| **RESEARCH ARTICLE**

Examining Determinants of Academic Writing Skills Among Female Students in India

Dr. Sarwat Un Nisa
King Khalid University, Assistant Professor, English Department, Abha, KSA
Corresponding Author: Dr. Sarwat Un Nisa, **E-mail**: smakdoomi@kku.edu.sa

---

| **ABSTRACT**

Writing is one of the most essential parts of a learner's academic and professional journey. The clarity with writing skills can help a student to express themselves with ease. However, in the course of enhancing the flowability of English writing skills, there are several obstacles observed among students where the language is second in line after its native language. There is several literature found where the issue of recurring errors among students when developing writing skills has been pointed out. The study here has observed the lack of literature focusing on female students in India whose English writing skills consist of errors. In India, although English is highly spoken and written, its fluency in terms of academic requirements is subjected only to a few institutions. The late development of writing skills can lead to several difficulties that would cause an impact throughout a learner's life. Further, in India, the female students, especially in rural areas, are often subjected to traditional norms that could affect their writing skills. To understand the perception of English writing skills among Indian female students and the factors that impact on their intention to learn, the study here has been conducted. With a structured questionnaire designed using secondary sources of literature, a total of 25 items measuring different aspects of writing skills have been provided to the students. Using purposive sampling, a total of 250 respondents are collected and analyzed using different statistical tools. The confidence level among the female students in their writing skills is found to be very low. The chi-square tests show significant association with demographics such as age group, area of residence, and marital status. It is interesting to note that the majority are not willing to add extra courses to evolve their current English writing skills. Going further into the understanding of the major factors contributing to this status, the PCA extracted six underlying factors, representing grammatical errors, peer influence, native impact, technical challenges, unwillingness, and intention. In the multiple linear regression conducted to estimate the impact of the five factors on intention to learn in a statistically significant model, an overall variance of 23.2% is reported. The most significant contributor being peer influence causing a positive impact. Native impact, technical challenges, and unwillingness have a negative impact, while grammatical errors interestingly have a positive impact. From this set of results, a number of implications for the future have been established.

---

1. Introduction

In the present day of competitiveness, a set of proficient writing skills is considered an essential requirement for every student. Whether It is from students belonging to the literature domain, STEM, or business fields for their academic discipline. The purpose of writing is to act as a medium for putting forward a learner's thoughts, their analogies of an academic scenario, and even convey ideas effectively. It is considered not only as a tool for developing critical thinking but also as a milestone for deriving academic and professional success. Although a learner's writing skills can help them to grow academically and later professionally in life, developing strong writing skills, especially in a non-native language, is not easy and demands persistent effort and practice from the learner. According to Shousha et al. (2020), in the course of developing writing skills, one prominent challenge that students face is writing in a language that is not their mother tongue.

As the world today is highly connected and communication barriers are removed through the digital presence, the English language, in particular, has become a global medium of interchanging conversations. With approximately 1.5 billion people worldwide using English as their first or second language in 2022 (Statista Research Department, 2022), its requirement for inclusion in the academic scope for students has become inevitable. One concerning case to note here is that, though the global prevalence of English is well established, many countries often introduce English at the later stages of education, which leads to the creation of substantial proficiency barriers (Alkubaidi, 2019).

In terms of India, English is widely used for writing as well as speaking. However, a substantial number of students still face difficulties in expressing themselves in written English. This challenge takes place from several factors, such as critical issues with grammatical accuracy, a lack of exposure to the social context of writing, and limited experience in communicating in English (Hafiz et al., 2018). Al-Ghabra and Najim (2019) mention that such barriers often hinder students' ability to construct and express in a written communication format. While these challenges are understandable, keeping the demand for English at the national and global level for communication, English academic writing, and its clarity is imperative for Indian students to articulate their ideas effectively.

By releasing this discrepancy existing in terms of English use at a significant level but having specific challenges among Indian students in writing the language, this study is initiated to focus particularly on recurring errors and difficulties among female students. By identifying these key areas, the research aims to provide insights into the patterns of English writing among these students. The findings will serve as a foundation for targeted interventions and strategies to enhance English writing skills, ultimately enabling students to engage more confidently and competently in academic and professional contexts.

1.1. Research Questions:

The purpose of the research is to identify critical areas of understanding when English writing skills are evaluated among the Indian female students. The following research questions have been generated on the area of interest when navigating through the existing literature –

1. Are the writing difficulties experienced by the Indian students unique and difficult to overcome?

2. Can the most common set of writing errors restricted to Indian students be pointed out clearly?

3. What is the best approach to overcome the common writing errors among the Indian students?

The extensive review conducted on the area and the methodological approach undertaken are provided in the upcoming sections.

1.2. Review of Literature

The review conducted showed cases from other countries as well where the issue of English writing errors among students are investigated. This is seen to be very common in countries where the regional language is highly used. (Khatter, 2019) did a similar study to identify the common errors in English writing shown by female students in Saudi Arabia. The country is known for its rich culture and high prevalence of Arabic language for communication. The results showed that the common errors include spelling, verb, incorrect word formation errors, preposition errors, and punctuation errors. English writing skills are often overlooked in subjects like mathematics, science, and social science. But Graham et al. (2020) conducted a meta-analysis with 56 experiments to understand the problems that are exhibited in writing English in these subjects. One experiment that was highly effective in elementary, high, and middle school students was writing in combination with a simultaneous learning activity. In an interesting study by Seyyedi & Amin (2020), the probable effects caused by delayed correction of errors in writing among the students is investigated. In the experiment involving self-correction groups with peer correction and instructor correction-led groups, the six-week program showed interesting results. The two correction groups involving peer and self were the most effective for improving the writing abilities. It is peer correction, which is even better than the self-correction process. Siregar et al. (2019), in their study, focused on the grammatical errors made by students by using recount text through simple past tense formations. The qualitative-based study highlighted selection error as the most frequent error. It was followed by the errors caused by omission and misordering. Hidayat et al. (2020) consulted high school respondents to understand the grammatical errors they commit through a mixed-methods approach. The commonly encountered errors in the process include those in terms of tenses, the preposition and article usage followed by singular and plural verb form usage. (Huan et al., 2021) utilized the thesis proposals of undergraduate students to examine their difficulties in academics. The English language use and the different problems it created generated many errors in their writing methods themselves. Ngaiza (2023) mentioned the presence of errors in terms of subject-verb errors, word order patterns, spelling errors, and omissions. These errors are mostly in terms of word order errors, unnecessary insertion, misplaced inversion, and sentence fragment errors. It stated that errors can be mentioned in two groups where categorization based on essay organisation and grammatical errors can be provided. While essay organisation has seven classifications, grammatical errors can be inclusive of omission, addition, or punctuation mistakes. The most common

sources identified for the errors include ineffective teaching practices, inadequate learning, false conceptualizations, or overgeneralization. In terms of second language writing skills, the use of targeted instruction methods for grammar and vocabulary is considered effective (Parameswar et al., 2024).

The review conducted here shows that the topic of writing skill error, especially when the language in question is the second language, is quite evident. The prevalence of grammatical errors is seen to be very common. In India, the use of English across its different states is as a second language. The dominance of a learner's mother tongue is observed in terms of writing as well as speaking. This causes many barriers in developing skilled writing proficiency. The increasing use of the language makes it important for Indian students to learn them without any form of error. The literature requires further input in terms of identifying the exact areas of error and designing various solutions to overcome them.

The objectives designed for the study are –

1. To identify the Indian female student's perception about their writing skill level.
2. To extract the factors that can generate better writing skills for the students in India.

2. Methods

The research design for the study has been designed after careful considerations of similar studies in the literature and the requirements for the objectives here. The main intention is to identify the areas of English writing skills where the Indian female students exhibit higher levels of challenges. The study undertakes a monomethod approach where the quantitative method of investigation is initiated. Using both primary and secondary sources of data, the framework has been designed. The population of the study includes Indian students and uses the following inclusion criteria for sample selection:

1. Must be a female student in India
2. Must have English writing requirements in their academic curriculum.
3. Must be in an undergraduate level
4. Not below 18 years of age.

The above criteria are laid down as a part of the purposive sampling design under the non-probabilistic method. It is accompanied by convenience sampling, where the students are approached based on their convenience to participate. A total of 250 female students are considered for the primary set of data. The survey instrument is that of a structured questionnaire where the statements are provided on a 5-point scale for respondents to answer. The study assures respondents about the confidentiality of their responses and guarantees privacy.

A range of statistical tools like mean score analysis, principal component analysis (PCA), and multiple linear regression are conducted to answer the research questions.

Before moving on to the final set of analysis, the demographic overview of the respondents is provided here to analyse the profile of the students.

Table 1 – Demographic Overview

Demographic	Category	Frequency	Percentage
Age (In years)	18-24	160	64.0 %
	25-34	90	36.0 %
Area of Residence	Urban	113	45.2 %
	Rural	137	54.8 %
Marital Status	Married	67	26.8 %
	Unmarried	183	73.2 %

The demographic composition in Table 1 shows respondents belonging to diverse categories with an age range from 18 to 34 years, with 64% in the 18 to 24 years of age. The respondents belong mostly to rural areas with 54.8% and have 45.2% of urban students. There are 73.2% unmarried students, while 26.8% are married.

The remaining investigation with the data set is provided in the next section.

3. Data Analysis and Interpretations:

The 250 female students investigated here have been subjected to a number of preliminary questions to understand their perspective on English writing skills. These 4 questions would help to identify their initial set of capabilities when using English for writing.

Table 2 below specifies the responses for each of the questions.

Table 2 – List of Screening Questions

Screening Questions	Category	Frequency	Percentage
Are you confident about your writing skills?	No	159	63.6 %
	Yes	91	36.4 %
Do you think you have issues related to grammar in your writing exercises?	No	91	36.4 %
	Yes	159	63.6 %
Are you willing to take any extra courses for correcting your issues in writing?	No	182	72.8 %
	Yes	68	27.2 %

The above results show a gap in confidence among the respondents about their writing skills. Only 36.4% stated affirmative levels of confidence in their writing skills. The presence of issues related to grammar in writing is agreed upon by 63.6% of the respondents. The students are also found to be reluctant about taking any extra courses that would help them to correct their writing issues. 72.8% mentioned that they are not willing to take any extra course in this regard.

The initial screening itself displays how the respondents have a lack of writing skills but are not enthusiastic to adopt any additional measures to improve their skills. This shows how a different approach must be taken to consider this rising issue.

To generate further insights into the situation and know more about the perception of these students about their English writing skills, a cross-tabulation is conducted with chi-square tests for statistical inference.

The preliminary questions provided some insight into how the students currently perceive their writing skills. A chi-squares test was conducted with regard to the demographics of the students in order to understand their behavior based on their other characteristics.

Table 3 – Chi-Square Tests

Are you confident about you writing skills?	Observed % of total		
Area of Residence	Urban	Rural	Total
No	89	70	159
	35.6 %	28.0 %	63.6 %
Yes	23	68	91
	9.2 %	27.2 %	36.4 %
Total	112	138	250
	44.8 %	55.2 %	100.0 %
Age Group			
	18-24	25-34	Total
No	115	44	159
	46.0 %	17.6 %	63.6 %
Yes	45	46	91
	18.0 %	18.4 %	36.4 %

Total	160	90	250
	64.0 %	36.0 %	100.0 %
Marital Status			
	Married	Unmarried	Total
No	67	92	159
	26.8 %	36.8 %	63.6 %
Yes	0	91	91
	0.0 %	36.4 %	36.4 %
Total	67	183	250
	26.8 %	73.2 %	100.0 %

The first consideration is between the confidence status of the respondents and their area of residence. The χ^2 value of 22.1 is generated with a p-value of <0.001. This confirms a statistically significant relationship occurring between the female students' writing confidence and their area of residence. Urban students are less confident in their writing skills compared to their rural counterparts. Specifically, 35.6% of the total respondents who reported a lack of confidence come from urban areas, compared to 28.0% from rural areas. On the other hand, rural students who expressed confidence in their writing skills (27.2%) outnumbered urban students (9.2%). This disparity suggests a need to explore the underlying factors contributing to the urban-rural divide in writing confidence, such as differences in educational infrastructure or exposure.

The next set of relationships that are measured include confidence in writing skills and age group. The χ^2 value shown here is 13.1 with a p-value of <0.001, which indicates a significant relationship between students' confidence in writing and their age group. Among respondents aged 18–24, 46.0% expressed a lack of confidence in their writing abilities, compared to 17.6% in the 25–34 age group. Conversely, confidence in writing is almost evenly distributed between the two age groups, with 18.0% of the total respondents aged 18–24 and 18.4% aged 25–34 reporting confidence. This set of investigations suggests that the younger respondents are more likely to struggle with writing confidence than the older ones, possibly due to limited exposure or lesser experience in academic writing.

When investigating the same with the marital status of the students, interesting results are highlighted. The χ^2 has a value of 52.4 with a p-value of <0.001. It shows how a strong, statistically significant association between marital status and writing confidence can be established. It can be mentioned that none of the married respondents expressed confidence in their writing abilities, while 36.4% of unmarried respondents reported being confident. Moreover, unmarried individuals have a larger proportion (73.2%) of the total sample, with 36.8% reporting a lack of confidence in writing. This indicates marital status and possible influence on writing confidence, potentially due to differences in educational engagement, time constraints, or priorities.

There are 25 items in the questionnaire that require validation with the data structure. This helps not only in factor reduction but also assures the accurate understanding of the items for the factors among the respondents. The study here initiates a PCA where varimax rotation has been employed to extract the factors with eigenvalues greater than 1. The component loadings considered significant are those above the threshold of 0.4.Hair et al., 2006). Additionally, the Kaiser-Meyer-Olkin (KMO) and Bartlett's test for sphericity showed acceptable values of overall KMO of 0.735 and p-value less than 0.5 for Bartlett's test.

The PCA table is provided below.

Table 4 - Component Loadings

	Component					
	Grammatical Errors	Peer Influence	Native Impact	Technical Challenges	Unwillingness	Intention to Learn
It is difficult for me to write down my ideas	0.899					

	Component					
	Grammatical Errors	Peer Influence	Native Impact	Technical Challenges	Unwillingness	Intention to Learn
I don't have enough vocabulary to express my ideas	0.822					
Most of my problems in writing are related to grammar and sentence structure	0.923					
Verb conjugations are not understandable for me. (past/present)	0.977					
I mix up sentences	0.932					
I can connect sentences and ideas together (use and, but, because)	0.407					
Punctuation marks are a real problem for me	0.778					
I always have a lot of spelling mistakes in writing	0.738					
I get feedback individually from my teacher						
I benefit from revising my mistakes in writing as a group in class		0.665				
Lack of conversation in the English language.		0.617				
Rare reading in English.			0.798			
Interference of vernacular language.			0.897			
Carelessness in writing				0.807		
Translation from the first language.				0.841		
Over generalization and incomplete application of rules.				0.911		

	Component					
	Grammatical Errors	Peer Influence	Native Impact	Technical Challenges	Unwillingness	Intention to Learn
The difference between the native language and English.				0.830		
Inadequate application of primary language and writing mechanics.				0.723		
Lack of immediate and sufficient written corrective feedback.				0.876		
Inadequate time for writing.				0.943		
Memorization of topics.					0.694	
Unwillingness to learn.					0.921	
Teaching approach doesn't foster learning because it is outdated.					0.709	
I want to enhance my skills in the future						0.916
I am ready to learn further to work on these areas						0.953

There are six factors with eigenvalues greater than 1 extracted in the PCA conducted here. The table above shows the factors termed based on the characteristics exhibited by them. The first factor identifies foundational linguistic challenges, especially the grammatical issues, lack of vocabulary, difficulties with verb conjugation, sentence structuring, and punctuation. These are core barriers to effective writing for respondents. The highest loading exhibited is at 0.977. Peer influence factor refers to the role of social and peer interactions, such as group activities and feedback from teachers, in helping learners improve their writing skills. The Native impact factor is used to represent the barriers that exist in writing due to the high impact of one's native language in their day-to-day conversations. The technical challenges factor shows the external challenges related to the writing process, such as insufficient feedback, lack of time, and over-reliance on memorization instead of understanding. The lack of motivation to learn is depicted using the unwillingness variable. Lastly, the intention to improve their writing skills, indicating a strong positive outlook toward future learning, is expressed by the last factor.

The purpose of extracting the factors from the list of items is to establish the relationship between them using statistical methods. The regression model generated here would utilize the intention to learn the writing skills as the dependent variable and the remaining factors as independent variables.

Table 5: Model Fit Measures

| Model | R | R^2 | Adjusted R^2 | Overall Model Test | | | |
				F	df1	df2	p
1	0.492	0.251	0.232	13.9	5	244	< .001

Table 6: Model Coefficients - Intention

Predictor	Estimate	SE	t	p
Intercept	3.273	0.4044	8.09	< .001
Grammatical Errors	0.157	0.0356	4.41	< .001
Peer Influence	0.641	0.0774	8.28	< .001
Native Impact	-0.167	0.0664	-2.51	0.013
Technical Challenges	-0.112	0.0314	-3.58	< .001
Unwillingness	-0.215	0.0342	-6.28	< .001

The first table shows the model fit representing the moderately positive relationship between the predictors and the dependent variable with an R value of 0.492. The value of 0.232 adjusts the R^2 for the number of predictors in the model, accounting for potential overfitting. This indicates that about 23.2% of the variance in intention is explained after adjustment. The overall model is statistically significant, with the predictors collectively explaining a significant variance in the intention of the female students to learn writing skills. The p-value <.001 confirms this.

The estimates for each independent variable show an intercept estimate of 3.273 and a p-value less than 0.01. To develop a greater understanding of these six extracted factors, independent t-tests were conducted to determine the mean score differences between the four demographic variables and the six extracted factors. This is statistically significant and suggests a high baseline willingness to learn. All the predictors significantly impact the intention of students to learn with p-values of less than 0.01. Grammatical errors positively influence intention. For every unit increase in grammatical difficulties, intention increases by 0.157 units. This suggests that individuals aware of their grammatical struggles are motivated to improve their writing skills. Peer influence has a strong positive impact on intention, showing every unit increase in peer support or interaction causing 0.641 variance on intention. This highlights the importance of social support in driving motivation. Native impact negatively affects intention. For every unit increase in challenges rising from native language interference in everyday lives, intention decreases by 0.167 units. This suggests that language interference does affect motivation to learn writing. Technical difficulties also negatively influence intention. For every unit increase in technical challenges, intention decreases by 0.112 units. This indicates that the more technical difficulties students face, the less motivated they feel to improve their skills. Lastly, unwillingness has a strong negative effect on intention. For every unit increase in unwillingness, intention decreases by 0.215 units. This emphasizes the critical role of personal motivation and attitude in learning English writing.

The above model generates many interesting insights on the current state of involvement of different factors in enhancing the students' English writing skills. To know further, the demographic integration is done using t tests.

Table 7 – t-tests Results

Factors	Age (p-value)	Statistic	Area of Residence (p-value)	Statistic	Marital Status (p-value)	Statistic
Grammatical Errors	< .001	6.454	< .001	-4.75	< .001	5.23
Peer Influence	< .001	8.381	< .001	-10.95	0.015	2.46
Native Impact	0.589	-0.540	< .001	-4.35	< .001	-10.53
Technical Challenges	< .001	4.534	0.310	-1.02	< .001	8.43
Unwillingness	< .001	7.290	< .001	-10.91	0.015	2.46

I. Grammatical errors vary significantly across age groups, area of residence and marital status. The positive t-statistic for age group (6.454) and marital status (5.23) suggest that older individuals are likely to report higher levels of grammatical difficulties. While married individuals report higher levels of grammatical difficulties compared to unmarried ones.

II.

III. For peer influence with less than 0.05 p-values for all three factors, older individuals report higher levels of peer influence in improving their writing skills, urban residents report greater peer influence compared to rural residents, and married individuals experience slightly more peer influence than unmarried ones. Overall, the analysis can be interpreted as the students who are comparatively older, i.e., 25 years and above, consistently report more challenges across factors such as grammatical errors, technical challenges, and unwillingness while experiencing stronger peer influence. This could indicate that such learners require more support due to higher initial barriers. Rural residents, on the other hand, are more prone to challenges in terms of grammatical errors, Native impact, and unwillingness and report lower peer influence. This highlights the need for targeted interventions in rural areas to improve English writing skills. Married female students have more challenges in terms of grammatical errors and technical challenges and slightly higher levels of unwillingness but experience less Native impact. This suggests that marital responsibilities may limit time and motivation for learning.

IV.

V.

VI. The results here suggest the presence of various challenges in the process of improving English writing skills among Indian female students. There is a lack of willingness observed to take additional steps for improvement. Moreover, the presence of Native language impact, technical challenges, and unwillingness make the situation further difficult.

VII.

VIII. Based on the results, there can be different implications suggested for the future, which are discussed in the next section.

3. Discussion

Writing is one of the most essential parts of a learner's academic and professional journey. The clarity with writing skills can help a student to express themselves with ease. However, in the course of enhancing the flowability of English writing skills, there are several obstacles observed among students where the language is second in line after its native language. There is several literature found where the issue of recurring errors among students when developing writing skills has been pointed out. The study here has observed the lack of literature focusing on female students in India whose English writing skills consist of errors. In India, although English is highly spoken and written, its fluency in terms of academic requirements is subjected only to a few institutions. The late development of writing skills can lead to several difficulties that would cause an impact throughout a learner's life. Further, in India, the female students, especially in rural areas, are often subjected to traditional norms that could affect their writing skills. To understand the perception of English writing skills among Indian female students and the factors that impact on their intention to learn, the study here has been conducted. With a structured questionnaire designed using secondary sources of literature, a total of 25 items measuring different aspects of writing skills have been provided to the students. Using purposive sampling, a total of 250 respondents are collected and analysed using different statistical tools.

The confidence level among the female students in their writing skills is found to be very low. The chi-square tests show significant association with demographics such as age group, area of residence, and marital status. It is interesting to note that the majority are not willing to add extra courses to evolve their current English writing skills. Going further into the understanding of the major factors contributing to this status, the PCA extracted six underlying factors, representing grammatical errors, peer influence, native impact, technical challenges, unwillingness, and intention. These factors align with the suggestions provided by Ribut Surjowati (2023) on sources of errors in writing, which include inadequate learning and practices. In the multiple linear regression conducted to estimate the impact of the five factors on intention to learn in a statistically significant model, an overall variance of 23.2% is reported. The most significant contributor being peer influence causing a positive impact. Native impact, technical challenges, and unwillingness have a negative impact, while grammatical errors interestingly have a positive impact. From this set of results, a number of implications for the future can be established.

Grammatical error, along with the studies by Khatter (2019), Hidayat et al. (2020), Siregar et al. (2019), and Asteria Gabriel Ngaiza (2023), in this study too is seen as a significant challenge in advancing English writing skills. Based on demographic associations, very strategic and targeted interventions such as grammar workshops must be conducted, especially among students from rural areas, to generate better insights. A beginner-friendly structure design aided with the use of gamified and interactive learning tools can highly help to maintain their engagement and confidence. The peer influence is seen to be highly effective, and hence a collaborative learning environment by creating online and offline forums where learners can connect with their friends in their learning process to share writing tips, resources, and corrections can be effective. As the native impact is high in the rural areas, the provision of tools like translated vocabulary guides and workshops can help to bridge the gap between vernacular language and English writing with ease. Moreover, the teaching process equipped with audiovisual examples, diagrams, and flowcharts to make sentence construction and idea connection easier can help in this regard. Further, a structured monitoring and feedback

system must be introduced so that the learners are aware of their status and can motivate themselves to achieve higher in the next feedback session.

3.1 Conclusion

The objective of the study has been to explore the Indian female undergraduate students' English writing skills. The barriers existing in a highly native language-based country like India cannot be compared to other situations. Although English is incorporated as an important subject across majority educational institutions in India, the fluency levels do lack in certain areas. The study here evaluated their perception about the level of writing skills they possess and the factors that cause a high impact on their intention to learn the skills further. The factors highlighted here can be extensively utilized for developing better curriculum in schools for enhancing, especially the writing skills. The confidence level is seen to be low, and with certain strategic measures, it can be uplifted in the future.

In the future areas of research, there are several opportunities to explore more. The experimental design of incorporating an audiovisual-aided intervention can be useful where the amount of changes caused to the writing skills can be determined. The role of peer influence is found to be very high. There can be detailed studies focusing on its role and how it can be utilized for better skill development. Moreover, a qualitative approach can be highly beneficial in this regard.
.

Conflicts of Interest: Declare conflicts of interest or state "The authors declare no conflict of interest."
ORCID iD (if any). https://orcid.org/0000-0003-3605-3510
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

[1]   Al-Ghabra, I. M. M. M. , & Najim, A. S. (2019). Analyzing errors committed in paragraph writing by undergraduates. Journal of Language Teaching and Research, 10(2), 264–270.

[2]   Alkubaidi, M. (2019). An Action Research on EFL Writing Dilemmas: A Case of Saudi Students and Instructors. Arab World English Journal, 10(3), 151–164. https://doi.org/10.24093/awej/vol10no3.10.

[3]   D. Angala Parameswari, Ramesh Manickam, Jerin Austin Dhas.J, M. Vinoth Kumar, A. Manikandan (2024). Error Analysis in Second Language Writing: An Intervention Research, Vol. 14, No. 3; 2024, 130-138. doi: https://doi.org/10.5430/wjel.v14n3p130.

[4]   Graham, S., Kiuhara, S. A., & MacKay, M. (2020). The Effects of Writing on Learning in Science, Social Studies, and Mathematics: A Meta-Analysis. Review of Educational Research, 90(2), 179–226. https://doi.org/10.3102/0034654320914744.

[5]   Hafiz, S. M., Omar, A. M. A., & Sher, K. M. (2018). Analysis of syntactic errors in English writing: A case study of Jazan University preparatory year students. Journal of Education and Practice, 9(11), 113–120.

[6]   Hair, J., Black, W., Babin, B., Anderson, R., & Tatham, R. (2006). Multivariate Data Analysis (6th ed.). Pearson Prentice Hall.

[7]   Hidayat, D. N., Fitriyani, N., Alek, A., Septiawan, Y., & Eviyuliawati, I. (2020). An Investigation into The Grammatical Errors of Students' Writing. EDUVELOP, 4(1), 9–16. https://doi.org/10.31605/eduvelop.v4i1.806.

[8]   Huan, E., Haan, J. W., Bora, D. I. N. B., Fernandez, S., & Bera, L. K. (2021). Grammatical errors in writing undergraduate thesis proposal: a study case on the last semester students of english study program of nusa cendana university in the academic year 2020-2021. Ajes-academic journal of educational sciences, 5(2).

[9]   Khatter, S. (2019). An Analysis of the Most Common Essay Writing Errors among EFL Saudi Female Learners (Majmaah University). SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3466034.

[10]   Ngaiza, A. G. (2023). A Linguistic Error Analysis of ESL Written Essays by Indian Tamil University Students. Journal of Modern Research in English Language Studies, 10(4), 45-59. DOI: 10.30479/jmrels.2023.18208.2160.

[11]   Seyyedi, K., & Amin, N. M. H. (2020). The Effect of Immediate and Delayed Error Correction on Accuracy Development of Intermediate EFL Learners' Writing. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3546837.

[12]   Shousha, A. I., Farrag, N. M., & Althaqafi, A. S. (2020). Analytical Assessment of the Common Writing Errors among Saudi Foundation Year Students: A Comparative Study. English Language Teaching, 13(8), 46–62.

[13]   Siregar, Y. S. P., Tarigan, N. W. P., Mawarni, C. I., Simanjuntak, C. W. B., & Tanjaya, A. (2019). Grammatical Errors on Students' Writing of Recount Text. Linguistic, English Education and Art (LEEA) Journal, 3(1), 189–200. https://doi.org/10.31539/leea.v3i1.995.

[14]   Statista Research Department. (2022, November 22). The most spoken languages worldwide 2022. Statista.

[15]   Surjowati, R. (2023). Error analysis on students' essay writing: A case study. Englisia: Journal of Language, Education, and Humanities, 11(1), 252-269. https://doi.org/10.22373/ej.v11i1.15009 .