

ABSTRACT

An Analysis of Errors Made by Students in Their Writing Narrative Texts

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Writing is the most difficult skill in leaning language, including English. Since it is one of the four language skills that involves communicating on paper and a final written product based on learners' thinking process. Moreover, in doing writing, learners, especially students will always be facing error as the part of their process of learning.

Thus, related to the error made by the students in their writings, the writer in this research interested in discussing the types of errors made by students' narrative writings of ten grade students of Muhammadiyah 2 Senior High School. In doing the analysis, the writer applied descriptive method and conducted Dulay's theory (1982) of surface strategy taxonomy which concerns on omission, addition, misformation and misordering errors.

As the result of the research, the writer found that from the total of 88 data findings, the most dominant error from students' narrative writing is misformation error (50 data), followed by omission error (25 data), addition error (12 data) and lastly misordering error (1 datum). However, since all of the errors that made by the students mostly because of their lack of knowledge both in vocabularies and grammar development especially in structuring past tense sentence, the writer eliminates most of similar cases in the analysis. In further, the writer also concludes that the students need to develop more both of their vocabularies and grammar knowledge since most of the errors happened because they are still learning about the structure of sentence, especially in the past tense form.

Keywords: *Error analysis, mistakes and errors, narrative text, syntax, types of errors*