THE EFFECTIVENESS OF LEXICAL COLLOCATION EXERCISE AS PRE-LISTENING ACTIVITY IN TEACHING LISTENING COMPREHENSION

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Abstract: This research aims to investigate the effectiveness of Lexical Collocation Exercise as Pre-Listening activity in teaching listening comprehension to the eleventh grade students of SMA Negeri 9 Pontianak in the academic year 2014/2015. The form of this research is pre-experimental study with one group of pre-test and post-test design. The data in this research were collected using 20 cloze passage items and 20 multiple choice items. The effect size formula was used to measure the students' achievement in listening comprehension. The sample of the research is 32 students. The result of data analysis shows that the effect size of the research is 2.86 which is higher than 0.5. It means that the effect size is categorized highly effective. The effect size shows that Lexical Collocation Exercise as Pre-Listening Activity in teaching listening comprehension is an effective strategy for teaching listening comprehension in the classroom.

Keywords: Comprehension, Exercise, Lexical Collocation, Pre-Listening

Abstrak: Penelitian ini bertujuan untuk menginvestigasi efektifitas dari latihan Lexical Collocation sebagai aktifitas pra mendengarkan dalam mengajar pemahaman mendengarkan kepada siswa kelas sebelas SMA Negeri 9 Pontianak tahun pelajaran 2014/2015. Format penelitian ini adalah pre-eksperimental dengan desain one group of pre-test and post-test. Data dikumpulkan menggunakan 20 soal teks rumpang dan 20 soal pilihan ganda. Formula efect size digunakan untuk mengukur hasil pencapaian siswa dalam pemahaman mendengarkan. Sampel penelitian terdiri dari 32 siswa. Hasil dari analisis data menunjukkan bahwa effect size dari penelitian adalah 2.86 lebih besar dari 0.5. Effect size dikategorikan sangat efektif. Hasil dari effect size menunjukkan bahwa latihan Lexical Collocation sebagai aktifitas pra listening dalam pemahaman mendengarkan merupakan strategi yang efektif untuk mengajarkan pemahaman mendengarkan di kelas.

Kata kunci: Latihan, Lexical Collocation, Pemahaman, Pra-Mendengarkan

Naturally listening is the first skill that the language users learn. As ŞEVİK (2012:327) concluded from Demirel (2004), "A person learning a second or foreign language (FL) will first hear, then talk and then learn how to read

and write." However, for the English as a Foreign Language (EFL) learner, English is not their first language, so their first encounter in English most likely in a form of writing. The most common challenge that the learner found in listening especially for the students in Indonesia is because not only that English is not the language that used for daily communication in Indonesia but also the written form and the pronunciation of words in English are mostly different. That is why the students could misspell a word even though they already saw the word before.

Therefore, in the listening comprehension activity in the classroom building background knowledge or pre-listening activity can help the students to prepare themselves for the listening task. The students can also improve their achievement in listening comprehension. One activity that can be used as the pre-listening activity is Lexical collocation exercise. Vasiljevic (2010) proposed using Lexical based Collocation Exercise in preparation stage of Dictogloss to make students more receptive to the listening passage. In the article, Vasiljevic gave the students a list of target words with its definition and example, then asked the students to complete a crossword where the clues are collocates with the target words. Vasiljevic (2010) then stated collocation based lexical instruction is an effective activity to promote the aspect of word knowledge while not taking time away from the listening comprehension lesson.

According to Vandergrift (1999:168) "Listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance." It means that Vandergrift considers listening as an active activity in the human brain. The listener must process the information in their brain using their sensory memory, short term memory, and long term memory so they can comprehend the message in their mind and response to the speaker in spoken form or written form.

Moreover, the spoken discourse has distinct characteristics that the listener must consider in order to comprehend the massage. According to Richards (2008:3) spoken discourse is usually instantaneous, it means that the listener must think fast prior receiving the message, process the message in their brain and comprehend it using as much as the information they can catch because the listener probably cannot listen to the message the second time. Spoken discourse is usually unplanned and consists of hesitations, reduced forms, fillers, and repeats. It means the listener cannot control the way the speaker deliver the message. It is possible that the speaker deliver their message faster by reducing the content of the message and just get to the point or using filler to avoid the silence when speaking because the speakers needs to think about what they are going to say or make a point by repeating the message. Spoken discourse has been described as having a linear structure, it means that the spoken message is delivered per-clause and several coordinated clauses if the utterance is longer. Spoken text also dependent to the context, it means to understand the material listener must refer to the situations which are related to the material. Beside dependent to the context, spoken discourse can also be personal if the speaker and the listener share the same background knowledge, the listener and the speaker

have a mutual understanding so the speaker will omit some information that are believed already understood or known by the listener.

Lastly, spoken text may be delivered with many different accents. Different accent means different pronunciation, tone, word choice, etc. The listener must be knowledgeable on different accent otherwise the comprehension process in the message will be difficult.

One or more of the characteristics of the spoken discourse mentioned above may be the reason why most of the EFL learners find it difficult to comprehend the spoken message.

Therefore the listeners need to have knowledge in listening. To comprehend spoken message for EFL students is not an easy task they must have four main types of knowledge according to Flowerdew & Miller (2005:30-46), they are phonological knowledge, syntactic knowledge, semantic knowledge and pragmatic knowledge. Additional knowledge is kinesic knowledge, the knowledge that is used if the listener can view the speaker.

Phonological knowledge is the knowledge that helps the listener in dividing the spoken message they hear into its component sounds. By having phonological knowledge the listener can identify words by its specific sound or the way the words sound. Phonological knowledge consists of four components that help to understand or recognize how a word sounds like. They are phonemes, stress, tone group, assimilation and elision.

Phoneme is the smallest unit of sound that can distinguish two words for example with the phonemes knowledge the listener can distinguish the word *fear* and *here*. Stress is the application of greater force to a syllable that occurs at the level of the word and of the sentence. Stresses in words are used for speech perception to help the listener to understand the meaning of the speech and in some it can distinguish the word's part of speech. Tone groups are "the basic unit of information that the speaker wants to convey" (Flowerdew & Miller, 2005:32) tone group is side by side with clauses. Assimilation and elision happen in real life situation. Spoken language are usually simplified or shortened by the speaker by pronouncing one sound together with the other sound in one word or omitting one or more sound in one word. For example, from the word 'handbag' (/hændbæg/) both assimilation and elision can apply. /d/ from /hændbæg/ can be elided and become /hænbæg/ then /n/ is assimilated and become /hæmbæg/ and it is the pronunciation of a word 'handbag' that native speaker often use in daily conversation (Knight, 2012:215).

Syntactic knowledge is the knowledge of the functions of each word in a sentence. Syntactic knowledge helps students to parse the words in a sentence based on their part of speech and establish their role in those sentences whether as the agent or as the patient. Semantics knowledge is "the knowledge of the meaning of the words and the meaning of the relations between the words in a sentence" (Flowerdew & Miller, 2005:38). It means that semantic knowledge is the knowledge to translate the words in the sentence and the knowledge to understand the role of these words in a sentence whether as an agent or a patient. Pragmatic knowledge is the knowledge of the meaning of a language and the use of the language based on the situations. Pragmatic analyzes utterance. Listener or

language user uses pragmatic knowledge to overcome the ambiguity of an utterance. Kinesic knowledge is the knowledge about the meaning of nonverbal means of communication. It means the kinesic knowledge is the knowledge to interpret facial expressions, eye contact, body movement, and positioning.

In the classroom listening activity consists of three sections. They are pre-listening, while listening, and post-listening. These sections combine bottom-up and top-down processing (Field, 1998) cited from Richard (2008:10). In pre listening students are activating their prior knowledge, making predictions, and reviewing key vocabulary. According to Sahr (2011:1) "The purpose of the pre-listening activity is to prepare students for listening, to ensure student success, and to get students excited about listening." The statement shows that pre-listening activity is important to reach the learning objectives of listening exercise because if the students are prepared for the listening material by building their background knowledge before the exercise and feel enthusiastic about the material students will pay more attention to the material and find it less difficult to do the exercise therefore the learning objective can be reached.

Based on Field cited in Richards and Renandya (2002) in doing pre-listening activity there should be two goals that need to be reached they are choosing the material that have the similar situation in real life or a situation that might happen in real life, and to make the material interesting for the students to learn.

Benson, and Ilson (1990:ix) "in English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions." Another definition is from Oxford Collocation Dictionary for Students of English (2003:vii) "collocation is the way words combined in a language to produce natural-sounding speech and writing." While McCarthy and O'Dell (2008:6) stated that "a collocation is a combination of two or more words which frequently occur together." In other words collocation is the combination of words that can be predicted to occur together by language user because the combinations occur and used many times in daily communication and if the language users change the pattern or the combination they will sound unnatural or not fluent.

Lexical collocation itself according to Benson, Benson, and Ilson (1990:xxiv-xxviii) "typical lexical collocations consist of nouns, adjectives, verbs, and adverbs." They also mention that there are seven major types of lexical collocation coded L1 to L7. The seven major types of lexical collocation are as follows; L1 collocations consist of a verb (transitive) and a noun/pronoun or prepositional phrase, L2 collocations consist of a verb meaning essentially eradication and/or nullification and a noun, L3 collocations are the combination of adjective and noun, L4 collocations are the combination of a noun and verb, L5 collocations are the combination of the unit that is associated with noun, L6 collocations are the combination of an adverb and an adjective, and L7 collocations are the combination of a verb and an adverb. Collocations also has four categories According to Cowie and Howarth's model (1996) cited from Goudarzi and Moini (2012:248) they are free combinations, restricted collocation, figurative idioms, and pure idioms.

Lexical collocation exercise in pre-listening promotes bottom-up model. Students first introduced to the target words by finding the meaning of the words in dictionary to familiarize the students to the key vocabulary that will be used in the closed passage exercise. In finding the meaning of the target words the students can also refer to their real life experience. It means that the students can also used top-down model in doing the pre-listening exercise. In other word, lexical collocation exercise in pre listening activity promotes interactive model, the model which combine bottom-up and top-down model. The type of comprehension that being tested to the students is different in each section. The first section tested the students' direct meaning comprehension by completing the conversation text based on what they heard in the audio. The second section tested the students' inferred meaning comprehension by finding the meaning of the lexical collocation expressions in the sentence by referring it to the dictionary or real life situation. The students do the Lexical Collocation exercise as pre-listening activity in group which consist of three students so the students can share ideas in solving the problem because the meaning of the expressions are not always explicit so sharing ideas between students is important to avoid a slow learning process due to the lack of ideas. The teacher or researcher provides assistance to help the students to do the task. Pre-listening exercise with lexical collocation were done in whilst activity in lesson plan not in pre-activity. It is because the activity is too long to be done in pre-activity so the exercise is more suitable in whilst activity.

The Procedure of Lexical Collocation Exercise as Pre-Listening Activity is as follows, first, the students were divided into groups consists of three. The purpose of making the small group is so that every student in the group can participate in solving the problem. Then, they were given a matching exercise that contains the list of lexical collocation words that will be used for the listening task on one side and the meaning or the responses on the other side. After doing the exercise in the group, the students discuss their groups' answer in the class by reading it aloud to the class. The purpose of this activity is to assess the students work and to assess the students' way of pronouncing the words and fix mispronunciations.

METHOD

This research is conducted using one-group pre-test-post-test design to answer the research question, to test the hypothesis and to find out the effects of the treatments by comparing the result of pretest and post-test. Population of this research was taken from the science class eleventh grade students of SMA Negeri 09 Pontianak academic year 2014/2015. The sampling technique of this research is cluster sampling so the class that was taken as the sample is XI MIA 3 with total 34 students in the class.

Technique and Tool of Data Collecting and Data Analysis
The Technique of Data Collecting in this research is the measurement technique to measure the students' achievement in listening comprehension using Lexical

Collocation exercise in pre-listening activity in pretest and post-tes. The result of pretest and post-test will be compared using the formula of effect size to find out how large the effect of an independent variable is. The tool of collecting data in this research is in the form of cloze conversation passage as identification test that consist of 20 items from book All Clear 3 Listening and Speaking Second Edition with Collocation which being modified based on the need for research, and multiple choice questions as comprehension test that consist of 20 items with four choices a, b, c, and d which are constructed by the writer based on the conversation text in the first section. Both sections are questioned about lexical collocation and its meaning.

The formulas that the writer used to get students' individual score, students' mean score, and effect analysis are:

Students' Pretest and Post-Test Individual Score Analysis

Section 1: Identification (30%) $\qquad X_1 = \dfrac{30}{100}(R \times 5)$

Section 2: Comprehension (70%) $\qquad X_2 = \dfrac{70}{100}(R \times 5)$

$X = X_1 + X_2$

Where:

X_1 = The Student's Score for Section 1 (Identification)

X_2 = The Student's Score for Section 2 (Comprehension)

X = The Student's Individual Score

R = The Total of Student's Correct Answer

Students' Pretest and Post-Test Mean Score

$$M = \frac{\sum X}{N}$$

Where:

M = Students' mean score

$\sum X$ = Total Students' score

N = Number of students

Interval Score of Pre-test and Post-test

$D = X_2 - X_1$

Where:

D = the interval score of pre-test and post-test

X_1 = the mean score of pre-test

X_2 = the mean score of post-test

Treatment Effect Analysis

$$ES = \frac{\overline{X}_e - \overline{X}_c}{S_d}$$

Where:

$\overline{Xe}$ = Mean score of post-test

$\overline{Xc}$ = Mean score of pre-test

S_d = Standard Deviation

FINDINGS AND DISCUSSION

Findings

How effective is Lexical Collocation Exercise as pre-listening activity in teaching listening comprehension to the eleventh grade students of SMA Negeri 09 Pontianak in academic year 2014/2015?

This research was conducted in three steps, namely pre-test, treatment and post-test. The pre-test was conducted to measure the students' listening comprehension before the treatment. The treatment was conducted in two meetings. After the treatment, the students were given the post-test to know the students' listening comprehension after the treatment.

From the calculation of the students' result the mean score of pre-test is 58.28 and the mean score of posttest is 83.88. By subtracting the students' post-test and pre-test score, the interval score is 25.6 and with the standard deviation 8.94, the result of the effect size is 2.86 it means that the treatment has a strong or high effect.

Based on the result of data calculation, the effect size of the treatment is higher than 0.5 (ES=2.86). It proved that teaching listening comprehension using lexical collocation exercise as a pre-listening activity to the eleventh grade students of SMA Negeri 09 Pontianak is strongly effective. Therefore the alternative hypothesis stating "The effect of lexical collocation exercise as pre-listening activity in teaching listening comprehension is strong to the eleventh grade students of SMA Negeri 09 Pontianak in academic year 2014/2015" is accepted.

Discussion

After analyzing the data that are stated in data analysis, it shows that the treatments that was given to the students of eleventh grade, especially XI MIA 3 at SMA Negeri 09 Pontianak in academic year 2014/2015 has a high effect to the students' English proficiency especially in listening skill. The result of the students' interval score of pre-test and post-test that is 25.6 proves that the treatment gives a high effect on students.

In the first treatment, the students were introduced to some expressions that contained lexical collocation used in conversation. The number of lexical collocation and kinds of lexical collocation expressions introduced to the students were limited to the topic of the day. The limitation was given to help the students because there were too many lexical collocation combinations for them to learn. The introduction to the lexical collocation helped the students to get used to the concept of lexical collocation by comparing it to the common expressions they usually learned. When the students were given some examples of the expressions containing lexical collocation, it was found that few students were quite familiar with some of the expressions. They said they heard the expressions mostly from western movies and songs. The other students who were not familiar with the

expressions tried to guess the meaning using their common sense, dictionary and the writer's explanation.

In group work exercises, most students participate actively. The students assigned the task themselves in group. The first exercise was about guessing the meaning of lexical collocation. Almost everyone in the group contributed their answer and reasoning. This exercise engaged them to use their prior knowledge.

In the second treatment the students were given the task to find the best response from the list of possible responses for an expression given to them. In this treatment the students were able to match the expressions and their responses with lexical collocation expressions found in the sentence.

In the listening exercise the students were able to answer the questions not only because they could hear the audio clearly but also because they were already familiar with the combinations of lexical collocation contained in the sentence.

The result of the effectiveness of the treatment after calculating it using effect size formula is 2.86. It is higher than 0.5. It means that the treatment has a strong effect. The cause of the strong effect was from the treatment given to the students that help the students to understand the phrases of lexical collocation from the pre-test besides, the length of the time between pre-test and post-test was not really far. Therefore, in the post-test activity most of the students were able to answer well because the students still familiar with the phrases.

Lexical collocation can improve the students' ability in communicating in English. Furthermore, the students will perform better in listening to a conversation if they know and understand the background knowledge of the topic that they will learn on the day. Based on the researcher observation, lexical collocation exercise can engage the students to participate actively in class. Almost every student is willing to participate. Some students might guess the answer to the exercise jokingly. Even if the situation mentioned before happens, they never stray from the main topic of the exercise. When the actual listening exercise was given to the students they felt that the exercise was doable and it gave them confidence that they can do it well because they are already familiar with the expressions that appear in the conversation Therefore the pre-listening exercise actually gives the students a preview of the actual task and it helps them prepare for it.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data analysis, it can be concluded that the use of lexical collocation exercise as a pre-listening activity in teaching listening comprehension improves the students' achievement. It showed on the calculation of the effect size, the result shows high effect score (2.86) in teaching listening comprehension using lexical collocation exercise as pre-listening activity to the eleventh grade students of science class specifically to the XI MIA 3 of SMA Negeri 09 Pontianak. It is higher than 0.5 so it is categorized as 'strong effect.' It

means that lexical collocation exercise as pre-listening activity is highly effective for teaching listening comprehension.

Suggestion

Referring to the result of the research, the writer would like to give some suggestions to the teacher and researcher who are interested in using the strategy or doing a research about lexical collocation and listening skill, they are as follows: (a). The English teachers are recommended to use lexical collocation exercise as pre-listening activity as an alternative strategy in teaching listening comprehension in the classroom since the result shows that the strategy is highly effective. Moreover, lexical collocation can improve the students' communicative skill in English because lexical collocations introduce natural sounding English which is English phrases, idioms, etc for daily communication that native speakers mostly use to communicate among each other. (2). The English teacher, if they are planning to apply this strategy in the classroom, are suggested to give explanation to the meaning of the collocations phrases that they are going to give to the students to help the students understand the meaning easily and help them to make sense the connections between the collocations phrases and the situation. Furthermore, the teachers need to manage the time to prepare the material and the equipment for the listening exercise well so both pre-listening exercise and listening exercise can be done effectively. The teacher also recommended using or giving the students different ways of using phrases between pre-listening and whilst listening so the students will be able to use the phrases in various situations that suitable. (3). The other teacher-researchers are recommended to develop further research on lexical collocations in different grade and other skill such as writing, reading, and speaking. Other researcher can also conduct the research about the students' producing the lexical collocation combination in order to give more prove about how important and useful it is for the students to learn about lexical collocation especially for communicate in English. Hopefully this research will be useful for education especially in teaching English as foreign language students.

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