The Use of Collocation to Improve English Vocabulary

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ARTICLE INFO	ABSTRACT
	Learning English is very useful, especially regarding the role of the tourism education institute to provide human resources in the tourism sector who have the ability to communicate with tourists and fills labour needs such as selling souvenirs, working in hotels, or being a tour guide. The tourism information service will use at least one foreign language, especially English. However, the reality shows that existing graduate students lack the required English language skills. This is due to the lack of vocabulary owned by students majoring in tourism. This study will use a quasi-experimental research model with one group pre-test and post-test design. The data will be analyzed using a quantitative approach and a qualitative approach using statistical analysis (test score results), and a descriptive qualitative approach (Observation, questionnaire, interview). This study aimed to determine whether there was an effect of using collocation in increasing the vocabulary (vocabulary breadth) of the STP Mataram students in the hospitality study program. Researchers took 50 students as research samples. This study used a quasi-experimental research model with one group pre-test and post-test design. Based on the table of results of the paired sample test t-test with SPSS, the sig value is obtained. (2-tailed) is 0.000 with a 5% probability is less than 0.005. So, it can be said that there is a difference in the effect of using collocation in improving the vocabulary skills of STP Mataram students.
Keywords:	*Collocation, Improve, English, Vocabulary*

1. Introduction

Lombok, NTB, which is an area of cultural tourism for foreign tourists, in this case, intensive English is very important to be taught, especially for students of the Tourism Academy or tourism education. Learning English is very useful, especially regarding the role of the Tourism education as a provider of human resources in the sector can communicate with tourists and fill the needs of employees such as selling souvenirs, working in hotels or being a tour guide. The tourism information service will use at least one foreign language, especially English. Given that English is the first global language used by foreign ethnic groups, regardless of their country of origin. Therefore, it is very reasonable that

practical English for tourism practitioners of the tourism is very important and urgent to be able to use English. However, the reality shows that existing graduate students do not have the required English language skills. This is due to the lack of vocabulary owned by students majoring in tourism.

Vocabulary is one of the important components in teaching English in addition to other components such as structure, pronunciation, and intonation. Vocabulary has a vital role because if a student is inadequate in vocabulary mastery, he or she cannot communicate his thoughts and ideas as clearly as they want, both orally and in writing. He cannot perfectly express what he wants to convey when he speaks or writes.

In the implementation of the English language learning process, it is often found that students have difficulty achieving a competency, especially mastery of English. This is because the students' English vocabulary mastery is inadequate, so it is alarming for the achievement of competencies as stated in the curriculum. They often have difficulty understanding the meaning of a word because their vocabulary understanding is relatively inadequate consequently, the process of achieving a basic competency will take longer.

Becker (1997) emphasizes the importance of vocabulary development concerning the number of vocabulary mastered by students with academic material for language learning. He stated that the lack of understanding of vocabulary was the main cause of academic failure experienced by students.

Research states that understanding a text also depends on the size of a person's vocabulary. According to Graves (1986), the ideal vocabulary that novice learners should have is between 2500 to 5,000 words to support language learning. However, English learners in Indonesia are lacking in this, especially as English is a foreign language; therefore the use of this language is only in certain things and places.

Jeremy Harmer (1991) makes an analogy that language is a body, the structure is the bones that make up the skeleton, while vocabulary is the flesh that gives the body shape. Thus, a person will not be able to communicate in the target language if his vocabulary mastery is inadequate. In the field of language learning and teaching, the question of how to learn and teach vocabulary from a foreign language is always discussed. There are many methods and techniques that have been developed to find solutions to these vocabulary learning problems. With the growth of the current linguistic corpus, interest in collocation learning is increasing, besides that collocation is currently receiving serious attention in

applied linguistics. Lewis in his influential Lexical Approach (1993) emphasizes the importance of learning collocations (Shin & Nation, 2008).

Firth, who introduced the term collocation, claims that collocation should be considered when teaching and learning vocabulary (Kennedy, 2003). Collocation is understood here as a combination of words. Learning and teaching collocation are widely accepted among researchers and it is necessary to investigate the use of collocation by students who are learning English in the classroom.

Robbins and Ehri (1994) show that if a person's existing vocabulary is advanced, it is easier for them to understand and remember the meaning of new words. Based on their views, I believe that tourism students will understand and use English more easily if they already have a lot of vocabulary. The use of English has spread throughout the countries of the world and has increased in recent years.

As stated above, graduates at the tourism academy have competence in the field of tourism in providing the information needed by visitors to tourist objects, especially in Lombok, NTB, so someone in addition to having scientific insight in the field of tourism is also an adequate mastery of English thus providing information relatively more acceptable and communicative with visitors, especially foreign countries. This can be realized by having a sufficient English vocabulary in the field of tourism.

Therefore, this research focuses on teaching and improving English vocabulary in tourism by using collocation in the context of the tourism environment. For this reason, this study also tries to identify what English collocations are relevant to be taught to students in the field of tourism. The identification of the collocation that will be carried out comes from the context of the conversation in the tourism sector. In this study, researchers will examine the collocations that appear in textbooks, coursebooks, audiobooks, videos used by students and conversations in hotel and travel environments.

The choice of collocation as research material is because these components are the most important and fundamental parts in the formation of a simple sentence or a more complex sentence.

The purpose of this study was to determine whether teaching vocabulary through collocation would result in a better improvement than learning vocabulary using classical techniques such as definitions, synonyms, antonyms, and mother tongue translation. The

purpose of this study was to demonstrate the contribution of collocation to students' vocabulary learning in English at the Tourism Academy. This research is important to find out how effective learning vocabulary through collocation is as a significant strategy in contributing to the development of vocabulary learning, especially vocabulary in the context of tourism that can be applied directly by students so that they can improve their ability to speak English in the world of work.

Based on the identification of the problems presented above, this research is limited to several main problems. The problem is to identify what collocations in the context of tourism are often used in the context of hotels and tours and travel, how effective is the use of collocations in increasing the vocabulary breadth of English tourism students, and to find out whether teaching new vocabulary through collocation is better than teaching vocabulary with conventional techniques. The collocation that will be studied is the use of the words make, take and do in English.

Theoretically, the results of this study are expected to provide scientific insight and a clearer and more comprehensive theoretical-conceptual framework regarding learning foreign language vocabulary, in this case, English. STP Mataram students are expected to get a learning experience in the form of mastery of English vocabulary by using collocation. The graduates of the STP Mataram have good English competence which can be utilized in developing tourism in NTB. The graduates of the STP Mataram have sufficient English vocabulary in the tourism sector which can be used to provide tourism information around tourist village locations

2. Research Method

In this study, a quasi-experimental research model will be used with one group pre-test and post-test design. This type of research does not use a comparison group but has used an initial test so that the magnitude of the effect or effect of using collocation can be known with certainty. In this study, the research subjects were first given a pretest, in this case, the English vocabulary level test to determine the extent of the students' initial vocabulary skills before being given vocabulary learning using collocation. After being given the initial test, then the student is given treatment, namely learning vocabulary using collocation. After finishing learning vocabulary with collocation, then all students are given a final test (posttest) in the form of a level test of English vocabulary level of 1,000 – 10,000 words to determine the

extent of the effect of learning vocabulary using collocation on the breadth of vocabulary obtained by students.

The data collection method in this research is by using library study, textbook analysis, tests, observations, interviews, and documentation. The use of several research instruments is expected to provide significant results, the instrument is a tool used to record or obtain the necessary data. The data in this study will be analyzed descriptively qualitatively and quantitatively.

The data will be analyzed using two approaches, namely a quantitative approach and a qualitative approach. A quantitative approach uses statistical analysis (test score results) and a descriptive qualitative approach (Observation, questionnaire, interview). The data obtained from the test results will be analyzed before being given treatment which aims to determine the ability of students before being given treatment. The data used is the value of the pre-test and post-test. The data were analyzed using the normality test. This analysis aims to determine whether the data used is normally distributed. The data will be analyzed using SPSS. The data were analyzed to find out whether the data obtained from the test results were normally distributed and homogeneous. In addition, an analysis was carried out to determine the effectiveness of the use of collocation using the t-test.

3. Research Findings and Discussion
Research Findings

This research was conducted at the STP Mataram in the hospitality study program. Researchers took 50 students as samples. This study aims to determine the effect of using collocation on vocabulary breadth.

In this study, a quasi-experimental research model was used with one group pre-test and post-test design. This type of research does not use a comparison group but has used an initial test so that the magnitude of the effect or effect of using collocation can be known with certainty. In this study, the research subjects were first given a pretest, in this case, the English vocabulary level test to determine the extent of the students' initial vocabulary skills before being given vocabulary learning using collocation. After being given the initial test, then the student is given treatment, namely learning vocabulary using collocation. After finishing learning vocabulary with collocation, then all students were given a final test (post-test). The results of the pre-test and post-test are presented in the table below:

Table 1 Students' Pre-test Scores

Pre-Test		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.10	2	4.0	4.0	4.0
	44.40	3	6.0	6.0	10.0
	45.60	4	8.0	8.0	18.0
	46.70	3	6.0	6.0	24.0
	47.80	4	8.0	8.0	32.0
	48.90	4	8.0	8.0	40.0
	50.00	3	6.0	6.0	46.0
	51.10	1	2.0	2.0	48.0
	52.20	1	2.0	2.0	50.0
	53.30	2	4.0	4.0	54.0
	55.60	3	6.0	6.0	60.0
	56.70	3	6.0	6.0	66.0
	57.80	1	2.0	2.0	68.0
	61.10	2	4.0	4.0	72.0
	62.20	1	2.0	2.0	74.0
	66.70	2	4.0	4.0	78.0
	68.90	1	2.0	2.0	80.0
	71.10	3	6.0	6.0	86.0
	73.30	1	2.0	2.0	88.0
	74.40	1	2.0	2.0	90.0
	75.60	1	2.0	2.0	92.0
	76.70	1	2.0	2.0	94.0
	78.80	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Based on the statistical data above, it can be seen the maximum and minimum score values, besides that it can also be seen what the mean value and distribution of data from the

pre-test results can be. It can be seen that the maximum value for the pre-test is 77.80 and the minimum value for the pre-test is 43.30 while the mean value for the pre-test is 56.34.

After teaching using collocation, a post-test is given to determine the final ability and development of the student's vocabulary. The summary of the results of post-test data processing can be seen as follows.

Table 2 Students' Post-test Scores

Post-Test		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56.60	1	2.0	2.0	2.0
	66.70	3	6.0	6.0	8.0
	71.10	1	2.0	2.0	10.0
	72.20	4	8.0	8.0	18.0
	73.30	1	2.0	2.0	20.0
	75.60	4	8.0	8.0	28.0
	76.70	1	2.0	2.0	30.0
	77.80	6	12.0	12.0	42.0
	78.90	1	2.0	2.0	44.0
	80.00	1	2.0	2.0	46.0
	81.10	1	2.0	2.0	48.0
	82.20	1	2.0	2.0	50.0
	84.40	2	4.0	4.0	54.0
	85.60	3	6.0	6.0	60.0
	86.70	3	6.0	6.0	66.0
	87.80	3	6.0	6.0	72.0
	88.90	3	6.0	6.0	78.0
	90.00	4	8.0	8.0	86.0
	91.10	1	2.0	2.0	88.0
	92.20	2	4.0	4.0	92.0
	93.30	2	4.0	4.0	96.0
	95.60	1	2.0	2.0	98.0

100.00	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Based on the statistical data above, it can be seen the maximum and minimum score values, besides that it can also be seen what the mean value and distribution of data from the post-test results can be. It can be seen that the maximum value for the post-test is 100 and the minimum value for the post-test is 56.60 while the mean value for the post-test is 81.78.

The quantitative data in this study is a list of collocations related to tourism. This data was obtained by analyzing textbooks on several English-language kinds of literature as media and teaching materials in teaching English Tourism. In the following, analysis data from colocation in the tourism sector is presented.

Table 3 Collocation Make, Do and Take

No	Collocation	No	Collocation
1	Make appointment	22	Do the washing
2	Make a bed	23	Do well
3	Make a decision	24	Do your best
4	Make a fuss	25	Do your duty
5	Make an offer	26	Do work
6	Make arrangement	27	Take a break
7	Make clear	28	Take a call
8	Make friends	29	Take a look
9	Make progress	30	Take a message
10	Make a reservation	31	Take a risk
11	Make a room	32	Take a seat
12	Make a note	33	Take action
13	Make an effort	34	Take care
14	Make amend	35	Take charge
15	Do a deal	36	Take notes
16	Do a favour	37	Take part
17	Do good	38	Take place

18	Do better	39	Take time
19	Do business with	40	Take turns
20	Don't mind	41	Take your time
21	Do the ironing	42	Take seriously

After the pre-test and post-test data have been collected, a prerequisite test for data analysis can be carried out, namely the normality test using the Kolmogorov Smirnov/Lilliefors test. The results of the normality test for the distribution of data are presented in the following table:

Table 4 Data Normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data 1	.135	50	.043	.854	50	.143

a. Lilliefors Significance Correction

Based on the data in the table above, the results of the normality test of the sig value data are obtained. 0.043 is greater than 0.005 then the sample data is normally distributed.

To determine the homogeneity of the sample from a homogeneous population, a homogeneity test was carried out. The homogeneity test used in this study is the Lavene test with the following test criteria: If the sig value is more than 0.005 then the population variance is homogeneous. From the data obtained the value of sig. 0.073 > 0.005 so it can be said that the data is homogeneous. The following are the results of the data homogeneity test, which are presented in the following table:

Table 5 Data Homogeneity Test Results

Nilai Post-Test

Levene Statistic	df1	df2	Sig.
2.562	13	27	.073

The t-test was conducted to determine the initial ability of the same. The results of the t-test calculation were carried out using SPSS with paired t-test. The results of the t-test calculation can be seen in the following table:

Table 4 Paired Test Results

				95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Std.	Std. Error	Lower	Upper			
	Mean	Deviation	Mean					
Pair 1 Nilai Pre-Test - Nilai Post-Test	-25.442	6.36441	.90006	-27.25075	-23.63325	-28.267	49	.000

Based on the table of the results of the paired sample test t-test with SPSS above, the sig value is obtained. (2-tailed) is 0.000 with a 5% probability less than 0.005. So it can be said that there is a difference in the effect of using collocation in improving the vocabulary skills of the STP Mataram students. So it can be concluded that the results of the t-test on the data show that there are differences in students' vocabulary skills at the STP Mataram. In other words, there is an effect of using collocation in increasing the vocabulary of students at STP Mataram.

Discussion

Based on the results of calculations that have been carried out, it can be seen that the acquisition of student scores as respondents after being given treatment in this case teaching using collocation has increased. In the pre-test value, the maximum and minimum score values are obtained. Besides that, it can also be seen what the mean value and distribution of data from the pre-test results can be. It can be seen that the maximum value for the pre-test is 77.80 and the minimum value for the pre-test is 43.30 while the mean value for the pre-test is 56.34. In the post-test, it can be seen that the maximum score for the post-test is 98.70 and the minimum score for the post-test is 55.60, while the mean value for the post-test is 81.78.

The results of the t-test test scores showed a significant effect in the use of collocation in increasing student vocabulary. The t-test was conducted to determine whether or not there was an influence on the learning process before and after being given treatment. The probability value was obtained from the pre-test and post-test with a significance level of 5%. Based on the table of the results of the paired sample test t-test with SPSS above, the sig value is obtained. (2-tailed) is 0.000 with a 5% probability is less than 0.005. So it can be said that there is a difference in the effect of using collocation in improving the vocabulary skills of the STP Mataram students.

The interpretation of the data above shows that there are differences in initial and final abilities in vocabulary skills before and after being given treatment. This is in line with the use of collocations which have an important role in acquiring new languages and knowledge of collocations contributes to significant differences between native speakers and non-native speakers. Nattinger (1988) says that to know the most effective meaning of a word, one needs to know the association of the word with other words.

4. Conclusion

This research was conducted at the STP Mataram in the hospitality study program. Researchers took research samples of 50 students. In this study, a quasi-experimental research model was used with one group pre-test and post-test design.

Based on the table of the results of the paired sample test t-test with SPSS above, the sig value is obtained. (2-tailed) is 0.000 with a 5% probability of less than 0.005. Therefore, it can be said that there is a difference in the effect of using collocation in improving the vocabulary skills of the STP Mataram students. Therefore, it can be concluded that the results of the t-test on the data show that there are differences in students' vocabulary skills at the STP Mataram. In other words, there is an effect of using collocation in increasing the vocabulary (Vocabulary Breadth) of students at STP Mataram.

Based on the conclusions above, some suggestions can be made as follows. First, students are more concentrated during the teaching and learning process and focus on learning about vocabulary by using collocation. Second, the application of other learning methods that can be more effective and fun for students so that they can be a reference and increase the effectiveness of learning. The use of language teaching methods focuses more on the abilities and skills required by tourism students.

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