

Error Analysis on Instiki's Students' ToEIC Writing Simulation Test

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Abstract

This study aims to find out the grammatical errors in their TOEIC writing simulation test. This is qualitative research that uses Surface Strategy Taxonomy (SST) to examine the errors. The participants of this study are 26 students of Class L – INSTIKI. The results of this study showed that after examining the data using SST based on the data were 3 errors found those are omission with 26 errors (81,3%), addition with 3 errors (9,4%), and misformation with 3 errors (9,4%). These 3 errors have each Sub Kind of Error (SKE), omission with 26 data consisting of missing “to be” with 10 data (38,5%), missing article “the” with 4 data (15,4%), preposition “of” with 2 data (7,7%), preposition “on” with 2 data (7,7%), missing pronoun “it” with 1 data (3,8%), and wrong spelling with 7 data (26,9%). In addition, there were 3 data consisting of wrong pronouns (redundancy) with 2 data (66,7%), and wrong spelling with 1 data (33,3%). The last one is misformation consisting of 3 data, the error where wrong verb-ing consists of 2 data (66,7%), and wrong verb 2 consists of 1 data (33,3%). The data above shows that omission still has the highest number of errors while addition and misformation share the same number of errors. The omission happened mostly on tenses for example Simple Present Tense, modal verbs, and prepositions. In addition, wrong spelling also still becomes a problem in writing.

Keywords: Error Analysis, writing, Surface Strategy Taxonomy

Abstrak

Tujuan penelitian ini adalah untuk mengetahui kesalahan tata Bahasa Inggris melalui simulasi tes menulis TOEIC. Penelitian ini adalah penelitian kualitatif dengan menggunakan Surface Strategy Taxonomy (SST) untuk mengetahui kesalahan tata Bahasa Inggris tersebut. Partisipan dari penelitian ini 26 orang mahasiswa Kelas L Kampus INSTIKI. Hasil penelitian ini menunjukkan bahwa setelah mengkaji data dengan menggunakan SST, terdapat 3 jenis kesalahan tata Bahasa yaitu pengurangan (omission) dengan 26 kesalahan (81,3%), penambahan (addition) dengan 3 kesalahan (9,4%), dan misformasi (misformation) dengan 3 kesalahan (9,4%). Terdapat 3 jenis sub kesalahan di mana, pengurangan 26 data yang terdiri dari tidak adanya “to be” dengan 10 data (38,5%), tidak adanya artikel “the” dengan 4 data (15,4%), preposisi “of” dengan 2 data (7,7%), preposisi “on” dengan 2 data (7,7%), tidak adanya pronomina “it” dengan 1 data (3,8%), and kesalahan penulisan dengan 7 data (26,9%). Lebih lanjut, terdapat 3 data yang terdiri dari kesalahan pronominal (pengulangan) dengan 2 data (66,7%), dan kesalahan penulisan dengan with 1 data (33,3%). Selanjutnya data terakhir adalah misformasi yang terdiri dari 3 data, di mana kesalahan kata kerja -ing yang terdiri dari data (66,7%), and kesalahan kata kerja 2 yang terdiri dari 1 data (33,3%). Data di atas menunjukkan bahwa pengurangan (omission) memiliki jumlah kesalahan terbanyak sedangkan penambahan (addition) dan misformasi (misformation) memiliki jumlah kesalahan yang sama yaitu 3 data kesalahan. Kesalahan pengurangan (omission) yang paling sering ditemukan adalah Simple Present Tense, modal verbs, dan preposisi. Lebih lanjut, kesalahan penulisan masih menjadi masalah dalam meningkatkan keterampilan menulis.

Kata Kunci: Analisa Kesalahan, Menulis, Surface Strategy Taxonomy

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INTRODUCTION

There are four main skills in language, those are listening, speaking, writing, and reading. According to (Sadiku, 2015), for the teaching of English to be successful, the four skills, reading, listening, speaking, and writing, should be integrated effectively. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative

competence gradually. This encompasses: listening and speaking: these two skills are highly interrelated and work simultaneously in real-life situations. Therefore, the integration of the two aims at fostering effective oral communication. This integration will ensure real-life and purposeful communication. Reading and writing must form a strong relationship with each other as skills. They are tools for achieving effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is to make students read and write effectively.

According to (Carl, 2013), error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Furthermore, in this study, the errors in English will be examined using the Surface Strategy Taxonomy. Surface Structure Taxonomy is a taxonomy description proposed by Dulay, Burt, and Krashen in 1982. Furthermore, (Carl, 2013) stated that this taxonomy is based on 'the ways surface structures are altered'. Surface Structure Taxonomy examines 4 errors those are omission, addition misformation and , misordering. The results of this study will help the lecturers to find out which kinds of grammatical errors are faced by students so there will be an improvement in teaching strategy and teaching sources to improve better understanding of English grammar and English proficiency.

According to (Educational Testing Service (ETS), 2022), TOEIC stands for the Test of English for International Communication. It is written and run by ETS, the Educational Testing Service. There are 2 parts to the TOEIC, the TOEIC Listening and Reading Test, and the TOEIC Speaking and Writing Test. Furthermore, (Educational Testing Service (ETS), 2022) stated that there are 3 kinds of questions for the TOEIC Writing Test, with eight numbers of questions. The questions are divided into 3 parts: the first part is "Write a sentence based on the picture (questions 1-5). This part will be examined based on grammar and relevance of the sentences to the pictures. The second part is "Respond to a written request (questions 6-7). This part will be examined based on the quality and variety of the sentences, vocabulary, and organization. The third part is "Write an opinion essay". This part will be examined based on whether the opinion is supported with reasons and/or examples, grammar, vocabulary, and organization.

The previous studies about error analysis were done in different levels of educations. The first study was done by (Fadilah, 2019), entitled "An Analysis Of Error on The Use of Simple Past Tense In Writing Narrative Text Of 42 State SMK in Jakarta". This study was done to investigate common English language errors made by fourth-semester students. 34 writing participants were the subject of this research and was obtained from the students writing task. The research method involved by collecting samples of learner language, identifying the errors in the sample, describing them, classifying them according to their nature and causes, and evaluating their gravity. The nine most common errors committed by the participants were: article, tenses, gerund, preposition, word order, agreement, modal, to-infinitive, and active and passive voice. The second study was done by

(Kharmilah & Narius, 2019) entitled “Error Analysis in Writing Discussion Text Made by Students at the English Department of Universitas Negeri Padang”. This study was conducted to identify, classify, and show the proportion of each type of error made by students. This is qualitative research with descriptive methods. The research subjects were students of English language education at Universitas Negeri Padang, specifically students in the K.2-2017 class. The instrument used is documentation of student writing about discussion text. All grammatical errors that appear in student writing are analyzed using the Surface Strategy Taxonomy introduced by Dulay et.al. The findings showed that the total error is 260 errors. Most errors were omission (50 errors / 50.77%), second place was misinformation error (75 errors / 28.85%), third place was addition error (39 errors / 15%), and the last was a misordering error (14 errors/5.38%). Based on these results, it can be concluded that students still experience great difficulties in learning the grammar structure in the writing process.

The third study was done by (Nur-Aisyah, Rasyidah and Raahmawati, 2019), entitled “An Analysis on the Students’ Error in Writing Argumentative Essay of the Fourth Semester Students in STKIP PGRI Pasuruan”. This study investigated common English language errors made by fourth-semester students. 34 writing participants were the subject of this research and it was obtained from the students writing task. Errors were involved by collecting samples of learner language, identifying the errors in the sample, describing them, classifying them according to their nature and causes, and evaluating their gravity (Keshavarz, 2012). The nine most common errors committed by the participants were, article, tenses, gerund, preposition, word order, agreement, modal, to-infinitive, and active and passive. The fourth study was done by (Setiyorini et al., 2020), entitled “The Grammatical Error Analysis Found in Students’ Composition”. This study aims at analyzing the types of grammatical errors found in students’ essays. The type of this study is a descriptive case study. The subjects of the study were 20 third-semester students of Purworejo Muhammadiyah University, Indonesia. This study used a test to collect the data. The results of the tests were analyzed descriptively by using Keshavarz’s theory. The analysis result shows that the percentage for each error type is 34.06% (omission), 7.25% (addition), 57.97% (substitution), and 0.72% (permutation). Based on the study results, this study concludes that the most dominant error is substitution was shown by the percentage of error that can prove it, that is, 57.97%.

The fifth study was done by (Yuliawati et al., 2020), entitled “Type of Error on Articles in Students’ Writing”. The objective of the study is to find out students’ understanding of using articles. This study also aims to find out what type of error which mostly appears in students’ writing. This study is a descriptive qualitative study combined with error analysis methodology, using Surface Strategy Taxonomy. The study participants were 90 students of Bina Sarana Informatika University majoring in Communication Study. The result of the study shows that most of the students have some difficulties in using articles. The most common errors made by students are omission errors which happened as much as 41%. The second most common error is addition errors as much as 26% which number is not much different from misinformation errors as much as 24%. The last type of error is a

misordering error of as much as 9%. The sixth study was done by (Sakdidah et al., 2023) entitled “Grammatical Errors Analysis on Students’ Descriptive Texts”. This study aims at analyzing the types of grammatical errors found in students’ essays. The type of this study is a descriptive case study. The subjects of the study were 20 third-semester students of Purworejo Muhammadiyah University, Indonesia. This study used a test to collect the data. The results of the tests were analyzed descriptively by using Keshavarz’s theory. The analysis result shows that the percentage for each error type is 34.06% (omission), 7.25% (addition), 57.97% (substitution), and 0.72% (permutation). Based on the study results, this study concludes that the most dominant error is substitution. The percentage of error can prove it, that is, 57.97%. There are some implications of error analysis in English language teaching in universities in Indonesia. The lecturer can give enrichment, understand students’ grammar competence, give corrective feedback to students’ errors, modify target language learning items in classrooms and textbooks, understand the way students apply the target language rules, and use the effective teaching method or learning media. Based on the findings of the previous studies, the research considers that it is important to conduct a study on writing skills for INSTIKI’s students before they take the real TOEIC Test.

METHODS

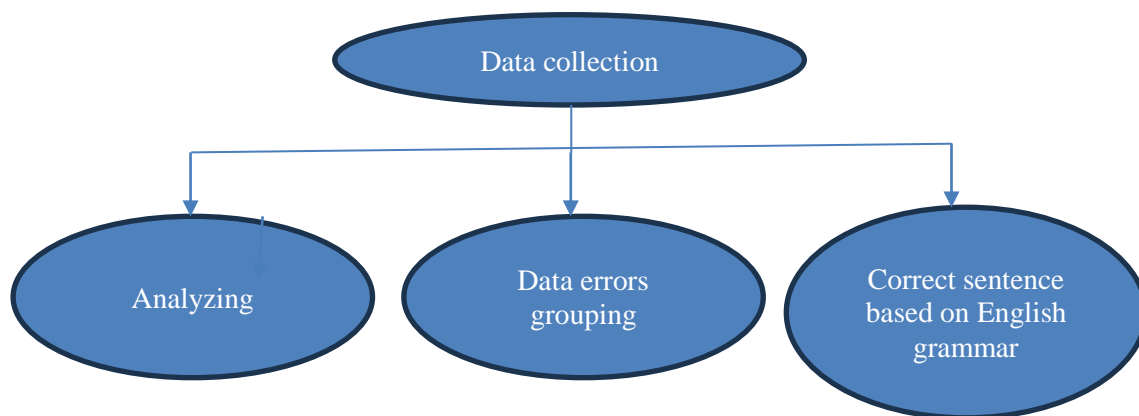
This is qualitative research, according to (Steven J. et al., 2016), qualitative researchers are concerned with how people think and act in their everyday lives. Qualitative research has been described as naturalistic. This means that researchers adopt strategies that parallel how people act in the course of daily life, typically interacting with informants naturally and unobtrusively. Furthermore, (Daniel, 2019) stated that quantitative research is the primary tool to establish empirical relationships. This study aims to examine the errors made by INSTIKI’s students in their TOEIC Writing Simulation Test. There are 8 questions given to the students based on the TOEIC test structure. The data is taken from students’ writing tests. The data collected are examined based on the kinds of errors in the Surface Structure Taxonomy (SST) description proposed by Dulay. The data analysis will be based on its errors that can be seen on table 1 below:

Table 1. Data Analyzing

No.	Category	Description	Example	Correct Sentence
1	Omission	The absence of one item that must appear in a well-formed utterance.	She cooking.	She <u>is</u> cooking / She <u>was</u> cooking
2	Addition	The presence of one item that must not appear in a well-formed utterance.	She did not <i>did</i> it.	She did not <u>do</u> it.
3	Misformations	The use of wrong form of the	The cats <i>ated</i> the food.	The cats <u>ate</u> the food.

		morpheme or structure.		
4	Misordering	The incorrect placement of a morpheme or group of a morpheme in a sentence.	What <i>they are</i> doing?	What <u>are they</u> doing?

Furthermore, data will be gathered and classified then analyzed based on the error of each sentence. First, the element of each sentence is analyzed using the main constituent. Second, the selected sentences then grouped based on grammar errors using Surface Strategy Taxonomy. Third, grammar errors then corrected by using proper English grammar. The method of this study is shown in the picture 1 below:



Picture 1. Method

RESULTS AND DISCUSSION

The implementation of Surface Strategy Taxonomy (SST) was done by giving the student the TOEIC Writing Simulation Test. The participants of this study are 26 students of Class L with 8 questions those are questions 1-5 are based on pictures with 2 words/phrases provided; questions 6-7 are respond to a written request and question 8 is write an opinion essay. This was done in the third meeting regarding the writing test. The first and second meetings were done by giving the students explanations about the TOEIC Writing test preparations. This is important to be done so the students have the basic knowledge about the TOEIC test, especially the writing test. In these two preparation meetings, students are given explanations about vocabulary, dices, and grammar. Data collecting showed out of 32 data that there 3 errors found; those were omission, addition, and misformation. Furthermore, the data is analyzed and presented as follows:

Omission

Omission errors in this study are grammatical words or morphemes. The absence of one item (word/phrase) to construct a correct English grammar. 26 data consist of missing "to be" (10 data), missing article "the" (4 data), preposition "of" (2 data), preposition "on" (2 data), missing pronoun

“it” (1 data), and wrong spelling (7 data). The data can be shown in table 2 below:

Table 2. Data omission

Kinds of omission	Wrong sentence	Proper/grammatical sentence
Missing “to be”	I <i>would glad</i> to attend it.	I <u>would be glad</u> to attend it
	The <i>man selling</i> fruits received money from the buyer.	The <u>man who is selling</u> fruits received money from the buyer
	<i>Pedestrians walking</i> through the bridge.	<u>The pedestrians were walking</u> through the bridge
	Some people <i>will crossing</i> after the bus passes.	Some people <u>will be crossing</u> after the bus passes.
Missing article “the”	<i>Pedestrians walking</i> through the bridge.	<u>The pedestrians were walking</u> through the bridge
	Passengers are walking.	<u>The passengers</u> are walking.
	Chef is cooking.	<u>The chef</u> is cooking.
	Costumer is buying the fruits.	<u>The costumer</u> is buying the fruits.
Preposition “of”	We will feel comfortable and will not be <i>full pressure</i> .	We will feel comfortable and will not be full <u>of</u> pressure.
	Meanwhile, when we work with big salary but we are <i>full pressure</i> , it will have an impact on us mentally and physically.	Meanwhile, when we work with big salary but we are full <u>of</u> pressure, it will have an impact on us mentally and physically.
Preposition “on”	The woman <i>boards a bus</i> .	The woman boards <u>on</u> a bus.
	...for the meeting, try to make <i>it Saturday</i> because of the year's agenda.	...for the meeting, try to make it <u>on Saturday</u> because of the year's agenda.
The missing pronoun “it”	...because a job you like will make you <i>finish quickly</i>because a job you like will make you finish <u>it</u> quickly.
Verb -s	The buyer <i>give</i> money to pay for her groceries.	The buyer <u>gives</u> money to pay for her groceries.
Wrong spelling	Hope you can consider my suggestion.	Hopefully, you can consider my suggestion.
	If we enjoy it, we can do it <i>repeatly</i>	If we enjoy it, we can do it <u>repeatedly</u> .
	The party is held in a place that has a <i>beutful</i> view	The party is held in a place that has a <u>beautiful</u> view

According to (Herring, 2016), for the first omission “missing to be”, be frequently functions as an auxiliary verb by combining with the present participle of a verb to form one of the continuous tenses. For example: “I am listening to you.” (present continuous tense), “She was working very hard.” (past continuous tense), “They will be waiting for you at the airport.” (future continuous tense). The wrong sentence “Some people *will crossing* after the bus passes.” Must be written in correct English grammar “Some people will be crossing after the bus passes. When a sentence expresses a future possibility, expectation, intention, or inevitability that began in the past, we use would instead of will. For example: “I thought he would be here by now.” So the wrong sentence “I *would glad* to attend it” must be written as “I would be glad to attend it”. Furthermore, for the second omission, the missing article “the” " uncountable nouns can sometimes take the definite article the, because it does not specify an amount: “They’re swimming in the water.” or “The homework this week is hard.”, In

addition, as with countable nouns, though, we can sometimes use the definite article the: “I can’t stand watching the news.” or “Can you believe the arrogance he exhibits?”. Therefore, the wrong sentence “Chef is cooking” must be written as “The chef is cooking”.

For the third omission, the preposition “of” and the fourth omission, the preposition “on”, (Herring, 2016) stated that prepositions are used to express the relationship of a noun or pronoun (or another grammatical element functioning as a noun) to the rest of the sentence. The noun or pronoun that is connected by the preposition is known as the object of the preposition. Some common prepositions are in, on, for, to, of, with, and about, though there are many others. Prepositions can be broadly divided into eight categories: time, place, direction or movement, agency, instrument or device, reason or purpose, connection, and origin. For example: “The cat on the roof was hissing at us.” Based on the examples above, “We will feel comfortable and will not be *full pressure*”, is written as “We will feel comfortable and will not be full of pressure’ and the second example, “The woman boards a bus”, becomes “The woman boards on a bus.” The fifth omission, is “the missing pronoun ”it”. According to (Herring, 2016), the personal pronoun of grammatical numbers in English simply means whether something or someone is singular or plural—that is, “Is there one of something or someone (singular)”, or “are there more than one (plural)?” This is answered by the pronoun’s antecedent (the word, phrase, clause, etc., that indicates what pronoun should be used, and in what form). For example: “I told you that I needed it done by yesterday, Jeff.” The wrong sentence above, “...because a job you like will make you *finish quickly*.” becomes “...because a job you like will make you finish it quickly. For the omission “verb -s” (Herring, 2016) explained that most verbs in the present simple tense are in the same form as the infinitive verb. However, if it is in the third-person singular form, then it usually takes the ending -(e)s. for example: “Hans comes from Berlin.”, so the wrong sentence “The buyer *give* money to pay for her groceries” becomes “The buyer gives money to pay for her groceries.

Addition

Addition errors examine the presence of one item (word/phrase) to construct correct English grammar. 3 data consist of wrong pronouns (redundancy) there were 2 data, and wrong spelling with 1 data. The data can be shown in table 3 below:

Table 3. Data Addition

Kinds of addition	Wrong sentence	Proper/grammatical sentence
Wrong pronouns (redundancy)	If possible, I would like to suggest rescheduling <i>the meeting</i> for the weekend.	If possible, I would like to suggest rescheduling <u>it</u> for the weekend.
	...for example, a software developer who loves coding will put more effort into <i>their</i> work.	...for example, a software developer who loves coding will put more effort into <u>his/her</u> work.
Wrong spelling	I <i>prefere</i> to work for a basic salary because ...	I <u>prefer</u> to work for a basic salary because ...

According to (Herring, 2016), the personal pronoun is answered by the pronoun’s antecedent

(the word, phrase, clause, etc., that indicates what pronoun should be used, and in what form). Pronouns are used to replace the noun mentioned before in a sentence. For example, I saw Peter yesterday, and I told him to come to the party tonight.”. The wrong sentence “If possible, I would like to suggest rescheduling *the meeting* for the weekend.” must be written as “If possible, I would like to suggest rescheduling it for the weekend.

Misformation

Misformation errors examine on wrong form of morpheme or the structure. 3 data consist of wrong verb-ing that consists of 2 data), and wrong verb 2 consists of 1 data. The data can be shown in table 4 below:

Table 4. Data Misformation

Kinds of misformation	Wrong sentence	Proper/grammatical sentence
Wrong verb-ing	...and you can not <i>saving</i> or give some money to your parents.	...and you can not <u>save</u> or give some money to your parents.
	...because we should <i>giving</i> some chance to choose what job can make us enjoy at work.	...because we should <u>give</u> some chance to choose what job can make us enjoy at work.
Wrong verb 2	I am interested in joining the meeting but I <i>had</i> some issues with my web project.	I am interested in joining the meeting but I <u>have</u> some issues with my web project.

According to (Herring, 2016), there are nine “true” modal auxiliary verbs: will, shall, would, should, can, could, may, might, and must. As a modal auxiliary verb, “can” is most often used to express a person or thing’s ability to do something. It is also used to express or ask for permission to do something, to describe the possibility that something can happen, and to issue requests and offers and it is followed by verb 1. For example: “I can do it myself”. The modal verb “should” is used to politely express obligations or duties; to ask for or issue advice, suggestions, and recommendations; to describe an expectation; to create conditional sentences; and to express surprise. Several uses occur in British English, but they are not common in American English. For example, “You should see the doctor soon.” The wrong sentence “...and you cannot *saving* or give some money to your parents”, must be written “...and you cannot save or give some money to your parents. Furthermore, the wrong sentence “...because we should *giving* some chance to choose what job can make us enjoy at work” must be written as “...because we should give some chance to choose what job can make us enjoy at work”.

Furthermore, (Herring, 2016) stated that the present simple tense is used to describe that which is done habitually, that which is generally true, that which is always the case, or that which is scheduled to happen. It is made up of only the basic form of the verb: the infinitive (+ -(e)s if used with the third-person singular). It is called "simple" because it does not rely on any modal or auxiliary verbs to accomplish its meaning. For example: "I come from Berlin." or "The train leaves at 2 PM." The wrong sentence “I am interested in joining the meeting but I *had* some issues with my web

project' becomes "I am interested in joining the meeting but I have some issues with my web project" because the first clause is written "I am interested in joining the meeting... (in Simple Present Tense).

CONCLUSION

The conclusion of this research is stated as follows: after examining the data using Surface Strategy Taxonomy, the research found out that based on the data were 3 errors found those are omission with 26 errors (81,3%), addition with 3 errors (9,4%), and misformation with 3 errors (9,4%). These 3 errors have each Sub Kind of Error (SKE), omission with 26 data consisting of missing "to be" with 10 data (38,5%), missing article "the" with 4 data (15,4%), preposition "of" with 2 data (7,7%), preposition "on" with 2 data (7,7%), missing pronoun "it" with 1 data (3,8%), and wrong spelling with 7 data (26,9%). In addition, there were 3 data consisting of wrong pronouns (redundancy) with 2 data (66,7%), and wrong spelling with 1 data (33,3%). The last one is misformation consisting of 3 data, the error where wrong verb-ing consists of 2 data (66,7%), and wrong verb 2 consists of 1 data (33,3%). The data above shows that omission still has the highest number of errors while addition and misformation share the same number of errors. The omission happened mostly on tenses for example Simple Present Tense, modal verbs, and prepositions. In addition, wrong spelling also still becomes a problem in writing.

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