

**THE EFFECT OF LEXICAL COLLOCATION UPON STUDENTS'
READING COMPREHENSION ACHIEVEMENT
AT SMAN 4 SINGARAJA
IN THE ACADEMIC YEARS 2013/2014**

Venikagitayani,N.P.V., Ratminingsih,N.M., Suputra, P.E.D.

English Education Departement
Genesha University of Education
Singaraja, Indonesia

e-mail: fnp.veni.v@gmail.com, made_ratminingsih@yahoo.com.au, ekadambayana@gmail.com}@undiksha.ac.id

Abstrak

Penelitian Experimen ini bertujuan untuk meneliti efek dari Lexical Collocation pada kemampuan membaca siswa. Untuk melakukan penelitian, 72 siswa telah dipilih sebagai sample. Mereka adalah siswa kelas X MIPA di SMAN 4 Singaraja. Kelompok siswa diberikan lotere, dan hasilnya adalah siswa kelas X MIPA 2 terpilih sebagai kelompok Eksperimen, dan X MIPA 3 sebagai kelompok kontrol. Metode yang digunakan adalah *Posttest Only Control Group Design*. Kelompok Eksperimen diberikan perlakuan berupa Collocation dan kelompok control diberikan perlakuan berupa metode pembelajaran membaca konvensional. Di akhir penelitian, kedua kelompok diberikan *posttest*. *Posttest* yang diberikan berupa tes kemampuan membaca, yang berisi 20 buah test objektif. Data yang didapatkan dianalisis dengan statistic deskriptif dan inferensial. Penelitian ini menggunakan Alternatif hipotesis. Hasil dari t test yaitu t observasi lebih tinggi daripada t tabel dengan nilai 2.03, yaitu 5.14. Dari hasil ini, hipotesis nol ditolak dan hipotesis alternative diterima. Hipotesis nol yang ditolak berarti ada perbedaan yang signifikan antara siswa yang diajarkan dengan Collocation dan yang tidak.

Kata kunci: Collocation, Pembelajaran membaca konvensional, kemampuan membaca.

Abstract

This experimental research aimed at investigating the effect of Lexical Collocation on students' reading comprehension achievement. To conduct the research, 72 students were selected as the samples. They were the tenth grade students of science major at SMAN 4 Singaraja. The group of students were given the lottery, and the result showed that the X MIPA 2 was experimental group and X MIPA 3 was the control group. The design used in this research was *Post Test Only Control Group Design*. The experimental group was given collocation as treatment and the control group was taught by using a conventional teaching method. At the end, both experimental and control groups were given the post test. The post test was a reading comprehension test, consisting of 20 multiple choices. The data obtained by the post test were analysed by using Descriptive and Inferential Statistic Analyses. This study used alternative hyphothesis. The result of t test in which $t_{observed}$ was higher than $t_{critical\ value}$ 2.03 was 5.14. Based on the result, the null hyphothesis was rejected and the alternative hyphothesis was accepted. The rejected null hyphothesis means that there is significant difference on reading comprehension between the students who were taught by using collocation and who were not.

Key words: Lexical Collocation, Conventional teaching reading, Reading comprehension.

INTRODUCTION

Reading has an important role in learning English. Nunan (2003:69) states that reading is an essential skill for learners of English as a second language. By strengthening reading skills, learners will make greater progress and development in all areas of learning. For most learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading in English is required.

Pang et al. (2003:6) state that reading is about understanding text. Understanding text include get meaning from the text. understanding text is help by reader prior knowledge. Their environment, people they meet, the previous text they read, and experience they have every day help people to understand the text better.

So, reading is a complex activity that involve both perception and thought. Reading enables readers to gain new knowledge. It opens up new world and oportunities. Through reading, people might enjoy literature, knowing something new, getting job, and expand their thought. The readers' prior knowledge, experience, attitude, and the social environment where the readers lived or grow helps readers in understand text .

The main goal of reading is comprehension. Comprehension is the process of making sense of words, sentences and deriving meaning from connected text (Pang et al., 2003: 6).

The RAND group (as cited in Lehr and Osborn, 2005: 6) define comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Horowitz (2011: 2) states that reading comprehension is a complex cognitive process that depends upon a number of ingredients all working together in a synchronous, even automatic way. Indeed, comprehension is a complex process that includes cognitive process, which helps reader to understand the text. The reader is using reading comprehension as ways to be sure that what is being read matches

their expectations and help builds on their growing knowledge. (Horowitz, 2011: 2).

So, comprehension is an active process including making use of prior knowledge to construct meaning from the text. Comprehension in reading becomes important because it makes the readers get something meaningful in their reading. Comprehension also help people to build on their knowledge, because without comprehension, reading is meaningless.

Collocation has an important role in teaching. The first and most obvious reason why collocation is important is because the way words combine in collocations is fundamental to all language use (Hill, 2000:53).

Collocation is a predictable combination of words. (Hill, 2000:51). Some combinations of collocation may be very highly predictable, while some strong collocation have a status of idioms – shrug your shoulder. Some other may be so common that makes so hardly marked. Collocation, in fact, can be much longer than only two or three words. Lewis (2000: 13) states that collocation field of two words, reveals in the difference of meaning or rather precisely the difference between the ways the words are used.

We could conclude that collocation means the words that co – occur with other words in language use, in which can give a different meaning and naturally came together in the text. It also could predicted, and in a particular case, not only combination of two or three words, but also combination of many words.

There are many types of Collocation found by some people. According to Benson et al. (2009: XIII) these recurrent, semi – fixed combination or collocation can be divided into two major groups: Grammatical Collocation and Lexical Collocation.

A grammatical collocation is a phrase consisting of a dominant words (noun, adjective, verb) and a preposition or grammatical structure such as infinitive or clause. There are eight major types of grammatical collocation: the types are designated by G1, G2, to G8.

Lexical Collocation more likely consist of verbs, adjectives, nouns, and adverbs. There are 7 types of lexical collocatin, L1 to L7.

Lewis (2000) find 20 type of collocation, to recognize the groups of words that regularly found together.

Al – Sibai (2006: 7) state a new collocation category model that use a combination of a section from Lewis taxonomy of lexical items such as polywords, institutionalized utterances, idioms, and phrasal verb and Hill collocation categories.

Those types of collocation, sometimes has a similarity, for example, the kind of collocation found by Al – Sibai (2006). It was a combination of Lewis' collocation type and Hill's collocation. Some of Collocation types found by Lewis also have a similarity to Lexical Collocation found by Benson et al. (2009). There were similar type that can be found on both Collocation type by Lewis and Lexical Colloation found by Benson et al.

There were several studies conducted in the implementation of Collocation and reading comprehension. The study conducted by Hsu (2010) showed the slight improvement on students' reading comprehension after being taught by collocation instruction. Lien (2011) found that collocational knowledge is associated with reading comprehension.

Sahragard (2013) conducted his research and found out that the collocation has an effect to reading comprehension. This research emphasized on the fact that lexical collocation can be effective in learners' reading comprehension.

Other research conducted by Kiaee et al (2013). The result of the research shows that teaching collocation is an effective strategy that positively contributes to the development of reading comprehension.

Tekingül (2012) found that collocation teaching has a positive effect on reading comprehension. The result shows the significant increase in reading comprehension.

In short, this research was also aimed to investigate the effect of collocation through reading

comprehension, in which, from the research presented before, was possibly done. However, there are some differences between this research and the previous research explained by the writer. This study was focusing on investigating the effect of lexical collocation suggested by Benson et al (2009).

Based on the interview done with the English teacher at SMAN 4 Singaraja, number of students were found to encounter some difficulties in reading activity. The students hardly understood the text, due to lack of vocabulary knowledge or understanding the meaning. The students tried to find meaning by looking at dictionary, but they still found difficulties in putting the meaning together, so they can understand the text. This affected the students' comprehension in reading.

Therefore the purpose of the study was to investigated whether or not the application of Lexical Collocation contributes significantly to students' reading comprehension. Lexical Collocation was chosen because this type of collocation consists of type of the familiar words to the students. It makes students and teacher easily used the lexical collocation. Sahragard (2013:116) states that the role of lexical collocation gets clearer when we consider that collocation hang the elements of the text together and create cohesion among the sentence of a text which help the reader comprehend the meaning of the text easily. Therefore, the researcher believes that lexical collocation would help students in reading comprehension. In line with the importance comprehension in reading activity and Collocation as one way to help students' reading comprehension in tenth grade students of senior high school, the researcher considered that it was very important to investigate more on the effect of Collocation upon the students' Reading Comprehension Achievement. Therefore, the study investigated the effect Lexical Collocation on students' Reading Comprehension achievement. The title of this study was The Effect Of Lexical Collocation Upon Students' Reading

Comprehension Achievement at SMAN 4 Singaraja in the Academic Years 2013/2014.

This study was conducted in SMAN 4 Singaraja, because on the preliminary interview with the teacher, the tenth grade students, especially Natural Science Major encounter the problem in Reading comprehension.

The problem of this study is: Is there any difference of reading comprehension between the tenth grade students of SMAN 4 Singaraja students' who are treated by collocation and those who are not treated by collocation?

RESEARCH METHOD

The design used in this research was *post test only control group design*. Fraenkel and Wallen (2006:273) state that *Post Test Only Control Group Design* involves two groups, both of which are formed by random assignment.

In educational research, the population of interest is usually a group of persons who possess the certain characteristic. (Fraenkel and Wallen, 2006:93). Hinkle et al (2006: 8) state that Population is all members of some defined group. In this study, the population was all tenth grade students of Natural Science Major at SMAN 4 Singaraja. They were divided into 6 classes, X MIPA 1 to X MIPA 6. Each class consists of 36 students, so there were 216 students of tenth grade of natural science major at SMAN 4 Singaraja.

Sample is defined as a subset of population (Hinkle et al, 2006:9) Fraenkel and Wallen (2006:107) state that sample is any part of a population of individuals on whom information is obtained. Sample is a part of population. Sampling is the process of selecting the number of individuals who will participate in a research study (Fraenkel and Wallen, 2006:107).

This research used cluster random sampling. Cluster random sampling is the selection of the group, or cluster, of subjects rather than individuals (Fraenkel and Wallen, 2006:97).

Cluster random sampling is used when it was impossible to select the individuals as a sample due to administrative or other

restriction. This cluster random sampling is mostly used in educational research. The advantages of cluster random sampling are that it can be used when it is difficult to select random sampling of individuals, it is often far easier implemented in school and it is less time consuming (Fraenkel and Wallen, 2006:98)

In this research, two groups were selected by using lottery. One group was designated to be Control group and the other group was Experimental group. Control group was taught by using conventional teaching reading, while the experimental group was taught by using the Lexical Collocation. At the end of the treatment both groups were given post test in the form of multiple choice type test that consisted of 20 items. The result of this post test was used as measurement to reveal whether there was any difference between the two groups.

There were several instruments that were used in this study, namely reading comprehension test, reading passage and collocation test.

The reading comprehension test was given to the students in this study containing some reading texts. Each text was followed by multiple choice type test with five options.

The collocation tests were in the form of grammar and vocabulary test. These tests were given twice and there were 30 items for each test. The score then was analyzed.

The data were analyzed quantitatively. Additionally, two forms of statistical analysis namely descriptive statistical analysis and inferential statistical analysis were used to measure the data. Before conducting descriptive and inferential statistical analysis, a test of analysis requirement was conducted. The test was in the form of homogeneity and normality tests.

FINDINGS AND DISCUSSION

Samples in this study were two groups of tenth year students. Both groups were taught by implementing different techniques. Class X MIPA 2 was assigned as EG and was taught by Collocation, while class X MIPA 3 was assigned as CG group and

was taught by Conventional teaching reading. Additionally, there were content validity and reliability done before the treatment given to the students in this research. The try out test was administered to X MIPA 1 and analyzed. From 20 test items on the reading comprehension test, 5 test items were invalid and need revision and 15 test items was valid and could be used as a posttest. Total item of the test was 20 items. Meanwhile, the result of reliability was 0.26. By thus reliability and validity test, the reading comprehension test was valid and reliable. The reading comprehension test could also be used as a posttest, that administered to the EG and CG.

The treatment was conducted 5 times. In the end of a treatment, a posttest was administered to both groups in a form of a reading comprehension test. The students were given some texts that followed by multiple choice type tests. The number of test was 20 items. Gained score were further analyzed into statistical analysis.

The score analysis was done through SPSS (Statistical Package for the Social Science). The score obtained from the two groups were analyzed descriptively in order to find mean score and standard deviation of each group.

In descriptive analysis, the data in the posttest were analyzed to determine the measure of central tendency (mean, median, mode) and dispersion tendency (range and standard deviation).

These measurements were used in order to give a clear description of how each group in the study performed in the posttest.

From the data, the lowest score of the students in X MIPA 2 (Experimental Group) was 70 and 8 students achieved it. There were 3 students who got 75 and 80. There are also 2 students achieved 85. The score 90 was achieved by 18 students which was the most frequent score. The highest score, 95 was achieved by 2 students.

From the data, for the Control Group (X MIPA 3), lowest score was 70 and achieved by 9 students. The most frequent score, 75 was achieved by 19 students. There are 6

students who got 80. The highest score, 85, was achieved by 2 students.

Considering the data, the score of experimental group was higher than the score of control group. The lowest score of both of experimental and control group was 70. The highest score of experimental group was 95 and the control group was 85. This indicated that the experimental group had better performance compared to control group. The data were also analyzed descriptively in term of mean, median, mode, range, variance, and standard deviation.

The median is the mid – point of the data set that has been ranked in an increasing order. From the result of the data, the researcher stated that the median of experimental group was 90 and median of control group was 75.

The mode is the score that occurs most frequently in a distribution. The data shows that the mode of experimental group was 90 and control group was 75.

Mean is determined by adding up all of students' score in a distribution, then dividing the sums by the total number students. Mean Score for Experimental Group was 83.47 and Control Group was 75.13.

Range is the difference between the highest and the lowest score. In this study, the range of experimental group was 95 subtracted by 70 (the lowest score) and the result was 25. On the other hand, the range of control group was 85 subtracted by 70 (the lowest score) and the result was 15.

The preference measure of dispersion when the data have been measured on an interval scale is variance (Hinkle et al, _:44). Simply put, the variance is the average of square deviation from the mean. The variance of EG was 78.31 and for CG was 16.4

The standard deviation of EG was 8.85 and for CG was 4.05

From the computation above, the data showed that the standard deviation of the experimental group was 8.85, while the control group was 4.05. The data also indicated that the mean, median and mode of experimental group were higher than control group. The mean of experimental

group was 83.47 and the control group was 75.13. The median of the experiment group was higher than control group, which were 90 while control groups' median was 75. The mode of experimental group was 90 and the mode of experimental group was 75. From the data, the researcher concludes that the experimental group has higher achievement than control group.

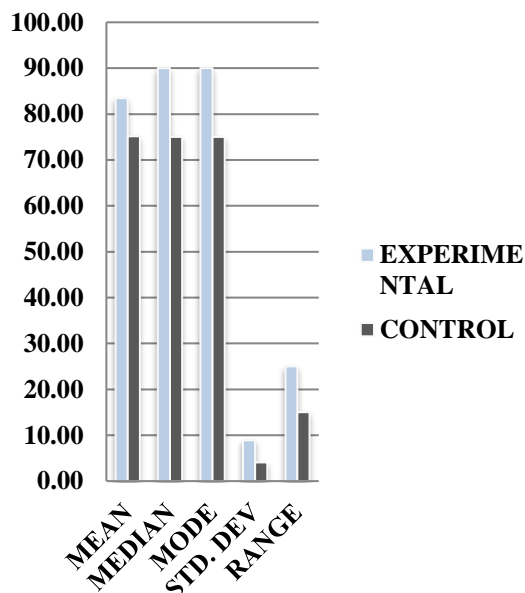


Chart 1.the Descriptive Analysis of the Data Measured in Posttest

From the chart 1, it can be seen that the median, mean, and mode of the experimental group far higher than control group. The difference in mean, median and mode between experimental group and

control group showed that the experimental group performed better than control group, since the experimental group attained higher score than the control group. The different result in standard deviation and range showed that the control group was more homogenous than those in the experimental group.

The obtained scores from the two groups were also analyzed inferentially by using t-test. The purpose of conducting t-test was to determine the significant difference of the samples. Before analyzing parametrically using t-test, the data should be categorized as having normal distribution and homogeneity of variance.

To test whether the data was distributed normally or not, testing the normal distribution was administered by using *chi – square test*. From the data, we could concluded that the results of chi square test (X^2) from both EG and CG was lower that chi square table (X^2). The X^2 of Experimental Group was 4.08, and X^2 of Control group was 4.42, which was far lower than the X^2 table, at degree of freedoms' 5 and 5% significant of value, was 11.070. Those results mean that the data obtained in this study were already normally distributed.

The homogeneity of the data was measured by using *Levene* statistic. In *Levene* statistic, it is assumed that the variance of the groups are all equal since the significance value exceeds the value of 0.05. The result can be clearly seen in the table 1.

Table 1. Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.074	1	70	.786
Based on Median	.101	1	70	.752
Based on Median and with adjusted df	.101	1	69.447	.752
Based on trimmed mean	.087	1	70	.769

The result above shows that the significance value (sig.) had exceeded the value of 0.05. The significant value based on mean was 0.074, based on median was 0.101, based on median and with adjusted df was 0.101, and based on trimmed mean

was 0.087. It can be concluded that the variances between groups were already homogeneous.

Hypothesis testing (t – test).This study was completed by the normality data and the homogeneity variance before the

treatment was given. Since the requirements of the normal distribution and the homogeneity of variance had been completed, a t-test was then administered to determine whether or not the difference of the means between the two groups was significant. Before discussing the t-test, the researcher also provided a table of post-test which was calculated through SPSS 16.0.

The parametric t-test was administered after proving data were in state of normal and homogeneous. The purpose of having t-test analysis was to find out whether there is any significant difference between the

two groups. T-test analysis is formulated as follow.

The calculation of t-test analysis for determining whether there was or no significant difference between the two groups. Result of calculation shows that the result of intended data analyzed inferentially was 5.14. It was higher than the value of the basic standard that use to find out whether the hypothesis was rejected or accepted at 2.03 ($\alpha = 0.05$). It indicated that the null hypothesis (H_0) this study was **rejected**. The rejection of the null hypothesis means that there was significant difference between the two groups.

Table 2 Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means								
								95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	46.024	.000	5.137	70	.000	8.33333	1.62209	5.09818	11.56849	
Equal variances not assumed			5.137	49.050	.000	8.33333	1.62209	5.07371	11.59296	

This study was an experimental research which aimed at finding out the significant difference between the two groups, that is, the experimental group and the control group, by implementing different techniques of teaching reading. Lexical Collocation Teaching was applied in the experimental group while Conventional Reading Technique was implemented in the control group. As stated before, collocation is the words that co – occur with other words in language use. By teaching collocation to the students, they were familiar with the collocate words, and helped them to understand text better.

The application of lexical collocation was in the form of treatment and conducted 5 times before the students given the reading comprehension test. The treatment was in form of teaching, and the students were given some task or test of collocation. First, the students made aware of

collocation and the type of collocation, which in this study, spesifically lexical collocation conducted by Benson et al (2009). The students found difficulties in understanding the collocation, because they were not familiar with the term collocation. The researcher explained the collocation and gave examples of collocation until the students understand and familiar of collocation. One of the example given was “put on”. By giving this example, the students finally understood the what collocation was. Then, the students were given the type of collocation, they were told to give examples of collocation by using the pattern given. Again, the students found some difficulties in giving examples of collocation. The students found great difficulties in differentiating verb, adjective, or noun. After the researcher had explained the difference, and told the students how to differentiate them, the students were given

a paragraph consisting of some collocations. The students were told to underline the words and the synonym of those words. For example, on the text, the students were given the word "old". The students were told to find the synonym of the word "old". After that, the students were told to make a simple collocation grid. In this collocation grid, students were given some words, which they could find in the paragraph, and the synonym. The students were, then, told to match the words. The students found that some words, even though they had the same meaning or synonym, could not put in pair with the same word as the other word. When they finished with the collocation grid, the students were given some questions based on the text. The students were also given some collocation tests. Collocation tests were conducted to know how much the students understood about collocation. At the end of session, the students submitted the collocation grid they had made, the collocation test and the reading comprehension test.

There were many tests or treatments given to the students during the research. Besides the collocation grid, students also were told to match the words, find the collocation from the text, fill in the blank with correct collocation, correct mistake in collocation and collocation instruction. This treatment was given in order to make students aware and understand the use of collocation, especially lexical collocation. This research was an adaptation from many research conducted before, such as research by Al – Sibai (2006) and Hsu (2010). These two researchers found that the collocation helped the students to learn English. The researchers also believed that the exercises given to the students were able to help students reading comprehension achievement. Hill (2000) also gives some of the exercises that made students aware and familiar with collocation. After few treatments, the students made a significant progress in learning collocation. The students became more aware of collocation and able to find the example easily. Collocation was able to help students understand the chunk and

did not construct the meaning by translating word per word. Al – Sibai (2006) in her research used some tests to correlate the collocation competency and general English proficiency. Her research showed that the students who are frequently made aware of collocation had better score in proficiency test. The number of collocations' treatment given to the students also had an effect to reading comprehension, as stated by Tekingül (2012). This means, the lexical collocation, indeed help students to learn English.

As compared to the students in the experimental group, the students who were taught by conventional teaching reading in the control group were only given the material and finding the certain information of the text. The students were given the text, and told to find difficult words they found in the text. Some of the students tried to find the difficult words, but the others were wondering. The students seemed not interested in the task given by the teacher. They rather did anything else, such as talking to their friend, or just daydreaming. After that, the teacher explained the generic structure and the students were told to find the generic structure of the text. After finding out the generic structure, the students read the text in pairs. The teacher told some of the students to read the text aloud. However, when the students read the text, the teacher only corrected the pronunciation. Then, they were told to answer the questions following the text. The students just read the questions and tried to find the answer. The students in the control group finished answering the question faster than the experimental group. The students did not have any idea what was the text about, and the meaning of difficult word. They just submitted the answer and made a similar mistake on their reading. The students made a lot of mistakes in finding the synonym of the word or the details of the text, even though there were the question about some details. The students also made a lot of mistakes when there is a question of pronoun and its reference. They could not find the correct answer, because the students did not understand the context of the text.

After the first analysis conducted, it can be stated that Collocation is an effective technique applied in the teaching reading. It was strengthened by the result of descriptive analysis and inferential analysis that there was a significant difference between the application of Collocation and Conventional Reading Technique to the students' reading competency. The mean score for the experimental group was higher than that for the control group. The experimental group reached the score of 83.47 while the control group reached the score of only 75.13. This means that the students in experimental group could answer the reading comprehension test better than the students in control group. This result also means that the result of reading comprehension on experimental group was better than before given the treatment.

The result of central tendency (mean, median, and mode) of experimental group and control group also show that the experimental group performed better in the posttest rather than control group. Comparing the standard deviation from each group, the experimental group also achieved better score that was 8.85 as compared to 4.05 for that of the control group. In addition, viewing from inferential analysis, the result of t-test analysis which was 5.14 was higher than t_{cv} at 2.03 ($\alpha = 0.05$). There is, therefore, a rejection for the first null hypothesis which meant that the difference of the means score of each group was significant. Furthermore, Collocation contributed a significant influence to the students' reading competency in the experimental group. In other words, the result of data analysis showed that the students who were taught by Collocation performed better than those who were taught by Conventional Reading Technique.

The result shows that the collocation, especially lexical collocation affects the students' performance in reading comprehension. Sahragard (2013) found out the similar result. He found that the lexical collocation helped students in reading comprehension. In his study, Sahragard (2013:133) state that the lexical

collocation can be effective in learners' comprehension. The effect of collocation on reading comprehension was shown by the difference of mean between EG and CG. The EG performed better than the CG. Hsu (2010) also found that collocation instruction helped the students in reading comprehension and vocabulary learning. Lexical collocation and the treatment given to the students made a change in students' level of reading comprehension achievement. Lien (2011) found that the collocation instruction had more positive effect on the participants' reading comprehension and also that collocation instruction enhanced the participants' reading in some degree. All those researches proved that collocation, in this case, lexical collocation was effective to enhance the students' reading comprehension. The treatment received by the students also made them easily in understanding the text and the question, because they were not translating or finding the meaning of word per word. This translation method sometimes made students confused, because on some collocation, such as "hang on", it was difficult to understand its meaning when it is translated word by word. So, we could conclude that learning collocation indeed help students in their reading comprehension achievement.

CONCLUSION AND SUGGESTIONS

Based on the finding and discussion of the study, we could conclude that there is significant difference in the reading comprehension between the students who were taught by Collocation and those who were taught by Conventional Teaching Reading. It was proven by the result of t-test shows that the result of inferential statistic was 5.14. It was higher than the value of the basic standard used to find out whether the hypothesis was rejected or accepted at 2.03 ($\alpha = 0.05$). It indicated that the null hypothesis (H_0) used in this study was rejected. The rejection of the null hypothesis means that there was significant difference in the reading comprehension between the students

taught by Collocation and those who were taught by Conventional Teaching Reading.

In connection to the conclusion, the researcher proposed some suggestions. They were as follows:

For the teachers, it is highly recommended that the teachers can apply Collocation in teaching reading since it has been proven effective to improve the students' reading comprehension.

For the students, it is expected that the students can use Collocation to easier to find the chunk and does not have any mistake in understanding the sentence or a text.

For other researchers, it is recommended to the other researchers who are interested in conducting further research to investigate the effectiveness of using Collocation in a different skills such as writing and different level of students.

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