



تشخيص أخطاء كتابة المقالات: الأسباب والفعالية المتصورة من قبل الطلاب اتجاه تقنيات تحليل الأخطاء في تعزيز مهارات كتابة المقالة لديهم

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الكلمات المفتاحية:

الملخص:

تقنيات تحليل الأخطاء، مهارات كتابة المقالات، الأخطاء، الأسباب، تصورات الطلاب.

نظراً لأهمية مهارات كتابة المقالات في البيئة الأكاديمية، فإن تعزيزها باستخدام التقنيات المناسبة يعتبر أمر بالغ الأهمية. ولمثل هذا الأمر فقد هدفت هذه الدراسة إلى استكشاف أنواع الأخطاء التي يرتكبها الطلاب الجامعيون عند كتابة المقالات الأكاديمية، والتعرف على الأسباب التي تؤدي إلى ارتكاب هذه الأخطاء باستخدام تقنيات تحليل الأخطاء. كما هدفت الدراسة أيضاً إلى التحقق من فعالية استخدام هذه التقنيات في تحسين مهارات كتابة المقالات الأكاديمية لدى الطلاب من خلال تصوراتهم اتجاه هذه التقنيات. لجمع البيانات، تم استخدام منهجية الأساليب المختلطة، الذي يجمع بين الاختبار القبلي والبعدي، مهام كتابة المقالات، واستبيان من جزئين: الأول لتحديد أسباب الأخطاء، والثاني للتحقق من فعالية تقنيات تحليل الأخطاء. أشارت النتائج التي تم الحصول عليها من هذه الدراسة إلى أن التنظيم والأسلوب والميكانيكا والقواعد كانت أكثر أنواع الأخطاء التي يرتكبها الطلاب شيوعاً. كما أظهرت النتائج أن الطلاب يدركون مجموعة واسعة من العوامل التي تساهم في أخطائهم الكتابية، مع كون قيود المفردات هي الأبرز. تشير التصنيفات العالية في جميع العبارات إلى أن هؤلاء الطلاب لديهم فهم دقيق للعناصر المختلفة التي تؤثر على دقة كتابتهم. بالإضافة إلى ذلك، تم التحقق من تصورات الطلاب اتجاه تقنيات تحليل الأخطاء على أنها فعالة للغاية في تحسين مهاراتهم في الكتابة. وتشير التقييمات العالية باستمرار في معظم جوانب الكتابة إلى أن هذه التقنيات كان ينظر إليها على أنها مفيدة على نطاق واسع لتطوير كتابة الطلاب الأكاديمية.

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Diagnosing Essay Writing Errors: Causes and Student - Perceived Efficacy to Error Analysis Techniques in Enhancing Their Essay Writing Skills

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Abstract:

As essay writing skills are considered important in the academic setting, enhancing them by using appropriate techniques is crucial. This study aims to explore the types of errors made by undergraduates writing academic essays and to identify the causes of these errors using error analysis techniques. The study aims to investigate the effectiveness of using these techniques on improving students' essay writing skills through their perceptions towards these techniques. To collect data, a mixed- methods approach was employed combining a pre-test and post-test [Comment: Good use of comparative data. Consider discussing if the time span between tests might affect performance. Written essay tasks and assignments, and a questionnaire of two parts; the first is to identify the causes of errors, and the second is to investigate the effectiveness of error analysis techniques. The results obtained from this study indicated that organization, style, mechanics, and grammar were the most common error types committed by students. The results also presented that the students perceive a wide range of factors contributing to their writing errors, with vocabulary limitations being the most prominent. The consistently high ratings across all statements suggest that those students have a nuanced understanding of the various elements that influence their writing accuracy. Additionally, it was investigated that students perceived error analysis techniques as highly effective in improving their writing skills. The consistently high ratings across most aspects of writing suggest that these techniques were perceived as beneficial to students' writing development.

Keywords:

error analysis techniques, essay writing skills, error causes, students' percept

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1. Introduction

Writing an effective essay in English is essential in academic and practical settings, and it contributes to improving communication and interaction between individuals and communities in different sectors. In the academic sector, for example, it enables learners to convey information clearly and efficiently and helps researchers in documenting and sharing their research findings with others. Accordingly, writing is as important as the ability to speak, since both serve as vital tools for communication and the process of expressing thoughts and feelings to others (Coleman, 2003).

Moreover, writing proficient and impactful essays is a significant challenge for English language learners. To succeed in this task, learners must be well-versed in the fundamental structure of the essay and be able to demonstrate relevant thoughts concisely. Additionally, it requires enough vocabulary that precisely matches the intended meaning of the essay. Pardosi et al. (2019) have conducted a study indicating that writing is regarded as a challenging English skill for students. According to their findings, incorporating deep insights can enhance readers' comprehension of the content. Similarly, Weigle (2002) asserted that writing is considered the most challenging skill of EFL learners who already have limited proficiency in the language and have encountered challenges in organizing and formulating their written expressions. In the same manner, Tarawneh (2011) affirmed that EFL students have struggled with writing because there is a disconnect between their linguistic knowledge and the communication patterns of the target language.

Ferris (2002) acknowledged that writing is a complex undertaking; moreover, writing in a second language adds another level of complexity due to the need for a strong grasp of the second language to meet all the important requirements. For a written text to be easily understood, composing and developing logical ideas are considered crucial requirements. When writing, writers generate ideas using their first language and then translate them into their second language through the cognitive process.

1.1 Problem Statement

This study investigated the essay writing challenges faced by Libyan undergraduate students, a matter that prompting the researcher to explore possible solutions. The researcher decided to use error analysis techniques to help those students improve their essay writing skills, the gap of the study. Closing this gap in this area is important for several reasons, including the importance of developing essay writing skills for academic success, and improving effective communication. After all, effective essays play important roles in communicating clear ideas and understandable information and increasing the opportunities for academic success because gaining strong essay writing skills directly impact students' academic achievements.

1.2 Research Questions & Aims

This study aims to answer the following research questions:

- What are the types of errors commonly committed by Libyan EFL undergraduate students in their essay writing?
- To what extent do students agree that the causes listed in the questionnaire contribute to the occurrence of their writing errors?
- What are the students' perceptions towards the effectiveness of error analysis techniques in improving their essay writing skills?

So, the objectives of this study that hope to be achieved are to explore the types of errors made by Libyan undergraduate students studying English as a Foreign Language (EFL) in their written essays and to identify the underlying causes of these errors using error analysis techniques. In addition, the study aims to investigate the effectiveness of error analysis techniques on the overall quality of students' essay writing through the students' perceptions towards these techniques.

2. Literature Review

2.1 Essay Writing Skills

Writing, in general, is an essential skill in the academic context. When referring to the significance of writing to learning, Suleiman (2000) points out that writing is an important factor of language. Moreover, Essay writing skills are regarded as important for students' success and for

their effective academic communication. According to Alexander (2008), students' opportunities for success may be enhanced by strong writing skills. In the absence of practicing the main writing skills, it will be difficult to produce proficient well-structured academic writing that influence lives (Currier, 2008). In addition, EFL learners' inability to communicate effectively in English and "*their weakness in English proficiency influence their academic success, especially in writing skill which is necessary to convey their knowledge*" (Hosseini et al., 2013:02). Therefore, when learning to write essays, students should be capable of expanding on their ideas (Vijayavalsalan, 2016).

Individuals in education must engage in writing at various times. However, many students continue to express frustrations about the difficulty of writing or composing, despite having been taught these skills since their early education. A lot of previous studies such as (Toba et al., 2019 and Bukhari, 2016) have identified that students face challenges with writing essays. These challenges encompass inadequate spelling, which leads to increased anxiety in students when acquiring writing skills, as correct spelling fosters the growth of effective writing abilities; insufficient grammar, which complicates students' ability to construct sentences with correct syntax; and a limited vocabulary, which restricts practical writing capabilities since it is essential for building sentences.

Therefore, improving one's writing skills necessitates engaging in regular writing practice and the necessity to practice the supporting skills such as that related to organization, style, grammar, etc. Additionally, acquiring such skills is considered essential to writing quality upgrading, which contributes to expressing ideas clearly and accurately (Anyiendah, 2017), as well as, organizing the essay logically where it is possible to attract readers and achieving the goal of writing. The issue that enhances the student's ability to produce effective academic essays.

2.2 Error Analysis

Error analysis is valuable for identifying and understanding the errors made by students throughout the learning process. Chaudhary & Alzahrani (2020) point out that error analysis is crucial in the current context to analyze students' weaknesses in their English language learning process.

Error analysis is "a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics" (Crystal 1999, p. 108). In Khansir's (2012) definition error analysis is an essential tool in learning how to use language correctly, and he found that errors committed during language usage encourage students to communicate and concentrate on the correct form to convey their messages, which is the purposeful goal. Error analysis is referred to as "the initial approach to studying second language acquisition (SLA), which centers on learners' creative ability to construct the language internally" (Saville-Troike, 2012, p. 40).

Furthermore, Presada & Badea (2014) investigated the benefits of error analysis in improving students' writing skills, particularly when considering the advancement of translation and the learning process. They revealed that negative linguistic transfer from Romanian to English was the main cause of errors, especially in subject omission (20.03%) and tense misuse, continuous aspects as an example (18.65%), while as well as revealing weaknesses in English grammar mastery. The study highlighted the importance of error analysis as a crucial strategy for pedagogical improvement (p. 53).

The process of error analysis described by Ulla (2014) involves noticing, analyzing, and classifying deviations from the rules of a second language to understand the systems used by learners. According to Mezrag (2013), error analysis helps teachers assess learners' current understanding and target needed improvements. In a similar vein, Ridha (2012: 26) defines error analysis as a systematic method for identifying and

categorizing differences between established second language rules and the learner's autonomous system. Moreover, Ellis and Barkhuizen (2005, p. 51) describe error analysis as a comprehensive and purposeful set of actions, undertaken with the specific objective of uncovering, investigating, and explaining the errors committed by learners.

2.3 Types of Errors

Many scholars have classified errors during second language acquisition into different types. Dulay and Burt (1974) have identified three major categories of errors, which are as follows:

1. Developmental errors: these errors mimic the natural acquisition process of a native language. They manifest as the learner progresses and develops their language skills, similar to how children acquire their mother tongue.
2. Interference errors: these errors are observable because the learner relies on the structures and patterns of the first language when attempting to communicate in the target language. These errors result from the influence of the learner's first language on their second language acquisition.
3. Unique errors: these errors are distinctive and can arise from various factors such as individual learning styles, cognitive processes, or specific language challenges. They necessitate specific attention and analysis to understand their origins and patterns.

These categories may still be relevant today, especially in EFL contexts, because they provide a structured framework for understanding learners' sources of errors. Developmental errors, for instance, reflect the natural stages of language acquisition that most learners go through regardless of their first language, and this reflects how the learners' interlanguage system is formed. With regard to interference errors, they are caused by the first language effect, which is common in foreign language learning environments where the native language is very different from the target language. Unique errors, however, appear as a result of individual assumptions or incorrect conclusions made by the learner while learning a language. In other words, these errors express the learner's attempts to generate grammar or language uses, but

they were used based on the learner's personal understanding of the language.

On the other hand, Richards (1974) categorized errors into two main types:

1. Interlingual error: This type occurs at the sentence level due to the influence of the learner's first language. In other words, learners write in the second language but use the grammar rules of their first language.
2. Intralingual error: this type occurs at the word level, where the learners tend to overgeneralize a rule, they have learned. In essence, learners apply a known rule to other rules in the language.

By comparing these classifications, the researcher concludes the following:

- The two classifications, Dulay & Burt's and Richards's, substantially overlap, particularly in their treatment of errors caused by the influence of the native language (interlingual/interference errors) and those resulting from the learner's internal acquisition process with the target language system (developmental errors, corresponding to intralingual errors).
- The classification of Richards introduces improved details and subdivision within the intralingual category, and focusing on specific types such as overgeneralization and false concepts hypotheses.
- The framework of Dulay & Burt provides a unique dimension by incorporating errors that represent individual learner differences which are not entirely addressed by other categories.
- An extensive comprehension that includes both the common and distinctive characteristics of learners' errors in the EFL contexts was suggested by the mentioned categories, collectively.

In conclusion, by identifying and addressing such errors, teachers can guide learners toward a more precise and proficient command of the target language.

2.4 Causes of Errors

Based on Brown (2000), the examination of errors made by language learners holds substantial significance as it offers valuable insights into their level of knowledge. These errors function as indicators of the learners' comprehension and proficiency in the language they are acquiring.

In the classification by Norrish (1987), three types of error causes are identified, namely carelessness, first language interference, and translation. Each of these causes will be briefly discussed as follows:

1. *Carelessness*: this cause is frequently associated with a lack of motivation. It is decisive to recognize that the student cannot be held totally responsible for losing interest in learning. The manner in which the teacher presents materials and delivers instructions may not always be understood by the student, resulting in a decline in motivation and subsequently, carelessness in language learning.

2. *First language interference*: Norrish emphasizes that the process of learning a language, whether it is the mother tongue or a foreign language, entails the development of new habits. However, when attempting to adopt these new habits, the previous habits from the first language tend to interfere, leading to errors. This cause of error is commonly referred to as first language interference.

3. *Translation*: Another cause of error lies in translation. This occurs when students directly translate a sentence or an idiomatic expression from their first language into the target language. Such a literal translation approach is likely to result in errors and inaccuracies.

2.5 Previous Studies

Several studies have been conducted to investigate the effect of error analysis techniques on essay writing in English, including (Jackson 2020; Amjad, et al. 2021; and Inggris 2016). Based upon the findings of these studies, it is evident that error analysis is an efficient technique to upgrade writing productions. Hence, error analysis techniques were utilized to identify the common errors students make and to find out the reasons behind these errors. Although the researcher based her study on error analysis techniques as in these previous studies, she made developments including applying the strategy on EFL university students. In addition, she did not only apply the strategy to identify the reasons of the errors, but also focus on some dimensions related to writing and associated skills, in order to examine the types of errors students made and identify the underlying reasons. Thus, this study not only repeats what has been

done on the previous studies, but also builds on them and adds a new dimension that enriches knowledge in this field.

Additionally, several academic studies emphasize the need to employ error analysis techniques to identify common student errors. For instance, a study conducted by Al-Tamimi (2018) at Hadhramout University. The study sample was 60 participants who filled out a questionnaire, designed to measure their perceptions of errors in academic writing. After analyzing students' academic writing errors, it was explored the impact of error analysis. To collect enough data, an interview also was employed. The study also has revealed several noteworthy findings about the art of writing. It encompasses various writing aspects, such as correct spelling, proper sentence structure and punctuation, rich vocabulary utilization, effective communication of ideas, appropriate use of prepositions, use of articles, as well as the mastery of challenging irregular verbs.

Moreover, Al-Khasawneh (2014) undertook an extensive investigation in which the significance of error analysis was thoroughly examined. This investigation focused on the analysis of 26 English paragraphs, written by an equal number of students who were enrolled at Ajloun National University in Jordan. The results of the study indicated that the students committed numerous errors, with a particular focus on word order and subject-verb agreement. Additionally, the findings from this investigation underscored that the most commonly occurring error made by students was the improper utilization of English articles.

Another study was done by Zawahreh (2012) to categorize the written errors in English made by tenth-grade students. The students were tasked to write a free English essay in class after being randomly chosen for the study. The findings of the study demonstrated that the students' committed errors were primarily a result of agreement inconsistency between the subject and the main verb, incorrect prepositions inclusion, omission of the main verb, and the use of the present tense instead of the past tense.

In addition, Muhsen (2016) conducted a research study that investigated the advantages of utilizing error analysis techniques on a sample of 17 students enrolled in the eighth grade at Makassar High School. This study aimed to identify and analyze grammatical in students' written activities, particularly those involving the utilization of the simple present tense. The study found that the students' errors could be classified into four groups, with errors of omission being the most common. Consequently, the study concluded that the primary type of error committed by the students was that of missed formation.

Altameemy & Daradkeh (2019) performed a comprehensive study on the writing skills of 80 Pre-Year undergraduates studying English as a Foreign Language (EFL) at Prince Sattam bin Abdulaziz University. The major aim of the study was to investigate the various types of errors in paragraph structure and their frequency. In order to achieve this, error analysis techniques were employed to accurately evaluate approximately 80 paragraphs at both the sentence and the paragraph levels. The findings of this rigorous investigation revealed a staggering total of 1580 errors made by the participating students. The study ultimately established that grammatical errors were the sole significant disparity observed among students in the context of paragraph writing errors. Furthermore, several significant distinctions were found in certain types of paragraphs writing errors, including grammar, spelling, and punctuation, between undergraduates who were educated by English-speaking instructors and those who were instructed by non-native English-speaking teachers. It is worth noting that the study also discovered spelling errors, which were found to be significantly influenced by both native and non-native English teachers. Based on the clear findings shown by this study regarding the effectiveness of error analysis techniques in achieving the study objectives, the researcher based her study on this technique. The strength and reliability of this error analysis techniques were demonstrated through the previous results, thereby reinforcing the researcher's contentment in its suitability for the research context of her study.

A further study was done by Nuruzzaman et al. (2018) in order to examine the writing errors made by ninety undergraduate students from Saudi Arabia who were non-English majors and had varying levels of proficiency. The study demonstrated that the writing errors made by Saudi EFL students in English paragraph composition could be divided into four primary categories, namely grammar, lexis, semantics, and mechanics. Grammar was determined to be the most common occurring error among these categories. Furthermore, the study explored different approaches to enhancing L2 composing abilities, with the item approach being identified as the most effective.

A study conducted by Tananart (2000) at Chulalongkorn University shed light on the occurrence of errors in the grammatical structure employed by students in their paragraph writing. These errors constituted a significance proportion of 73.86% of the overall errors detected. Transitional signals were the second most common error, with a rate of 10.01%, followed by verb form errors at 7.68% and word choice errors at 6.90%. Spelling errors were the least common, accounting for 1.55% of all errors.

In a scholarly investigation conducted in 2015, Shahhoseiny examined the written compositions of 70 individuals, all of whom were registered as students pursuing First Year Translation at Bushehr University of Applied Science and Technology. The study revealed a total of 165 errors across the paragraphs. 58 errors were found in the topic sentences, representing 81.6%, 69 of the total errors. Supporting sentences accounted for 97.2% of the errors, while 38 of the errors were found in the concluding sentences, calculated 53.5% of the errors. In addition, the one-way ANOVA analysis revealed that paragraph writing errors were not significant in comparison to the errors between the topic sentences and both the supporting sentences and the concluding sentences. However, the number of errors differed statistically between the supporting sentences and the concluding sentences.

This previous research has shown that students' writing skills still require improvement. The

students' difficulty in writing professional academic essays is connected to their struggles with articulating their thoughts in written form. As a result, this study evaluated students' essay writing skills, which are recognized crucial. As well as, based on this research, it can be indicated that error analysis techniques have important roles in enhancing students' essay writing. Highlighting the present study on using error analysis techniques and examining its impact on the level and quality of writing will help us understand how to improve this skill. This justifies the need for the current study, which focuses on applying error analysis techniques to improve essay writing.

3. Methodology

3.1 Design of the Study

This study utilized a mixed-method approach that integrated qualitative and quantitative methods, including a pre- and post-essay writing test, writing assignments, and a questionnaire of two parts, the first part is to gain a deeper understanding of the influential causes of errors, and the second part is to investigate the efficacy of error analysis techniques according to students' perceptions. This approach is considered suitable for this study in order to capture both measurable outcomes and subjective student perceptions.

3.2 Participants of the Study

The participants were 20 undergraduate female students aged 20 to 22 years, who are studying English as a foreign language- fifth semester- in the English Department at Zawia University, characterized by having the same level of language proficiency. The English language proficiency level of the study sample was determined based on a placement test, including assessment of the four language skills, before the study started. In addition, to ensure a reliable assessment of students' capacities, the results of the placement test were complemented by qualified language instructors' evaluations, relying on students' former academic achievements and classroom participation. The study was based on these criteria to ensure the same participants' language proficiency, which enables to investigate the effect of the educational strategy more objectively and accurately. The selection of this

sample allows a degree of consistency in the variables. The analysis did not consider the effects of gender or age, so the findings are limited to this particular group. For future research, it would be beneficial to broaden the sample incorporate a wider range of gender and ages to investigate the influence of these elements more thoroughly.

3.3 Data Collection and Procedures

To collect data for this study, the participating students were required to write a five-paragraph essay of 500 words long, as a pre-essay writing test. They have been instructed to focus on some aspects, such as organization, style, mechanics, and grammar, while writing. The students were given an hour and a half to write the essay. After gathering the sheets of the participants' answers, the errors were counted and categorized to collect data, and these errors and such were the focus during the teaching treatment through error analysis techniques intervention.

- In the first two classes, the researcher writes some of the incorrect sentences on the board. With students, she discussed and corrected the errors within these sentences one by one.
- After discussing and analyzing these incorrect sentences, the participants were given two assignments to write two different essays for two weeks, one per week, to be discussed and analyzed in the next classes.
- In the fifth week, the participants were given handouts of an incorrect written essay to do individually as an assignment at home, in which they had to underline the errors in the essay and then correct them and rewrite the essay to be out of errors. In the class, they were asked to discuss their corrections in pairs and then in groups.
- In response, the researcher used error correction techniques to offer students the proper constructive feedback and discussed with them these errors, assisting them in understanding their mistakes and providing written recommendations on how to strengthen their writing.
- The researcher then analyzed students' errors by emphasizing the errors made and explaining why students make errors, finding out the reasons behind these errors, and providing suggestions for improvement. After discussions and oral

corrections, they were asked to make changes or re-correct the sentences for the final.

- After the six-weeks instructional intervention, the participants were asked again to write a five-paragraph essay of about 500 words about, as a post-essay writing test, to collect final data for analysis.
- After the error analysis techniques treatment, the researcher distributed a Likert five-scale questionnaire, which was divided into two parts, the first to measure students' agreement on the causes contributing to their writing errors, and the second to collect data about the students' perceptions towards the effectiveness of error analysis techniques.

So, the researcher followed the steps of analyzing errors provided by Ellis (1994:57), started with identifying the students' errors in their written essays, classifying the errors and describing them to identify the differences in disordering of words between students' writing and the reconstructed of the target language, then explaining the sources and kinds of errors committed by students, and finally tabulating the errors. The researcher drew the errors into a table based on the classification of errors to tabulate the number of errors written by the students, then determining the most dominant errors in the students' essay writing.

3.4 Qualitative Assessment Tool

A rubric, as an assessment tool which was designed by the researcher, was used to evaluate the students' abilities on writing the essay. It is a tool which converts the performance of students into grades or ratings based on specific criteria. In this study, the rubric was used to evaluate the important dimensions of organization, style, mechanics, and grammar in their essay writing.

3.5 Validity of the Study Tools

It was ensured that the dimensions of the rubric covered all the skills which would be evaluated specifically and clearly. The rubric was reviewed by two EFL writing experts for content and clarity. They reviewed the clarity of the test and the rubric coverage of the skills under each dimension. Additionally, the researcher tested the validity of the study questionnaire by using the

expert validity method. It was presented to the experts who have experience in the field of the study. The researcher also considered the majority of the experts' comments to finalize the rubric and questionnaire's formulation. These comments led to series of significant revisions that improved the clarity and relevance of the instruments.

3.6 Reliability of the Study Tools

The reliability of the assessment tool (rubric) was measured using the Pearson's correlation coefficient, where the results presented in table (1) indicate a strong correlation between tests and retest scores across various dimensions of student writing. All dimensions show strong correlation coefficients (ranging from 0.832 to 0.864). This suggests that the assessment tool is reliable and consistent in measuring students' writing skills over time.

Table (1) Correlation Results for Test-Retest Reliability in Assessing Students' Writing Skills

Dimension	Correlation
Organization	0.851**
Style	0.864**
Mechanics	0.832**
Grammar	0.847**
Overall	0.842**

In addition, to test the reliability of the study tool (questionnaire), Cronbach's alpha test was used to measure the internal consistency of the questionnaire. The results shown in table (2) indicate a reliability level of 98.6% in the responses of the study sample, which is an acceptable percentage since alpha values above 70% are considered reliable. Therefore, it can be concluded that this scale is reliable, meaning that the respondents understand its items in the same way as intended by the researcher. Consequently, it can be relied upon in this field study, as the likelihood of obtaining consistent results upon reapplication is estimated at 98.6%.

Table (2) Results of the Test for the Reliability of the Study Questionnaire (Cronbach's Alpha)

	Number of statements	Cronbach's Alpha
The causes of errors	10	0.971
The effectiveness of error analysis techniques	15	0.975
Questionnaire	25	0.986

3.7 Data Analysis

After thoroughly collecting the data, some descriptive and inferential statistical methods have been used, to overview the different types of errors, which involved calculating frequencies, means, and standard deviations. Furthermore, additional statistical techniques were employed to determine the significance of findings, to measure the effect of error analysis techniques, and to identify the most frequent causes of the observed errors. To enhance comprehension, the data has been presented with tables and visual charts.

To evaluate the responses of the study sample, descriptive statistics were used to analyze the data using, in both the pre-post writing test and the questionnaire, the Statistical Package for the Social Sciences (SPSS V 27), which includes: frequency, mean, and standard deviation. Moreover, when analyzing the writing test, T-test was used to investigate if there is a statistically significance difference between the means of two set of data, i.e., to find whether there is a difference between students' scores in the pre-writing essay test and their scores in the post-essay writing test.

4. Results and Discussions

By collecting data, it was found that the most common types of errors committed by students were related to organization, style, mechanics and grammar. To assess students on these four aspects, the researcher used a scale of 1 to 4 (1= poor, 2= fair, 3= good, 4= excellent) rubric for the evaluation, which allows for more nuanced assessment of the students' performance across these categories. It is important to mention that the time interval between the pre-test and the post-test was not so long that students' performance could decline as a result of forgetfulness or loss of acquitted skills. At the same time, it was not so short that the effect of training or rapid repetition was the main factor in the results. The time interval was relatively average, allowing enough opportunity to anchor information without students losing it, while at the same time enabling memory dependence, which may have helped enhance performance in the post-test.

4.1 Types of Errors

The study examined the effectiveness of error

analysis techniques in improving students' writing skills across the various dimensions mentioned above.

4.1.1 Organization

The results presented in figure (1) and table (3) demonstrated significant improvements in students' writing organization skills after an intervention. The figure and table compared pre-test and post-test.

Figure (1) Frequencies of Students' Scores in Pre-test and Post-test Regarding Organization

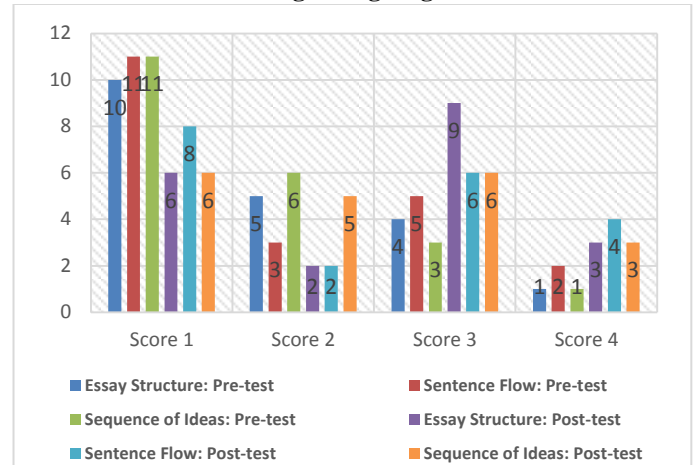


Table (3) Comparison between Pre-test and Post-test in Terms of Students' Score Regarding Organization

Skills	Test	N	Mean	SD	T value	P-value
Essay Structure	Pre	20	1.80	0.951	-4.333	< 0.001
	Post	20	2.45	1.099		
Sentence Flow	Pre	20	1.95	1.099	-3.199	0.005
	Post	20	2.30	1.218		
Sequence of Ideas	Pre	20	1.75	0.910	-4.819	< 0.001
	Post	20	2.30	1.081		
Organization	Pre	20	1.83	0.977	-7.055	< 0.001
	Post	20	2.35	1.117		

Essay structure showed a significant increase from pre-test (M = 1.80, SD = 0.951) to post-test (M = 2.45, SD = 1.099), $t = -4.333$, $p < .001$. This indicates a substantial improvement in students' ability to structure their essays effectively. Sentence flow also improved significantly from pre-test (M = 1.95, SD = 1.099) to post-test (M = 2.30, SD = 1.218), $t = -3.199$, $p = .005$. This suggests that students' ability to create smooth transitions between sentences enhanced after the intervention. With regard to sequence of ideas, it demonstrated a significant increase from pre-test (M = 1.75, SD = 0.910) to post-test (M = 2.30, SD = 1.081), $t = -4.819$, $p < .001$ which indicates that

students improved their ability to present ideas in a logical and coherent order.

The overall Organization score, which likely combines the previous three skills, showed a significant improvement from pre-test (M = 1.83, SD = 0.977) to post-test (M = 2.35, SD = 1.117), $t = -7.055, p < .001$. This suggests a substantial overall enhancement in students' writing organization skills. These results collectively indicate that the intervention was effective in improving various components of students' writing organization. The consistently low p-values (all $p < .01$) across all measures suggest that these improvements are statistically significant and unlikely to have occurred by chance.

4.2 Style

Figure (2) and table (4) presented the results of a comparison between pre-test and post-test students' scores regarding various skills of writing style. The data showed significant improvements across all measured style components.

Figure (2) Frequencies of Students' Scores in Pre-test and Post-test Regarding Style

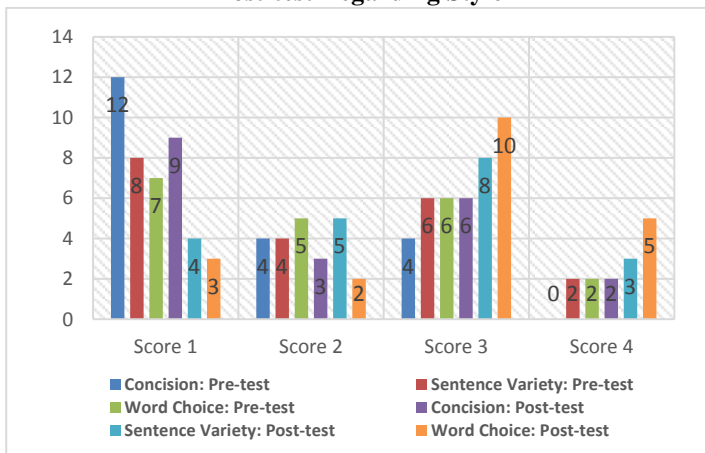


Table (4) Comparison Between Pre- and Post-test in Terms of Students' Score Regarding Style

Skills	Test	N	Mean	SD	T value	P-value
Concision	Pre	20	1.60	0.821	-3.943	< 0.001
	Post	20	2.05	1.099		
Sentence Variety	Pre	20	2.10	1.071	-3.559	0.002
	Post	20	2.50	1.000		
Word choice	Pre	20	2.15	1.040	-4.765	< 0.001
	Post	20	2.85	0.988		
Style	Pre	20	1.95	0.999	-7.055	< 0.001
	Post	20	2.47	1.065		

Figure (2) and table (4) illustrated that Concision scores increased significantly from pre-test (M = 1.60, SD = 0.821) to post-test (M = 2.05, SD =

1.099), $t = -3.943, p < .001$. This indicates that students improved their ability to express ideas more efficiently and with greater precision. Sentence variety also showed significant improvement from pre-test (M = 2.10, SD = 1.071) to post-test (M = 2.50, SD = 1.000), $t = -3.559, p = .002$. This suggests that students enhanced their capacity to use diverse sentence structures, likely contributing to more engaging and sophisticated writing. As well as, Word choice demonstrated a substantial increase from pre-test (M = 2.15, SD = 1.040) to post-test (M = 2.85, SD = 0.988), $t = -4.765, p < .001$ and this improvement indicates that students developed a more advanced vocabulary and became more adept at selecting appropriate words to convey their ideas.

The total style score, which presumably combines the previous three skills, showed a significant improvement from pre-test (M = 1.95, SD = 0.999) to post-test (M = 2.47, SD = 1.065), $t = -7.055, p < .001$. This suggests a substantial overall enhancement in students' writing style. These results strongly confirm that the intervention was effective in enhancing various components of students' writing style, leading to more polished and sophisticated written expression.

4.1.3 Mechanics

Figure (3) and table (5) showed a comparison of pre-test and post- scores of students regarding various components of writing mechanics. The results illustrated mixed outcomes across different mechanical skills of writing.

Figure (3) Frequencies of Students' Scores in Pre-test and Post-test Regarding Mechanics

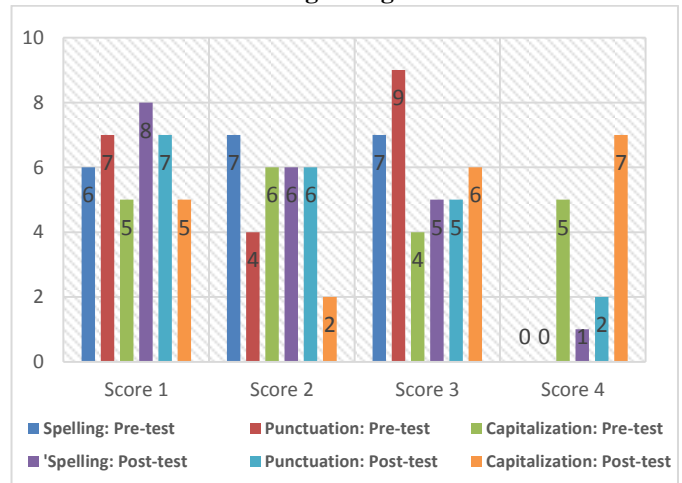


Table (5) Comparison between Pre- and Post-test in Terms of Students' Score Regarding Mechanics

Skills	Test	N	Mean	SD	T value	P-value
Spelling	Pre	20	2.05	0.826	1.000	0.330
	Post	20	1.95	0.945		
Capitalization	Pre	20	2.10	0.912	0.000	1.000
	Post	20	2.10	1.021		
Punctuation	Pre	20	2.45	1.146	-2.854	0.010
	Post	20	2.75	1.209		
Mechanics	Pre	20	2.20	0.971	-1.070	0.289
	Post	20	2.27	1.103		

From figure 3 and table 5, it can be illustrated that spelling scores showed a slight decrease from pre-test (M = 2.05, SD = 0.826) to post-test (M = 1.95, SD = 0.945), but this change was not statistically significant (t = 1.000, p = .330). This suggests that students' spelling abilities remained relatively stable throughout the intervention period. However, capitalization scores remained unchanged from pre-test to post-test (M = 2.10, SD = 0.912 and SD = 1.021, respectively), with t = 0.000 and p = 1.000. This points out that the intervention did not have a measurable impact on students' capitalization skills. Regarding punctuation, it has been shown that a significant improvement from pre-test (M = 2.45, SD = 1.146) to post-test (M = 2.75, SD = 1.209), t = -2.854, p = .010 was occurred. This suggests that students enhanced their ability to use proper punctuations effectively.

The total Mechanics score, which likely combines the previous three skills, showed a slight increase from pre-test (M = 2.20, SD = 0.971) to post-test (M = 2.27, SD = 1.103). However, this change was not statistically significant (t = -1.070, p = .289). This result indicates that the intervention had varied effects on different skills of writing mechanics. While using punctuation correctly was improved significantly, spelling and capitalization did not show statistically significant changes. The lack of significant improvement in overall mechanics suggests that this area may require more focused attention in future interventions.

4.1.4 Grammar

A comparison of pre-test and post-test students' scores regarding various skills of grammar in writing has been pointed out in figure (4) and table (6). The results demonstrate significant improvements across all measured grammatical

skills.

Figure (4) Frequencies of Students' Scores in Pre-test and Post-test Regarding Grammar

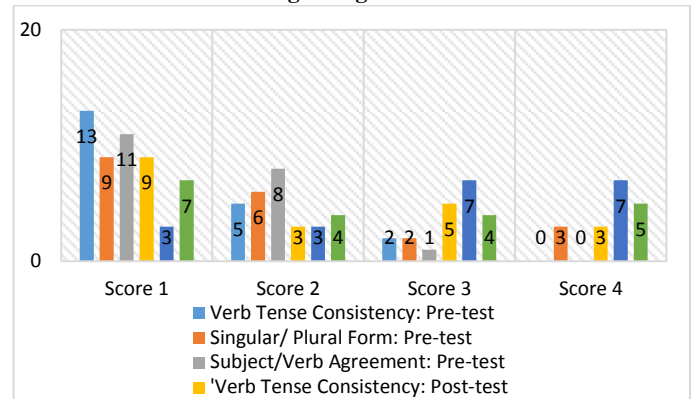


Table (6) Comparison between Pre- and Post-test in Terms of Students' Score Regarding Grammar

Skill	Test	N	Mean	SD	T value	P-value
Verb Tense Consistency	Pre	20	1.45	0.686	-4.333	< 0.001
	Post	20	2.10	1.165		
Singular/Plural Form	Pre	20	1.95	1.099	-5.596	< 0.001
	Post	20	2.90	1.071		
Subject/Verb Agreement	Pre	20	1.50	0.607	-5.101	< 0.001
	Post	20	2.35	1.226		
Grammar	Pre	20	1.63	0.843	-8.729	< 0.001
	Post	20	2.45	1.185		

Figure 4 and table 6 presented that verb tense consistency scores increased significantly from pre-test (M = 1.45, SD = 0.686) to post-test (M = 2.10, SD = 1.165), t = -4.333, p < .001. This indicates that students substantially improved their ability to maintain consistent verb tenses throughout their writing. Singular/Plural form usage also showed a significant improvement from pre-test (M = 1.95, SD = 1.099) to post-test (M = 2.90, SD = 1.071), t = -5.596, p < .001 which suggests that students enhanced their capacity to correctly use singular and plural forms in their writing. Subject/Verb agreement demonstrated a substantial increase from pre-test (M = 1.50, SD = 0.607) to post-test (M = 2.35, SD = 1.226), t = -5.101, p < .001. This improvement suggested that students developed a better understanding of how to match subjects with their corresponding verbs.

The overall Grammar score, which likely combines the previous three skills, showed a significant improvement from pre-test (M = 1.63, SD = 0.843) to post-test (M = 2.45, SD = 1.185), t = -8.729, p < .001. This referred to a substantial overall enhancement in students' grammatical skills. These results strongly suggest that the intervention was highly effective in enhancing

various components of students' grammatical skills, leading to more accurate and proficient written expression.

On the basis of the results, the following conclusions can be drawn:

- The most prominent types of errors before intervention were related to grammar, as indicated by the lowest medium score (1.63), reflecting a clear weakness in the region than others. After implementing the strategy, a significant improvement in grammatical accuracy was observed, which means growing up to 2.45 and a very important T-value (-8.729) and P-value (<0.001).
- Significant positive changes were observed in the organization and style, showing the effectiveness of the intervention in increasing these aspects with both, showing significant benefits between the most present and post-test point (p<0.001).
- In contrast, mechanics showed no statistically significant improvement (p= 0.289), which suggested that the strategy did not have a meaningful effect on reducing mechanics errors.

To conclude, it is clear that this analysis provides a comprehensive insight into the strengths and weaknesses in the participants' performance, allowing the researcher to derive important implications that support future recommendations for developing these skills. The results also confirm the effectiveness of the employed error analysis techniques, as they showed a marked improvement in the performance of most of the studied dimensions, reflecting the ability of these techniques to respond to the learners' needs and adapt it to the academic context of students studying English as a foreign language. When linking this effectiveness to the interval factor between tests, it is clear that the improvement that was noted was not solely due to the implementation of error analysis techniques in the education process, but it was due to the moderate time intervals between the measurement tests which enhanced the results. This interval allowed the students to adequately reinforce and consolidate the acquired skills avoiding performance decline due to forgetting. In the same time, the time interval was not so short that reliance on direct repetition was

the only reason for improved performance. Thus, the effectiveness of this strategy can be seen as a reflection of its quality and its integration with a well-considered timing design that supports the learning process and enhances the reliability of the achieved results.

4.2 The Causes of Errors

Students' perceptions of the causes of errors in their writing have been presented in figure (5) and table (7). The overall findings suggest that students recognize multiple causes contributing to their writing errors.

Figure (5) Frequency of Students' Responses Regarding the Causes of Errors

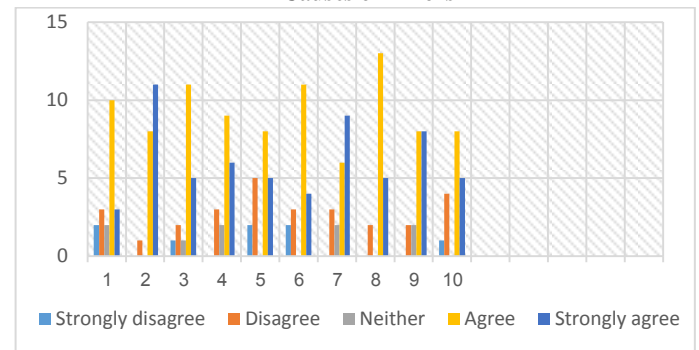


Table (7) Causes of Errors

PART 1: CAUSES OF ERRORS:				
N.	Statements	Mean	Std. Deviation	Level of Agreement
01	First language interference was a cause of your writing errors.	3.45	1.234	High
02	Lack of vocabulary is one of the important causes of your committed errors.	4.45	0.759	Very high
03	Using words that do not match their function was one of the causes of errors that you have done while writing.	3.85	1.089	High
04	Your misunderstanding of the grammar rules is a cause of making errors.	3.90	1.021	High
05	Because you do not know how to organize the essay, you made errors during your essay writing.	3.45	1.395	High
06	Lack of motivation had led to your essay writing errors.	3.60	1.273	High
07	You committed errors because you did not brainstorm the topic before start to write.	4.05	1.099	High
08	Spelling problems cause your writing errors.	4.05	0.826	High
09	The teaching method was a cause of your errors in writing class.	4.10	0.968	High
10	Lack of essay writing experience was a cause of your writing errors.	3.80	1.281	High
	Grand Mean	3.87	0.988	High

The grand mean of 3.87 (SD = 0.988) indicates a high level of overall agreement with the proposed causes of errors. This suggests that students generally acknowledge the influence of various factors on their writing mistakes.

According to the study's findings, students strongly agreed with statement 2, "A lack of vocabulary is one of the key reasons for the errors you make," as it had the highest (M) score of 4.45 and the (SD) of 0.759. This points out that students regard vocabulary constraints as the principal cause of writing errors. This discovery, in fact, emphasizes the significance of vocabulary in the enhancement of writing and the reduction of errors. Students understand that a dearth of vocabulary has a substantial impact on the quality of their writing, and that vocabulary is the foundation that enables them to express their ideas accurately and clearly as speakers or writers. Additionally, it is challenging to avoid grammatical and semantic errors in the absence of a sufficient vocabulary. This discovery can be interpreted as a significant challenge in language education, as vocabulary skills must be strengthened more effectively. It may be advantageous to implement a variety of instructional strategies that emphasize the acquisition of new words and their application in various contexts. This finding corresponds to the findings of Putri's, et al., study (2021) which revealed that the students commit different types of errors because of many causes including inadequate grammatical mastery, and lack of vocabulary and formulating their ideas of writing.

Reflecting a great degree of agreement among students, the results of the study show that statement 9, "The teaching method was a cause of your errors in writing class," got a (M) of 4.10 and a (SD) of 0.968. This result implies that students think the current teaching strategies greatly play a substantial role in their errors. It might be concluded that students are becoming aware of how teaching strategies greatly influence their capacity to avoid writing mistakes. Therefore, there may be a necessity to enhance the current educational methods to better suit the needs of students and provide more effective instruction.

The findings also indicate that replies to statements 7, "You made mistakes because you failed to brainstorm the topic before beginning to write," and 8, "Spelling issues lead to your writing errors" (M = 4.05, SD = 1.099 and SD = 0.826 respectively), obtained a high degree of agreement. This means that pre-writing techniques and spelling proficiency are viewed as crucial components in generating written mistakes. The findings emphasize the importance of thinking about and organizing thoughts before writing, as brainstorming and structuring ideas beforehand can reduce errors and improve the overall quality of written work. Furthermore, it is viewed that spelling errors contribute to students' writing difficulties. Since correct spelling is such an important component of writing, spelling errors can negatively impact the clarity and quality of written texts, making it essential to develop spelling skills via consistent practice.

Significant agreement was also found for inappropriate word usage (statement 3, M = 3.85, SD = 1.089) and grammar misconceptions (Statement 4, M = 3.90, SD = 1.021), indicating that students recognize the importance of grammatical understanding and appropriate word choice in reducing errors. This implies that students' written errors are caused by their incorrect comprehension of grammar rules and their improper word choice. Regarding statement 4, it is acknowledged that grammatical rule misunderstandings are a major contributor to error formation. It is difficult to eradicate grammatical errors without a strong understanding of these rules, which lowers writing quality. On the other hand, employing words poorly causes written errors and affects the text's clarity and precision; hence, improving word usage in the proper context is considered crucial.

Both interference from the first language (Statement 1, M = 3.45, SD = 1.234) and a lack of essay organization knowledge (Statement 5, M = 3.45, SD = 1.395) received the lowest mean scores, while maintaining a high level of agreement. This suggests that while students acknowledge these factors, they perceive them as relatively less influential compared to other causes. The results

appear to indicate that students consider the first language interference and the lack of essay structure knowledge to be factors that influence their performance, but they see them as less influential than other factors. This is demonstrated by the relatively low mean scores (mean =3.45) with a standard deviation that shows a variance in opinions among students. These results may indicate that students need additional support in the areas of language and writing, with a focus on reducing linguistic interference and enhancing understanding of essay structure.

When it comes to misunderstanding of the grammar rules and the lack of essay organization knowledge, our findings align with the findings of Darus’s et al. study (2009) which made an effort to ascertain the various categories of errors that were made by a number of students in their written assignments. The findings revealed that a majority of the errors observed were naturally grammatical. In addition to this, the students demonstrated a restricted mastery of vocabulary and faced difficulties in effectively employing correct sentence structure within the English language. These findings suggest that students encounter challenges in attaining a thorough comprehension of grammatical rules in English, ultimately hindering their overall proficiency in the language. The data, regarding the first language interference, matches the results of Rabel’s study (2016), which presented that the first language interference is a main cause of students’ spelling errors.

The results of the study show that motivational factors (Statement 6, M = 3.60, SD = 1.273) and lack of writing experience (Statement 10, M = 3.80, SD = 1.281) were also recognized as contributing causes of errors. The motivational

factors may be due to a lack of motivation or incentive to improve writing skills, which lead to a lack of attention to linguistic details and grammar. This affects the quality of writing and leads to spelling and grammatical errors. This outcome is in harmony with the study of Pamungkas, et al. (2022), in which the results showed that the main reason behind the error committed by the students is mostly lack of effort, which can be connected to their poor motivation and less excitement for participating in the educational process. Regarding the lack of writing experience, it can be interpreted that this lack may due to a lack of practice and training in writing, which lead to a lack of mastery of correct grammar and spelling. Then, this leads to errors in spelling and grammatical structure.

4.3 The Effectiveness of Error Analysis Techniques

Table (8) and figure (6) present students’ perceptions of the effectiveness of error analysis techniques in improving their writing skills. The overall findings suggest that students found these techniques highly effective across various aspects of writing.

Figure (6) Frequency of Students’ Responses Regarding the Effectiveness of Error Analysis Techniques

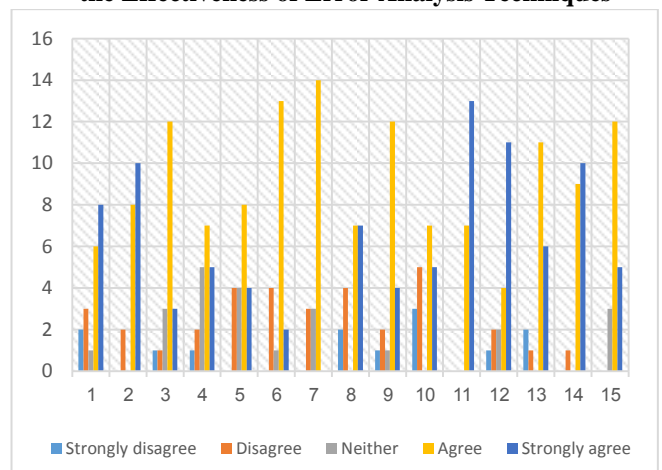


Table (8) The effectiveness of error analysis techniques
PART 2: THE EFFECTIVENESS OF ERROR ANALYSIS TECHNIQUES:

N.	Statements	Mean	Std. Deviation	Level of Agreement
01	It was an interesting and helpful experience to learn through error analysis teaching techniques in writing class.	3.75	1.410	High
02	The experience of using error analysis teaching techniques in writing class motivated you better than the traditional teaching techniques.	4.35	0.933	Very high
03	The use of error analysis techniques increased your understanding and interest on how to write an effective essay.	3.80	0.951	High
04	Error analysis techniques helped you to use the correct structure of writing an academic essay.	3.65	1.137	High
05	Error analysis techniques assisted you to insert ideas sequentially and use transitions appropriately.	3.60	1.046	High
06	Using error analysis techniques improved your writing diction and sentences flow and increased your sentences variety.	3.65	0.933	High
07	Using error analysis techniques enhanced your spelling of words and using of punctuation and capitalization while writing.	3.55	0.759	High
08	The error analysis techniques were effective to learn grammar rules, such as using the correct verb tense, singular & plural, and subject-verb agreement.	3.65	1.424	High
09	Error analysis teaching techniques helped you to correct and rewrite the given essay.	3.80	1.056	High
10	Error analysis teaching techniques helped you to construct correct sentences for your essay writing assignments.	3.30	1.490	Moderate
11	It was effective and interesting to employ error analysis class techniques in pairs and in groups.	4.65	0.489	Very high
12	The error analysis techniques helped you to enhance your writing performance.	4.10	1.252	High
13	Discussions during and after error analysis techniques increased your class participation.	3.90	1.210	High
14	Error analysis teaching techniques were very effective to improve your academic essay writing skills.	4.40	0.754	Very high
15	Error analysis techniques assisted you to use words that match their functions in the context.	4.10	0.641	High
	Grand Mean	3.88	0.923	High

The (M of 3.88) and the (SD = 0.923) indicate a high level of overall agreement with the effectiveness of error analysis techniques. This suggests that students generally perceived these techniques as beneficial to their writing development.

Statement 11, "It was effective and interesting to employ error analysis class techniques in pairs and in groups," received the highest mean score (M = 4.65, SD = 0.489), indicating a very high level of agreement. This suggests that collaborative learning in error analysis was particularly well-received by students. The highest mean score (4.65) indicates that analyzing errors in pairs or in groups is an opportunity to exchange opinions and evaluate ideas, which promotes critical thinking and deep learning. The low standard deviation (0.489), on the other hand indicates consistency of opinions among students, reflecting in the effectiveness of this technique.

The result obtained from statement 14, "Error analysis teaching techniques were very effective to improve your academic essay writing skills," also received a very high level of agreement (M = 4.40, SD = 0.754), illustrating that students perceived significant overall improvement in their writing abilities. It also indicates that students clearly see the significant value of error analysis teaching

techniques in improving their academic writing skills. This result confirms the strong agreement among students regarding the effectiveness of this technique. It can be interpreted that error analysis allows students to identify specific weakness in their writing. Besides, instead of simply receiving corrections, students learn by analyzing the reasons behind errors and how to avoid them in the future.

The results obtained for statement 2, "The experience of using error analysis teaching techniques in writing class motivated you better than the traditional teaching techniques," received a very high level of agreement (M = 4.35, SD = 0.933), pointing out that students found these techniques more motivating than conventional methods. They indicate that students find error analysis teaching techniques more motivating than traditional ones in the writing class. This means that students find these techniques more engaging and interesting, which motivate them to actively participate in the learning process. Based on this high level of agreement, it can be interpreted that error analysis techniques encourage students to interact with their peers, making the learning process more active and interactive.

Most other statements received mean scores between 3.55 and 4.10, indicating high levels of agreement across various aspects of writing

improvement, including structure, transitions, word choice, grammar, and class participation. This indicates that students generally believe that error analysis technique significantly improved their academic writing in several key areas, such as structure, transitions, word choice, grammar, and class participation. This indicates that error analysis techniques positively impacted several aspects of the writing process.

The lowest-rated statement was statement 10, "Error analysis teaching techniques helped you to construct correct sentences for your essay writing assignments," with a moderate level of agreement ($M = 3.30$, $SD = 1.490$). This suggests that while still positive, students found these techniques relatively less helpful for sentence construction compared to other aspects of writing. While error analysis technique was generally effective in improving various aspects of writing, its impact was less noticeable in sentence construction. This might mean that students find these methods more helpful in addressing errors related to the overall organization of texts, compared to errors concerning the structure of individual sentences. This suggests that sentence construction often requires a thorough understanding of grammatical and structure rules, and may necessitate intensive practice and direct instruction. As such, solely focusing on error analysis techniques might not be adequate for developing these skills, as students will likely benefit from dedicated strategies aimed at teaching sentence construction. To summarize, this outcome does not reduce the value of error analysis techniques, but rather balances its application with the need for a variety of integrated teaching strategies to enhance different dimensions of academic writing.

These results are in line with past studies emphasizing the significance of error analysis techniques in enhancing essay writing. Findings of a study done by Amjad, et al. (2021), for example, showed that through utilizing error analysis techniques to improve academic essay writing, better learning outcomes were presented, and it was proved that error analysis techniques were effective and successful in enhancing essay writing.

Generally, these results indicate that students perceived error analysis techniques as highly effective in improving their writing skills, with particular strengths in collaborative learning, overall writing improvement, and motivation. The consistently high ratings across most aspects of writing suggest that these techniques were perceived as broadly beneficial to students' writing development.

5. Conclusion and Recommendations

Drawing upon the results and discussions of this study, the error analysis techniques implemented in this study proved to be highly effective in improving students' writing skills, particularly in areas of organization, style, and grammar. While mechanics showed less consistent improvement. The presented results, which relates to these four areas, revealed that the strategy of error analysis was effective, and through it the students improved their abilities in writing essays. Moreover, identifying different reasons for errors provides valuable insight into the challenges students encounter to develop their writing skills. Also, the fact that students had positive perceptions towards the error analysis techniques suggest that they found the approach attractive and helpful to their learning. Based on the findings of the study, recommendations are towards incorporating error analysis techniques as a teaching and learning method for academic writing skills, given their positive impact on students' achievement, with encouraging daily writing practice to enhance these skills. Due to the weak outcomes seen in the mechanics dimension, focused instructional interventions should be designed to specifically concentrate on areas of spelling, capitalization, and punctuation in order to improve students' overall writing proficiency. Furthermore, it is also suggested to enhance motivation and provide adequate opportunities for writing practice in classrooms.

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