

## **Chapter I: Introduction**

This chapter introduces the basic consideration, concerning a brief outline of the grammatical collocation error in students' creative writing. This chapter also presents the research question, the research objective, the research delimitation, and the research significances in terms of theoretical and practical contribution.

### **Basic Consideration**

Creative writing is a free writing used to express a person's thoughts and feelings which means a writer is free to write anything as what they want to write (Bernard, 1981) cited in Harja (2016). Udon Thani Rajabhat University (n.d.) also states that the language of creative writing consists of creative words, creative structures and creative ideas that will stimulate the readers' imagination when they read the text. The essence of creative writing is showing up through the author's originality in expressing his thoughts and feelings.

Creative writing provides the models of life that Morley (2007) divides it into imagination, passion and experience. These elements exist on human's life that can encourage them to do creative writing. However, it is widely acknowledged that writing deals with grammar, unexceptionally creative writing. Although this type of writing points to free writing, it does not imply that it is free from the grammatical elements. Adapted to Keable's Guide (n.d.), creative writing must obey the rules of

grammar, usage and punctuation. Hence, it is crucial for the writer to pay attention to the grammatical elements as well as the creative writing elements.

Along side tenses, parallelism, and part of speech, grammatical collocation is one of the grammatical elements. Benson., Benson., Ilson., (1986b) as cited in Li (2005, p. 7) categorize English grammatical collocations as phrases containing nouns, adjectives, verbs, plus a particle (a preposition, an adverb or a grammatical structure such as an infinitive or clause). It is also conveyed in (Benson, Benson, Ilson, 2009) that typical grammatical collocations are the dominant words; the noun, adjective and verb. *To want (someone to do something)*, for example, is the certain combination of verb as the dominant word with grammatical structure. This kind of combination or called grammatical collocation is the element of grammar which is important for English language learners to take it into account.

English language learners must pay more attention to collocation because it is an important thing to learn. It can increase language competence, can enhance learners' communicative skill, and can develop the fluency to be native-like (Brown, 1974; Nattinger, 1980, 1988; Channel, 1981; Bahns & Eldaw, 1993; Howarth, 1998) cited in Li (2005). As the foreign language learners, they need to be as natural as native speakers. Instead of trying to speak as natural as native speaker, which is quite difficult since their phonemes, pronunciation and intonation – segmental and supra-segmental aspects of languages are different from EFL learners, they can afford to write as good as the native writer. For that reason, grammatical collocation should

become one of the primary concerns in language teaching and learning especially in writing. Both teachers and students should master grammatical collocation in order to comprehend the use of it and to lead them to produce natural language.

Despite the importance of grammatical collocation in terms of making students' writing more understandable as well as natural, truthfully, most students ignore grammatical collocation, and their lack of collocational grammar competence in English is still indicated. Many literature reviews have shown that grammatical collocation errors frequently take place in students' writing. Additionally, it is proven by the preliminary research which reveals many grammatical collocation errors are identified in their creative writing. They often make inappropriate grammatical collocation because they assume that it does not influence the sentence meaning. It is argued that the use of grammatical collocation is not really important as long as the sentence is understandable. However, grammatical collocation is a part of grammar in which "grammar is one thing that determines the correct meaning of a sentence or utterance and it is also the basic rule in every language" (Israwati, 2015, p. 2).

Learning grammatical collocation is also essential to construct the language be more stimulating and natural (Kane, 1983) cited in Alsulayyi (2015). Even so, the use of grammatical collocation is not being concerned by the students.

Based on the preliminary research, grammatical collocation error generally produced by such expressions:

\*I am interested with. (Correction: I am interested in)

\*I can't focus to drive. (Correction: I can't focus on driving)

\*It's better having. (Correction: It's better to have)

In the first example, the adjective + preposition is in wrong way of combination as well as the second example which is verb + preposition. These errors are influenced by their native language. For example, in Bahasa Indonesia it is often known that the word 'tertarik' is always combined with the word 'dengan', so that they use preposition 'with' instead of using preposition 'in' which is equal to Indonesian word 'di'. Foreign language students associate or transfer the foreign language to their native language that brings on collocation errors because of the mode of native language thinking (Moehkardi, 2002). Then, the third example is also in wrong combination because they do not master the concept of adjective + to infinitive.

Those examples expose that grammatical collocation error is still indicated in creative writing. Since the role of collocation is to emphasize on the mutual intelligibility and the production of natural language, grammatical collocation error should have been analyzed. In that way, it can reduce the error of grammatical collocation, and also to lead the students to produce natural English in creative writing. Therefore, this research analyzes the students' creative writing; the linguistic features that contain grammatical collocation error entitle "Grammatical Collocation Error in Students' Creative Writing".

## **Research Question**

By considering a type as the first linguistic structure which is being the entry point, thus this research focuses on the following research question:

What types of grammatical collocation error tend to be produced in students' creative writing?

## **Research Objective**

Based on the research question, this research intends to investigate the types of grammatical collocation error which tend to be produced in students' creative writing.

## **Research Delimitation**

In accordance with the tendency towards grammatical collocation error which committed by students in their creative writing, this research is focused on the types of grammatical collocation error which tend to be produced in students' creative writing. It is conducted at English Department students of Universitas Negeri Gorontalo especially class of 2013. Based on some requirements, there are four selected participants of this research. They have high GPA 3.5 minimally and have passed the subjects of Writing 1-4, Structure, English Grammar and Syntax grade 3 minimally. GPA 3.5 is high achievement, and grade 3 is above the standard of passing grade which means the participants are good enough at those subjects especially at writing and are eligible to be selected. However, the participants are

considered by the lecturers of Writing Subjects and the test which is given to the selected students of the lecturers.

### **Research Significances**

This research is expected to be essentially significant concerning the theoretical and practical contribution.

In terms of theoretical contribution, this research is expected to be used as guideline for lecturers and students to reduce the errors of using grammatical collocation. They can understand the appropriate use of grammatical collocation by reading this research as a source of references.

On the practical contribution, the ultimate goal of this research is to contribute the use of grammatical collocation in learning process. Since grammatical collocation is not being taught specifically in learning process, so that this research can be utilized as a consideration for the lecturers to increase students' ability in grammatical collocation by adding the specific material of collocation to the lesson plan of some subjects such as Writing 1-4, Structure, English Grammar and Syntax. If lecturers can find out the students' errors, they can raise students' awareness of grammatical collocation. Even, the lecturers themselves can improve their knowledge and awareness of grammatical collocation.

Moreover, further researcher can develop this research as a source of new perspective for them who are interested in the same point. It can also enhance students in upgrading and delivering creative writing.