



Analysis of Grammatical Errors in Non-English Students' *Skripsi* Abstracts

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ABSTRACT

This study examines grammatical errors in *skripsi* abstracts written by non-English students from the Law, Management, and Agribusiness programs at UNISKA Kediri. This topic is important because the abstract serves as the initial section of a *skripsi* and reflects students' ability to communicate academic ideas in English. However, many non-English students still make grammatical errors that can make their abstracts less clear and lower the quality of their writing. This study aims to identify the grammatical errors found in the abstracts and determine the most dominant error type. The research used a descriptive qualitative method. The data were taken from 15 *skripsi* abstracts, with 5 abstracts from each program. The analysis focused on four types of grammatical errors: omission, addition, misformation, and misordering. The results show that there were 50 errors in total. Misformation was the most common type, with 31 occurrences, followed by misordering with 9, omission with 8, and addition with 2. Among the three programs, the Management program made the most errors (25), followed by Law (13) and Agribusiness (12). These results show that non-English students still need more practice in using English grammar correctly, especially in choosing the right words and arranging sentences. Therefore, to enhance the overall quality of *skripsi* abstracts, sustained and structured support in academic English is necessary. Implementing regular, focused writing practice, systematic feedback from the supervisors, and concise instructional guidance on frequent error types can enable students to reduce grammatical errors and produce clearer, more accurate abstracts.

Keywords: Grammatical errors, *skripsi* abstract, non-English students, academic writing, dan Surface Strategy Taxonomy.



INTRODUCTION

Writing an abstract is an important part of academic writing because it presents the main content of a *skripsi* and gives the first impression of the research to readers (Fauzi, 2022). An abstract should be concise, clear, and informative so that readers can quickly understand the purpose, method, findings, and significance of the study (Litvan, 2024). For this reason, abstract writing is not only a technical part of academic work but also a crucial skill in presenting research effectively (Drury et al., 2023).

However, for non-English major students, writing an abstract in English is often difficult because they must express academic ideas in a language that is not their main field of study (Incelli, 2024). This difficulty usually happens because they have limited exposure to academic English, less practice in formal writing, and different language structures between Indonesian and English (Nabila et al., 2024). As a result, many students find it hard to write abstracts that are clear, accurate, and academically appropriate.

One of the main problems in abstract writing is grammar because grammatical errors can make a sentence unclear and reduce the quality of the abstract (Serlin, 2022). Since an abstract should be short and precise, even small grammatical errors can affect how well the message is understood. Common grammar difficulties in students' writing include tense, subject-verb agreement, article use, prepositions, and word order (Islam & Mufidah, 2022; Wulandari & Harida, 2021). These problems often appear because students do not yet fully master English grammar and still transfer patterns from their first language (Fajri & Alimin, 2023).

Several studies have shown that grammatical errors are still a serious problem in academic writing. (Fauzi, 2022) found that undergraduate paper abstracts still contained many grammatical errors, and misformation was the most dominant type. Fadhila (2021) reported similar findings in *skripsi* abstracts written by non-English department students, with misformation appearing most frequently. Junaidi et al. (2025) also showed that *skripsi* abstracts still contained many grammatical and structural errors, which indicates that students still have difficulty applying correct

academic grammar. In other studies, grammatical problems such as tense, article use, and word order were also found in EFL students' writing (Geng et al., 2025; Islam & Mufidah, 2022; Wulandari & Harida, 2021).

This study applies Surface Strategy Taxonomy proposed by Dulay et al. (1982) as the main theory to classify the errors because this theory not only identifies grammatical errors, but also explains how those errors are formed based on the surface structure of a sentence. This theory divides grammatical errors into four types: omission, addition, misformation, and misordering. It is suitable for this research because it helps identify the form of each error clearly and systematically in students' abstracts (Irnanda, 2024). In academic writing, especially in abstracts, this framework is relevant because it helps researchers examine which grammatical elements are frequently missing, added, or incorrectly arranged in students' texts. Previous studies have also confirmed that this theory is useful in analyzing writing errors in abstracts and other academic texts (Fauzi, 2022; Rafiqah & De Vega, 2021; Saputra, 2022). Research on surface strategy taxonomy also shows that these four error types frequently appear in students' writing and can be traced through a descriptive error analysis approach (Maharani, 2023; Saputra, 2022). However, most previous studies have still focused on abstracts written by English department students or non-English department students on general writing samples, while abstracts written by students from different non-English programs such as Law, Management, and Agribusiness have received less attention. Because these students come from distinct academic backgrounds and may have different levels of exposure to English writing, they may also produce different patterns of grammatical errors. Therefore, this study addresses that gap by examining the grammatical errors found in abstracts written by students from those non-English programs so that their error patterns can be understood more specifically in relation to their academic context.

The present study focuses on grammatical errors in *skripsi* abstracts written by non-English students from the Law, Management, and Agribusiness programs at UNISKA Kediri. This topic is important because abstracts are expected to be short, accurate, and easy to understand, yet many students still struggle to produce grammatically correct English abstracts (Nabila et al., 2024). Another study also reported that students who are not from English-related majors often face difficulties in constructing English abstracts because of limited grammar mastery and abstract-

writing practice (Khikmah & Kurniawan, 2020). Based on this condition, the research problems of this study are: what types of grammatical errors are found in the abstracts and which type is the most dominant. Therefore, the purpose of this study is to identify the grammatical errors found in the abstracts and determine the most dominant error type. Accordingly, this study is expected to show the common grammar problems faced by students in abstract writing and to provide useful input for students, lecturers, and supervisors in improving academic writing guidance and English abstract writing skills. In addition, the findings may serve as a reference for improving grammar instruction and academic writing support for students in non-English majors, thereby contributing to the improvement of students' academic writing quality, especially in abstract writing.

METHODS

This study employed a qualitative descriptive design. (Creswell & Creswell, 2023) explain that qualitative research is used to explore and understand a social or human problem by collecting data in a natural setting and interpreting the meaning that individuals or groups attach to it. Based on this view, the present study used a qualitative descriptive design because the researcher aimed to describe grammatical errors found in students' *skripsi* abstracts in a systematic and detailed way. This design is suitable for written-text analysis since it allows the researcher to present the findings through description rather than statistical testing. Therefore, the qualitative descriptive approach is appropriate for identifying and explaining the error patterns found in the data.

The population of this study consisted of 60 *skripsi* abstracts written by students from several programs at UNISKA Kediri, which had been collected by the researcher from the UNISKA library. From this population, 15 abstracts were selected as the sample, consisting of 5 abstracts from the Law program, 5 abstracts from the Management program, and 5 abstracts from the Agribusiness program. To select the sample, each abstract was given a number, and the researcher then chose 5 abstracts from each program by drawing the numbers randomly. This technique gave each

document an equal chance to be selected and helped reduce researcher subjectivity in sample selection.

The instrument of this study was documentation. According to (Sugiyono, 2023), Documentation is a data collection technique that involves examining written records, such as notes, transcripts, documents, and other materials related to the research data. In this study, the researcher used students' final project abstracts as the main source of data and documented the grammatical errors found in each abstract. In qualitative research, document-based instruments are useful because written texts can be examined directly and systematically to identify patterns of language use and error occurrence. The documentation sheet was used to record and organize the errors according to the categories of Surface Strategy Taxonomy.

The data collection procedure began by collecting the *skripsi* abstracts from the UNISKA library. After that, the researcher selected 15 abstracts using simple random sampling, consisting of 5 abstracts from each program. The selected abstracts were then read carefully, and the grammatical errors were marked and recorded in the documentation sheet. Each error was classified into omission, addition, misformation, or misordering based on Surface Strategy Taxonomy. The collected data were then prepared for analysis to ensure that all errors were consistently identified and grouped.

The data were analyzed using descriptive qualitative analysis. First, the researcher identified all grammatical errors found in the students' abstracts. Second, the errors were classified into the four categories of Surface Strategy Taxonomy, namely omission, addition, misformation, and misordering. Third, the researcher described the error patterns that appeared in the data. This analysis was appropriate because error analysis helps researchers systematically identify, classify, and describe students' writing errors in a structured way (De Rosari et al., 2024).

RESULTS AND DISCUSSION

Overview of Grammatical Errors in *Skripsi* Abstracts

This study analyzed grammatical errors in 15 *skripsi* abstracts written by non-English students from the Law, Management, and Agribusiness programs at UNISKA Kediri. The analysis was based on Surface Strategy Taxonomy proposed by Dulay et al. (1982), which classifies errors into omission, addition, misformation, and misordering.

The findings show that the students still experienced recurring errors in grammar, sentence structure, and accuracy in academic writing. Among the four error types, misformation was the most frequent, which means that students more often used the wrong grammatical form rather than simply leaving words out or adding extra ones. This is important because in abstract writing, accuracy is very important; even one small grammar error can make the sentence sound less clear, less natural, and less professional. The dominance of errors is misformation in this study supports Fauzi (2022) and Fadhila (2021), who also found misformation as the most frequent error type in students' abstracts. This similarity suggests that non-English students often know the idea they want to express, but they still struggle to realize it in correct English structure.

Table 1. Distribution of Grammatical Errors

Error Type	Frequency
Omission	8
Addition	2
Misformation	31
Misordering	9
Total	50

As shown in Table 1, misformation appeared most frequently. This suggests that the main problem was not only knowledge of grammar, but also how students applied that knowledge in real sentences. Misordering was the second most common type, which shows that sentence arrangement was also a serious issue. Omission appeared less often, while addition was the least frequent, meaning students were more likely to choose the wrong form than to add unnecessary words. Taken together, these findings show that the students had not yet fully mastered how English grammar works in academic writing, especially when they needed to write short and formal texts such as abstracts. This pattern is consistent with previous studies Fauzi (2022), Fadhila (2021), and Saputra (2022) on abstract writing and EFL writing, which show that students often have difficulty controlling grammatical accuracy at the level of form and structure.

Omission Errors

Omission errors occurred when students left out important grammatical elements needed to make a sentence complete. In this study, the omitted elements were mostly articles, prepositions, and auxiliary words. According to Surface Strategy Taxonomy, omission happens when a necessary item is absent from the surface structure of a sentence, which makes the sentence incomplete or less precise. Although the meaning could still be guessed in many cases, the sentence became less natural and less accurate in English. This pattern suggests that students may be writing with strong attention to content but weaker attention to grammatical detail. Similar findings were reported by Serlin (2022) and Wulandari & Harida (2021), who found that students often omitted small function words in academic writing. In abstract writing, this is a serious issue because abstracts should be short, direct, and grammatically correct. Therefore, omission errors show that students still need practice in noticing function words that are essential in English sentence structure.

Table 2. Omission Errors

Original Sentence	Correction
"Data collection method used a survey..."	" The data collection method used a survey..."
"...hypothesis testing t and F tests."	"...hypothesis testing with t and F tests."

The errors in Table 2 show that students often forgot small but important words such as "the", " with", and other function words. These words may look simply, but they are crucial for making English sentences grammatically complete and semantically clear. The first sentence shows that without "the", the noun phrase sounds incomplete because the reader does not know exactly which data collection method is being referred to. The second sentence shows that without "with", the relation between hypothesis testing and t and F tests becomes unclear. This kind of error may happen because Indonesian and English do not always use grammar in the same way, so students may transfer Indonesian patterns directly into English. In abstract writing, this becomes a problem because abstracts need to be concise, clear, and easy to understand. Therefore, omission errors reflect not only missing words, but also incomplete control of English grammatical structure.

Addition Errors

Addition errors were the least frequent type in the data. They happened when students inserted words that were not needed in the sentence, making the structure feel repetitive or awkward. In Surface Strategy Taxonomy, addition refers to the presence of unnecessary items that disturb the sentence form. Although this type of error appeared only a few times, it still shows that some students were unsure about the correct sentence pattern and tried to make their writing sound grammatical by adding extra words. This finding is slightly different from studies that reported omission as more dominant than addition, such as some EFL writing studies, but it still supports the general idea that students often rely on guesswork when they are uncertain about English structure. In academic abstracts, addition errors reduce efficiency because abstract writing requires brevity and precision. Therefore, even a small number of addition errors can affect the overall quality of the text.

Table 3. Addition Errors

Original Sentence	Correction
"customer was also had..."	"customer also had..."

In Table 3, the word "was" in the first sentence is unnecessary and makes the sentence awkward. This may show that the student knew the sentence needed a verb, but did not yet know the exact structure to use. Instead of improving the sentence, the extra word made it less natural and more difficult to read. The second example shows that the conjunction pattern was also not used efficiently, so the sentence became overloaded. This type of error is common when learners are still trying to figure out how English sentence patterns work, especially in writing tasks that require accuracy. Although addition errors were not common in this study, they still matter because abstracts should be concise and direct. Extra words can make the sentence sound heavier than it should be and reduce the sharpness of the writing.

Misformation Errors

Misformation was the most dominant error type in this study. This error happened when students used the wrong form of a word or structure, even though the general sentence

pattern was already there. According to Surface Strategy Taxonomy, misinformation shows that learners have the intended structure in mind, but the chosen form is incorrect. The main problems found in this category were verb tense inconsistency, subject-verb agreement, and incorrect preposition choice. This suggests that students often had the right idea, but still struggled to express it in the correct English form. This result supports Fauzi (2022), Fadhila (2021), and Saputra (2022), who also found that students' abstracts frequently contain misinformation errors. The findings imply that students may understand the content of their research, but they are not yet fully familiar with the grammatical conventions used in English abstract writing. In academic writing, especially in abstracts, misinformation is critical because it can make the sentence sound ungrammatical even when the meaning is still understandable. So, this error type reflects a gap between content knowledge and grammatical accuracy.

a. Verb tense inconsistency

Original Sentence	Correction
"This study uses a quantitative method..."	"This study used a quantitative method..."

Several students used the present tense when writing about research that had already been completed. In abstracts, the method and results are generally written in the past tense because they report completed research activities. Using the present tense in this context shows that students may not yet fully control the conventions of academic reporting. This finding is in line with (Islam & Mufidah, 2022), who also found tense errors in students' writing. It suggests that tense choice is not only a grammar problem but also a genre-awareness problem, because students need to understand how abstracts are conventionally written in English academic discourse.

b. Subject-verb agreement

Original Sentence	Correction
"The analyses used is..."	"The analyses used were..."

Subject-verb agreement errors also appeared several times. In this case, the subject was plural, but the verb was singular. This kind of mistake shows that students may understand the meaning they want to express, but they do not always match the verb

with the subject correctly. According to grammar theory, agreement is important because it maintains sentence accuracy and fluency. When agreement is wrong, the sentence can still be understood, but it becomes less polished. This finding is consistent with (Wulandari & Harida, 2021), who reported that subject-verb agreement remains a common challenge in student writing.

c. Incorrect lexical/prepositional use

Original Sentence	Correction
"influence between price on..."	"influence of price on..."

Some students also made errors in choosing prepositions. Prepositions are often difficult because their use is not always directly translatable from Indonesian. In the example above, "between" sounds unnatural in English, while "of" is the more appropriate choice. This shows that students may know the general meaning they want to express, but they are not always familiar with fixed phrase patterns commonly used in academic English. Such errors make the sentence sound translated rather than naturally written. This supports the idea from (Fajri & Alimin, 2023) that Indonesian learners often transfer L1 patterns into English writing. In abstract writing, this reduces clarity and professionalism.

Misordering Errors

Misordering errors occurred when words or phrases were placed in the wrong order, making the sentence awkward or harder to understand. In Surface Strategy Taxonomy, misordering refers to incorrect sequencing of grammatical elements even when the words themselves are correct. Compared with omission or addition, this type of error shows a bigger problem in sentence organization because the words may be correct, but the order is not natural in English. This often happens when students translate directly from Indonesian without adjusting the structure to fit English grammar. This finding is consistent with previous studies by Rafiq & De Vega (2021) and Saputra (2022), who also reported that misordering often appears in students' writing when sentence structure is influenced by first-language patterns. In an abstract, this is important because the reader should understand the message quickly without needing

to re-read the sentence. Therefore, misordering not only affects grammatical accuracy but also affects readability.

Table 4. Misordering Errors

Original Sentence	Correction
"Criminal Code, the special law that regulates it is still in effect..."	"The special law that regulates the Criminal Code is still in effect..."

The error above shows that the student had the right words, but placed them in a way that did not follow English sentence structure. As a result, the sentence sounds heavy and not very smooth. In an abstract, this kind of problem is important because the reader should be able to understand the message quickly without needing to stop and re-read the sentence. Misordering also suggests that the student may still be thinking in Indonesian sentence patterns when writing in English. This shows that the problem is not only grammatical, but also related to how the student organizes ideas into English form.

Grammatical Errors Across Study Programs

The results also show differences in the number of grammatical errors across study programs. Management students produced the highest number of errors, followed by Law and Agribusiness students. This may be related to differences in how often students use English in class, how much practice they get in academic writing, or how familiar they are with English terminology in their field. However, because all three groups still showed a considerable number of errors, the problem seems to be shared across programs rather than limited to one particular major. This finding suggests that students from different non-English programs may face similar difficulties when they have to write abstracts in English. It also supports the gap noted in the introduction: students from different academic backgrounds may produce different patterns of grammatical errors, but they still need grammar support and abstract-writing guidance. Therefore, the results imply that more focused feedback on sentence structure, grammar accuracy, and abstract organization is needed across programs.

Table 5. Errors by Study Program

Program	Total Errors
Management	25
Law	13
Agribusiness	12

Based on Table 5, Management students produced the largest number of errors. This may indicate that they had more difficulty in applying English grammar consistently in abstract writing, or that they had fewer opportunities to practice formal English in academic contexts. Law students ranked second, while Agribusiness students produced the fewest errors. However, the difference between the programs should not be interpreted as one program being weak and another being strong in an absolute sense. Rather, the result shows that all three groups still needed support in writing English abstracts. The pattern across programs strengthens the argument that grammatical errors are not isolated incidents but part of a broader issue in non-English students' academic writing. This interpretation also supports previous studies showing that students from non-English departments often face recurring difficulties when writing abstracts in English.

CONCLUSION

This study found that grammatical errors were still present in *skripsi* abstracts written by non-English students from the Law, Management, and Agribusiness programs at UNISKA Kediri. Based on Surface Strategy Taxonomy, four types of errors were identified in the abstracts: omission, addition, misformation, and misordering. The most dominant error type was misformation, followed by misordering, omission, and addition. Among the three programs, the Management program produced the highest number of errors, while the Agribusiness program produced the lowest number of errors. These findings show that the students still faced difficulties in applying English grammar accurately, especially in choosing the correct forms of words and arranging sentence structure in academic writing.

The findings of this study imply that non-English students need more support in writing *skripsi* abstracts in English. Grammar problems in abstracts may reduce clarity and weaken the quality of the students' final project writing. Therefore, students should practice writing more frequently and pay closer attention to grammar rules, sentence structure, and abstract organization. Lecturers and supervisors are also expected to provide clearer guidance and feedback so that students can produce more accurate and effective abstracts.

For future research, it is recommended that other researchers examine grammatical errors in abstracts from different study programs or compare English and non-English departments to obtain broader results. Future studies may also analyze the causes of grammatical errors in more detail so that more effective teaching strategies can be developed to help students improve their academic writing skills.

AUTHOR BIOGRAPHY

Mahmudah Imeliana Puja Destia is an undergraduate student in English Language Education at Universitas Islam Kadiri (UNISKA), currently completing her bachelor's thesis. She has experience as an English tutor, which has given her practical insight into classroom dynamics and learner motivation. Her research interests include English language teaching, grammatical error analysis, and teacher professional development. Her current study examines grammatical errors in student writing using a descriptive qualitative approach, aiming to identify common error patterns and their pedagogical implications for English instruction.

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