

## **Chapter V**

### **Conclusion and Recommendation**

This chapter presents the conclusion and the recommendation based on the result of this study. The conclusion will cover some explanations regarding the data finding in the previous chapter, while the recommendation will provide some suggestions to EFL students, particularly English Department students, English teachers, and readers as well.

#### **Conclusion**

The present study was carried out to investigate the types and the causal factors of lexical collocation errors committed by students of the Department of English Education, Faculty of Letters and Culture, Universitas Negeri Gorontalo. In terms of the data collection technique, the data were collected through sixteen students' argumentative essays and the results of the interview session with sixteen students who have written the essays. At this point, studies on lexical collocation have been conducted in the past few decades in order to make a substantial contribution toward English language teaching as a foreign language. It seemed, however, that EFL students' collocation competence, specifically English Department students were not fully developed. Their collocation competence was still below average despite they have accomplished ample compulsory subjects such as Writing for General Communication, Writing for Professional Context, Writing for Academic Purpose, Basic English Grammar, and Advanced English Grammar subject. Moreover, there was no extra attention lavished to the use of proper bases, collocators, word classes, and intended meanings of the combination. As a consequence, many lexical collocation errors were committed by English Department students. They largely

dealt with the problem of verb + noun/pronoun (PP) combination rather than other types of lexical collocation. Additionally, these collocation types encompassed the errors of adjective + noun, adverb + adjective, noun + noun, and verb + adverb combination. However, lexical collocation errors of noun + verb and verb + noun combination were not covered because students rarely used it and, when they did, applied it correctly. Thus only five types out of seven lexical collocation provided by Benson et al., (1997) were discovered in the present study. Concerning these findings, students' collocation competence needs to be developed, this can be done by providing more frequent collocation practice opportunities in the learning process.

Furthermore, in response to the second aim of this study which was to find out the causal factors of lexical collocation errors, the researcher has arrived at conclusion. Those issues took place because students' low-level exposure to collocation therefore they do not have profound knowledge of lexical collocation in terms of writing an academic essay. Such a factor was believed to give rise to making many collocation errors. It was evidenced by students' collocation errors production in the essays and their responses in the interview session. Students did not master the use of lexical collocation in writing and were only familiar with some basic examples of collocation. Moreover, students' native language influence (i.e., Indonesia language) also played a fundamental role in making collocation errors. This occurred due to students' mode of native language thinking influences them. Equally important, the use of synonym strategy, overgeneralization, and approximation were regarded as other significant factors in committing lexical collocation errors. Therefore, the findings of the current study then corroborate the earlier findings presented by Martelli (2004), Shitu (2015), and Buchari (2016) and

discover such undeniable facts concerning the causes of lexical collocation errors that occurred in EFL students' writing.

### **Recommendation**

Several recommendations are presented in the present study to provide advantages for students and teachers in the learning process. This study moreover can be useful for readers or further researchers.

First and foremost, to help students in overcoming and minimizing the making of lexical collocation errors, EFL students must have the self-awareness to study independently about English collocation, not only learn the given material provided by lecturers in classroom activities but also thoroughly explore of collocation. EFL students moreover should access and read the native speaker corpora as a way to compare the collocation uses in their own language (Indonesia) with native speakers' language (English) in order to achieve native-like competence and fluency. This method can also improve students' dexterity and skill in understanding and practicing collocation in writing. Moreover, students must have English collocation dictionaries to assist them in writing an academic or non-academic essay, or other English learning activities. It is available online and can be downloaded freely by each student in the play-store. They also can visit Oxford Collocation Dictionary and Longman Collocation Dictionary and Thesaurus to acquire more sophisticated understanding of collocation. Equally important, devoting much attention to the appropriate usage of lexical collocation is enormously important because even if students have in-depth knowledge and good competence in collocation, it will completely seem worthless if scrupulous attention is not lavished properly.

Moreover, since English collocation is not being specifically taught yet in the classroom activities, therefore, English language teachers need to raise students' consciousness to use collocation both in writing and speaking. This can be done by applying the direct teaching of collocation. By applying this method, the student will become fully aware of the importance of the use of appropriate collocation in writing and try to correct the erroneousness if it takes place in essays. In addition to direct teaching to collocation, practice opportunities are also equally important to be provided to students by teachers. EFL students have to practice the theory into some writing exercises, in this case, the continuous and intensive practice with the use of collocation in a real classroom activity will significantly drive to less making of erroneousness. Moreover, the teaching of collocation definitely needs to be integrated with the teaching of vocabulary, therefore the students should be not taught English vocabulary individually but teachers should teach students about English vocabulary collocationally. Students must be taught how to use some collocation expressions in a different English context in order for the collocation used will have precise meaning based on the context.

Taking everything into account, the researcher knows that this study may far from flawless yet this can be a guideline or provide references to further researchers who want to conduct research in the same interest. Since the focus of this study was lying on students' erroneousness of lexical collocation, particularly in an academic essay, it will be splendiferous if further researchers conduct a study in the use of grammatical collocations or idioms in literary works, newspapers, brochures, articles, creative writing, speaking, etc. It is believed that it can broaden EFL students' understanding and view on the importance of collocation uses both in writing and speaking.

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