

**THE CORRELATION BETWEEN STUDENTS' LEXICAL
KNOWLEDGE OF COLLOCATIONS AND THEIR READING
COMPREHENSION AT THE FOURTH SEMESTER
STUDENTS ENGLISH DEPARTMENT IN MAKASSAR
MUHAMMADIYAH UNIVERSITY**



A THESIS

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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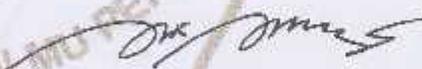
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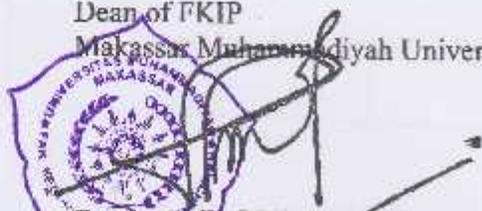
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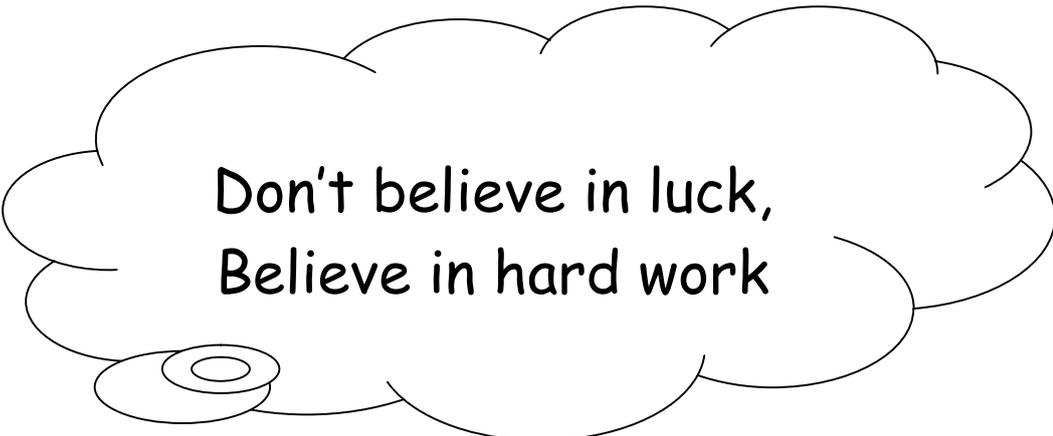
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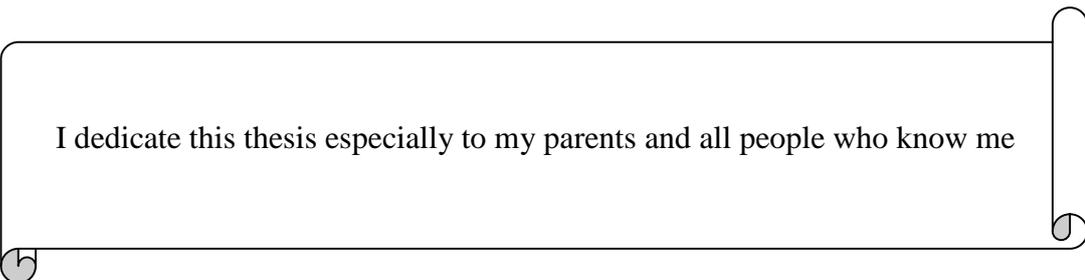
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Motto



Don't believe in luck,
Believe in hard work



I dedicate this thesis especially to my parents and all people who know me

ABSTRACT

Munawara. 2017. The correlation between students' lexical knowledge of collocation and their reading comprehension in fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017. Under supervisor **Erwin Akib** and **Andi Asri Jumiati**.

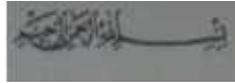
The objectives of this research were intended to know there any correlation of the students' lexical knowledge of collocation and their reading comprehension the fourth semester English Department in Muhammadiyah University of Makassar

The method of this research was mixed forms of research design. Specifically the exploratory-quantitative-statistical research design. The subject of this research was the fourth semester English Department in Muhammadiyah University of Makassar with student's number as about 30 students consist. The instrument of this research was questionnaire test consist 40 items, items of collocation tests used 20 items. Meanwhile, items of reading comprehension test used are 20 items. This research used random sampling and the data were computed using SPSS version 23

The research findings that was the students' of fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017 have a good level in mastering the collocation with grade 6,03 and the level reading comprehension was poor with grade 4, 68. From the calculation of the SPSS, it had found out that there was correlation between students' lexical knowledge of collocation and their reading comprehension with r value 0.571 at the significant level 0.01. The null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

Key words : collocation, reading comprehension

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Makassar, October 2017

The researcher

Munawara

TABLE OF CONTENTS

COVER	i
APPROPAL SHEET	ii
CONSELLING SHEET	iii
SURAT PERJANJIAN	iv
SURAT PERNYATAAN	v
MOTTO	vi
ABSTRACT	vii
AKCNOWLEDGMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Problem Statements	3
C. Objective of the Research	4
D. Significance of the Research.....	4
E. Scope of the Research.....	4
CHAPTER II: REVIEW OF RELATED LITERATURE	6
A. Previous Related Findings	6
B. Reading	8
C. Collocation	13
D. Hypothesis.....	21
CHAPTER III: RESEARCH METHOD	22
A. Research Method	22

B. Population and Sample	22
C. Preparing the Instrument.....	24
D. Testing the Subjects	27
E. Analysing the Data.....	27
CHAPTER IV: FINDING AND DISCUSSION	30
A. Finding	30
B. Discussion	32
CHAPTER V: CONCLUSION AND SUGGESTION.....	35
A. Conclusion	35
B. Suggestion.....	36
BIBLIOGRAPHY	38
APPENDIX	
CURRICULUM VITAE	

LIST OF TABLE

1. Table. 2.1 Strong Collocation	14
2. Table. 2.2 Fixed collocation.....	15
3. Table. 2.3 Weak collocation.....	16
4. Table 3.1 Population of the Last Year Student in Academic Year 2016/2017	23
5. Table. 3.2. Coverage of Reading Comprehension Test	26
6. Table. 3.3 Coverage of Collocation Test	26
7. Table. 3.4 The Formulation of Average.....	28
8. Table. 3.5 Classification of the Range of Score.....	28
9. Table 3.6 Interpretation of r value.....	29
10. Table 4.1 classification the range of score	30
11. Table.4.2 means score of collocation and reading comprehension.....	30
12. Table 4.3 testing hypothesis of variable Collocation and Reading Comprehension.....	31

LIST OF APPENDICES

1. APPENDIX A: Collocation Instrument of Testing Subject.....	40
2. APPENDIX B: Answer Key of Collocation Subjects.....	41
3. APPENDIX C: Reading Comprehension Instrument of Testing Subject	42
4. APPENDIX D. Answer Key of Reading Comprehension Subjects	48
5. APPENDIX E: The Score of Collocation and Reading Comprehension.....	49
6. APPENDIX F: Accuracy Form.....	50
7. APPENDIX G: Documentation.....	51

CHAPTER I

INTRODUCTION

A. Background

Learning English has become a necessity for everyone who wants to engage in international interaction. Mastering this language is not a simple thing to do. There are some skills to study and practice. Such as listening, speaking, reading and writing. They are the basic language skills especially in teaching English as a foreign language at schools or other educational places. But reading is considered the most important foreign language skill. This is line with Nasrini (2014) said that “Reading is the most important single skill in study will be to get information and then reading helps the learner focus on what others are communicating”.

Reading is an important skill because one of the keys to getting knowledge is reading. Students use too much of their processing to read individual words, which annoy their ability to understand what are they read. Particularly in cases where students need to read English material for their own special subject.

Nowadays, the ability to comprehend English is necessary for millions of people. By understanding English, people are able to communicate in English and also able to read many kinds of English texts. Reading occurs when someone looks into a written text and starts to absorb the information

from the written linguistic message. One of the important things to do is to combine the word into a good sentence so that it is easy and natural to read.

In addition, combining the words is called collocation. A collocation is a pair or group of words that are often used together (McCarthy at all, 2005:6). Collocation will help to write English in a more accurate and natural way. We will probably understand the utterance *there was very hard rain this morning* (McCarthy at all, 2008:4) but that sounds feel unnatural. When you talk about *there was very heavy rain in this morning*. It is very different about *hard rain* and *heavy rains* since *hard* is not collocated by *rain* and *heavy* is collocated by *rain* thus it is natural.

Recently, the relationship between collocation and the Language Proficiency (Listening, Speaking, Reading, and Writing) has been conducted by some researchers. For example, Kim and Jungok (2012) were exploring the relationship of collocation competence with reading and writing skills. Furthermore, Attar (2013) further investigated the effects of teaching lexical collocation on speaking ability of Iranian EFL learners. To this point, the results of these study all showed positive correlations between learners' collocation knowledge and their language proficiency.

Further, Kim and Attar (2013) investigated the effects of collocation instruction in language proficiency. Among these studies, the results generally showed that direct collocation instruction was positively correlated with and possibly improved EFL language learner's language performance as well as positively displayed learners' attitude toward collocation instruction.

The investigated study is about the correlation between the knowledge of collocation and reading comprehension. The reason is that it is worth to say that the participants in this study are not given the instruction beforehand in order to estimate their knowledge of collocation since they have experienced three years formal academic learning.

There for this research is designed to analyzing the influence of collocation knowledge and their language proficiency, the researcher selects the students in the fourth Semester of English Department as the subject of the research to support the study entitles “THE CORRELATION BETWEEN STUDENTS“ LEXICAL KNOWLEDGE OF COLLOCATIONS AND THEIR READING COMPREHENSION” (Correlation quantitave Research in the Fourth Semester of English Department Students University of Makassar Academic year of 2016/2017).

B. Problem Statement

The problems to be discussed in this paper will be summarized in the following research questions:

1. What are the level of the students' lexical knowledge of collocation and reading comprehension the fourth semester English Department in the Muhammadiyah University of Makassar?
2. Is there any correlation between the students' lexical knowledge of collocation in their reading comprehension the fourth semester English Department in the Muhammadiyah University of Makassar?

C. Research Objective

Given the research questions, the research paper is aimed at the following matters:

1. To investigate the students' level of lexical knowledge of collocation level of reading comprehension achievement.
2. To examine the correlation between students' lexical knowledge of collocation and their reading comprehension.

D. Significant of the Research

The researchers expected to be useful for a material or additional information in teaching collocation in their reading comprehension. The teachers can improve their capability through many ways to develop the new method of language learning to enhance the knowledge about collocation and reading comprehension. It can also guide material designers to consider collocations while preparing EFL/ESL books. For the English Students, this study is hoped to increase the students' mastery and knowledge of collocation and can help students have a better performance in their reading.

E. Scope of the Research

The research specifically concerns on discovering the fourth semester English Department in Muhammadiyah University of Makassar Students' lexical knowledge of collocation and reading comprehension. Besides, the study wants to find out whether or not there is a significant correlation

between reading comprehension and lexical knowledge of collocation. The construct of reading comprehension was a focus on identifying the main idea, finding specific information, reference, and vocabulary. Lexical collocation consisted of Verb + Adjective, Adjective + Noun, Adjective + Adverb, Adverb + Verb, Noun + Noun, Adverb + Adjective, Noun + Adjective, and Verb + Noun.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Research Finding

The relationship between collocation and the language proficiency has been conducted by some researchers, for example, Sastrawati (2015) investigated the correlation between reading interest and lexical knowledge of collocations towards their reading ability in Bung Hatta University. More than half of the students had interest in reading. Then, the level students had high knowledge in a lexical knowledge of collocations. In reading ability found that students had high ability in reading, students had the moderate ability in reading and students had low ability in reading. The result of analyzing data of this study indicated a significant correlation between the students' reading interest and their lexical knowledge of collocations towards their reading ability.

El-Dakhs (2015) investigated the Lexical Collocation Competence of Arab Undergraduate EFL in Prince Sultan University. The study particularly focused on the acquisition of lexical collocations represented by two patterns; (1) verb + noun collocations and (2) adjective + noun collocations. The study has also revealed a positive, yet limited, the influence of increased language exposure on the acquisition of collocations.

Indayani (2016) investigated the correlation between students' mastery of Collocation and their reading comprehension the second grade of SMK

ma'arif semaka. From the calculation of the SPSS, it had found out that there is a correlation between students' mastery of collocation and reading comprehension. The result of this research showed 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.

Based on researches above it can be stated to this point, the result of the study all showed a positive correlation between learners' collocation knowledge and their language proficiency.

B. Reading

1. Definition of Reading

Many experts have differently defined the word reading. According to Grellet (1999), reading is assigning meaning and extracting information from written texts. It means reading requires some abilities to extract information from a text and to construct new understanding. Adeniji (2010) states that reading is the recognition of printed or written the symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize symbol or printed words and to construct a meaning from a text. It is also reading as a constructive process which the prior knowledge and experience affect the reader's comprehension of the text. It seems that the prior knowledge and experience are important to get a proper understanding

of the information in a text. Appropriate comprehension is possible to obtain as the content of the text is close to the reader's prior knowledge. For example, a doctor who reads a medical article would find it better in comprehending the text than the farmer.

Furthermore, Stoller (2011) state that the idea of reading is also to do with purposes experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas, and feelings with the reader, where both of them have their own language patterns and experiences. It indicates that reading is not only getting messages from a text but also utilizing the reading purposes and strategies to do with.

2. Purposes of Reading

Students have their own purposes of reading. Some of them consider reading as a facility to get information. Some others have a goal to get entertainment and pleasure. Whatever their purposes of reading, students always need information, knowledge to put in their mind.

There are some experts proposing the purposes of reading. Some of them are Stoller, Harmer. Their ideas are similar to each other. In the first place, Stoller suggested some purposes of reading, reading to search for simple information and reading to skim, reading to learn from texts, reading to integrate information, write, and critique text, and reading for general comprehension.

In the same ideas, Grabe (2011) proposes seven reading purposes:

- (1) Reading to search for simple information
- (2) Reading to skim quickly
- (3) Reading to learn for texts,
- (4) Reading to integrate information,
- (5) Reading to write (or search for information needed for writing)
- (6) Reading to critique texts
- (7) Reading for general comprehension

From the three experts, the purposes of reading can be developed into ten subs - purposes of reading:

- (1) Reading for general purposes,
- (2) Reading to scan and skim,
- (3) Reading to integrate information, write and critic the text,
- (4) Reading for sequence or organization,
- (5) Reading to predict and guess,
- (6) Reading to interpret the text,
- (7) Reading for inference,
- (8) Reading to classify,
- (9) Reading to evaluate and,
- (10) Reading to compare or contrast.

Based on definitions above it can be stated that the purpose of reading for understanding more what is read by people. Studying involves reading to comprehend concepts and details. Besides that, reading for pleasure gives

people the opportunity to enlarge the knowledge and allow us to express our imagination.

Wulandari (2015) states that there are five kinds reading skills that should be mastered by the reader to comprehend the text deeply, which is as follow:

1. Determining the main idea

The Main idea is the most important piece of information the author wants you to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

2. Finding the specific information or part of text

Finding the specific information or part of the text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of reference; anaphoric and anaphoric reference.

4. Finding inference

The Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence/passage understand and conclude it logically.

5. Understanding vocabulary

Understanding vocabulary means to comprehend what the words mean. When vocabulary mastery improves, people know deeper about comprehension. Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

3. Reading comprehension

Stoller (2011) defines comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding their own. Furthermore, Day and Park in Furqon (2013) also propose several types of the comprehension, as follows:

- a. Literal comprehension is to have a straight forward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.
- b. Inferential comprehension concluded information from a text and build new information which is not explicitly stated in the text.

- c. The reorganization is rearranging information from various parts of a text in order to get new information.
- d. Predictive comprehension is integrating readers understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
- e. Evaluative comprehension is like inferential comprehension.
The difference is that evaluative comprehension requires readers' comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues.
- f. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge.

C. Collocation

1. Definition of collocation

Same experts have differently defined the word collocation. According to Michael in O'Dell (2008:6), a collocation is a pair or group of words that are of tenured together. Collocation is defined as a set of words that commonly occur together (O'Dell, 2005). Define collocations from

Saussure's view as a well known dichotomy between syntagmatic and paradigmatic relations of lexical items. In this case the syntagmatic refers to a word's ability to combine with other words in the same string.

Take from (O'Dell, 2008:4), Collocation means a natural combination of words; it refers to the way English words are closely associated with each other. For Example, if someone says *I did a few mistakes* they will be understood, but a fluent or native speaker of English would probably say *I made a few mistakes*. A pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be natural.

According to Lea in Achmad (2010), "collocation is the way words combine in a language to produce natural-sounding speech and writing. For example, in English, you say "strong wind" and "heavy rain". It wouldn't be normal to say heavy wind or strong rain. All four of these words would be recognized by a learner at pre-intermediate or even elementary level, but it requires a greater degree of competence with the English language to combine them correctly in language productions".

2. The categories of collocations

a. Strong collocation

Based on McCarthy and O'Dell (2008:8) a strong collocation is one in which the words are very closely associated with each other. For example, the adjective *mitigating* almost always collocates with

circumstance or factors; it rarely collocates with any other word. Although she was found guilty, the jury felt there were *mitigating circumstances* (factors or circumstances that lessen the blame).

Table. 2.1. Strong Collocation

Collocation	Comment
Inclement weather was expected	(very formal) = unpleasant Weather Inclement collocates almost exclusively with weather
She has auburn hair	Auburn only collocates with word connected with hair (e.g.curls, tresses, locks)
I felt deliriously happy	= extremely happy Strongly associated with happy. Not used with glad, sad, etc
The chair person adjourned the meeting	= have a pause or rest during a meeting/trial Adjourn is very strongly associated with a meeting and trial

Based on the above an explanation of several examples of strong collocation that can improve understanding of kollocation

b. Fixed collocation

Based on O'Dell (2008:8) fixed collocations are collocations so strong that they cannot be changed in any way. For example, you can

say *I was walking to and fro* (meaning I was walking in one direction and then in the opposite direction, a repeated number of times). No other words can replace to and fro or *and* in this collocation. It is completely fixed. The meaning of some fixed collocation cannot be guessed from the individual words.

Table. 2.2 Fixed collocation.

No.	Fixed collocation
1.	Run smoothly
2.	Speak properly
3.	Snippet of information
4.	Toy with an idea
5.	Mind your own business
6.	Flurry of activity
7.	Wear and tear
8.	Get cold feet
9.	To and fro
10.	Burst into tears

Based on the above an explanation of several examples of fixed collocation that can improve understanding of kollocation

c. Weak collocation

Based on McCarthy and O'Dell (2008:8) weak collocations are made up of words that collocate with a wide range of other words. You can say you are in **broad agreement** with someone (generally in agreement with them). However, **broad** can also be used in a number of other words – **a broad avenue, a broad smile, broadshoulders, a**

broad accent (a strong accent), **a broad hint**(a strong hint) and so on.

These are weak collocation, in the sense that **broad** collocates with a **broad range** of different nouns.

Table. 2.3. Weak collocation

Word	Collocation
Do	the ironing
	the laundry
	your work
	Homework
	your job
	Anything
	Everything
Make	a difference
	an effort
	an enquiry
	Food
	a journey
	a mistake
	a move
Keep	Afloat
	your balance
	to the left
	a promise
Good	Behavior
	computer skills

Based on the above an explanation of several examples of weak collocation that can improve understanding about kollocation

3. Types of collocations

a. Grammatical Collocations

According to McCarthy (2008:10) grammatical collocation falls into the following combinations:

1) Noun + preposition

Example: Apathy against, blockade against.

Not all noun + preposition combinations can be considered as collocation due the highly predictable meaning of some preposition, such as on and by. So, noun + of / by combinations are considered free combinations.

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 a foresight (instructions, obligations, a Permission to do it.
- c. They felt a compulsion (an impulse, a need) 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 combination that is considered collocation are those using subject pronouns.

For example;

We reach an agreement that she would represent using 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 collocation. For example we reach an agreement **that/which** would go into effect in a month.

4). Preposition + noun combination

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

5). Adjectives + preposition combinations

Some adjectives are followed by a prepositional phrase. The adjectives + preposition combination that is considered collocational is the one that occurs in the predicate. 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 adjectives + 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 the examination* Several adjectives followed by present subjunctive informal English are collocation, such as: it was imperative that we be there.

b. Lexical Collocation

In contrast to grammatical collocations, lexical collocations do not contain grammatical elements. According to McCarthy and O’Dell (2005:12), the types consist of:

a) Adjectives and nouns

Notice adjectives that are typically used with particular nouns.

1. Jean always wears blue or yellow or some other **bright color**.
2. We had a brief chat about the exams but did not have time to discuss them properly.

b). Nouns and verbs

Word combinations in these types are nouns and verbs. For example

1. The **economy boomed** in the 1990s. (The economy was very strong)
2. **The company** has **grown** and now employs 50 more people than last year.
3. An **opportunity arose** for her to school in America; so she went and spent a year there.

c). Noun and noun

There are a lot of collocations with the pattern a...of...

1. As Sam read the lies about him, he felt a **surge of anger**.
2. Every parent feels a **sense of pride** when their child does well or win something

d). Verbs and expressions with prepositions

For example

1. When she split juice on her new skirt the little girl **burst into tears**.
2. I was **filled with horror** when I read the newspaper report to the explosions.

e). Verbs and adverbs

1. Jason **placed** the beautiful vase **gently** on the window ledge.
2. She does not like to travel with her brother because of he **drives recklessly**.
3. She **smiled proudly** as she looked at the photos of her new grandson.

f). Adverbs and adjectives

1. They are **happily married**
2. Rio's sister was a **stunningly attractive** woman.
3. Harry was **blissfully unaware** than she was in danger
4. I am **fully aware** that there are serious problems.

D. Hypothesis

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

H0: There is no correlation between students' mastery of collocation and their reading comprehension.

H1: There is the correlation between students' mastery of collocation and their reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Method

The research used mixed forms of research design, specifically the exploratory-quantitative-statistical research design. It means that the research was non-experimental in nature, while the type of data yielded by investigation was a quantitative one. In addition, the research was analyzed using a statistical analysis. In this case, the researcher would make claims about the population based on the data obtained from the sample of that population (Sugiyono, 2011: 14). The participants of this research involve only the subjects in fourth Semester of English Department Students of Muhammadiyah University of Makassar. For a better understanding, the following section about population and sample follow the data collection procedures.

B. Population and Sample

1. Population

The population of this research was the last year students in English Department Muhammadiyah University of Makassar which includes ten classes. The total populations were 300 students. It was described in the table below:

Table 3.1 Population of the Last Year Student in Academic Year 2016/2017

No	the Class	Population	Percentage
1.	Class A	32	3
2.	Class B	33	3
3.	Class C	32	3
4.	Class D	35	3
5.	Class E	25	3
6.	Class F	23	3
7.	Class G	28	3
8.	Class H	28	3
9.	Class I	29	3
10.	Class J	35	3
TOTAL		300	30

2. Sample

The researcher used random sampling to determine of total sampling. The total sample was 30 students (12% each class from 10 classes). The researcher used lottery technique to choose the sampling from each class.

C. Preparing the Instrument

In preparing the instrument, the research used test as a tool of instrument, specifically the objective test that includes multiple choices. The reason was that by this type of test, it was intended at getting scoring quickly and without any judgment and subjectivity. The test covers the reading comprehension test and the test that measures the knowledge of collocation. For the collocation knowledge, this study used the McCarthy and O'Dell (2005, 12) collocation categories. The example below was the collocation model that used for this study.

a) Adjectives and nouns

Notice adjectives that are typically used with particular nouns.

1. Jean always wears blue or yellow or some other **bright color**.
2. We had a brief chat about the exams but did not have time to discuss them properly.

b). Nouns and verbs

Word combinations in these types are nouns and verbs. For example

1. The **economy boomed** in the 1990s. (The economy was very strong)
2. **The company** has **grown** and now employs 50 more people than last year.
3. An **opportunity arose** for her to school in America, so she went and spent a year there.

c). Noun and noun

There are a lot of collocations with the pattern a...of...

1. As Sam read the lies about him, he felt a **surge of anger**.
2. Every parent feels a **sense of pride** when their child does well or win something

d). Verbs and expressions with prepositions

For example

1. When she split juice on her new skirt the little girl **burst into tears**.
2. I was **filled with horror** when I read the newspaper report to the explosions.

e). Verbs and adverbs

1. Jason **placed** the beautiful vase **gently** on the window ledge.
2. She does not like to travel with her brother because of he **drives recklessly**.
3. She **smiled proudly** as she looked at the photos of her new grandson.

f). Adverbs and adjectives

1. They are **happily married**
2. Rio's sister was a **stunningly attractive** woman.
3. Harry was **blissfully unaware** that she was in danger
4. I am **fully aware** that there are serious problems.

In addition, the tests (the items) that measure subjects' mastery of reading comprehension took from TOEFL (Pamela J. Sharpe (11th edition, 2004). The tests included the questions such as main ideas, scanning for detail, referential, inferential, vocabulary and exception. Both the test gave to fourth Semester of English Department Students of Muhammadiyah

University of Makassar at the same time. Based on the results, the items of collocation tests were 20 items. Meanwhile, items of reading comprehension test that were 20 items. So, the total number was 40 items. Nur Cahyo (2015), the coverage of the tests show as follow.

Table. 3.2. Coverage of Reading Comprehension Test

No	Coverage	Frequency	Percentage	Scores
1	Main Ideas	1	5%	0,5
2	Scanning for Detail	4	20%	2
3	Referential	4	20%	2
4	Inferential	1	5%	0,5
5	Vocabulary	8	40%	4
6	Exception	2	10%	1
Total		20	100%	10

Table. 3.3 Coverage of Collocation Test

No	Coverage	Frequency	Percentage	Scores
1	Verb + Noun	8	40%	4
2	Adjectives + Noun	3	15%	1,5
3	Verb + Adverb	1	5%	0,5
4	Verb + Preposition + Noun	1	5%	0,5
5	Verb + Adjectives + Noun	2	10%	1
6	Noun + Verb	3	15%	1,5
7	Noun + Noun	1	5%	0,5
8	Adverb + Adjectives	1	5%	0,5
Total		20	100%	10

D. Testing the Subjects

The subjects were 30 students of the fourth Semester of English Department Students of Muhammadiyah University of Makassar. The testing process covers two tests: collocation test (20 items) and reading comprehension test (20 items). The tests spend the time for 90 minutes. The testing process would be in the same day so that it would easy manage the subjects.

E. Analyzing the Data

The data that had been collected were then processed. The data were processed in several steps. The first step, the scores and the averages were calculated. In the second step, the process revealed the normality of the distribution of both the data. And then the last step was finding out the correlation between the two variables, measuring it and then interpreting it as to significant or not. To begin with, the first step was calculating the scores that each student had.

As had been stated, the scoring of the tests used to find out the average of the tests. The result of the average used to measure the subjects' mastery of both tests: reading comprehension and the knowledge of collocation. Nur Cahyo (2015) to calculate the average used the formula following:

Table. 3.4 The Formulation of Average

$M_x = \frac{\sum x}{N}$	M_x = Mean x (collocation knowledge)
	M_y = Mean y (reading comprehension)
$M_y = \frac{\sum y}{N}$	$\sum x$ = The sum of x scores
	$\sum y$ = The sum of y scores
	N = The number of participants

(Cahyo (2015))

By finding out the average, it interpreted to what extent was the mastery of reading comprehension and the knowledge of collocation the students had. To determine the mastery and the knowledge level of the students, the result was base on the criteria made by Harris in who classifies the range of scores with it was probable class performance. The classification was as follow:

Table. 3.5 Classification of the Range of Score

Test Scores	Probable Class Performance
8 – 10	Excellent
6 - 7,9	Good
5 - 5,9	Average
0- 4,9	Poor

The next process to be completed with after having known the levels of students' mastery of reading comprehension and the level knowledge of collocation, was computing the correlation. According to

Maman A and Sambas A (2011:104), the computation employed used correlation Pearson product-moment. The formula would look like this:

$$r_{xy} = \frac{N \sum XY - \sum X (\sum Y)}{N \sum X^2 - \sum X^2 [\sum Y^2 - \sum Y^2]}$$

r = Correlation coefficient	X and Y variables (variable X and variable Y)
N = The numbers of pairs of measurements.	= Sum

(Maman A and Sambas A (2011:104),

In contrast, with Pearson correlation, N must be subtracted firstly by 2 to find out df ($df = N - 2$), which stands for degrees of freedom. For example, if the subjects being involved (N) are 30 people, finding out the level of significance must be in the table of significance at item number 28 (since $30 - 2$ is 28). Still at the same row, the value of significance, especially in this study, is exactly at the intersection with the level of .05 at the above column. The data were computed using SPSS version 23. The result was base on the criteria made by Arikunto, (2002:245) who classifies the Interpretation of r value. The classification was as follow:

Table 3.6 Interpretation of r value

The r Value	Interpretation
0,800 – 1,00	Very High
0,600 – 0,800	High
0,400 – 0,600	Fair
0,200 – 0,400	Low
0,000 – 0,200	Very low

(Arikunto, 2002:245)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Level of collocation and reading comprehension

Finding out the average, it interpreted to what extent was the mastery of reading comprehension and the knowledge of collocation the students have. To determine the mastery and the knowledge level of the students, the result will be based on the criteria made by Harris (1969: 134) who classifies the range of scores with its probable class performance:

Table. 4.1 Classification of the Range of Score

Test Scores	Probable Class Performance
8 – 10	Excellent
6 - 7,9	Good
5 - 5,9	Average
0- 4,9	Poor

Table.4.2 means score of collocation and reading comprehension

Mean score		
Variables	Score	Probable performance
Collocation	6,03	Good
Reading comprehension	4,68	poor

This result shown the students of the fourth semester English Department in Muhammadiyah University of Makassar had two level bases on classification. The collocation was a good level with grade 6, 03 bases on classification 6 - 7, 9 and the level of reading comprehension was poor with grade 4, 65 bases on classification 0- 4,9.

2. Finding out the correlation between students' lexical knowledge of collocation and their reading comprehension

In this research used the correlation product moment to get the correlation between students' lexical knowledge of collocation and their reading comprehension. The data were computed using SPSS version 23.

To calculate the correlation between students' lexical knowledge of collocation and their reading comprehension can be seen below:

Table 4.3 testing hypothesis of variable Collocation and Reading Comprehension

		Correlations	
		Collocation	Reading
Collocation	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.001
	N	30	30
Reading	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.001	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the above calculation obtained correlation coefficient value of 0, 571 with the significance level for the general hypothesis of 0.001 at the level of 0.05 or 95%. As for the level of testing criteria:

1. If the level of significance $< \alpha$, then H_0 rejected and H_1 received
2. If the distance of significance $> \alpha$, then H_0 accepted and H_1 rejected

From the calculation results obtained significance value of $0.001 < (0, 05)$ then the H_1 working hypothesis accepted. This means that there was a significant relationship between collocation and reading comprehension. This relationship was indicated by the correlation value of 0, 571 was included in the fair category (0,400 - 0,600).

B. Discussion

The first discussion in this graduating paper was the level of the students' lexical knowledge of collocation in fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017. The data gained by the multiple choices testing that consist of 20 items. The highest score is 8 and the lowest score was 4 of the interval 1-10. The research concluded the students' in fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017 had a good level in mastering the collocation with grade 6,03.

The second discussion was the level of the students' reading comprehension in fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017. The data gained

by the multiple choices test that consist of 20 items. The highest score was 6, 5 and the lowest score was 3, 5 of the interval 1-10. Finally, the research concluded that the students' reading comprehension of fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017 poor with grade 4, 68.

The last discussion was the correlation between lexical knowledge of collocation and reading comprehension using person product moment and calculated the data used SPSS (Statistical Package for the Social Science.) The result calculated the correlation between students' lexical knowledge of collocation and their reading comprehension with r value 0.571 at the significant level 0.01. The null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

The indicated that the correlation between students' lexical knowledge of collocation and their reading comprehension in fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017 was fair base on the classification 0,400 – 0,600. It can be concluded that there was significant positive correlation between knowledge of collocation and reading comprehension in fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017. The significant correlation coefficient $r = 0,571$

It is related to the preparation mean by Indayani (2016) investigated the correlation between students' mastery of Collocation and their reading comprehension the second grade of SMK ma'arif semaka. The result of this

research showed 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.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The result of the study, can be summarized the students' of fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017

1. The level of students lexical knowledge of collocation and reading comprehension.

The calculated from the both data had a good level in mastering the collocation and the level reading comprehension was poor. Therefore, the average of the students' Collocation was higher than the average of mastering reading comprehension.

2. The correlation between students lexical knowlege of collocation and reading comprehension

After computed the correlation between reading comprehension and the knowledge of collocation used Pearson product-moment, it can be concluded that there was a significant positive correlation between knowledge of collocation and reading comprehension in fourth semester English Department in Muhammadiyah University of Makassar in the academic year of 2016/2017.

Some of the theories highlighted here maintain that the place of collocation in reading was in lower or basic components of reading abilities.

It was a role in reading is an important aspect at interpreting the discourse of connected text through cohesive bonds among words. This cohesion would further lead to a better coherence of the text that is making sense the message being delivered. In addition to cohesion and coherence, collocation was also as a central aspect of learning vocabularies and would certainly increase the effectiveness and comprehensiveness of language skills.

B. Suggestions

Collocation had given the considerable contribution to the language learning. As the current study investigated the subjects' knowledge of collocation and reading comprehension, several recommendations are proposed.

First, a strong relationship was found between the knowledge of lexical collocation and reading comprehension among the Indonesian university EFL students. In the current study, the research taken was no experimental in nature and used only a simple type of tests to elicit the subjects' knowledge of collocation. Besides, the type of collocation in the study makes used the lexical collocation. Future study may investigate the collocation (grammatically and lexically) in a more well-systematic design in eliciting the subjects' data experimentally.

In addition, future studied can also find out the study between the collocation and any language skills: writing, speaking, and listening. In this case, it can provide a better understanding of the connection between

Indonesian EFL students' collocation knowledge and their general English proficiency.

Lastly, collocation was one of the important roles in creating cohesion in a discourse (spoken and written), and will further lead to coherences of the message delivered. In addition, collocation was a determinant factor of the meaning of the words and would certainly increase the effectiveness and comprehensiveness of language skills. Therefore, it was highly recommended that teachers introduce the vocabulary to the students in combinations, not as an individual word. This was for the reason that the meaning of a word meaning would be different in different contexts, and collocation was probably the one that decides the meaning of that word.

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Appendix A. Collocation Instruments of Testing Subject

The purpose of the test is to measure students' ability in lexical collocation of 20 numbers. In this test students are asked to choose the right answer by circling one of the words provided in the sentence.

Circle the most suitable word in the each sentence below!

1. She will (**do** / **wash**) the dishes.
2. “ is car has a (**powerful** / **strong**) engine
3. He whispered (**softly** / **slowly**) to Anita.
4. The United Kingdom (**makes** / **publishes**) more books than any other country.
5. The teacher (**give** / **provide**) us a feedback in our essay.
6. More than 30.000 people (**participated** / **contributed**) in the experiment.
7. We (**made** / **took**) a lot of photograph last holiday.
8. Many stories about how the world (**started** / **began**).
9. It’s never easy to (**finish** / **end**) a relationship.
10. The dentist told me to (**shut** / **close**) my mouth.
11. she has (**big** / **deep**) mistake to me
12. You should (**take** / **drink**) medicine regularly.
13. I hale (**doing** / **making**) my homework in the last minutes.
14. My parent (**take** / **use**) the bus to go to market
15. You must (**submit** / **send**) your application before January.
16. The standard of living has (**risen** / **increased**) in the last ten years.
17. I cannot come to your house because it is (**heavy** / **weighty**) rain
18. Many European countries use the cure as their standard unit of (**value** / **currency**).
19. The unemployment rate is (**falling** / **decreasing**).
20. He is (**absolutely** / **seriously**) rich now.

Appendix B. Answer key of collocation subject

- | | |
|-----------------|---------------|
| 1. Wash | 11. Big |
| 2. Strong | 12. Take |
| 3. Softly | 13. Doing |
| 4. Publisher | 14. Take |
| 5. Give | 15. Send |
| 6. Participated | 16. Risen |
| 7. Took | 17. Heavy |
| 8. Began | 18. Currency |
| 9. End | 19. Falling |
| 10. Close | 20. Seriously |

Appendix C. Reading Comprehension of Testing Subject

The purpose of the test is to measure students' ability in reading comprehension of 20 numbers. In working on multiple choice questions, first the students do the easiest, then select one of the most appropriate answers by putting a cross (x) on the letters a, b, c, and d on the answer sheet provided, if the answer wants to be replaced enough give 2 (two) horizontal lines.

Text for questions number 1-10

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was extended to age sixteen. Other important reforms that came into existence under Mann's guidance included the establishment of state normal schools for teacher training, institutes for in-service teacher education, and lyceums for adult education. He was also instrumental in improving salaries for teachers and creating school libraries.

Mann's ideas about school reform were developed and distributed in the twelve annual reports to the state of Massachusetts that he wrote during his tenure as secretary of education. Considered quite radical at the time, the Massachusetts

reforms later served as a model for the nation's educational system. Mann was formally recognized as the father of public education.

During his lifetime, Horace Mann worked tirelessly to extend educational opportunities to agrarian families and the children of poor laborers. In one of his last speeches he summed up his philosophy of education and life: "Be ashamed to die until you have won some victory for humanity." Surely, his own life was an example of that philosophy.

1. Which of the following titles would best express the main topic of the passage?
 - a. The Father of American Public Education
 - b. Philosophy of Education
 - c. The Massachusetts State Board of Education
 - d. Politics of Educational Institutions
2. Why does the author mention Horace Mann's early life?
 - a. As an example of the importance of an early education for success
 - b. To make the biography more complete
 - c. Because it served as the inspiration for his later work in education
 - d. In tribute to the teachers who helped him succeed
3. The word **struggles** in paragraph 1 could best be replaced by
 - a. Valuable experiences
 - b. Happy situations
 - c. Influential people
 - d. Difficult times
4. The word **there** refers to
 - a. The Massachusetts legislature
 - b. The state board of education
 - c. Mann's legal practice
 - d. His political career
5. The word **mandatory** in paragraph 2 is closest in meaning to
 - a. Required
 - b. Equal

- c. Excellent
 - d. Basic
6. The word **extended** in the passage in paragraph 2 is closest meaning to
- a. Increased
 - b. Decreased
 - c. Restructured
 - d. Distributed
7. With which of the following statements would the author most probably agree?
- a. Horace Mann's influence on American education was very great.
 - b. A small but important influence on American education was exerted by Horace Mann.
 - c. Few educators fully understood Horace Mann's influence on American education.
 - d. The influence on American education by Horace Mann was not accepted or appreciated.
8. Horace Mann advocated all of the following EXCEPT
- a. A state board of education
 - b. A district school system
 - c. Classes for adults
 - d. Graded elementary schools
9. The reforms that Horace Mann achieved
- a. Were not very radical for the time
 - b. Were used only by the state of Massachusetts
 - c. Were later adopted by the nation as a model
 - d. Were enforced by the Massachusetts bar
10. With which of the following statements would Horace Mann most probably agree?
- a. Think in new ways.
 - b. Help others.
 - c. Study as much as possible.
 - d. Work hard.

Text for questions number 11-20

Organic architecture—that is, natural architecture—may vary in concept and form, but it is always faithful to natural principles. The architect dedicated to the promulgation of organic architecture rejects outright all rules imposed by individual reference or mere aesthetics in order to remain true to the nature of the site, the materials, the purpose of the structure, and the people who will ultimately use it. If these natural principles are upheld, then a bank cannot be built to look like a Greek temple. Form does not follow function; rather, form and function are inseparably two aspects of the same phenomenon. In other words, a building should be inspired by nature's forms and constructed with materials that retain and respect the natural characteristics of the setting to create harmony between the structure and its natural environment. It should maximize people's contact with and utilization of the outdoors. Furthermore, the rule of functionalism is upheld; that is, the principle of excluding everything that serves no practical purpose.

Natural principles, then, are principles of design, not style, expressed by means and modes of construction that reflect unity, balance, proportion, rhythm, and scale. Like a sculptor, the organic architect views the site and materials as an innate form that develops organically from within. Truth in architecture results in a natural, spontaneous structure in total harmony with the setting. For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.

From the outside, an organic structure is so much a part of nature that it is often obscured by it. In other words, it may not be easy, or maybe not even possible, for the human eye to separate the artificial structure from the natural terrain. Natural light, air, and view permeate the whole structure, providing a sense of communication with the outdoors. From the inside, living spaces open into one another. The number of walls for separate rooms is reduced to a minimum, allowing the functional spaces to flow together. Moreover, the interiors are sparse. Organic architecture incorporates built-in architectural features such as benches and storage areas to take the place of furniture.

11. According to the passage, what is another name for organic architecture?
- Natural architecture
 - Aesthetic architecture
 - Principle architecture
 - Varied architecture
12. The word *it* in the passage in paragraph 1 refers to
- Architecture
 - Greek temple
 - People
 - Organic
13. The word **ultimately** in paragraph 1 could best be replaced by
- Fortunately
 - Eventually
 - Supposedly
 - Obviously
14. The word **upheld** in paragraph 1 is closest in meaning to
- Invalidated
 - Disputed
 - Promoted
 - Perceived
15. The following examples are all representative of natural architecture EXCEPT
- A bank that is built to look like a Greek temple
 - A bank built so that the location is important to the structure
 - A bank that is built to conform to the colors of the natural surroundings
 - A bank that is built to be functional rather than beautiful
16. Why does the author compare an organic architect to a sculptor?
- To emphasize aesthetics
 - To give an example of natural principles
 - To make a point about the development of geometry
 - To demonstrate the importance of style

17. The word **obscured** in paragraph 3 is closest in meaning to
- a. Difficult to see
 - b. In high demand
 - c. Not very attractive
 - d. Mutually beneficial
18. The word **contours** in the passage in paragraph 2 is closest meaning to
- a. Structures
 - b. Shapes
 - c. Materials
 - d. Areas
19. With which of the following statements would the author most probably agree?
- a. Form follows function.
 - b. Function follows form.
 - c. Function is not important to form.
 - d. Form and function are one.
20. Which of the following statements best describes the architect's view of nature?
- a. Nature should be conquered.
 - b. Nature should not be considered.
 - c. Nature should be respected.
 - d. Nature should be improved.

Appendix D. Answer key of reading comprehension subject

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. C. | 12. A |
| 3. D | 13. B |
| 4. B | 14. C |
| 5. A | 15. A |
| 6. A | 16. B |
| 7. A | 17. A |
| 8. B | 18. B |
| 9. C | 19. D |
| 10. B | 20. C |

Appendix E. The Score of Collocation and Reading Comprehension

No.	Collocation (X)	Reading comprehension (Y)
1.	5,5	4,5
2.	5,5	3,5
3.	7	4
4.	6,5	5,5
5.	7	5
6.	5	3,5
7.	6,5	4,5
8.	5	4
9.	6	6,5
10.	8	4
11.	7	5
12.	6,5	4,5
13.	8	6
14.	4,5	5,5
15.	7,5	3,5
16.	6	5
17.	7,5	4,5
18.	5,5	4
19.	4	5
20.	6,5	5,5
21.	4,5	4
22.	6	5
23.	6,5	5,5
24.	7	6
25.	6,5	5,5
26.	5,5	4,5
27.	6	4,5
28.	5	3,5
29.	4	4
30.	5	4,5
Total	181	140

Appendix F. Accuracy form

1. To calculate the average will use the formula following;

$$M_x = \frac{\sum x}{N}$$

$$= \frac{181}{30}$$

$$= 6,03$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{140}{30}$$

$$= 4,68$$

2. To calculate the correlation used SPSS

Correlations

		collocatio n	reading
Collocatio n	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.001
	N	30	30
Reading	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.001	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix E. Documentation

1. Observation



2. Answering Test





CURRICULUM VITAE



Munawara is a student of English department of Muhammadiyah University of Makassar. She was born on January 28th, 1995 in Maros. She is the third child of the marriage between H. Nurdin and Marwah. She has two brothers (Muh.Nawir, Muh.Nur) and two sisters (Mardiana, Atira).

In 2001, She started in elementary school at SD impress Dulang, graduated in 2007. Then, she continued her study at MTS Wahdaniyatillah and graduated in 2010. After that, she continued senior high school MA Wahdaniyatillah and graduated in 2013. At the same year, she was accepted as English Departmen Student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, she could finished her thesis The Correlation Between Students' Lexical Knowledge Of Collocations And Their Reading Comprehension at the fourth semester students English Department In Makassar Muhammadiyah University

APPENDICES