**CHAPTER V
CONCLUSIONS AND SUGGESTIONS**

 In this chapter, the researcher presents the conclusions of the research findings and some suggestions for teachers, students, and further researchers.

**5.1 Conclusions**

 This section explains the conclusions of the research above, in this study found two types of collocations in the writings of EFL students, namely grammatical collocations and lexical collocations, the results of which are presented in percentages to make it easier to understand. The first was the grammatical collocation of research findings which shows errors are found in the Noun + Preposition combination category. While the second was lexical collocation errors are found in the categories of Adjective + Noun, Adverb + Adjective, Noun + Noun, and Verb + Adjective. So it can be seen that the most dominant collocation error that is often produced by students EFL was lexical collocation in the Adjective + Noun category.

**5.2. Suggestions**

Researchers have several suggestions for teachers and lecturers, students, and further researchers to prevent collocation errors in EFL students.

1. The teacher

 Suggestions for teachers from researchers to teach students about the meaning of collocation so that students can know and understand what collocations must be known so that mistakes do not occur. Teachers are also required to encourage students to know about collocation.

2. The students

 Suggestions for EFL students to be more enthusiastic in knowing and learning about collocations, besides that EFL students should also practice writing to hone their skills in choosing the right words to combine so that they can produce correct collocations. To make it easier for students to choose the correct collocation word, students can use a collocation dictionary, and dictionaries such as Macmillan Dictionary (MD), and Oxford Collocation Dictionary (OCD).

3. Further research

 Suggestions for further researchers, hopefully, this research is useful and can help in solving collocation cases. This study tries to investigate one aspect of vocabulary knowledge, namely collocation. Further studies can be carried out in various aspects of vocabulary knowledge such as the grammatical behavior of a word.