

CHAPTER 5

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher draws the conclusion and the suggestions for the lecturers, the students, and further studies.

5.1 Conclusion

Based on the analysis of the writer, it is found that 59 students of English Education Study Program of Academic Year 2014 and 2015 made 553 collocation errors in total. The Adjective + Noun combination of collocation received the least error (27%), with the highest percentage of errors occurred in *conventional wisdom*, followed by Verb + Preposition combination of collocation (36%), with the most error occurred in *file a lawsuit*, and the most errors occurred in the Verb + Noun combination of collocation (37%), with the highest error occurred in *interfere with*.

It is found that high frequency level of collocation does not make it easier to answer if they have never been exposed to the collocation before. For instance, 43 out of 59 students gave wrong answer when combining *conventional wisdom* regardless of the frequency level which is classified in high frequency level of collocation (12,90). Another example is that 48 out of 59 students gave wrong answer when combining *interfere with*, despite its high frequency level (17,32).

It is also found that collocation restrictedness play a significant role in making collocation errors. The result shows that unique collocation (48,8%) receives less errors than strong collocations (51,2%) so it can be concluded that the less restricted the collocation is, the higher chance of students make error out of confusion with other words.

From the interview, the major sources of error was found. Intralingual receives 77% of the total errors, with 12% of misconception and 65% of lack of knowledge and Interlingual gets only 23%. Two reasons of intralingual errors obtained are mainly of the misconception of the target language and the less exposure of the collocation combination. It is also found that the student who were not familiar with the combination were likely to answer with the word they found make sense if translated into Bahasa, and if they could not find any, they just guessed it.

5.2 Suggestions

Throughout the process of conducting the research, the researcher found that there was high number of collocation errors made by the students. For this reason, the researcher would like to propose suggestions for the following parties: English Education Study Program and further researcher.

5.2.1 For English Education Study Program

The finding of this study shows that most of the students made mistake in producing collocation due to lack of exposure of collocation, even though they had

been taught collocation in the Vocabulary class. Collocation mastery requires a lot of reading and exposure of English, and by looking at the result of the test, it seems like the collocation part in Vocabulary is not enough.

More exposure of collocation is needed for the teacher candidates in order to produce a more natural sentence. To help the students to master collocation, it is better for the English Education Study Program to raise awareness about the importance of collocation. Students need to know that collocation is necessary to learn because in order to be fluent in learning English as EFL learners, they need to ‘observe which words co-occurrence together’ (Brashi, 2009). They also need to be aware of the importance of having the large stock of collocation because it helps them to be fluent and accurate in communicating with native speaker (Boonyasaquan, 2005).

This can be done by providing more part of collocation in vocabulary curriculum. Collocation should be taught more deeply in the class, such as the definition of collocation itself, type of collocation and the use of collocation because based on the interview, most of the students were not even aware of the term ‘collocation’.

Because collocation is words that often combine together, it is important to teach collocation in chunks. Teaching words in isolation is not recommended as it is

not effective, since the students are likely to remember the meaning of each word and will not associate a word with another word that are supposed to collocate each other.

Another benefit by teaching words in chunks is to make students aware that English collocation is sometimes fixed and have certain restrictedness, and they cannot be translated literally into Bahasa. Instead, try to find the equal way to express the English collocation in Bahasa so the students can associate them instead of literally translate them.

Brown (1974) and Boonyasaquan (2005) also suggested teaching collocation that is normally and widely used in communication, for example, teaching wrinkle is usually combines with face, skin, and leather. Moreover, avoid teaching the collocation that are similar with Bahasa so the students are less likely to be confused.

Teaching collocation through writing was also recommended by Boonyasaquan (2005). After teaching list of collocations with the equal expression in Bahasa, give writing task that align with the list of words they just learned. This helps them to apply the usage of collocation in more authentic way.

5.2.2 For Further Studies

Since this study was done in a small number of students of English Education Study Program which is not as various as it would have been be if it had been done in a bigger and more various group, the researcher suggests that the further studies to

see the errors made by more students with more various levels of proficiency to get a bigger knowledge about the errors that might occur and the reason.

Another suggestion is to use more items in each type of collocation in the test with various levels of difficulty to get the information of the students' collocational mastery more accurately.

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