

ABSTRACT

AN ANALYSIS OF GRAMMATICAL ERRORS IN LEARNERS' DESCRIPTIVE WRITINGS AT SMA AL-KAUTSAR BANDAR LAMPUNG

By

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Writing is simply regarded as the most complex language skill to study. This stands to reason for it has some crucial elements covering content, organization, grammar, vocabulary, and mechanics. Therefore, it is not uncommon that learners often make errors in learning writing. In view of this, this research intentionally intended to study the learners errors in their writings under the base of two major purposes: (1) to investigate the error types the students made in their descriptive writings in terms of surface strategy and communicative effect taxonomies; and (2) to find out which error types that most and least frequently appeared in their writings on the basis of both taxonomies.

This study was designed in qualitative form. The subjects of the study were 24 learners of Class XI IPA 2 of SMA Al-Kautsar Bandar Lampung. To gain the data, the study applied writing test, specifically writing test of descriptive model. The data collected were analyzed to find out the error types the learners committed in terms of surface strategy and communicative effect taxonomies in their descriptive compositions. The errors were then related to some aspects of word order.

The findings evidently revealed that the learners made all error types, either in terms of surface strategy taxonomy covering: omission, addition, misformation, and misordering; or communicative effect taxonomy including: global and local errors. In terms of surface strategy taxonomy, the most prominent error type appearing in the learners' writings was misformation; and being least frequent error type was misordering. On the other side, in terms of communicative effect taxonomy, the most dominant error type was local error; while global error was the least frequent error type the learners made. Furthermore, their errors dealt with word order aspects; and they were mostly in regard with agreement of subject and predicate. In light of this, English teachers are suggested to give students much exercises concerned with English grammar in order to be able to minimize grammatical errors, particularly the error types that most frequently emerge.

Keywords: descriptive writings, surface strategy taxonomy, and communicative effect taxonomy.