

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions of the research and gives several recommendations after completing the analysis and reporting the results. This chapter is divided into two parts: the first section is intended to provide concluding remarks on this research; the second section includes recommendations for concerned parties and further study on the subject.

5.1 Conclusion

The following are conclusions that can be drawn based on the analysis that has been conducted:

1. Based on the results of the document analysis, it can be concluded that the types of collocation used by the students in abstract thesis are lexical and grammatical collocation consist of 10 types pattern both in lexical and grammatical. The most prominent collocation made by the students is lexical collocation that counted 82 which divided into 6 types of pattern. The pattern with most frequent appear in students' writing is Adjective + Noun which accounted 21. Meanwhile, the use of grammatical collocation on students' writing is only 21. The pattern with most frequent appear in students' writing is Noun + Preposition which counted 16. In other words, students tend to use lexical collocation rather than grammatical collocation.
2. Based on the result, it can be concluded that there are quite many incorrect collocations found on students' abstract thesis. From 12 students, there are 5 incorrect collocations that was found in their abstract thesis. The incorrect collocations made by students include lexical and grammatical collocation, which consist of 1) Verb + Noun, 2) Adverb + Adjective, 3) Verb + Adverb, and 4) Noun + Preposition.

5.2 Suggestion

There are some recommendations that can be proposed for students and other researchers as follow:

1. For the lecturers

Result findings indicate that Indonesian EFL learners will greatly benefit from teaching grammatical collocations as well as lexical collocations for the common node words. Teaching all the collocations of a second language is impossible; we need standards to determine which collocations will be used in teaching materials. Collocations in a neutral register or other special register that is helpful to the learner should be clearly acceptable and frequent. For example, combinations such as conduct

a research or performing an experiment may appear helpful in an academic writing course.

The lecturers will have to encourage the use of correct collocation to make writing more natural and efficient for the students.

2. For the students

In academic writing, the student needs to be considerate of using collocations particularly in essay writing since they obviously cannot mix words freely because words have their own natural combination. Students should be aware that lexical definitions rely not only on denotation or interpretation and semantics, but also on the relationship of collocation that affects the lexical meaning and grammatical functions.

3. For other researchers

The relationship between the collocation skill of the students and their academic performance can also be explored in future research. Knowing how information on collocation helps students improve their academic success would be of great benefit. Further work ensures that the development of collocations from advanced EFL learners compared with that of low proficiency EFL student will recommend instructional approaches that are useful to learners with different skill levels.

