

THE EFFECTS OF PERCEPTION USING AUTHENTIC MATERIAL AND LEARNING AUTONOMY TOWARDS STUDENTS' COLLOCATION AWARENESS

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui dan menganalisa secara empirik, efek pada persepsi siswa dalam menggunakan materi otentik dan siswa yang belajar secara otonom terhadap kesadaran kolokasi siswa. Populasi untuk penelitian ini diambil dari siswa sekolah menengah kejuruan swasta di Bogor. Sampel dipilih secara random, yang berarti bahwa peneliti mencampur subjek didalam populasi sehingga mereka akan dianggap sama. Penelitian ini mempunyai 3 variable, yang terbagi atas 2 independen variable (persepsi siswa yang menggunakan materi otentik dan siswa yang belajar secara otonom) dan 1 dependen variable (kesadaran kolokial belajar siswa). Pengumpulan data dilakukan dengan kuestioner dan uji yang objektif untuk kedua variable (independen dan dependen variable). Data yang didapat ini kemudian dianalisa dengan menggunakan korelasi dan regresi berganda. Sebelumnya melakukan uji regresi, telah dilakukan uji prasyarat, seperti uji normalitas dan uji linieritas. Hasil dari penelitian ini: 1) Ada efek yang signifikan pada persepsi siswa yang menggunakan materi otentik dan siswa yang belajar secara otonom secara bersama-sama terhadap kesadaran kolokial siswa yang dibuktikan dengan $F_o = 42.383$ dan $Sig.=0.000 < 0.05$; 2) Ada efek yang signifikan pada persepsi siswa yang menggunakan materi otentik terhadap kesadaran kolokial siswa yang dibuktikan dengan $t_o = 4.889$ and $Sig.=0.000 < 0.05$; 3) Ada efek yang signifikan pada persepsi siswa yang belajar secara otonom terhadap kesadaran kolokial siswa yang dibuktikan dengan $t_o = 5.188$ and $Sig.=0.000 < 0.05$. Ini artinya bahwa kesadaran kolokial belajar siswa sangat dipengaruhi oleh persepsi siswa yang menggunakan materi otentik dan siswa yang belajar secara otonom.

Keywords: *collocation awareness, autonomous learning*

INTRODUCTION

Education plays important part in human life. As Nelson Mandela states:

“Education is most powerful weapon which you can use to change the world”

http://www.brainyquotes.com/quotes/authors/n/nelson_mandela.html

It means, in the other words, it can be said that from the poorest country to the richest nations, education is the key to move forward in any society. Everyone has the right to have education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

That statement refers to all human life in this world. Hence, it is not only for man but also for women. It is obvious that every human has a right to get an education by studying whether from in formal or informal environment. Formally, an education can be received from school institutions. On the other hand, informal education is from non school institution. By having an education human can survive in this world to get a qualified life. It means in human life does not only thinking about bread or feeding stomach but also how to nurture life becomes in well quality.

Nowadays, education system in almost the whole world is getting better and better. It is followed by the development of information, communication, and technology. Those aspects are used to get an easier way for the teachers and learners who are involved in education. Those matters also occur in a part of English language teaching and learning process. As a matter of fact, English subject is a very important to be learnt for following the progressing of education in this world. It cannot be denied that by mastering English people can open the window of the world. It is because almost the resources of knowledge are commonly preceded in English language whether in oral or in written.

In learning English there are several skills which are to be mastered those are listening, speaking, reading, and writing. One of those skills that are very important is writing, especially, for vocational high school level. Moreover Paris (2005:184) states that learning to write is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement. And this research will be focused in collocation analysis. Analyzing collocation it is supposed to be provided by reading texts.

In corpus linguistic, a collocation is a sequence of words or terms that co-occur more than would be expected by chance. Michael Halliday (1966:57-67) is the expression strong tea. While the same meaning could be conveyed by the roughly equivalent power tea, this expression is considered incorrect by English speaker. It means that collocation many learners of English may be familiar with is the different adjectives that are used to describe a good-looking man and a good-looking woman. We talk of a beautiful woman and of a handsome man, but rarely of a beautiful man or a handsome woman. The problem for the learner of English is that there are no collocation rules that can be learned. The native English speaker intuitively makes the correct collocation, based on a lifetime's experience of hearing and reading the words in set combinations. The non-native speaker has a more limited experience and may frequently collocation words in a way that sounds odd to the native speaker.

There many messages that can be learnt and useful from collocation can be in a syntactic relation (such as verb-object: 'make' and 'decision'), lexical relation (such as antonym) or they can be in no linguistically defined relation. Knowledge of collocations is vital for the competent use of a language: a grammatically correct sentence will stand out of awkward if collocation preferences are violated. This makes collocation an interesting area for language teaching.

A collocation is not a matter of serious controversy. The British Linguist Firth is often quoted as one of the first who dealt with collocations. According to Palmer (1976:94), he argued that "You shall know a word by the company it keeps," and he gave the example of the company of the English word "ass," which occurred in a

limited set of contexts and in the company of a limited set of adjectives silly, obstinate, stupid, and awful. In an article on modes of meaning published back in 1951, Firth introduced his often-quoted definition of collocation as "the company words keep." He maintains that "meaning by collocation is an abstraction at the syntagmatic level and is not directly concerned with the conceptual or idea approach to the meaning of words." He gives the example of the word night where one of its meanings involves its collectability with dark. In discussing seven differentiated types of meanings, Leech (1974:20) discusses what he calls "co locative meaning" which "consists of the associations a word acquires on account of the meaning of words which tend to occur in its environment." This definition is almost a replica of Firth's definition and instead of "ass," Leech gives the examples of pretty and handsome and the collocation of each. The words pretty and handsome share the common general meaning of "good-looking," but they are distinguished by the range of nouns with which they are likely to co-occur. He also gives the example of "quasi-synonymous" verbs like wander-stroll, and tremble-quiver, where each keeps a different company from the other.

Benson, and Ilson (1986) try to develop criteria for defining collocations. They proposed the dual criteria of relative fixedness and non-idiomatic and they use recurrent combination and fixed combinations for collocations.

Authentic materials is one of the mainstays of a imaginative and motivating higher level course, but really features at levels lower than intermediate. In a EFL classroom is what many teachers involved in foreign language teaching have discuss in recent years, we have heard persuasive voice insisting that the English presented in the classroom should be authentic, not produced for instructional purpose. Generally, what the means is materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather there selected contexts where Standard English is the norm real newspaper reports for example, real magazine article, real advertisement, cooking recipes, horoscopes, etc. Most of the teachers thought the world agree that authentic texts or materials are beneficial to the

language learning process but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom.

Richards (2001:235) points out that alongside with these adventures, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower level classes. Martines (2002:24) mention that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. There comes the question of when authentic materials should be introduced and used in a classroom; in other words, can we use authentic materials regardless of our students' level.

Guarinto and Moreley (2001:73) claim that at post-intermediate level, the use of authentic materials is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students used in the target language. It means that the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students. Do all these mean we are not able to use authentic materials in lower-level classes apart from post intermediate and advanced levels?

I believe that cultural content is a key to effective teaching and learning a language provided that problems arising from introducing culture in EFL classroom are dealt with effectively and teaching strategies and learning materials are chosen appropriately.

The use of authentic material is expected to be more effective to enhance the student's competence if it is supported by the learners' autonomy. In order for learning to be truly useful, students need to be fully engaged in the learning process. Learning is only possible if learners are autonomous or if they make the choice to learn and are responsible for their learning. According to Little (1996:204), autonomous learner entails establishing a personal agenda for learning, taking at least

some sense of the initiatives that shape the learning process, and developing a capacity to evaluate the extent and success of one in learning. Chan (2001:285) also describes the autonomous learner as being actively involved at all levels of learning, from goal-setting, defining content and working out mechanisms for assessing achievement and progress and points out that the locus of control for decision-making shifts from teacher to student.

From previous researches, they are shown that autonomous learning was closely related to student's achievement in learning process. If a student is kind of autonomous learner, she/ he will not find any difficulties in learning process, since he/ she has been aggravated by his/ her intrinsic motivation. In return, it is hoped that his/her achievement in learning process (represented by collocation awareness) will be optimal.

Why do EFL learners need to learn collocation is an interesting question to answer, learning collocation may help EFL learners to speak and write English in a more natural and accurate way. Learning collocation will also help EFL learners to increase their range of vocabulary, for example, they will find it easier to avoid words like very or nice or beautiful or get by choosing a word that fits the context better and has more precise meaning.

Based on the research findings, it is clearly show that the students' English proficiency was significantly and positively related to their learner autonomy (Dafei, 2007:14), that is way the writer intents to find out whether the authentic materials and autonomous learning also affect the collocation awareness. If so, the writer is also going to find out how to improve the students' collocation awareness as well.

RESEARCH METHOD

This study emphasizes on the effects of student's perception on using authentic material and autonomous learning altogether towards student's collocation awareness.

It means there are two independent variables and one dependent variable; variable X_1 as the first independent variable (student's perception on using authentic material) and variable X_2 as the second independent variable (autonomous learning) which have interconnected and influenced the variable Y as the dependent variable (student's collocation awareness ability). The method used is a survey with multi-correlation technique.

Therefore, this research will be seen clearly throughout the research design in the following figure:

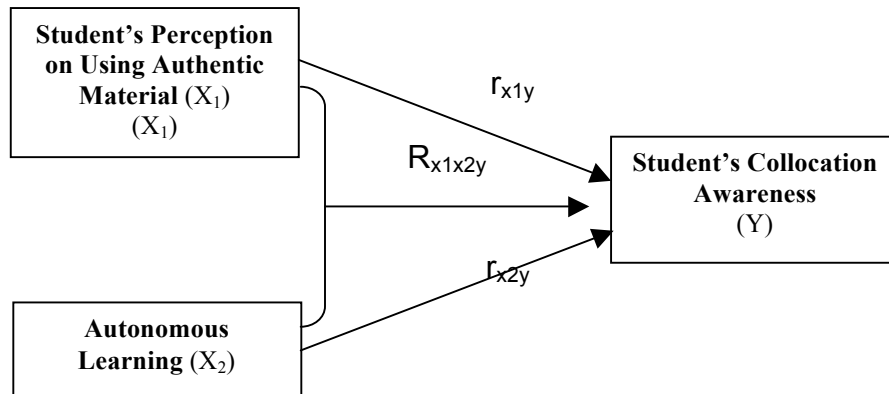


Figure 3.1
Research Paradigm

- Y = student's collocation awareness
- r_{x_1y} = the effect of student's perception on using authentic materials towards student's collocation awareness.
- r_{x_2y} = the effect of the autonomous learning towards student's collocation awareness.
- $R_{x_1x_2y}$ = the effects of student's perception on using authentic material autonomous learning towards student's collocation awareness.

RESULT AND DISCUSSION

This research is conducted to find out the effects of student's perception on using authentic material and autonomous learning altogether towards the student's collocation awareness. Overall the interpretation is stated as follows:

1. The Effects of Student's Perception on Using Authentic Material and Autonomous learning altogether towards Student's Collocation Awareness.

From data description gained after analyzing the correlation, we may get the coefficient of correlation which is stated by 0.773 and coefficient of determination stated by 59.8%. From the calculation by using *SPSS version 20.0 for Windows*, it is proven that coefficient of correlation is significant. It means that there is an effect of independent variables: X_1 (student's perception on teachers' performance) and X_2 (autonomous learning) altogether towards the dependent variable Y (student's collocation awareness). Refer to the same calculation; we may draw a conclusion that student's perception on using authentic material contributes less influential than autonomous learning towards collocation awareness since the t_{observed} of student's perception on using authentic material is less than t_{observed} of autonomous learning. Indeed student's perception on using authentic material has an important role to help a student comprehend collocation in discourse. By having a set of good student's perception on using authentic material, it does not mean that someone would be able to comprehend the collocation automatically. It must be enhanced by autonomous learning as modality so that he/she would be able to comprehend the collocation material in discourse as well. Even though the effect of student's perception on using authentic material is not as strong as autonomous learning; yet that would be an inner modality for a student to take an advanced activity in order to be able to comprehend collocation well.

Meanwhile, from the regression analysis we may get the linear regression equation as follows: $Y = -14.722 + 0.178 X_1 + 0.214 X_2$. According to the constant number stated by -14.722, it shows that at the lowest level of student's perception on using authentic material and autonomous learning, it will be difficult for a student to achieve the awareness in collocation. While scores of regression coefficient stated consecutively by 0.178 and 0.214, they show us about the affirmative correlation of independent variables X_1 (student's perception on using authentic material) and X_2 (autonomous learning) altogether towards dependent variable Y (student's collocation awareness). They also show that each score increment for student's perception on using authentic material level, will affect the level of collocation awareness as many as 0.178 and each score increment for autonomous learning level, will affect the level of collocation awareness ability as many as 0.214.

Having tabulated the linear regression by using *SPSS version 20.0 for Windows*, we attain that the regression line is linear. And from the calculation by using the same program, we also attain that the coefficient of regression is significant as well. It means that there is positive correlation among the independent variables: X_1 (student's perception on using authentic material) and X_2 (autonomous learning) altogether towards the dependent variable Y : student's collocation awareness.

Perception is an individual's ability to respond differentially to his own behavior and its controlling variables, is a product of social interaction (Skinner, 1957:41-48). It is verbal statement which is self-descriptive is among the most common responses comprising self-perception, and the techniques employed by the community to teach its members to make such statements would not seem to differ fundamentally from the methods used to teach interpersonal perception in general. Furthermore, Rogher (1988:467) defines authentic material as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful

communication. Harmer (1991:1) defines authentic texts as materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language. Student's perception on using authentic material is the process of gathering information done by students to interpret the message, the events and experiences by sharing authentic materials used while having a learning process provided by the teachers through the five senses.

Autonomous learning is a process of behavior changing as a result of the interaction of individuals by not relying on others to master a competency. A person running the more autonomous learning activities are characterized and determined by the motives which prompted him to learn. The conception of autonomous learning rests on the principle that individuals who learn will be pumped up to the acquisition of learning outcomes, skills, reasoning development, the formation of attitudes to the self discovery, where he experienced himself in the process of acquiring the learning outcomes (Tirtarahardja and Sulo, 2005:50).

Barker (1992:47) defined collocation as a tendency to join a number of regular words in a language, but the word which can be coupled with other words there is no logical connection. This is also confirmed by Sei and Pain (2000:167) that collocation is a group of words that frequently appear together. Most of the researchers who define collocation agree that it is a lexical unit consisting of a cluster of two or three words from different parts of speech. Collocation awareness is necessarily needed to be possessed by the students so that they are fully aware about the use of language in a real-life situation. It means students need to correct whether that the sentence that they are dealing with is grammatically and lexically correct already or not.

Certain student's perception on using authentic material and autonomous learning are two important elements to perform the communicative receptive skill, especially reading. One's success in collocation awareness will be

determined by those inner factors. As a matter of fact, certain student's perception on using authentic material would be a modality to achieve lesson materials given by the teacher. Someone who possesses good perception on using authentic material would be easier to achieve English lesson about collocation. Furthermore, autonomous learning may lead the student to become autonomous learner, so he would be willing to learn English automatically.

Thus, it can be concluded that the higher the level student's perception on using authentic material and the higher level of autonomous learning, it would be automatically the higher the level of someone to be able to comprehend the collocation materials, or *vice versa*.

Overall, both quantitative information and theoretical review above, we can see that both student's perception on using authentic material and autonomous learning altogether affect the student's collocation awareness.

2. The Effect of Student's Perception on Using Authentic Material towards Student's Collocation Awareness.

From the hypothesis test, it is attained that *Sig value* is 0.000 and t_{observed} is 4.889, while t_{table} is 2.00. Because $\text{Sig} < 0.05$ and $t_{\text{observed}} > t_{\text{table}}$, as the consequence H_0 is rejected which means there is a significant effect of independent variable X_1 (student's perception on using authentic material) towards the dependent variable Y (student's collocation awareness).

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Refer to the theoretical review above; it is clear that student's perception will be mostly influenced by the use of authentic material in learning process. The goodness or badness will be totally depends on the teachers as the executors in learning activity. In other word, it can be assumed that the higher the level of student's perception on using authentic material of the student especially correlated to receptive skill, the higher the possibility to achieve the ability in collocation mastery.

From both the quantitative information and theoretical review above, the researcher comes to the conclusion that the student's perception on using authentic material may bring affirmative and significant effect towards the student's collocation awareness.

3. The Effect of Autonomous Learning towards Student's Collocation Awareness.

From the hypothesis test, it is attained that *Sig value* is 0.000 and t_{observed} is 5.188, while t_{table} is 2.00. Because $\text{Sig} < 0.05$ and $t_{\text{observed}} > t_{\text{table}}$, as the consequence H_0 is rejected which means there is a significant effect of independent variable X_2 (autonomous learning) towards the dependent variable Y (student's collocation awareness ability).

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Operationally, the collocation awareness can be measured by using a set of objective test, which is done by the students. Meanwhile, autonomous learning of the students is attained through a preferential test. As we know that

autonomous learning may drive student's mood in learning, especially English. Briefly, without possessing good autonomy, one cannot achieve well in the collocation mastery. Thus, it will imply to the unsatisfactory result of learning.

From the theoretical review above, it can be assumed that the higher the level of autonomous learning possessed by the students especially correlated to collocation aspect, the higher the possibility to achieve the collocation awareness in discourse. It may happen because autonomous learning may drive student's motivation to retrieve more in learning. In other words, students should possess the autonomous learning well if they want to convey the collocation awareness as well. Hence, the researcher thinks that the conception of autonomy in learning process is to be done immediately so that student will have willingness to study something by himself.

To sum up, both the quantitative information and theoretical review stated previously, the researcher comes to the conclusion that the autonomous learning level brings affirmative and significant effect towards the student's collocation awareness.

CONCLUSION

The general conclusions which form the basis for further assessment will be presented in the form of research suggestions. Some conclusions of this research can be presented as follows:

1. There is any significant effect of student's perception on using authentic material and autonomous learning altogether towards student's collocation awareness of XI grade at Private Vocational Schools in Bogor, West Java. It is proved by the score of $F_{\text{observed}} = 42.383$ and $\text{Sig. } 0.000 < 0.05$. It means that the higher the students' perception on using authentic material, and the higher the student's autonomous learning, the higher the student's collocation awareness, or *vice versa*. This

indicates that the student's perception on using authentic material and autonomous learning are two critical variables to be considered in explaining the betterment of student's collocation awareness.

2. There is a significant effect of student's perception on using authentic material towards student's collocation awareness of XI grade at Private Vocational Schools in Bogor, West Java. It is proved by the score of $t_{\text{observed}} = 4.889$ and *Sig.* $0.000 < 0.05$. This means that the higher the student's perception on using authentic material, the higher the student's collocation awareness. Conversely, the lower the student's perception on using authentic material, the lower the student's collocation awareness.
3. There is a significant effect of autonomous learning towards student's collocation awareness of XI grade at Private Vocational Schools in Bogor, West Java. It is proved by the score of $t_{\text{observed}} = 5.188$ and *Sig.* $0.000 < 0.05$. This means that the higher the student's autonomous learning, the higher the student's collocation awareness. Conversely, the lower the student's autonomous learning, the lower the student's collocation awareness. Therefore student's autonomous learning is an important variable to consider in predicting the student's collocation awareness.

Based on the conclusions and implications of the research that has been stated above, some suggestions can be delivered as follows:

1. In an effort to improve the student's collocation awareness, teachers should pay more attention to the student's perception on using authentic material and autonomous learning in English subject, by optimizing and improving not only in learning performance but also in collocation awareness practice by considering several indicators that is closely related to discourse skill, such as various drillings and encouragement.

2. Teachers should pay more attention to the student's perception on using authentic material and autonomous learning, especially in English lesson. This helps achieving learning process so that students can improve their collocation awareness. Therefore, the student's perception on using authentic material and autonomous learning should be up sustained simultaneously; hence the responsive learning activity could be made.
3. To improve student's collocation awareness depends highly on the motivation of teachers in optimizing the student's perception on using authentic material and autonomous learning in the process of discourse. Teachers should be able to control and restrain the students in a school environment with their authority, especially in classrooms activities.
4. This research is still very short in detail. Hence, we need to conduct further research to find out more about the effects of student's perception on using authentic material and autonomous learning towards student's collocation awareness at other educational institution.

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