IDENTIFICATION OF GRAMMATICAL ERROR IN STUDENTS' WRITING

RESEARCH PAPER

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by

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The final word the author realized that in the writing of this thesis is still far from perfection. The writer hopes that the information from this thesis is able to provide benefits for writers and readers who are still struggling in their struggles.

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ABSTRACT

Aci Darmayanti. SID. 15010106056. Identification of Grammatical Error in Students' Writing. Supervised by: Suhartini Syukri, S.Pd.I., S.Pd., M.Pd., and Azwar Abidin, S.Pd., M.Pd.

This research delineates a case study that investigated the grammatical error in students' writing during a field teaching. This study is a qualitative research which aims to determine the types of grammatical errors made by EFL students in one of the vocational schools in Kendari. This research seeks to examine the frequency and sources of writing errors made by students in writing exercises. To collect information, 10 EFL students of senior vocational school were participants in this result. They were asked to write a paragraph talking about their past. Based in their documents, the results of the data analysis show that misinformation is a common mistake made by students followed by error of omission, error in addition, misinformation, and disordering (word order). The highest percentage is related to errors in misinformation which is 50% and the lowest is related in addition which is 10%. The researcher believes that the cause of the error is incomplete knowledge of basic writing and grammatical rules. The practical implications of this research can improve language teaching practice, inform curriculum development, enhance assessment procedures, and empower learners to become more proficient in the target language.

Keywords: EFL students' writing; error analysis; grammatical errors

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