ABSTRACT

AN ANALYSIS OF STUDENTS’ GRAMMATICAL ERRORS IN COMPOSING NARRATIVE PARAGRAPH AT THE SECOND GRADE OF SMA KARTIKATAMA METRO

By

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Writing is a thinking process in which getting and arranging ideas needs certain guidance, so that the students can study this skill easily. For some students writing skill is the most difficult skill (Hadfield, 1990). It is because writing requires integrated mastery of comprehension of topics and mastery of sentence structure and grammar. In the recent curriculum (KTSP) of SMA it is stated that the second year students of SMA should be able to write a short paragraph in the form of narration and description about simple topic. Yet, in fact, the aim of that curriculum is difficult to achieve since students still have difficulties which are indicated by errors they make in writing.

Since error analysis can lead the teacher to learn the types, sources, and the causes of the students’ errors in writing, especially in narrative paragraph, the writer is interested in analyzing errors. Besides that, correcting students’ errors can be a beneficial feedback for teaching and learning process.

This research is intended to (a) identify the types of errors based on surface strategy taxonomy and communicative effect taxonomy which are made by the students at the second year of SMA Kartikatama Metro in narrative paragraph writing and (b) to identify the frequency of the four errors types based on surface strategy taxonomy and communicative effect taxonomy that are found in the students’ narrative writing.

The subjects of this research were 38 students of class XI at SMA Kartikatama (chosen randomly) Metro which are taught twelve hours in a week. The instruments used in this research were writing test and interview. The test was used to get the data on errors made by the students in their narrative paragraph writing, while the interview was conducted to find out the reasons why the students committed errors. After the research was conducted, the data were analyzed and classified into four types of errors based on surface strategy taxonomy and two types based on communicative effect taxonomy.
It is found that based on surface strategy taxonomy, the students made 811 errors: 408 misformation errors (50.31%), 206 omission errors (25.40%), 126 addition errors (15.54%), and 71 misordering errors (8.75%). Meanwhile, the total number of errors based on communicative effect taxonomy was 627 errors: 70 global errors (11.16%) and 557 local errors (88.84%).

It is suggested to the English teachers that they should conduct a remedial or tutorial teaching for some parts of language area, especially, the items which the students made their errors.