

An Error Analysis on Students' Abstract of College Students at Banten Jaya University

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ABSTRACT

Writing is not a natural talent in language acquisition since it necessitates both editing and revising, making it appear to be a simple activity. A dictionary might be used by students to assist them use a foreign language in any situation. These exercises, however, may cause a number of mistakes in pupils' writing tasks. In light of this, the purpose of this study is to detect students' difficulties and grammatical mistakes during the academic writing process. In this study, mixed techniques were used to document the works of vocational college students and conduct interviews with them. The evidence on learners' grammatical mistakes was gathered, transcribed, evaluated, and interpreted. The students' mistakes were found to be in the following areas: tense (38.0%), preposition (11.7%), article (11.4%), conjunction (11.4%), omission (8.9%), subject-verb agreement (6.3%), and adverb (6.3%). (2.5 percent). Meanwhile, according to the interview, most of the students (81.8 percent) utilized a translation tool such as Google translate to help with language competency during the writing process. Despite using a translation tool in writing, the majority of students (73%) said it was a challenging ability to master, and 18% considered the writing process was the most difficult of all language tasks.

Keyword: keyword, should, be, in, italic, format, and, bold (5-7 words)

INTRODUCTION

Undergraduate students who are fluent in English must improve their techniques in order to keep up with their demanding schedules. Not only must pupils' linguistic inputs be understood, but their outputs must also be outstanding. Writing ability is one of the linguistic products that is likely simple but frequently reveals mistakes. According to Setyowati and Sukmawan (2017), Indonesian students are concerned about writing. They did not like doing their writing task. Students must communicate their thoughts while writing a paper in order to have a decent linguistic structure. They keep organizing words until they have whole phrases and paragraphs. Some learning resources, such as a dictionary and grammar book, should be used when writing in a foreign language. Today, however, the majority of students use a web-based English study tool since it is quick, practical, and accurate. Ariyanti and Fitriana (2017) discovered that Indonesian university students studying English as a foreign language struggled to write an essay, with grammatical mistakes, cohesiveness, coherence, sentence structure, diction, and spelling errors among the flaws.

Though it may appear simple as technology (such as Google Translate) advances, a writer must offer accurate information that is definitely comprehended by the reader. Most amateur authors express L1 first, then convert it to L2. It can also suggest that L1 is interfering with English. The student's English writing process, on the other hand, is still impacted by their mother tongue. Writing activities, for the most part, block the target language's structures. As a result, it is necessary to regulate the learners' habit of writing properly.

Because writing is done without obtaining complex pronunciation, any learner may confidently demonstrate their ability. Furthermore, there are several dictionaries and translation programs available on the internet. Simply said, a learner utilizes the translation directly whoever, whenever, and wherever he wants to write the language. The learner feels confident in his or her ability to construct sentences.

EFL students, without a doubt, require a learning aid throughout the writing process, such as a dictionary or translator, to assist them in creating sentences from words to words, selecting acceptable diction, and the reverse. It encourages students to utilize an online translation tool like Google Translate, which may be found on the internet. Google Translate is useful in the process of learning English since it allows pupils to quickly examine the meaning of words. Furthermore,

they can successfully expand and develop vocabulary, pronunciation, and grammar (Krisnawati, 2017). On the other side, Yanti (2019) discovered that, while this medium may help with writing skills, students are skeptical about the correctness of the meaning. The majority of the students double-checked the translation outcomes as their grammar and translation skills improved. Hilma (2011) acknowledged that Google Translate has flaws when it comes to language understanding. Maulidiyah (2018) has questioned the importance of Google Translate in language acquisition. Her research discovered that, despite the fact that using Google Translate might create a variety of issues, the majority of students continue to use it.

Several obstacles undoubtedly arose during the language transfer procedure. Habibi, Wachyuni, and Husni investigated students' writing issues in Jambi in 2017. The study focused on university students' views of writing issues, and the findings revealed that there are seven different sorts of problems based on their perspectives. Poor organization/illogical sequence, word choice problem, grammatical error, spelling difficulty, supporting concepts, punctuation problem, and capitalization are examples of these sorts. The findings also revealed that female students' issues were mainly focused on word selections, whereas male students' issues were mostly grammatical mistakes. The bulk of pupils' issues are caused by poor word choice and arrangement. Language performance is influenced by five variables, according to Younes and Albawi (2015), including language content, vocabulary words, composing, developing, and analyzing ideas. The learners had three major language issues, according to their research: sentence structure, punctuation, and spelling. The students' perceptions that the problem is caused by their learning techniques for grammar, punctuation, and spelling were explored in this study.

Ahmed (2010: 213), an Egypt researcher, examined EFL students' difficulties with English writing in 2010. He concentrated on the consistency and coherence of learners' essay writing. The study's findings revealed that the talent was impacted by a lack of desire, self-confidence, and writing fear. Furthermore, traditional teaching methods had an impact on pupils' linguistic abilities. Meanwhile, Alfaki (2015) identified five explanations for pupils' writing difficulties. The nature of the writing process, a lack of learners' enthusiasm, insufficient time, a lack of practice, and instructor feedback were among them. In addition, mechanical, linguistic, cognitive, and psychomotor issues are the most common causes of writing difficulty. In a

different environment, Arifin (2016) investigated the writing issues of non-English major university students in Bangladesh. Students experienced writing issues in spelling, tense, subject-verb agreement, punctuation and fragments, preposition, number, pronoun, words and word choice, articles, and capitalization, according to data collected from written samples, questionnaires, and interviews.

Because the writer must present the work(s) as a legible composition during the writing process, correct language usage is required. Even the finest written product generated, however, might include mistakes. Errors in both spoken and written sentences, such as words, spelling, pronunciation, or sound, exist, as Ferris (2014: 3) clearly explained. To put it another way, mistakes encompass all morphological, syntactic, and lexical errors.

The inaccuracy of the target language was revealed at three levels, according to Vidhayasai, Keyuravong, and Bunsom (2015). Lexical errors include non-equivalence between the source (English) and target language (Thai), context digression, omission, and other lexical-related errors, syntactical errors include single-word-based translation and passive-active structures, and discursive errors include non-equivalence between the source (English) and target language (Thai). In other situations, when students acquire English as a second language, writing is a challenging skill to master since it necessitates the application of certain linguistic norms. Fadda (2012) discovered that students' major issue with writing was at King Saud University. She demonstrated how difficult it was for university students to discriminate between spoken and written language; they wrote as if they were speaking English. Meanwhile, Safa (2018) quickly identified at least four factors for students' bad writing, including reductionist approach, writing anxiety, ineffective lecture style, and related to the enormous size of writing class and cultural disintegration. Although a student may speak English well, there is no guarantee that he or she will be able to write well. A writer must organize his or her thoughts into engaging phrases so that the final result may be read and comprehended simply.

Phuket and Othman (2015) demonstrated that Thai university students were accustomed to writing in English. Students' mistakes were explored, as well as the origins of errors, in their study. The findings revealed that the pupils struggled with grammatical issues while writing English texts. Word choice, verb tense, preposition, and comma were among the mistakes, which were both interlingual and intralingual. Meanwhile, Hamzah (2012) examined 20 papers

submitted by students in an English writing class for grammatical mistakes. To discover the mistakes, students' writing papers were gathered and evaluated. There were 691 mistakes discovered in the whole linguistic corpus of roughly 10.000 words generated by the learners. The bulk of students' mistakes were caused by word choice, verb group, article, preposition, plurality, and spelling, according to his research.

Because it is necessary for presenting a final report, academic writing performance has become a challenge for most university students in Indonesia in their final year. Despite the fact that the majority of their studies are written in Indonesian, the writing process definitely faces some challenges and problems. Furthermore, it is believed that each student would have difficulties during the writing process. At the very least, students must write their abstracts in English. The final report's abstract must include both Indonesian and English versions. Most students are prone to translating their writings into English without considering English structures at this point. As a result, the abstract mistakes were studied in this work.

In this case study, students in Aceh Polytechnic's last year of diploma studies are required to complete their final project on time and with a valid writing report. Previously, they had been learning English for three semesters for every two credits in college, and it was expected that they would have achieved great English proficiency by then. Students must write an abstract not only in Indonesian but also in English as part of their final project report to meet the graduation requirement. They usually use a translation machine to translate the English draft during the procedure. Although the behavior is not in any way improper, it frequently causes misunderstanding among students due to a variety of factors, including the effect of the mother language.

In her study, Halimah (2018) found that the most common forms of Google translation mistakes in Indonesian-English were in the semantic category, followed by syntax and morphology. Chandra and Yuyun (2018), on the other hand, investigated the usage of Google Translate in essay writing among English department undergraduate students. According to their results, most students utilized Google Translate to look up terminology when debating grammar. They used Google Translate the least because they feel the technology can't establish agreement norms effectively enough.

To be clear, the focus of this research is on students' work and ideas during the learning process. (1) What grammatical errors did students make, and (2) What are the students' writing issues throughout target language acquisition? These were the research objectives that led this study. The learners' use of learning media aids like translation machines was also called into question. The grammatical mistakes were documented from the students' papers, and the interview revealed the students' writing issues.

METHOD

Subjects

The participants in this study were Banten Jaya University students in their final year. They are 22 non-English major college students, most of whom are between the ages of 20 and 21. They are made up of 10 ladies and twelve gents. Accounting, Information Technology, Industrial Engineering, and Environment Engineering were among the majors represented in the diverse sample. It was thought that the students' writing process was complete because they had completed their foreign language courses in college, which included English I and English II for 2 credits for each learning program. Furthermore, the abstract for the students' final project was written in both Indonesian and English. After the final project advisers had approved the Indonesian abstracts, the students were told to verify their English abstracts with their English instructors. Each student may meet the English instructor at least twice at this stage.

Design and Procedures

In this study, a mix-method approach was used to collect data both qualitatively and statistically (Creswell, 2014). The writings of students in English (abstract) were gathered in order to detect the grammatical mistakes that appeared in their work. Ten students were interviewed in order to get information on their writing issues. The talk was taped since it was easier to get all of the facts. Finally, the audio recording was transcribed and descriptively evaluated.

Data Collection and Data Analysis

The grammatical mistakes in the documents written by the pupils were examined. To begin, the drafts were read and evaluated, with a focus on the prevalent mistakes found in their

linguistic outputs. The grammatical mistakes were categorized and a percentage was calculated. Finally, the faults that the learners made in their writing assignments were discussed.

The qualitative data was transcribed after the interview. Despite the fact that the data records are many and thorough, it remains organized (Richards, 2015). The extra information was then segmented and labeled, and the transcription was coded. The data was classified into topics using thematic analysis. On the data condensation process directed to the display, overlapping data transcripts were minimized. The problem's results were then displayed on the data display. The significance of data description is that it allows you to construct the case in depth using qualitatively evaluated data from all sources (Cresswell, 2011). In this study, percentage analysis was utilized to make the data presentation easier.

DISCUSSION

Grammatical Errors in Academic Writing

Grammar was shown to be the most common mistake in students' academic writing based on the data obtained. Students made mistakes with articles, prepositions, adverbs, tense, subject-verb agreement, word order, conjunctions, and omissions, among other things (incomplete sentences). The table below briefly highlights students' grammatical mistakes in academic writing.

Table 1. Types of grammatical errors

<i>Types of Grammatical Errors on Students Writing</i>	<i>Frequency</i>	<i>Percentage</i>
1. Article	9	11.1%
2. Preposition	14	17.7%
3. Adverb	2	2.5%
4. Tense	30	38.0%
5. Subject Verb Agreement	5	6.3%
6. Word Order	3	3.8%
7. Conjunction	9	11.4%
8. Omission	7	8.9%
<i>Total</i>	79	100%

Table 1 reveals that the majority of students made mistakes in utilizing the right tense, and 17.7% of students' utilized preposition incorrectly in their papers. Then, in students' manuscripts, mistakes in conjunction and article received the same proportion. In addition, four mistakes in English omission were discovered. While word order and adverbs revealed minor

mistakes in students' academic writing, subject-verb agreement was found five times in their work.

Tense

The majority of verbs in English indicated the time. Students incorrectly used English tense as a result of the data they gathered. In particular, numerous mistakes were found in past tense nominal and verbal phrases, as well as modals and gerunds. See the examples below for a more detailed explanation.

E1: ...can processing... [...can process...]

E2: We need to monitoring... [We need to monitor...]

Students still struggled with verb form, as seen by the sample sentences above. In the terms "process" and "monitor," students made some broad generalizations about adding -ing after verbs. It was expected that students would be unfamiliar with the modal auxiliaries that featured in the sentences.

E3: The test results indicate that... [The test results indicated that...]

E4: This study aims to find out how the procedure for recognizing losses on receivables is based on... [This study aims to find out how the procedure for recognizing losses on receivables was based on...]

E5: The author design... [The author designed...]

E3 to E5 also backed up the prior findings in other situations. The majority of the pupils committed mistakes in past tense verb form. Without realizing it, the students were conversing about the basic form of an English verb. Furthermore, the sample below shows a verb form mistake in the students' nominal phrases.

E6: The research method used is a qualitative... [The research method used was a qualitative...]

E7: The data collection is done by... [The data collection was done by...]

E8: this study indicate that... [this study indicated that...]

To summarize, the learners' grasp of gerunds may still be limited. The example sentences in E9 and E10 demonstrated how students dealt with gerunds in sentences. Consider the following cases for proof.

E9: Order system that operated... [Ordering banner, people usually communicate on phone...]

E10: Use the relay driver... [Using the relay driver...]

Subject-Verb Agreement

E11: Every human need air for the respiratory... [Every human needs air for the respiratory...]

E12: This situation cause... [This situation causes...]

Due to linguistic influence, subject and verb agreement in the target language is unquestionably regarded serious. It is clear that non-native English learners are still influenced by their home tongue, which has no set of norms. On the other hand, as seen in the data below, mistakes in English structure were discovered in word order.

Preposition

Despite the fact that 17.7% of the students committed prepositional mistakes, this was a major problem because it was a simple subject. Meanwhile, the proper preposition selection was incorrect, and the results revealed that several prepositions were missing. The student had no consciousness at the missing word, according to the statistics in E13 and E14.

E13: Information system (of) research... [Information system of research...]

E14: Furthermore, the results financial reports...[Furthermore, the results of financial reports...]

Articles

The misuses of English articles such as 'a', 'an', and 'the' were often held by "the." All of the data examined revealed that the students made mistakes on the word "the" without include the articles in their writing.

E15: Users spend... [The users spend...]

E16: ...as the same as blind people [...as the same as the blind people]

E17: ...in order to improve process control [...in order to improve the process control...]

Conjunction

Not only the articles, but also the conjunction, which was 11.4 percent, were all based on the same number. In contrast to articles, there is a conjunction in Indonesian language that has this sort of mistake. E18, for instance, demonstrated that the student wrote "therefore" in the midst of the paragraph. E19 further demonstrates the learners' errors in conjunction determination across the phrases.

E18: Therefore, we need a tool that can help... [To deal with, we need a tool that can help ...]

E19: And they use only the recording... [Moreover, they use only the recording...]

Omission

This investigation also discovered several missing words, commonly known as omission. Due to the missing words, E20 through E22 displayed incomplete phrases. Despite the fact that E21 and E22 were executed incorrectly, E20 was overlooked as an important component of a good sentence. It is apparent that E21 did not include a predicate in the sentence.

E20: ...is still by collecting [...is still done by collecting...]

E21: ...coffee lovers still difficult to find a coffee shop... [...coffee lovers are still difficult to find a coffee shop...]

E22: ...the motor current when connected to the star... [...the motor current when it was connected to the star...]

Word Order

E23: Designing Financial Statements using Microsoft Access...[Financial Statements Designing using Microsoft Access...]

E24: ... has recorded accounts receivable through an application system...[has recorded receivable account through an application system]

E25: ...improve the process control (control process) on the pharmacy efficiently. [improve the control process on the pharmacy efficiently]

Despite the fact that there were a small number of mistakes on word order (3.7 percent), the results revealed students' uncertainty during EFL competence.

Adverb

According to the data, 2.5% of the students made English grammar mistakes while using adverbs. It's not the parallelization adverb between "effectively" and "efficient," as E27 clearly shows. Due to the unclear phrase and lack of adverb addition, E26 denoted adverb omission.

E26: ...the control process on the pharmacy. [...the control process on the pharmacy efficiently]

E27: ...printing services effectively and efficient. [...printing services effectively and efficiently]

Based on the findings, it can be concluded that most students were impacted by their L1 during language training since they tend to translate their Indonesian. It was proven that the pupils' first language plays a significant impact in their ability to write in English. Furthermore, while some students' writing products contain unfinished sentences, there are still certain phrases in the composition that are excessively long and should be broken up into numerous sentences.

Students' Problems in Academic Writing

A 6-semi-structured interview was used to identify the students' issues with their writing activities, based on Klimova (2014) and Arifin (2016). The information gathered was then transcribed, analyzed, and interpreted in order to learn about the students' perspectives and issues with their writing assignments.

The first question inquired about the students' perceptions about the importance of studying English. None of them said that English was actually necessary, particularly for their future job experience. The students, on the other hand, were asked which talent was the most

difficult to master. Despite the fact that their responses differed, 37% of them felt that speaking is the most difficult language skill to learn. Meanwhile, 27% said listening was the most difficult talent to master, while the rest said writing (18%) and reading (18%) were the two most difficult abilities to master in English. During the target language learning process, this is the most challenging ability to master.

Despite the fact that few students (18%) were aware that writing is a demanding talent among others, 73 percent of all students were quite certain that this skill was tough when asked if it was difficult or not. The explanations they gave are numerous, based on their experiences. At least four students claimed that mastering English grammar made this skill difficult. The students also agreed that proper verb form is required in English writing.

One student stated that in order to generate effective writing, an author must have a firm command of fundamental English, despite the fact that six students stated that writing in English is not as difficult as learners believe. Taking extra practice is a crucial to completing the class, according to 27% of these learners.

When a student is required to write an abstract, for example, it is critical to understand their writing process. According to the study's findings, all students used digital tools to make their writing easier or better. The majority of the students used Google Translate, Microsoft Office, and other relevant programs on a regular basis. Because of their practice of using the internet, 82 percent of students felt comfortable and secure in using Google Translate to finish their work, even if they still used a physical English dictionary to look up the definition of some phrases. The choices of the pupils varied depending on their requirements and habits. More than half of those polled said Google Translate was a decent option for assisting them, while the remainder preferred to use a dictionary and seek assistance from others.

The learners were used to working on their English written projects using Google Translate. At most, they stated that they found Google Translate to be useful. To back up their claim, Zafitri & Harida (2017) said that their mathematics students had a favorable opinion toward Google Translate. Even though this tool did not cover all translation professions and industries, it was positively proven that it assisted students in efficiently obtaining the target language (Doherty, 2016). In addition, when the student used Google Translate, the study discovered several inaccuracies in the language output. Due to the possibility of the translation

tool, the findings confirmed certain errors in the language correctness. Indeed, as long as the user knows the language norms, using technology in English practice is not improper. The learners were advised to double-check their linguistic correctness.

The learners had some difficulties mastering the target language during the study process. They may encounter any limitations or problems in their writing activity. Learners may have issues with their vocabulary, word choice, spelling, grammar, word order, and conjunction from their perspective. In their writing, half of the learners said that the target language norms were a challenge. In addition, several of them said that writing in English is not the same as writing in Indonesian. It's quite tough to distinguish between components of speech and how to correctly create the words. Despite the fact that 5% stated that they had no issues during the writing activities, the remaining 5% stated that it was tough when they had no one to question about their English assignments.

Students' motivation is related to their performance in learning a language to some extent. To explain the situation, a question about a negative attitude toward language acquisition arose. According to the findings, more than half of the kids carried positive behavior into the classroom. The majority of the students expressed their enthusiasm for learning English. One of the students stated that he or she needed to improve their skills. However, the remaining students (27 percent) were quite certain that they had no interest in learning a language. Then two of them expressed a lack of vocabulary and grammatical knowledge. Despite the fact that the majority of them felt that English is important, there was one who disagreed. Although the majority of them felt that English is important, one of them claimed the opposite since English is difficult to master.

According to this study, EFL students made various sorts of grammatical mistakes, including article, preposition, adverb, tense, subject verb agreement, word order, conjunction, and omission. The learners subjected to tense as the most prevalent errors emerged among all the faults, notably when utilizing Simple Past Tense (38 percent). Furthermore, the learners admitted that English grammar is a difficult subject to master. The most common errors committed by learners, according to Abdullah (2013), were the usage of Simple Present Tense and Past Tense. His research discovered that simple present tense errors were greater than simple past tense errors. Nevertheless, Muhsin (2016) investigated students' basic present mistakes,

which included omission, addition, word form, and sentence order. Furthermore, Wu and Garza (2014) discovered that subject-verb agreement was the source of the most mistakes made by Chinese students. Furthermore, the variables that produced the mistakes are Interlingua.

Overgeneralization is a well-known concept in Second Language Acquisition research. It means that a learner generalizes the target language structure without taking into account the language's changing forms. Overgeneralization was the major source of grammatical mistakes discovered in the English writing of second-year undergraduate students in China, according to Bingbo (2017). He also discovered that verb phrase mistakes accounted for the majority of the learners' difficulties (21.69 percent). Fengjie and Yingying (2015), on the other hand, looked at specific issues, such as mistakes on the writing exam. They focused on Chinglish mistakes in order to come up with a solution for college students. Their study of Chinese patterns on sentence construction revealed each of the English and Chinese characteristics. Grammatical characteristics, phrase patterns, loose sentences, and verb misuse are all examples.

In dealing with the students' written language mistakes, the interview findings revealed that more than half of the students think that this language skill is difficult. The students were adamant that writing is a difficult linguistic job. Despite the fact that their works contained faults and blunders, they continued to study English with zeal. The learners were really enthusiastic about learning English as a foreign language.

Then, despite the fact that the students' writing assignments were to be completed in English, just a few students conveyed their thoughts in Indonesian. In other words, the students employed their mother tongue in their abstract writing without realizing it. Since the learner tended to interpret his or her L1, this situation was typically discovered. Interlanguage was present in the learning process of learners. Crampton (2011) investigated the effects of mother language transfer on mistakes. The amount of mistakes produced by students were greatly influenced by the initial language transfer, especially Arabic. Meanwhile, even though the learners strongly disputed the linguistic interference, it was determined that they were used to translating their L1 (French and Arabic) (Bacha, 2018).

CONCLUSION

The study's findings revealed that tense had the greatest rate of mistakes. Furthermore, despite the availability of technology tools, the majority of students thought that this skill was difficult to learn. According on the findings, it is suggested that teachers communicate efficient teaching methods in the present tense. Both the instructor and the students notice the faults, and students are encouraged to try to comprehend their typical blunders, especially while writing. As a result, mistakes in academic writing can be gradually eliminated.

This research focused on the students' English abstracts, which served as their final project reports. Furthermore, the entire number of students was not recorded during data collection because they were allowed to complete their studies at different times. Meanwhile, it is advised that the students' writing assignment be given several times with comments for future study. The writing practices assigned by the applications may be evaluated, contrasted, and analyzed to see if they translated straight into their L1 without the need of L2 guidelines.

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