

## CHAPTER V

### CONCLUSION AND DISCUSSION

#### 5.1 Conclusion

The goals of this study were to look into the capacity of English students at Muhammadiyah University of Mataram to understand English collocations and to look into the students' troublesome collocation patterns.

The research in this study was based on Lewis's (2000) classification of seven patterns of collocation. The students' responses were then converted to percentages, tallied, and classified. All major strategies used in plausible explanations for the students' ability on English included the students' limited knowledge of culturally specific collocation (Baker, 1992), the engrossing effect of source text patterning (Baker, 1992), the students' use of the synonymy strategy (Farghal and Obiedat, 1995), and the students' limited knowledge of restricted collocation (Baker, 1992). (Farghal and Obiedat, 1995; James, 1998; and Huang, 2001).

The initial goal of this research was to look at the capacity of English students at Muhammadiyah University of Mataram in terms of English collocation. The results indicated that 60 students were given a 50-item collocation exam based on seven Lewis (2000) categorization patterns. Collocation ability was poor among the students. According to the findings of the study, students' ability in noun + noun collocation is (14%), followed by adjective + noun (16%), verb + noun (14%), adjective + preposition (14%), preposition + verb (4%), verb + adverb (16%), and adverb

+ adjective (14%). Adjective + noun and verb + adverb (16%) having the highest collocation level in the seventh pattern.

The collocation patterns that were causing problems for the students. The issues were primarily caused by the students' poor awareness of collocations, the absorbing impact of the patterning of the source text and collocation transfer from L1 to L2, according to the findings.

## 5.2 Discussion

According to the findings of this study, pupils' knowledge of English collocations is limited. It's plausible to assume that the pupils were uninformed of the existence of collocations. They were also probably lacking in vocabulary specialization training. Bahns and Eldaw (1993) argued that learners' knowledge of collocations did not develop in lockstep with their knowledge of vocabulary, which might be attributed in part to the fact that collocations are not taught, thus learners do not pay attention to learning them. Lewis (1993) adds that establishing collocation awareness may be included into the teaching and learning process to help students expand their mental vocabulary. As a result, in order to improve language acquisition, collocation should be stressed in second foreign language courses.

The students' ability to use verb + adverb and adjective + noun collocations was at an all-time high, according to the findings of this study (16%). It's reasonable to assume that this pattern has been one of the students most recognized patterns from their early years of English language study. Boonyasaquan (Boonyasaquan, 2005). The preposition + verb collocations, on

the other hand, were found to be appropriately utilized at the lowest level (4%). This conclusion was backed up by a research (Martynska, 2004) that showed preposition + verb collocation infractions to be the most challenging and bothersome for students. She also discovered that the students' ability to use collocation was unrelated to the amount of years they had spent studying English.

However, The findings of this study indicated that the students committed collocation abilities since it is likely that they utilized their synonymy approach when selecting which collocates to use. Furthermore, they may have a limited understanding of collocation specialty or a lack of collocation expertise. Some examples include a newspaper booth (rather than a newspaper kiosk), being environmentally elegant (rather than being environmentally friendly), receiving the first award (rather than winning the first prize), taking aside (rather than taking after), increasing strongly (rather than rising quickly), or being incredibly productive (instead of remarkable productive).

Furthermore, the data indicated that while deciding on word partnership, the informants used the method of transferring L1 to L2 collocation. The findings were similar to those made by others (Farghal and Obiedat 1995). The students had a collocation deficiency and were unaware of collocations, therefore Farghal and Obiedat utilized a transfer approach from their own language to produce English collocations.

In addition, the students' lack of awareness of precise collocations

caused them to depend largely on basic and broad language. Students decided to associate common verbs like good with all things positive, such as a nice man, a good book, or a good narrative, and they concluded with a gorgeous appearance ( instead of an attractive and handsome appearance). They also misuse simple verbs like do, as in do an activity, perform a task, and do some accomplishments (rather than represent/comprise specific successes).

The findings of this study, on the other hand, support the findings of (Boonyasquan, 2005), who claimed that learners' interference with source language patterns and their ignorance of the presence of collocations owing to a lack of collocation comprehension were important sources of breaches. Making a toast (rather than a toast), being totally happy (rather than absolutely thrilled), and passing something along are some instances (instead of passed away).

This investigation was further supported by the findings of (Huang, 2001). Students' ability to collocate was likely due to their employment of transference, avoidance, paraphrasing, and synonymy strategies, according to Huang. He also observed that EFL students lacked a thorough knowledge of English collocations, resulting in low performance in restricted collocations. These findings support the findings of (Bahn and Eldaw, 1993), who claimed that learners' collocation knowledge does not appear to correspond to their vocabulary ability.

### **5.2.1 The Study's Limitations**

1. The data of this study was gathered from just 60 English students at

Muhammadiyah University of Mataram in the academic year 2020.

2. Based on (Lewis, 2000)'s method, the study focused solely on seven types of collocation.

### **5.2.2 Applications**

In mastering the English language, collocation is very important. Teaching collocations should begin in the first lesson. Teachers should be encouraged to include collocation into their lesson plans. Similarly, while teaching specific words or vocabulary, a teacher must incorporate teaching collocates. A new term must be presented in context by the teacher. Instead of introducing new terms like bath, exam, and friends, teachers may break them down into pieces like have a bath, pass an exam, and make friends. To develop significant fluency in a second language, it is not enough to learn individual words and their meanings. It's critical to understand how words join to form chunks. If learners' sensitivity to diverse word relationships isn't great enough, or words aren't acquired in chunks, they won't be able to achieve a native-like degree of fluency (Martynska, 2004). Teachers should begin teaching children how to utilize collocations at an early age so that they can remember and apply them appropriately.

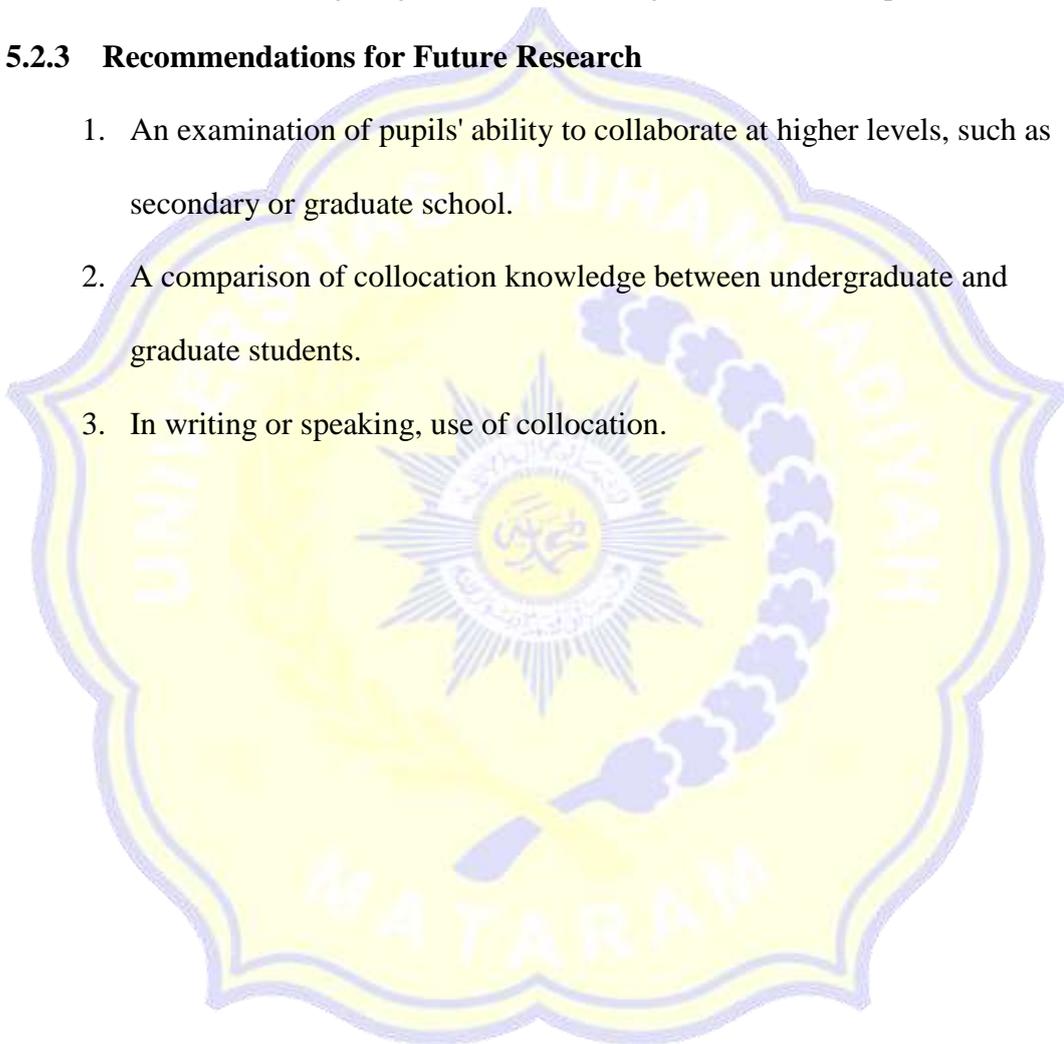
The goal for English teachers should be to raise student understanding of the relevance of collocations. On the most basic level, teachers may encourage children to think in terms of phrases that are longer than a single word — constantly looking a two-or three-word phrase statement (Hill, 2000). Noticing is also a crucial part of learning. Observing

and being aware of collocations, according to (Biskup, 1992), might perhaps be the first step toward collocations must be internalized and learned.

To summarize, teaching and developing student awareness of collocations is critical because when students utilize the correct collocation in conversation, they may talk more naturally and like native speakers.

### **5.2.3 Recommendations for Future Research**

1. An examination of pupils' ability to collaborate at higher levels, such as secondary or graduate school.
2. A comparison of collocation knowledge between undergraduate and graduate students.
3. In writing or speaking, use of collocation.

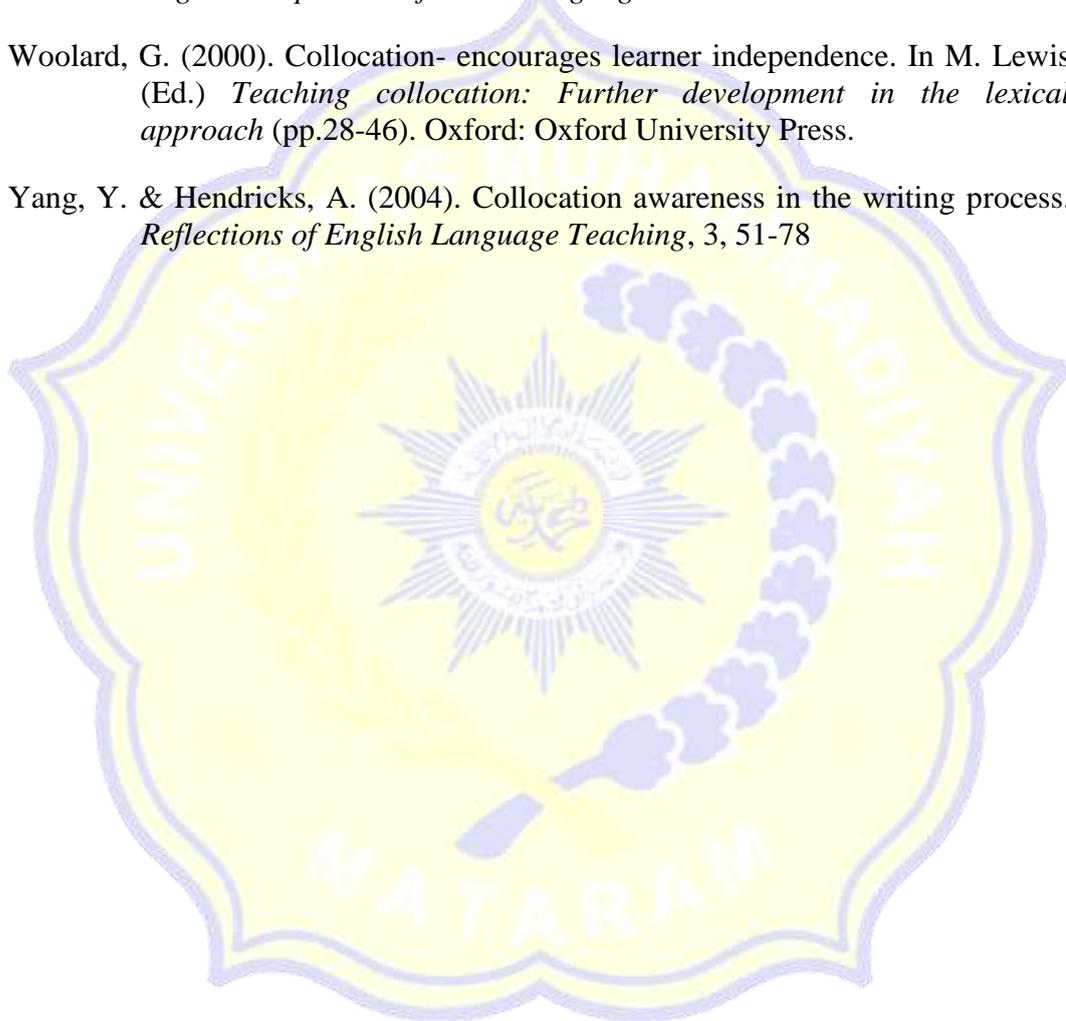


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## I. Collocation Test

### Collocation Test

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**Complete each of these sentences with an appropriate word. Each word can be used only once. Write your answers on the answer sheet provided.**

<i>full</i>	<i>optional</i>	<i>limited</i>
<i>friendly</i>	<i>elaborate</i>	<i>necessary</i>

<i>eternally</i>	<i>warmly</i>	<i>perfectly</i>
<i>willingly</i>	<i>absolutely</i>	<i>relatively</i>

1. I have a *limited* knowledge of French. I am good at reading, but not at speaking and writing.

2. I will have to write a *full* report of the situation to my boss. It will cover all the detailed information.

3. This is environmentally – *friendly* washing powder. It is not harmful to the environment.

4. We urge you to adopt all *necessary* measures to guarantee people's safety.

monthly.

9. Khun Somchai is *totally* competent always follows professional standards and is successful in all the assignments.

10. There is a *relative* moderate increase in the rate of inflation.

11. Without any hesitation, I *strongly* Recommend her as an MA candidate at your university.

12. Political theories are not *absolutely* valid. They can change from time to time.

<i>kiosk</i>	<i>state</i>	<i>booth</i>
<i>appearance</i>	<i>business</i>	<i>appearance</i>

<i>did</i>	<i>had</i>	<i>gave</i>
<i>mad</i>	<i>shrugged</i>	<i>erunte</i>

5. I stopped to buy a magazine at a newspaper *kiosk*

6. She recalled her first television *appearance* forty years ago.

7. You can call the helpline during normal *business* hours. None works after 6.00 p.m.

8. Many families in USA on a low income are dependent on *state* support. They get financial assistance from the government

13. He *gave* me a gift home because we are neighbors.

14. He *had* an argument with a barman and was thrown out of the hotel.

15. He merely *shrugged* his shoulders in reply.

16. She has *made* no attempt to contact her mother.

<i>for</i>	<i>with</i>	<i>by</i>	<i>on</i>	<i>of</i>	<i>at</i>
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17. I became skilful *at* drawing.
18. He was pink *with* anger because his car was stolen.
19. My coat was rather small *for* Bob.
20. He was coldly indifferent *to* other people.

<i>rather</i>	<i>absolutely</i>	<i>badly</i>
<i>justly</i>	<i>perfectly</i>	<i>oddly</i>

21. She is *justly* proud of her achievements. She really deserves the 1<sup>st</sup> prize award.
22. Don't worry. Your voice sounds *absolutely* fine.
23. She looked *rather* lost and lonely, standing in a corner by herself.
24. When I passed the entrance exam, mum seemed *perfectly* happy with my success.

<i>on</i>	<i>out</i>	<i>for</i>
<i>back</i>	<i>after</i>	<i>aside</i>

25. You should check *out* books on American history from the library and you will get more ideas on this issue.

It is a *luxurious* hotel with its own swimming pool and restaurant. However, spending a night there is quite expensive.

- a. luxurious                      b. colorful  
c. memorable                    d. enjoyable

26. She has built a/an *great* reputation as an entertaining speaker.

- a. great                              b. well-known  
c. recognized                      d. considerable

27. There were several *big* Hollywood stars at the function. Everyone knew them.

- a. big                                b. amateur  
c. brilliant                        d. professional

28. It is difficult to live in a(n) *foreign* country. if you cannot speak the language of that country.

- a. remote                         b. foreign  
c. international                 d. nationwide

29. I've lost my marriage *certificate* So, I don't have any documents to show that I am a married man.

- a. vows                              b. certificate  
c. status                            d. relationship

30. People's behavior style consists of the words they use, their voice, their facial expression and their *body* language.

- a. body                              b. sign  
c. appearance                    d. gesture

31. A routine *police* patrol spotted signs of a break-in at that bank.

- a. police                            b. guard  
c. soldier                          d. fireman

32. The government usually has a firework *display* on the fifth of December along the Chao Phraya river.

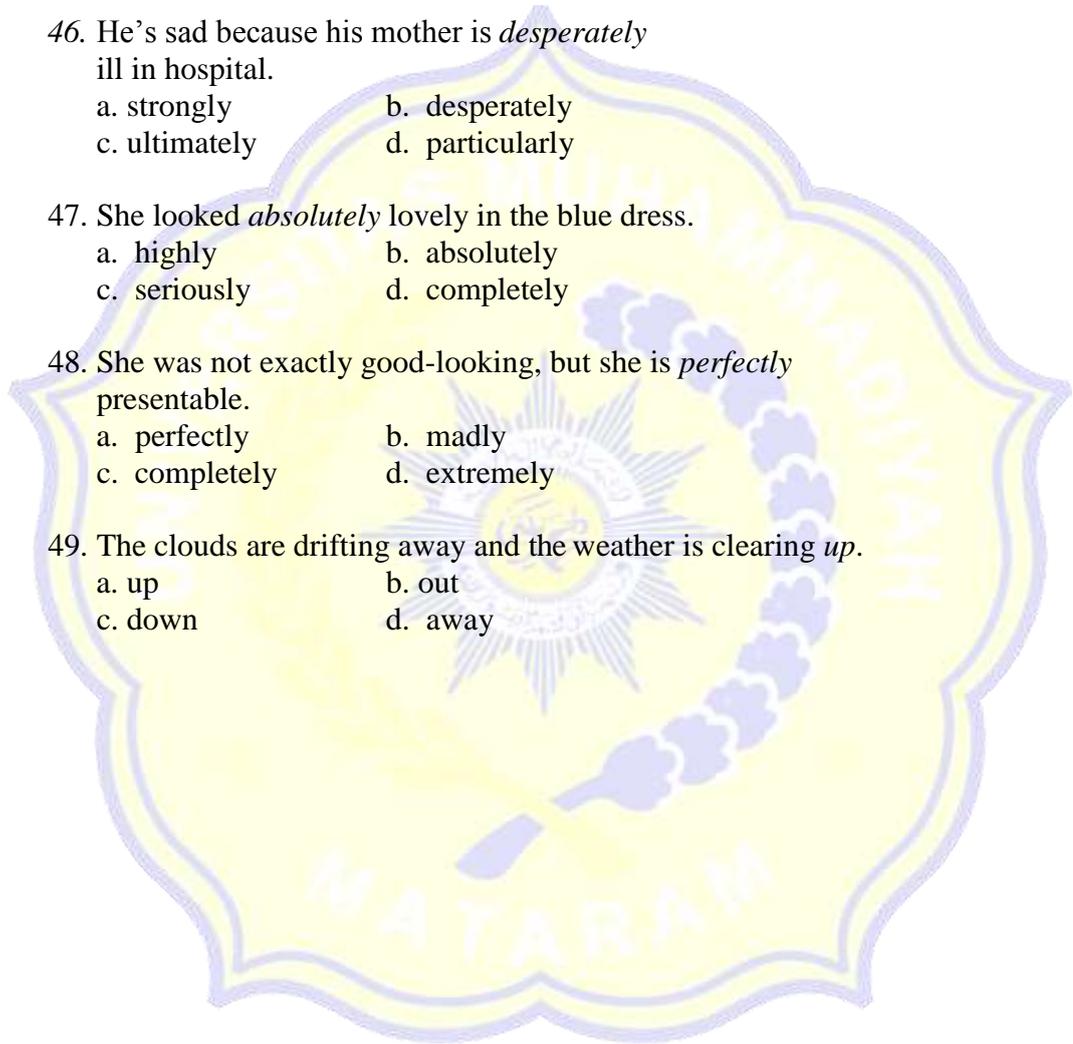
- a. fair                                b. myth  
c. exhibit                          d. display

33. When the song begins, she hums *along* with the music.

- a. along                              b. loudly  
c. together                        d. suddenly

34. House prices have risen *sharply* in recent months.  
a. sharply                      b. enormously  
c. strongly                      d. tremendously
35. She seems *extremely* energetic for a woman of her age.  
a. extremely                      b. undoubtedly  
c. wonderfully                      d. extraordinary
36. The attention of the mass media is *mainly* focused on the general election.  
a. wholly                      b. granted  
c. mainly                      d. seriously
37. She *won* the first prize and her family was so happy for her.  
a. had                      b. granted  
c. won                      d. awarded
38. The minister, on behalf of all guests, ended his speech by *making* a toast to the bride and groom.  
a. doing                      b. making  
c. requesting                      d. announcing
39. Make sure you *have* a look at the engine before you buy the car.  
a. give                      b. have  
c. make                      d. manage
40. The ships all *blared* their sirens when the princess was born.  
a. blared                      b. heard  
c. sounded                      d. screamed
41. I think you are mistaken *about* the time.  
a. on                      b. in  
c. with                      d. about
42. She used to be a nurse and she is experienced *in* looking after children.  
a. in                      b. at  
c. with                      d. of
43. The two books are more or less equal *in* length.  
a. to                      b. in  
c. as                      d. with

44. His statement was inconsistent *with* other accounts of the events. It's fine *with* rough work.
- |        |         |
|--------|---------|
| a. of  | b. to   |
| c. for | d. with |
45. It was a/an *remarkably* productive meeting. We gained a lot of useful ideas.
- |                |                   |
|----------------|-------------------|
| a. remarkably  | b. unbelievably   |
| c. wonderfully | d. breathtakingly |
46. He's sad because his mother is *desperately* ill in hospital.
- |               |                 |
|---------------|-----------------|
| a. strongly   | b. desperately  |
| c. ultimately | d. particularly |
47. She looked *absolutely* lovely in the blue dress.
- |              |               |
|--------------|---------------|
| a. highly    | b. absolutely |
| c. seriously | d. completely |
48. She was not exactly good-looking, but she is *perfectly* presentable.
- |               |              |
|---------------|--------------|
| a. perfectly  | b. madly     |
| c. completely | d. extremely |
49. The clouds are drifting away and the weather is clearing *up*.
- |         |         |
|---------|---------|
| a. up   | b. out  |
| c. down | d. away |



<b>Total skor</b>	<b>Nama Lengkap</b>	<b>NIM</b>
80.00 / 100	Dhimas Tegar Bagaskoro	117120035P
52.00 / 100	Haerullah Hakim	118120006
20.00 / 100	M. Erwinsyah	118120019
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32.00 / 100	Nasrul Hidayat	117120036P
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