

EFL Learners' Common Grammar Errors in Online Writing Platforms (A Case Study Using Grammarly)

Susilawati

Institut Agama Islam (IAI) Ar-Risalah Indragiri Hilir, Riau, Indonesia

Email Korespondensi: : [siiiii@gmail.com](mailto:siiii@gmail.com)

Article received: 19 Maret 2026, Review process: 24 Maret 2026,

Article Accepted: 19 April 2026, Article published: 04 Mei 2026

ABSTRACT

This study investigates the most frequent grammatical errors made by Indonesian university students in English writing using Grammarly as a diagnostic tool. The research aims to identify which grammatical categories are most problematic for learners and provide pedagogical insights for grammar instruction in TEFL classrooms. The study employed a descriptive quantitative design using an online questionnaire and writing task submitted by 20 university students from various regions of Indonesia. Grammar issues were analyzed based on Grammarly feedback across seven key categories: articles, tenses, subject-verb agreement, prepositions, sentence structure, pronouns, and punctuation. The results show that article errors were the most frequent, followed by tense and punctuation errors. These findings confirm prior studies regarding the influence of L1 interference and the lack of English article equivalents in Bahasa Indonesia. The study supports the relevance of Interlanguage and Error Analysis theories in understanding EFL learners' difficulties. The integration of digital feedback tools like Grammarly is found to be effective for increasing learner awareness of grammar usage, though pedagogical follow-up is essential. The study recommends focused grammar instruction tailored to Indonesian learners' needs and further research comparing automated and human feedback

Keywords: Grammar errors, Indonesian EFL learners, Grammarly, English writing, Interlanguage.

ABSTRAK

Penelitian ini menyelidiki kesalahan tata bahasa yang paling sering dilakukan oleh mahasiswa Indonesia dalam penulisan bahasa Inggris dengan menggunakan Grammarly sebagai alat diagnostik. Penelitian ini bertujuan untuk mengidentifikasi kategori tata bahasa mana yang paling bermasalah bagi pembelajar serta memberikan wawasan pedagogis untuk pengajaran tata bahasa di kelas TEFL. Penelitian ini menggunakan desain kuantitatif deskriptif dengan memanfaatkan kuesioner daring dan tugas menulis yang dikumpulkan oleh 20 mahasiswa dari berbagai daerah di Indonesia. Permasalahan tata bahasa dianalisis berdasarkan umpan balik dari Grammarly dalam tujuh kategori utama: artikel, tenses (waktu), kesesuaian subjek dan kata kerja, preposisi, struktur kalimat, kata ganti, dan tanda baca. Hasil penelitian menunjukkan bahwa kesalahan penggunaan artikel merupakan yang paling sering terjadi, diikuti oleh kesalahan tenses dan tanda baca. Temuan ini mengonfirmasi penelitian sebelumnya mengenai pengaruh interferensi bahasa pertama (L1) serta ketiadaan padanan artikel dalam Bahasa Indonesia. Penelitian ini mendukung relevansi teori Interlanguage dan Analisis Kesalahan dalam memahami kesulitan pembelajar bahasa Inggris sebagai bahasa asing (EFL). Integrasi alat umpan balik digital seperti

Grammarly terbukti efektif dalam meningkatkan kesadaran pembelajar terhadap penggunaan tata bahasa, meskipun tindak lanjut pedagogis tetap diperlukan. Penelitian ini merekomendasikan pengajaran tata bahasa yang lebih terfokus sesuai kebutuhan pembelajar Indonesia serta penelitian lanjutan yang membandingkan umpan balik otomatis dan manusia.

Kata kunci: *Kesalahan tata bahasa, pembelajar EFL Indonesia, Grammarly, penulisan bahasa Inggris, Interlanguage.*

INTRODUCTION

In the realm of English as a Foreign Language (EFL) education, grammar competence remains a foundational pillar for effective communication. Despite years of formal instruction, many EFL learners – particularly in Indonesia – continue to struggle with basic grammatical structures, such as article use, verb tenses, subject-verb agreement, and prepositions (Astuti, 2021; Zainuddin & Fatmawati, 2020). These errors often persist even at the university level, indicating a gap between grammar instruction and actual language performance in writing.

With the rapid integration of technology in language education, digital writing tools such as Grammarly have become increasingly popular. Grammarly, a free AI-driven writing assistant, provides real-time grammar feedback, corrections, and explanations. It has been used by millions of learners worldwide to enhance writing accuracy (Li & Kim, 2022). In the Indonesian EFL context, Grammarly presents a promising avenue not only as a tool for writing improvement but also as a research platform to analyze learner errors authentically and at scale.

The shift toward online and asynchronous learning environments, especially post-COVID-19, has made it more difficult for teachers to directly correct students' writing. This opens an opportunity to explore student-generated data through digital tools to investigate common linguistic challenges. By collecting and analyzing writing errors detected by Grammarly, this research aims to identify the most frequent grammatical issues faced by Indonesian EFL learners in their real-world writing contexts.

Despite the abundance of grammar instruction in formal English classrooms, Indonesian EFL learners continue to exhibit recurring grammatical errors in written production. While teachers have long relied on in-class error correction and feedback, these mechanisms are often limited in scope and consistency – particularly in online settings. At the same time, learners have increasing access to AI-based tools like Grammarly, which can flag and correct errors automatically.

However, relatively few studies have systematically analyzed grammar errors detected by Grammarly as a reflection of learners' interlanguage development. There is also a lack of data on which grammatical areas remain the most problematic and how learners respond to AI-based corrections. Understanding these aspects can provide valuable insights for improving both pedagogy and autonomous learning practices.

Objectives of the Study of this research to: (1) Identify and classify the most frequent grammar errors in Indonesian EFL learners' writing as detected by Grammarly. (2) Determine which grammatical areas present the greatest difficulty

for learners. (3) Explore how learners perceive and utilize Grammarly's feedback when revising their writing.

This study focuses on basic grammatical errors in EFL writing made by Indonesian university-level students, using data generated via Grammarly. It limits its analysis to short compositions (100–150 words per student), and to non-technical, non-academic writing (e.g., personal reflections, email drafts, narratives). Only grammar-related feedback is analyzed—excluding stylistic or vocabulary suggestions.

The study does not evaluate the effectiveness of Grammarly itself, but uses it as a data source for learner error analysis. Moreover, as Grammarly's accuracy depends on the complexity of input, the findings are representative of beginner to intermediate writing tasks.

Theoretical Framework This study is guided by two interrelated theoretical lenses: (1) Error Analysis Theory (Corder, 1974): This framework is used to identify, categorize, and interpret the systematic errors made by language learners. According to Corder, errors are a crucial reflection of a learner's interlanguage and learning progress, rather than mere mistakes. (2) Interlanguage Theory (Selinker, 1972): This theory explains how learners construct a "third language system" that evolves between their native language and the target language. Errors are seen as developmental and essential to the acquisition process. These frameworks help contextualize the types of errors learners make in Grammarly-detected output, interpreting them as a reflection of internalized but incomplete grammatical rules.

Relevant Previous Studies Zainuddin and Fatmawati (2020) conducted a classroom-based error analysis of university students' essays and found article misuse and verb tense confusion to be among the top error types. However, their study used traditional paper submissions and manual coding, which limits its scalability.

Astuti (2021) studied grammar accuracy in Indonesian high school students' compositions and emphasized the persistent struggle with prepositions and subject-verb agreement. However, the study did not include the use of automated feedback.

Li and Kim (2022) examined the effects of Grammarly use in a Korean EFL context, showing that learners improved over time in sentence structure and punctuation, but continued to struggle with article usage.

This study builds on these works by offering a tech-integrated, learner-authenticated method of error analysis—capturing writing in its raw, unpolished form and analyzing it with Grammarly's standardized feedback system.

This chapter reviews and synthesizes the key theoretical concepts and previous research relevant to grammar learning, error analysis, interlanguage development, and the use of AI-powered writing tools—particularly Grammarly—in EFL contexts. It will also justify the choice of the theoretical framework and identify the research gap that this study addresses.

Grammar is a fundamental component of language proficiency and remains central to most English language curricula worldwide. For English as a Foreign Language (EFL) learners, grammatical accuracy plays a key role in writing competence and overall communicative success (Richards & Schmidt, 2010).

Grammar instruction traditionally includes both inductive and deductive methods, with varying degrees of success in different contexts.

In Indonesia, grammar is still taught as a core component of language education, often through explicit rule instruction and mechanical exercises (Marhum et al., 2020). However, despite years of grammar instruction, learners frequently produce written texts that contain repetitive and fossilized errors, particularly in areas such as article use, subject-verb agreement, and verb tenses (Astuti, 2021). This suggests that instruction alone may not be sufficient for internalization without opportunities for meaningful production and feedback.

Numerous studies have categorized common grammatical errors among EFL learners. Richards (1971) classified errors into three major types: interlingual errors, which are caused by the influence of the learner's first language; intralingual errors, which occur due to the complexity of the target language; and developmental errors, which emerge during the learning process.

In the Indonesian EFL context, Zainuddin and Fatmawati (2020) conducted an analysis of university students' essays and found frequent errors related to: (1) Article usage (especially omission of "the"), (2) Verb tense confusion, (3) Preposition misuse, (4) Sentence fragments and run-ons

Likewise, Hasyim (2002) emphasized that error analysis not only helps in understanding the nature of learner difficulties but also provides valuable feedback for syllabus designers and teachers.

Error Analysis (EA) views learner errors as systematic and meaningful, revealing the learner's interlanguage state. Corder argued that errors are not signs of failure but rather indicators of active learning. Error analysis typically involves identifying, categorizing, and interpreting the linguistic features of errors.

EA provides the framework for this study to classify errors found in Grammarly reports into specific grammar categories (e.g., tense, article, subject-verb agreement).

Interlanguage theory explains the cognitive process through which learners gradually develop a language system that is neither their L1 nor L2 but contains elements of both. Errors are therefore viewed as a natural part of the developmental continuum.

Selinker introduced the idea that learners draw on their native language, their knowledge of the target language, and learning strategies to create their interlanguage system. This study interprets Grammarly-identified errors through this lens to understand how learners construct—and struggle with—their evolving grammar system.

The integration of digital tools in language learning has been increasing, with tools like Grammarly, Ginger, and ProWritingAid becoming accessible and widely adopted. These tools offer automatic grammar checking, suggestions, and corrections that can enhance learner autonomy (Jiang, 2017).

Grammarly, in particular, has emerged as one of the most popular grammar correction tools used by EFL learners worldwide. According to Li and Kim (2022), students using Grammarly over a 6-week writing course made fewer sentence-level grammar errors over time and reported improved confidence in writing.

Lai and Gu (2011) noted that self-regulated language learners are more likely to explore tools like Grammarly outside of the classroom to enhance accuracy and clarity. Grammarly not only corrects grammar but provides explanations, reinforcing metalinguistic awareness.

Despite these advantages, concerns remain. Grammarly, while powerful, does not always identify contextual subtleties or offer nuanced explanations. Its feedback is generic, which may limit deep learning if not guided by a teacher (Ranalli, 2018). This study therefore does not treat Grammarly as an instructional replacement but as a data-gathering tool to reflect learner performance.

Astuti (2021) – Indonesian EFL Learners’ Writing Challenges Astuti examined EFL students’ grammar errors through written compositions and found high frequencies of mistakes in prepositions and auxiliary verbs. However, her data collection was manual, limiting scale and depth. Our study builds on her work by using a digital tool to automate error identification and expand sample size.

Li & Kim (2022) – Grammarly Use in Korean EFL Classrooms This mixed-method study reported that learners using Grammarly for weekly writing tasks showed gradual improvement in grammar accuracy. Most students appreciated the feedback, but a few relied on it passively without fully understanding the corrections. This reinforces the importance of combining AI tools with reflection or teacher input.

Ranalli (2018) – Automated Writing Evaluation (AWE) Tools and EFL Ranalli critically reviewed AWE tools and highlighted that, while they are helpful in error detection, they lack pedagogical depth. Teachers need to guide learners in interpreting and applying the corrections for long-term improvement. This study acknowledges this limitation and uses Grammarly feedback primarily as a diagnostic tool for identifying learner difficulties.

Although grammar has been widely studied in EFL contexts, few studies have used AI-based writing tools as data sources to analyze real-time learner grammar performance. Many existing studies rely on formal classroom tasks, written exams, or subjective teacher corrections.

Furthermore, most grammar-focused studies in Indonesia have not explored how learners interact with automated grammar feedback, nor have they categorized errors based on live writing data from digital platforms. This study fills that gap by using Grammarly’s analytics to objectively document grammar difficulties and interpret them through the lens of Error Analysis and Interlanguage Theory.

To summarize the gap: (1) Existing studies often rely on manual analysis, limiting scalability. (2) Few studies incorporate Grammarly or AI feedback to analyze learner errors. (3) Learners’ interaction with automated corrections has not been widely examined in the Indonesian context. There’s little documentation of which specific grammar areas remain problematic across learner levels and writing genres.

METHODOLOGY

This chapter outlines the research methodology employed to investigate common grammatical errors in the written English of Indonesian university students using Grammarly. It describes the research design, participants, data collection

procedures, instruments, ethical considerations, and the data analysis approach. This study adopts a quantitative descriptive design, focusing on the categorization and frequency of grammatical errors in student writing. Quantitative descriptive research is appropriate for analyzing phenomena as they naturally occur without manipulation (Creswell, 2014). Grammarly, a widely used automated writing evaluation tool, serves as the main instrument for data collection, providing standardized grammar error reports across student samples. The main goal is to identify recurring patterns in grammar usage, classify the most frequent types of errors, and draw pedagogical implications based on the findings. This design allows the researcher to generalize from the sample to the broader population of university-level EFL learners in Indonesia. The participants were 20 Indonesian university students from various faculties and regions, predominantly from the Riau Province. They were recruited through open calls on university social media platforms and participated voluntarily. All participants were between 18 and 23 years old and had completed at least two semesters of English instruction.

Table 1 Participants Background

| Category | Description |
|---------------------|-------------------------------------|
| Total Participants | 20 students |
| Age Range | 18–23 years old |
| Gender | 12 Female, 8 Male |
| University Origin | Pekanbaru, Tembilahan, Dumai, Batam |
| English Proficiency | Intermediate (self-reported) |

All participants had stable internet access and were familiar with basic digital tools, which made it feasible to conduct the research entirely online. The data was collected in three main stages: (1) Instruction Delivery Participants received a Google Form containing an instruction sheet. They were asked to write a 150–200 word descriptive paragraph in English on a topic of their choice (e.g., “My Hometown,” “A Memorable Experience,” “My Dream Job”). (2) Grammarly Submission After drafting their paragraph, participants were instructed to copy-paste their writing into Grammarly (free version was acceptable), take a screenshot of the grammar suggestion panel, and upload both their original writing and the screenshot via the form. (3) Verification & Coding The researcher verified the screenshots and texts to ensure each submission followed the instructions. Data was anonymized and entered into a coding spreadsheet for error classification. This indirect but replicable method allowed for real-world error generation without teacher intervention, giving a clearer view of authentic learner grammar issues. Although no full survey was needed for this grammar-centered study, participants completed a brief questionnaire about their English learning background and Grammarly experience. A sample portion is shown below:

Table 2 Questionnaire Sample

| Sample Questionnaire Items | Response Type |
|---|--------------------|
| How often do you write in English outside class? | Likert Scale (1–5) |
| Have you used Grammarly before? | Yes/No |
| On a scale of 1–5, how confident are you in your grammar? | Likert Scale |
| What types of errors do you find most confusing? | Short Answer |
| Have your teachers taught grammar explicitly? | Yes/No |

The purpose of this questionnaire was to contextualize the results, understand Grammarly familiarity, and compare self-perceived grammar ability with actual errors. (1) Writing Task Participants produced a short descriptive text. The authenticity of this task allows for the natural emergence of errors in context. (2) Grammarly Error Feedback The main instrument was Grammarly, which automatically flagged grammatical errors and categorized them. The categories used for analysis included: Article errors, Verb tense, Subject-verb agreement, Prepositions, Sentence structure (e.g., fragments, run-ons), Pronouns, Grammar-related punctuation Grammarly's system offers a consistent, scalable way to extract surface-level grammar issues. Although Grammarly provided initial results, the researcher double-checked the error types and reclassified them according to Error Analysis and Interlanguage principles. This ensured that ambiguous Grammarly classifications (e.g., "clarity" suggestions) were not miscategorized as grammar issues. Ethical clearance was granted through informed consent provided digitally before participation. Students were informed of their rights to: Participate voluntarily, Withdraw at any time, Keep their identities anonymous No personal names or academic records were recorded. All data were stored securely in an encrypted Google Drive folder accessible only to the researcher Data analysis was conducted manually without software, aligning with the research's practical nature. The analysis proceeded in the following steps: All writing samples and Grammarly results were transcribed into a spreadsheet. Each error type was logged per student. Errors were grouped under seven predefined categories (article, tense, etc.). Totals were calculated per student and per category. A frequency distribution chart was created to show the most and least frequent errors. This was used to infer common grammar learning issues among participants. Data was interpreted using Error Analysis Theory (Corder, 1974) and Interlanguage Theory (Selinker, 1972). For instance Frequent article errors were traced back to the L1 interference where no equivalent exists in Bahasa Indonesia. Tense confusion was interpreted as a developmental interlanguage issue where learners overgeneralize simple past forms Cross-tabulations were created to explore relationships (e.g., did Grammarly-experienced students make fewer errors? Did English majors perform better than others?).

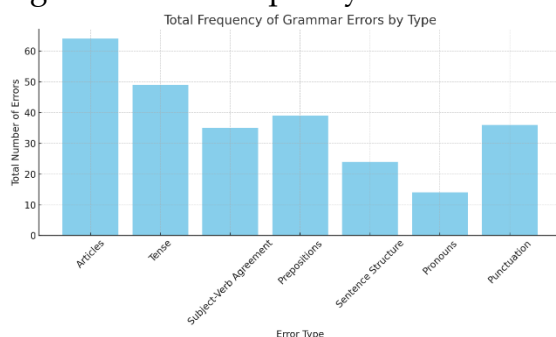
RESULTS AND DISCUSSIONS

This chapter presents the findings of the study based on data collected from 20 Indonesian university students and analyzed using Grammarly's feedback. The goal is to understand the types and frequencies of grammatical errors in their writing and provide pedagogical insight for TEFL/TEFL instruction.

Overview of Results

The analysis focused on seven major grammar categories commonly flagged by Grammarly. The cumulative errors from all participants were grouped by type. Figure 1 below shows the total distribution.

Figure 1. Total Frequency of Grammar Errors by Type



From the chart, it is clear that article usage was the most frequent grammar issue, followed by tense errors and punctuation. These categories are commonly problematic for EFL learners, especially in contexts like Indonesia where English grammar structures differ significantly from Bahasa Indonesia (Wijaya, 2018).

Detailed Breakdown

To further contextualize the data, the table below presents the total number of errors per grammar category.

Table 3 Total Errors Per-Category

| Grammar Category | Total Errors |
|------------------------|--------------|
| Articles | 64 |
| Tense | 49 |
| Subject-Verb Agreement | 35 |
| Prepositions | 39 |
| Sentence Structure | 24 |
| Pronouns | 14 |
| Punctuation | 36 |

Article Errors

The dominance of article errors (64 occurrences) is expected due to the absence of articles (*a, an, the*) in Bahasa Indonesia. Previous research by Hasyim (2016)

highlights that Indonesian learners often omit or misplace articles because this grammatical category does not exist in their native language. This suggests a strong case of L1 transfer influencing interlanguage development (Selinker, 1972).

Tense Errors

With 49 occurrences, tense confusion was the second most common issue. Many participants failed to properly use past tense forms in descriptive writing, likely because of the relatively simple time expressions used in Bahasa Indonesia. This supports prior findings by Nuraini (2019), who found that Indonesian learners often default to present tense forms even in past contexts, a result of both instruction gaps and lack of natural exposure to native English.

Subject-Verb Agreement

Subject-verb agreement issues (35 instances) typically occurred when plural nouns were matched with singular verbs or vice versa. A notable pattern was evident in students treating uncountable nouns like "information" or "equipment" as plurals. This aligns with observations by Herlina and Mahmud (2017), who argue that limited practice and exposure to sentence parsing rules contribute to such frequent mistakes.

Preposition Errors

A total of 39 prepositional errors were noted, many involving incorrect use of "in", "on", and "at". This confirms the claim by Sudirman (2021) that English prepositions present conceptual challenges due to semantic overlap and context-dependent usage. Most errors could be attributed to literal translations from Bahasa Indonesia.

Sentence Structure & Pronoun Errors

Although less frequent (24 and 14 respectively), these categories suggest persistent issues with sentence clarity and subject reference. Several participants wrote run-on sentences or unclear pronoun antecedents. This reflects low exposure to written academic English, especially among non-English majors (Yunita, 2020).

Punctuation

Grammarly flagged 36 punctuation issues, mostly related to missing commas after introductory phrases and improper period usage. This supports Sutrisno's (2018) argument that punctuation receives limited focus in Indonesian grammar instruction, often overshadowed by vocabulary and tense drills.

Interpretation and Discussion

The findings reinforce that grammar errors in EFL writing are both systematic and predictable. Most errors stem from L1 interference or incomplete mastery of English grammar forms. Error Analysis Theory (Corder, 1974) and Interlanguage Theory (Selinker, 1972) remain highly relevant in this context, showing that errors are not simply mistakes, but indicators of learning progress.

Compared to a similar study by Sari & Fitriana (2020), which also used Grammarly to analyze EFL essays, our findings are consistent in showing that article, tense, and S-V agreement dominate learner errors. However, our data differs slightly in that preposition use ranked higher, likely due to the descriptive nature of the writing task (which required place/time details).

These insights also suggest pedagogical implications:

- 1) Explicit instruction on articles using real-life input (e.g., news articles, blogs) is needed.
- 2) Tense teaching should include contextual drills beyond isolated verbs.
- 3) Error awareness activities using tools like Grammarly may help students self-monitor and improve accuracy.

CONCLUSION

This study set out to explore and identify common grammatical errors in the written English of Indonesian university students by utilizing Grammarly as a diagnostic tool. The research aimed to provide insight into which areas of grammar pose the greatest challenge to learners and how these challenges might inform better teaching strategies in English as a Foreign Language (EFL) contexts. Twenty students participated in an online writing activity, and their grammar was analyzed based on Grammarly feedback. The findings revealed that article errors were the most frequent, followed closely by tense issues and punctuation mistakes. These three categories accounted for the majority of grammar problems observed. Other significant errors included subject-verb agreement, prepositions, sentence structure, and pronoun misuse. The dominance of article and tense errors confirms the long-documented interference of Bahasa Indonesia, a language that lacks articles and uses simplified temporal markers, in the acquisition of English grammar. These results align with prior studies by Hasyim (2016), Nuraini (2019), and Sari & Fitriana (2020), and support theoretical frameworks such as Error Analysis Theory (Corder, 1974) and Interlanguage Theory (Selinker, 1972). Together, these theories help explain why learner errors are not simply faults, but developmental patterns in second language acquisition. The implications of these findings are multifaceted. First, there is a need for targeted grammar instruction in EFL classrooms, especially around article use and tense. These topics are often treated in a surface-level manner and rarely integrated meaningfully into writing tasks. Second, digital tools like Grammarly can play a valuable role in raising students' grammatical awareness, provided they are used in conjunction with classroom reflection and follow-up instruction. Finally, educators should adopt more data-driven pedagogical strategies, using real student error data to adjust and personalize grammar teaching. In terms of pedagogy, integrating automated feedback tools into regular writing assignments may help Indonesian learners develop a better sense of grammatical accuracy and autonomy. Furthermore, grammar instruction should not be separated from context; learners benefit more when grammatical forms are embedded in meaningful communication rather than presented in isolation. Future research could expand the participant pool and compare results across academic disciplines or English proficiency levels. It would also be useful to compare Grammarly's feedback with human rater analysis

to validate the tool's diagnostic precision. A longitudinal study examining whether repeated Grammarly feedback results in long-term grammar improvement would also be valuable. In conclusion, this study contributes to the growing body of literature on second language writing in Indonesia by offering a focused, tool-assisted glimpse into grammar struggles among EFL learners. It reinforces the importance of strategic grammar instruction and highlights the potential for combining traditional pedagogy with digital assistance to foster more accurate English usage among students.

REFERENCES

- Corder, S. P. (1974). *Error analysis: Perspectives on second language acquisition*. London: Longman.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Hasyim, M. (2016). The use of articles in English writing among Indonesian learners. *Lingua Cultura*, 10(1), 1–6. <https://doi.org/10.21512/lc.v10i1.873>
- Herlina, & Mahmud, M. (2017). Error analysis of students' writings: A study at English Department of IAIN Palopo. *Jurnal Al-Ta'dib*, 10(2), 149–162. <https://doi.org/10.31332/atdb.v10i2.714>
- Nuraini, K. (2019). Grammatical errors in writing made by the first-year students of English Education Department. *Project* (Professional Journal of English Education), 2(5), 645–650. <https://doi.org/10.22460/project.v2i5.p645-650>
- Sari, D. A., & Fitriana, D. (2020). The use of Grammarly in identifying students' grammatical errors. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 5(2), 148–159. <https://doi.org/10.24235/eltecho.v5i2.7014>
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(1–4), 209–231. <https://doi.org/10.1515/iral.1972.10.1-4.209>
- Sudirman, A. (2021). Prepositional errors in EFL students' writing: A case study of Indonesian university students. *Jurnal Ilmu Budaya*, 9(1), 1–8. <https://doi.org/10.34050/jib.v9i1.11960>
- Sutrisno, B. (2018). Investigating the role of punctuation in EFL students' academic writing. *Humaniora*, 30(2), 134–142. <https://doi.org/10.22146/jh.v30i2.34489>
- Wijaya, Y. (2018). Interference of mother tongue in students' English writing: A study at SMPN 1 Garut. *Journal of English Education and Teaching*, 2(1), 56–66. <https://doi.org/10.33369/jeet.2.1.56-66>
- Yunita, W. (2020). Investigating students' difficulties in writing academic texts: A case of non-English major students. *Indonesian Journal of English Education*, 7(2), 183–197. <https://doi.org/10.15408/ijee.v7i2.16670>