

ERROR ANALYSIS OF ACADEMIC WRITING PAPERS OF ENGLISH EDUCATION STUDENTS AT IAIN FATTAHUL MULUK PAPUA

Syamsir Bin Ukka¹, Andi Miftahul Maulidil Mursyid², Erfin Wijayanti³

¹IAIN Fattahul Muluk Papua, Jl. Merah Putih Buper Waena, Kota Jayapura

²IAIN Fattahul Muluk Papua, Jl. Merah Putih Buper Waena, Kota Jayapura

³IAIN Fattahul Muluk Papua, Jl. Merah Putih Buper Waena, Kota Jayapura

E-mail: david4syam@gmail.com Tlp: +6285299345006

Abstract

This research aims to identify the factors of writing errors and efforts to identify the resolution of errors in writing academic papers for English Education students at IAIN Fattahul Muluk Papua. The theory used to examine the research problem is standard and correct language, grammar theory, and error analysis as the leading theory. The research method is descriptive-qualitative. The results showed that the writing error factor was in morphological errors, lexicon errors, syntactic errors, and systematics of writing. First, morphological errors include punctuation errors, spelling errors, and vocabulary errors. Second, lexicon errors include grammatical errors and conciseness errors. Third, syntactic errors include unclear sentences, sentences that have ambiguous intentions and incomplete sentences. Fourth, systematic errors in writing include the thickness of letters, coherence, the distance between sub-chapters and incompleteness of sentences. Efforts to resolve writing errors, so that its do not happen again by realizing an English version of the academic paper writing module in simple language equipped with systematic explanations, formats, and substance of academic papers.

Keywords: *morphological, lexicon, syntactic, systematics, academic writing*

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor kesalahan penulisan dan upaya untuk mengidentifikasi penyelesaian kesalahan penulisan karya ilmiah mahasiswa Pendidikan Bahasa Inggris di IAIN Fattahul Muluk Papua. Teori yang digunakan untuk mengkaji masalah penelitian berkaitan dengan bahasa baku dan benar, teori tata bahasa, dan analisis kesalahan sebagai teori utama. Metode penelitian ini menggunakan deskriptif-kualitatif. Hasil penelitian menunjukkan bahwa faktor kesalahan penulisan terdapat pada kesalahan kesalahan morfologi, kesalahan leksikon, kesalahan sintaksis, dan sistematika. Pertama, kesalahan morfologi meliputi kesalahan tanda baca, kesalahan ejaan, dan kesalahan penggunaan kosakata. Kedua, leksikon meliputi kesalahan tata bahasa dan kesalahan keringkasan. Ketiga, kesalahan sintaksis meliputi kalimat yang tidak jelas, kalimat yang memiliki maksud yang ambigu, dan kalimat yang tidak lengkap. Keempat, kesalahan sistematis dalam penulisan meliputi huruf tebal, jarak antar sub-bab, koherensi, dan ketidaklengkapan kalimat. Upaya penyelesaian kesalahan penulisan agar tidak terulang kembali dengan mewujudkan pembuatan modul penulisan karya ilmiah versi bahasa Inggris dalam bahasa sederhana yang dilengkapi dengan sistematika penjelasan, format, dan substansi karya tulis.

Kata kunci: morfologi, leksikon, sintaksis, sistematika, penulisan akademik.

1. Introduction

Academic Writing papers for students may not be as easy as writing free articles or diaries. Academic writing is usually a course related to a final project such as a thesis or a final semester exam such as a paper (White, 2021). In academic writing such as papers or theses, they pay close attention to the systematics of writing, spelling, reading references, or library literature which takes a relatively long time, and must pay attention to the number of pages between each chapter.

For researchers, academic writing is systematic writing that causes a student who is working on it to think in two directions. It is first required to find a research theme that matches his interests. Second, must indirectly study the systematic flow of academic writing explanations from the beginning, the content, and the end of the research. If you do not understand correctly and thoroughly the systematic model of academic writing may be that a writer or student will have difficulty developing the theme of his research even though it is interesting (Newby, 2013).

The essential thing in academic writing papers before starting to enter the realm of systematic writing is that a writer should have an idea or ideas of interest to his research. If he does not find it, he will be forced to work on his paper or thesis, which will lead to a disconnection of ideas or incompleteness in doing academic writing. It could even be said that he would fail in this task. The idea is usually related to a phenomenon or reality experienced by a writer. The phenomenon is stored tightly in his memory and finally poured into academic writing.

For researchers, the research picture can be observed in the research background. Therefore, this section can be considered by researchers as the life of research. If no background has quality substance, the subsequent sub-chapters will not be coherent or sustainable. Writing scientific papers can be difficult or not easy, not only for students of the English language education study program itself but also experienced by students of other study programs who use English.

In addition, the discovery of a phenomenon which can then be idealized into a research concept or academic writing, in addition to the will of determination, a writer must also study the linguistic rules of the language of the academic writing written. The standard language could connect all speakers of various dialects of the language. Thus, the standard language unites them into one language community and enhances identifying individual speakers with explicit norms and rules. Furthermore, in using language that follows the rules that are standardized or considered standard is called the correct language (Alwi et al., 2003). People who are proficient in using their language so that their intentions reach their goals, regardless of the type, are considered to have been able to speak effectively. The language produces effects or results because it is in harmony with the events or circumstances it faces. Furthermore, according to the speaker, good language is the type of language used that uses the right and harmonious body according to the speaker group. Besides being standard, the main principle, a combination with correct language that the target can be hit and understood, is also needed.

For students, if the English used in writing scientific papers has not fully mastered the rules, then the English used, although understood, may not necessarily be understood by native English speakers or readers. Often, what is written can refer to the writing of Indonesian language rules that are not adapted to English. Likewise, conjunctions are sometimes not noticed, or their use is omitted in composing sentences. Thus, mastery of spelling, grammar, and style in English must be owned or mastered by students majoring in English (Kroeger, 2005).

Apart from being used in the spoken variety, correct language in English is also used in the written variety. A word is a unit in a language with internal stability and positional mobility, which means it has a specific composition and has a relatively free distribution (Keraf, 2007). The free distribution can be seen, for example, in the sentences: Ali hit the dog; the dog was beaten; hit the dog. The most important thing from a series of words that can be freely distributed according to the level of syntax is the implied meaning behind the words used. The meaning implied in a word means that the word contains meaning and ideas (Burton-Robert, 2011).

In addition to mastery of language and spelling, style or rhetoric is known as style. Plays an essential role in writing scientific papers. In terms of language, language style is a way of using language. Language style allows us to assess the personality, character, and abilities who use the language (Keraf, 2007). A good style of language must contain three elements, namely, honesty, politeness, and attractiveness. The better the style of language, the better people will judge him. Expertise in using this tool will affect the clarity of the writing. The problem of language style covers all linguistic hierarchies, such as individual choice of words, phrases, clauses, sentences, and even includes discourse. For students of English education study program, mistakes in expressing ideas in academic writing papers can be natural. Corder in (Siagian, 2017) states that there are three terms in limiting language errors, namely.

- a. lapses language errors due to speakers switching ways to state something before the speech is complete (a slip of the tongue for spoken or slip of the pen for writing).;
- b. error: language errors due to speakers violating the rules or grammatical rules (breaches of code); and
- c. Mistake: a language error due to the speaker's incorrect choice of words or expressions for specific situations.

One of these error markers can be analyzed from written language errors, using the classification of error categories as follows: a) morphological errors, namely errors in word formation, especially vocabulary that has bound morphemes. These errors include errors in verb conjugation, declination of nouns, adjectives, and pronouns, b) syntactic errors, namely errors involving sentence structure. These errors include errors in word placement, reaction (mastery of one word over another), and congruence (adjustment of the subject with the verb in a sentence), c) Lexicon errors, namely errors in choosing and using vocabulary in a sentence (Burton-Robert, 2011).

2. Method

The method in this research is the descriptive-qualitative research method. In English research, descriptive research methods tend to be used in qualitative research, especially in collecting data and then describing the data scientifically (Johnson & Christensen, 2014). In more detail, (Djajasudarma, 2006) argues that the descriptive research method is a method that aims to make a description, make a systematic, factual, and accurate picture, painting, about the data, properties, and relationships of the phenomena under study. Furthermore, qualitative research is natural because examining and revealing the phenomenon of the subject being studied requires a natural and detailed description process through word or sentence descriptions (Shidiq & Choiri, 2019). Thus, the results of disclosing the characteristics or characteristics of the subject under study will be much more accurate and objective.

The data in this study were final paper or bachelor thesis, namely mid-term assignments and final assignments. This research data was collected through the following stages: (1) student final assignments or thesis of the last semester students . Each submitted task will be known progress; (2) screening for writing difficulties such as morphological, syntactic, lexicon aspect, and writing format and; (3) Classification of these factors so that they are ready to be analyzed. As an illustration, the error data for writing student academic writing papers are varied into three variables, morphological errors, lexicon errors, and syntactic errors.

Furthermore, the data analysis technique attempts to find new concepts or research findings by collecting and describing the characteristics of the data, which is carried out systematically or according to a sequence of patterns through a process (Moleong, 2006). In this, the data analysis technique goes through the following processes:

- a. Analysis of the type and form of data in each factor of writing difficulty, which includes: morphological, lexicon, and syntactic errors, and also writing format
- b. Analysis of solutions in each of the difficulty factors that students have carried out in writing scientific papers
- c. Conclusion of research results

3. Results and Discussions

A. Morphological Errors

The main focus of error analysis is to find out how students' efforts can understand a foreign language. Morphology is the identification, analysis, and description of the structure of words (Rahman, 2019). In writing, morphological errors were found in punctuation mistakes, spelling mistakes, and vocabulary mistakes. The findings of the data are varied; almost all five theses have the same mistakes. The following is a description of the letter-writing error data collected in the table, along with the analysis.

Table 1. Morphological Errors

No.	Error Form	Thesis-1	Thesis -2	Thesis -3	Thesis -4	Thesis -5
1	Punctuation Error					
	(1) missing a comma	√			√	√
	(2) unnecessary comma	√		√	√	√
2	Spelling Error					
	(1) word does not fit the context			√	√	√
	(2) missing a hyphen				√	
3	Vocabulary Error					
	(1) overused words		√	√		√
	(2) weak adjective			√		√

a. Punctuation Errors

In the punctuation mistakes data, the error does not use the comma punctuation when writing the definition of the sentence's subject (Rahmatiah, 2017). This problem happens when the writer uses a complex sentence without looking at the definition of the subject sentence. In addition, the error of not using comma punctuation occurs after the word "and" in parallel sentences. This error is found in three student thesis taken from each abstract. For example; *"The dominant grammatical error is misformation with 47.05% from 170 errors."*

The underlined word seems that the writer was missing a comma. Consider adding a comma. The same thing happened to the opposite problem, namely an error in the unnecessary comma.

"...the readers know in real life (knowledge, and previous experience)."

In this sentence, the underlined word has an unnecessary comma. Consider removing the comma. The picture below shows an example of punctuation mistakes.

b. Spelling Errors

In the spelling mistakes data, spelling errors in word writing indicate that the use of the word is not in the context in the sentence and missing a hyphen causes the sentence to be unclear (Rahmatiah, 2017). The mistakes in the words used that are not in context are shown in this sentence.

"One of the skills have to be mastered by the students is reading."

The underlined word is the use of a word that does not fit the context of the sentence. This word should be replaced with the word 'in'. Another sentence with the same error is

"Students have readiness in the implementation of ..."

where the underlined word should be replaced with the other word. The error in writing the word miss hyphen is shown in the following sentence

"... google classroom for 11th grade student of ..."

In this case, the word must use the hyphen '-' before combining the next word, like 11th-grade. However, the mistake did not occur in most students' thesis except those who research at

schools that use grades at their class level. The writer considers other spelling errors such as lack or excess of letters in writing words ordinary during typing.

c. Vocabulary Errors

The third data shows vocabulary errors made by students in writing theses. This vocabulary error is divided into two, namely overused words and weak adjectives. This study found errors in the use of overused words as in the following sentences;

“The difference proves that the rules and the application of grammar are the difficult problems in writing English.”

The word *complex* is often overused. It is considered using a more specific synonym to improve the sharpness of the writing. The other sentence that finds in this sentence is

“Teaching English as a Foreign Language has big challenges.”

The word *big* also is often overused and has to change to a more specific synonym. Among the sentences with weak adjective errors are;

“... said that speaking is very important in daily life...”

“The reading skill is truly important for the students...”

The intensifier *very* and *truly* modifies the weak adjective for necessary. Consider Replacing the phrase with a strong adjective in order to sharpen the writing. Alternative words that can replace the *truly important* are essential, vital, and crucial. This vocabulary error often occurs in student writing because of students' lack of reading culture before writing something. This problem can be solved by reading a lot of scientific references, such as journal articles related to our academic field.

B. Lexicon Errors

In academic writing, lexicon errors are prevalent. Lexicon errors divided to two category grammar error and conciseness errors. These lexicon errors are challenging to detect because students must master all things related to lexicon or grammar well. These grammar mistakes are closely related to understanding and mastery of knowledge in sentence structure also as known syntax in linguistic knowledge (Andre & Jurianto, 2015). In this study, the writer still found many grammatical errors and conciseness in the five thesis abstracts analysed. These lexicon errors can be seen in the table below.

Tabel 2. Lexicon Errors

No.	Error Form	Thesis-1	Thesis -2	Thesis -3	Thesis -4	Thesis -5
1	Grammar Errors					
	(1) missing word	√				
	(2) modifier error	√				√
	(3) agreement error	√	√	√		
	(4) Sentence fragment				√	
2	Conciseness Errors					
	(1) wordy sentences	√	√	√	√	√
	(2) wordy phrases	√	√	√	√	√

1. Grammar Errors

Based on the table above shows the grammatical errors found in the student's thesis. These grammatical errors are divided into two general weaknesses, namely grammatical errors and conciseness. Grammar errors are divided into four errors that often occur, namely missing words, modifier errors, agreement errors, and sentence fragments, where conciseness is divided into two, namely wordy sentences and phrases.

There are errors in missing words that often occur in grammatical mistakes, especially when writing determiners in a noun such as in this sentence.

“...reading comprehension is how the readers think and understand **text** through what the reader read and combining...”

The phrase “**text**” seems to be missing a determiner before it. The word considers adding an article so that it becomes “**the text**”. In another thesis, there is an identical problem as during this sentence;

“...third-semester student of **English** Education Study Program...”

The underlined word seems that there is an article usage problem. It misses determiner “**the**”. In addition, error modifiers were also found, such as the dangling modifier and squinting modifier. This problem is only found in thesis-1 and thesis-5. Errors like this are only found in writings that use complex sentences. The following sentences contain modifier errors;

“**To achieve the objective**, a qualitative method is used.”

The subordinate phrase “**to achieve the objective**” does not appear to be modifying the subject “**a qualitative method**.” The writer has got to rewrite the sentence to avoid a misplaced modifier. The following example is;

“...students will teach writing **effectively** if they master the grammatical...”

The underlined word “**effectively**” might be unclear to the reader what it was modifying. It considers moving the modifier. Agreement mistakes are also errors that often occur in verbs that follow the subject of the sentence. This error is found in three of the student's theses. The following are sentences that contain agreement mistakes;

(1) “The data source in this study is primary data taken by observation and **interview** with lecturer and students...”

(2) “They are listening, speaking, writing, and reading **skill**.”

(3) “The English teacher has a responsibility and **make** sure every single skill are mastered...”

“**Interview**” in sentence-1 may not agree in number with another word in this phrase. This word should be added with the -s suffix at the end of the word for “**interviews**”. Likewise, in sentence-2, the word “**skill**” should be added with the suffix -s because it does not agree in number with the subject. Moreover, in sentence-3, the word “**make**” is also an agreement mistake because the plural verb make does not appear to agree with the singular subject “**The English Teacher**.” It considers changing the verb form for subject-verb agreement.

Sentence fragment error also occurs in the student's thesis but is only found in the fourth thesis. Examples of sentences containing these errors are as follows;

“**Taking** participants using purposive sampling...”

This sentence appears to be a sentence fragment. It is considered rewriting it as an entire sentence. The word “taking” should be changed to “**They are taking**”.

2. Conciseness Errors

In conciseness, the writer divides it into two parts, namely wordy sentences and phrases. This type of writing habit makes it difficult for readers to understand the meaning of a phrase or sentence. If this happens, the author should rewrite the phrases and sentences into sentences that are easier to get the meaning. The following sentence contains the error of conciseness;

a. Wordy sentence

“In learning process, there are four important skills that have to be taught by English teacher.”

In this case, the underlined clause might be considered wordy. It has to change to **four crucial skills have** to make it more clear.

b. Wordy phrases

(1) “Online learning is learning that takes place during a network where teachers and...”

(2) “...politeness strategies used by students when running speech action...”

(3) “...to gain students' perception of online learning that has been followed during covid-19...”

In sentence-1, the underlined phrase is wordy. This phrase must be replaced with the word learning to form a straightforward sentence: "*online learning takes place in a network....*" The same is true for sentence-2 and sentence-3, where the underlined phrases must be replaced with words that are easy to understand and to become a clear and solid sentence. For example, in sentence-2, the phrase "*used by students*" is wordy and must be replaced with the phrase "*students use*" so that the sentence becomes "*...politeness strategies students use when running speech action...*". Likewise, in sentence-3, the underlined phrase might be unnecessary during this sentence and consider removing it.

C. Syntactic Errors

In linguistics, the syntax is the study of the principles and rules for constructing sentences in natural language (Sinaga & Sihombing, 2014). Apart from these rules, the word syntax is also used to refer directly to the rules and principles that cover sentence structure in language. Likewise, in writing, students must write an explanation that is clear and easy to understand. In this case, most of the students' writings in their thesis make complex sentences, combining many sentences so that it is difficult to understand the meaning of what they want to convey. This clear sentence is difficult to detect because the combination of several clauses in Indonesian is effortless compared to English. The researcher uses the Grammarly application to detect this error. Data clarity sentences are shown in the table below.

Tabel 3. Syntactic Errors

No.	Error Form	Thesis-1	Thesis -2	Thesis -3	Thesis -4	Thesis -5
1	Unclear sentence	√	√	√	√	√
2	Passive voice sentence			√		
3	Monotonous passage				√	

Making sentences that are not clear is a mistake that always occurs in academic writing. It is evidenced by all the abstracts on the five theses that can be found. These errors vary and occur in the use of phrases that are not appropriate, so the sentence must be rephrased to be precise. The following is a sentence obtained from the student's thesis.

"The English teacher has a responsibility and ~~make sure every single skill are~~ *make sure every skill is* mastered and comprehended by the students they teach."

"Students ~~have readiness in the implementation of~~ *are ready to implement* online learning using Google Classroom, because almost all students have an android to access them."

"In addition, Google Classroom can ~~be a mean of distributing assignments, submitting distribute assignment, submit~~ assignments and even ~~assessing~~ *assess* submitted assignments."

The sentences above show that the sentences are unclear and hard to follow and need to rephrasing.

In addition, in the case of passive voice sentences, it is also a sentence that can be considered unclear and must be changed to active sentences. The sentences below are examples of sentences taken from a student's thesis.

"Not only that, but online learning also has a negative impact that ~~is felt by students and lecturers~~ *students and lecturers feel*."

The use of passive sentences often occurs because they are carried away from the habit of students writing passive sentences in their Indonesian writing. Passive sentences in Indonesian writing are typical in making report texts and descriptive texts.

The last one is the monotonous sentence found in the student's theses-4, this happens often, but the author does not find it in the other four theses. Example sentences found in thesis-4 are shown below.

"The research uses qualitative research and a pedagogic approach. Sources of data obtained are primary and secondary data sources. Data collection methods are observation, interviews, and documentation."

The sentences above are three similar sentences in a row. These sentences seem repetitive because they all follow the same pattern. It considers combining some of them or changing the word order.

D. Writing Systematic Errors

As previously explained, the data for this research are:

Tabel 4. Writing Systematic Errors

No.	Error Form	Thesis- 1	Thesis - 2	Thesis - 3	Thesis - 4	Thesis - 5
1	Format and writing method					
	a. The distance between the writings on the cover	√	√	√	√	√
	b. Thick and thin letters on the cover	√	√	√	√	√
	c. Writing chapters and subchapters		√	√		√
	d. Page numbering	√		√	√	
	e. Paragraph	√	√	√	√	√
	f. Improper writing margin	√	√	√	√	√
2	Sentence writing					
	a. Coherence between sentences	√	√	√	√	√
	b. Sentences too short	√	√		√	
	c. Explanation that does not reach the target	√	√	√	√	√

1. Errors in Format and Writing Method

Writing errors were found in the five student theses so that it can be said that in learning, students could not understand the explanations given by the lecturer at the beginning of the lecture. So there is a possibility that the language used by the teacher cannot be understood correctly by students or students are less careful and do not see the revision of the mistakes they have made during guidance, such as a supervisor correcting words that need to be written in bold but still written thin. Errors in the thesis may be caused by the student's misunderstanding of the lecturer's explanation. However, the same thing happened again. This error may occur because students are not careful or did not see the previous revision at the time of guidance. The same analysis applies to errors made when creating covers. Students ignore the distance between the writings on the cover.

In chapter and sub-chapter writing errors, it was found that the assignment did not include the word "CHAPTER I", did not write the word "CHAPTER II THEORETICAL REVIEW" after CHAPTER I was finished, or the letter words in the chapter were not bolded and were not placed in the centre. The analysis of this error is the same as in the previous paragraph; namely, the student does not understand the lecturer's explanation, or the student is not careful in writing.

The error in the page numbering is that there are students who include page 1 starting from the cover, table of contents, contents of the thesis to the bibliography, which should cover not given page numbers, page numbering of the table of contents is written with the letters i, ii, iii, et cetera. Page numbering 1, 2, 3, et cetera is included in the contents of the assignment. Page numbering errors were found in thesis-2, thesis-3, and thesis-5. The thesis-5 data has been revised, but there are still students who make the same mistake. It can be said that the accuracy in writing is still not owned by students.

There are two types of errors in paragraph writing: errors in writing the beginning of a paragraph that does not protrude, and the minimum paragraph rules are not obeyed. The first error is an error in terms of students' accuracy in writing. Meanwhile, there are two possibilities for the

second error: students are not careful when making paragraphs or language barriers. Students are less able to provide a complete explanation or are less able to arrange sentences in the paragraphs they are writing.

The solution that can be given to this writing error is to make a handout in as simple language as possible, which includes a cover writing template and an example of writing a table of contents, examples of writing chapters and sub-chapters and the location of writing sentences at the beginning of the paragraph, and explanations on how to put ideas in a paragraph.

2. Sentences Writing

Errors in writing sentences for someone who is learning a foreign language can be an honest mistake because the concept of the mother tongue in one's mind often affects the way of thinking. In addition, limited vocabulary, grammar, and expressions are also obstacles to expressing opinions well. Constraints have limitations that make the interlocutor cannot capture the speaker's intention.

There were three types of errors in sentence writing: coherence between sentences, too short sentences, and explanations that did not reach the target. Writing errors that result in incoherence between sentences are not connected properly; namely, the use of conjunctions is not used, or the use of conjunctions is wrong. One example of a typo that was found was "*This time I took the cities of Jayapura, Sentani, and Keerom.*" in this case, the author includes the names of the cities, but it is not explained how the data will be. The error correction was "*The author took research data from the cities of Jayapura, Sentani, and Keerom.*"

4. Conclusion

Based on analysis results, the conclusions of this study are (1) the factors for understanding and writing scientific papers for English Language Education students in the last semester of the 2020/2021 academic year are caused by three main factors, namely: (a) morphological errors consisting of punctuation errors, spelling error, and vocabulary error, (b) lexicon errors which include grammatical errors and conciseness, (c) syntactic errors consisting of unclear sentence, passive voice, and monotonous passage errors, (d) writing systematic errors, and (2) how to overcome errors in understanding and writing scientific papers. In order to avoid repeated mistakes, concrete efforts can be made, including: (1) making an English version of a scientific paper writing module in simple language, complete with content that includes: (a) systematic writing and explanations, (b) writing format and explanations, (c) illustrations of correct word writing, grammar and paragraphs, (d) tricks for developing ideas into in coherent writing, (e) illustrated pictures to make students not bored, and (2) make a systematic semester lesson plan (RPS) for teaching one semester.

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