

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of an international language in this era. By learning English, we can communicate with other people from around the world. In Indonesia, English is a foreign language which is taught to the students at school. English has influenced many important aspects of human life, education, entertainment, international trade, tourism and others.

Since it is considered as international language, learning English has becomes a necessity for everyone who wants to use it in international interaction. 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. Here, the writer only focuses on reading. As a part of language skills, reading has an important role for the success of language learning process. Thus, in Holy Qur'an there is a verse that explains about the instruction of reading:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ
 الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

1. Read! In the name of thy Lord Who Created
2. Created man, out of a (mere) clot of congealed blood.
3. Read! And thy Lord is the most Bounteous.
4. Who taught by the pen.
5. Taught man that which he knew not.¹

Reading is one of the language skills must be mastered when the people are learning a language. As one of the basic skills of foreign language reading perhaps the most difficult skills for students compared with other skills. It involves so many components to be mastered because according to Ila Amalia that “reading is a complex and multi-dimensional”.² It means the effective teachers have to understand of this complexity and able to use a range of teaching approach that produce confident and independent readers. There are a number of components that need to be considered in teaching reading towards recognizing this complexity, such as rich vocabulary, development of phonological processes, the provision of a framework for teaching

¹<http://ayatal-qur'an.net/2015/02/surat-al-alaq-the-clot-terjemah-bahasa-inggris/>

²IlaAmalia, Promoting Critical Reading Skills: The Use of Authentic Text Materials in EFL Class (Serang: FTK Banten Press & LP2M IAIN SMH Banten, 2014), 9

comprehension strategies, a motivation and enjoyment of reading process, and a renewed focus on reading fluency.

The significance of reading for language learners is not only for careers, study, and pleasure, but also for language acquisition. Harmer said that “reading provides good models for English writing and provides opportunities to study language; vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts”.³ It is important because students always deal with a text that they have to understand. Reading is also gateway to get information and knowledge. With good reading, students will make great progress and attain great development in all academic areas. In order to achieve an understanding in reading, students should have the ability in reading comprehension.

From the statement above, it can be concluded that reading is one of the basic skills of foreign language and it plays an important role in learning language process as it covers many aspects of language.

This research will take place in the oldest high school in Cihara. It is located at Jl. Raya Bayah-Malingping Kp. Panyaungan,

³Jeremy Harmer, *How to Teach English: An Introduction to The Practice of English Language Teaching* (England: Longman, 1998), 68.

Kec. Cihara, Kab. Lebak-Banten and it is about 15 KM from Malingping city. When the writer conducted an interview with Nia Supiati, S. Pd as the English teacher of the second grade of MA Daarul-Ulum, the writer asked her how was their learning English, and she said that her students were full of enthusiasm while they were learning English, but the problem that students face was reading comprehension.⁴ She found still many students get the difficulties in reading English text. One of their difficulties in reading text is when they found the combination word or we can say collocation. They confused how to understand its meaning because it contained with two different words which continuously and if one word of both are changed by other word, it will be occurred unnatural meaning.

There is no particular dictionary which provide for that words. It is why the students have to memorize and learn more about the authentic meaning of that collocation, in order to be easy and fluently and also make them natural when reading a reading text.

⁴ Nia Supiati, interviewed by Upit Sripartini, *The Background of Students' Reading Comprehension*, Panyaungan, Bayah, January 10, 2017.

Based on the description above, it is necessary for anyone who concerns in teaching English to find out the approach which can enrich students' reading comprehension. Therefore, to overcome this ongoing problem, the writer is interested in offering an alternative solution in teaching reading. The writer recommended teaching reading by applying lexical collocation.

In addition, a collocation is a pair or group of words that are often used together. Collocation will help to write English in a more accurate and natural way. We will probably understand the utterance *there was very hard rain in this morning* but that sounds feel unnatural.⁵ When we 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.

This study is designed to examine the effects of lexical collocation instruction on enhancing the students' reading comprehension. However, having a large amount of collocation knowledge may benefit reading comprehension since collocation

⁵McCarthy, M. and O'Dell, F. *English Collocation in Use*(Cambridge: Cambridge University Press, 2008), 4.

may help readers or listeners process language in chunks instead of individual words.

Based on the statements above, the writer conduct the research with the title *“The Effects of Lexical Knowledge of Collocation Towards Students’ Reading Comprehension”*.

B. Limitation of The Problem

In this study, the writer only focuses on the effects of lexical knowledge of collocation towards students’ reading comprehension. It is conducted only for the second grade of MA Daarul-Ulum Panyaungan-Lebak Academic Year 2017-2018. Thus, the result of this study only generalizes or applies to the target population, specifically to the second grade of MA Daarul-Ulum Panyaungan-Lebak.

C. Statements of The Problem

Based on background of the study above, the statements of problems are formulated as follow:

- 1) How is the students’ reading comprehension at the second grade of MA Daarul-Ulum Panyaungan-Lebak?

- 2) What is the effect of students' lexical knowledge of collocation in reading comprehension at the second grade of MA Daarul-Ulum Panyaungan-Lebak?

D. Objectives of The Research

Based on statements of problem, so that the purposes of the research are:

- 1) To know the students' reading comprehension at the second grade of MA Daarul-Ulum Panyaungan-Lebak?
- 2) To find out the effect of students' lexical knowledge of collocation in reading comprehension at the second grade of MA Daarul-Ulum Panyaungan-Lebak.

E. Significance of the Research

The findings of the study are intended to give meaningful contribution to the English teachers, and the students.

a. For English Teachers

This study might 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 approach 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.

b. For 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.

c. For Writer

From this study, the writer can get many experiences in the future as an English teacher and get guide to conduct the next researches.

F. Previous of the Study

There are some writers who take color lexical collocation in their research.

1. Fatemeh Eidian, *"The Impact of Lexical Collocation Instruction on Developing Writing Skill among Iranian EFL Learners."* (Islamic Azad University, Semnan, Iran).

The results of the research showed that there was a significant difference between the scores of the participants in the control and experimental groups. In addition, all the

one paragraph essays of the study were analyzed through analyzing the components of writing including grammar, vocabulary, fluency, relevance and mechanics. The results also showed that there was a significant difference between the mean scores of control and experimental groups in writing these components.

It can be concluded that lexical collocation instruction developed the writing components of vocabulary and mechanics rather than grammar, relevance, and fluency in writing one paragraph essays.

2. Hamdi, “*An Analysis of the Use of Collocation in Students’ writing.*” (FBS Universitas Negeri Padang).

The findings showed that using *verb + noun collocation* and *adjective noun collocation* are being in a “good” and “excellent” level. So, it can be concluded that using *verb + noun collocation* and *adjective noun collocation* is not a prominent problem on writing essay in three or five paragraphs for students in the third semester. Also, it can be concluded that using *verb + noun collocation* is more difficult than using *adjective noun collocation*.

From the previous study above we have known that lexical collocation has good impact in learning English. Here the writer would like to focus the discussion on Students of Senior High School in reading comprehension by applying lexical collocation. The writer thinks that teaching reading in senior high school is not easy, because need more activity in order to encourage students to understand, to be natural, and fluency when they read a reading text. So the teacher has to give the best approach in teaching that can help students' comprehend their reading, make easy and fun for them.

The writer wants to apply lexical collocation approach on teaching reading. The writer hopes this research will help both of students and teachers to make easy and more creative in teaching learning English activities.

G. Hypothesis of the Study

The hypothesis of research is state as follow:

a. The alternative hypothesis (Ha)

There is significant influence of applying lexical collocation towards students' reading comprehension at the second grade of MA Daarul Ulum Cihara-Lebak.

b. The null hypothesis (H₀)

There is no significant influence of applying lexical collocation towards students' reading comprehension at the second grade of MA Daarul Ulum Cihara-Lebak.

H. Organization of writing

This paper is systematically divided into five chapters. The following is short description about what each contains.

Chapter I is introduction that consists of background of study, limitation of problem, the statement of the problem, the objectives of the research, significance of research, the previous of the study, hypothesis of the study, and organization of writing.

Chapter II is literature review. It consists of definition of reading comprehension, purposes of reading, types of reading skills, definition of collocation, types of collocations, and categories of collocations.

Chapter III is research methodology. It covers research method, place and time, population and sample, research instrument, technique of data collecting, and technique of data analysis.

Chapter IV is discussing about the result of the study, which shows description of data, hypothesis of testing and interpretation of data.

Chapter V is closing. The content of closing are conclusion and suggestion.