

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents, (5.1) conclusions, and (5.2) suggestions based on the findings of the research.

#### **5.1. Conclusions**

Based on the previous research, collocation and writing achievement have not any correlation. Motivated by this, the present study sought to investigate the correlation between students' mastery in collocation and their writing achievement. The results of the data supported all the hypotheses of the study. The finding showed that the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. There was no correlation between mastery in collocation and writing achievement.

Based on the finding, it can be concluded that the students' mastery in collocation does not give dominant effect through writing achievement of undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang. In this case, the other factors may give more dominant effect through it. It also means that the students with good understanding and using their collocational knowledge effectively not certify will have good achievement in writing comprehension and the students with bad understanding and using their collocational ineffectively not certify will have bad achievement in writing comprehension.

#### **5.2. Suggestions**

Based on the conclusion addressed above, the researcher proposes some

suggestions as follows:

The findings can be useful for EFL learners who have difficulty with writing the essays, and also for English teachers to decide whether teaching the similar topics or the essential vocabulary or collocations of the texts can help students more. It can also guide material designers to consider collocations while preparing EFL/ESL books. Moreover, since the students' ability in writing moderate, it suggested to be an additional intellectual source, especially, in writing comprehension class. Therefore it can enrich teachers to comprehend lexical knowledge of collocations so that it can be applied in writing class.

Moreover, for other researchers, according to the research, based on student' answer sheet, some of the students are still confused to recognize collocations and rejecting pseudo-collocations. In addition, the other researchers can try to make a good test of students' mastery of collocation with the same proportion of grammatical and lexical collocation to correlate with the writing comprehension. Then, the other researcher also should make the same proportion of each writing aspects, they are main idea, specific information, reference, inference and vocabulary. So that it makes the other researchers knowing that which one can be good comprehend the writing test, grammatical collocation or lexical collocation. Moreover, the other researchers have to count the appropriate time, lecture's schedule, and available class during the research.

Additionally, for the further research that caution should be taken when generalizing the findings of this study because the subjects in this study were limited to Indonesian university students and the number of participants was not

large. To compensate for the small range of data, more participants whose majors and ages are different would be useful. For this reason, various participants will help researchers detect differences in collocation competence, and a stronger result on the relationship between collocation competence and language skills might be seen. In other words, other researchers can try to investigate the correlation or the improvement that focus on students' mastery of collocation in the other skills of learning language such as listening, speaking and reading.