CHAPTER FOUR

CONCLUSION

Having analyzed fifty percent of the writing assignments made by the 2005 students of the English Department, Faculty of Letters, Maranatha Christian University, I would now like to write my personal comments and opinions based on the research findings.

Before outlining the specific reasons for the interferences from the students' first language, I provide a list of collocational subdivisions, where I find and do not find errors in the students' writing assignments:

Subdivisions Where Errors Are Found	Subdivisions Where No Errors Are Found
▪ All subdivisions of typical collocation	▪ Restricted combination: Adverb + adjective Adjective + preposition
▪ Free combination	
▪ Restricted combination: Verb + noun Adjective + noun	▪ Multi-word expression: Idiom
	▪ Sound and motion expression

Noun + verb Adverb + verb Noun + noun ▪ Multi-word expression: Irreversible binomial Phrasal verb ▪ Shorter expression	

Looking at the findings in the discussion, I conclude that there are four kinds of influences from my subjects' first language, the Indonesian language, in their making collocational errors, in some of the classifications above. Below are my concluding points and my comments about them:

1. I assume that my subjects think that two or more words which have the same or similar meanings in Indonesian language can also be used interchangeably in English language.

2. My subjects use the Indonesian language style in English language. For example, "pergi makan" applied in English language as "go dinner".

3. My subjects apply what is correct (e.g. "Melakukan kekerasan") or acceptable (e.g. "Bikin pohon natal") in everyday Indonesian language to their English sentences.

4. My subjects apply their first language rules and structures in their use of the second language. This influence only affects the students' use of *restricted combination* on the grounds that this factor is related to Syntax. In using

restricted combination, they apply Indonesian word formation and word order in the English sentences they produce.

I think the basis of the four points above is that my subjects use English language by merely translating Indonesian language into English language, word by word. They use English language words as individual units, instead of as groups of words. They think neither about the other words that appear together with the words they use nor about the words' associations if they are used in English language. Moreover, they are not aware of the correct rules (about word structures and word usages) in the English language.

Besides, in my opinion, Indonesian language has a different collection of vocabularies with English language. There are some Indonesian words that have various choices of meanings if they are translated into English language, and vice versa. As an example, we can take the word 'carry'. In Indonesian language we have *membawa, menjinjing, memikul, menggotong*, etc to convey that we *carry* something. On the other hand, there is only one word in Indonesian language 'cepat' for *fast, quick,* and *speedy*. I think this factor makes it difficult for the students to choose the precise words in using collocation.

The errors most of my subjects make concern the use of prepositions. I am of the opinion that this happens because the English language has more prepositions than the Indonesian language. Moreover, preposition is usually used differently in the two languages, as I have already discussed.

I think all of the reasons above are related to the theory of **Interlanguage** as they are related to the transfer of habits of the Indonesian language (first language) into the English language (target language which is being learned).

Those reasons are also intrinsically linked to **Second Language Learning**, as my subjects face the difficulties of using collocation in a language that is not their mother tongue. The research that I have done is really on English as a foreign language, but I analyze it as a second language since foreign languages are included in the term "second language" according to the theory of Language Learning.

Based on my findings, I think Interlanguage has a relationship with **Psycholinguistics** because I think that when my subjects are writing, there is a process which involves the two languages in their minds. I assume that, at first they think of what they want to say in their first language, the Indonesian language. Then they try to write it, or transfer it, in their second language, the English language. The result is that they produce English words but often in the form of or which are affected by Indonesian language features. In my opinion, indeed **competence** influences **performance.** If we lack collocational knowledge, or the way we think in our mind about second language is influenced by our first language features, as what happens on the students, we will make errors in our producing of second language collocation.

In relation to **Semantics and Syntactic approaches**, I conclude that most of the errors of collocation that I find have characteristics which mostly concern Semantics, as they deal with meaning. However, there is one that is more related to Syntax, namely, *restricted combination*, as it deals with sentence structures. Besides, I find that incorrect structures also create incorrect meaning. So, in my opinion, structure can also influence meaning.

Having given my comments on the errors that I find in my research, I would like to give my comments on the collocational errors that I do not find in this research:

1. I conclude that the same patterns or structures between the language that is learned, in this case the English language, and my subjects' first language, in this case the Indonesian language, result in no errors found in the students' use of *adverb + adjective* and *adjective + preposition* combination, in *restricted combination.*

   For further clarity, look at the example below:

Combination (same)	English language	Indonesian language
Adverb + adjective	really good	benar-benar bagus
Adjective + preposition	angry with / angry at	marah kepada

   In addition to adjective + preposition, preposition can be used differently in the two languages, as I have said in the discussion.

2. Since none of the students whose writing I read uses *idiom*, I do not find collocational errors in using *idiom* in *multi-word expression*. I think it is because the students lack knowledge about English language's idioms since English language's idioms are different from Indonesian language's.

3. In this research I also find no collocational errors of *Sound and Motion Expression*; I do not even find any words of *Sound and Motion Expression* in their writing assignments. Related to this, I come to the conclusion that this happens owing to the fact that the subjects of my research are adult learners. In

the Indonesian language, these expressions such as "klakson - tin-tin", "anjing - guk-guk" are limited and they are usually used by or for children.

In my opinion, although there are many errors which the students make, benefit can still be derived. What I mean is that the errors that the students make give both disadvantage and advantage to them and to the lecturers as well. They give disadvantage because their errors are still a failure in learning. On the other hand, they give advantage because they can be seen as positive aids to learning on the grounds that by knowing their errors, hopefully, the students will be more aware of using collocation and can improve their English language skill. Furthermore, the lecturers can pay more attention to their students' use of collocation and teach at a deeper level about the areas in which their students make errors.

Related to the strong influence of the Indonesian language, I think the errors in using collocation cannot be 'healed' a hundred percent. Separating first language totally from the use of second language is not an easy thing to do, on the grounds that Indonesian language is the language responded to and used everyday since they started talking. Yet, even if the errors in using collocation cannot be totally 'healed', I think we can help the second language learners, in this case my subjects, to be closer to native competence than their present stage shows. I suggest, then, that the department includes Vocabulary subject in its curriculum and that lecturers teach collocation more specifically. I also suggest that the students use and practice the English language not only inside the classroom, but outside the classroom as well. I think more practice is a way to try to minimize the number of their collocational errors.

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