



## **AN ERROR ANALYSIS ON THE GRAMMATICAL STRUCTURES IN STUDENTS' WRITINGS**

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This study is designed to survey errors in English compositions of 20 freshmen students of Northwestern University. However, it started with the identification of the strategies frequently used by English teachers in teaching writing, then the discussion of errors and the proposal of a perceived intervention to help students improve their weaknesses in writing.

In conducting the investigation, a designed taxonomy of Error Analysis was modified and adapted. All the data gathered were subjected to analysis and interpretation.

Results indicated that majority of English instructors were using the guided writing technique and lecture method in teaching. Also, a high frequency of errors surfaced on the essays of students especially on the four language levels: grammatical category, lexicon, syntax and substance/mechanics. A communicative resource material was suggested by English teachers to help students in improving their writing craft.

It is recommended that English teachers should provide the students with more meaningful activities on grammatical category, lexical category, syntactic category and mechanics; they should employ strategies like cloze writing, making letters and writing advance organizers in teaching writing. Researches along this line should be conducted to find out sources of errors which cover all other possible sources; and the development of communicative resource materials in teaching writing is highly recommended to address students' poor performance in writing.

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