

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and recommendations of the study. This chapter is divided into two sections: conclusions and suggestions. The conclusions of this study are based on the findings and the discussion in the previous chapter. Meanwhile, the suggestions provide some pedagogical concerns and recommendations for further research on a related topic.

5.1. Conclusions

This study has investigated collocational errors made by Indonesian EFL learners in their acquisition of English collocations. This study aimed at investigating the nature of collocational errors as well the learning strategies employed by the eleventh grade students of one senior high school in Bandung in their writing.

The data from the analysis of the students' writing products indicated that the students committed collocational errors in their writing, including grammatical and lexical collocations. In terms of grammatical collocations, the students made errors in four combinations: noun + preposition, verb + preposition, adjective + preposition, and preposition + noun. In terms of lexical collocations, seven combinations were found. These include adjective + noun, verb + noun, noun + verb, verb + adverb, adverb + verb, adverb + adjective and noun + noun. The findings revealed that the students had more problems with lexical collocations than grammatical collocations. These findings support previous studies (e.g. Phoocharoensil, 2011; Ridha and Al-Riyahi, 2011) which suggest that lexical collocations are more problematic for EFL learners than grammatical collocations.

The data from the students' interview revealed that the problems the students faced in their collocation learning are due to several factors. The findings showed that some problems were caused by the students' limited vocabulary mastery and their lack of collocational knowledge or ignorance of the rules. Besides, some learning strategies the students applied in their acquisition of

collocation were also found to be the source of errors the students made. These include first language transfer, overgeneralization, synonymy, and literal translation. These findings confirmed previous studies (e.g. Phoocharoensil, 2011; Li, 2005; Darvishi, 2011). Regarding resourcing or rereading strategy, it was considered beneficial in the learners' collocation learning, even though it might also be problematic when the learners neglected the language rules. As for substitution, this strategy was preferable when they found difficulties in the production of collocations. As the results, errors could not be identified from the learners as they avoid making errors.

5.2. Suggestions

In accordance with the findings, discussions and the conclusions of the study, some recommendations are proposed for pedagogical concerns and for future studies in related topic.

As mentioned earlier that collocation plays an important role in leading learners to achieve language proficiency and fluency, it is essential for language teachers to raise the learners' awareness of collocation as many of them still have very limited knowledge of collocations. Thus, in teaching new vocabulary to the students, the teacher should not only focus on its meaning and example, but also on its possible collocations. Because, knowing a word involves knowing what words it typically occurs with (Nation, 2000, p. 74). Considering the collocational errors the students committed in their writing, it is recommended that the teachers provide them with immediate feedbacks to prevent the students from repeating the same errors. Therefore, they can prevent the students' language from being fossilized, especially for errors which may potentially become fossilized. Moreover, considering the learning strategies the students apply in their acquisition of collocations, there is a need for the teachers to know what works and does not

work well. Thus, the teachers can help the students learn collocations more effectively.

Regarding future research, some recommendations are offered here. Since the present study only focused on collocational errors found in the learners' writing products, it is suggested that further research would be conducted to investigate the learners' errors in speaking product in order to obtain a more detailed picture of the learners' collocational competence. In addition, a deeper analysis of the error types should be done. These include errors which only occur in earlier stages of acquisition, those which take longer time to be corrected, and those which are persistent over time, which therefore tend to become fossilized despite pedagogic interventions. Furthermore, further research can be carried out in the form of an experimental design to explore some appropriate and pleasant ways or teaching methods to assist the students increase their collocational competence in accordance with learning strategies the students apply.