

THE EFFECTS OF STUDENTS' LEXICAL KNOWLEDGE OF COLLOCATION AND GRAMMAR MASTERY TOWARDS STUDENTS' READING COMPREHENSION

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Abstract

The objective of this research was to determine and to investigate the effect of lexical knowledge of collocation towards student's reading comprehension, the effect of grammar mastery towards student's reading comprehension, and the effects of lexical knowledge of collocation grammar mastery altogether towards students' reading comprehension. The method which used is a survey method. Sample was taken as many as 60 students with simple random technique. Data collected by test directly to the sample. Data analysis using descriptive statistics such finding mean, median, mode, standard deviation, and inferential statistics is to look for multiple regression by using ANOVA and coefficient table. This research was conducted from September to December. The results of this research explained that: 1) there are significant effects of lexical knowledge of collocation and grammar mastery altogether towards students' reading comprehension skill. The result has shown $F_{test} = 3.665 > F_{table} = 3.15$ and $Sig = 0.032 < 0.05$, 2) there is a significant effect of lexical knowledge of collocation towards students reading comprehension skill. The result has shown the score of $Sig = 0.043 < 0.05$ and $t_{test} = 2.068$ while $t_{table} = 1.64$ $t_{test} > t_{table}$, 3) there is a significant effect of grammar mastery towards students' reading comprehension skill. The result has shown the score of $Sig = 0.044 < 0.05$ and $t_{test} = 2.056$ while $t_{table} = 1.64$ $t_{test} > t_{table}$.

Key Words : Lexical Collocation, Grammar Mastery, Reading Comprehension

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pengetahuan kolokasi siswa terhadap kemampuan membaca siswa, pengaruh penguasaan tata bahasa terhadap kemampuan membaca siswa, dan pengaruh pengetahuan kolokasi dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan membaca siswa. Metode yang digunakan adalah survei. Sampel diambil secara acak sebanyak 60 siswa. Data dikumpulkan dengan tes. Analisis data menggunakan deskriptif analisis seperti, mean, median, modus, standar deviasi dan statistik inferensial untuk mencari regresi ganda dengan menggunakan ANOVA dan tabel koefisien. Penelitian ini dilakukan dari September – Desember. Hasil penelitian menunjukkan bahwa: 1)terdapat pengaruh yang signifikan pengetahuan kolokasi dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan membaca siswa. Hasil menunjukkan nilai $F_{hitung} = 3.665 > F_{tabel} = 3.15$ dan $Sig = 0.032 < 0.05$, 2) terdapat pengaruh yang signifikan pengetahuan kolokasi terhadap kemampuan membaca siswa. Hasil menunjukkan nilai $Sig = 0.043 < 0.05$ dan $t_{hitung} = 2.068$ sedangkan $t_{tabel} = 1.64$ $t_{hitung} > t_{tabel}$, 3) terdapat pengaruh yang signifikan penguasaan tata bahasa terhadap kemampuan membaca siswa. Hasil menunjukkan nilai $Sig = 0.044 < 0.05$ and $t_{hitung} = 2.056$ while $t_{tabel} = 1.64$ $t_{hitung} > t_{tabel}$.

Kata Kunci : pengetahuan kolokasi, penguasaan tata bahasa, pemahaman membaca

INTRODUCTION

Reading is an important activity to get information and to support language learning activities. For Indonesian learners, reading becomes very important as they learn English as a foreign language, in a country where English is not the main language that is used in daily life. Through reading, Indonesian learners can get unlimited information, including from the native speaker of English.

The significance of reading for language learners is also supposed by the statement of Harmer: Reading text also provided opportunities to study language: vocabulary, grammar, punctuation, the way we construct sentences, paragraph, and texts. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be the spring board for well-rounded, fascinating lesson.

From the statement above, it can be concluded that reading plays an important role in learning language process as it covers many aspects of language. Through reading, the language learners can get the topic that can be used for their study.

As one of the basic skills of foreign language reading is perhaps the most difficult skills for students compared with other skills. It involves so many elements to be mastered because according to Miles that "Reading is a complex process and it involves many elements for instance: spelling, vocabulary, structure (syntax) and phonetics."

The quantity of knowledge about the structure or syntax, syntax is one important element in reading comprehension because there is a sentence that is a combination of words that because clauses. Students who have an adequate vocabulary when do not

have knowledge of syntax then it will hinder students' reading comprehension when they discovered a complex and lengthy sentences, which sentences contain more than are clause, and the extent and nature of complexity in noun phrases (NPs) and verb phrases (VPs).

Students who do not master the syntax would understand the interrogative sentence because there is a question word "when" at the beginning of the sentence. In fact, the sentence is not the interrogative sentence, but the statement sentence that begins with a conjunction. Students need to master syntax because it is the study about sentence structure, grammar or covering rule stringing word into sentence, elements of sentence, distinguishing grammatical and ungrammatical sentence, types of sentence and transforming sentence. By grammatical mastery, students will know the sentence structure form.

In the term of grammar mastery, mostly the students were lack of understanding the grammar well. Grammar is one of English components. Grammar is the common problem which is faced by the students. In linguistics, grammar is the set of structural rules that govern the composition of sentences, phrases and words. Even though they have been learning English grammar since primary school it doesn't guarantee they master English grammar.

Mastering the grammar, students are be able to write English sentence correctly, especially how to answer the questions in essay form according to the text correctly and completely the text by using the correct words/verbs to be the good text. Grammar is needed even in communication, without the proper knowledge of grammar the students will find many problems to build up the sentences and express their idea, but if the grammar is good, they will be

confident in build up the sentence. In teaching English, school and teacher have important roles for developing students' grammar mastery.

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

Collocations might be described as the words that are located or found together in predictable patterns in speech and writing. This study was designed to examine the effects of collocation instruction on enhancing the students' reading comprehension. However, having a large amount of collocation knowledge may benefit reading/listening comprehension since collocation may help readers or listeners process language in chunks instead of individual words. This study will explore the effects of collocation instruction on reading comprehension.

For example, the collocation in addition and make a mistake recurrently appear in texts and cannot be substituted by their synonyms. Collocations are structural word phrases involving grammatical patterns and are syntactically restricted. For instance, it's more common to say "look at a picture" but not "look a picture."

As a result, there are some factors assumed contributing to the students' achievement in reading comprehension namely lexical knowledge of collocation and grammar mastery. Therefore, this research aims to investigate whether or not there are any effects of lexical knowledge of collocation and grammar mastery towards students' reading comprehension.

DISCUSSION

THEORITICAL REVIEW

The Nature of Reading Comprehension

Reading, according to Holderness (2009:114), "*an activity characterized by the translation of symbols, or letters, into words and sentences that communicate information and mean something to the reader.*" She further stated that the purpose of such activity is wide-ranging, but basically, the reader aims to understand the meaning of a written text, evaluate its significance, and use what he or she has read to enhance his or her knowledge, effectiveness, or pleasure.

Wagner in Duke and David (2002:9) explain that the meaning of reading as the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meanings. Dubin in Grelete (1981:147) adds "the meaning of reading as reading is primarily a cognitive process", which means that the brain does most of the work.

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the readers intellectual act such as pronunciation and comprehension in order to receive as or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

Comprehension of the information in text, or the author's meaning, is the ultimate reason of reading. To comprehend larger units of text such as paragraphs, and stories, a child must

understand the smaller word units (National Institute of Child Health and Human Development, 2000). The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or to understand the message of the author, the students are hoped to have the ability to comprehend the written textbook.

According to the statement above it can be concluded that reading is a process of acquiring the information from the passage.

The Nature of Lexical Collocation

The term “collocation” has its origin in the Latin verb “*collocare*” that means “to arrange or to set in order”. Collocation was first introduced by Firth. According him collocation defines a combination of words associated with each other (Martynska, 2004:2). Beside that Cathy and O’dell (2006:6) state that Collocation means a pair of words which used together. Taken from (Lewis, 2000:132) collocation is the way in which words co-occur in natural text in statistically significant ways.

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

However, the meaning of some fixed collocations cannot be guessed from the individual word. Using collocation will improve our style of written or spoken in English, it can be more natural and accurate. Furthermore,

the collocation give us vary of word, so that repeating the words can be reduced. We can use the collocation when make a poem, article and sentence, advertisement. Sometime, it used in a title of book, movie and name of group band.

Collocation falls into two major groups, which is grammatical and lexical collocation. (Benson, Benson, Ison, 1997, in Wahyuni, 2012:). The lexical collocation consists of noun, verb, adjective and adverb but it does not certain preposition, infinitive and clause. Here are 7 types of lexical collocation:

- L1 = Verb (transitive) + noun / pronoun, example: make an impression, come to agreement.
- L2 = Verb meaning essentially eradication and nullification + noun, example: reject an apple, lift a blockade.
- L3 = Adjective + noun, example: strong tea, weak tea.
- L4 = Noun + verb, example: blood circulates, bomb explodes.
- L5 = Noun + noun, example: a bouquet of flowers, a swarm of bees.
- L6 = Adverb + adjective, example: sound asleep, keenly aware.
- L7 = Verb + adverb, example: affect deeply, argue heatedly.

The Nature of Grammar Mastery

Grammar is the branch of linguistics that studies how language sentences are formed. It is the rule how to make sentences in English correctly. This statement supported by Thornbury (2002:1-2) who says, “Grammar is a part study of what forms (or structures) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus grammar is a description of the rules that govern how language’s sentences are formed.

Some linguist experts tell about the definition of grammar in their books. LeTourneau (2002: 2) states "Grammar is the discipline that studies the structure of sentences in human language." So grammar learns about the structure of sentence. Moreover, Hall (1993: 3) said that: "A grammar is a description of certain organizing aspects of a particular language. It usually includes phonological (sound), morphological (word composition), and syntactic (sentence composition) points. Grammar is also the study how the words are combined, changed, or arranged into sentence. According to Harmer (1991: 16), "The grammar of the language is the description of the ways in which words can change their forms and can be combined into sentences in that language."

From definition above, it can be said that grammar is the set of structural rules that governs the composition of clauses, phrases, and words in any given natural language. The term refers also to study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. For this research, grammar is study of structure of sentence.

Understanding grammar will make the students more logically. Grammar allows the students to be a good writer, listener, thinker, reader, and communicator at the same time. In addition, Finkelstein (2000: 193) stated, "Incorrect or improper grammar can change the meaning of what you are trying to say or, at least make your meaning hard to decipher and incorrect grammar says something about you and the quality of your thinking."

Once the students have mastered English grammar, they will be able to communicate with anyone and everyone. The more grammar rules the students

have mastered, the clearer communication will be. The students have to grasp a good grammar and know how to explain it at the same time.

Having a good quality in mastering grammar makes the students feel more confident to speak or to write in English. It is also included in reading comprehension, the more grammar students have mastered to produce good sentence, the better their score in answering the essay form.

Grammar is very important for English language learners since it is one of the important aspects to master communicative skills. Harmer (1991: 22) declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures.

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Besides, it is also proven by the fact that in writing or speaking scoring, there must grammar aspect as one of the scoring criteria. Although grammar is not a high priority, it does not mean that grammar is not important to learn. Grammar is the basic knowledge and skill for understanding and using the language naturally.

As it has been mentioned above, that grammar is the rules by which words can change their forms and can be combined into sentences, it can be said that grammar plays an important role in how learner can master a language. Without learning grammar, learners cannot arrange sentences properly. And without having a good comprehension and competence in arranging sentences,

it is impossible for learners to be able to master English.

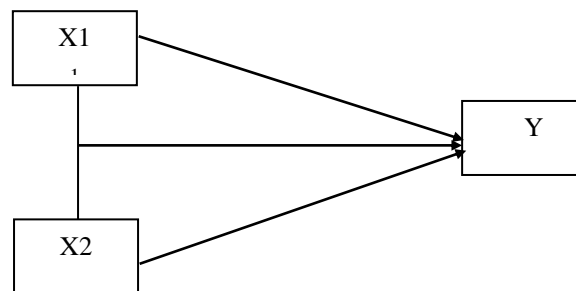
RESEARCH METHOD

This research is a quantitative research by using a survey, because it wants to give vivid description of what happens. Therefore, a survey research is suitable for this purpose. According to Gay and Airasian (2000:275), a survey method is useful for investigating a variety of educational problems and issues. Typical survey researchers are concerned with the assessment of attitudes, opinions, preferences, demographics, practices, and procedures.

Furthermore, Kraemer (1991) as cited in Glasow (2005: 1-1) identified three characteristics of survey research. First, it is used to quantitatively describe specific aspects of a given population and often involves examining relationships among variables. Second, since the data collected is from people, it has a tendency to be subjective. Finally, survey research uses a selected portion of the population from which the findings data later be generalized.

There are two types of survey namely, the cross-sectional survey and longitudinal survey. This survey is a

cross-sectional survey is used to gather information at a single point of time. It also tries to determine the relationship between several factors, in this case between lexical knowledge of collocation, grammar mastery and reading comprehension. The outline of the correlations among the variables is as follows:



Picture 1. Figure constellation problem

Note:

X1 = Lexical Knowledge of Collocation

X2 = Grammar Mastery

Y = Reading Comprehension

RESEARCH FINDINGS AND DISCUSSION

The results of calculations and tests can be seen in Table 1 Table 2 And Table 3 the following:

Table 1. Results Correlation Coefficient Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.337 ^a	.114	.083	2.113

Table 2. Recapitulation Calculation Results Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	17.457	2.685			6.501	.000

Lexical_knowledge_of_collocation	.315	.152	.261	2.068	.043
Grammar_mastery	.270	.131	.260	2.056	.044

a. Dependent Variable: reading_comprehension

Table 3. Result of ANOVA
ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.652	2	16.326	3.655	.032 ^a
	Residual	254.598	57	4.467		
	Total	287.250	59			

a. Predictors: (Constant), Grammar_mastery, Lexical_knowledge_of_collocation

b. Dependent Variable: reading_comprehension

Discussion

1. The Effects of Lexical Collocation (X₁) and Grammar mastery (X₂) jointly towards Students' Reading Comprehension (Y)

From the descriptive analysis after the correlation analysis has been acquired coefficient of 0.337 and coefficient determination of 11.4% after the testing by using SPSS program proved that the coefficient correlation is significant. It means that there is a significant effect of independent variables of lexical collocation (X₁) and grammar mastery (X₂) concurrently towards reading comprehension (Y).

And from the regression analysis acquired the equation of regression line $Y = 17.457 + 0.315 X_1 + 0.270 X_2$. The constant score = 17.457 showed that with a low of lexical knowledge of collocation and grammar mastery make students difficult to improve a good reading comprehension, while the score of coefficient regression of 0.315 and 0.270 showed that there is a positive effect of independent variable X₁ (lexical knowledge of collocation) and X₂ (grammar mastery) towards dependent variable Y (reading

comprehension). Every increase of one score of lexical collocation will make another increase in reading comprehension of 0.315; and every increase of one score of grammar mastery will make another increase in reading comprehension of 0.270.

From table 4.6, it can be seen that the score of Sig = 0.032 and $F_{test} = 3.655$ while $F_{table} = 3.15$. Because the score of $Sig < 0.05$ and $F_{test} > F_{table}$ then Ho is rejected. It means that H1 is accepted and the coefficient regression is significant. In other word, there is a significant effect of independent variables of lexical collocation (X₁) and grammar mastery (X₂) concurrently towards reading comprehension (Y).

From the test result of correlation and regression we can draw a conclusion that there is a significant effect of independent variables of lexical collocation (X₁) and grammar mastery (X₂) concurrently towards reading comprehension (Y).

According to the synthesis of existing theory in Chapter II, Improving the quality of the current reading is less serious attention from

the teachers. This will certainly lead to the students' reading ability.

Students' reading comprehension needs to be improved. This is a common task of all concerned with education, there are several variables that can improve the quality of students' reading comprehension. But the two variables that would be discussed in this paper is about lexical collocation and grammar mastery.

This study was designed to examine the effects of collocation instruction on enhancing the students' reading comprehension. However, having a large amount of collocation knowledge may benefit reading / listening comprehension since collocation may help readers or listeners process language in chunks instead of individual words. This study will explore the effects of collocation instruction towards reading comprehension.

2. The Effect of Lexical Knowledge of Collocation (X_1) towards students' Reading Comprehension (Y)

From the hypothesis test acquired the score of $Sig = 0.043$ and $t_{test} = 2.068$; while $t_{table} = 1.64$ because the score of $Sig < 0.05$ and $t_{test} > t_{table}$ so H_0 is rejected, it means that there is a significant effect of independent variable X_1 (lexical knowledge of collocation) towards the dependent variable Y (students' reading comprehension).

According to the synthesis of existing theory in Chapter II, McCarthy and O'Dell (2005: 6) define the good idea to learn collocation Because they can: 1) Improve the style of writing, Since, in the writing need the variety words and should be read better. Instead of saying "a big meal" it can say "a substantial meal",

2) Give the alternative ways of saying something: It Gives more expressive and precise. "It was very cold and very dark", the sentence repeating the word "very". It can be changed by "it was bitterly cold and pitch dark", 3) Give the natural way to say something "Smoking is strictly forbidden" is more natural than "smoking is strongly forbidden".

3. The Effect of Grammar Mastery (X_2) towards students' Reading Comprehension (Y)

From the hypothesis test acquired the score of $Sig = 0.044$ and $t_{test} = 2.056$; while $t_{table} = 1.64$ because the score of $Sig < 0.05$ and $t_{test} > t_{table}$ so H_0 is rejected, it means that there is a significant effect of independent variable X_2 (grammar mastery) towards the dependent variable Y (students' reading comprehension).

According to the synthesis of existing theory in Chapter II, Understanding grammar will make the students more logically. Grammar allows the students to be a good writer, listener, thinker, reader, and communicator at the same time. In addition, Finkelstein (2000: 193) stated, "Incorrect or improper grammar can change the meaning of what you are trying to say or, at least make your meaning hard to decipher and incorrect grammar says something about you and the quality of your thinking. "Once the students have mastered English grammar, they will be Able to Communicate with anyone and everyone. The more grammar rules the students have mastered, the communication will be clearer. The students have to grasp a good grammar and know how to explain it at the same time. Having a good quality in grammar mastery of make the students feel more confident

to speak or to write in English. It is also included in reading comprehension, the more students have mastered grammar to produce good sentence, the better answering the Reviews their scores in essay form.

CONCLUSION

Based on the data description of the research and after doing an analysis, so it can be concluded that:

1. There are significant effects of lexical knowledge of collocation (X₁) and grammar mastery (X₂) concurrently towards students' reading comprehension (Y).
2. There is a significant effect of lexical knowledge of collocation (X₁) towards students' reading comprehension (Y).
3. There is a significant effect of grammar mastery (X₂) towards students' reading comprehension (Y).

Suggestion

Based on the conclusions of the research that has been stated above, some suggestions can be delivered as follows:

1. Students' reading comprehension should be increased through the better lexical knowledge of collocation.
2. Students' reading comprehension should be increased through the better Grammar mastery.
3. This research is still very short in detail. Hence, the researcher need to conduct further research to find out more about the effect of lexical knowledge of collocation and Grammar mastery towards student's reading comprehension.

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