

ABSTACT

MINIMIZING STUDENTS' ERRORS THROUGH GUIDED WRITING AT THE SECOND YEAR STUDENTS OF SMA NEGERI 9 BANDAR LAMPUNG

By

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Considering the problem that it is hard for the students to express their idea in written form smoothly and errors still relatively appear in every single writing task they do in hortatory exposition. This research is carried out to make the teacher aware about the appropriate technique to be applied in teaching writing in order to minimize the students' errors in writing text grammatically. Guided writing in the form of guiding questions is chosen as the technique that was tried to be applied in teaching writing to the students after finding what errors mostly made in students' writing. The objectives of this research are to find out the type of errors mostly made by the students and to find out whether guided writing can be used to minimize the errors.

This research was conducted by using descriptive method where the researcher gathered the data from the students and analyzed them in order to conclude the result. The subject was chosen by the suggestion of the English teacher of second grader of SMA Negeri 9 Bandar Lampung, one class as the subject which consisted of 26 students. The writing test was used to collect the data of errors made by the students. When the errors mostly done by the students have been classified then the researcher gave treatments by teaching through guided writing and observed whether it helped the students in minimizing the errors.

After completing and analyzing the data, the researcher found out that misformation errors, based on Surface Strategy Taxonomy, and global errors, based on Communicative Effect Taxonomy are the types of errors that mostly committed by the students. There is 50, 48 % or 210 words classified as misformation errors found in students' writing. While it is 65.35 % or 66 words classified as global errors. From the observation in teaching and learning process, Guided Writing in the form of guiding question can be used to minimize students' errors since it was found that the errors made by each student decrease from

9.78 % became 7.01 %. But it cannot guarantee the students to eliminate the whole errors they made since errors appear as the sign of the students' learning process.

From this research, it is known that although English has been learned by the students since elementary school but they still make errors. It is understandable as English is not the students' native language. But the teacher should still help the students to minimize those errors.