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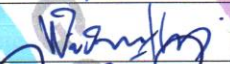


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Abstract

Vidia Melinda Abas, 2017. Grammatical Collocation Error in Students' Creative Writing. English Department, Letters and Culture Faculty, Universitas Negeri Gorontalo. Advisor (1) Dr. Suleman Bouti, M.Hum (2) Zulkifli Tanipu S.Pd., M.A

The situation in learning process reveals a problem of natural language production. Emphasizing the quality of naturalness and mutual intelligibility should be the main concern on students as foreign language learners. This aptitude is known as grammatical collocation mastery. Despite the importance of grammatical collocation in terms of naturalness, however, students often make inappropriate grammatical collocation because they assume that it does not influence the sentence meaning. In consequence, grammatical collocation error has been identified in students' creative writing. This phenomenon takes place due to the carelessness and lack of knowledge of grammatical collocation. In order to deal with it, this research has devoted special attention to investigate the types of grammatical collocation errors which tend to be produced in students' creative writing. Results indicate that errors of the combination of noun, adjective and verb with preposition occur most frequently in students' creative writing, then followed by the combination of noun, adjective and verb with to-infinitive, the combination of verb with bare infinitive and verb-ing, and the least occurring errors are the combination of verb with direct object + to/for + indirect object, verb with that-clause/wh-clause and verb with (to-be) compliment. Regarding these results, both teachers and students should master grammatical collocation in order to comprehend the use of it and to lead them to produce natural language.

Keyword: Grammatical Collocation