Chapter V: Conclusion and Recommendations

Conclusion

The objective of this research is to investigate the types of grammatical collocation error which are produced in students' creative writing. As the results, from 16 types of grammatical collocation, the 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.

It is also necessary to discover the factors as the research significance that is being a guideline to reduce the errors. The readers need to understand the factors in producing the errors, so that they can improve the use of grammatical collocation. The major factors which cause the students to commit grammatical collocation error are carelessness and lack of knowledge. The students' carelessness is caused by lack of attention, lack of willingness to master grammar, and also they do not review their creative writing after writing it. Another factor is lack of knowledge. Students state that they do not have an adequate knowledge and understanding of grammatical collocation that it can influence their writing. Such things will bring themselves to the unnaturalness of language production. Accordingly, students do really need to focus

on studying and understanding the rule and the use of correct grammatical collocation.

Recommendations

By the result of this research, there are several recommendations can be presented.

The first recommendation is for the students. They need to pay more attention to grammatical collocation, and more importantly need to increase their willingness to master grammatical collocation by keep practicing. It is because learning grammatical collocation is essential to construct the language be more stimulating and natural (Kane, 1983) cited in Alsulayyi (2015).

The second recommendation is for the lecturers. Since grammatical collocation is not being taught specifically in learning process, so that it is equally important to revise the lesson plan of some subjects such as Writing, Structure, English Grammar and English Syntax by adding the specific materials about collocation. Further, the lecturers must find the appropriate teaching strategies, methods and techniques to make students more interested in learning grammatical collocation.

The last, it can be suggested to further researchers who are interested in conducting the similar research of error analysis. It will be an excellent research to find the major collocational errors of both lexical and grammatical collocation at English Department.

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