

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and offers some suggestions. The researcher makes this conclusion based on the result of the chapter II and chapter III.

5.1. Conclusion

The present study explored the extent to which students of the English Language Teaching Department (ELTD) at UIN Syekh Nurjati Cirebon engage with basic idiomatic expressions in their writing. Findings from interviews and document analysis suggest that students learn idioms primarily through passive exposure and incidental encounters, particularly from digital media, classroom interaction, and informal conversations. While students exhibit a growing awareness of idiomatic forms, their ability to apply them effectively remains limited. The lack of explicit instruction, guided practice, and contextual modeling contributes to the superficial or hesitant use of idioms, especially in formal academic writing contexts.

7 In examining the types of idiomatic errors students made, this study identified seven recurrent patterns: literal translation, lexical substitution, inappropriate contextual use, structural deformation, overgeneralization, idiom incompleteness, and collocational clash. These errors reflect varying levels of idiomatic competence, with most indicating partial understanding of form and meaning but inadequate mastery of structural and pragmatic usage. While students often attempted to use idioms to enrich their expression, misapplication frequently resulted from misremembered forms, inappropriate register choices, or faulty collocation. These findings echo previous literature that emphasizes idioms as one of the more challenging aspects of L2 acquisition due to their cultural specificity and syntactic rigidity.

Overall, this study highlights the urgent need to integrate idiomatic competence into academic writing instruction. Rather than treating idioms as peripheral vocabulary, educators should frame them as essential discourse tools—teaching them through contextualized exposure, contrastive analysis, and production-based tasks. Doing so will not only enhance students’ lexical richness but also empower them to write with greater fluency, rhetorical nuance, and stylistic maturity. Future studies may expand by investigating idiom instruction interventions or analyzing the long-term effects of idiom-focused pedagogy on academic literacy.

5.2. Suggestion

In light of the findings, it is strongly recommended that academic writing instruction at the ELTD program of UIN Syekh Nurjati Cirebon include a systematic and explicit focus on idiomatic expressions. Teachers should incorporate idioms not only as lexical items but as functional discourse units, integrated within writing tasks across genres. Activities such as idiom reconstruction, contrastive analysis with L1 equivalents, and contextualized production exercises can help students move from passive recognition to confident, accurate use. In addition, the use of corpus-informed resources and genre-based modeling will aid students in understanding not just the form and meaning of idioms, but also their appropriate register and collocational constraints.

Furthermore, feedback mechanisms should be enhanced to specifically address idiomatic accuracy and stylistic appropriateness. Rather than correcting only grammar or coherence, educators should provide formative feedback on how students use idioms—highlighting structural errors, contextual misuse, or register mismatches. Embedding idiom awareness into reflective writing, portfolios, and peer review activities may also increase students’ metalinguistic awareness and stylistic sensitivity. Future curriculum designers and language educators are encouraged to treat idiomatic competence as a core component of academic literacy, recognizing its role in shaping not just language proficiency but also rhetorical effectiveness and cultural fluency.

For future researchers, if you want to do research about idioms, I hope you'll focus more on writing, as it's crucial. Idioms enhance writing by making it more colorful, lively, and enjoyable to read. Therefore, incorporating idiomatic expressions is crucial in writing. Making your writing more engaging will attract readers.



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