

## **COLLOCATION KNOWLEDGE AND READING ABILITY: A CORRELATIONAL STUDY AT 5<sup>TH</sup> SEMESTER STUDENTS**

**<sup>1</sup>Enyla RR**

**<sup>2</sup>Risnawati**

UIN Fatmawati Sukarno Bengkulu

<sup>1</sup>Enyla@gmail.com, <sup>2</sup>Risnawati@iain.ac.id

### **ABSTRACT**

*Collocations are always present in every reading. Reading comprehension followed by collocation mastery. The objective of this research is (1) to investigate the students' lexical mastery of collocation (2) to investigate the students' reading comprehension achievement (3) to investigate significant correlation between students' lexical mastery of collocation and their reading comprehension achievement in English Department at 5<sup>th</sup> Semester of UIN Fatmawati Sukarno Bengkulu. Correlational study was applied as a method. There were 30 students taken as the sample of this research. The data were collected by using lexical collocation and reading comprehension achievement test. In analyzing the data, this research used Pearson Product Moment Correlation and SPSS 25. The result showed that (1) the score of lexical collocation test was 93.3 % with category is poor (2) the score of reading comprehension test was 66.7% with category is very poor. Finally, it can be conclude that the correlation between students' lexical mastery of collocation and their reading comprehension is fair. It means alternative ( $H_1$ ) was accepted while null ( $H_0$ ) was rejected. Moreover, since low lexical collocation mastery can affect low reading comprehension achievement, it is hoped that the knowledge and ability of students on lexical collocation can be improved better by the teacher.*

*Key words: Lexical Collocation, Reading Comprehension*

## INTRODUCTION

A person must be able to read well to obtain a wealth of precise information. Bojovic (2010: 1), reading is a complex, purposeful, interactive, comprehending, and adaptable activity with a lot of resources and time to develop. Readers must keep up with the flow of information to draw the connections and inferences that are necessary for understanding. Reading is the foundation of all academic learning, where students can obtain information that can be applied in the next learning process. It concluded that reading is an essential skill for a foreign language (ESL/EFL) in the academic process.

Reading comprehension means understanding various types of texts and getting common ideas to particular ideas or specifics dependent on the text. It is a cognitive process that learners have to go through. Students must reckon with the basic reading comprehension processes that cooperate and complete one another. According to (Bazerman, 1985; Pressley & Afflerbach, (1995) in Zare (2013: 188), comprehension performance is not automatic, it is dependent on knowledge and regulation of cognitive procedures. In addition, fifth-semester students in the English Education Study Program who have taken reading subjects from the first semester to the fourth semester must have good reading comprehension.

Students are required to read well because they must be competent to understand reading to follow and absorb new information. Reading is the act of absorbing knowledge by paying attention to the written text is known as reading. But sometimes, students cannot find words that contain collocation. Students who lack vocabulary will tend to look for the meaning of words and sentences. According to some studies, word frequency influences knowledge of a word's meaning and how accurately the word is read in a text.

Qader (2008: 43) EFL/ESL should strive to learn collocation as they are crucial for learning and improving English. Guessing collocations may be natural and easy for native speakers but learners may encounter difficulties, as a result they make mistakes when using inappropriate collocations. In this sense, English learners need to identify and learn collocation. It refers to the use of two or more words together. Words like "I did a mistake last night" may be understood. However, it still sounds unearthy. When expressed like "I made a mistake last night" it is more collocated.

Collocations are always present in every reading. Reading comprehension is followed by collocation mastery, and as a result, students will be able to translate a word into the original language clearly and precisely. In line with Trisviana et al (2019; 62), the students' mastery of lexical collocation and their reading comprehension is significantly correlated. On the other hand, Kim & Bae (2012:111) stated that there was no significant between collocation knowledge and reading ability. Pros and cons make this research needs to be done to see how are the students' lexical mastery of collocation and their reading comprehension achievement.

It was found that a semantics-pragmatics course contains material on a collocation to several 5th-semester students of English Education of UIN Fatmawati Sukarno Bengkulu. They were randomly given reading texts containing collocations but on average they still did not understand what collocations were and their types. Students stated that they still lack the vocabularies to understand collocation in referring to the texts. They also tend to translate by using word by word so that it produces different meanings.

#### *Reading Comprehension*

Through a combination of prior experience, a reader constructs the meaning while reading or after engaging with a text. Information contained in the text positions they receive relates to direct social interaction and communication that is remembered and anticipated. According to Oakley cited in Ozdemir & Akyol (2019: 563), reading comprehension is the capacity to blend past knowledge with text reading and is the expected consequence of reading. It plays a vital role in one's life. The reader's experiences, talents, motivation, and reading goals all have an impact on comprehension. Snow (2002: 11), reading comprehension is a process of concurrently extracting and constructing meaning from written language while interacting with it. They identified three elements of comprehension: They are the reader (along with the talents, abilities, experiences, and knowledge), the text (along with printing text or e-book), and the activity (reckoning the objectives and process).

Graham (2007: 8) states that reading comprehension entails much more than responding to a text. Reading comprehension is a multifaceted, extremely intricate process that involves a variety of interactions between readers and what they bring to

the text as well as factors specific to the text. Reading comprehension is divided into three levels according to Clymer (1968) in Brassel & Rasinski (2008: 17-18):

1. Literal

Literal comprehension, the lowest degree of understanding, permits a reader to recount or retain the information contained in a book. Literal comprehension may be shown in character names and setting specifics.

2. Inferential comprehension

Inferential comprehension is the following comprehension level and relates to a reader's capacity to acquire knowledge from a text that is inferred or indicated. If a text displays a figure strolling along a road on an overcast day with an umbrella, it is safe to assume the figure is anticipating rain.

3. Evaluative comprehension

The third is evaluative. It requires making critical judgments regarding the text's details. Are the characters' acts trust worthy and truthful? Did the reader get fresh information, thoughts, or enjoyment from the collection? Were the characters realistic? Was the text of exceptional literary quality?

Graham (2007: 8) states that reading comprehension entails much more than responding to a text. Reading comprehension is a multifaceted, extremely intricate process that involves a variety of interactions between readers and what they bring to the text as well as factors specific to the text. Reading comprehension is divided into three levels according to Clymer (1968) in Brassel & Rasinski (2008: 17-18)

Day & Park (2005: 3-5) mention there are six different kinds to be useful to assist students in becoming interactive readers as follows:

1. Literal comprehension

It is a grasp of the text's basic meaning; actuality, language, days, times, and locations.

2. Reorganization

The definition of reorganization in this context is that students must incorporate information from different portions of the texts to gain a better understanding.

3. Inference

Making inferences entails more than just a literal understanding. To make an inference, students must combine their literal understanding of the text with their prior knowledge and intuitions.

4. Prediction

When predicting what will happen next or after the conclusion of the story, students employ a systematic strategy that combines their comprehension of the passage with their knowledge of the subject and associated issues.

5. Evaluation

The next type of comprehension is evaluation. It necessitates that students make a broad or in-depth assessment of some aspect of the text.

6. Personal response

The last type of comprehension is a personal response. It requires readers to express their views about the content and the issue.

According to Nuttal (1982), there are 5 aspects of reading comprehension that students must comprehend a text well. These aspects are regarded as difficulties that the students encounter in comprehending the text

1. Determining the main idea

The main idea is a statement that explains the authors' point of view on the subject. Finding the main idea is essential for comprehending a paragraph or short selection. The main idea is usually found in a sentence mostly in the first sentence. Otherwise, it also is found in the middle or at the end. As a result, it may be difficult to locate the main idea. Students become perplexed when attempting to determine what the main idea of passages is.

2. Locating reference

Reference is the antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. Students are expected to understand why the pronouns in the sentence are used, such as the pronouns that show people, places, or situations, when identifying references.

3. Understanding vocabulary

Students must understand the context to guess and find new vocabulary to broaden their knowledge. By paying attention to the context, students can find meaning through general predictions.

4. Making inference

To conclude a text, comprehension is required. The question usually forms like this

“from the passage, we can conclude that..”

“ it can be inferred from the passage..”

5. Detail information

Detailed questions or information are common in reading tests. These questions are used to assess students' comprehension of material directly stated in the text. Some examples can be seen below:

According to the passage, who was fighting for the conversation in the forest?”.

“All the following are true except..”

“ a person, date, or place is...”

*Lexical*

Wijana (2015: 28–29) the lexical is a meaning that can be recognized from a linguistic unit that is not coupled with other linguistic units. Chaer (1990: 63) a lexical term or meaning corresponds to its referent, one that is consistent with the outcomes of sensory observation, or one that is real in our lives; in other words, a lexical meaning of a word is a true image of a notion as the word depicts it. Robinson in Gyurjyan (2016: 4), a lexical is a word-thing definition in which we explain how some actual word was used by some actual people.

*Collocation*

According to McCarthy & O'Dell (2017: 6), when two or more words are often together, it is called collocation. Also, Firth said in Palmer (1981: 76) the phrase "collocation" refers to "words and their companions," highlighting the meaning of words and their interrelationships. Logar et al (2014: 45), in most cases, collocations mean the combination of the meanings of its components and it syntactically relevant in that they follow grammatical rules but they have certain in their grammatical and lexical limitations. It is a factor that can aid students to acquire a native language usage style

that allows them to choose the right lexical items and produce collocational suitable sentences. An efficient way to improve students' language fluency and choice of native language use is by learning collocation.

Benson (1997) cited in Rahmawati that grammatical and lexical collocation are two main collocational categories. He says words that are frequently placed adjacent to or co-located in the same space. Another is Lewis (2000: 132) defines collocation as the statistically significant way words co-occur in a natural text. In Salih & Ahmed (2019-80), collocation is a phrase in which the choice of a word determines its collocate. It differentiates between idioms and other phrases' collocations, as well as English syntax.

## **METHOD**

This research used a quantitative descriptive research method. According to Aliaga and Gunderson (2000) in Bhawna & Gobind Quantitative research collects and analyzes numerical data to explain events using mathematically based methodologies (in particular statistics). Suryana (2010) the descriptive method is used to identify the elements, characteristics, and features of phenomena.

As a research design, the researcher has chosen a correlational study. A statistical test known as a correlation analysis looks at the tendency or trend of more than two variables or two sets of data to fluctuate continuously. In the case of two variables, it indicates that the variances of the variables are shared, or that they co-vary.

The Pearson Product Moment has been utilized by the researcher to determine the result of the study. The researcher conducted two types of study: library research and field research. Researchers do library research by reading books or journals. Meanwhile, the researcher has utilized examinations to collect data on students' lexical mastery of collocation and their reading comprehension.

This research involved 5th-semester students of the English department of UIN Fatmawati Sukarno Bengkulu. The total population is 107 and the samples taken are 30, each of which there is 8 participants from VA, 7 participants from VB, 7 participants from VC, and 8 participants from VD with random sampling. The study began with observations on 5th-semester students of the English Department of UIN Fatmawati Sukarno Bengkulu. They were randomly given reading texts containing collocations. The instrument used is a test on lexical collocation and reading comprehension. The test is taken from the book McCarthy & O'Dell (2005) for lexical collocation and the

Official Guide to the TOEFL ITP Assessment Series (Educational Testing Service: 2019) for reading comprehension. Within 90 minutes, students were asked to complete 20 questions for lexical collocation which contained matching words, and 20 questions for reading comprehension which contained multiple choices with 4 answer choices.

These data were analyzed using Person Correlation Product Moment and SPSS V.22. The classification score table was applied from Harris (1969) for the lexical collocation score and Firdaus (2017) for the reading comprehension score. Furthermore, to determine whether or not the correlation between the two variables is significant, SPSS V.22 is used. After that, the classification category tables the correlation coefficient from Cohen, Manion, and Morrison (2007). The provision of the value of this correlation is that if the sig. value is  $> 0.05$  then there is no correlation between the two variables, while if the sig. value  $< 0.05$ , the two variables are declared to be correlated.

## RESULT AND DISCUSSION

This study was carried out in the 5th semester English department of UINFAS Bengkulu. There are two results in this study. First, test results from students' lexical mastery of collocation. Second, test results from students' reading comprehension achievement. It is limited to the correlation between students' lexical mastery of collocation and their reading comprehension achievement in the 5th semester English department of UINFAS Bengkulu. The test is done to find out how lexical collocation is, how reading comprehension achievement is, and the correlation between variables. It is given directly to the participants until the scores come out.

### *Students' Lexical Mastery of Collocation*

The results of the collocation test at the 5th semester English department have been calculated and have obtained a score. The score is given based on the number of questions, namely 20 samples and 30 participants.

The collocation test distribution data is listed below;

**Table 1 Distribution of Students' Lexical Collocation Mastery Test**

N	Score Interval	Frequency	Percentage	Min	Max	Mean	Std. Deviation
---	----------------	-----------	------------	-----	-----	------	----------------

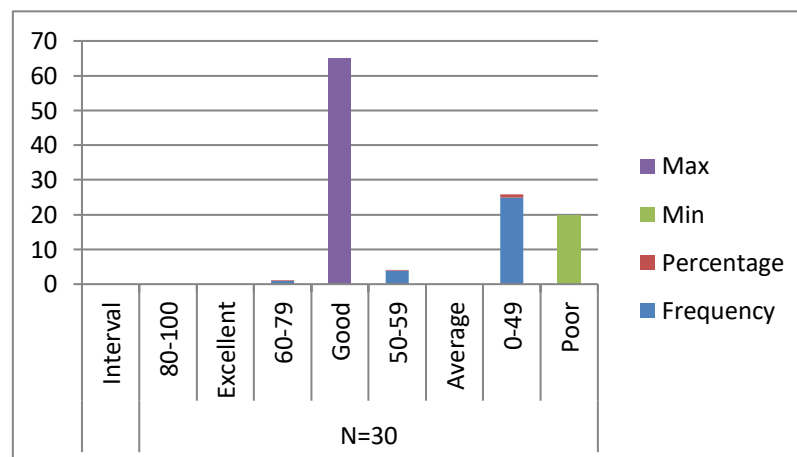


30	80-100 Excellent	0	0%	20	65	39.33	11.427
	60-79 Good	1	3.3%				
	50-59 Average	4	13.3%				
	0-49 Poor	25	83.3%				

According to the table distribution above, there are 30 participants from the 6th semester of the English department of UINFAS. The score interval with excellent has 0 frequency, the good score interval has 1 frequency or 3.3% of the sample, the average score interval has 4 frequency or 13.3% of the sample, the highest score is poor, and the interval has 25 frequency or 83.3% of the sample. 20 is the minimum and 65 is the maximum score, followed by the mean value of the data is 39.33.

As the data showed, 11.427 is the standard deviation, the higher the standard deviation, the more varied the data distribution. On the other hand, the smaller value of the standard deviation, the more similar distribution of the data, while the variance is 130.575. All the above data represented the statistical data needed for research such as mean, frequency, percentage, minimum, maximum, and standard deviation.

it can be seen in different form;



**Figure 1 Chart of the Result of Students' Lexical Mastery of Collocation**

From the chart above, 30 participants answered the collocation test. There are 0 frequencies with an excellent score interval (80-100), 1 frequency with a good score

interval (60-79) or 3.3% of the sample, 4 frequencies with an average score interval (50-59) or 13.3% of the sample, whereas 25 of the frequency with the poor of score interval (0-49) or 83.3%, minimum or lowest score of the participants is 20, and the maximum or higher score of the participants is 65.

### ***Students' Reading Comprehension Achievement***

The results of the collocation test at the 5th semester English department have been calculated and have obtained a score. The score is given based on the number of questions, namely 20 samples and 30 participants. The distribution of reading comprehension data below;

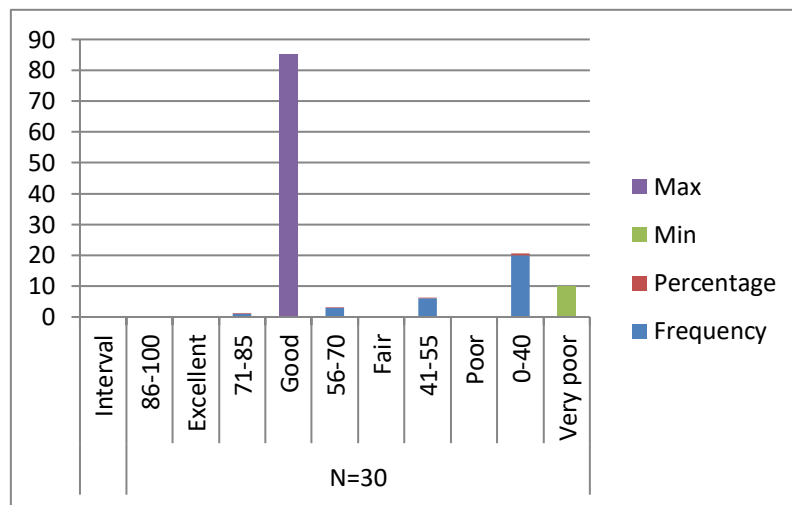
**Table 2 Distribution of Reading Comprehension Achievement Test**

<b>N</b>	<b>Score Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
30	86-100 Excellent	0	0%	10	85	37.00	18.364
	71-85 Good	1	3.3%				
	56-70 Fair	3	10%				
	41-55 Poor	6	20%				
	0-40 Very poor	20	66.7%				

According to the table distribution above, there are 30 participants from the 5th semester of the English department of UINFAS. The score interval with excellent (86-100) has 0 frequency of the sample, the good score interval (71-85) has 1 frequency or 3.3% of the sample, the fair score (56-70) has 3 frequency or 10% of the sample, after that poor score (41-55) has 6 frequency or 20 % of the sample, whereas the very poor score (0-40) has 20 frequency or 66,7% of the sample. The minimum score of the participants is 10, the maximum score of the participants is 85, and the mean value of the data is 37.00.

Based on the data above, the standard deviation has a value of 18.364, the higher the standard deviation, the more varied the distribution data. On the other hand, the smaller value of the standard deviation, the more similar the distribution data while the variance is 337.241. All of the above data represented the statistical data needed for research such as mean, frequency, percentage, minimum, maximum, and standard deviation.

The above data can also be seen in the form of a diagram as below;



### Figure 2 Chart of Result of Students' Reading Comprehension Achievement

As the data showed, there are 30 participants who have answered the reading comprehension test. There are 0 frequency with the excellent of score interval (86-100) and 1 of the frequency with good score interval (71-85), 6 of the frequency with poor score interval (41-55), 20 of the frequency with very poor score interval (0-40), whereas for the minimum or lowest score is 10 whereas the maximum score is 85.

## Correlation

It is important to find that data is linear and normal before finding the correlation between variables. The linearity test is important to know whether the data is linear or not, while to know the data is normally distributed is to do the data normality test. Furthermore, the linearity and normality tests are crucial to deciding whether parameter statistics or non-parameter statistics are used in this study. In this study, parameter statistics are used to calculate the data. As the requirements in

parameter statistics in correlation study, the linearity and normality of the data have to be examined first.

#### *Test of Linearity*

The linearity of the scores are analyzed by using SPSS V.25 and provided using ANOVA table below;

**Table 3 Linearity Test of ANOVA Table**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension Achievement *	Between Groups	(Combined)	5647.917	9	627.546	3.037	.018
		Linearity	2243.985	1	2243.985	10.861	.004
		Deviation from Linearity	3403.931	8	425.491	2.059	.091
Lexical Mastery of Collocation	Within Groups		4132.083	20	206.604		
	Total		9780.000	29			

As the data showed, the linearity results are  $0.091 > 0.05$ , so it can be concluded that there is a linear relationship between both variables.

#### *Normality Test*

The normality test was examined using SPSS V.25. The normality test is conducted to know whether the populations from which the samples are taken are normally distributed or not. The result of normality test as follows;

**Table 4 Normality Test Result**

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Lexical Mastery of Collocation	.110	30	.200*	.971	30	.568
Reading Comprehension Achievement	.148	30	.090	.952	30	.189

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows that the result of the Shapiro-Wilk normality test for the lexical mastery of collocation is sig.  $0.568 > 0.05$ , and for the reading comprehension achievement is  $0.189 > 0.05$ , so the data concluded as normally distributed.

After finding that the variable (lexical mastery of collocation and reading comprehension achievement) is distributed normally and linear. Pearson Product Moment is used to carry out the correlation coefficient between variables. The Pearson Product Moment is symbolized as  $r_{xy}$  and the test of correlation was examined using SPSS V.25

**Table 5 SPSS Pearson Correlation Product Moment**  
**Correlations**

		Lexical Mastery of Collocation	Reading Comprehension Achievement
Lexical Mastery of Collocation	Pearson Correlation	1	.479**
	Sig. (2-tailed)		.007
	N	30	30
Reading Comprehension Achievement	Pearson Correlation	.479**	1
	Sig. (2-tailed)	.007	
	N	30	30

\*\*. Correlation is significant at the 0. 01 level (2-tailed).

The provisions for the correlation value are that if the significance value is  $> 0.05$  then there is no correlation between the two variables, whereas if sig. value  $< 0.05$  then the two variables are declared correlated. Based on the test results using Pearson Product Moment, the value of Sig. (2-tailed) is 0.007, and the value  $< 0.05$ . This means that the variables are correlated with each other so that  $H_1$  is accepted and  $H_0$  is rejected. Meanwhile, the Pearson product-moment correlation value ( $r_{xy}$ ) is 0.479. Based on table 3.10 it is known that the achievement of collocation mastery and lexical reading comprehension is positively correlated with a moderate level with an interval coefficient range of 0.35 - 0.65.

Score degrees of freedom (df) are needed to determine the t table (tt). It was found that the degree of value is at the significance level  $\alpha = 5\%$  or the appropriate level of confidence is 95%, and  $t_t = 2.048$  is obtained, becoming  $= 2.889$ . As mentioned above, if t count ( $t_o$ )  $>$  t table ( $t_t$ ) then it can be concluded that there is a relationship

between lexical collocation mastery and reading comprehension achievement. This is by the calculation results for  $t > t_{table}$  or  $2.889 > 2.048$ . It is interpreted that  $H_1$  is accepted and  $H_0$  is rejected.

Based on the result of the research, the first question is about the students' lexical mastery of collocation. It contains 20 matching words and it found the highest score is 65 and the lowest score is 20. In the tests that have been carried out, it found that 83.3% of students' lexical collocation score is poor. Thus, students' lexical collocation knowledge is still limited. The mean value is 39.33, which means that the lexical mastery of collocation level is at the poor level with a range score of 0-49 (see table 3.8). The 5th-semester students of the English department of UIN Fatmawati Sukarno should be more enthusiastic about collocation to increase their knowledge of collocation because learning English is one of the crucial things.

According to Moehkardi (2002:60), although lexical collocations seem more flexible, the possibility of their formation can make students feel free to combine words. Therefore, the collocation mistakes that students might make is that they transfer elements of L1 (first language) and combine them which unfortunately is not always acceptable in collocations. In this case, the solution is for students to use a collocation dictionary to find easier collocations that are both useful and productive to pair with.

Meanwhile, from the result of the reading comprehension data, it contains 20 multiple choices and it found the highest score is 85 and the lowest score is 10. Based on the tests that have been carried out, it is found that 66.7% of students' reading comprehension score is poor. With a mean score of 37.00 which reading comprehension score is a little bit lower than lexical collocation. It means that the reading comprehension level is at a very poor level with a range score of 0-40 (see table 3.9). Thus, based on the mean score, the 5th-semester students of the English department of UIN Fatmawati Sukarno have poor and very poor levels of reading comprehension and lexical collocation tests.

According to Abeeleh et al. (2021: 7), reading comprehension remains a challenge for students because of their poor English proficiency in general and reading in particular. They also tend to use the word to word translation when reading English. It is because English as EFL in Indonesia is different from ENL or ESL and masters better than EFL students.

Based on the data result, it is found that the correlation between the students' lexical mastery of collocation and their reading comprehension achievement in the 5th semester at the English department of UIN Fatmawati Sukarno is fairly good. With the result found, it can be concluded that the result of the research from Kim & Bae (2012: 111), there was no significant correlation between collocation knowledge and reading ability is irrelevant. This is evidenced by research results that are positively correlated and this is in line with the result from Trisviana et al (2019: 62), the correlation between the students' mastery of lexical collocation and their reading comprehension is positive or significant.

## **CONCLUSION**

Based on the result of the research, the lexical mastery of collocation data shows that the mean score of students is 39.33. Based on the classification of the range of scores, it shows that 83.3 % of the sample has poor probable class performance.

On the same side, in the reading comprehension achievement, the data shows that the mean score of students is 37.00 based on the classification of the range score, which shows that 66.7% of the sample has very poor probable class performance. Therefore, the mean of the lexical mastery of collocation students' is higher than students' reading comprehension achievement.

After finding how the students' lexical mastery of collocation and how students' reading comprehension achievement is the last was the result of the significant correlation of both variables. From the data computed by Pearson Product Moment, it can be concluded that there is a positive correlation with the value 0.479 between lexical mastery of collocation and reading comprehension achievement with the interval coefficient 0.35 – 0.65, and the level of correlation is fair.

Concerning the conclusions, suggestions are given as the following. This research can be used as a reference for English Teachers. It is important of seeing students' reading collocation by looking at their collocation mastery and focusing more on collocation sub-materials. Moreover, since low lexical collocation mastery can affect low reading comprehension achievement, in this study it is hoped that the knowledge and ability of students on lexical collocation can be improved better by the teacher. Teachers are also expected to introduce vocabulary with words according to their

equivalents, not with just individual words because different words can have different meanings based on context to make it easier for students to understand.

This research may be continued for future Researchers by examining collation skills in different language skills such as speaking, writing, and listening related to collocation. In this case, it can provide students with a better understanding of the relationship between collocation mastery in various language skills in general.

## REFERENCES

- Abeeleh Waleed Abu Tasneem, D. A.-G. A. (2021). Reading Comprehension Problems Encountered By EFL Students at Ajloun National University. Dr . Abeer Al-Ghazo Associate Professor Department of English Language and Literature Ajloun National University Jordan Associate Professor Department. *International Journal of Language and Linguistics*, 8(1), 6–15.
- Bhawna, G., & Gobind, N. A. (2015). Research methodology and approaches. *IOSR Journal of Research & Method in Education*, 5(3), 48–51.
- Bojovic, M. (2010). Reading Skills and Reading Comprehension in English for Specific Purposes. *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2010*, 1(September 2010), 1–5.
- Brassell, D., & Rasinski, T. (2008). *Comprehension that works: Taking students beyond ordinary understanding to deep comprehension*. Teacher Created Materials.
- Chaer, A. (1990). *Pengantar semantik bahasa Indonesia*. Rineka Cipta.
- Cohen, L., Manion, L., & Morrison, K. (2018). Case studies. In *Research Methods in Education*.
- Daban Saber Qader. (2018). The Role of Teaching Lexicals Collocations in Raising EFL Learners' Speaking Fluency. *Journal of Literature, Languages and Linguistics*, 46(January 2018), 42–53.
- Day, R. R., & Park, J. (2005). Developing reading comprehension questions. *Reading in Foreign Language*, 17(1), 60–73.
- Firdaus, M. A. (2017). Looking at the link between emotional intelligence and reading comprehension among senior high school students. *Jurnal Pendidikan Dan Pengajaran [Journal of Education and Instruction]*, 4(2), 18–28.
- Graham, S., & Harris, Karen R. (2007). *Teaching reading comprehension to students with learning difficulties*, 2/E. Guilford Publications.



- Gyurjyan, T. (2016). *Lexical Definition: Its Scope and Significance. Foreign Languages in Higher Education*, 20(3), 3–10.
- Harris, D. P. (1969). *Testing English as a Second Language*. New York: McGrawHill Book Company.
- Kim, H., & Bae, J. (2012). The Relationship of Collocation Competence with Reading and Writing Skills. *English Teaching*, 67(3).
- Lewis, M. (2000). *Teaching collocation: Further developments in the lexical approach*. Oxford: Oxford University Press.
- Logar, N., Gantar, P., & Kosem, I. (2014). Collocations and Examples of Use: a Lexical-Semantic Approach To Terminology. *Slovenščina 2.0*, 20(1), 41–61.
- Mccarthy, M., & Dell, F. O. (2017). *English Collocations in Use Intermediate Book with Answers*.
- McCarthy, M., & O'Dell, F. (2005). *English collocations in use* (Vol. 158). Cambridge University Press Cambridge.
- Moehkardi, R. R. D. (2012). Grammatical And Lexical English Collocations: Some Possible Problems To Indonesian Learners Of English. *Humaniora*, 14(1), 53–62.
- Nuttal, C. (1982). *Teaching Reading Skils in a Foreign Language*. Heinemann Educational Boks.
- Official Guide to the TOEFL ITP. (2019). *Assessment Series Official Guide TOEFL ITP® TO THE Specifically written to help students prepare for the TOEFL ITP® tests, the Guide includes*.
- Özdemir, E. Ç., & Akyol, H. (2019). The development of a reading comprehension test. *Universal Journal of Educational Research*, 7(2), 563–570.
- Palmer, F. R., & Frank Robert, P. (1981). *Semantics*. Cambridge University Press.
- Prof. Dr. Suryana, Ms. (2012). Metodologi Penelitian : Metodologi Penelitian Model Prakatis Penelitian Kuantitatif dan Kualitatif. *Universitas Pendidikan Indonesia*, 1–243.
- Rahmawati, E. Y. (2016). The effect of students' lexical knowledge of collocation and grammar mastery towards student's reading comprehension. *Deiksis*, 08(01), 61–70.
- Salih, M. A. M., & Ahmed, M. A. (2019). *Review of the Role of Collocation on Enhancing Reading Comprehension*. 6(8), 79–91.

- Snow, C. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Rand Corporation.
- Trisviana, W., Afriazi, R., & Hati, G. M. (2019). The Correlation Between Students' Mastery on Lexical Collocation and Their Reading Comprehension. *Journal of English Education and Teaching*, 3(1), 53–65.
- Wijana, I. D. P. (2015). *Pengantar semantik bahasa Indonesia*. Program Studi S2 Linguistik, Fakultas Ilmu Budaya, Universitas Gadjah Mada.
- Zare, P., & Noordin, N. (2011). The Relationship Between Language Learning Strategy Use and Reading Comprehension Achievement Among Iranian Undergraduate EFL Learners. *World Applied Sciences Journal*, 13(8), 1870–1877.