

# An Error Analysis of Writing Products Made By Indonesian Islamic University Students

Suhono <sup>1,2\*</sup>, Bambang Yudi Cahyono <sup>1</sup>, Falentinus Ndruru <sup>1</sup>

<sup>1</sup> Universitas Negeri Malang, Indonesia

<sup>2</sup> Universitas Ma'arif Lampung, Indonesia



suhono120708@gmail.com\*

## ABSTRACT

The mismatch between the grammar used in writing English and the structure of Indonesian was often the leading cause of errors in writing. This article further analyzed the error analysis of writing products made by Indonesian Islamic university students of EFL. More specifically, this study attempted to describe the types of grammatical errors in written products, the frequent types of grammatical errors, and the students' awareness of errors. Two methods, quantitative and qualitative, were applied to accomplish this. Written tests and semi-structured interviews were used to collect the data. Students' written Production was analyzed for errors based on the Surface Strategy Taxonomy Theory proposed by Dulay, Burt, and Krashen. The findings of this study revealed that students from Indonesian Islamic universities displayed a range of errors in their written products. The most prevalent errors identified were Misformation errors within the writing products of these EFL students. The errors committed by the students in their written outputs were further substantiated by the results of interviews, indicating that, whether aware or unaware, the students struggled to recognize and self-correct their grammatical errors in their written product. This study has provided significant insights into teaching English in general and specifically in writing instruction. By understanding the types of sentence errors commonly made by students, educators can focus on critical teaching points and effectively monitor their student's adherence to the lessons delivered.

**Keywords:** Error Analysis, Writing Product, Surface Strategy Taxonomy

## ARTICLE INFO

*Article history:*

Received

February 28, 2025

Revised

May 05, 2025

Accepted

May 27, 2025

**Published by Website**

E-ISSN

**Copyright**



Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung  
<https://journal.iaimnumetrolampung.ac.id/index.php/ji/index>  
2548-7892

This is an open access article under the CC BY SA license  
<https://creativecommons.org/licenses/by-sa/4.0/>  
© 2025 by the author (s)

## INTRODUCTION

Writing remains one of the most formidable skills to master within the realm of teaching English as a Foreign Language (EFL). It is accentuated by the multifaceted nature of writing, which necessitates not only a solid command of grammar and vocabulary but also the capacity to organize thoughts coherently and engage the reader effectively (Abu Qub'a et al., 2024; Jagaiah et al., 2020; Zhang & Su, 2023). EFL students continue to pose significant challenges in educational settings across the globe, for instance, writing errors (Isma et al., 2023; Teodoro & Rynane, 2020). Recent studies indicated that students often transfer grammatical errors from their native languages into their English writing, leading to errors that compromise clarity and coherence (Shin & Epp, 2023). Hence, proficient writing skills are indispensable for achieving the overarching goals of English language learning, as they enable the articulation of complex ideas and arguments in a structured fashion. In the Indonesian context, (Febriyanti & Sundari, 2016) Claimed that writing skills are vital for English instruction in Indonesia, receiving comparable attention to other language skills. Writing is a complex process that requires linguistic synthesis (Seitova, 2016; Sinaga et al., 2024). Thus, writing in a foreign

language is even more complicated, and developing proficiency takes significant time and effort.

As Indonesian Students, Islamic university students of EFL also have writing difficulties. This study dealt with Islamic university students across universities in the Province of Lampung, Indonesia, covering Universitas Ma'arif Lampung and IAIN Metro. It focused on third-semester writing students who make many errors in their writing production.. Based on a preliminary study undertaken at Islamic university at Lampung from 13 September to 12 October 2024, the researchers found that almost all the third-semester graders made errors in their writing. Some errors were also closely linked, omitting essential elements of morpheme that should be present in a well-executed statement, one of which was in the plural noun. For instance, *"My family has many challenge"*. In this example, the student did not understand the role of *"-s/-es"* in plural form, as he omits the *"-s/-es"* ending from the word to indicate plurality. In this case, the student often made repeated mistakes, with *"-s/-es"* in plural form after the determiner countable noun *"many"*. Another problem was found in the wrong form: using a quantifier in the sentence, for instance, *"I get many information from my family."* The students repeatedly misused a grammatical structure because they did not fully understand the underlying rule. This issue is particularly concerning, as it indicates a lack of understanding of basic sentence construction, a foundational skill in writing. This particular error can lead to misunderstandings of the intended meaning (Wong et al., 2021), further complicating the reader's ability to engage with the text (Graham et al., 2017). The discrepancies between the grammatical conventions of English writing and the structural norms of Indonesian often serve as the primary source of errors..

So far, error analysis has been studied as a second foreign language, which involves second language learners different from background countries; for instance, identifying spelling errors consists of detecting and correcting misspelled words in written texts (Bijoy et al., 2025). The study by Kazazoglu (2020) aimed to investigate the negative interference errors from the first language (L1) among Turkish and Arabic learners of English as a foreign language (EFL). (Sermsook et al., 2017) identified language errors in the writings of English major students at a Thai university and identified the causes of these errors. Another study also explored identifying five main error categories in speaking and attributing them to interlingual and intralingual transfer, learning, and context. However, in the area of research on error analysis, analyzing grammatical errors using the Surface Strategy Taxonomy, focusing on Islamic university students of EFL across universities, is rarely conducted by other researchers. In addition, in various approaches for categorizing learner errors, the Surface Strategy Taxonomy (Dulay et al., 1982) stands out as the framework the researchers used to analyze the data. Furthermore, previous research did not explore students' understanding of errors in written Production, including mistakes or errors in student writing results. Therefore, further studies were needed to systematically classify errors based on how they manifest at the surface level of the learners' written Production. The central premise of this approach was that learners' errors can be categorized according to their linguistic structure. To address this gap, this study aimed to analyze further an error analysis of writing products made by Indonesian Islamic university students of EFL, for instance, Indonesian Islamic university students who study at Universitas Ma'arif Lampung and IAIN Metro. More specifically, this study attempts to describe the types of grammatical errors in written Production, the frequent types of grammatical errors, and the students' awareness of errors. By identifying the common sentence errors students made, it was anticipated that both teachers and students would be better equipped to find appropriate solutions to these writing issues, particularly those related to sentence structure. As a result, teachers have a clearer understanding of what to prioritize in their writing instruction, helping students avoid sentence problems and produce well-crafted writing in the future.

#### **Surface Strategy Taxonomy in Error Analysis**

Error analysis acquired in language learning is crucial to understanding how learners learn a second or foreign language. Error analysis serves as a critical methodology in the field of language education (McDowell, & Liardét, 2020; James, 2013), allowing educators to systematically evaluate the errors made by learners in their use of a foreign language.

According to James, error analysis involves identifying language errors' frequency, nature, causes, and consequences. It involves identifying, categorizing, and interpreting mistakes that learners make (James, 2013), providing insights into the underlying cognitive processes and linguistic challenges they face (Kangangi et al., 2024; Mathan & Koedinger, 2018). The Surface Strategy Taxonomy is a prominent approach among the many frameworks developed to classify and analyze errors.

The Surface Strategy Taxonomy is a classification system introduced (Dulay et al., 1982), to more effective learning outcomes. The research process is based on error analysis that focuses on how learners manipulate the surface structure of the target language when they make errors. This taxonomy categorizes errors based on how the learners alter or omit linguistic forms. According to (Hidayat & Krismanti, 2022), this approach emphasizes the learners' cognitive process by analyzing how errors reflect the learners' attempts to reconstruct the linguistic structures of the target language. Errors in this taxonomy are classified into four main types: Omission (This occurs when the learner leaves out necessary elements of a sentence), Addition (This type of error involves adding unnecessary elements that are not required in the target language), Misformation (This consists of the use of the wrong form of a structure or morpheme), and Misordering (This occurs when elements are placed in the wrong order within a sentence) (Desy et al., 2021; Dulay et al., 1982). Surface Strategy Taxonomy helps language educators understand the learners' developmental stage and the areas where additional instruction may be needed. By focusing on errors, teachers can tailor their feedback to specific areas of difficulty, leading to learners' actual output and contrastive analysis that identifies areas of difficulty and interruption.

#### **The Distinction of Error and Mistake**

In the realm of English as a Foreign Language (EFL), understanding the distinction between errors and mistakes is crucial for both students and educators. Errors are systematic and indicate a lack of knowledge or understanding of the language rules (Chew & Cerbin, 2021; Howard, 2019), while mistakes are typically slips or lapses in performance that can occur even when a student has a good grasp of the language (Howard, 2019; Spada & Lightbown, 2019). A mistake is typically less serious than an error because it arises from a failure to retrieve known information rather than a lack of knowledge. This means that when a student makes a mistake, they are aware of the correct rule but may slip up in its application. As noted by Gulö & Rahmawelly (2019) errors may arise from incorrect hypotheses about the language or a fundamental lack of understanding of its structures. For example, students might consistently misuse a grammatical structure because they have not yet grasped the underlying rule. This distinction is critical for educators, as it indicates that errors require different interventions than mistakes. While mistakes can often be corrected by themselves (Mohebbi, 2021), errors may necessitate more comprehensive instruction and practice to address the underlying knowledge gap (Brown, 2014; Omelianchuk et al., 2020; Rozovskaya & Roth, 2019). Thus, identifying whether a student's difficulty is a mistake or an error can significantly influence the effectiveness of teaching strategies. This distinction is essential for effective teaching and learning, as it informs the approach educators take in correcting students and helps tailor instruction to address specific areas of difficulty.

Based on what has been presented, by clearly identifying whether a student is making an error or a mistake, teachers can tailor their feedback and instructional methods more effectively, enhancing the learning experience. Recent studies have highlighted the importance of distinguishing these two concepts in written production within EFL contexts. For instance, a comprehensive analysis conducted by (S. Li & Vuono, 2019) revealed that many students exhibit persistent errors in their writing, which can often be traced back to gaps in their grammatical knowledge. This research underscores the notion that errors are not merely random but indicative of deeper language acquisition issues. Furthermore, the study found that targeted feedback on these errors significantly improved the students' subsequent writing performance (Link et al., 2022), demonstrating that understanding the nature of an error can lead to more effective pedagogical strategies (Karim & Nassaji, 2018). In contrast, mistakes in written production are often related to lapses in concentration or carelessness rather than a

fundamental misunderstanding of language rules. For example, a study (Hinkel, 2016) revealed that even proficient EFL students could produce mistakes in their writing due to fatigue or distraction during the writing process. In conclusion, the distinction between errors and mistakes in EFL is a nuanced yet vital aspect of language education. Educators can develop more effective teaching strategies by recognizing the differences between these two types of language issues. Fostering an environment that encourages both the correction of errors and the acceptance of mistakes contributed to more effective language acquisition and greater student confidence in their English proficiency. As the field of EFL continues to evolve, ongoing research into these distinctions would remain crucial for informing best practices in language teaching.

### **Islamic University Students of EFL**

Islamic university students play a pivotal role in shaping the landscape of Islamic Institutions (Firmansyah et al., 2023; Madkur & As'ad, 2024), particularly in the context of the Moderate Islam Malay Era (Dalimunthe et al., 2019; Pamuji & Fauzi, 2023). This era is characterized by a need for balanced, inclusive, and progressive interpretations of Islam that resonate with contemporary societal values (Dalimunthe et al., 2019). Islamic university students who are learning English as a Foreign Language (EFL) often encounter a variety of challenges when it comes to writing. These challenges can manifest in grammatical errors and issues with coherence and cohesion (Diep & Le, 2024; Omar et al., 2020; Tso, 2024). Understanding the nature of these errors is crucial for educators and curriculum developers to provide targeted support to enhance students' writing skills. Research has shown that the writing difficulties faced by EFL students are not merely a reflection of their language proficiency but also their educational background, cultural influences, and the pedagogical approaches employed in their learning environments (Graham, 2020; Karimian Shirejini & Derakhshan, 2020; Ramzan et al., 2023).

One of the most common errors observed in the writing of Islamic university students is related to grammar. For instance, students often struggle with subject-verb agreement, verb tenses, and the proper use of articles. A study conducted by (Allaway et al., 2024) highlights that many students tend to overgeneralize rules they have learned, leading to grammatically incorrect sentences. This type of error hinders the clarity of their writing and affects their overall confidence in using the language. Additionally, these grammatical issues can create barriers in communication, making it difficult for readers to fully grasp the intended message (M. Li et al., 2021; Thwaite et al., 2021). Many Islamic university students struggle with organizing their thoughts logically, leading to essays that appear disjointed and difficult to follow. For instance, a student may present arguments scattered without clear transitions, making it challenging for the reader to understand the progression of ideas. Some scholars emphasize the importance of learning error analysis to help students create more structured and cohesive texts (Bal & Fakiroğlu, 2023; Juan Rubio & García Conesa, 2022). By incorporating transitional phrases and clear topic sentences, students can enhance the readability of their work and effectively convey their arguments. In conclusion, the writing errors exhibited by Islamic university students learning English as a Foreign Language are multifaceted and deeply rooted in various factors, including grammatical knowledge, coherence and cohesion.

Various Islamic universities have initiated learning programs designed explicitly for Islamic university students, aiming to enhance their personal development and professional competencies in the English Language. These programs serve as a crucial platform for fostering a generation of leaders well-versed in Islamic teachings and equipped with good English skills. Recent studies indicated that proficiency in English significantly enhances employability and opens up numerous opportunities for students in both national and international contexts. For example, a report published in 2019 highlighted that graduates with solid English skills were 40% more likely to secure positions in reputable organizations (Nurhasanah, 2019). This statistic underscores the importance of language acquisition as a fundamental aspect of the educational experience provided to Islamic university students of EFL. Integrating English language learning in the Islamic university's framework reflects a broader educational strategy to produce well-rounded individuals who can contribute positively to society. Some findings

found that students who participated in comprehensive language programs exhibited higher critical thinking and problem-solving abilities (El Soufi & See, 2019; Reddy & Lakshmi, 2024). This indicates that the benefits of language learning extend beyond mere communication skills, impacting overall cognitive development.

By identifying the common sentence errors that students made, it was anticipated that both teachers and students would be more equipped to tackle these writing challenges, particularly those concerning sentence structure. Moreover Surface Strategy Taxonomy offers a practical and learner-centered approach to error analysis, as it provides insight into how learners actively apply rules in constructing sentences, even when those rules are applied incorrectly. It helped teachers identify patterns of errors and provide targeted instruction to address specific areas of difficulty. Hence, Surface Strategy Taxonomy on Error Analysis plays an important role in identifying the gaps between what learners know and what they aim to produce in the target language. This research focuses on the analysis of errors in written production, due to the importance of this skill in academics and the practical advantages of using written texts for analysis, as well as the fact that writing is considered one of the most difficult skills to master in a language. In this context, the current study aimed to answer the following research questions:

1. What are the types of grammatical errors in the writing products of Indonesian Islamic university students of EFL?
2. What are the types of grammatical errors frequently existing in the writing products of Indonesian Islamic university students of EFL?
3. Are the Indonesian Islamic university students of EFL aware of the grammatical errors in their writing products?

## **RESEARCH METHOD**

### **Research Design**

The research design used a mixed-method design: a combination of quantitative and qualitative research. The main rationale for using quantitative research was that the data were analyzed by using statistics, and therefore, the data yielded was statistical data (Adams, 2022). Furthermore, qualitative research employed a framework proposed by (Dulay et al., 1982). They classified errors into four categories: Omission, Addition, Misformation, and Misordering.

### **Research Participants**

The participants in this study were 20 Indonesian Islamic university students in the third semester of the English Education Program at Universitas Ma'arif Lampung and IAIN Metro chosen by random sampling. The researcher based his choice of this sampling procedure on Creswell's recommendation (Creswell, 2021) since the results of this study would be intended to be generalizable. With randomization, a representative sample from a population can generalize to a larger population (Creswell, 2021).

### **Instruments**

The data collection for the study consists of several stages. First, students would be asked to write 120-150 words titled "An Experience in My Life Struggle". During the writing process, the researcher was monitor the students to ensure they did not copy from each other, ensuring that the errors and ideas reflect each student's work. Students have 50 minutes to complete the task, and their written work would be collected. Second, the researcher conducted semi-structured interviews. Interviews would be performed using a digital voice recorder to collect data on students' awareness of the grammatical mistakes in their written work. Using interviews, the study explores students' experiences and understanding of grammar rules, providing in-depth insights into their knowledge of grammatical errors in their writing. As the data validation, the researcher used the theory (Brown, 2014) to determine the difference between errors and mistakes in students' grammatical errors in their writing products.

Table I  
The Difference Error and Mistake

Error	Mistake
Can not be self-corrected because the students don't know the correct Target Language (TL) rules	Can be self-corrected when the student pay attention
Consistent deviation	Inconsistent deviation
Related to the Students' Deficiency Competence	Related to the Students' Quality Performance

Source (Brown, 2014)

### Data Analysis

In analyzing the data, the researcher employed techniques used by experts (Richards, 2015; Rod Ellis, 2015). The first step was to select the student's writing for analysis. The researcher was randomly chosen students' writings at this stage. Having selected the students' writings, the researcher came to the second stage, identification of errors in the students' writing. The third stage was to classify the errors. In identifying and classifying the error, the researcher focuses on using a framework proposed by (Dulay et al., 1982). They classified errors into Omission, Addition, Misformation, and Misordering. The fourth stage was to count the most frequent errors that the students made by using the formula given by (Iskandar, 2022)

$$P = f/N \times 100\%$$

In which:

P = Percentage of the presence of a certain type of error

f = The frequency of the presence of a certain type of error

N = Total number of all errors.

To answer the third research question. The researcher conducted semi-structured interviews (Kakilla, 2021). Interviews were recorded using a digital voice recorder. These interviews gathered data on the students' knowledge of the grammatical errors in their writing products. Through methods such as interviews, the study sought to capture students' experiences and understanding of grammatical rules, offering a rich and detailed insight into their knowledge of the grammatical errors in their writing products. The data were analyzed through several stages, starting with organizing the data, coding them, recording responses, identifying patterns, and verifying the results.

## RESEARCH FINDINGS AND DISCUSSION

### 1. Types of Types of Grammatical Errors in Written Production

#### 1) Omission

##### a) Omission of "-s/-es" Noun inflection in plural form

I can get some *problem* (RR)

I can get some *problems*

It only takes a few *minute* to walk home from school (AR)

It only takes a few *minutes* to walk home from school

In sentences above, the students don't comprehend the function of "-s/es" as the plural form, because they omitted "-s/-es" ending of the word as plural form.

There were so many *activity* in the boarding school (IR)

There were so many activities in the boarding school

The phrase "so many activity" is incorrect because "activity" is singular, while "so many" is used with plural nouns. The correct phrase is "so many activities."

##### b) Omission of indefinite article "a"

I didn't have (-) helmet yet (NY)

I didn't have a helmet yet

An article (a, an, or the) is a type of determiner. Single countable nouns usually require a determiner."

c) Omission of "-ed" in regular verb

I have **struggle** to control my sense (ES)

I have struggled to control my sense

The verb "struggle" is in its base form. In the present perfect tense ("I have..."), it should be in the past participle form. The correct past participle of "struggle" is "struggled."

I have one motorcycle, but it is **use** by my father for going to the garden. (ES)

I have one motorcycle, but it is used by my father for going to the garden. (ES)

The verb "use" is incorrect here because the subject "it" (the motorcycle) is singular. The correct verb form is "is used" in the passive voice to describe the function or purpose of the motorcycle.

He has **save** my life (ES)

He has saved my life

The verb "save" is in its base form, which is incorrect here because the auxiliary verb "has" requires the past participle form of the main verb. The past participle of "save" is "saved." In this case, "has" (third-person singular) must be followed by the past participle "saved."

My parents always **work** hard for their children because my parents **want** their children to be successful (MA)

My parents always worked hard for their children because my parents wanted their children to be successful

The verbs "work" is in the present tense, but for the past tense, it must be changed to "worked".

He **pay** for my study in Umala (HUM)

He paid for my study in Umala

The verb "pay" needs to be in its past tense form, which is "paid." In the past tense, the correct sentence would be: "He paid for my study in Umala. The verb "pay" requires the preposition "for" to indicate what was paid for. Without it, the sentence is incomplete or unclear.

d) Omission of "-ing" after "for" preposition

I have one motorcycle, but it is used by my father for **go** to the garden (ES)

I have one motorcycle, but it is used by my father for going to the garden (ES)

The phrase "for go" is incorrect. After "for," you must use a noun or a gerund (verb + -ing). The correct phrase is "for going to the garden."

e) Omission of verb

(-) So many activities in the boarding school (IR)

There were so many activities in the boarding school

The sentence lacks a verb. To describe something in the past tense, a verb like "there were" should be included.

f) Omission to be "was"

Since I (-) still a kid (MA)

Since I was still a kid

The sentence lacks the verb "was" after "I" to make it grammatically correct in the past tense. The word "still" suggests an ongoing or present action, which conflicts with the past tense context. In the past tense, it should be changed to "was still."

2) Addition

a) Addition of indefinite article "a"

It is **a** my experience story (EBS)

It is my experience story

The use of the article "a" before the possessive pronoun "my" is grammatically incorrect because articles (like "a" or "the") cannot directly precede possessive pronouns (like "my," "your," "his," etc.). The correct answer is "It is my experience story."

My friends and I have *a* similar hobbies (ES)

My friends and I have similar hobbies

The article "a" is singular, but "hobbies" is plural. This creates a mismatch. If referring to one hobby, use "a similar hobby." If referring to multiple hobbies, simply write "similar hobbies" without the article.

**b) Addition of "s/-es" noun inflection**

My parent always prays for their *childrens* to be successful (MA)

My parents always pray for their children to be successful

The word "childrens" is incorrect. The plural of "child" is "children."

Adding an "s" to "children" is a mistake because "children" is already plural

**c) Addition of "-ing" verb inflection**

I have struggled to *controlling* my sense (ES)

I have struggled to control my sense

Certain verb is generally followed by the to-infinitive rather than a prepositional phrase. This is formed with the word to and the base form of the modifying verb

**3) Misformation**

**a) Misformation of using irregular verb**

I *sleeped* in my bedroom (EBS)

I slept in my bedroom

The verb "sleep" is irregular, and its past tense form is "slept," not "sleeped. In English, regular verbs form their past tense by adding "-ed" to the base form (e.g., "walk" becomes "walked"). However, irregular verbs like "sleep" do not follow this rule. Instead, they have unique past tense forms that must be memorized. The correct sentence is I slept in my bedroom

He usually *going* to Pesawaran with me riding motorcycles (HUM)

He went to Pesawaran with me on motorcycles

The word "usually" indicates a habitual action and is generally used with the present tense or past continuous tense (not simple past tense). To express a specific past action in the simple past tense, you would remove "usually. The verb "going" is in the present participle form, which is incorrect for the simple past tense. In simple past, it should be "went." The phrase "riding motorcycles" is not clear in this structure. A better phrasing would be "riding motorcycles with me" or "with me on motorcycles."

**b) Misformation proposition**

The library is *of* the north side of the quad (RO)

The library is *on* the north side of the quad

Prepositions are function words that indicate how a noun or noun phrase relates to the rest of the sentence. Some prepositions, such as of, in, on, after, or since, express temporal or spatial relationships. In other cases, the relationship is more abstract, and the best preposition to use may depend on the words around it. These are known as "dependent prepositions," and they do not follow any clear pattern.

**c) Misformation using verb one instead of verb two in irregular verb**

I *begin* my day in junior high school by joining my friend's motorcycle (EES)

I began my day in junior high school by joining my friend's motorcycle

I *feel* better when I studied together with my friends. (ES)



I felt better when I studied together with my friends.

The verb "feel" is in the present tense, and its past tense form is "felt," not "feel. Next, to match the past tense, "make" should be changed to "studied". The phrase "make study" is incorrect. The correct verb to use is simply "studied." student don't need "make" here.

I still *try* to fight my fear and must fight another problem (AN)

I still tried to fight my fear and must fight another problem

The phrase "I still try" is in the present tense, which might conflict with the intended meaning (if it refers to a past situation). If the context is in the past, "try" should be in the past tense ("tried"). In this case the student ommit "-ed" in the past tense form.

- d) Misformation using verb one instead of verb two in regular verb

I'm *ask* my mother to live in boarding school (IR)

I asked my mother to live at boarding school

"I'm" is the contraction of "I am," which is in the present tense. If this sentence is meant to be in the past tense, it should be "I asked."

Adaptation is a big fear that's never *end* in my life (AN)

Adaptation is a big fear that's never ended in my life

The verb "end" should be in the past participle form (ended) to match the structure "that's" (that has). Using "has never ended" makes the verb agree with the subject and tense. Hence the right sentence is Adaptation is a big fear that's never ended in my life

I *go* to the back of the room (IR)

I went to the back of the room

The verb "go" is in the present tense, but for the past tense, it should be changed to "went." If intended to describe a past action, the correct form is: "I went to the back of the room."

- e) Misformation of using phrase

Here I can *story telling* tell a story about my family (HUM)

Here, I can tell a story about my family

The phrase "story telling experience" is incorrect. The correct phrase would be "tell a story about my family" or "share an experience about my family." The word "story" is a noun, while "telling" makes the phrase awkward and redundant. In this context, "storytelling" is a single noun, which is also inappropriate here

- f) Misformation of using preposition

He supported me *to join* the drag race event in Pringsewu (HUM)

He supported me in joining the drag race event in Pringsewu

Use "supported me in joining" instead of "supported me to join" because the verb "support" is followed by "in" and the gerund to show support for an action

- g) Misformation of using simple present tenses instead of simple past tense

Last time in boarding, I'm in there very, very happy (IR)

Last time I was in the boarding school, I was very happy.

The verb "I'm" is the present tense contraction of "I am," which is incorrect if referring to a past event. It should be replaced with the past tense verb "I was. Redundant "very, very happy". While this is grammatically correct, repeating "very" twice is unnecessary. Simplifying it to "I was very happy" would make it more concise.

Actually, not only I *am* happy (IR)

Actually, not only was I happy

The contraction "I'm" is incorrect. The proper contraction is "I'm" (short for "I am"). If the sentence is in the past tense, "I am" must be replaced with "I was."

The First time I **am join** a boarding school at the Islamic boarding school Baiatul Mustaqim (LZY)

The first time I joined a boarding school was at the Islamic boarding school Baiatul Mustaqim

The verb "am join" is incorrect. In the past tense, it should be changed to "I joined." The present tense verb "am" cannot pair with "join" in a past-tense context.

Sorry if my writing **is** ugly because I **don't** know why (MA)

Sorry if my writing was ugly because I didn't know why

In the past tense, all verbs should be changed to their past forms: "is" → "was" and "don't" → "didn't." The verb "don't" is in the present tense, so it should be changed to "didn't" for the past tense.

- h) Misformation of using simple future tenses instead of simple past tense

I **will shared** my parents' experience for my school (RO)

I shared my parents' experience for my school

The auxiliary verb "will" is used for the future tense, so it is incompatible with "shared," which is in the past tense. If student want this sentence in the past tense, student should simply use the verb "shared" without "will. Use the past tense verb "shared" without "will" to match the past tense context.

- i) Misformation of using simple present tenses and future tense instead of simple past tense

The Problem **is** something that **will always coloring** our life (RH)

The problem was something that always colored our life

The use of the verb "is" indicates the Present Tense, not the Simple Past. In the Simple Past, "is" would be replaced by "was." The word "coloring" (a present participle) is used here incorrectly. For correct grammar, it should be written as "color" in the Present or Past Tense. The word "will" (future tense) is removed because it doesn't align with the Simple Past structure.

I **think** that problem and fighting **are** 60% of the colors in my life

I thought that problem and fighting were 60% of the colors in my life.

The verb "think" is in the Present Tense, not the Past Tense. To make it Simple Past, it should be "thought." The verb "are" indicates the Present Tense. In Simple Past, "are" would change to "were."

#### 4) Misordering

- a) Misordering of using pronoun "me"

**Me** and friends have similar hobbies (ES)

My friends and I have similar hobbies

The pronoun "me" is incorrect as the subject of a sentence. The correct pronoun in the subject position is "I." It should also be clarified whether student is referring to "my friends" (specific friends) or "friends" in general. For clarity, it is better to say "My friends and I."

- b) Misordering of word choice

I asked my mother **too** live in boarding school (IR)

I asked my mother to live at boarding school

The word "too" is incorrect here. The correct spelling is "to," which is used as a preposition before the verb "live."

I went **though** a lot of hard things (KF)

I went through a lot of hard things

The word "though" means "however" or "despite this," which does not fit the context of the sentence. The correct word should be "through," which means "to pass across or endure something." This matches the intended meaning of the sentence.

- c) Misordering of word choice in phrase

I have an *introvert personality*, but that's not a strong reason why I feel adaptation is hard. (AN)

I have an Introverted personality, but that's not a strong reason why I feel adaptation is hard.

The phrase "introvert personality" is slightly awkward. The more natural phrase is "introverted personality" because "introverted" is the correct adjective form

My parent always prays for *they* children to get success (MA)

My parent always prays for their children to get success

A pronoun is a word that is used as a substitute for another noun or noun phrase. They come in a few different forms depending on what they refers to and how they're used in a sentence. Subject pronouns include I, you, he, she, it, we, and they. Object pronouns include me, you him, her, it, us, and them. Possessive pronouns include my, your, his, her, its, our, and their. A good sentence should be My parent always prays for their children to get success

*It's made feeling* easier to make *a* friends with *other* (ES)

It has made it easier to make friends with others

The contraction "it's" stands for "it is" or "it has." In this case, "it has" fits because of the past participle "made. The word "feeling" is not appropriate in this context. A better choice would be "it easier" or "things easier." Using "feeling" here makes the sentence unclear. The article "a" is singular, while "friends" is plural. This creates a mismatch. The correct phrase is "to make friends" without the article. The phrase "with other" is incomplete. To refer to other people, it should be "with others."

d) Misordering of word choice in automotive

He has same hobby, that is *otomotif* (HUM)

He has the same hobby, that is automotive.

The word "otomotif" is likely a transliteration from another language (e.g., Bahasa Indonesia). The correct English equivalent is "automotive." he phrase "same hobby" requires an article before it because "hobby" is a singular countable noun. It should be "a same hobby." However, in English, "a same hobby" sounds unnatural. Instead, the correct phrasing is "the same hobby.

e) Misordering as a Standalone Phrase (Incomplete)

So many parents (IR)

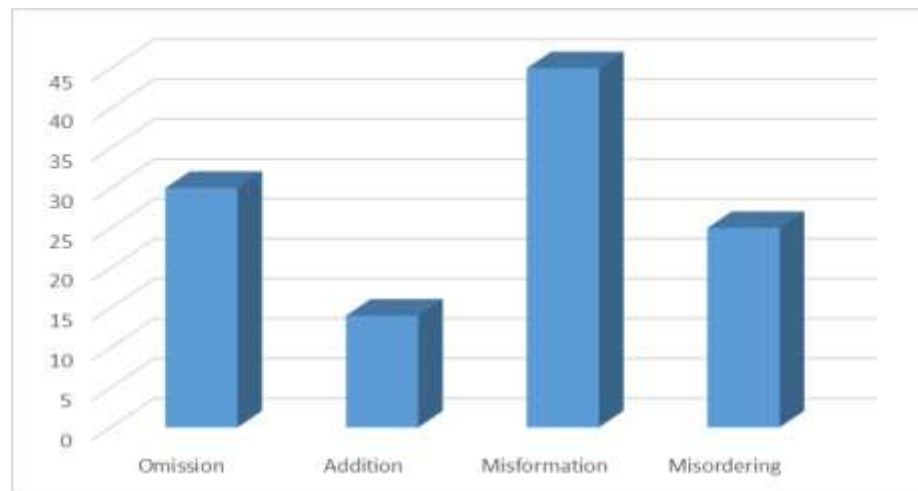
So many parents attended the event yesterday

"So many parents" is a fragment, not a complete sentence, because it lacks a verb and predicate to describe what the parents are doing or experiencing.

## 2. The Frequent Types of Grammatical Errors Existing in the Writing Products of Indonesian Islamic University Students of EFL

After analyzing all the data, the researcher found Frequent Types of Grammatical Errors Existing in the Writing Products of Indonesian Islamic University Students of EFL. A total of 114 errors were identified in all papers. Here are the types of mistakes that frequently exist in written production:

**Chart I**  
**The Frequent Types of Grammatical Errors Existing in the Writing Products of Indonesian Islamic University Students of EFL**



Types of Errors	Total	Percentage
Omission	30	26.3
Addition	14	12.3
Misformation	45	39.5
Misordering	25	21.9

Based on chart 1, the type of Misformation errors was the highest in the Writing Products of Indonesian Islamic University Students of EFL. The total Misformation error was 45 or 39.5%. The prevalence of Misformation errors in the writing products of Indonesian Islamic University students learning English as a Foreign Language (EFL) highlights the significant challenges learners face in mastering the complexities of a new language. Misformation errors, defined as incorrect forms of words or phrases that deviate from standard grammatical rules, could hinder effective communication and understanding.

Furthermore, the implications of Misformation errors extend beyond mere academic performance; they can affect students' confidence in their language abilities. When students frequently encounter feedback indicating Misformation errors, their motivation to engage with the language may diminish. This is particularly concerning in an era where proficiency in English is increasingly crucial for academic and professional success. The educational environment must, therefore, foster a supportive atmosphere where students feel encouraged to experiment with language, make mistakes, and learn from them. Effective feedback mechanisms and peer review sessions can be valuable tools for addressing these errors (Mao & Lee, 2020; McKeehen, 2021; Shadiey & Feng, 2024). Hence, the lecture could explore the nuances of adequate feedback mechanisms, delve into the intricacies of peer review sessions, and examine how these practices can be optimally implemented to mitigate errors and promote growth. By creating an environment that prioritizes constructive criticism and

collaborative learning, lecturers can help students develop a stronger command of English and reduce the prevalence of Misformation errors.

The second rank was omission errors in the Writing Products of Indonesian Islamic University Students of EFL. The total omission errors were 30 or 26.3%. Omission errors were a significant aspect of language acquisition, particularly in English as a Foreign Language (EFL) among Indonesian Islamic University students. These errors occur when essential elements of a sentence are left out, leading to incomplete or unclear expressions. In the study of writing products from these students, 30 omission errors were identified, accounting for 26.3% of the total errors. To illustrate the nature of omission errors, consider the following example: He has save my life (ES). The verb "save" is in its base form, which is incorrect because the auxiliary verb "has" requires the past participle form of the main verb. The past participle of "save" is "saved." In this case, "has" (third-person singular) must be followed by the past participle "saved.". Such errors can stem from various factors, including the influence of the student's native language, which may have different grammatical structures. In the case of Indonesian, the absence of a copula in specific contexts might lead students to omit it in English, reflecting a direct transfer of grammatical habits from their first language.

Many students did not receive adequate feedback on their writing, which can perpetuate the cycle of omission errors. For instance, if lecture focus primarily on content rather than form, students may not recognize the importance of including all necessary grammatical elements (Result Interview, Indonesian Islamic university students of EFL, November December 2, 2024). Hence, critical aspect to consider is the educational environment and instructional methods employed in teaching EFL. Additionally, the lack of targeted exercises that specifically address omission errors can hinder students' ability to identify and correct these mistakes (Ramzan et al., 2023; Shousha et al., 2020; Simpson et al., 2020; Spahiu & Kryeziu, 2021). Hence, this highlights the need for a more structured approach to teaching writing, one that emphasizes the importance of grammatical accuracy alongside fluency. By incorporating targeted drills and peer review sessions, educators can create an environment that encourages students to pay closer attention to their writing and develop a more robust command of the English language.

The third rank of errors identified in students' writing products at Indonesian Islamic University, specifically concerning English as a Foreign Language (EFL), was Misordering errors. This category of errors accounted for 25 instances, representing 21.9% of the total errors observed. Misordering errors are particularly significant in language acquisition, as they can hinder clarity and coherence in writing. Understanding the nature and implications of these errors can provide valuable insights into the challenges faced by EFL learners and inform pedagogical strategies aimed at improving their writing skills.

Misordering errors typically arise when students fail to select words in a grammatically correct sequence. This occurs when elements are placed in the wrong order within a sentence. For instance, He has the same hobby, that is otomotif (HUM). "otomotif" is likely a transliteration from another language (e.g., Bahasa Indonesia). The correct English equivalent is "automotive." the phrase "same hobby" requires an article before it because "hobby" is a singular countable noun. It should be "a same hobby." However, in English, "a same hobby" sounds unnatural. Instead, the correct phrasing is "the same hobby."

Some scholars suggested that when students are expected to convey complex ideas clearly and persuasively, misordering could obscure the intended message in academic settings. For instance, a poorly structured argument may lead readers to misinterpret the student's position, undermining the credibility of their work (Escuadra, 2024; Princess & Syarif, 2021). This highlights the importance of teaching students grammar rules and the art of constructing well-organized sentences that

enhance their arguments. To address this issue, educators can implement targeted writing exercises focusing on sentence structure and organization, allowing students to practice and refine their skills in a supportive environment.

The fourth rank was addition errors in the Writing Products of Indonesian Islamic University Students of EFL. The total addition errors were 14 or 12.3%. The phenomenon of addition errors in the writing products of Indonesian Islamic University students learning English as a Foreign Language (EFL) presents a compelling study area within the broader context of language acquisition. Fourteen addition errors were recorded, constituting 12.3% of the observed errors. Addition errors typically occur when learners insert unnecessary words or phrases into their writing, which can disrupt the intended meaning and clarity of their messages. For instance, My parent always prays for their childrens to be successful. The word "childrens" is incorrect. The plural of "child" is "children." Adding an "s" to "children" is a mistake because "children" is already plural. It not only affects the grammatical integrity of the sentence but also confuses the reader. Such errors are often indicative of a deeper misunderstanding of sentence structure and coherence, which are crucial components of effective writing (Ramzan et al., 2023). Furthermore, the presence of addition errors can detract from the overall quality of the students' work, potentially impacting their academic performance and self-esteem as learners.

### 3. The Indonesian Islamic University Students' Awareness of Grammatical Errors

In the study investigating the Indonesian Islamic university students of EFL writing products, the participants provided valuable insights into their grammatical errors, related students were aware or unaware of the grammatical errors in their writing products, identified them, and students self-corrected the grammatical errors.

Student (AN) highlighted, *"I don't know how to use tenses of this sentence."* . Moreover Student (RH) said *"I was unaware that I made an error in grammatical structure in using a suitable setence"*. It identified that they were unaware that they had made an error in his written product. They did not have sufficient knowledge of grammar rules. Furthermore, in analyzing the text, *"I don't know identified the sentence grammatical error"*

It identified that she could not identify grammatical errors. In this case, the student needed to improve in grammar rules. The cause of limited knowledge of grammatical rules was that students needed a solid understanding of them, making it difficult to spot errors. It was also reinforced by the results of the interview with Participant (AN) *"I don't know where the error and correct it"*.

The interview results indicated that the students were unaware of their grammatical errors yet struggled with self-correction due to a lack of knowledge regarding the correct Target Language (TL) rules. This situation is not uncommon among language learners, as the journey to mastering a new language is often fraught with challenges, particularly when it comes to the intricacies of grammar. It indicated that the student made an error in her written product. Because they could not self-correct their grammatical error in part of the sentence in one paragraph, in this case, they needed to understand grammar rules, leading them to overlook errors entirely. They made consistent deviations in making the sentence.

This statement was also talked by another student (AD). When the researcher asked *"Could you identify the grammatical errors in your written product?"*. Are you aware that you have made grammatical errors? Then the student answer *"I don't know Mr"* (AD). Next the researcher asked to student to identify the grammatical error in the second the student answer: *"I think I know the grammatical error is in the text, but I don't know where"* (AD).

From the interview results above, one of the primary reasons students struggle with identifying grammatical errors is the need for a solid foundation in grammar rules. The student was introduced to grammar in a fragmented manner, often focusing on rote memorization rather than understanding the underlying principles that govern sentence structure..

Moreover, the researcher discussed to student (EBS) in interview section. In this case the researcher asked about *"How long have you been studying structure and grammar?"*. Then the student answer *"I have been studying structure and grammar since Junior High School"*. "In this case, the researcher determined the depth and duration of the student's engagement with grammar and language structures. The researcher also wanted to gauge the student's familiarity or proficiency in grammar.

Moreover, students (EBS) and (FS) highlighted, *"I aware that I have done error in written product"*. It identified that they were aware they had made an error in their written product. Unfortunately, they cannot identify errors in the written product, let alone try to correct the sentence. Furthermore, in identifying grammatical errors in his written product, the student had problems analyzing the sentence. He could not correct his written product, either in the first, second, or third sentences of each paragraph. In another interview result, it is even sadde that the other *student (FS)* cannot identify and correct his grammatical errors in each sentence, even though he realizes that he has made mistakes in his written product.

The results of recent interviews conducted with students reveal a significant gap in their understanding of grammatical rules within the Target Language (TL). While students exhibit a particular awareness of grammatical errors in their writing, they often struggle to self-correct these errors. This phenomenon can be attributed to a need for more comprehensive knowledge regarding the TL's correct grammatical structures and rules. The inability to self-correct hampers their academic performance and affects their confidence in using the language in real-world situations.

Next, the resulting interview by Student (HUM) *"I didn't know how to find and correct the sentence error"*. The following is the result of an interview with the student (HU), who admitted to an error in constructing the sentences in the paragraph. However, he could not explain in detail which sentences were wrong in the first and second paragraphs and needed help correcting the mistakes he made for revision.

Despite recognising the error, the student did not able to articulate why it was wrong or how to rectify it, resulting in a reliance on external feedback for improvement. This scenario is not uncommon; many learners possess a surface-level understanding of language rules but lack the deeper cognitive processing required to apply these rules effectively.

Next, the result interview by Student (MA). The researcher discussed to student (MA) in interview section. In this case the researcher asked about *"How long have you been studying structure and grammar?"*. Then the student answer *"I have been studying structure and grammar since Junior High School"*. *"I could identify the grammatical error"* (MA). In this context, the researcher assessed the extent and length of the student's involvement with grammar and language structures. However, he could not explain in detail which sentences were wrong in the first and second paragraphs and needed help correcting the mistakes he made for revision.

Based on the interview results of the student (MA), the student is aware that he has made a grammatical error. However, he can not be self-corrected. Because the students do not know the correct Target Language rules, This inconsistency often leads to confusion and frustration, discouraging learners from attempting to self-correct. Students have intricated grammatical structures that vary significantly from a learner's native language, making it difficult to transfer knowledge seamlessly. One of the primary reasons for a student's inability to self-correct is often linked to their exposure to the Target Language. For instance, if students primarily engage with the language in a classroom setting, they may not encounter the diverse contexts in which grammatical rules apply.

Next Student (LZY) highlighted, *"I don't know how to use tenses of this sentence."* . *"I was unaware that I made an error in grammatical structure in using suitable tenses"*. It identified that they had made an error in his written product. They did not have sufficient knowledge of grammar rules.

Next Student (SYT) ; *"I was aware that i made an error"* . Student (NF) was also aware of using tenses in the text. In this case, the students knew they had made an error in their written product. The students could recognize errors but lack the depth of knowledge required to amend them. This disconnect highlights the necessity for immersive language experiences beyond the classroom, such as engaging with native speakers or consuming media in the Target Language. The students who are aware of their grammatical errors but lack the confidence to voice their thoughts may miss valuable opportunities for correction and improvement..

Based on the interview result above, the students knew they had made a grammatical error and could not identify and self-corrected grammatical errors in their written production. On the other hand, other students needed to be made aware of the grammatical errors in their written product. However, the students struggle with self-correction, highlighting a critical gap in their understanding and application of grammatical rules. One of the primary reasons students struggle to self-correct their written products is their limited grasp of the fundamental rules of grammar, and lack of understanding can stem from inadequate instruction or insufficient practice in recognizing and applying these rules. Hence, the students consistently deviated in their sentence construction. This deviation manifests in various forms, including grammatical errors and awkward phrasing. This statement aligned with Brown's statement: "grammatical errors often appear in the form of inconsistent use of time or inappropriate sentence structures" (Brown, 2014). The impact of these sentence errors extends beyond mere grammatical accuracy; it affects the overall communication of ideas. When sentences are poorly constructed, the intended message can become obscured. The consistent deviations in sentence construction observed among students highlight a critical concern in language education (Fujita & Cunnings, 2021). Educators can significantly enhance students' writing skills by delving into the cognitive processes that underlie these errors, understanding their implications for effective communication, and implementing targeted instructional strategies (Baresh, 2022; Palupi et al., 2020). As students become more adept at crafting clear and grammatically correct sentences, they will not only improve their academic performance but also gain confidence in their ability to express themselves articulately.

## DISCUSSION

This study revealed that nearly all students still made various errors in their writing products. Misformation errors constituted the most prevalent mistakes identified in the students' compositions, accounting for 45 instances or 39.5% of the total errors. This figure is deemed excessive, particularly given the brevity of the assigned essays. The study identified five causes of omission of the sentences: (1) Misformation of using irregular verb, (2) Misformation of to be, (3) Misformation using verb one instead of verb two in irregular verb, (4) Misformation using verb one instead of verb two in regular verb (5) Misformation of using phrase, (6) Misformation of using preposition, (7) Misformation of using simple present tenses instead of simple past tense, (8) Misformation of using simple future tenses instead of simple past tense, (9) Misformation of using simple present tenses and future tense instead of simple past tense. The high incidence of Misformation errors in the writing of Indonesian Islamic University students underscores significant challenges in their EFL learning journey. By examining the root causes of these errors, including the influence of the student's first language, the lecture can begin to address the underlying issues. Some scholars suggested that fostering a supportive educational environment that encourages experimentation with language can empower students to overcome their fears and improve their writing skills (Rahimi & Fathi, 2022; Teng & Zhang, 2020). As the demand for English proficiency continues to grow, educators and learners must work collaboratively to enhance language acquisition, ensuring that students not only avoid Misformation errors but also gain confidence in their ability to communicate effectively in English.



The findings revealed a concerning trend among Indonesian Islamic university students studying English as a Foreign Language (EFL): a significant lack of awareness regarding grammatical errors in their writing. This issue is not merely an academic oversight; it reflects more profound challenges in the learning process and English language comprehension. As students grapple with the complexities of English grammar, they often find themselves unable to self-correct their mistakes, primarily due to a limited understanding of the correct Target Language (TL) rules. The inability to self-correct stems from a broader issue of confidence and familiarity with English. This finding aligns with a prior study conducted by (Hussein & Hussein, 2024) that students' difficulty in self-correction underscores a significant gap in their comprehension and application of grammatical rules. A primary reason for this struggle was their limited understanding of fundamental grammar rules, which may result from insufficient instruction or inadequate practice in recognizing and applying these principles (Rijt & Coppen, 2021; Sermsook et al., 2017). Students did not fully grasp the underlying principles governing these rules. Many students felt overwhelmed by the intricacies of English grammar, which differs significantly from the grammatical structures of their native language, Bahasa Indonesia.

The interviews' results further substantiated the errors students committed in their written outputs, indicating that the students, whether aware or not of their grammatical errors, could not recognize and self-correct these errors in their written product. This situation underscores the need for instructional strategies that promote recognition and practical application of grammatical rules. Some scholars suggested that educators can equip students with the tools necessary for successful language acquisition by implementing reflective practices and encouraging a growth mindset. (Farrell, 2020; Horwitz, 2020; Nanayakkara, 2023). Ultimately, the journey from recognizing errors to correcting them was a vital aspect of language learning that requires a multifaceted approach. Educators should focus more on this issue by instructing students to avoid fragmented sentences.

This study has contributed valuable insights for the teaching of English in general and for writing instruction in particular. This process not only aids educators in identifying common pitfalls that students encounter but also enables the development of targeted strategies to enhance writing skills. By delving deeper into the nature of these errors, educators can better understand the underlying issues that contribute to them, ultimately leading to more effective teaching methodologies. Understanding the types of sentence errors frequently made by students enables educators to concentrate on essential teaching points and to monitor their students' adherence to the lessons imparted.

## CONCLUSION

The findings of this study demonstrated that Indonesian Islamic university students of EFL made various errors in their writing product. They were as follows: Omission of "-s/-es" Noun inflection in plural form, Omission of indefinite article "a", Omission of "-ed" in regular verb, etc. Addition of indefinite article "a", Addition of "s/-es" noun inflection, Addition of "-ing" verb inflection, Misformation of using irregular verb, Misformation using verb one instead of verb two in irregular verb etc. Misordering of using pronoun "me", Misordering of word choice, Misordering of word choice in phrase. The total number of errors found was 114. As regards the frequency of errors, the most frequent error was Misformation (45 or 39.5%), followed by Omission (30 or 26.3%), Misordering (25 or 21.9%), and Addition (14 or 12.3%). The errors made by students in their written products were further corroborated by the interview results, indicating that the students, whether aware or unaware of their grammatical errors, were unable to identify and self-correct these errors in their written product. The researcher suggested that further studies on errors in students' sentence writing should be undertaken for the following reasons: subsequent research ought to be conducted to gain a deeper understanding of the underlying causes of each type of sentence error through questionnaires or interviews with teachers and students. Data can be collected by employing questionnaires and conducting interviews with educators and learners, thereby ensuring that the findings can assist teachers in guiding students on how to avoid sentence errors.

## REFERENCES

- Abu Qub'a, A., Abu Guba, M. N., & Fareh, S. (2024). Exploring the use of grammarly in assessing English academic writing. *Heliyon*, 10(15), e34893. <https://doi.org/10.1016/J.Heliyon.2024.E34893>
- Allaway, E., Bhagavatula, C., Hwang, J. D., McKeown, K., & Leslie, S.-J. (2024). Exceptions, Instantiations, and Overgeneralization: Insights into How Language Models Process Generics. *Computational Linguistics*, 1–65. [https://doi.org/10.1162/COLLA\\_00530](https://doi.org/10.1162/COLLA_00530)
- Baresh, E. F. (2022). Developing Libyan Undergraduates' Writing Skills Through Reflective Journaling: A Critical Literature Review. *Journal Of English Language Teaching And Learning*, 3(1), 27–35. <https://doi.org/10.33365/JELTL.V3I1.1835>
- Bal, D., & Fakiroğlu, G. D. (2023). Orthographic Errors in English Abstracts Written by Turkish Researchers. *Journal of Linguistics*, 0(40), 89–96. <https://doi.org/10.26650/JOL.2023.1391550>
- Bijoy, M. H., Hossain, N., Islam, S., & Shatabda, S. (2025). A transformer-based spelling error correction framework for Bangla and resource scarce Indic languages. *Computer Speech & Language*, 89, 101703. <https://doi.org/10.1016/J.CSL.2024.101703>
- Brown, H. D. (2014). *Principles of language learning and teaching: a course in second language acquisition*. <https://thuvienso.hoasen.edu.vn/handle/123456789/12588>
- Chew, S. L., & Cerbin, W. J. (2021). The cognitive challenges of effective teaching. *The Journal of Economic Education*, 52(1), 17–40. <https://doi.org/10.1080/00220485.2020.1845266>
- Dalimunthe, R. N. R. P., Nurwanti, D. I., Muhtar, S. N., & Hilaliyah, N. (2019). Mahasantri satisfaction towards the university boarding school:: a service quality approach in Islamic higher education. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 2(01), 71–82. <https://doi.org/10.30868/IM.V2I01.342>
- Desy, N. L., Dewi, S., Wulan, G., Utami, N., Gede, I., & Wardhana, N. P. (2021). Surface Strategy Taxonomy Analysis In Students' Presentation Using Mind Mapping. *Journal of English Educational Study (JEES)*, 4(2), 131–139. <https://doi.org/10.31932/JEES.V4I2.1288>
- Diep, G. L., & Le, T. N. D. (2024). An Analysis of Coherence and Cohesion in English Majors' Academic Essays. *International Journal of Language Instruction*, 3(3), 1–21. <https://doi.org/10.54855/IJLI.24331>
- Dulay, H., Burt, M. K. ., & Krashen, S. D. . (1982). *Language Two*. 315.
- Escuadra, D. (2024). Grammar Errors in Argumentative Writing of Junior High School ESL Students: An Analysis. *Journal of Higher Education Research Disciplines*, 9(1), 49–72.
- El Soufi, N., & See, B. H. (2019). Does explicit teaching of critical thinking improve critical thinking skills of English language learners in higher education? A critical review of causal evidence. *Studies in Educational Evaluation*, 60, 140–162. <https://doi.org/10.1016/J.Stueduc.2018.12.006>
- Farrell, T. S. C. (2020). Professional Development Through Reflective Practice For English-Medium Instruction (EMI) Teachers. *International Journal of Bilingual Education And Bilingualism*, 23(3), 277–286. <https://doi.org/10.1080/13670050.2019.1612840>
- Febriyanti, R. H., & Sundari, H. (2016). Error Analysis Of English Written Essay Of Higher Efl Learners: A Case Study. *Journal of English Language Studies*, 1(2), 71–80. <https://doi.org/10.30870/JELS.V1I2.957>
- Firmansyah, M. I., Nurdin, E. S., Hakam, K. A., Kosasih, A., & Hakam, A. (2023). Strengthening the Moderate Character of Students' through the Co-curricular Islamic Education Tutorial Program at Public Universities. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 8(2), 17–33. <https://doi.org/10.25217/JI.V8I2.3240>
- Fujita, H., & Cunnings, I. (2021). Reanalysis Processes in Non-Native Sentence Comprehension. *Bilingualism: Language And Cognition*, 24(4), 628–641. <https://doi.org/10.1017/S1366728921000195>
- Graham, S. (2020). The Sciences of Reading and Writing Must Become More Fully Integrated. *Reading Research Quarterly*, 55(S1), S35–S44. <https://doi.org/10.1002/RRQ.332>
- Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K. R., Aitken, A., Barkel, A., Kavanaugh, C., & Talukdar, J. (2017). Reading for Writing: A Meta-Analysis of the Impact of Reading

- Interventions on Writing, 88(2), 243–284. <https://doi.org/10.3102/0034654317746927>
- Gulö, I., & Rahmawelly, T. V. (2019). An Analysis of Omission in Students' English Writings. *Teknosastik*, 16(2), 55–59. <https://doi.org/10.33365/TS.V16I2.141>
- Hidayat, F., & Krismanti, N. (2022). Students' Surface Strategy Taxonomy Errors In Narrating A Story: A Morpho-Syntactical View. *Journal of English Educational Study (JEES)*, 5(1), 49–56. <https://doi.org/10.31932/JEES.V5I1.1488>
- Hinkel, E. (2016). *Promoting Grammar and Language Development in the Writing Class : Why, What, How, and When*. 222–245. <https://doi.org/10.4324/9781315695273-14>
- Horwitz, E. K. (2020). Becoming a language teacher: a practical guide to second language learning ... - elaine kolker horwitz - Google Books. in *castledown publishers*. Google Scholar
- Howard, J. (2019). Cognitive Errors and Diagnostic Mistakes. *Cognitive Errors and Diagnostic Mistakes*. <https://doi.org/10.1007/978-3-319-93224-8>
- Hussein, r., & Hussein, R. (2024). The impact of using corpus-based approach on self-correction in grade 10 efl students' writing. *Open Journal of Modern Linguistics*, 14(6), 1025–1039. <https://doi.org/10.4236/ojml.2024.146054>
- Iskandar, A. J. (2022). *Statistik Pendidikan: Teori dan Aplikasi SPSS - Iskandar, Askar Jaya, Rini Warti, Zaini* - Google Books.
- Isma, A., Rasmin, L. O., & Samsudin. (2023). Decoding the Challenges: A Study of English Writing Errors Among EFL Students. *GLENS: Global English Insights Journal*, 1(1), 1–9. <https://doi.org/10.61220/GLENS.V1I1.2023A1>
- Jagaiah, T., Olinghouse, N. G., & Kearns, D. M. (2020). Syntactic complexity measures: variation by genre, grade-level, students' writing abilities, and writing quality. *Reading and Writing*, 33(10), 2577–2638. <https://doi.org/10.1007/S11145-020-10057-X/TABLES/15>
- James, C. (2013). Errors in Language Learning and Use : Exploring Error Analysis. *Errors in Language Learning and Use*. <https://doi.org/10.4324/9781315842912>
- John W. Creswell. (2021). *A Concise Introduction to Mixed Methods Research - John W. Creswell* - Google Books.
- Juan Rubio, A. D., & García Conesa, I. M. (2022). A comparative error analysis in the written compositions of engineering students. <https://digibug.ugr.es/handle/10481/88697>
- Kakilla, C. (2021). *Strengths and Weaknesses of Semi-Structured Interviews in Qualitative Research: A Critical Essay*. <https://doi.org/10.20944/Preprints202106.0491.V1>
- Kangangi, B. M., Ndung'u, C. W., & Mwangi, P. K. (2024). Error Analysis of English Narrative Essays of Secondary School Learners in Kirinyaga Central Sub-County, Kenya. *International Journal of Education and Literacy Studies*, 12(2), 3–11. <https://doi.org/10.7575/AIAC.Ijels.V.12N.2P.3>
- Karim, K., & Nassaji, H. (2018). The revision and transfer effects of direct and indirect comprehensive corrective feedback on ESL students' writing, 24(4), 519–539. <https://doi.org/10.1177/1362168818802469>
- Karimian Shirejini, R., & Derakhshan, A. (2020). An Investigation of the Iranian EFL Learners' Perceptions Towards the Most Common Writing Problems. *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020919523>
- Kathrynn A. Adams, E. K. M. (2022). *Research Methods, Statistics, and Applications - Kathrynn A. Adams, Eva K. McGuire* - Google Books.
- Kazazoğlu, S. (2020). The impact of L1 interference on foreign language writing: A contrastive error analysis. *Journal of Language and Linguistic Studies*, 16(3), 1168–1188. <https://doi.org/10.17263/JLLS.803621>
- Li, M., Geva, E., D'Angelo, N., Koh, P. W., Chen, X., & Gottardo, A. (2021). Exploring sources of poor reading comprehension in English language learners. *Annals of Dyslexia*, 71(2), 299–321. <https://doi.org/10.1007/S11881-021-00214-4/>
- Li, S., & Vuono, A. (2019). Twenty-five years of research on oral and written corrective feedback in System. *System*, 84, 93–109. <https://doi.org/10.1016/J.SYSTEM.2019.05.006>
- Link, S., Mehrzad, M., & Rahimi, M. (2022). Impact of automated writing evaluation on teacher feedback, student revision, and writing improvement. *Computer Assisted Language Learning*, 35(4), 605–634. <https://doi.org/10.1080/09588221.2020.1743323>

- Madkur, A., & As'ad, M. S. (2024). A Completely New and Sudden Reality: English Language Teacher's Voices on Emergency Remote Teaching in Indonesian Pesantren Schools. *Anglophile Journal*, 4(1), 15-29. <https://doi.org/10.51278/anglophile.v4i1.511>
- Mathan, S. A., & Koedinger, K. R. (2018). Fostering the intelligent novice: Learning from errors with metacognitive tutoring. *Computers as Metacognitive Tools for Enhancing Learning: A Special Issue of Educational Psychologist*, 40, 258-265. <https://doi.org/10.4324/9781315866239-7>
- Mckeehen, S. R. (2021). *Engaging Peer Response In First-Year Composition: Writers, Readers, And Rapport*.
- Mao, Z., & Lee, I. (2020). Feedback Scope In Written Corrective Feedback: Analysis Of Empirical Research In L2 Contexts. *Assessing Writing*, 45, 100469. <https://doi.org/10.1016/j.asw.2020.100469>
- Mohebbi, H. (2021). 25 years on, the written error correction debate continues: an interview with John Truscott. *Asian-Pacific Journal of Second and Foreign Language Education*, 6(1), 1-8. <https://doi.org/10.1186/S40862-021-00110-9/>
- Nanayakkara, H. (2023). Reflection to the success of language learning. *laturi.oulu.fi*.
- Nurhasanah, S. M. P. N. (2019). Implementasi Program Full Day School Dalam Peningkatan Kedisiplinan Peserta Didik Di Smp Islam Terpadu (It) As-Salam Ambon. *Kuttab: Jurnal Ilmiah Mahasiswa*, 1(1), 14. <https://doi.org/10.33477/Kjim.V1I1.881>
- Omar, J. A., Hamad, S. H., & Saleem, B. Q. (2020). Grammatical cohesion skill for efl learners: the case of university level kurdish learners of english. *European Journal of English Language Teaching*, 5(4). <https://doi.org/10.46827/Ejel.V5I4.3255>
- Omelianchuk, K., Atrasevych, V., Chernodub, A., & Skurzhashkyi, O. (2020). GECToR -- Grammatical Error Correction: Tag, Not Rewrite. *Proceedings of the Annual Meeting of the Association for Computational Linguistics*, 163-170. <https://doi.org/10.18653/v1/2020.bea-1.16>
- Palupi, b. S., subiyantoro, s., Rukayah, & Triyanto. (2020). The Effectiveness Of Guided Inquiry Learning (Gil) And Problem-Based Learning (Pbl) For Explanatory Writing Skill. *International Journal of Instruction*, 13(1), 713-730.
- Pamuji, Z., & Fauzi, F. (2023). Service Innovation Model in Boarding School Programs for New Students at Islamic Higher Education. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(2), 319-334. <https://doi.org/10.31538/Tijie.V4I2.443>
- Princess, P., & Syarif, H. (2021). EFL University Students' Errors In Constructing Complex Sentences In Academic Writing. *Proceedings Of The Eighth International Conference On English Language And Teaching (ICOELT-8 2020)*, 579, 34-40. <https://doi.org/10.2991/assehr.k.210914.007>
- Rahimi, M., & Fathi, J. (2022). Exploring The Impact Of Wiki-Mediated Collaborative Writing On Efl Students' Writing Performance, Writing Self-Regulation, And Writing Self-Efficacy: A Mixed Methods Study. *Computer Assisted Language Learning*, 35(9), 2627-2674. <https://doi.org/10.1080/09588221.2021.1888753>
- Ramzan, M., Mushtaq, A., & Ashraf, Z. (2023). Evacuation of Difficulties and Challenges for Academic Writing in ESL Learning. *University of Chitral Journal of Linguistics and Literature*, 7(I), 42-49. <https://doi.org/10.33195/Maxskq26>
- Ramzan, M., Azmat, Z., Khan, M. A., & Nisa, Z. Un. (2023). Subject-Verb Agreement Errors In Esl Students' Academic Writing: A Surface Taxonomy Approach. *Linguistic Forum - A Journal Of Linguistics*, 5(2), 16-21. <https://doi.org/10.53057/linfo/2023.5.2.3>
- Reddy, K. V., & Lakshmi, G. S. (2024). Tasks for Critical Thinking and Language Learning. *Critical Thinking for Professional and Language Education*, 93-120. [https://doi.org/10.1007/978-3-031-37951-2\\_4](https://doi.org/10.1007/978-3-031-37951-2_4)
- Richards, J. C. . (2015). *A Non-Contrastive Approach to Error Analysis*. 172-188. <https://doi.org/10.4324/9781315836003-14>
- Rijt, j. H. . Van, & Coppen, P.-A. J. M. (2021). The Conceptual Importance Of Grammar: Knowledge-Related Rationales For Grammar Teaching. *Pedagogical Linguistics*, 2(2), 175-199. <https://doi.org/10.1075/pl.21008.van>

- Rod Ellis. (2015). *Understanding Second Language Acquisition 2nd Edition* - Rod Ellis - Google Books.
- Rozovskaya, A., & Roth, D. (2019). Grammar Error Correction in Morphologically Rich Languages: The Case of Russian. *Transactions of the Association for Computational Linguistics*, 7, 1-17. [https://doi.org/10.1162/TACL\\_A\\_00251/43532](https://doi.org/10.1162/TACL_A_00251/43532)
- Seitova, M. (2016). Error Analysis of Written Production: The Case of 6th Grade Students of Kazakhstani School. *Procedia - Social and Behavioral Sciences*, 232, 287-293. <https://doi.org/10.1016/J.SBSPRO.2016.10.022>
- Sermsook, K., Liamnimit, J., & Pochakorn, R. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. *English Language Teaching*, 10(3), 101-110.
- Shadiev, R., & Feng, Y. (2024). Using Automated Corrective Feedback Tools In Language Learning: A Review Study. *Interactive Learning Environments*, 32(6), 2538-2566. <https://doi.org/10.1080/10494820.2022.2153145>
- Shin, J., & Epp, C. D. (2023). *Understanding the Effect of Cohesion in Academic Writing Clarity Using Education Data Science*. 193-218. [https://doi.org/10.1007/978-981-99-0026-8\\_5](https://doi.org/10.1007/978-981-99-0026-8_5)
- Shousha, A. I., Farrag, N. M., & Althaqafi, A. S. (2020). Analytical Assessment Of The Common Writing Errors Among Saudi Foundation Year Students: A Comparative Study. *English Language Teaching*, 13(8), 46-62.
- Spada, N., & Lightbown, P. M. (2019). Second language acquisition. *An Introduction to Applied Linguistics*, 111-127. <https://doi.org/10.4324/9780429424465-7>
- Spahiu, i., & Kryeziu, N. (2021). Grammatical Mistakes Of Albanian Students In Learning English As A Foreign Language. *Linguistics And Culture Review*, 5(53), 814-822. <https://doi.org/10.21744/lingcure.v5ns3.1366>
- Simpson, a., Maltese, a. V., Anderson, A., & Sung, E. (2020). Failures, Errors, And Mistakes: A Systematic Review Of The Literature. *Mistakes, Errors And Failures Across Cultures*, 347-362. [https://doi.org/10.1007/978-3-030-35574-6\\_18](https://doi.org/10.1007/978-3-030-35574-6_18)
- Sinaga, S., Tampubolon, S., Napitupulu, A., Purba, R., & Batubara, J. (2024). The Differences and Similarities of Preposition Patterns in Batak Toba and English Language through Narrative Text: A Contrastive Analysis. *Anglophile Journal*, 4(2), 125-138. <https://doi.org/10.51278/anglophile.v4i2.1480>
- Teodoro R, E. B., & Ryanne G, A. G. (2020). Common Writing Problems and Writing Attitudes among Freshman University Students in Online Learning Environments: An Exploratory Study. *Journal of Translation and Language Studies*, 1(1), 49-66. <https://doi.org/10.48185/JTLS.V1I1.6>
- Thwaite, A., Budgen, F., Hunter, J., & Singh, K. (2021). What is complexity? Grammatical issues in assignment prompts. *Journal of English for Academic Purposes*, 52, 100998. <https://doi.org/10.1016/J.JEAP.2021.100998>
- Teng, L. S., & Zhang, L. J. (2020). Empowering Learners In The Second/Foreign Language Classroom: Can Self-Regulated Learning Strategies-Based Writing Instruction Make A Difference? *Journal of Second Language Writing*, 48, 100701. <https://doi.org/10.1016/j.jslw.2019.100701>
- Tso, A. W. B. (2024). Challenges in Achieving Coherence and Cohesion: A Discourse Analysis of Chinese EFL Students' Essays. *Professional Discourse & Communication*, 6(1), 95-108. <https://doi.org/10.24833/2687-0126-2024-6-1-95-108>
- Wong, S. W. L., Leung, V. W. H., Tsui, J. K. Y., Dealey, J., & Cheung, A. (2021). Chinese ESL learners' perceptual errors of English connected speech: Insights into listening comprehension. *System*, 98, 102480. <https://doi.org/10.1016/J.SYSTEM.2021.102480>
- Zhang, Y., & Su, H. (2023). (Mis)use of definition in Chinese EFL postgraduate students' academic writing: A local grammar based investigation. *Journal of English for Academic Purposes*, 65, 101283. <https://doi.org/10.1016/J.JEAP.2023.101283>