



**THE EFFECT OF USING COLLOCATION TECHNIQUE
ON STUDENTS' VOCABULARY MASTERY
AT SMP NEGERI 5 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institut for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the degree of Islamic Education Scholar (S.Pd) in English*

Written By :

SARI AGUSTINA
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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Education (S.Pd) in English*

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Item : 7 (seven) exemplars

Padangsidempuan, November 2017
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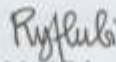
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After reading, studying and giving advice for necessary revision on thesis belongs to Sari Agustina, entitled "*The Effect of using Collocation Technique on Students' Vocabulary Mastery at SMP Negeri 5 Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

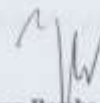
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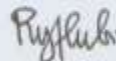
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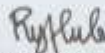
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Time : 08.30 WIB-finish
Result/Mark : 70.62 (B)
IPK : 3.02
Predicate : Very Good



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MASTERY AT SMP NEGERI 5 PADANGSIDIMPUAN

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ABSTRACT

The purpose of this research was to examine the effect of using collocation technique on students' vocabulary mastery before and after using the technique at SMP Negeri 5 Padangsidempuan. The researcher found that students' mark in vocabulary mastery was unsatisfied. The students' problem in vocabulary mastery were: the students still get low because not all students study English in elementary school. Second, many students are lack of vocabularies and the students are low interest and motivation in learning English. Furthermore, students' are lazy and passive in the class. Beside the students' problem, teacher's strategy also became a problem in learning vocabulary. The teacher still used the conventional strategy and did not have variation in teaching vocabulary.

The method used in this research was experimental research where the researcher chose two classes as the sample. They were VIII-1 as experimental class that consisted of 31 students and VIII-2 as control class that consisted of 22 students. In this research, the researcher gave pre-test and post-test in *selected response fill-in vocabulary task* form. Meanwhile, the data was derived from interview, pre-test, and post-test.

After the data have been analyzed, the researcher found that there was an improvement of mean score after using collocation technique. Mean score of experimental class before using collocation technique was 60 and mean score after using collocation technique (H_0) was 77.27. The effect of collocation technique on students' vocabulary mastery (H_a) was 2.176 with t_0 is higher than t_t ($2.176 > 1.683$). It means that there was a significant effect of collocation technique on students' vocabulary mastery at grade SMP Negeri 5 Padangsidempuan.

Key Words: *Experimental Research, Vocabulary Mastery, and Collocation Technique*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “The Effect of Using Collocation Technique on Students’ Vocabulary Mastery at SMP Negeri 5 Padangsidempuan”. Besides, peace and greeting be upon to the prophet Muhammad saw. That has brought the human from **the darkness era into the lightness era.**

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M. Ag as my first advisor and Mr. Sojuangan Rambe, S.S., M.Pd as my second advisor who had guided me to make a good thesis, who has been the great advisor for me and gave me many ideas and criticisms in writing this thesis.
2. Mr. Dr. H. Ibrahim Siregar, MCL as the Rector of IAIN Padangsidempuan.
3. Mrs. Hj. Zulhimma, S.Ag., M.Pd as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M.Ag as the Chief of English Education Department who always support me and also all of her students in finishing the thesis and always be patient in facing our problem.
5. All lecturers and all the academic cavities of IAIN Padangsidempuan who had given so much knowledge and helped during I studied in this institute.
6. IAIN Padangsidempuan Librarian (Yusri Fahmi, S.Ag., M.Hum), for their cooperative and permission to use their books.

7. Mr. Muhammad Amin, as my lovely Academic Advisor who always helped and supported me till finishing this thesis.
8. Mrs. Sartika Dewi Lubis, S.Pd and Mrs. Ros Mawar, S.Pd. who has helped me in doing my research at SMP Negeri 5 Padangsidempuan.
9. My beloved parents, (Bapak Irro Siregar and Ibu Hennida Harahap) who has taught me how to be patient and survive with my own hand, who never be tired to give me the advice and always support me in any condition.
10. My beloved brother and sister's (Irham Suryadi Siregar, Indah Permata Sari Siregar and Saidah Hasnun) who always made me happy and give me motivation, praying and support in finishing my thesis.
11. My lovely friends Huzainah S.Pd, Rohimah, Nurhayani S.Pd, Samni Purnama Hasibuan, Lenni Hidayati Daulay, Sri Lestari S.Pd, Riska Aulina Ritonga, Any Wahda, Alifah Eka Sari Munthe, Elisa Kencana Munthe and all of my friends in TBI who always supported me to finish my thesis at the time and also be my spirit in writing this thesis. Thanks you so much for the help and the happiness that you brought to my life.
12. All of my friends in IAIN Padangsidempuan, especially for TBI Nim 12 thank you so much for your support and help and also all of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, 30 November 2017
Researcher

SARI AGUSTINA
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is an important component of language in learning a language, especially in English as a foreign language. Learner need to master vocabulary, the more vocabularies are mastered by learners, the better will be their performance an all aspects in learning of English, and therefore students who enrich in vocabularies will be successful in language learning. It is true that the mastering of vocabulary will affect the students' ability in four of language skills they are: listening, speaking, reading, and writing. So vocabulary is the collection of words that an individual knows.

First, vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening and writing. Without a shared of doubt, the writer said that the acquisition of vocabulary will help people in gaining, understanding, and also enhancing the process of knowledgeable transfer for a better life. Indisputably the chances for progress or success in any kind of fields, like computer, technology, economy, politics, tourism and educational increase with the size and applications of vocabulary. Second, vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. Vocabulary can make us understand what people say and

comprehend the reading and also to know that somebody who has a large stock of vocabularies is more useful in understanding what people say although he/she doesn't know about grammar. Vocabulary is the foundation to build language which plays a fundamental role in communication and it is the first priority in learning English and it will help us easy get of information parented in listening such as radio, native speaker and television. The last, vocabulary is a component of language that maintains all of information about meaning and using word in a language and one of the first thing applied linguistic turned attentions. Vocabulary mastery has a significant role for language learners in mastering four skills of the language and also can increase quality of human life.

Based illustration above, it is undeniably that vocabulary mastery is necessary to everybody in variety of necessity because mastery vocabulary the students can learn language easily. However, vocabulary mastery is one of problem at SMP Negeri 5 Padangsidimpuan in the aspect of media teaching. The factual fact is suited in the illustration below.

First, based on teacher report result, most of the students still get low grade with 50-65 graders meanwhile the standard of English competency in this school is 75.¹ So, the researcher wants to solve this problem by examining vocabulary technique that is chosen. Second, based on the interview of the

¹ Interview to the English teacher, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, April 02, 2017 On 11. 20 p.m)

researcher with Marlina Hasibuan, S.Pd the English teacher many students are lack of vocabularies and the students are low interest and motivation in learning English. So, these make students get difficulties in understanding the question and also deliver this answer. Furthermore, based on English teacher interview most of students' are lazy and passive in the class, because the teaching technique or strategy is not suitable for them and have not variety in teaching vocabulary.

Accordingly, the problems above need to be solves, there are some alternatives vocabulary method that available and applicable. As a researcher knew, there are many techniques and strategies or methods that can improve the students' vocabulary mastery, such as: pronunciation, vocabulary, grammar, etc, collocation and so on, but all of them have not show the satisfy result.

Based on the fact, most English teacher always chooses lecture technique as the general technique in teaching without trying to compare with the other technique and the other strategies. Probably, in order to affect the students' mastering on the vocabulary, applying collocation is very important because the technique explain to students not only to understanding the meaning of the word but also to applying what students was learned.

The collocation is the combination of words which are combined together. There are a certain words which can be combined with a certain rules.

For example, when students says “I must do my homework”. The word “homework” must collocate with “do” the student may not say “I must make homework” or other words to collocate with it.

To master collocation, the students have to focus on English vocabulary knowledge. In studying vocabulary, the students need technique to master vocabulary well. Particularly in studying collocation, the students need a certain technique to combine the familiar word groups with the certain rules.

Collocation helps the students to comprehend the words and one interesting technique in teaching English. There are many kinds of technique that interesting in teaching English, especially collocation. Collocation requires the students to combine two or more words that often go together. This technique can motivate the students more active and easier to understand. The students will have alternative technique to expressing their self. It is easier for their brains to remember and use language in single words. In collocation practice the students can understand and practice the word directly. It is more interesting and fun.

In SMP Negeri 5 Padangsidempuan students have studied about vocabulary as a particular subject. The students study whole of aspects of vocabulary includes collocation at VIII grade It means, the students have applythe technique in learning collocation. In fact, in studying collocation, both lecturer and the VIII grade student do not apply the certain technique.Base on the

writer experience during follows the study in SMP Negeri 5 Padangsidempuan, the writer also never found the lecturer who apply a certain method to study collocation is one of the difficult aspect in vocabulary and we need a technique in studying it.

Base on the problem above, the writer is interesting in applying a research which is entitled: **The Effect of Using Collocation Technique on Student' Vocabulary Mastery at SMP Negeri 5 Padangsidempuan.**

B. Identification of the Problem

Based on observation of the researcher about the student's vocabulary, there are many problems in teaching English. First, the students still get low grade with 50-65 graders meanwhile the standard of English competency in this school is 75. Second, many students are lack of vocabularies and the students are low interest and motivation in learning English. Furthermore, students' are lazy and passive in the class.

C. Limitation of the Problem

Based on the identification above, the researchcer focus the problem in students' vocabulary mastery that will be solved by using collocation technique. According to focus of the problem above, the researcher limeted the problem. So, the researcher just limited on lexical collocation they are verb + noun, adjective + noun, noun + verb, and noun + noun.

D. Formulation of the Problem

The problems in this research can be formulated as:

1. How is the students' mastery in vocabulary before using collocation at SMP Negeri 5 Padangsidempuan?
2. How is the students' mastery after using collocation at SMP Negeri 5 Padangsidempuan?
3. Is there any significant effect of the using collocation on students' vocabulary mastery at SMP Negeri 5 Padangsidempuan?

E. The Purposes of the Research

From the problem formulation above, the purpose of this research is:

1. To describe the students' mastery at SMP Negeri 5 Padangsidempuan in vocabulary before using collocation.
2. To describe the students' mastery at SMP Negeri 5 Padangsidempuan in vocabulary after using collocation.
3. To examine the effect of using collocation on students' vocabulary mastery at SMP Negeri 5 Padangsidempuan

F. Significances of the Research

Significances of the research are:

1. For the headmaster, teaching vocabulary by using collocation to recognize the use of collocation and the student's in learning collocation.

2. For the teacher, to get information about the student's strategy and the student's ability in learning collocation. Therefore, the teacher can apply the best technique in learning collocation.
3. The researcher to get information about the student's technique and the student's ability in learning collocation.

G. Definition of Operational Variables

There are two variables in this research that should be clarified are as follows:

1. Collocation Technique (Variable X)

Collocation indicate in a give the phrase or sentence. The collocation is concern with how words go together.² Based on the definition above, collocation requires the students to combine two or more words that often go together. In collocation practice, students can understand and practice the word directly.

2. Vocabulary Mastery (Variable Y)

Students vocabulary mastery is the students' ability in comprehending the vocabulary. it means the students can comprehend the meaning of the vocabulary.

² Mildred L. Larson, *Meaning – Based Translation, A Guide Cross – Language Equivalence*, (America: University Press of America, 1980), p. 141.

H. Outline thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, is introduction. This chapter explains about general background of the thesis problem, identification of the problem, limitation of the problem, the purposes of the research, significances of the research, definition of operational variables. This chapter talking about the problems that found in the field of research, the questions of research and the objective of the research.

In the chapter two, it consists of theoretical description, conceptual framework, and hypothesis. In theoretical consist of description of vocabulary and collocation method, it is the consist of research, it is talking about theory interactive method of vocabulary mastery and the temporary assumption of research.

In the chapter three, it is consist of research methodology. The chapter talking about methodology that used by the writer, research design, the location and schedule of research, the total population and sample, instrumentation, technique of collecting data, and the last technique for data analysis.

In the chapter four, is result of the research or research findings which consist of teaching vocabulary mastery in pre test, teaching vocabulary mastery in post test, the hypothesis testing, discussion and the treats of the research, this chapter talking about the result of the result.

And the last, in the chapter five, it is consists of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Vocabulary

1. Definition Vocabulary

In learning foreign language, especially English, the students need to master the four skills in English. It will be easier if the students have enough vocabulary because every skill cannot be separated from vocabulary. Nunan stated that words are clearly vocabulary.¹ Then Shirley Burnidge says Vocabulary as all the words in language list of words in lesson or books all the word that one person knows.²

Then Homby says Vocabulary is all the words that a person knows or used the words that people use when they are telling about particular subject.³ So, vocabulary is all the words that use to speaking, writing and communication, it is all alphabetical in form word to tell all subjects.

According to Jack C. Richard and Willy a Renandya said “Vocabulary is a care component of language proficiency and proudest much

¹David Nunan, *Practical English Language Teaching*, First Edition, (New York: McGraw-Hill, 2003), p. 130

²ShirlyBurnidge, *Oxford Basic English Dictionary*, (New York: Oxford University Press, 1981), p. 477.

³A.S. Homby, *Oxford Basic English Dictionary*, (New York: Oxford University Press, 2000), p. 1506.

of the basic for how well learners speak, listen, read, and write⁴. Then language has some words on vocabulary for speaking, writing, reading, and listening.

So, it can be concluded that vocabulary as all words that people know or use and also as the core component of words that is list in the alphabetical order.

2. Kinds of Vocabulary

There are four kinds of vocabulary. These are reading, writing, listening and speaking vocabularies. A vocabulary means both a list of words and the large of words know by any one person. A person's vocabulary develops with age and learning.⁵

According to Wikipedia, there are four kinds of vocabulary, they were:

a. Reading vocabulary

A person's reading vocabulary is all words he or she can recognize when reading.

b. Listening vocabulary

A person's listening vocabulary is the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice

⁴ Jack C. Richard & Willy A. Renandya , *Metodology in Language Teaching an Anthology of Current Practice*, (USA: Combridge University Press, 2000), p. 255

⁵Hudson, www.wikipedia.com, at November 2, 2014, retrieved on 10 a.m

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's writing vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, word are often miscued, this miscued – though slight and unintentional – may be compensated by facial expression, tone of voice or hand gesture.⁶

According to Haycraft, vocabulary can be classified into two kinds, they are:

a. Active vocabulary

Active vocabulary is the words which the students understands, can be pronounce correctly and use constructively in speaking and writing.

b. Passive vocabulary

Passive vocabulary is the words which the students recognizes and understands when they accrue in a context, but which they cannot produce cursedly himself.⁷

Based on quotation above, the writer can take conclusion about kinds of vocabulary. Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they needs only to comprehend especially in reading and

⁶ www. Wikipedia. Com, 9 Maret 2017

⁷ Howard Jackson, *Words Meaning and Vocabulary*, (London: Creswell, 2000), p. 158

listening., vocabulary is very useful for anyone who is studying a foreign language.

So, vocabulary must be introduced in methods, because if the students have many words, they can make the sparkling communication with other.

According to Thornbury in Harmer, there are two kinds of vocabulary as, follows:

a. Receptive vocabulary or passive vocabulary

Receptive vocabulary can be understood only through listening in reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely use the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideal of the utterance contextually not word by word.

b. Productive vocabulary not word by word

Productive vocabulary involves of knowing how to pronounce the word: how to write and spell it, how to use it in correct grammatical patterns a long with the words that usually collate with.⁸

Based on quotation above, the writer can take a conclusion about receptive or passive vocabulary will be easy to understand by using listening and reading to remember words on vocabularies, while productive or active vocabulary will be easy understand by using concentration patterns and grammatical word to get vocabularies.

3. Teaching Vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in

⁸*Ibid.*, p. 159 P.

oral and written form. Thus they should have a good idea of how to expand their. Vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.⁹

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

⁹Finocchiaro, M. and M, Bonomo, *The Foreign Language Learner: a Guide For Teacher*. (New York: Regent Publishing Company, 1973), p. 38.

Wallace explains that teaching vocabulary should consider these many factors: aims, quantity, need, frequent exposure and repetition, meaningful presentation, and situation and presentation.¹⁰

a. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

b. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

d. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well They also give opportunity to the students to use words in writing or speaking.

¹⁰ Wallace, L ; Marry, *Vocabulary Building and Word Study*, (New York: Mc Graw – Hill Book Company, 1982), p. 207

e. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

f. Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

From the explanation above I conclude that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary to elementary school.

4. Aspect of Teaching Vocabulary

In teaching vocabulary there are many aspect need to be tough, they are:

a. From: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it look like (its spelling). We need to make sure that both these aspects are accurately presented and learned.

b. Grammar

When teaching a new verb, for example, we might give also its part form, if his is irregular (think, thought), and we might note if it is

transitive or intransitive. Similarly, when teaching a noun, we may wish to presents its plural form, it irregular (mouse, mice), or draw learner's attention to the fact it has no plural al all (advice, information).

c. Collocation

The collocation typical of particular items are another factor that makes a particular combination sound "right" or "wrong" in a given content. So this is another piece of information about a new its which it may be worth teaching.

d. Aspect of meaning: denotation, connotation, appropriateness.

The meaning of word is primarily what it refers to in the real word, is denotation, this is often the sort of definition that is given in a dictionary, for example, dog denotes a kind animal. "connotation is the associations or positive or negative feelings evokes, which may or may not be indicated in a dictionary definition", the word dog, I for example, as understood by most British people, has positive connotation of friendship and loyalty, whereas the equivalent in Arabic, as understood by mast people in Arab countries has negative associations of dirt and inferiority.

e. Aspect of meaning/ meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some or main ones.

- 1) Synonyms
Items that mean the same, or nearly the same: for example: bright, clever, smart may serve as synonyms of intelligent.
- 2) Antonyms
Items that mean the opposites, rich is an antonym of poor.
- 3) Hyponyms
Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.
- 4) Co. hyponyms
Other items that are the “same kind of thing” or example: red, blue, green and brown are co-ordinate.
- 5) Super ordinates
General concept that covers specific items; animal is the super ordinate of dog, lion, mouse.
- 6) Translation
Words of expression in the learner’s mother tongue that is (more or less) equivalent in meaning to the item being taught.
- 7) Word information
In teaching vocabulary, teacher also needs to explain about process of prefixes and suffixes.¹¹

5. Principles for Teaching Vocabulary

According to Nunan is argue that learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course.

a. Focus on the most useful vocabulary first

Some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the word help can be used to ask for help, to describe how people work with others, to describe how knowledge, tools, and materials can make people’s work easier and so on.

The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families of English.

b. Focus on the vocabulary in the Most Appropriate Way

The first principle looked at what words to teach learn. This principles looks at how they should be taught and learned. Here we will

¹¹IndraKurniawanThesis.*The Effect of Using Flashcards on Student’s Vocabulary Mastery at Seven Grade of SMP Swasta Nurul Ilmi Padangsidempuan* (Padangsidempuan: STAIN, 2011), p. 18-21.

look at the four most important vocabulary learning strategies of using word parts, guessing from context, using word cards, and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

- c. Give Attention to the High Frequency Words across the Four Strands of a Course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.¹²

B. Collocation

1. Definition of Collocation

The term collocation has many definitions in the literature. It is an unclear concept with various names: lexical items, prefabricated chunks, reutilized formula, formulaic sequences, conventionalized language form, fixed or semi fixed expressions and so on. In the view of Lewis, collocations are those combinations of words which occur naturally with greater than random frequency.¹³ Discussion of vocabulary teaching and learning, the notion of what constitutes vocabulary knowledge has not been examined. There is common place assumption that the more words a learner knows, the larger is the learner's vocabulary knowledge.

The term is most commonly used to describe the co-occurrence of lexical items is collocation. Words can collocate with different degrees of

¹² David Nunan. *Op. Cit.*, p. 135-139

¹³ Shaoqun Wu, *Supporting Collocation Learning* (A Thesis), (New Zealand: The University of Waikato, 2010, p. 12

frequency and acceptability. Where two words frequently collocate one may speak of high frequency or habitual collocation.¹⁴ For example a high frequency verb collocates of “story” would be “tells” as in “tell a story”. When two words cannot co-occur, one speaks of unacceptable collocation. For example, whereas it is possible to talk of “strong tea” one cannot speak of “powerful tea”. Strong is an unacceptable collocates of “tea” but “powerful” is not.¹⁵ Moreover, points out that some collocates are more arbitrary than others. For instance, native speakers of English may say:

- 1) Blonde hair NOT *blonde door (even if the color of the door is actually blonde).
- 2) Pretty girl NOT *pretty boy (pretty relates to females rather than males).
- 3) Buxom woman NOT *buxom man (buxom relates to females not males).
- 4) Tall people NOT *high people (although tall and high are synonyms).

Collocation refers to a structural or syntactic relation, to meaning relations that a word contracts with other with occurring the same sentences text. It is concerned with meaning arising from co-occurrence, more specifically to meaning arising from predictable co-occurrence. Take the noun “kettle,” referring to a device for heating water. If the word

¹⁴ Marianne Celce and Murcia, *Teaching English As a Second or Foreign Language* (New York: Newbury House, 1991), p. 306.

¹⁵ *Ibid.*,

“kettle” occurs in a sentence, there is a strong likelihood that the (verb) word “boil” will also occur.¹⁶ For example:¹⁷

I’ll just boil a kettle.

Is the kettle boiling yet?

The co-occurrence of “kettle” and “boil” has a degree of predictability, and they each thus contribute to the meaning of the other. Part of the meaning of “kettle” is that co-occurs predictably with “boil” and part of the meaning of “boil” is that in it co-occurs predictably with “kettle” though a collocation in this direction is less predictable than from “kettle” to “boil”. The number of verbs that regularly co-occur with “kettle” is less than the numbers of nouns that regularly co-occur with “boil”.¹⁸

Furthermore, complete is a word which quite often co-occurs (collocates) with the word disaster. He could also have said “total disaster” and perhaps” even though his meaning would be clear. What we find is that some words live happily together and other words don’t there are collocations which work collocation which don’t. We talk about

¹⁶ Howards Jackson and Etienne ZeAmvela, *Words, Meaning, and Vocabulary* (New York: Lexington Avenue, 2000), p. 113-114.

¹⁷ *Ibid.*,

¹⁸ *Ibid.*,

“common/good sense,” but not “bad sense,” “making the bed,” but not “making the housework.”¹⁹

Collocation is growing in importance as a teaching tool because it enables students to learn vocabulary as it is used in real context. According Hill, using concordance, or sets of corpus, students can see “how words combine in predictable ways” in order to see recurring patterns.²⁰

Although students must still devote study to individual words, seeing the word as it is actually used in a natural context permits words to be learned in appropriate phrases. Students can see verb + noun sequences “dispute findings,” adjective + noun sequences “unaccompanied minor” verb + preposition “hear about,” and adverb + noun sequences “highly irregular situation.”²¹

In other hand, words also contract semantic relation syntagmatically, with words occupying other slots in a sentence. Such relations are described in terms of collocation, the mutual expectancy of words, or the ability of a word to predict the likelihood of another word occurring. The verb ‘flex’ in English allows only a limited number of possible words as object in the sentence, primarily ‘muscles’ maiden’

¹⁹ Jeremy Harmer, *How to Teach English (An Introduction to The Practice of English Language)*, (Malaysia: Longman 2004), p. 48

²⁰ Lynne T. Diaz and Rico, *Strategies for Teaching English Learners*, (United States of America: Pearson Education, Inc, 2008), p. 186

²¹ *Ibid.*,

predicts a limited number of nouns, primarily ‘voyage’ or fight and speech.²² Example of collocations:

Table 1
Collocation example²³

New word	Goes with	But not
Bargain	Fair bargain	Balanced, just firm, stiff, rigid
	Hard bargain	
Trick	Clever trick	Bright, smart, intelligent
	Dirty trick	Dishonest, crooked, unclean, soiled

Based on example below, the researcher can give conclusion that by the new word if combine with other word, there are many word can combine, but just one combine is true, and the other still have same meaning, but uncomfortable heard.

2. Collocation in Developing Vocabulary

Certain words are so important for learner’s language development that it would be worthwhile to employ both approaches to teach them. For example, when dealing with vocabulary such as high-frequency

²² Howard Jackson and Etienne ZeAmvela, *Op, cit.*, p. 91-92.

²³ Jodi Reiss, *Teaching Context to English Language Learners* (Washington DC: Longman, 2005), p. 50

words, points out that” these words deserve considerable time and attention from teachers and learners”.²⁴

In other words, to develop their writing ability, students need to use the new collocations in writing. No study was found that focused on how the actual teaching of collocations affected learners’ writing production. A few studies, to be presented in a later section, dealt with the use of concordance software and its effects on students’ writing. These studies “taught” collocation in the sense that they exposed students to collocations via a concordance program.²⁵ Nevertheless, some researchers indicated that the students were not always aware of collocation and its importance. Moreover, researchers seemed to believe that some explicit form of vocabulary teaching might be beneficial to learners’ productive use of vocabulary.

3. Types of Collocation

There are two types of collocation. The first is grammatical collocation and second is lexical collocation.

1) Collocation in grammatical

The first is grammatical collocation: that is where a lexical frequently co-occurs with grammatical item. In many cases grammatical items is preposition. For example, reason + for; worried + about; believe

²⁴ M. Treasa das NevesSeesink, Using *Blended Instruction to Teach Academic Vocabulary Collocation: A Case Study (A Dissertation)* (West Virginia: West Virginia University, 2007), p. 32-35

²⁵ *Ibid.*,

+ in,²⁶ which is a grammatical collocation rather than a semantic relation. In the narrowest sense, grammatical collocation refers to the specific preposition that must occur after a particular verb, noun, and adjective: rely + on, fear + of, fond + of. More widely, it refers to any kind of syntactic element that must accompany a particular word (usually verb, noun, and adjective), e.g. infinite clause after promise or attempt, that clause after afraid, and so on.²⁷

2) Collocation in Lexical Items

The second, lexical collocation, on the other hand, involves the combination of two full lexical items.²⁸ In the other hand, for the translator, for whom the collocation is the most important contextual factor collocation, in as it usefully affects translation, in considerably narrower; it consist of lexical items that enter mainly into high-frequency grammatical structures.²⁹

It was noted that the collocation that determined which sense is indicated in a given phrase or sentence. The word *dress* does not have the same meaning in the phrases *dress the chicken* and *dress the child*. To a dress a chicken involves taking the feathers off but dressing a child is putting clothes on. Because of the collocation was only mention

²⁶ Marianne celce and Murcia, *Log, Cit.*,

²⁷ Howard Jackson and Etienne ZeAmvela, *Log. cit.*,

²⁸ *Ibid.*,

²⁹ Peter Newmark, *A Textbook of Translation*, (New York: Prentice Hall, 1988), p. 212

briefly above. More detail will now be given concerning what is meant by collocation.³⁰

Collocation is concerned with how words go together, which words may occur in constructions with which other words. Some words occur together often. Other words may occur together occasionally, and some combinations of words are not likely to occur. In English, we do not say the *cat's wings*, but we often say the *bird's wings*. Only in a fantasy with a flying might *cat's wings* be considered good English.³¹

The word collocation means to put side by side. Combinations of words will differ from language to language. For example, in English, the verb *have* collocates with the word *dream*. We say *I had a dream*. Persons learning a second language often make mistakes because they collocate words together which go together in their first language but do not go together in the language they are learning. In English, we say *he has trouble* or *he suffers trouble*, the meaning is same but different words are combined to indicate the meaning.³² For example it consists of lexical items that enter mainly into-frequency grammatical structures, that are:

³⁰ *Ibid.*,

³¹ *Ibid.*,

³² *Ibid.*,

Table 2
Collocation in Lexical Items³³

Adjective + Noun	Noun + Noun	Verb + Object
Heavy labor ³	Nerve cell	Pay a visit
Economic situation	Government securities	Score a victory
Inflationary pressure	Eyeball	Attend a lecture

Based on the table above, pedagogical treatment of collocations, at least, would be seriously lacking if grammatical patterning were not included alongside lexical patterning and if such elementary distinctions were not made between them. A main difficulty in this interaction between lexis and grammar is accounting for the different degrees of fixity in the patterning.³⁴

Table 3
Types of Lexical Items³⁵

Types of Lexical Collocation	Example
Verb + Noun	Compose music/dispel fear
Adjective + Noun	Reckless abandon/war nest regard
Noun + Verb	Alarms go off/blood circulates
Noun + Noun	A herd of buffalo/an act of violence

³³ Jodi Reiss, *Teaching Context to English Language Learners* (Wasingtong DC: Longman, 2005), p. 50

³⁴ Fazwi Al Ghazali, *Collocations and Word-Combinations in English: Considerations, Classification, and Pedagogic Implication (A Journal)* (The Unuversity of Birmingham: The Centre for English Language Studies, 2006), p. 2

³⁵ Ibid.,

Based on the table above, the many types collocation in lexical items. There are several different types of collocation made from combinations of verb, noun, adjective, and etc.

4. The Importance of Collocation

During the last two decades, the importance and value of collocations has been underscored by a number of linguistics who identified of learning collocation, including improving language performance the development of vocabulary improving communicative competence and enhancing language fluency towards the level of a native speaker.³⁶ Moreover, she argues that learning collocation enables learners to observe language chunks in the speech and writing of native speakers and consequently use these word combinations in their own speech.

According collocations along with context and concept should be incorporated when introducing new words to advanced learners because of their vital importance in language learning.³⁷ Collocation also minimizes the mistakes in grammar, words choice and uses. The students need collocation in the classroom activities to know how to combine the words correctly and appropriate with context in which they are used. Collocation can conclude that teaching with practice support skill in study English such as speaking

³⁶ Rayed A, Alsakran, *Op. cit.*, o. 25

³⁷ *Ibid.*,

and writing skill. Collocation practice can improve the students in pronounce the words and help the students to write the words correctly.

5. Procedure of Collocation Technique

1. Teacher provides a table consist of list of collocation word
2. Teacher and students do identification spouse collocation word
3. Teacher gives new collocation table as exercise for students
4. Students try to search collocation spouse from the words

6. Conventional Strategy

Conventional strategy is the strategy or the way usually used by the teacher to teach the vocabulary to the students. According to Hudson³⁸, that conventional strategy used by the teachers based on mutual agreement in a school. Based on explanation above, the researcher concluded that conventional strategy is a used to teaching learning materials based on agreement of the schools.

The way of the teacher teach Basic Tenses at SMP Negeri 5 Padangsidimpuan to the VIII class, particularly VIII-4 and VIII-5 is by the order the students reading the materials about vocabulary at home (homework) and do the exercises the vocabulary mastery about noun. Then, the students answer the questions on the paper.

³⁸ Hudson, *The Meaning of conventional Strategy* ([http:// www .conventional strategy /topic/ 54327-strategy](http://www.conventionalstrategy.com/topic/54327-strategy)), accessed on February 7th 2016 at 03.00 a.m

Based on above explanation, the researcher concluded that the procedures used by English teacher at SMP Negeri 5 Padangsidimpuan, especially to VIII-4 and VIII-5 classes are as follows:

- a. Explain the subject matter
- b. Describe the subject matter (noun)
- c. Answer the question
- d. Give the homework

7. Review of Related Findings

Related to this research, some research had been done as below:
First, Wirda Halwi in a thesis “The Influence of Collocation Technique on the Students’ Competence in English Vocabulary at the Fifth Grade Students of Kepongan 3 Elementary School – Cirebon Regency” showed that the average of pre test score is 58,73 and average of post-test score is 76,06 and found that t_0 is higher than t_t ($3.817 > 2.04$).³⁹

Second, In Rahma Hayati in a thesis “The Effectiveness of Collocation technique the Students’ Vocabulary Mastery: An Experimental Study at the Second Grade Student of SMPN 1 Praya Barat in Academic Year 2013/2014” showed that the average of pre test score is 59.56. and

³⁹Wirda Halwi, “The Influence of Collocation Technique on the Students’ Competence in English Vocabulary at the Fifth Grade Students of Kepongan 3 Elementary School – Cirebon Regency, (Cirebon: IAIN Cirebon, 2012), Accessed on <http://web.iaincirebon.ac.id>., retrieved on August 27th 2017 at 11.25 p.m.

average of post-test score is 78,41 and found that t_0 is higher than t-table that is $(12.765 < 2.876)$.⁴⁰

Third, Desi Afrida Lubis in a Thesis "The Effect of Word Search Puzzle to Students' Vocabulary Mastery at grade VII SMP Negeri 5 Padangsidempuan " the mean score of experimental class in pre test was 61.5. and average of post-test score is 78,067 and found that t_0 is higher than t-table that is $(6.98 > 2.021)$.⁴¹

Based on the research above this research has similarity with both of the research before, but different in method and strategy that is used that identifying vocabulary. Therefore, the researcher hoped this research could complete and could give some knowledge in language teaching especially in teaching synonyms and antonym. For mastering synonyms and antonym. Moreover, about phrase, collocation like phrase that two or more words that often go together, this learning similarity to collocate, but learning collocation more level hard. So, if the students can identify collocation, the students more mastery all of phrase.

⁴⁰ Rahma Hayati in a thesis "The Effectiveness of Collocation technique the Students' Vocabulary Mastery: An Experimental Study at the Second Grade Student of SMPN 1 Praya Barat in Academic Year 2013/2014, (Mataram: IKIP Mataram, 2015). Accessed on <http://lppm.ikipmataram.ac.id>, retrieved on August 29th 2017 at 29 at 9.25 p.m.

⁴¹ Desi Afrida Lubis in a Thesis "The Effect of Word Search Puzzle to Students' Vocabulary Mastery at grade VII SMP Negeri 5 Padangsidempuan", (Padangsidempuan: IAIN Padangsidempuan, 2015), p. 63.

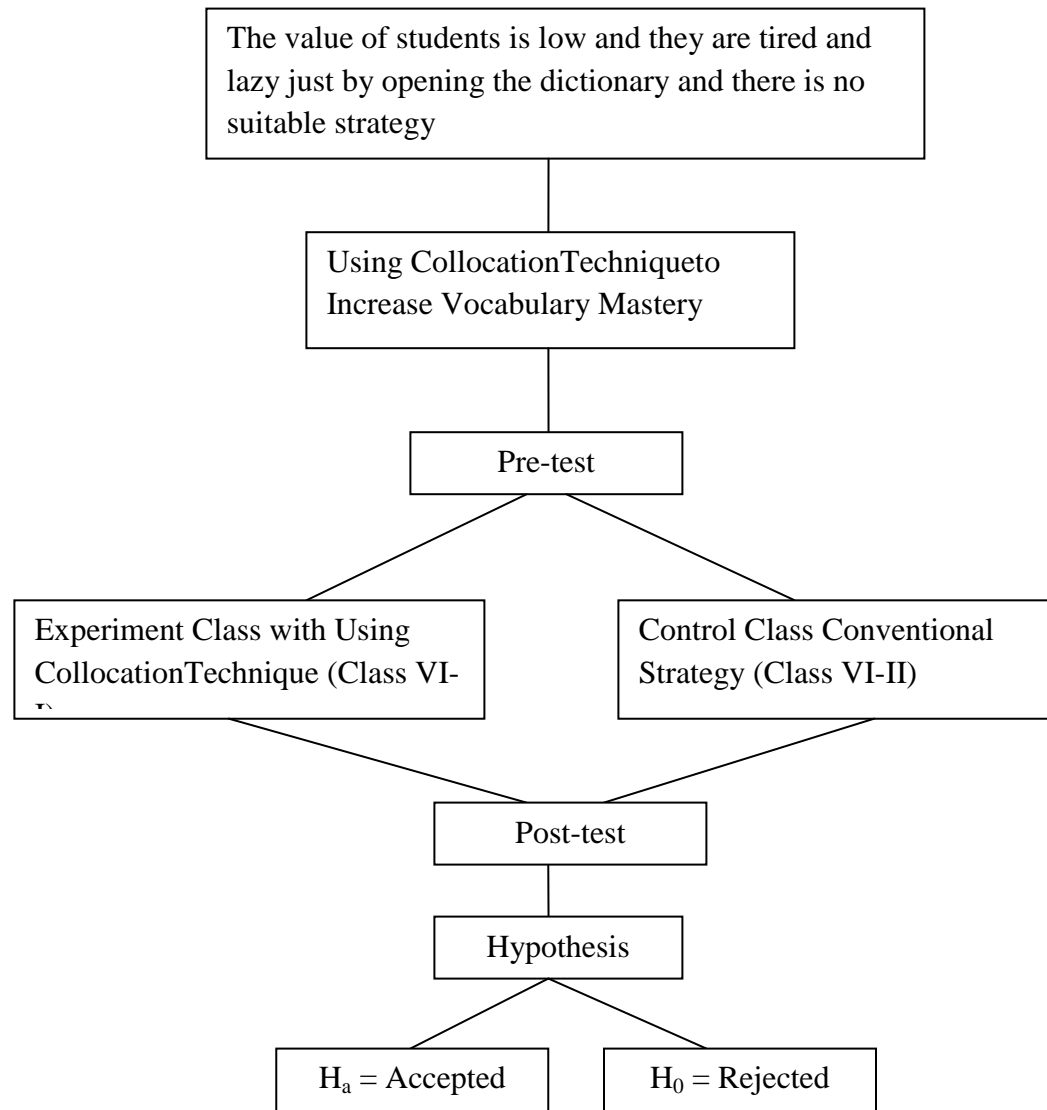
8. Conceptual Framework

Vocabulary is an important part of language there will be no language aspect which should be learnt. Vocabulary is important part of language to speak, write, and listen without vocabulary will not a language or sentence. So, since we can see, speak now about we are around will there vocabulary, through collocation we will find vocabulary or all word of listen, look, and speak, one of collocation to increase vocabulary is using collocation.

Collocation is defined as a combination of words in a language that happens very often, and more frequently than would happen by chance. In other words, a collocation is an expression consisting of two or more words that correspond to some conventional way of saying things. Based on Sinclair, collocation is the occurrence of two or more words within a short space of each other in a text, the usual measure of proximity is a maximum of four words intervening. Collocations can be dramatic and interesting because unexpected, or they can be important in the lexical structure of the language because of being frequently repeated. While Manning and Schütze characterized collocation by its limited compositionally. “We call a natural language expression compositional if the meaning of the expression can be predicted from the meaning of the parts. Collocations are not fully compositional in that there is usually an element of meaning added to the combination.”

Teaching vocabulary can start from elementary school Junior High School and Senior High School when the students still in optimum grow up. In teaching vocabulary can be fun with collocation more than open dictionary and write some words.

Based on the above, conceptual framework can be seen from the figure below:



9. Hypothesis

Correlating to the conceptual framework above, the writer concludes that hypothesis must be clearly and testable based on the empirical data, to prove the hypothesis accepted or not, is by consultation to the comparing hypothesis. As the opposite will be accept if the fact supposed the hypothesis are:

H_a : there is significant effect of using collocation on students' vocabulary mastery.

H_0 : there is no significant effect of using collocation on students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research is SMP Negeri 5 Padangsidimpuan. It is located on Jln. Perintis Kemerdekaan No. 61 Padangsidimpuan. This research had been done from April 2016 until finish. The subject of this research is the eighth grades of the students.

B. Research Design

This research was conducted with quantitative research with experimental method. L. R Gay Said, “Experimental research is the only type of research that can test hypothesis to establish cause and effect”.¹ And then, cress well says, “Experimental research induced the experiment with the Random assignment of subject to treatment condition as well as, quasi experiment, that we none randomized.”² From the definition above, researches conducted that the experiment is a kind of research that has aim to know the causal effect relationship Between one are more variable to other variables.

So, in this research, the researchers choose two classes as experiment class and control class. Experiment giving treatment they will be teach by using collocation technique control do not give treatment or by using conventional strategy. The research design of this research can be see in the following table:

¹ L. R Gay and Peter Airaisan, *Educational Research for Analysis and Application*, (America: Prentice hall, 1992), p. 71

² Jhon Creswell. *Research Design Qualitative and Mixed Methods Approaches Second Edition*, (USA: Prentice hall, 2000), p. 14

Table 4
Research Design

Class	Pre-test	Treatment	Post-test
(VIII-I) Experiment Class	√	√	√
(VIII-2) Control Class	√	×	√

C. Population and Sample

1. Population

Population is very need in a research. Margono says that population is the all of the data become our attention in scope hall and we determined the time.³ Based on explanation above, researcher conclude that population is the group to which a researcher that will be take the sample from of them.

The population of this research is all of the VIII class of SMP Negeri 5 Padangsidimpuan. It consiste of 12 classes with 346 students. It can be see in the table below:

Table 5
Population of the reearch

No	Class	Total student
1	VIII-1	22
2	VIII-2	22
3	VIII-3	28
4	VIII-4	25
5	VIII-5	25
6	VIII-6	23
7	VIII-7	25
8	VIII-8	25

³Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2009), p. 118.

9	VIII-9	23
10	VIII-10	27
11	VIII-11	28
12	VIII-12	23
	Total of students	346

2. Sample

Sample is preventative whole of population. Margono says “sample as part of population, example (monster) is take with use the certain steps”.⁴ Sample is the respondents of subject research, part of population.⁵ A sample comprises the individuals, items, or events select from a larger group refer to as a population. So, sample is some of amount and characteristics own by population, as for become sample of this research are two classes of four grade.

In this research, the researchers use two classes as a sample. They are divided into experiment class and control class. The researcher use random sampling to take the sample. Random sampling is the process of selecting a sample in such a way that all individuals in the define population have an equal and independent chance of being select for the sample.⁶

Before using random sampling, first, the researcher use normality and homogeneity test. Normality test is used to know whether the data of

⁴*Ibid.*, p. 121.

⁵Sugiyono, *Statistika Untuk Penelitian*, (Bandung: CV Alfabeta, 2007), p. 61.

⁶L.R. Gay and Peter Airasian, *Educational Research*, p. 123

research is normal or not. To know the normality, the researcher use *Chi-Quadrate* formula. The formula is as follow:⁷

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is get from the sample result of observation (questioner).

f_h = Frequency is get from the sample as image from frequency is hoped from the population.

D. Instrument of Collecting Data

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. The researcher use test as instrumentation. Margono says that test is a stimulation that give to someone by means to get answer that can be foundation to determine a score or numeral. Furthermore, can be concluding that test is a tool use to collect the data in the research.

The researcher use administering a test, which are match test. These type can be score objectively and can be measure learning out come directly in this

⁷Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada. 2005), p. 298.

research, the test consists of 40 match test to prepare students vocabulary mastery.

The test that is use in this research is choose an answer from the 4 options to prepare the students' vocabulary. The test consiste of 40 questions, in which 20 for pre test and 20 for post test. This test will be give to expriment and control class. Each question will be give 5 score to get the students' score in answering the questions. So, the maximum score of test is 100.

Table 7
Indicators of Vocabulary Mastery in Pre-test

NO	Indicators	Subject of indicators	Number of Items	Items
1	Collocation in Lexical Item	Verb + Noun	1, 2, 3, 4, 5	5
2		Adjective + Noun	1, 2, 3, 4, 5	5
3.		Noun + Verb	1, 2, 3, 4, 5	5
4.		Noun + Noun	1, 2, 3, 4, 5	5
TOTAL				20

Table 8
Indicators of Vocabulary Mastery in Post-test

NO	Indicators	Subject of indicators	Number of Items	Items
1	Collocation in Lexical Item	Adjective + Noun	1, 2, 3, 4, 5	5
2		Verb + Noun	1, 2, 3, 4, 5	5
3.		Noun+ Noun	1, 2, 3, 4, 5	5
4.		Noun + Verb	1, 2, 3, 4, 5	5
TOTAL				20

E. Validity And Reliability Instrument

1. Content Validity

Anas Sudijono state that validity is a characteristic of the good test.

To get the validity of an achievement test can be use two ways:⁸

- a. Totality of the test validity
- b. Item validity

In this research, the researcher will used item validity to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items. Then, the test consist of 40 match tests. It will be divide in two groups. They are 25 for pre-test and 25 for post-test.

To get the validity of test, the formula of *r pointbiserial* can be use as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : Mean score of the total score

SD_t : Standard Deviation of the total score

p : presentation of the right answer of the item test validity

q : presentation of the wrong answer of the item test validity

⁸Anas Sudijono, *Pengantar Statistic Pendidikan*, (Jakarta :PT Raja Grafindo Persada), p. 45.

2. Reliability of the Test

An instrument of the research must be reliable. A reliable test is consistent and dependable.⁹ To get the reliability of the test, Suharsimi Arikunto says that to obtain the reliability of the test, the researcher use formula K-R 20.¹⁰

The formula:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \Sigma pq}{S_t^2} \right)$$

Where:

R_{11} : Reliability of the Instrument

N : Total of Question

St^2 : Variants Total

p : $\frac{\text{Proporsi Subject who is right Answer}(1)}{N}$

q : $\frac{\text{Proporsi Subject who is Wrong Answer}(0)}{N}$

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if $r_{\text{count}} > r_{\text{table}}$ by using formulation KR 20 with r_{table}

F. Procedures of the Research

To collect the data, the researcher will used test. In giving the test, it was divide into two kinds; pre-test and post-test.

⁹H. Douglas Brown, *Language Assessment*, ...p. 21.

¹⁰Suharsimi Arikunto, *Prosedur Penelitian*, ...p.188.

1. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. In the pre-test, the researcher gives instruction how to answer the questions that will be in the test. And then, the researchers give how much time to answer the questions. The form of test is match and answers by the text vocabulary that have been made by the researcher. After that, the answer sheets are collected for the analysis or examined by the researcher. The function of the pre-test is to find the mean scores of the collocational and conventional groups before the researcher gives treatment. In this case, the researcher hopes that the whole students' vocabulary abilities are the same or if there is a difference between that group, the difference is hopefully not significant.

2. Treatment

The experimental class and control class are given some material, which is about the vocabulary aspect that will be taught by the researcher in different ways. The experimental class is given treatment, it is taught by using collocational. The control class is taught by using conventional strategy.

3. Post-test

After giving treatment, the researcher conducts a post-test which is the same test as the pre-test and has been conducted in the previous of the research. In the post-test, the researcher gives instructions how to answer the questions that will be in the tests. And then, the researchers give how much time to answer the questions. The form of test is match and answers by the text vocabulary that have been made by the researcher. After that, the answer sheets are collected for the analysis or examined by the researcher. This post-test is the final in the research, especially measuring the

treatment, whether is significant or not. After conducting the pos-test, the researcher analysis the data and the researcher will find out the effect of using collocation in the experimental class.

G. Technique of Analyzing Data

In this research, the researchers use the technique of data analysis as follow:

1. Requirement Test

a. Normality Test

In normality test, the data can be test with chi-quadrade:¹¹

$$X^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

X^2 : Chi-quadrade

f_o : frequency is get from the sample/result of observation (questioner).

f_h : frequency is get from the sample as image from frequency is hoped from the population.

b. The Homogeneity of Test

To test weather variants of both homogenous samples, variants equality test, that is:¹²

8. ¹¹Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p.

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is reject if $F \leq F_{\frac{1}{2} \alpha(n_1-1) (1= n_2-1)}$, while if $F_{count} >$

F_{table} hypothesis is accept.

H. Hypothesis Test

Hypothesis is the provisional result of the research. So, the researchers need to analyze the data which will be divided into two groups: experiment class and control class.

Before analyze the data to find the hypothesis, the researcher will calculate the normality and homogeneity of the post-test. It is use to know whether the data is normal and homogenous or not. If the data is normal and homogenous, the formula that must be use to test hypothesis is t-test but if the data is not normal and homogenous, the formula that must be used to test hypothesis is Chi-Quadrate. Because the result of post-test in this research is normal and homogenous, the data will be analyzed by using *t-test* formula. The formula is as follow:¹³

¹²*Ibid*, p. 250.

¹³Sugiyono, *Statistika untuk Penelitian*, (Bandung: ALFABETA, 2006), p. 135.

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : the value which the statistical significance

\overline{X}_1 : the average score of the experimental class

\overline{X}_2 : the average score of the control class

s_1^2 : deviation of the experimental class

s_2^2 : deviation of the control class

n_1 : number of experimental

n_2 : number of control class

CHAPTER IV

DATA ANALYSIS

For analyzing the data, researcher collected the data and gave the test about vocabulary mastery to the sample. The sample of this research class VIII-1 for experimental class and control class VIII-2 for control class. The test was divided into two aspect, they are pre-test and post-test.

Researcher applied quantitative analysis by used the formulation of *t-test*. It was done to know the effect of using collocation technique to students' vocabulary mastery. The researcher was describe the result based on the data that had been researched s follow:

A. Description of Data

1. Description of Data on the Pre-test

Based on the research was done, the researcher got the result of data pre-test of students' in experimental class.

a. Score of Pre-test Experimental Class

There are the results of experimental class before using collocation technique. Therefore it can be seen the table below.

Table 9
The Score of Experimental Class in Pre-test

Total	1345
Highest score	75
Lowest score	55

Mean	60
Median	60.21
Modus	57.4
Range	20
Interval	3
Standard deviation	17.20
Variant	40.78

From the table above the readers can see that in experimental class in pre-test was 1310, mean was 60, standard deviation was 17.20, variant was 40.78, median was 60.21, range was 20, modus was 57.4, interval was 3. The researcher got the highest score was 75 and the lowest score was 55. Next, the calculation of how to get it can be seen in the appendix 14.

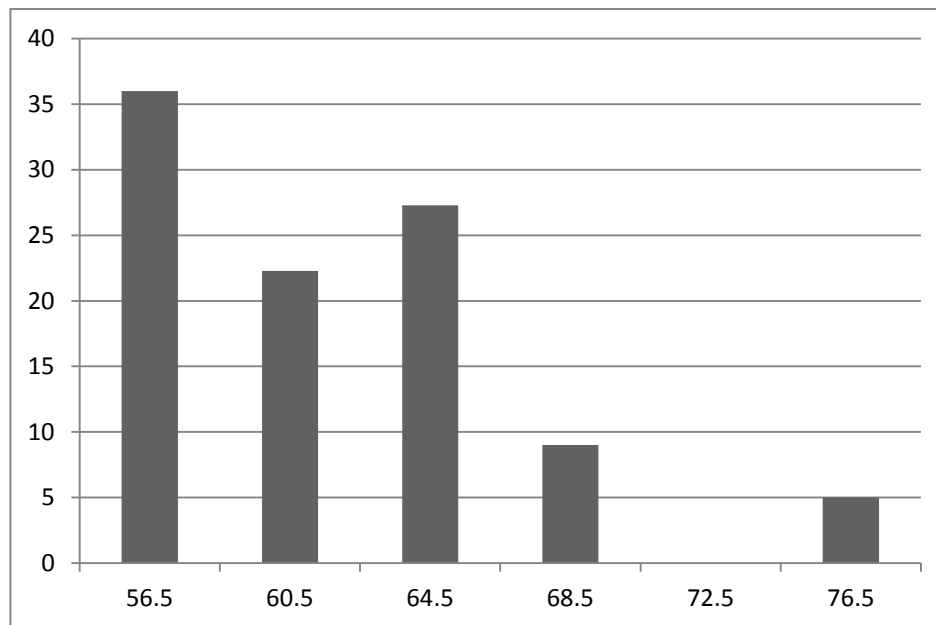
Table 10
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	55 – 58	56.5	8	36 %
2	59 – 62	60.5	5	22.27%
3	63 – 66	64.5	6	27.27%
4	67 – 70	68.5	2	9%
5	71 – 74	72.5	0	0%
6	75 – 78	76.5	1	5%
<i>i</i> = 9			22	100%

Based on the table above, it can be drawn at histogram as follow:

Figure 1

Histogram result Score of the Students' Vocabulary Mastery
In experimental class in pre-test



b. Score of Pre Test Control Class

There are the results of control class, therefore it can be seen the table below:

Table 11
The Score of Control Class in Pre-test

Total	1310
Highest score	70
Lowest score	45
Mean	59.46
Median	61.64
Modus	58.78
Range	25
Interval	5
Standard deviation	5.99
Variant	36.019

From the table above the readers can see that in control class in pre-test was 1310, mean was 59.46, standard deviation was 5.99, variants was 36.019, median was 61.64, range was 25, modus was 58.78, interval was 5. The researcher got the highest score was 70 and the lowest score was 30. Next, the calculation of how to get it can be seen in appendix 14.

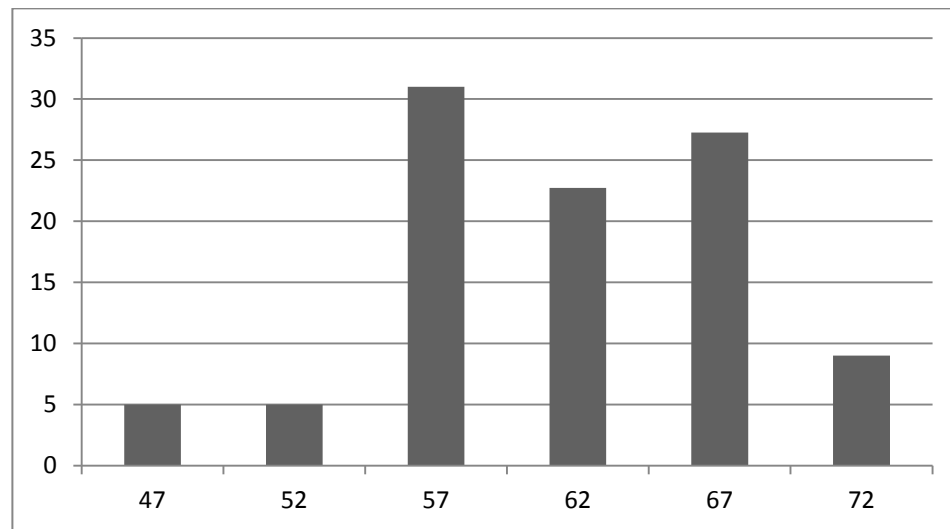
Table 12
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	45 – 49	47	1	5%
2	50 – 54	52	1	5%
3	55 – 59	57	7	31%
4	60 – 63	62	5	22.72%
5	65 – 69	67	6	27.27%
6	70 - 74	72	2	9%
<i>i = 5</i>			22	100%

Based on the table above, it can be drawn at histogram as follow:

Figure 2

Histogram Score Result of the Students' Vocabulary Mastery
in Control Class in Pre-Test



Based on result of the test students' mastery in vocabulary mastery, researchers found that mean score of students' in the experimental class is 60, highest score is 75 and smallest score is 45. While, mean score of students in control class is 59.46, highest is 70 and smallest score is 45.

2. Description of Data in Post-Test

Based on the research was done, the researchers got the result of data Post-test of students' in experimental class, as follow:

a. Score of Post-Test Experimental Class

There are the results of experimental class after using collocation technique. Therefore it can be seen the table below:

Table 13
The Score of Experimental Class in Post-test

Total	1700
Highest score	95
Lowest score	60
Mean	77.27
Median	79
Modus	74.73
Range	35
Interval	6
Standard deviation	12.87
Variant	83.77

From the table above the readers can see that in experimental class in post-test was 1700, mean was 77,27, standard deviation was 12.87, variants was 83.77, median was 79, range was 35, modus was 74.73, interval was 6. The researcher got the highest score was 95 and the lowest score was 60. Next, the calculation of how to get it can be seen in appendix 15.

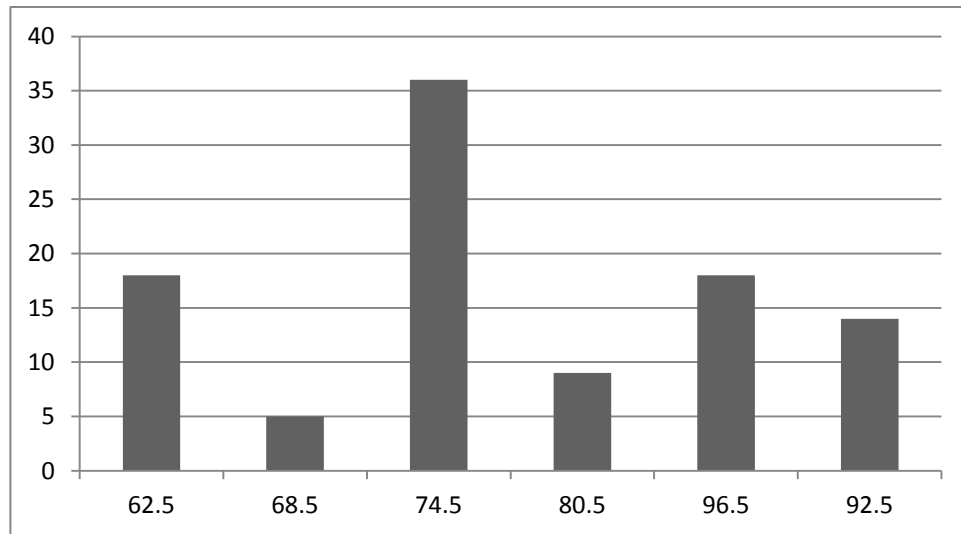
Table 14
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	60 – 65	62.5	4	18%
2	66 – 71	68.5	1	5%
3	72 – 77	74.5	8	36%
4	78 – 83	80.5	2	9%
5	84 – 89	96.5	4	18%
6	90 - 95	92.5	3	14%
<i>i = 6</i>			31	100%

Based on table above, it can be drawn at histogram as follow:

Figure 3

Histogram Score result of the Students' Vocabulary Mastery by Using Collocation Technique in Experimental Class in Post-Test



b. Score of Control Class in Post Test

There are the results of control class, therefore it can be seen the table below:

Table 15
The Score of Control Class in Post-test

Total	1575
Highest score	85
Lowest score	55
Mean	71.5
Median	80.21
Modus	77.35
Range	30
Interval	5
Standard deviation	7.47
Variant	61.24

From the table above the readers can see that in control class in post-test was 1575, mean was 71.5, standard deviation was 7.47, variants was 61.24, median was 80.21, range was 30, modus was 77.35, interval was 5. The researcher got the highest score was 85 and the lowest score was 55. Next, the calculation of how to get it can be seen in the appendix 15.

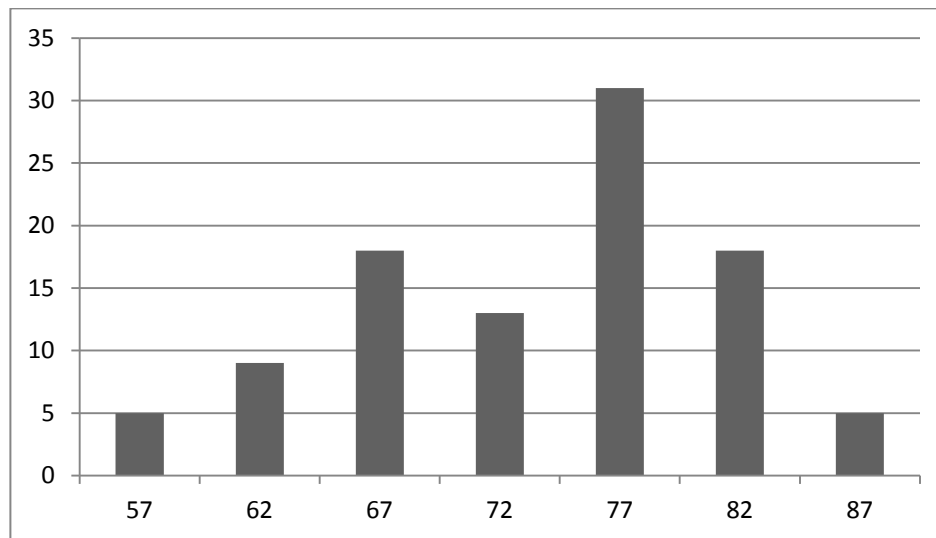
Table 16
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	55 – 59	57	1	5%
2	60 – 64	62	2	9%
3	65 – 69	67	4	18%
4	70 – 74	72	3	13%
5	75 – 79	77	7	31%
6	80 - 84	82	4	18%
	85 - 89	87	1	5%
<i>i = 5</i>			30	100%

Based on the table above, it can be drawn at histogram as follow:

Figure 4

Histogram Score Result of the Students' Vocabulary Mastery by
Using Conventional Strategy in Control Class



Based on the test students' mastery in vocabulary mastery by using conventional strategy in control class and collocation technique in experimental class, researchers found that mean score of students' in the experimental class is 80.95 highest score is 95 and smallest score is 65. While, mean score of students in control class is 75.85 highest is 90 and smallest score is 60.

3. Description of Comparison Score of Pre-test and Post-test

a. Comparison Score of Pre-test and Post-test in Experimental Class

Based on students' answers in experimental of pre-test and post-test calculation the students' score and most of students both of classes were low in vocabulary. Experimental class consisted of 22

students. The lowest score in pre-test was 55 whereas the highest score 75 and the lowest score in post-test was 60 whereas the highest score 95. It can be seen in the following table below:

Table17.
Comparison score of student vocabulary in experimental class
(pre-test and post-test)

No	Interval	Pre-test	Post-test
1	55 – 61	14	1
2	62 – 68	6	3
3	69 – 76	7	9
4	77 – 83	0	2
5	84 – 90	0	6
6	91 – 97	0	1

For more detail, the pre-test and post-test differences in the experiment class can be seen in the following diagram:

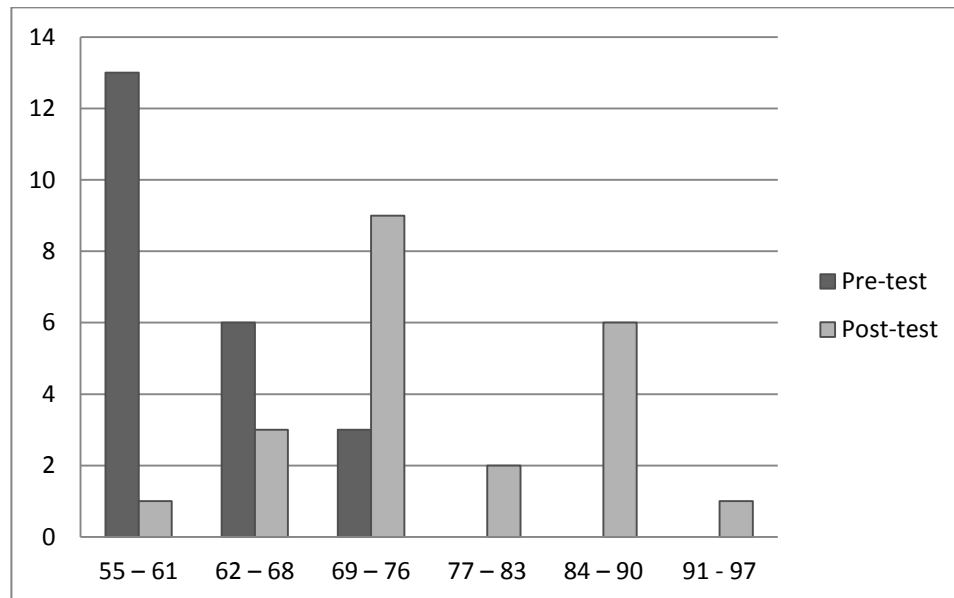


Figure 5: Description Data Comparison Pre-test and Post-test in Experimental class

b. Comparison Score of Pre-test and Post-test in Control Class

Based on students' answers in control of pre-test and post-test calculation the students' score and most of students both of classes were low in vocabulary. Control class consisted of 22 students. The lowest score in pre-test was 45 whereas the highest score 70 and the lowest score in post-test was 55 whereas the highest score 85. It can be seen in the following table below:

Table18.
Comparison score of student vocabulary in Control Class
(pre-test and post-test)

No	Interval	Pre-test	Post-test
1	45 – 51	2	0
2	52 – 58	7	1
3	59 – 66	11	6
4	67 – 73	2	3
5	74 – 80	0	11
6	81 – 87	0	1

For more detail, the pre-test and post-test differences in the control class can be seen in the following diagram:

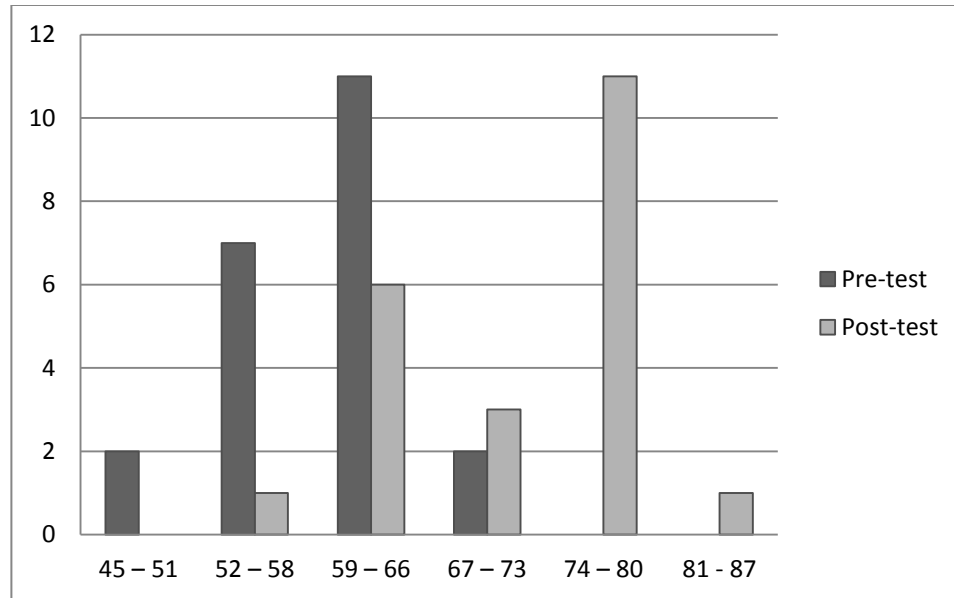


Figure 6: Description Data Comparison Pre-test and Post-Test in Control Class

c. Comparison Between Experimental Class and Control Class

1) Pre-test

Based on students' answers in experimental and control class of pre-test calculation the students' score and most of students both of classes were low in vocabulary. Experimental and control class consisted of 22 students. The lowest score of pre-test in experimental class was 55 whereas the highest score 75 and the lowest score of pre-test in control class was 45 whereas the highest score 70. It can be seen in the following table below:

Table19.
Comparison score of student vocabulary in Experimental class and Control class
(Pre-test)

No	Interval	Ekperiment	Control
1	45 – 49	0	1
2	50 – 54	0	2
3	55 – 59	8	8
4	60 – 64	5	2
5	65 – 69	6	6
6	70- 74	2	2
	75-79	1	

For more detail, the pre-test and post-test differences in the experiment class and control class (pre-test) can be seen in the following diagram:

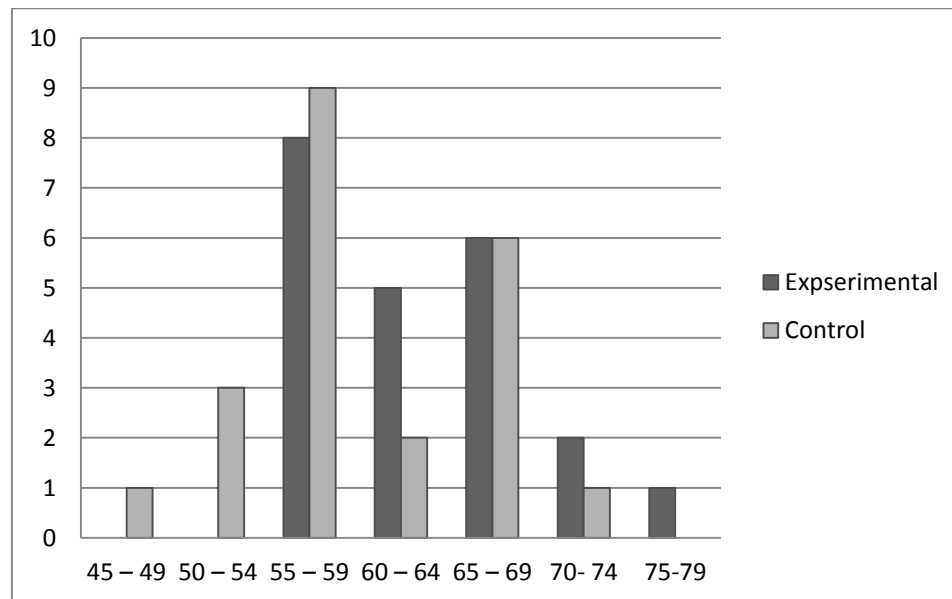


Figure 7: Description Data comparison pre-test in Experimental and control Class

2) Post-test

Based on students' answers in experimental and control class of post-test calculation the students' score and most of students both of classes were low in vocabulary. Experimental and control class consisted of 22 students. The lowest score of post-test in experimental class was 55 whereas the highest score 95 and the lowest score of pre-test in control class was 55 whereas the highest score 85. It can be seen in the following table below:

Table20.
Comparison score of student vocabulary in Experimental and Control class (Post-test)

No	Interval	Experimental	Control
1	55 – 60	1	3
2	61 – 66	3	4
3	67 – 72	1	3
4	73 – 78	8	7
5	79 – 84	2	4
6	85 – 90	7	1
7	91 – 96	1	0

For more detail, the pre-test and post-test differences in the experiment class and control class (pre-test) can be seen in the following diagram:

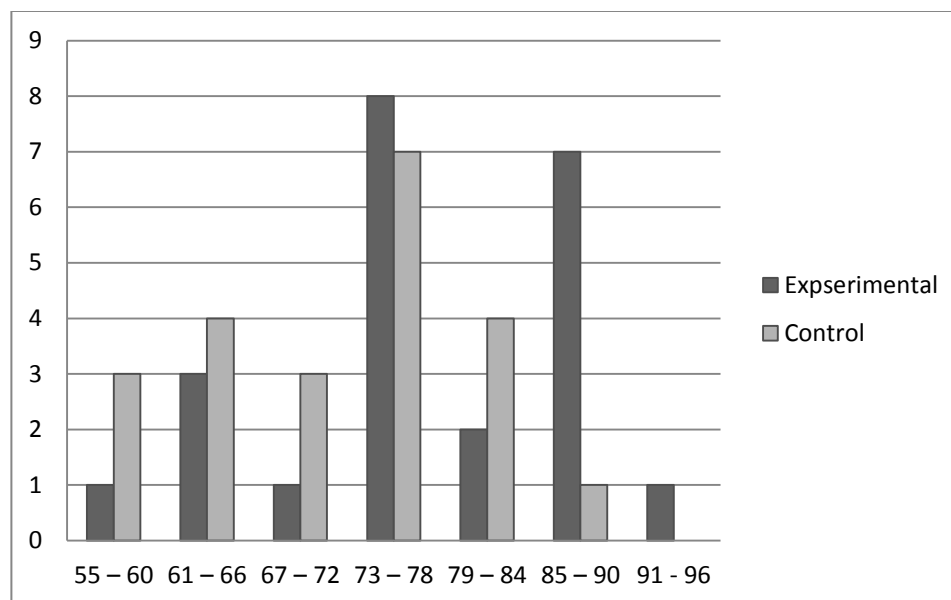


Figure 8: Description Data comparison pre-test in Experimental and control Class

B. Technique of Data Analysis

The analysis of the data was done to find out the ability of the two groups that have been divided into experimental class and control class the researcher used normality and homogeneity test to take the data.

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class in Pre-Test

The calculation can be seen to the table, that:

Table21.
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	3.73	11.070	1.13 < 2.10	
Control Class	2.359	7.815		

Based on the table above researcher calculation, the score of experiment class $Lo = 3.73 < Lt = 11.070$ with $n = 22$ and control class $Lo = 2.359 < Lt = 7.815$ with $n = 22$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. The calculation could be seen on the appendix.

2) Homogeneity of Experimental Class and Control Class Pre-Test

Then, the coefficient of $F_{\text{count}} = 2.10$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the same numerator $dk = N-1 = 22-1 = 21$ and denominator $dk N-1 = 22-1 = 21$. So, by using the list of critical value at F distribution was got $F_{0.05} = 2.10$. It showed that $F_{\text{count}} 1.13 < F_{\text{table}} 1.85$. So, it could be concluded that the variant from the data of the students' ability in Students' Vocabulary Mastery at SMPNegeri5 Padangsidimpuan by experimental and control class was homogenous. Researcher, calculation it could be seen on the appendix.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental Class and Control Class in Post-Test

Table22.
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	-2.39	11.070	1.36 < 2.10	
Control Class	5.524	12.592		

Based on the table above researcher calculation, the score of experiment class $Lo = -2.39 < Lt = 11.070$ with $n = 22$ and control class $Lo = 5.524 < Lt = 12.592$ with $n = 22$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that

experiment class and control class were distributed normal. It could be seen in appendix.

2) Homogeneity of Experimental and Control Class in Post-test

The, the coefficient of $F_{\text{count}} = 1.36$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the same numerator dk $= N-1 = 22-1 = 21$ and denominator dk $N-1 = 22-1 = 21$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.10$. It showed that $F_{\text{count}} 1.26 < F_{\text{table}} 1.85$. So, it could be concluded that the variant from the data of the students' ability in Students' Vocabulary Mastery at SMPNegeri5 Padangsidimpun by experimental and control class was homogenous. Researcher calculation it could be seen on the appendix.

2. Hypothesis Test

To prove hypothesis the data would be analyzed by using formula of T-test. Hypothesis alternative (H_a) of research was "There was the effect of using Collocation Technique on Students' Vocabulary Mastery. The result of the researcher calculation could be seen as follow:

Table23.
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.241	1.683	2.176	1.683

$$H_a: \mu_1 > \mu_2$$

Where:

$H_a: \mu_1 > \mu_2$ “There was a significant effect of using collocation technique on students’ vocabulary mastery.”

Based on researcher calculation, researcher found that $t_{count} 1.873$ while $t_{table} 1.671$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 22 + 22 - 2 = 40$. Cause $t_{count} > t_{table} (2.176 > 1.683)$. It means that hypothesis (H_a) was accepted. So, there was the significant effect of using collocation technique on Students’ Vocabulary Mastery. It described the mean score of experimental class by using collocation technique was 77.27 and mean score of control class was 71.59 by using conventional strategy. The calculation can be seen on the appendix.

C. Discussion

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. First, the research Widiya Hartati in a thesis “The Influence of Collocation Technique on the Students’ Competence in English Vocabulary at the Fifth Grade Students of Kepongan 3 Elementary School – Cirebon Regency” showed that the average of pre test score is 58,73. Second, Rahma Hayati in a thesis “The Effectiveness of Collocation technique the Students’ Vocabulary Mastery: An Experimental Study at the Second Grade Student of SMPN 1 Praya Barat in Academic Year 2013/2014”

showed that the average of pre test score is 59.56. *Third*, Desi Afrida Lubis in a Thesis "The Effect of Word Search Puzzle to Students' Vocabulary Mastery at grade VII SMP Negeri 5 Padangsidempuan" the mean score of experimental class in pre test was 61.5. Meanwhile, the researcher got the mean score of pre-test of the experimental group was 60.

On the contrary, the mean score of post test by Widiya Hartati got the score of post test in experimental class was 76.06. *Second*, Rahma Hayati showed that the average of post test score was 78,41 in experimental class. *Last*, Desi Afrida Lubis got the result of post test was 78,067. Beside, the researcher got the mean score for experimental class after using collaborative strategy was 77.27.

Additionally, the score of t_{test} Widiya Hartati found that t_0 is higher than t_t ($3.817 > 2.04$). Rahma Hayati found that t_0 is higher than t -table that is ($12.765 < 2.876$). Desi Afrida Lubis also found that t_0 is higher t -table that is ($6.98 > 2.021$) Beside, the researcher also found that t_0 is higher than t_t where t_0 was 2.176 and t_t was 1.683 ($2.176 > 1.683$) also from mean score between the experimental group and control group, it is indicated that the score of experimental group was bigger than control group ($77.27 > 71.5$). It means collocation technique gave the effect to students' vocabulary mastery at grade of SMP Negeri 5 Padangsidempuan.

From the result of the research that is previously stated, it was proved that the students of the experimental group who were taught vocabulary by using

collocation technique got better result than the control group that were taught vocabulary by using conventional strategy.

D. Threats of the Research

The researcher found the threat of this research as follow; the first, the students needed more time for answering the test, the second, the students are noisy and lack of serious while teaching and learning process. So, it can disturb the concentration of the others, the third, there are some students that lack of serious to answer the test in pre-test and post test. It can be the threat of the research. So, the researcher cannot reach the validity of trustworthiness data.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analyzed as follow: the students' vocabulary mastery at grade VIII SMP Negeri 5 Padangsidimpuan was 60. The students' vocabulary mastery in experimental class at grade VIII SMP Negeri 5 Padangsidimpuan was 77.27. There was the effect of using collocation technique on students' vocabulary mastery at SMP Negeri 5 Padangsidimpuan.

Hypothesis alternative (H_a) was accepted. It could be seen from the mean score of experimental class and control class ($77.27 > 71.5$), compared with the mean score in pre-test ($60 > 59.46$), and hypothesis zero (H_0) was rejected with $t_0 > t_t$ ($2.176 > 1.683$). So, the using collocation technique also was an effective and efficient strategy and can improve the students' vocabulary mastery. It means that there is significances effect of using collocation technique to students' vocabulary mastery at SMP Negeri 5 Padangsidimpuan.

B. Suggestion

After this research was done, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. The principal of SMP Negeri 5 Padangsidimpuan, to motivate the teacher, especially English teacher to teach as well as possible by maximizing the using of collocation technique in teaching, because through this research, it

was significantly proven that this strategy increased the students' vocabulary mastery.

2. The English teacher, to increase the students' ability in learning English, especially in increasing the students' ability in vocabulary mastery. One of the efficient and effective strategies that can increase vocabulary mastery was through collocation technique. Other researcher, the findings of this research were subject matters which can be developed largely and deeply by adding other variables or enlarge the samples.

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Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul hilangnya perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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