

ABSTRACT

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN THEIR DESCRIPTIVE WRITING AT THE SECOND GRADE OF SMA YADIKA BANDAR LAMPUNG

By

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Theoretically writing skill is complex and sometimes difficult to teach. This stands to reason for it has some crucial elements covering content, organization, grammar, vocabulary, and mechanic. Therefore, it is not uncommon that learner's often experience certain difficulties in mastery writing skill appropriately. In view to this, this research intentionally intended to study the learners' errors in their writings under the base of two major purposes: i) the types of error that learners committed in terms of surface strategy and communicative effect taxonomies in their descriptive writing; and ii) investigating which error types the students most and least frequently used in their writing.

This study was a qualitative research. The subjects were 29 learners of class XI IPA 1 of SMA Yadika Bandar Lampung. The writing test was used as the instrument. The findings revealed that the learners committed all error types in terms of surface strategy taxonomy: omission, addition, misformation, and misordering; and communicative effect taxonomy: global and local errors. In terms of surface strategy taxonomy, misformation was the most frequent error type the students committed, while misordering was the least frequent error type. In terms of communicative effect taxonomy, the most dominant error type was local errors; while the least frequent error type was global errors. This evidences that errors always occur in learners' English writing.

Keywords: communicative effect taxonomy, descriptive writing, surface strategy taxonomy