

ABSTRACT

Setiyani Lestari (2017): THE COMMON STUDENTS' ERRORS OF WORD CLASSES AND WORD ORDER IN STUDENTS' WRITING PROJECTS

(Error Analysis of Students' Writing in SMAN 19 Bandung Academic Year of 2017/2018)

Writing is one of important skills which have to be learned by Indonesian students who learn English as a foreign language. They often find difficulties in producing a text. One of them is in grammar. It is not surprising that the errors are always found in their writing.

Thus, this research is carried out to analyze some grammatical errors especially in word classes and word order in their writing. Specifically, this research is trying to find the kinds of word class and word order errors and solutions to overcome their writing errors in the future.

The qualitative approach and the case study are the research design used in the research. To answer the research questions, the results of the research are collected by using some techniques of collecting data. They are document writings, questionnaire, and interview. The research was done at the eleventh grade students of SMAN 19 Bandung especially in XI MIPA 4 with 21 participants. The data is analyzed based on a linguistic taxonomy and a surface structure taxonomy.

The results show that errors are found in 21 students' writing in word classes and word order. There are 30 word class errors are found in noun, verb, adjective, adverb, and pronoun. The highest percentage is pronoun as many as 66.70%. It is followed by noun as many as 13.30%. Then, each type of verb, adjective, and adverb amounted at 6.70%. Meanwhile, 202 word order errors are found in students' writing which consists of omission, addition, misformation, and misordering. The highest percentage of word order error is omission as many as 52%. It is followed by misformation as many as 24, 80%, then misordering is 15.30% and 7.90% is occupied by addition. Finally, the solutions to overcome students' errors in the future are that the students should be given an extra explanation about English grammar deeply before doing the writing activity and the extra time is needed to accomplish it.

From the results above, the suggestion is given to the students, the English teachers, and the English teaching. It is better if the students are given the in-depth comprehension about word classes, word order, and their relationship before the writing activity begins. Interesting methods are also needed to give motivation in order that students can enjoy learning English well.