

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study examines two synonyms, good and great, based on collocation patterns and semantic preferences. From the analysis of data taken from the Corpus of Contemporary American English (COCA), there are clear differences in how these two words are used in certain sentences and situations. In the first problem, it was found that good often appears together with nouns such as morning, news, luck, deed, intention, and sportsmanship. This indicates meanings related to social values, morals, and feelings. The word good is usually used to convey politeness, kindness, and cohesiveness in daily interactions. Meanwhile, great more often appears with nouns such as achievement, depression, lake, thinker, and pyramid, which convey meanings of greatness, excellence, and great impact. Thus, it can be concluded that good describes something that is good and in accordance with social rules, while great describes something extraordinary and has a large scale.

Regarding semantic preferences, research shows that good is more frequently used in contexts related to moral, social, and responsibility values. This is evident in collocations such as good deed, good intention, and good stewardship, which emphasize positive actions and interpersonal relationships. Meanwhile, great has a broader meaning because it is used in various fields, such

as achievement, knowledge, and nature. For example, great achievement, great thinker, and great lake indicate greatness or excellence. Therefore, good is more dominant in the context of assessing moral and social values, while great is used to indicate exceptionality, influence, or beauty.

Furthermore, regarding the differences in meaning and context of the two words, the analysis shows that the main difference lies in the level of intensity and scope of meaning. Good has a more personal and moral nuance, used to describe behavior, actions, or circumstances that align with positive values in society. Meanwhile, great indicates a stronger and more monumental meaning, used to describe something special, accomplished, and having a major impact. Thus, although both have positive connotations, good signifies goodness and moral conformity, while great represents excellence, achievement, and greatness on a higher scale.

B. Suggestion

Based on the results of research on the analysis of collocation and semantic preferences of the words good and great in the Corpus of Contemporary American English (COCA), the author provides several suggestions which are expected to provide both practical and theoretical benefits for various parties involved in the fields of linguistics and English language teaching.

a. For English Learners

1. Students are advised not to simply memorize the basic meaning of a subject, but rather to understand how it operates in its collocations. This approach is important because words like "good" and "great" convey differences in meaning that are only apparent through the accompanying word pairs.
2. To improve their correct usage, students need to familiarize themselves with learning words in the form of frequently occurring meaning chains in English.
3. Students are also encouraged to utilize data-based learning resources, such as corpora, collocation dictionaries, and authentic texts, to gain a more natural and contextual understanding of word usage.
4. Reading a variety of texts (news, articles, and social media) is very helpful in broadening one's understanding of the nuanced differences between "good" and "great" in real-life communication situations.

b. For English Teachers

1. Teachers need to place greater emphasis on learning collocations as an integral part of vocabulary mastery. This approach can help students understand that two words that appear lexically similar often have different semantic functions.
2. Examples of collocations can be provided from various sources, including academic texts, conversations, and popular media, so that

students can see the various uses of "good" and "great" in broader contexts.

3. Teachers are encouraged to utilize corpus data as a learning medium, so that students can directly observe common usage forms found in contemporary English.
4. Learning activities can be designed in the form of context analysis, collocation mapping, or synonym differentiation exercises, so that students' understanding of vocabulary becomes more in-depth and applicable.

c. For Future Researchers

Further research could expand the data coverage by including various types of corpora, such as news, academic, fiction, and social media, to obtain a more comprehensive picture of the variations in the use of good and "great." Further studies could test comparisons with other synonyms, such as excellent, fine, mayor, or big, to produce a more complex semantic preference mapping. Future researchers could also explore the differences in the use of good and great in various English dialects, such as British, American, or Australian English. Diachronic research could be conducted to examine how the collocational use of these two words has changed over time. Furthermore, pragmatic aspects such as politeness, attitude expression, or the role of the two words in constructing implicit meanings could be interesting research areas to explore.

d. Implications

Research findings on the differences in the use of 'good' and 'great' provide several important implications for language learning, translation, the development of teaching materials, as well as the advancement of linguistic studies. These implications are not only related to theoretical aspects but also offer directions for practical application in educational contexts and further research.

1. Implications for English Vocabulary Learning

Research findings emphasize that mastering meaning cannot be achieved solely through dictionary definitions, but must be accompanied by an understanding of collocation patterns. Therefore, vocabulary learning should include examples of how 'good' and 'great' are used in various commonly used phrases in language practice, such as 'good morning,' 'good news,' 'great strides,' or 'great accomplishment.' Contrast exercises between synonyms can help learners recognize differences in evaluative intensity and the appropriate context for each word. In this way, students can use both words more accurately in everyday situations as well as in academic writing.

2. Implications for Translation

For translators, the results of this study indicate the need to pay attention to idiomatic nature and the specificity of collocations. Many

collocations are not literal, so word for word translation often results in meaning errors or changes in register. For example, 'Great Depression' cannot be freely translated, and 'good morning' is not merely an assessment of 'a good morning.' Therefore, translators need to be aware of word choices that maintain the communicative purpose and cultural nuances of the source text.

3. Implications for Linguistic Research

Future research can expand this study through a larger corpus or by examining dialectal variations such as British English, Australian English, or language forms on social media. In addition, diachronic studies can be conducted to see how cultural changes influence the collocations of good and great over time. Such approaches will provide a more comprehensive picture of the development of evaluative adjectives in contemporary English.