

# Personal Pronoun Errors in Seventh Grade Descriptive Texts: A Purworejo Case Study

Edi Purnomo<sup>1</sup>, Titi Rokhayati<sup>2</sup>, Tusino<sup>3</sup>  
{[edipurnomo0505@gmail.com](mailto:edipurnomo0505@gmail.com)<sup>1</sup>, [trokhayati@umpwr.ac.id](mailto:trokhayati@umpwr.ac.id)<sup>2</sup>, [tusino@umpwr.ac.id](mailto:tusino@umpwr.ac.id)<sup>3</sup>}

English Education Program, Universitas Muhammadiyah Purworejo, Indonesia<sup>123</sup>

DOI: 10.37729/scripta.v11i2.5625

**Abstract.** This study examines personal pronoun errors in descriptive texts written by seventh-grade students in Purworejo, Indonesia. A sample of 16 students, comprising 8 males and 8 females, was analyzed to identify common error patterns. Errors were categorized into four types: omission, addition, misformation, and misordering. Results showed that omission errors were the most frequent, constituting 43% of the total, followed by misformation errors at 37%, addition errors at 14%, and misordering errors at 7%. The study highlights specific challenges these learners face in using personal pronouns correctly in English. Understanding these error patterns is essential for educators aiming to develop targeted teaching strategies. Findings suggest that focused interventions on personal pronouns can significantly improve students' writing skills. Future research should explore effective teaching methods to address these errors and enhance ESL learners' proficiency in English writing. This study contributes to the limited research on personal pronoun errors among Indonesian ESL students and emphasizes the need for tailored educational approaches.

**Keywords:** Personal pronoun errors, ESL students, Descriptive texts, Error analysis, English writing skills

## 1. INTRODUCTION

In today's increasingly globalized world, English has become the predominant international language for communication across various fields, including business, education, and technology. Mastery of English is essential for individuals who aim to participate effectively in global interactions. English proficiency encompasses four fundamental skills: speaking, writing, listening, and reading. Among these, writing holds particular significance, as it reflects a person's linguistic ability and serves as a crucial tool for academic and professional success [1]. Effective writing requires a thorough understanding of grammatical structures, including the correct use of personal pronouns, which are vital for maintaining coherence and clarity in texts [2]. In the field of language acquisition, accurate use of personal pronouns is a critical aspect of mastering any language, especially in writing. Personal pronouns function as essential components for creating coherent and cohesive text, helping to establish clear relationships between different elements within a sentence [3]. However, learners of English as a second language (ESL) often face challenges in using these pronouns accurately. Such challenges can result in errors such as omission, addition, misformation, and misordering, each of which affects the clarity and effectiveness of communication [4]. To minimize these errors, incorporating appropriate instructional methods is necessary, including a blend of traditional and technology-based learning approaches [5]-[8].

Previous research in ESL error analysis has predominantly focused on grammatical aspects, including the use of the simple present tense [9]-[11], subject-verb agreement [12], auxiliary verbs [13], [14], and prepositions [15]. Studies have also investigated students' substantive errors and general grammatical accuracy. Most of these studies, especially those examining errors in the simple present tense, highlight the prevalence of such issues among ESL learners. However, there is a significant gap in the literature concerning the analysis of personal pronoun errors. Although some research has addressed this topic, these studies often involve limited sample sizes, are conducted at higher levels of education [16], [17], and typically examine only around 12 students, with few focusing on descriptive text. This limitation restricts the generalizability of their findings.

This study seeks to address this research gap by analyzing personal pronoun errors in descriptive texts written by a larger sample of 16 seventh-grade students from a middle school in Purworejo,

Indonesia. Descriptive writing on topics such as place or hometown was selected because it requires students to use pronouns to create vivid and detailed portrayals of people, places, or events, making it an ideal genre for examining pronoun usage. By categorizing and quantifying these errors, the study aims to identify common patterns and underlying causes.

The primary objectives of this research are twofold: first, to provide a detailed analysis of the types and frequencies of personal pronoun errors made by these students; and second, to explore the pedagogical implications of these findings. This research aims to answer the following questions: Which types of personal pronoun errors are most prevalent among seventh-grade students in Purworejo? What are the possible reasons behind these errors? How can educators address these issues to improve students' writing proficiency?

By conducting a thorough analysis of student compositions, this study aims to contribute to the broader discourse on ESL education in Indonesia and similar contexts. It underscores the importance of addressing specific linguistic challenges and adapting instructional methods to better meet learners' needs. Ultimately, the goal is to support students in developing their language skills more effectively, thereby paving the way for success in both academic and real-world communication. There are research questions of the study;

1. What are the most common types of personal pronoun errors—omission, addition, misformation, and misordering—in the descriptive texts written by seventh-grade students in Purworejo?
2. What are the frequency and percentage of each type of personal pronoun error in these students' descriptive texts?
3. What instructional strategies can be implemented to effectively reduce personal pronoun errors in the writing of seventh-grade students?

### **Literature Review**

Mastering English as a second language (ESL) is a complex process that demands proficiency across multiple linguistic components. Among these, the correct use of personal pronouns is essential for achieving clarity and coherence in both written and spoken communication [18]. Pronouns play a crucial role in maintaining reference within sentences and across paragraphs, ensuring that the text remains easily comprehensible to the reader [19].

### **Personal Pronoun Errors in ESL Contexts**

Personal pronoun errors are a common challenge among ESL learners and can be categorized into four main types: omission, addition, misformation, and misordering [20]. Omission errors occur when necessary pronouns are left out of a sentence, resulting in incomplete or unclear statements. Addition errors involve the unnecessary inclusion of pronouns, creating redundancy and potential confusion. Misformation errors are characterized by the incorrect use of pronoun forms, such as using "him" instead of "he." Lastly, misordering errors occur when pronouns are placed incorrectly within the sentence structure, disrupting the flow and meaning of the text.

Several studies have highlighted the prevalence of these errors among ESL learners. For instance, omission and misformation errors were particularly common among Korean-speaking ESL students [21]. Similar findings were reported that Chinese and Spanish ESL learners frequently struggled with pronoun misformation due to differences in pronoun usage between English and their native languages [22], [23].

### **Previous Research on Grammatical Errors in ESL Writing**

Previous research on grammatical errors in ESL writing has predominantly been conducted in vocational high school [24]-[25], [16] and in the college [26], [27]. They focused on aspects such as the use of the simple present tense [28], subject-verb agreement, auxiliary verbs, and prepositions. Some of them are using of another text, such as: Recount [29], and Argumentative essay [30]. Beside that, an grammatical errors analysis of students' writing and found that the most frequent errors involved students produce and errors in using verb and the use of prepositions [31], [32]. Similarly, examined the grammatical errors in the writings of higher school students in Indonesia and identified common issues with six types of morphological error called third-person singular error, article error, omission of noun plural, additional of noun plural, inflectional error, and possessive case error [33].

However, studies specifically addressing personal pronoun errors are relatively scarce. While some research has explored this area, the sample sizes have often been limited, restricting the generalizability of the findings. For example, a study, analyzed the personal pronoun errors of 12 vocational high school of ESL students and found significant issues with pronoun mis-formation and omission [34], [35].

Another study has done in 8th grade in junior high school [36]. So, this study, however, highlighted the need for more extensive research with larger sample sizes to draw more comprehensive conclusions.

### Research Gap and Current Study

Given the importance of personal pronouns in achieving clear and coherent writing—and the relative lack of extensive research in this specific area—a notable gap exists in the literature. Most studies have concentrated on other grammatical aspects, leaving personal pronoun errors underexplored. Furthermore, previous studies addressing personal pronoun errors often have limited sample sizes, highlighting the need for more comprehensive research.

This study aims to fill this gap by analyzing personal pronoun errors in descriptive texts written by a larger sample of 16 seventh-grade students from a middle school in Purworejo, Indonesia. The research will categorize and quantify these errors, identify common patterns, and examine their underlying causes. By doing so, it seeks to provide valuable insights into the specific challenges ESL learners face in using personal pronouns correctly, thereby informing targeted instructional strategies.

The effective use of personal pronouns is crucial for clear and coherent writing in English. Despite this, research on personal pronoun errors among ESL learners remains limited. This study aims to address this gap by offering a detailed analysis of these errors in descriptive texts written by Indonesian seventh-grade students. The findings will contribute to the broader discourse on ESL education and underscore the need for tailored instructional methods to address specific linguistic challenges.

## 2. METHOD

This study employs a descriptive qualitative research design to investigate the types and frequencies of personal pronoun errors in student writing [37], [38]. This approach enables an in-depth analysis of the linguistic challenges faced by the students and facilitates the identification of specific error patterns. Sixteen seventh-grade students participated in this study, comprising 8 males and 8 females. They were selected from a middle school in Purworejo, Indonesia, using purposive sampling to ensure gender representation. All participants were native Indonesian speakers learning English as a second language, and their ages ranged from approximately 12 to 13 years, which is typical for seventh-grade students in the Indonesian educational system.

Participants were asked to write a descriptive text about their hometown or village as part of their regular English class assignments. The data collection process involved several steps. First, each student created a descriptive text about their hometown or place of residence. Next, the researcher examined and evaluated these texts for the presence of personal pronoun errors. Finally, the types of errors in the use of personal pronouns were identified and classified.

The collected texts were analyzed using error analysis techniques to identify and categorize personal pronoun errors. The analysis involved several steps:

1. Identification of Errors: Each text was carefully read to identify instances of personal pronoun errors, which were then marked and recorded.
2. Categorization of Errors: The identified errors were categorized into four types: omission errors, addition errors, misformation errors, and misordering errors. This categorization was based on established frameworks in error analysis
3. Frequency and Percentage Calculation: The frequency of each type of error was calculated by counting the occurrences of each error type in the texts. The percentage of each error type was calculated using the formula:  
$$P = \frac{n_i}{\sum n} \times 100\%$$
where P represents the percentage of each error type,  $n_i$  denotes the total occurrences of a specific error, and  $\sum n$  signifies the total number of errors across all texts.
4. Qualitative Analysis: A qualitative analysis was conducted to explore the possible underlying causes of the most common errors. This involved examining the contexts in which errors occurred and considering factors such as language transfer from the students' native language and the influence of English language instructions.

Ethical approval was obtained from the school administration, and informed consent was secured from both the participants and their parents or guardians. The study ensured the confidentiality and anonymity of the participants by assigning codes to each text to protect their identities throughout the analysis process. This thorough description of the participants helps clarify the demographic

composition of the study sample, which is crucial for understanding the context in which personal pronoun errors occur in ESL student writing.

### 3. FINDINGS

The analysis of personal pronoun errors in descriptive texts written by seventh-grade students in Purworejo, Indonesia, revealed various patterns and frequencies among the different types of errors. The following tables summarize the findings:

Table 1: Error Analysis by Student

Students	Kinds of errors				Number of errors	Number of words	Percentage
	OM	AD	MF	DO			
Student 1	4	2	3	1	10	176	11%
Student 2	3	1	2	-	6	138	7%
Student 3	2	-	4	1	7	161	8%
Student 4	5	3	2	-	10	203	11%
Student 5	1	1	1	-	3	148	3%
Student 6	2	-	1	-	3	115	3%
Student 7	3	-	2	1	6	204	7%
Student 8	2	2	3	1	8	119	9%
Student 9	4	1	4	-	9	183	10%
Student 10	1	-	1	-	2	225	2%
Student 11	3	-	2	1	6	192	7%
Student 12	2	1	3	-	6	163	7%
Student 13	1	-	2	-	3	158	3%
Student 14	2	-	1	1	4	145	4%
Student 15	3	2	2	-	7	92	8%
Student 16	1	-	-	-	1	164	1%
Total	39	13	33	6	91	2586	100%

Note:

OM = Omission                      MF = Misformation  
AD = Addition                      DO = Disordering

### 4. DISCUSSION

These tables provide a detailed breakdown of the types and frequencies of personal pronoun errors observed in the students' descriptive texts. Omission errors were the most prevalent, totaling 39 errors (43%), followed by misformation errors with 33 occurrences (37%), addition errors with 13 instances (14%), and disordering errors with 6 occurrences (7%). This analysis highlights the common challenges faced by ESL learners in accurately using personal pronouns in their written English.

Table 2: Error Types and Frequencies

Error Type	Frequency	Percentage (%)
Omission Error	39	43%
Addition Error	13	14%
Mis-formation Error	33	37%
Disordering Error	6	7%
Total	90	100%

The analysis of personal pronoun errors in the descriptive texts written by seventh-grade students in Purworejo, Indonesia, offers insights into the challenges these learners encounter in English writing. In this section, we will discuss each type of error identified in the study, providing examples and corrections where applicable.

#### ***Omission Error***

Omission errors were prevalent, constituting 43% of all errors identified in the study. These errors occur when a necessary personal pronoun is unintentionally left out of a sentence. For example:

Error Example: "The view is very beautiful. I like them."

Correction: "The view is very beautiful. I like it."

In this instance, the error is due to the omission of the singular pronoun "it," which correctly refers back to "the view."

#### ***Addition Error***

Addition errors accounted for 14% of the errors observed. These errors occur when students insert unnecessary personal pronouns into sentences where they are not grammatically required. For example:

Error Example: "My house are my everything for me."

Correction: "My house is everything for me."

In this case, the error involves the incorrect use of the plural verb "are" after "house," which should be corrected to the singular "is" to agree with the singular subject "house."

#### ***Mis-formation Error***

Mis-formation errors comprised 37% of the total errors. These errors occur when students use personal pronouns incorrectly in terms of form or context within sentences. For example:

Error Example: "You can see the mountains quite clearly in they rice fields area."

Correction: "You can see the mountains quite clearly in our rice fields area."

The correction involves replacing the incorrect pronoun "they" with the appropriate possessive pronoun "our," reflecting ownership of the "rice fields area."

#### ***Disordering Error***

Disordering errors accounted for 7% of all errors noted. These errors occur when the sequence of personal pronouns within a sentence does not adhere to grammatical rules or clear communication conventions. For example:

Error Example: "I know that it will be difficult my house for you to see on the map."

Correction: "I know that it will be difficult for you to see my house on the map."

In this case, the error is corrected by repositioning "for you" after "difficult," ensuring that the sentence structure flows logically and clearly.

The data highlights common errors such as omission, addition, misformation, and disordering in personal pronoun usage among seventh-grade students. Students often struggle with maintaining agreement between subjects and pronouns, choosing the correct form of pronouns (subject, object, possessive), and placing them correctly within sentences. Addressing these errors requires targeted instruction on the rules and contexts of personal pronoun usage. Teachers can provide explicit grammar lessons [39], exercises, and corrective feedback [40] [41], tailored to these specific areas of difficulty. Understanding students' cultural and linguistic backgrounds can also inform teaching strategies, ensuring that examples and explanations resonate with their experiences and language use patterns [42], [43], [44].

## **5. CONCLUSION**

In conclusion, this study examined personal pronoun errors in descriptive texts written by seventh-grade students in Purworejo, Indonesia. The analysis revealed four main types of errors: omission (43%), addition (14%), mis-formation (37%), and disordering (7%). Omission errors, where necessary pronouns were missing, were the most frequent. Addition errors involved unnecessary pronouns, while mis-formation errors included incorrect forms of pronouns. Disordering errors occurred when the sequence of pronouns was incorrect.

Addressing these errors is crucial for improving students' English writing skills. By focusing on these specific types of errors, educators can design targeted interventions to enhance students' proficiency in using personal pronouns accurately. This approach not only aids in better communication but also builds a solid foundation for mastering overall English language skills. Future research could further explore effective teaching strategies tailored to address these common errors among ESL learners.

## 6. REFERENCES

- [1] S. Miller, "How I Teach Writing: How to Teach Writing? To Teach Writing?," *Pedagogy*, vol. 1, no. 3, 2001, doi: 10.1215/15314200-1-3-479.
- [2] C. A. Bizetto, "The Challenges and Benefits of Teaching Writing as a Skill," *Educational Resurgence Journal*, vol. 2, no. 4, 2020.
- [3] H. A. Hoffner and H. C. Melchert, *A Grammar of the Hittite Language*. Penn State University Press, 2008. doi: 10.5325/j.ctv240djsf.
- [4] M. Fareed, A. Ashraf, and M. Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education & Social Sciences*, vol. 4, no. 2, 2016, doi: 10.20547/jess0421604201.
- [5] T. Tusino, A. Faridi, M. Saleh, and S. Fitriati, "Student Engagement in Hybrid Task-Based Language Teaching in EFL Writing Class," 2020. doi: 10.4108/eai.29-6-2019.2290384.
- [6] K. Khotimah, E. Sunjayanto, and I. Istiqhfarin, "Combining new technology in elt to create innovation in student's learning," presented at the SEMINAR NASIONAL BAHASA, SASTRA, DAN BUDAYA, 2017.
- [7] E. Maskuri, Y. Al Hakim, and S. Supriyono, *Integrated Technology And Mutual Participation For Changing Communities Socially, Economically And Religiously*. 2019. doi: 10.4108/eai.19-10-2018.2281307.
- [8] E. S. Masykuri, "Technology effect of efl listening comprehension to teacher during pandemic," *Jetli*, vol. 5, no. 1, pp. 51–62, Jun. 2022.
- [9] M. Mukarromah and B. T. Suryanto, "Error Analysis on Students' Writing in Using Simple Present Tense in Descriptive Text," *International Journal of English Education and Linguistics (IJoEEL)*, vol. 3, no. 2, 2022, doi: 10.33650/ijoeel.v3i2.3119.
- [10] Y. Marzona, "An Error Analysis on the Use of Simple Present Tense in Descriptive Text," *Jurnal Ilmiah Pendidikan Scholastic*, vol. 6, no. 1, 2022, doi: 10.36057/jips.v6i1.536.
- [11] I. Lestari, "ERROR ANALYSIS OF SIMPLE PRESENT IN WRITING DESCRIPTIVE TEXT," *ELTICS: Journal of English Language Teaching and English Linguistics*, vol. 5, no. 2, 2020, doi: 10.31316/eltics.v5i2.748.
- [12] N. Hasanah and M. Habibullah, "The Analysis of Subject-Verb Agreement Errors on Students' Writing Descriptive Text," *PANYONARA: Journal of English Education*, vol. 2, no. 2, 2020, doi: 10.19105/panyonara.v2i2.3702.
- [13] R. A. Sembiring, A. S. M. Sibarani, and J. E. Mangaraja, "ERROR ANALYSIS OF USING AUXILIARY VERBS IN WRITING DESCRIPTIVE TEXT," *Journal of English Education and Teaching*, vol. 5, no. 4, 2021, doi: 10.33369/jeet.5.4.556-566.
- [14] E. S. Masykuri, "Analysis the Clauses Using Modal with Perfect Infinitive on Novel the Other Side of Midnight and Its Translation in Bahasa Indonesia," *JPSE*, vol. 1, no. 1, 2015.
- [15] T. Lembayung, "an Error Analysis of Preposition of Place in Students' Descriptive Text Writing," *a Thesis*, vol. 5, no. 4, 2018.
- [16] A. I. Harahap, "AN ANALYSIS OF STUDENTS' ERRORS IN USING PERSONAL PRONOUNS IN WRITING DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMA NEGERI 1 TANJUNG PURA," *Journal of Classroom Action Research*, vol. 2, no. 1, 2023, doi: 10.52622/jcar.v2i1.130.
- [17] gina eka putri, "AN ANALYSIS OF STUDENTS' ABILITY USING PERSONAL PRONOUNS IN WRITING DESCRIPTIVE TEXT AT SMK PGRI PEKANBARU," *UIN SUSKA RIAU*, 2019.
- [18] R. V. Smith, L. D. Densmore, and E. F. Lener, "Writing and Speaking Skills," in *Graduate Research*, 2016. doi: 10.1016/b978-0-12-803749-2.00008-9.
- [19] M. Celce-Murcia, "An overview of teaching grammar in ELT," in *Teaching and Learning English Grammar: Research Findings and Future Directions*, 2015. doi: 10.4324/9781315719016.
- [20] E. Bialystok, H. Dulay, M. Burt, and S. Krashen, "Language Two," *The Modern Language Journal*, vol. 67, no. 3, 1983, doi: 10.2307/327086.

- [21] C. K. Kim, "Personal pronouns in English and Korean texts: A corpus-based study in terms of textual interaction," *Journal of Pragmatics*, vol. 41, no. 10, 2009, doi: 10.1016/j.pragma.2009.03.004.
- [22] Z. Yusupova, D. Rakhimova, and N. Fedorova, "SEMANTIC, GRAMMAR AND FUNCTIONAL FEATURES OF PERSONAL PRONOUNS IN RUSSIAN AND TATAR LANGUAGES.," *International Multidisciplinary Scientific Conference on Social Sciences & Arts SGEM*, 2016.
- [23] R. T. Anderson, "The development of grammatical case distinctions in the use of personal pronouns by Spanish-speaking preschoolers," *Journal of Speech, Language, and Hearing Research*, vol. 41, no. 2, 1998, doi: 10.1044/jslhr.4102.394.
- [24] R. Rahmawati Suryana, "AN ANALYSIS OF STUDENT'S ERROR IN WRITING DESCRIPTIVE TEXT," *ENGLISH JOURNAL*, vol. 13, no. 1, 2019, doi: 10.32832/english.v13i1.3777.
- [25] S. Ratnaningsih and A. Azizah, "Error Analysis in the Descriptive Text Writing of Vocational High School Students," *Dinamika Ilmu*, 2019, doi: 10.21093/di.v19i1.1364.
- [26] G. F. Zaman, I. Sugesti, and D. Charisma, "The students' error analysis in writing descriptive texts," *Concept : Community Concern for English Pedagogy and Teaching*, vol. 6, no. 2, 2022, doi: 10.32534/jconcept.v6i2.3267.
- [27] N. Sari, "An Analysis of Students' Error in Using Personal Pronoun on Writing Descriptive Text of First Semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau," *Jurnal Tazkirah: Transformasi Ilmu-ilmu Keislaman*, vol. 1, no. 1, 2020.
- [28] K. Anam and Moh. D. Zuhri, "ERRORS ANALYSIS OF STUDENTS' DESCRIPTIVE TEXT IN USING SIMPLE PRESENT TENSE AT TENTH GRADE OF SMAN 2 SAMPANG," *The Ellite of Unira*, vol. 3, no. 2, 2020, doi: 10.53712/ellite.v3i2.902.
- [29] Aknis Monica Sandra Yuli, "An Error Analysis On Using Personal Pronouns In Writing Recount Paragraph Made By The Eighth Grade Students Of SMP Negeri 1 Prambon In Academic Year 2015/2016," *Universitas Nusantara PGRI Kediri*, 2017.
- [30] R. MacIntyre, "The Use of Personal Pronouns in the Writing of Argumentative Essays by EFL Writers," *RELC Journal*, vol. 50, no. 1, 2019, doi: 10.1177/0033688217730139.
- [31] Pujalita Sujiarti, Doni Azhari, and Taufiq Kurniawan, "Grammatical Errors Analysis in Descriptive Text Writing," *Jurnal Pendidikan dan Sastra Inggris*, vol. 3, no. 1, 2023, doi: 10.55606/jupensi.v3i1.1281.
- [32] S. Royani and S. Sadiyah, "AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS' WRITING DESCRIPTIVE TEXT," *PROJECT (Professional Journal of English Education)*, vol. 2, no. 6, 2019, doi: 10.22460/project.v2i6.p764-770.
- [33] I. Fitriana Aziz, A. Aniuranti, and Y. Wulandari, "a Morphological Errors Analysis in Descriptive Texts Written By the Students," *Economics, Social and Humanities Journal (Esochum)*, vol. 2, no. 2, 2023.
- [34] R. Pratiwi, R. P. Aulia, and L. Suryani, "AN ERROR ANALYSIS ON USING PERSONAL PRONOUNS IN WRITING DESCRIPTIVE TEXT," *PROJECT (Professional Journal of English Education)*, vol. 2, no. 5, 2019, doi: 10.22460/project.v2i5.p608-615.
- [35] R. A. Murti, Susiati, B. A. Destaty, and S. A. Jarin, "An Error Analysis on Students' Writing of Descriptive Text at SMK Negeri 1 Pedan, Klaten," in *Proceedings of the International Conference of Learning on Advance Education (ICOLAE 2021)*, 2022, doi: 10.2991/assehr.k.220503.130.
- [36] N. Shofiroh, "ANALYSIS OF GRAMMATICAL ERRORS IN STUDENT'S WRITING DESCRIPTIVE TEXT ON 8th GRADE JUNIOR HIGH SCHOOL," *ETNOLINGUAL*, vol. 5, no. 2, 2022, doi: 10.20473/etno.v5i2.33981.
- [37] J. W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Approaches (3rd Edition)*. 2009. doi: 10.2307/1523157.
- [38] T. Jampi Setiyorini, P. Dewi, and E. S. Edi Sunjayanto Masykuri, "The Grammatical Error Analysis Found in Students' Composition," *Lensa*, vol. 10, no. 2, pp. 218–233, Dec. 2020, doi: <https://doi.org/10.26714/lensa.10.2.2020.218-233>.
- [39] A. Daloglu, "EFL Students' Beliefs about How They Learn Grammar Best," *English Language Teaching*, vol. 13, no. 10, 2020, doi: 10.5539/elt.v13n10p158.
- [40] X. Zhang and R. Zhang, "Feedback, Response, and Learner Development: A Sociocultural Approach to Corrective Feedback in Second Language Writing," *SAGE Open*, vol. 13, no. 1, 2023, doi: 10.1177/21582440231157680.
- [41] T. Halim, R. Wahid, and S. Halim, "EFL students' attitudes toward corrective feedback: a study conducted at undergraduate level," *Saudi Journal of Language Studies*, vol. 1, no. 1, 2021, doi: 10.1108/sjls-03-2021-0004.

- [42] Tusino, S. Sukarni, and T. Rokhayati, "Hybrid Synchronous and Asynchronous Language Learning in Writing Class: The Learners' Psychosocial Perspectives in Indonesia," *New Educational Review*, vol. 65, 2021, doi: 10.15804/ner.2021.65.3.15.
- [43] A. Maulana, "Cross Culture Understanding in EFL Teaching: An Analysis for Indonesia Context," *Linguists: Journal Of Linguistics and Language Teaching*, vol. 6, no. 2, 2020, doi: 10.29300/ling.v6i2.3460.
- [44] T. Rokhayati, "Intercultural approach and character education- based developing English textbook.," *English Review: Journal of English Education*, 5(1), 131-140, vol. Vol. 5, no. 1, pp. 131–140, Dec. 2016.