

ABSTRACT

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERROR IN WRITING OF DESCRIPTIVE TEXT BASED ON SURFACE STRATEGY TAXONOMY AT SECOND GRADE OF SMAN 1 PESISIR TENGAH KRUI

By

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When learning a language, the students commit errors. Therefore, it is important for teachers to analyze the students' errors. Objectives of this research are (1) to identify what types of errors that the students commit in their writing descriptive text based on surface strategy taxonomy, (2) to identify which type of errors is the most frequently committed by students.

In conducting the research, the researcher used descriptive qualitative design. The researcher analyzed and described students' errors based on surface strategy taxonomy. The subjects of this research were 32 students of class XI IPA 1 at SMAN 1 Pesisir Tengah Krui of 2016/2017. The instrument of this research was a writing task. The writing task was used to collect data on errors committed by the students .

The results showed that (1) Based on surface strategy taxonomy, the students committed all types of errors in omission, addition, misformation and misordering. It showed that percentage of the errors (ranked from all types of error that is mostly occurred) resulted from the students' descriptive writing based on surface strategy taxonomy that is omission of verb that consists of 128 or 16.10%, the second is addition of preposition that consists of 56 or 7.04%, then the third is misformation of verb that consists of 584 errors or 73.46%, and the last is misordering of phrase that consists of 27 or 3.40%, (2) The type of errors that most frequently committed by students. it showed that the percentage and frequency of errors (ranked from the types of error that are mostly committed by the students) in their descriptive text writing based on surface strategy taxonomy, the highest frequency of errors of the total is misformation 584 errors or 73.46%, the second is omission of verb that consists of 128 or 16.10%, then the third is addition of preposition that consists of 56 or 7.04%, and the last is misordering of

phrase that consists of 27 or 3.40%. It can be concluded that the highest frequency of errors of the total is misinformation 584 errors or 73.46%, and the lowest is misordering of phrase that consists of 27 or 3.40%.

Based on the results of the research, it can be concluded that the highest frequency of whole errors is misinformation, and the lowest frequency is misordering. It occurred because the difference of Indonesian language and English are different. So, it can be suggested that English teacher may use information of the types of students' errors as guidance to evaluate the weakness or progress of students' ability in learning English, particularly in writing descriptive text.