

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts: Conclusions and Suggestions. The conclusion consists of a summary of the discussions from the previous chapter. The suggestion section contains suggestions devoted to English teachers, the students, and future researchers.

5.1 Conclusions

This study was aimed at describing and analyzing the errors made by the second semester students of the English Education Department at University of Muhammadiyah Gresik in grammatical collocations and lexical collocations. By studying the errors as they existed, the students' difficulty in grammatical collocations and lexical collocations can be analyzed and this reflected the problems that the students face. Thus, the answers to the questions including the identifying and analyzing of errors based on grammatical collocations and lexical collocations, and the patterns of frequency of the occurrence of the errors.

The students errors found in the study could only be classified into eight types of grammatical collocations: (noun + preposition, noun + to + infinitive, noun + that-clause, preposition + noun, adjective + preposition, adjective + to + infinitive, adjective + that-clause, verb patterns) and seven types of lexical collocations: (verb (usually transitive) + noun/pronoun (or

prepositional phrase), verb (meaning eradication and/or nullification) + a noun, adjective + noun, noun + verb, noun + noun, adverb + adjective, and verb + adverb).

With regard to the frequency of the occurrence of errors of collocations, it can be concluded that lexical collocation was more difficult than grammatical collocation for the students. It was supported by the fact that the average frequency of the occurrence of lexical errors (50.25%) was higher than grammatical collocation (49.75%).

Whereas, errors for each type of grammatical collocations and lexical collocations itself, “verb pattern” was the most difficult grammatical collocation and “verb (meaning eradication and/or nullification) + noun” was the most difficult lexical collocation for students. It is supported by the fact that the average frequency of the occurrence of “verb pattern” was 24% and the average frequency of the occurrence of “verb (meaning eradication and/or nullification) + noun” was 12.78%.

5.2 Suggestions

The writer feels that the findings of the present research are sufficient for her to give several suggestions. By studying the students' errors of collocation, we could get a clear and reliable picture of the students' knowledge of English collocations, particularly in grammatical collocation and lexical collocation. It is expected that the English teachers

pay more attention to the problems that the students face reported in the research and give more proper emphasis in their teaching of using grammatical collocations and lexical collocations.

Grammatical collocations and lexical collocations are very important to build more advanced instructional materials both in written and spoken English, whereas the students still have difficulties in using grammatical collocations and lexical collocations. Therefore, it is also suggested that English teachers recognize well the students' weaknesses especially in using grammatical collocations and lexical collocations so that they can design relevant instructional materials, teaching and learning activities and exercises which are effective to help the students get better understanding of grammatical collocations and lexical collocations receptively and productively.

For the students, as English teachers to be, it is suggested that they get better understanding of grammatical collocations and lexical collocations receptively and productively to help them improve the mastery of grammatical collocations and lexical collocations. Reviewing and practicing difficult grammatical collocations and lexical collocations in real communication, for example by reading different type of materials consisting of grammatical collocations and lexical collocations and using them in a real communication without being afraid of making mistakes, are needed so that they can minimize their errors.

This study only involved the second semester students of the English Education Department at University of Muhammadiyah Gresik. Thus, some of the results reported here may not be applicable to other population. Somehow, it has given a picture of problems that the students face in using grammatical collocations and lexical collocations. This study then is open to other writers to replicate the study with larger samples as a comparison to make more valid generalization.