Adjective + Preposition

Combinations some adjectives are followed by a prepositional phrase. The *adjective+ preposition* combination that is considered collocational is the one that occurs in the predicate (verbless clause). However past participial adjective followed by preposition by is not considered collocational because this construction is regular and predictable. For example: *They are angry at the children, They are hungry for news*, *The ship was abandoned (by its crew) is not considered collocational.

6. Predicate Adjective + to + Infinitive

These adjectives occur in two basic constructions with infinitives

- a. adjectives with dummy subject “It” such as *It was necessary to work*; also possible *It was necessary for him to work* (the insertion of prepositional phrase)
- b. adjectives with real and animate subject, such as *She is ready to go*; or with inanimate subject, such as : *It (the bomb) is designed to explode at certain*

temperatures; or with either animate or inanimate subject: *She was bound to find out* or *It (the accident) was bound to happen*.

7. Adjective + that Clause

Some adjectives can be followed by that- clause. For example: *She was afraid that she would fail her examination*. Several adjectives followed by present subjunctive in formal English are collocational, such as: *It was imperative that we be there*.

8. Collocational Verb Patterns

English verb patterns have 19 types, each is designated here by capital letters a to s.

- a. Shift of an indirect object to a position before the direct object of transitive verbs is allowed. For example: *He sent the book to his brother -He sent his brother the book and He sent the book to him - He sent him the book*. If both objects are pronouns the common pattern is: *He sent it to him*.
- b. Shift of an indirect object to a position before the direct object by deleting to is not allowed. For example: *They described the book to her* ; but not * *They described her the book*. Other common verbs that fit this category are: *mention, return, scream, etc.*
- c. Transitive verb with preposition for allows the deletion of for and the shift of the indirect object to a position before the direct object. For example: *She bought a shirt for her husband*; also possible: *She bought her husband a shirt* or *She bought a shirt for him* or *She bought him a shirt*.
- d. The verb forms a collocation with a specific preposition and an object. For example: *They based their conclusions on the available facts. We adhered to*

the plan. However, the following similar constructions are not collocations, but free combinations of verb + preposition denoting ‘location’ or ‘means’ or ‘instrument’ *We walked in the park. They came by train*

- e. Verbs are followed by to + infinitive. For example: *They began to speak; she continued to write*. However, verbs + to infinitive meaning “purpose” are not included as collocation combination. For example: *He was running (in order) to catch the bus. She stopped (in order) to chat*.
- f. Verbs are followed by infinitive without to. These verbs, except dare, help, and need, are called modals. The verbal phrases had better and would rather also fit this pattern. For example: *They must work. We had better go now*.
- g. Verbs are followed by second verb in – ing. For examples: *They kept talking. We enjoyed watching television*. Some verbs in this category may have synonymous construction: *He began reading* or *He began to read* are similar in meaning. And some other verbs of this category may have different construction and meaning, for example: *He remembered telling him the story* and *He remembered to tell him the story* are different in meaning
- h. Transitive verbs are followed by an object and to + infinitive. For example: *They asked the students to participate in discussion. They permitted the children to watch television*. Many of the verbs in this pattern can be followed by infinitive to be. For example, *She asked me to be punctual*. Furthermore, most of the verbs in this construction can be passivized.

- i. Transitive verbs are followed by a direct object and an infinitive without *to*. Most I-pattern verbs cannot be passivized. For example: *We let them use the car. We saw them leave the house.*
- j. Verbs are followed by an object and a verb in *-ing*. For example: *I caught him smoking in his bedroom. We found the children sleeping on the floor.* Some verbs in this category (especially verbs of *perception*, like *see, hear, feel*) may have similar constructions with that of construction in I-pattern. *We saw him smoke the cigarette* beside *We saw him smoking*. J-pattern verbs usually can be passivized.
- k. Verbs can be followed by a noun or pronoun and gerund. For example: *This fact justifies Bill's coming late. They love his clowning. I cannot imagine their stealing apples. Please excuse my waking you so early.* However possessive constructions are often considered awkward, more common expressions for the same meaning will use the following alternative: *I cannot imagine those stealing apples. This fact justifies Bill for coming late. Please excuse me for waking you so early.*
- l. Verbs are followed by a noun clause beginning with conjunction *that*. For example: *They admitted that they were wrong. We hoped that the weather would be nice.* Some verbs always take an object noun or pronoun before the *that*-clause, such as For example: *She assured me that she would arrive on time. They convinced us that we should invest our money.* Some verbs in this category allow the insertion of the *fact*. For example: *He acknowledged (admitted/confirmed/ etc) the fact that he was guilty.*

- m. Transitive verb can be followed by a direct object, an infinitive to be and adjective / past participle/ noun/pronoun. For example: *We considered her to be very capable / well-trained / a competent engineer.*
- n. Transitive verbs are followed by a direct object and adjective/ past participle or noun/pronoun. For example: *She dyed her hair red. He found them interesting.* Some verbs in this category may also be used with M-verb pattern, For example: *We considered her very capable.*
- o. Transitive verbs are followed by two objects. For example: *The teacher asked the students questions. The police fined them fifty pounds.*
- p. Intransitive /reflexive / transitive verbs must be followed by an adverbial (an adverb/a prepositional phrase/a noun phrase/a clause). For example: *He carried himself with dignity;* but not * *He carried himself. The meeting will last two hours;* but not **the meeting will last.* Other verbs in this category are: *come, sneak, weigh,* etc. However some of these verbs may have senses that do not require an adverbial, for example: *They are coming,* in addition to *they are coming home.*
- q. Verb can be followed by an interrogative word, such as how, what, when, etc. For example: *He always wants what I want. She knows when to keep quiet.* However, some verbs in this construction need an object, such as *They told us what to do. She asked me why she had come.*
- r. Dummy 'it' is followed by transitive verbs (often expressing emotions) and by to + infinitive or by that + clause or by either. For example: *It puzzled me that he never answered the telephones. It surprised me to learn of her decision.*

s. A small number of intransitive verbs are followed by a predicate noun / predicate adjective. Including the verb *make*, used intransitively, belongs to this group. For example: *She will make a good teacher. She was enthusiastic.* However larger group of intransitive verbs can be followed only by a predicate adjective, for example: *The flowers smell fragrant or the food tastes awful.*

2.3.2. Lexical Collocation

In contrast to grammatical collocations, lexical collocations do not contain grammatical elements. Benson, Benson, and Ilson (1986 in Bahns, 1993) list various combinations of lexical collocations: verb + noun (start a family; keep a secret); adjective + noun (good work, strong tea); adverb + adjective (heavily influenced, amazingly gorgeous); verb + adverb (walk slowly, laugh nervously).

In lexical collocations, too, there are fixed and loose combinations. Especially in verb + noun combinations, the combinations are fixed in which the choice of words that collocate each other is definite, such as: *commit a murder*, or *break the law* and these combinations: *do a murder*, or *damage the law* are unlikely. This fixed structure are idiomatic, however their meanings are still predictable from the elements of the combination. In comparison, in loose collocations the collocates are freely combined, such as: *analyze/study/witness a murder and practice/study law*. The meanings of these loose collocations can still be derived from their individual words. In contrast, there are fixed combinations consisting of several lexical items which are relatively frozen expressions and whose meanings are sometimes hardly derivable from their component words, such as *to scream blue murder* ('to

complain very loudly’) or *get away with murder* (‘someone who can do whatever they like) (Nattinger, 1987:949); and *lay down the law* (“give other people order in a bossy way”) or *take the law into someone own hand* (‘deliberately break the law’) (ibid: 817). These fixed structures and meanings collocations are called idioms.

The co-occurrence of two or more words in a lexical collocation has two important features. Firstly, there may be a constant collocation relationship between the two words that collocate although several words go in between them. For example, collocation “collect stamp” can be separated as : *They collect stamps; They collect foreign stamps; They collect many things, but chiefly stamps,* (Greenbaum, 1970 in Carter and McCarthy, 1988:34). Secondly, lexical collocation does not seem to depend on grammatical types. So, collocation ”strong argument” can be expressed, for example: *He argued strongly; or The strength of his argument: or His argument was strengthened* (as exemplified by Halliday, 1966 in Carter and McCarthy, 1988:35). The following are types of lexical collocations as categorized in Benson, et al.

1. Verb (Usually Transitive) + Noun/Pronoun (or Prepositional Phrase)

Collocations are called CA collocations because they consist of a verb denoting creation or activation and a noun/ a pronoun. For example: (denoting creation) *come to an agreement, compose a music,* etc (denoting activation) *set an alarm, launch a missile,* etc.

However, not all verbs denoting creation and activation can be considered collacable to any nouns. Combinations of verbs, such as *build, cause, cook, make,*

prepare, etc. + nouns are limitless, their meanings are predictable. Therefore these combinations are not considered collocations. For example: *build a house* (a bridge, roads), *cause damage* (death, deafness). Similarly, there are some nouns with polysemous meanings, such as *line* needs different verbs to collocate: *form a line* (meaning to line up) and *drop smb a line* (meaning write smb a letter).

2. Verb (Meaning Eradication and or Nullification) + a Noun

This lexical combination is called EN (eradication and nullification) collocations. For example: *reject an appeal*, *revoke a license*, *annul a marriage*, and *withdraw an offer*.

Some verbs denoting similar meaning and that can be used with large number nouns are considered as free combination. For example the verb *destroy* can combine with almost any nouns denoting physical objects: *village*, *school*, *document*, etc.

3. Adjective + Noun

In some instances, more than one adjective (or more than one form of the same adjective) can collocate with the same noun. For example: *strong / weak tea*; *kind / kindest / best regards*.

4. Noun + Verb

The verb names an action characteristic of the person/things designated by the noun. For example: *alarms go off*; *bees buzz*; *bomb explode*. Predictable combinations, such as *boxers box*, *dancers dance* are considered free combinations.

5. Noun + Noun

This type of collocations indicates the unit that is associated with a noun

- a. larger unit to which a single member belongs. For example *a herd of buffalo, a bouquet of flowers, etc.*
- b. the specific, concrete, small unit of something larger, more general. For example: *a bit of advice, an article of clothing, etc*

6. Adverb + Adjective

The meaning of most adverbs in this combination is “very”. For example: *deeply absorbed, closely acquainted, hopelessly addicted, etc.*

7. Verb + Adverb

For example: *appreciate sincerely, argue heatedly, etc.*

According to Nesselhauf (2003) it has been claimed that collocations are important for learners who want high competence in a language and also for those who even have “less ambitious aspirations”. The reason is that knowing how to use collocations improves both accuracy and fluency. McCarthy (1990) believes that an important factor that distinguishes a native speaker from a non-native speaker is the knowledge of collocations. An immediate pedagogical implication is that collocation should be given “the same kind of status in our methodology as other aspects of language such as pronunciation, intonation, stress, and grammar” (Hill, 2000).

From the explanation above, the researcher concluded that there are many types of collocation, but the researcher just choose two types according to DeCarrico (2001) there are grammatical collocation and lexical collocation. The categories of grammatical collocation are 8 combination, they are noun+ preposition, noun+ to-infinitive, noun+ that-clause, preposition +noun, adjective+ preposition, predicate adjective+ to-infinitive, adjective+ that-clause, and the English 19 verb patterns. Furthermore, various combinations of lexical collocations are verb + noun (start a family; keep a secret); adjective + noun (good work, strong tea); adverb + adjective (heavily influenced, amazingly gorgeous); verb + adverb (walk slowly, laugh nervously), noun + noun. Each type of collocation may impose difficulty or confusion on learners of English. This is due to the fact that there is hardly clear-cut guideline for non-native learners to decide which combinations are exactly acceptable and whose co-occurrence are highly predictable; or which ones are possibly acceptable for creative purpose, or which one are simply unacceptable. The only way to get better grasp of English collocations is building up awareness of it and experiencing it receptively and productively.

2.4. Importance of learning collocation

Learning collocation can be considered an essential part of acquiring language, because the meaning of a word has a great deal to do with the words with which it usually associates. “Not only do these associations assist the learner in committing these words to memory, they also aid in defining semantic area of a word”, and also “permit people to know what kind of words they can expect to find together” (Nattinger, 1998). Aitchison (1994) notes that when we observe the human word-

web that is the way in which people connect words together in their mind, words appear to be organized in semantic fields, and there, collocation linking seems to be particularly strong.

Collocation knowledge is part of native speakers' competence and can be problems for learners in cases where collectability is language-specific and is not solely determined by universal semantic restrictions (McCarthy, 1990). The argument that collocation is an important level of language selection is persuasive when we observe foreign-learner texts containing deviant collocation. There is surely need for an understanding of and a concern with collocation by teachers and students (Carter and McCharty, 1998).

2.5. Concept of Reading

Reading is one of the important skills that are needed by the students from elementary school up to the university. By reading, the students are able to get a lot of information based on what they are required in reading. Clark (1993) defines that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Afflerbach (2007) states that reading is a dynamic and complex process that involves skill, strategies and prior knowledge. Moreover, Smith (1983) defines reading is a process of interpreting or understanding the text in terms of the

question what the reader formulates about the text. It means that the reader will understand the text by making some questions dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his mind. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read.

Grabe (1986) also states that reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. In the other words, someone always have purpose when they read something, to get information from passage, or to find main idea from the passage, and to enhance knowledge of the language being read.

According to Milan (1998) there are some essential skills in reading, which are:

1. Comprehension and Retention

The readers should be able to comprehend the text and memorize what they have read. The ways that can be used by the readers to build comprehension and retention are by determining the main idea of paragraphs and their purpose of reading, comprehending main idea and distinguishing between main ideas and supporting details.

2. Inferences and Conclusion

In relation to make inferences, McWhorter (1989: 254) defines that an inference is an educational guess or prediction about something unknown based on

available facts and information. It is the logical connection that you draw between what you observe and what you do not know. In making inferences the readers are required to “read between the lines” to make deductions based on the information given. It means that the reader need to know the meaning of a word by considering its context. The readers will be able to do this by making use of the context in which the word occurred, in other to give a rough idea of its meaning. In reading activities the readers should make inferences from what they are reading and also make conclusion toward the text had been read.

3. Critical Thinking and Analysis

In this term, the readers should distinguish the text they are reading, whether it is the text of fact or opinion. Text of fact is a reading text which is written based on real occurrence or based on something happened. While a text of opinion is a reading text which is written based on someone’s point of view. So in reading, the readers should analyze whether the text they are reading is a text of fact or opinion, then they also should think critically whether the information or message in that reading text is important for them or not.

Based on the statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text to get the message and information from what they have read.

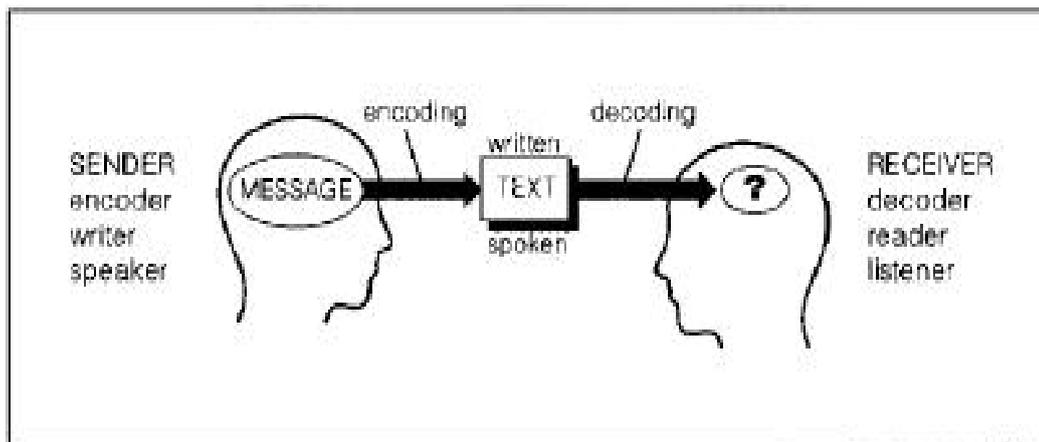
2.6. Concept of Reading Comprehension

The essence of reading act is comprehension it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the

message of the author, the students are hoped to have the ability to comprehend the written textbook. Comprehension means understanding the meaning or the point of a topic. Reading with comprehension means to understand what has been read. English has been taught as a foreign language in our country, 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. Sometimes, students are still very poor in their reading comprehension, since they cannot usually read or understand articles in English dailies.

Goodman (1988) claimed that reading was a receptive and psychological process. It was receptive because readers acted like receivers who decoded written texts from the sender (writer). It was psychological because the writers encoded their thought into words and readers decoded the texts and make sense of what they read, the process of which was a kind of interactions between language and thought. Usually a person read because he or she wanted to learn something from the text. Therefore, the underlying purpose of reading was thus to acquire the information or the message from the written texts, the result of which relied on the reader's comprehension and interpretation (Singer, 1982).

Nuttall (2005) explained how a message was conveying through the model of the communicative process. It also symbolized the relationship between information sender and receiver in the reading process.



The communicative process (Nuttall, 2005).

The process of reading was the use of a reader's various knowledge such as vocabulary, syntactic, and background knowledge to obtain particular information or specific messages. Goodman (1970) pioneered reading research in terms of the second language perspective by proposing the process of reading can be divided into bottom-up and top-down processes. However, Rumelhart (1977) provided a counter-argument by stating that the process of reading should be the combination of bottom-up and top-down processing. In this theory, known as the interactive approach, it was proposed that one method could interact with the other to compensate for a breakdown in the reading process. Consequently, it could be predicted that the reader's vocabulary knowledge would play a different role in each reading model. In the following sections, the researcher would review each model and how it correlated with vocabulary in terms of a historical retrospective.

Caldwell (2008: 4) states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is the crucial link to effective reading-a strong

factor in our education and professional lives. Schumm (2006: 223) say that comprehension process involves an understanding of words and how these words are used to created meaning. Comprehension entails three elements, there are: (1) the reader who is doing the comprehending; (2) the text that is to be comprehended; and (3) the activity in which comprehension is a part.

1. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation and various types of knowledge.

2. The text that is to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not pccur by simply extracting meaning from text. Texts can be difficult o easy, depending on the factors inherent in the text. When too many of these factors are not matched to a readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. Another consequence of reading activities is finding out how to do something.

Based on the explanation above, Nuttall (2005) explained how a message was convey through the model of the communicative process. It also symbolized the relationship between information sender and receiver in the reading process.

Furthermore, Caldwell (2008: 4) states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Besides that, Comprehension entails three elements, there are: (1) the reader who is doing the comprehending; (2) the text that is to be comprehended; and (3) the activity in which comprehension is a part (Schumm 2006).

2.7. Aspects of Reading

According to Nuttall (1982) there are five aspects of reading, which the students should understand to comprehend a text well. They are determining main idea, finding specific information, reference, inference, and vocabulary. Therefore, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

1. Main Idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph. The example of finding main idea can be illustrated into a question as follows: *What words state the main idea of the text?*

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect

statistics and quotation. The question of finding supporting detail is as follows:

Who is the character of the text?

3. Reference

References are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning in the text. The following question is the example: "... **He** is the best badminton player in our family" (last line). The bold word refers to...

4. Inference

An inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurred in order to give him an idea of the meaning. The question containing inference meaning can be: *What is the purpose of this text?*

5. Vocabulary

Vocabulary is stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to product utterances for reading. The question consisting vocabulary aspect can be drawn as follows: "*Peter is **interested** in sports very much.*" The bold word is the synonym of...

According to five aspects of reading comprehension by Nuttall (1982) above, that are determining main idea, finding specific information, reference, inference, and vocabulary. This research will use these aspects to measure the students' comprehension an English text.

2.8. Collocation Mastery in Reading Comprehension

The acquisition of word meaning is very important in reading. In order to know successful comprehension either spoken or written comprehension, the students should acquire precise and rich words meanings, so they can do the effective reading.

Cabaroglu and Yurdaisik (2008) find out that the most important problems instructors face in a reading class is the unknown vocabulary and unfamiliar topic. Most of students face difficulties when they have to understand a paragraph. It is not easy to present English reading to the students whose language system different.

Vocabulary is the most important thing in reading skill. Lewis (2000) states that “the single most important task facing language learners is acquiring a sufficient large vocabulary”. The important point is that learning words in isolation does not necessarily help foreign learners become successful communicators, since many parts of language consist of prefabricated chunks, so that learners have to acquire not only the new words but also their collocations. The statement above also support from Nattinger (1988), he asserts that collocations are helpful in improving comprehension for the word combinations that aid learners in committing words to memory, as well as allowing learners to predict what kind of lexical items could occur together.

In fact, it is beneficial for English learners to master collocation and reading comprehension. With their mastery of collocation and reading comprehension, learners will be able to catch the message of the text they read.

2.9. Theoretical Assumption

From all literatures reviewed above, the researcher assumes that students' mastery of collocation seems to have a significant correlation toward their achievement on reading comprehension as Adams and Huggins (1985) claimed that word recognition abilities to single best class of discriminator between good and poor reader.

Referring to the literature reviews, the researcher supposes that the students' mastery of collocation in vocabulary should be integrated with the using of effective materials. A good material can make the students have good ability in comprehend the text. Then they understand about the content of the text. So, the students will be easy to understand a text in reading comprehension.

The researcher assumes that if the learners have the ability of collocation, they will be able to read effectively and efficiently in terms of obtaining a good comprehension of the text in a small amount of time. The students who master collocation makes the learners understand an English text, they did not tend to read the text word- by- word.

On the other hand, reading is one of the important skills that should be mastered because students could develop their English vocabulary, get much knowledge, and

learn many things by reading. Therefore, it is necessary to explore the multiple dimensions of vocabulary knowledge which learners need to know and teachers need to focus on to improve reading comprehension. The researcher assumed that to comprehend the mastery of collocation, student will be able to achieve the learning objective maximally, especially reading comprehension of second year at SMK Ma'arif Semaka.

2.10. Hypothesis

Based on the theoretical assumption above the researcher made hypothesis as follows:

H_0 : There is no correlation between students' mastery of collocation and their reading comprehension.

H_1 : There is correlation between students' mastery of collocation and their reading comprehension.

III. METHODS

In this chapter, the methods of the research was be discussed. The part of methods such as: research design; population and sample; data collection technique; instrument of the research; collocation test; reading test; validity and reliability; level of difficulty; discrimination power; research procedure; data analysis; and hypothesis testing was be explained further.

3.1. Research Design

In this research, the researcher intended to find out the possibility that there might be significant correlation between students' mastery of collocations and their reading comprehension. In addition, to gain the answer to the research question in this research, the researcher carried out a quantitative study with *ex post facto design*. Hatch and Farhady (1982: 26) state that:

Ex post facto design is often uses when the researcher does not have control over the selection and manipulation of the independent variable. This is why the researchers look at the type and/or degree of relationship between two variable rather than at a cause-and-effect relationship.

The data of this study were students' mastery of collocation and their reading comprehension. Mastery of collocation that was tested is symbolized as "X" variable. Reading comprehension is one of the language skills that was tested and

the result is students' reading comprehension symbolized as "Y". This is illustrated as follows:

$$X \rightarrow Y$$

X= Students' Mastery of Collocation

Y= Reading Comprehension

(Hatch and Farhady, 1982:26)

To find the coefficient of correlation between students' mastery of collocation and their reading comprehension, the researcher used Pearson Product Moment Correlation.

3.2. Population and Sample

The research was conducted at the second year of SMK Ma'arif Semaka. There are nine classes available at second grade, and the researcher take one experimental class as a sample of the research.

3.3. Data Collecting Technique

In collecting the data, the researcher used the following techniques:

1. Collocations test, this test was given to the students to find out students' ability in vocabulary mastery of the students. There were 50 questions for 100 minutes for tryout and test was given to the students consisted of 40 questions for 100 minutes.
2. Reading comprehension test, this test was given to the students to find out the effect of mastery collocation in reading comprehension of the students. This

test was given to the students consisted of 40 questions of multiple choice for 100 minutes.

3.4. Research Instrument

The instruments that the researcher used in this research were collocation test and reading comprehension test.

3.4.1. Collocations Test

The test was particularly aimed at discovering the students' mastery of collocation in which they were required to choose one of the words that best define the target words (bold) presents in the sentence and paragraph and choose the best answer, the tryout test consist of 50 items for 100 minutes and the test of collocation consist of 40 items for 90 minutes.

3.4.2. Reading Comprehension Test

The test of reading comprehension was intended at describing students' achievement on reading comprehension. The test was valid because the whole questions of the test are related enough to reading comprehension test. The reading comprehension tryout test was administrated for 50 items in 100 minutes and the test of reading comprehension were 40 items of multiple choices with five options and one of them as the correct answer. The total score is 100 point; therefore, if the students answer the whole questions correctly they get 100 point.

3.5. Validity and Reliability of the instruments

In order to get the data which were needed by the research, the researcher tries to use an appropriate instrument to measure the result of the research. The good

research has the instrument that was based on validity and reliability. Here, the researcher gives a brief explanation about validity and reliability.

3.5.1. Validity of the instruments

A test can be said to be valid if it measures the object to be measured and suitable for the criteria (Hatch and Farhady, 1982: 250). To measure whether the test has a good validity, the researcher analyzes it from content and constructs validity.

3.5.1.1. Validity of Collocation Test

Content validity concerns with the content details of the instruments. This validity was done by analyzes all the content of the instruments or tests whether the content of the instrument represents the materials about collocation that was be measured by the instrument. The content validity of collocation was suitable for the word stated in the text of reading comprehension test and English book for second year of senior high school.

The construct validity examines whether or not the test actually was in line with the theory of what it means to know. The construct validity of collocation consist of type of collocation according to Moon (1997). The construct of the text is presented in the table of specification below.

Table 3.1. Table of Collocation Test Specification

No.	Types of Words	Item Number	Percentage of Item
1	Verb + Adjective	1,11,12,27	8%
2	Adjective + Noun	2,3,8,10, 14, 17,20,21,22, 25,26,32, 33,35,43,44	32%

3	Adverb + Adjective	7,13,15,18,19,24,28,29,34, 36	20%
4	Verb + Noun	31,37,39,42, 46,47,48,50	16%
5	Adverb + Verb	5,45,49	6%
6	Noun + Noun	6,16,23,38	8%
7	Adjective + Adverb	4	2%
8	Noun + Adjective	30	2%
9	Phrases + Noun	40,41	4%
10	Noun + Preposition	9	2%
Total		50	100 %

The construct validity of collocation test was used grammatical collocation, and lexical collocation. Based on the tabel above, grammatical collocation was 6% and lexical collocation was 94%. Grammatical collocation consisted of Noun + Preposition and Phrases + Noun. The lexical collocation consisted of Verb + Adjective, Adjective + Noun, Adjective + Adverb, Adverb + Verb, Noun + Noun, Adverb + Adjective, Noun + Adjective, and Verb + Noun.

3.5.1.2. Validity of Reading Test

In relation to the content validity, it was intended to see whether or not the test were a good representation of the materials that to be tested. The ways to find out the content validity of reading test, the researcher tries to arrange the test based on the objective of teaching in syllabus for second grade of senior high school students, and choosing the topic of the context concern on the recount text, descriptive text, and narrative text.

The purpose of construct validity was to examine whether the test was a good representation of the material that needs to be tested (Shohamy, 1985: 75). It means that the test was a good reflection of what was been taught and of the knowledge which the researcher wants the students to know. A test, part of a test, or a testing technique was said to have construct validity if it can be demonstrated that it measures just the ability which was supposed to be measured. The words 'construct' refers to any underlying ability (or trait) which is hypothesized in a theory of language ability (Hughes, 1991: 26).

One of the researcher's efforts to achieve validity is to construct the instruments based on the topic that is suitable with the syllabus of second year students and the table of specification that outlines the content and the aspects of reading comprehension skill. To find the construct validity of the try out test the theory of reading in determining main idea, finding specific information, reference, inference, and vocabulary, were formulated in the test items. The construct of the test was presented in the table specification below.

Table 3.2. Table of Reading Comprehension Test

No	Skills of Reading	Item Number	Percentage of Item
1	Identify The Main Idea	4, 6, 8 ,26, 34, 42	12%
2	Specific Information	1, 3, 9, 11, 16, 17, 18, 21, 22, 27, 28, 36, 37, 38, 43, 44, 45, 46, 47	38%
3	Reference	7, 19, 30,	6%
4	Inference	2, 5, 15, 16, 20, 23, 25,29, 35, 41, 50	22%
5	Vocabulary	10, 12, 13, 14, 24, 31, 32, 33, 39, 40, 48, 49	24%
Total		50	100%

3.5.2. Reliability of the Instruments

A test is called reliable if the score gained by the examinees is constant whenever and by whomever the test is conducted. A test was not be a good parameter unless the test is stable or constant. Reliability refers to the extent to which a test produces consistent result when administered under similar condition (Hatch and Farhady, 1982:243). The researcher uses two raters in scoring the students' reading test and collocation test.

The test was be determined by using Pearson Product Moment which measures the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$\text{where: } r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

r_{xy} : the correlation coefficient of reliability between odd and even

N : the number of students who take part in the test

x : the total numbers of odd number items

y : the total numbers of even number items

x^2 : square of x

y^2 : square of y

$\sum x$: total score of odd number items

$\sum y$: total score of even number items

(Hatch and Farhady, 1982: 199)

After getting the reliability of half test, the researcher was use “Spearman Brown’s prophecy formula” (Hatch and Farhady, 1982:247) to determine the reliability of the whole tests, as follows:

$$r_k = \frac{2 r_{xy}}{1 + r_{xy}}$$

where:

r_k : the reliability of the whole tests

r_{xy} : the reliability of half test

(Hatch and Farhady. 1982: 247)

The criteria of reliability are as follows:

0.90 – 1.00 : high

0.50 – 0.89 : moderate

0.00 – 0.49 : low

After calculating the result of the students’ mastery of collocation and reading comprehension, the researcher calculated the data by using the formula above (see Appendix 11, 12, 23, and 24). The reliability of the half test of students’ mastery of collocation was 0.87 and the reliability of the whole test was 0.93 (see Appendix 12). Furthermore, the reliability of the half test of reading comprehension was 0.64 and reliability of the whole test was 0.78 (see Appendix 24). It means that the students mastery of collocation was high reliability and the reading comprehension was moderate reliability.

3.6. Level of Difficulty

Level of difficulty relates to “how easy or difficult the item is from the point of view of the students who took the test. It is important since test items which are too

easy can tell us nothing about differences within the test population” (Shohamy, 1985: 79). The researchers’ uses level of difficulty to know how easy or difficult the test of collocation and reading. Level of difficulty is calculated by using the following formula:

$$LD = \frac{R}{N}$$

Where:

LD : the level of difficulty

R : the number of students who answer correctly

N : the total of students in the higher and lower group

(Shohamy, 1985: 79)

The criteria are as follows:

< 0.30 : difficult

0.30 – 0.70 : average

> 0.70 : easy

The researcher has found that there were 5 items (10%) were difficult, 32 items (64%) were average and 13 items (26%) were easy for 50 items in reading comprehension tryout test. Besides that, there were 5 items (10%) were difficult, 38 items (76%) was average and 7 items (14%) were easy for 50 items in collocation tryout test.

3.7. Discrimination Power of the Test

Discrimination power refers to the extent to which the items are able to differentiate between high and low level students on the test. Discrimination power used to

differentiate between the students who have high ability and those who have low ability. A good item according to the criteria is one which good students do well and bad students fail. To determine the discrimination power, the researcher uses the following formula:

$$DP = \frac{U-L}{1/2N}$$

Notes:

DP : discrimination power

U : the number of upper class who answer correctly

L : the number of lower class who answer correctly

N : the total number of the students in upper and lower classes

(Shohamy, 1985:81)

The criteria are:

0.00 – 0.20 : poor

0.2 – 0.40 : satisfactory

0.41 – 0.70 : good

0.71 – 1.00 : excellent

- (negative) : bad items (should be omitted)

1. If the value is positive discrimination – a large number of more knowledgeable students than poor students get the item correct. If the value is zero, it means that there is no discrimination.
2. If the value is negative, it means that more low students than high level students get the item correct.
3. In general, the higher the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

(Shohamy, 1985)

Based on the criteria of the try out test that analyzed by researcher, reseacher concluded that 10 items (20%) were poor and bad item, and 40 items (80%) were good and satisfactory or positive discrimination in collocation and reading comprehension (See Appendix 5 and 17).

3.8. Scoring System

To collect the data, researcher uses score of students' collocations and their reading comprehension test score. Both test of collocations and reading comprehension uses in this study are the objective test in the form of multiple choices. Each of the correct item was be score 1 and for the item that was be incorrectly answer score 0. Then the score for each test was changes to the scale 1-100. It is based on Arikunto's formula in which the ideal higher score is 100.

The scoring system formula as follows:

$$S = \frac{R}{N} 100$$

Where:

S: the score of the test

R: the total of the correct answer

N: the total item

Based on the formula of scoring system, the lowest and the highest score of students' mastery of collocation were 32.50 and 85.00. Besides that the lowest and highest of reading comprehension were 32.50 and 92. 50.

3.9. Research Procedure

The research went through the following procedures: (1) determining the population and sample of the research; (2) administering the try out of collocation and reading test; (3) administering the test of collocation; (4) administering the reading test; (5) analyzing the data; and (6) drawing findings and conclusions from the data.

1. Determining the population and sample of the research

The population of this research was the second grade students of SMK Ma'arif Semaka. This research used one class as the sample class, that was, class XI Accountancy 1 and one class as the try out class, that was, XI Accountancy 2 choosing randomly.

2. Administering the try out of collocation and reading test

It was conducted to measure the reliability of the instruments and to make sure whether the instruments were good or bad for the students. It was administered to find out the quality of the test before it is used, whether the items were good or not in validity, reliability, level of difficulty, and the discrimination power. In try out, the collocation test consisted of 50 questions and the reading test consisted of 50 questions.

3. Administering the test of collocation

The test consisted of 40 items of multiple choices. The instruction was to find out the meaning for the bold type word of the text reading. The students were required to choose one of the words the best answered. The researcher was give the test of collocation test to the students in 80 minutes for 40 questions.

4. Administering the test of reading.

Reading test was used to get the data of students' reading comprehension. In this test, the students was ask the multiple choice test. The test consisted of 40 items of multiple choices with five option and one of them was as the correct answer. The researcher was give the test of reading to the students in 80 minutes.

5. Collecting the data

After administering the test, the data from both tests was be collect.

6. Analyzing the data

The data was be statistically computed through the Statistical Package for Social Science (SPSS) to investigate whether there is significant correlation or not.

7. Reporting

The last point that should be done in the research procedure is reporting. It was an action where the researcher gets the result of the research and makes a report based on the findings.

3.10. Data Analysis

After collecting the data, the researcher analyzed the data by using the following steps below:

1. Scoring collocation test and reading comprehension test.
2. Tabulating the results of collocation test and reading comprehension test and calculating the score.
3. Drawing conclusion from the tabulated results of collocation test and reading comprehension test. After analyzing the result of collocation test from the

context, the researcher correlated it with the result of their achievement in reading comprehension in order to investigate whether there is any correlation or not by using Pearson Product Moment Correlation in SPSS (Statistical Program for Social Science) 16.0.

3.11. Hypothesis Testing

After finding the coefficient correlation between the students' mastery of collocation and their reading comprehension, the researcher find out the criterion of the hypothesis acceptance. To determine whether the first hypothesis was accepted or rejected, the following criterion acceptance was used:

$$H_0 = r_{\text{value}} < r_{\text{table}}$$

$$H_1 = r_{\text{value}} > r_{\text{table}}$$

With the explanation as follows:

- a. H_0 . There is no significant correlation between the students' mastery of collocation and their reading comprehension. We could accept this hypothesis if r_{value} is lower than r_{table} .
- b. H_1 . There is significant correlation between the students' mastery of collocation and their reading comprehension. We could accept this hypothesis if r_{value} is lower higher r_{table} .

V. CONCLUSION AND SUGGESTION

This chapter deals with the conclusions and suggestions based on the finding and discussion of the data analysis in this research.

5.1. Conclusion

Based on the previous research, collocation and reading comprehension have a correlation. Motivated by this, the present study sought to investigate the correlation between students' mastery of collocation and their reading comprehension. The results of the data supported all the hypotheses of the study. It was found that the students' mastery of collocation had a correlation on the reading comprehension.

Based on the result of the data analysis, the following conclusions can be drawn as follows: There is a significant correlation between students' mastery of collocation and their reading comprehension at the second grade students of SMK Ma'arif Semaka. This can be identified from the significant correlation of students' mastery in collocation test and the reading comprehension test was Sig. (2-tailed) $< (p < 0.01)$. The result of computation showed that the Sig. (2-tailed) was 0.000. It meant that students score of collocation was significantly correlation since Sig. (2-tailed) $< (0.000 < 0.01)$. It can be seen from the result of the

hypothesis testing which showed that the coefficient correlation was 0.985. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that the high scores of students' reading comprehension tend to be followed by the high scores of collocation. On the other hand, the low scores of their reading comprehension tend to be followed by the low scores of their collocation.

5.2. Suggestions

In line with the conclusion of the research, the researcher proposes some suggestions as follows:

First of all, for English teacher, since the students ability in reading moderate, it suggested to be an additional intellectual source, especially, in reading comprehension class; therefore it can enrich teachers to comprehend lexical knowledge of collocations so that it can be applied in reading class. Since the finding of this research showed that there was a significant correlation between mastery of collocation and reading comprehension, it is suggested to the vocabulary and reading lecturer to elaborate students' vocabulary in reading subject.

Secondly, according to the research, based on student' answer sheet, some of the students are still confused to answer the questions of collocation. The students are not motivated with collocation text as materials which they read from the reading text. Here, the teachers need to teach the students to learn about vocabulary knowledge especially collocation. The teachers need to be careful

while selecting collocation materials for the reading classes. The selection of useful collocation materials is a big challenge for the teacher in order that the students to be interested in the form of the text like original diary from native speaker which using pictures.

Thirdly, for other researchers also can try to make a good test of students' mastery of collocation with the same proportion of grammatical and lexical collocation to correlate with the reading comprehension. Besides that, the other researcher also make the same proportion of each reading aspects, they are main idea, specific information, reference, inference and vocabulary. So, it make the other researchers knowing that which one can be good comprehend the reading test, grammatical collocation or lexical collocation.

The last, for other researchers also can try to investigate the correlation between students' mastery of collocation in the other skills of learning language such as listening, speaking and writing.

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