

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Projecting the result of the study, it can be summarized that the students' mastery of reading comprehension has been found "poor" with the grade 36 according to Harris' classification of the range of score. Meanwhile, the students' knowledge of collocation has been found 'average to good' with the grade falls in 70. Therefore, the average of students' knowledge of collocation is higher than the average of the mastery of reading comprehension ($70 > 36$).

After computing the correlation between reading comprehension and the knowledge of collocation using *Spearman Correlation for Ranked Data*, it can be concluded that there is a significant positive correlation between sixth semester English Literature Student's Mastery of Reading Comprehension and their knowledge of collocation. The significant correlation is shown by the correlation coefficient $r_s = 0.482091$. The significant correlation is, in fact, in line with many theories of the relationship between reading and collocation. Some of the theories highlighted here maintain that the place of collocation in reading is in lower or basic components of reading abilities. Its role in reading is as an important aspect at interpreting the discourse of connected text through cohesive bonds among words. This cohesion will further lead to a better coherence of the text that is making sense the message being delivered. In addition to cohesion and coherence, collocation is also as a central aspect of learning vocabularies and will certainly increase the effectiveness and comprehensiveness of language skills.

5.2 Suggestions

Collocation has given considerable contribution to the language learning. As the current study investigated the subjects' knowledge of collocation and reading comprehension, several recommendations are proposed. First, a strong relationship was found between the knowledge of lexical collocation and reading comprehension among the Indonesian university EFL students. In the current study, the research taken is non-experimental in nature and used only a simple type of tests to elicit the subjects' knowledge of collocation. Besides, the type of collocation in the study makes use the lexical collocation. Future study may investigate the collocation (grammatically and lexically) in a more well-systematic design in eliciting the subjects' data experimentally.

In addition, future studies can also find out the study between the collocation and any language skills: writing, speaking, and listening. In this case, it can provide a better understanding of the connection between Indonesian EFL students' collocational knowledge and their general English proficiency.

Further, as has been suggested by Hsu and Chiu (2008), the role of collocation in second language acquisition and teaching is not yet been fully understood. Therefore, it still needs to be done collectively on the possibility of the relationship between the acquisition of lexical collocation (also grammatical collocation), and EFL learners' language skills, both in the level of school students and university ones.

Lastly, collocation is one of the important roles in creating cohesion in a discourse (spoken and written), and will further lead to coherences of the message delivered. In addition to that, collocation is a determinant factor of the meaning of the words and will certainly increase the effectiveness and comprehensiveness of language skills. Therefore,

it is highly recommended that teachers introduce the vocabulary to the students in combinations, not as individual word. This is for the reason that the meaning of a word meaning will be different in different contexts, and collocation is probably the one that decides the meaning of that word.

