

ABSTRACT

AN ANALYSIS OF STUDENTS' ERRORS IN WRITING OF RECOUNT TEXTS AT THE FIRST GRADE OF SMAN 1 PESISIR TENGAH

By

Zakia Permata Sari

When learning a language, the students make errors. Therefore, it is important for teachers to analyze the students' errors. This research was intended to (1) find out the student's errors in writing recount texts and determining the types of error based on linguistics category taxonomy, surface strategy taxonomy, and communicative effect taxonomy and (2) investigate the students' reasons for making the errors. The subjects of this research were 31 students of class X4 at SMAN 1 Pesisir Tengah of 2013/2014 academic year.

The method used in this research was descriptive qualitative design. The instruments of this research were a writing task and interview. The writing task was used to collect data on errors made by the students while the interview was used to find out the reasons why the students committed errors.

The result showed that based on the linguistics category taxonomy, there were 60.91% of the students who made morphological errors and there were 39.08% of the students who made syntactic errors. Based on the surface strategy taxonomy, there were 80.20% of the students who made misformation, 15.22% in omission, 2.79% in misordering, 1.77% in addition. Based on communicative effect taxonomy, there were 4.56% of the students who made global errors and 95.43% in local errors. The errors made by the students happened because of the students' lack of knowledge of English grammar and also the influence of their first language. Therefore, in order to minimize the students' errors in writing, the teacher should teach how to construct English sentences appropriately to improve the students' knowledge of English grammar.