

**GRAMMATICAL ERRORS ANALYSIS
IN HIGH SCHOOL STUDENTS'
WRITING**

HKI

Presented to in partial fulfillment of the
requirement for the Bachelor degree of English
Language Education

Dr. Ana Mayyasa



By :

**DHARMA SETYA
RAHARJA NIM. 21332047**

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION
FACULTY MUHAMMADIYAH UNIVERSITY OF
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ABSTRACT

One of the four fundamental abilities that students of English as a foreign language (EFL) need to develop is writing. Because it necessitates mastery of intricate syntax and structures distinct from the native language, writing is frequently seen as the most challenging of these abilities. Writing is scary because of this difficulty, and as a result, students frequently make grammatical errors in their compositions. In light of this problem, the current study sought to determine the most common errors in grammar made by students in high school as well as investigate the reasons behind them. Fifteen randomly chosen students served as the subjects. Students' written work in the form of cause-and-effect and analytical exposition texts served as the instruments, and a teacher interview was conducted to confirm the results. This study uses Keshavarz's error taxonomy and a qualitative descriptive methodology. The results revealed four types of errors: omission (55%), addition (21%), substitution (17%), and permutation (7%). The majority of errors were brought about by first language interference, in which students inadvertently employed their mother tongue's grammatical structures when writing in English. These results demonstrate that the primary cause of student grammatical errors is interlingual error. According to the study, in order to assist students in progressively improving their English writing skills, more targeted grammar training and integrated writing education are required.

Keywords: *Grammatical Errors, English Language, Teaching, Error Analysis*



ARTICLE STATEMENT

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I am, the student with the following identity:

Name : Dharma Setya Raharja

Student Number : 21332047

Department : English Education Department

Certify that this article is definitely my own work. I am completely responsible for the content of my thesis. Other researchers' opinions or findings included in the final project are cited or quoted in accordance with ethical standard.

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Dharma Setya Raharja
NIM.21332047

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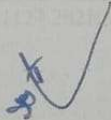
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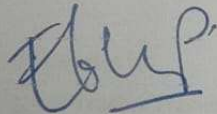
1st Advisor,



Dr. Ana Maghfiroh, M.Pd.,B.I.

NIK. 19821127 202109 12

2nd Advisor



Dr. Elok Putri Nimasari, S.Pd., M.Pd.

NIK. 19910505 202109 12

APPROVAL PAGE

Article by : Dharma Setya Raharja

NIM : 21332047

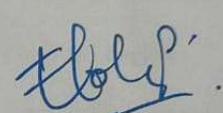
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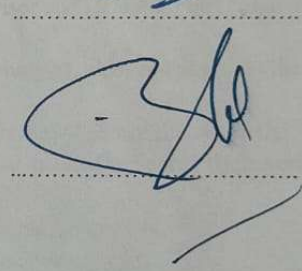
Dr. Ana Maghfiroh, M.Pd., B.I.
NIK. 19821127 202109 12



Dr. Elok Putri Nimasari, S.Pd., M.Pd.
NIK. 19910505 202109 12



Dr. Bambang Harmanto, M.Pd.
NIP. 197108232 200501 1 001

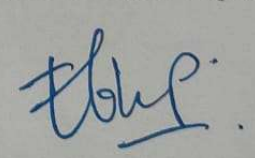


Acknowledge by,
Dean of Teacher Training and Education

Faculty

Dr. Sutrisno, S.P.d., M.Pd.
NIK. 19901217 202109 12

Approve by,
Chief of English Department



Dr. Elok Putri Nimasari, S.Pd., M.Pd.
NIK. 19910505 202109 12

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MOTTO

A human being begins to fade when leaning quietly comes to an end

Dharma Setya Raharja



Daftar Isi

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