

**AN INVESTIGATION OF ERROR MADE BY STUDENTS AT
SMAN 2 INDRALAYA UTARA BASED ON THEIR GENDER IN
WRITING NARRATIVE TEXT**

A THESIS

By:

Syafiqah Salma Attaqiy

06011282126043

English Education Study Program

Language and Art Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2025

APPROVAL

AN INVESTIGATION OF ERROR MADE BY STUDENTS AT SMAN 2 INDRALAYA BASED ON THEIR GENDER IN WRITING NARRATIVE TEXT

A Thesis by

Syafiqah Salma Attaqiy

06011282126043

English Education Study Program

Language and Art Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2025

Approved by

Advisor,



Hesti Wahyuni Anggraini, M.Pd

NIP 198609282014042001

Certified by

Head of English Education Study Program,



Eryansyah, M.A., Ph.D.

NIP 1969071819951210001



COMMITTEE APPROVAL

AN INVESTIGATION OF ERROR MADE BY STUDENTS AT SMAN 2 INDRALAYA UTARA BASED ON THEIR GENDER IN WRITING NARRATIVE TEXT

Syafiqah Salma Attaqiy

Student Number: 06011282126043

This thesis was defended by the researcher in the final program examination and was approved the examination committee on:

Day : Thursday

Date : September 25, 2025

EXAMINATION COMMITTEE APPROVAL

1. Chairperson : Hesti Wahyuni Anggraini, M.Pd.

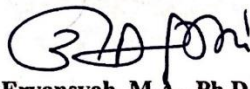
2. Member : Dra. Zuraida, M.Pd.



Palembang, September 25, 2025

Certified by

Coordinator of English Education Study Program,



Ervansyah, M.A., Ph.D.
NIP 1969071819951210001



DECLARATION

I, the undersigned,

Name : Syafiqah Salma Attaqiy
Student's Number : 06011282126043
Study Program : English Education

Certify that thesis entitled "An Investigation of Error made by Students at SMAN 2 Indralaya Utara Based on Their Gender in Writing Narrative Text" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 25 September 2025

The undersigned



Syafiqah Salma Attaqiy
NIM. 06011282126043

DEDICATION AND MOTTO

DEDICATION

I lovingly dedicate this thesis to my beloved parents, who have been my greatest source of strength and motivation, whose sacrifice and unconditional love have made this achievement possible. To my dearest siblings and bestfriends whose companionship have helped me throughout the journey. Thank you very much for the endless support.

MOTTO

“Indeed, with hardship comes ease”. (Q.S Al-Insyirah : 5)

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. First and foremost, the writer would like to express gratitude and praises to Allah SWT, the Almighty, the Compassionate, and the Merciful, who has always been the guide and blessed the writer with countless beautiful things in life. Throughout the journey of finishing this thesis, all the uncertainty and pressure were eased by His guidance. All the successful progress are solely by His will and blessings. May all effort and knowledge gained from this research bring benefit to others.

Secondly, the writer would like to show sincere appreciation to Miss Hesti Wahyuni Anggraini, S.Pd., M.Pd., as the thesis advisor, for her guidance, knowledge, and support throughout this process. Her structured and patient supervision has been profoundly meaningful and has played a significant role in the successful completion of this work.

Thirdly, the writer sincerely conveys special thanks to Dr. Hartono, M.A., Dean of the Faculty of Teacher Training and Education; Prof. Soni Mirizon, M.A., Ed.D., Head of the Department of Language and Arts Education; and Eryansyah, M.A., Ph.D., Head of the English Education Study Program, for their continuous support throughout the writer's academic journey. The writer also wishes to express appreciation to all lecturers and staff of the English Education Study Program, Universitas Sriwijaya, for the invaluable knowledge, guidance, and assistance provided during the writer's studies.

Fourth, the writer sincerely thanks the entire community of SMAN 2 Indralaya Utara for their kind cooperation and permission during the data collection. Including the principal, administrative staff, English teachers Mr. Zumri, S.Pd., and Mrs. Desy, S.Pd. who provided invaluable assistance and support throughout the data collection. Special appreciation is extended to students of classes X.1, X.2, X.3, XI.1, XI.2, and XI.3 for their enthusiastic participation and contribution to the success of this research.

Fifth, the writer's expresses deepest love and heartfelt gratitude to her beloved family as unwavering source of strength. To her father, Subkhan, M.T., who has been not only a role model but also an inspiration and a constant motivator. To her mother, Sri Hayati, S.E., for her boundless love, wholehearted prayers, and encouragement that have strengthened the writer in every steps. Also to her brothers, Wafiy and Muhammad Aqil Fikri, and her sister, Putri Salma Aqila for being such a meaningful presence in the writer's life.

Sixth, the warm thanks also be given to her dear friends for walking through the academic season together and for being such good discussion partners. Special appreciation goes to Febrina Berliana, Irliani Nurlita, Angelin Kusuma, Dinda Yoana, Yoshe Zamira, Elda Susnita, Sania Amila, Tri Ambarwati, Alza Mareta, Desvita Renata, Raya Ali, Diva Meizahra, and friends from SEESPA 2021. Thank you for the genuine friendship as well for the laughter and companionship that have lightened the challenges along the way.

Lastly, the writer wants to thank herself for always trying her best despite all the fears and challenges she encountered along the progress, while continually leaning on Allah SWT for guidance and strength. This journey has taught the writer patience as well as faith, and she is deeply grateful for all the lessons gained throughout this process.

Palembang, 20 September 2025

The author,

A handwritten signature in blue ink, appearing to read 'Syafiqah Salma Attaqiy', with a long horizontal stroke extending to the right.

Syafiqah Salma Attaqiy

TABLE OF CONTENTS

TITLE SHEET	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION	iv
DEDICATION AND MOTTO	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	13
1.1 Background of the Study	13
1.2 Problems of the Study	16
1.3 Objectives of the Study	17
1.4 Significance of the Study	17
CHAPTER II LITERATURE REVIEW	19
2.1 Writing Elements	19
2.2 Narrative Text	20
2.2.1 Generic Structure of Narrative Text	21
2.2.2 Language Feature of Narrative Text	22
2.3 EFL Learners Difficulties in Writing	22
2.4 Errors in Writing	24
2.5 Gender Differences in Writing Performance	26
2.6 Previous Related Studies	28
CHAPTER III METHODOLOGY	31
3.1 Research Design	31

3.2 Variables of the Study	31
3.3 Research Setting.....	32
3.3.1 Location.....	32
3.3.2 Time	32
3.4 Population and Sample.....	32
3.4.1 Population.....	32
3.4.2 Sample	33
3.5 Research Instrument and Technique of Data Collection	34
3.6 Validity and Reliability.....	38
3.6.1 Validity Test	38
3.6.2 Reliability Test.....	39
3.7 Technique of Data Analysis	40
3.8 Research Hypotheses	41
CHAPTER IV FINDINGS AND DISCUSSION	42
4.1 Data Finding	42
4.1.1 The Result of Types and Frequency of Errors Made by Male and Female Students.....	42
4.1.2 The Significant Difference in Writing Narrative Texts Between Male and Female Students	50
4.2 The Interpretation of the Study	54
CHAPTER V CONCLUSION AND SUGGESTIONS	60
5.1 Conclusion	60
5.2 Suggestions.....	61
REFERENCES	63
APPENDICES.....	70

LIST OF TABLES

Table 3. 1 Population	32
Table 3. 2 Sample	34
Table 3. 3 Writing Ability Rubric	35
Table 3. 4 Error Analysis Rubric	38
Table 3. 5 the Result of Validity Test	39
Table 3. 6 The Result of Reliability Test.....	40
Table 4. 1 Examples of Male's Error.....	43
Table 4. 2 Frequency and Percentage of Errors Made by Male Students	46
Table 4. 3 Example of Female's Error.....	46
Table 4. 4 Frequency and Percentage of Errors Made by Female Students.....	48
Table 4. 5 The Frequency and Percentage of Errors.....	49
Table 4. 6 The Result of Descriptive Analysis	51
Table 4. 7 The Result of Normality Test	52
Table 4. 8 The Result of Homogeneity Test.....	53
Table 4. 9 The Result of Independent Sample t-Test.....	54

LIST OF APPENDICES

Appendix 1 Narrative Writing Task.....	71
Appendix 2 Students' Narrative Writing Task.....	72
Appendix 3 Students' Score of Narrative Writing Test	79
Appendix 4 Statistical Analysis.....	83
Appendix 5 Documentation	86
Appendix 6 Letter of Approval of Research Title	87
Appendix 7 Letter of Appointment of Thesis Advisor	88
Appendix 8 Letter of Validation of Expert Judgement	90
Appendix 9 Letter of Research Permission from FKIP Universitas Sriwijaya	92
Appendix 10 Letter of Research Permission from Dinas Pendidikan Provinsi Sumsel	93
Appendix 11 Letter of Research Statement from School	94
Appendix 12 Thesis Exam	95
Appendix 13 Thesis Consultation Card	96

ABSTRACT

AN INVESTIGATION OF ERROR MADE BY STUDENTS AT SMAN 2 INDRALAYA UTARA BASED ON THEIR GENDER IN WRITING NARRATIVE TEXT

ABSTRACT

Writing is a complex process which often leads students to face difficulties resulting in errors. Moreover, male and female students may learn language differently. This quantitative comparative study aims to identify and analyze the error made by male and female students in writing narrative text and to examine whether there is a significant difference in their writing performance between gender. 50 males and 50 females students at SMAN 2 Indralaya Utara were selected as samples using stratified random sampling. Data were collected through a writing test then analyzed using surface strategy taxonomy covering the errors of omission, addition, misformation, and misordering, while the writing performance was assessed through a rubric. Results showed that male students produced 305 errors mostly in misformation (53.77%), while female students made 167 errors, predominantly in omission (40.72%). Independent Sample t-Test indicated a significant difference in writing performance, where female students scoring higher ($M=73.77$) than males ($M=66.52$), $p = 0.000 (< 0.05)$. The findings indicate that female students not only made fewer errors, but also exhibited stronger mastery of writing elements which led to their higher scores. It is suggested that teachers provide focused grammar instruction and gender-responsive strategies, while students strengthen accuracy through revision, self monitoring, and consistent practice.

Keywords: *Error Analysis, Narrative Writing, Gender Differences, Writing Performance, EFL Students*

A thesis by English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Syafiqah Salma Attaqiy

Student Number : 06011282126043

Certified by,
Head of English Education Study Program

Approved by,
Advisor


Ervansyah, M.A., Ph.D.
196907181995121001


Hesti Wahyuni Anggraini, M.Pd NIP
NIP 198609282014042001

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains: (1) Background of the Study, (2) Problems of the Study, (3) Objectives of the Study, and (4) Significances of the Study.

1.1 Background of the Study

Among the four English skills, writing is widely considered the most complex skill due to the systematic process that encompasses various cognitive and metacognitive activities, such as brainstorming, planning, outlining, organizing, drafting, and revising in which the writer must accurately convey the message to the readers (Drijbooms, 2016). Flower and Hayes in Suvin (2020) stated that these processes recognized as unique ways of thinking that writers use to plan and organize during the act of composing. Furthermore, these methods are not the sole consideration when crafting a message; linguistic abilities and knowledge also play a vital role. Despite its complexity, writing is essential for L2 learners as it not only demands on knowledge of vocabulary and grammar, but also the ability to generate and organize ideas, translate it into coherent sentences while adhering to linguistic rules. Hence, writing could develop students' critical thinking effectively especially in digital or academic context. Possessing strong writing skills in English is essential especially in today's global environment, where individuals are required to write and communicate proficiently in English. E-mails, faxes, online chats, and website updates all require an excellent proficiency in English writing to communicate people's need and demand effectively. Writing skills also hold as a foundation for academic success, personal development, and future career opportunities. It is supported by Carter, et al cited in Apsari (2017) that writing is essential for career and personal life because others would judge individual's thinking ability according to what and how the individual writes.

However, students in Indonesia still struggle to pour their ideas in English through written activity. This issue is evident in the result of the Programme for

International Student Assessment (PISA) 2022 Creative Thinking test which assessed the processes of generating diverse and creative ideas, and improving ideas. It focused on everyday creativity through tasks in four domains: written expression, visual expression, social problem solving, and scientific problem solving. For the result, there are only 31% of Indonesian students achieved a minimum proficiency in creative thinking, significantly less than OECD countries which average of 78%. With a mean score of 19 out of 60 possible points, students in Indonesia scored significantly lower than the OECD average 33 points (OECD, 2024).

Whereas, in senior high school, writing skill is available in the syllabus as this competency is deemed essential for students' success in acquiring the English language. In Merdeka Curriculum, particularly in English subject, students are taught writing skill by providing lessons on how to write types of text in English. It is also required for students to produce visual, oral, and written texts in structured English with a wider range of vocabulary at the end of each chapter (Puji Astuti et al., 2022). The assessment of students' progress in their English writing abilities is based on their proficiency in composing the specific text types effectively. Those various types of text namely recount text, procedure text, descriptive text, argumentative text, explanation text, news item text, analytical and hortatory exposition text, report text, and narrative text. Where English is not frequently used in daily life, students often struggle with expressing their thoughts in English. Several studies have been undertaken to examine the challenges faced by Indonesian EFL students in their writing. Research by Andi Kaharuddin (2020) showed that the students possess a limited vocabulary, which hinders their ability to choose suitable words when attempting to describe an object. Hasan & Marzuki (2017) conducted an analysis of the writing abilities of Indonesian EFL students by assigning them a writing task within a specified timeframe. The results indicated that the students encountered various grammatical issues, including the use of plural forms, articles, verb forms, clauses, passive voice, and prepositions in their writing.

The literacy levels among children and adolescents in South Sumatra are still relatively low (Oktareza, 2021). Limited access of reading resources and a lack of enthusiasm in reading also hinder the development of writing literacy (Amila, 2025). Based on the school field observation program and informal interview with an English teacher at SMAN 2 Indralaya Utara, Ogan Ilir regency, Sumatera Selatan province, it was revealed that students frequently encounter difficulties in constructing grammatically correct and coherent sentences. Additionally, they often struggle with selecting appropriate vocabulary to accurately express their thoughts and ideas in English. For instance, In composing written text, the challenges that occur are using appropriate tenses or vocabularies, maintaining chronological order, and developing a cohesive story. Those challenges often results errors in writing.

Moreover, differences in writing ability also be influenced by gender along with cognitive and linguistic abilities, age, interest in writing, self-efficacy, anxiety, and other variables. A significant matter that has been hugely neglected in the context of English as a foreign language writing, specifically, and it deserves to be taken into account in writing process research is a gender (Al-Saadi, 2020). Research has shown that male and female students often exhibit distinct approaches to language learning, which can affect their writing performance. Female students are generally observed to have stronger language skills and a greater tendency to focus on detail and accuracy (Al-Saadi, 2020), while male students may exhibit more creativity but struggle with grammatical precision (Almusharraf & Alotaibi, 2021). The theory of gender differences in language learning, proposed by Sunderland, suggests that males and females may approach language tasks differently due to cognitive, social, and psychological factors (Mitchell et al., 2019).

To determine the link between gender differences and English as foreign language writing, further investigations need to be carried out regarding the acquisition of specific linguistic components, such as grammatical accuracy in narrative text writing. Indeed, it is essential to analyze the types of errors committed by male and

female EFL learners and to examine whether there is a significant difference in their overall narrative writing ability.

A previous study focusing on error analysis in narrative texts found that female students committed more linguistic errors than male students (Sugianto et al., 2023). Furthermore, another research has shown that female students outperform males in narrative writing task (Noviansyah & Anam, 2019). However, research specifically analyzing errors based on gender in writing narrative texts remains limited. Most existing studies tend to focus on general writing proficiency, overlooking how male and female students may differ in the types and frequency of errors they make as well as their overall writing quality specifically in narrative writing. Additionally, many studies relating this context are conducted in broader EFL contexts, with little emphasis on high school students, particularly in Indonesia.

In line with the background, the present study emphasizes both aspects, namely the types of errors and the gender differences in writing narrative text. This study aims to identify the types and frequencies of errors made by male and female students at SMAN 2 Indralaya Utara in writing narrative text and examine whether there is a significant difference in terms of narrative text writing between the two groups. It is expected that the findings will contribute to a better understanding of gender-based differences in error patterns, ultimately tailoring teaching methods to support both genders effectively and develop more effective instructional strategies to improve students' writing ability.

1.2 Problems of the Study

1. What types and frequencies of writing errors are made by male and female students at SMAN 2 Indralaya Utara in writing narrative text?
2. Is there any significant difference in writing narrative text between male and female students at SMAN 2 Indralaya Utara?

1.3 Objectives of the Study

1. To identify the types and frequency of errors made by male and female students at SMAN 2 Indralaya Utara in writing narrative text
2. To determine whether there is significant difference in writing narrative text between male and female students at SMAN 2 Indralaya Utara

1.4 Significance of the Study

This study offers theoretical, pedagogical, and practical contributions by analyzing gender-based differences in writing errors among EFL students at SMAN 2 Indralaya Utara. The findings would provide insights into how male and female students differ in the types and frequency of errors also their narrative writing proficiency, enhancing the understanding of gender-related learning challenges. The results would help teachers implement more effective feedback and differentiated instruction to support both male and female students in developing grammatically accurate and coherent writing. This research would offer meaningful contribution for:

a. English Teacher

Pedagogically, the findings are expected to provide valuable insights for teachers to design more targeted instructional strategies. Knowing which errors are more common among male and female learners allows teachers to deliver corrective feedback that is not only more effective but also more sensitive to learner needs and to create more inclusive classroom practices, and foster a balanced learning environment that supports both male and female students in achieving writing proficiency.

b. Students

Practically, the results of this research will benefit students by raising their awareness of their own writing weaknesses such as grammatical inaccuracies, thus motivating them to improve accuracy and fluency in English.

c. Future Researchers

This study provides a foundation for further investigations into gender and writing development, particularly in Indonesian high school settings where such research remains limited. In this way, the study contributes not only to academic discourse but also to improving classroom practices and student outcomes in EFL writing instruction.

REFERENCES

- Akyol, H., & Aktaş, N. (2018). The Relationship between Fourth-Grade Primary School Students' Story-writing Skills and Their Motivation to Write. *Universal Journal of Educational Research*, 6(12), 2772–2779. <https://doi.org/10.13189/ujer.2018.061211>
- Allevato, E. (2019). A Project-based Approach to Examine University Teachers Attitudes towards Visually Impaired Students. *Scholarly Journal of Psychology and Behavioral Sciences*, 2(3). <https://doi.org/10.32474/SJPBS.2019.02.000137>
- Almusharraf, N., & Alotaibi, H. (2021). Gender-Based EFL Writing Error Analysis Using Human and Computer-Aided Approaches. *Educational Measurement: Issues and Practice*, 40(2), 60–71. <https://doi.org/10.1111/emip.12413>
- Al-Saadi, Z. (2020). Gender differences in writing: The mediating effect of language proficiency and writing fluency in text quality. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1770923>
- Amila, S. (2025). The Impact of Writer's Block on Academic Writing Performance: A Study of English Education Students. *Tell-Us Journal*, 11(3), 719–736. <https://doi.org/10.22202/tus.2025.v11i3.10268>
- Andi Kaharuddin. (2020). Contributions of Technology, Culture, and Attitude to English Learning Motivation during COVID-19 Outbreaks. *Systematic Reviews in Pharmacy*, 11(11), 76–84. <https://doi.org/10.31838>
- Apsari, Y. (2017). The Use of Picture Series in Teaching Writing Recount Text. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 5(2), 51. <https://doi.org/10.22460/eltin.v5i2.p51-56>
- Asnas, S. A. M., & Hidayanti, I. (2024). Uncovering EFL students' frequent difficulties in academic writing and the coping strategies: The case of a college in Indonesia. *Journal on English as a Foreign Language*, 14(1), 124–151. <https://doi.org/10.23971/jefl.v14i1.7472>
- Asra, S., & Wiradisastra, G. J. T. (2022). Linguistic Variation Between Male and Female Students in Academic Writing. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 6(2), 423–436. <https://doi.org/10.30743/ll.v6i2.5910>

- Barr, E., Popkin, R., Roodzant, E., Jaworski, B., & Temkin, S. M. (2024). Gender as a social and structural variable: research perspectives from the National Institutes of Health (NIH). *Translational Behavioral Medicine*, 14(1), 13–22. <https://doi.org/10.1093/tbm/ibad014>
- Benítez Fernández, M. (2023). Linguistic Variation, Social Meaning and Covert Prestige in a Northern Moroccan Arabic Variety. *Languages*, 8(1), 89. <https://doi.org/10.3390/languages8010089>
- Cahyono, B. Y., & Rahayu, T. (2020). EFL Students' Motivation in Writing, Writing Proficiency, and Gender. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 31(2), 162. <https://doi.org/10.15639/teflinjournal.v31i2/162-180>
- Chaffee, K. E., Lou, N. M., Noels, K. A., & Katz, J. W. (2020). Why don't "real men" learn languages? Masculinity threat and gender ideology suppress men's language learning motivation. *Group Processes & Intergroup Relations*, 23(2), 301–318. <https://doi.org/10.1177/1368430219835025>
- Charles Nyandoro Moochi. (2020). A Comparative Analysis of Boys' and Girls' Spelling Errors in Kiswahili Functional Writing in Secondary Schools in Kenya. *International Journal of Linguistics, Literature and Translation*, 3(7).
- Coates, J. (1986). *Women, men and language: A sociolinguistic account of sex differences in language*. Longman.
- Coates, J. (2015). *Women, Men and Language*. Routledge. <https://doi.org/10.4324/9781315645612>
- Cresswell, J. W. (2021). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. pearson.
- Cresswell, J. W., & Cresswell, J. D. (2018). *research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Darningwati Noviansyah, & Samsul Anam. (2019). Gender Differences in Writing Achievement of Narrative Text. *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*, 1(1).
- Delvi Wahyuni, D. W., Witri Oktavia, W. O., & Leni Marlina, L. M. (2019). Writing Anxiety among Indonesian EFL College Students: Levels, Causes, and Coping Strategies. *Lingua Cultura*, 13(1), 67. <https://doi.org/10.21512/lc.v13i1.5239>

- Derewianka, Beverly., & Jones, Pauline. (2016). *Teaching language in context*. Oxford University Press.
- Dewi Furtina, Ika Apriani Fata, & Dohra Fitriasia. (2016). Grammatical Errors in Writing Task: Males vs. Females. *Proceedings of the First Reciprocal Graduate Research Symposium between University Pendidikan Sultan Idris and Syiah Kuala University*, 251–258.
- Drijbooms, E. (2016). *Cognitive and Linguistic Factors in Writing Development*. Sl: sn.
- Dulay, C. H., Burt, K. M., & Krashen, D. S. (1982). *Language Two*. Oxford University Press.
- Elbashir, B. (2023). Writing Skills Problems: Causes and Solutions. *International Journal of English Language Teaching*, 11(5), 52–64.
- Erikson Saragih, Elisabeth Hutabarat, Meiliana Situmorang, Sonia Sembiring, & Yesinta Panjaitan. (2019). Comparative Analysis of Male and Female in Writing Recount Text. *Jurnal Handayam*, 10(2), 63–67.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference* (4th ed.). Allyn & Bacon.
- Grenner, E., Åkerlund, V., Asker-Árnason, L., van de Weijer, J., Johansson, V., & Sahlén, B. (2020). Improving narrative writing skills through observational learning: a study of Swedish 5th-grade students. *Educational Review*, 72(6), 691–710. <https://doi.org/10.1080/00131911.2018.1536035>
- Hasan, J., & Marzuki, M. (2017). An Analysis of Student's Ability in Writing at Riau University Pekanbaru - Indonesia. *Theory and Practice in Language Studies*, 7(5), 380. <https://doi.org/10.17507/tpls.0705.08>
- Housen, A., & Simoens, H. (2016). Introduction: Cognitive Perspectives on difficulty and Complexity in L2 Acquisition. *Studies in Second Language Acquisition*, 38(2), 163–175. <https://doi.org/10.1017/S0272263116000176>
- Husnayaini, I., Rizki, M. T., & Savitri, C. (2021). An Analysis of Students' Grammatical Errors in Writing Procedure Texts. *EEdJ: English Education Journal*, 1(1), 1–10. <https://doi.org/10.32923/eedj.v1i1.1791>

- Ibnian, S. S. K. (2017). Writing Difficulties Encountered by Jordanian EFL Learners. *Asian Journal of Humanities and Social Studies*, 05(03).
- Indanna, S. P., Arasuli, A., & Damayanti, I. (2022). An Analysis of Women's Language Features used by the Three Indonesian Female Travel Bloggers. *Journal of English Education and Teaching*, 6(4), 578–597. <https://doi.org/10.33369/jcet.6.4.578-597>
- Irfayani, Q., & Rokhuma, C. M. (2023). Indonesian tertiary EFL students' problems in paraphrasing journal articles: a narrative inquiry. *Erudita: Journal of English Language Teaching*, 3(2), 168–177. <https://doi.org/10.28918/erudita.v3i2.2148>
- Irmalia, M. (2016). Indonesian interference in students' writing. *English Education Journal*, 7(4), 496–508.
- Jacobs, Holly. A., Zinkgraf, Stephen. H., Wormuth D. R, Hartfiel Virginia. F, & Hughey Jane. B. (1981). *Testing ESL composition: A practical approach*. Newbury House Publishers.
- Joseph F. Hair Jr., William C. Black, Barry J. Babin, & Rolph E. Anderson. (2018). *Multivariate data analysis*. Cengage Learning.
- Komara, C., & Tiarsiwi, F. (2021). Exploring Indonesian EFL Learners' Perception of English Learning Grammar. *Journal of English Language Teaching and Linguistics*, 6(2), 459. <https://doi.org/10.21462/jeltl.v6i2.564>
- Labov, W. (1990). The intersection of sex and social class in the course of linguistic change. *Language Variation and Change*, 2(2), 205–254. <https://doi.org/10.1017/S0954394500000338>
- Lakoff, R. (1975). *Language and woman's place*. Harper & Row.
- Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*, 50(3), 301–346. <https://doi.org/10.1017/S0261444817000088>
- Lohr, S. L. (2021). *Sampling Design and Analysis*. Chapman and Hall/CRC. <https://doi.org/10.1201/9780429298899>
- Master, A. H., & Meltzoff, A. N. (2020). Cultural Stereotypes and Sense of Belonging Contribute to Gender Gaps in STEM. *International Journal of Gender, Science, and Technology*, 12(1), 152–198.

- Mishra, P., Pandey, C., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67. https://doi.org/10.4103/aca.ACA_157_18
- Mitchell, R., Myles, F., & Marsden, E. (2019). *Second Language Learning Theories*. Routledge. <https://doi.org/10.4324/9781315617046>
- Nggawu, L. O. (2024). The influence of gender and self-efficacy on the English writing ability of central Indonesian students. *Indonesian Journal of Applied Linguistics*, 14(1), 195–205. <https://doi.org/10.17509/ijal.v14i1.70393>
- OECD. (2024). *PISA 2022 Results (Volume III): Creative Minds, Creative Schools*.
- Oktareza, F. (2021). *Rendahnya literasi di Sumsel dipicu minimnya fasilitas membaca*. Sonora.Id. <https://www.sonora.id/read/422880421/rendahnya-literasi-di-sumsel-dipicu-minimnya-fasilitas-membaca>
- Ouahidi, M. (2020). On the Relationship between Writing Motivation, Academic Achievement, and Gender in tertiary education. *International Journal of English Literature and Social Sciences*, 5(3), 685–692. <https://doi.org/10.22161/ijels.53.20>
- Puji Astuti, Aria Septi Anggaira, Atti Herawati, Yeyet Nurhayati, Dadan, & Dayang Suriani. (2022). *Buku Panduan Guru Bahasa Inggris: English for Change untuk SMA/MA Kelas XI*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi .
- Ratnawati, R., Faridah, D., Anam, S., & Retnaningdyah, P. (2018). Exploring Academic Writing Needs of Indonesian EFL Undergraduate Students. *SSRN Electronic Journal*, 9(4). <https://doi.org/10.2139/ssrn.3308318>
- Sari, T. J. (2019). *An Analysis of Grammatical Error in Writing Recount Text at the Eleventh Grade of Students' SMK Negeri 1 Abung Selatan Kotabumi in the Academic Year 2018/2019*. UIN Raden Intan Lampung.
- Septiana, A. R. (2020). The indonesian grammatical interference on EFL students' writing. *Journal of Research on English and Language Learning (J-REaLL)*, 1(1), 46. <https://doi.org/10.33474/j-reall.v1i1.5610>
- Sharma, D. (2025). Testing sociolinguistic theory and methods in world Englishes. *World Englishes*, 44(1–2), 26–42. <https://doi.org/10.1111/weng.12693>

- Siti Danti, Lala Nining Indrawati, Muawanah Muawanah, Khairul Wardani, & Selamat Riadi Jaelani. (2023). Crisis Grammatical Use: Revealing Causes on EFL Students' Grammatical Errors. *Bhinneka: Jurnal Bintang Pendidikan Dan Bahasa*, 1(2), 58–72. <https://doi.org/10.59024/bhinneka.v1i2.272>
- Sudijono, A. (2010). *Pengantar Statistik Pendidikan*. Rajawali Press.
- Sugianto, R., Rahman, L. I., & Putera, L. J. (2023). *Linguistics and English Language Teaching Journal Gender Difference and Errors in Writing Narrative Texts among Indonesian EFL College Students*. 11(1).
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sulfiana, F., Kurniawati, N., & Nurwanti, D. I. (2022). Indonesian EFL Students' Writing Anxiety in Post-Pandemic Online Classroom Context: a Survey. *International Journal of Research on English Teaching and Applied Linguistics*, 2(2), 26–36. <https://doi.org/10.30863/ijretal.v2i2.2452>
- Sunderland, J. (2000). Issues of language and gender in second and foreign language education. *Language Teaching*, 33(4), 203–223. <https://doi.org/10.1017/S0261444800015688>
- Suvin, S. (2020). Complexities of Writing Skill at the Secondary Level in Bangladesh Education System: A Quantitative Case Study Analysis. *English Language Teaching*, 13(12), 65. <https://doi.org/10.5539/elt.v13n12p65>
- Tannen, D. (1996). *Gender and discourse*. Oxford University Press.
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 57–73. <https://doi.org/10.21093/di.v19i1.1506>
- Trudgill, P. (1983). *Sociolinguistics: An introduction to language and society (Rev. ed.)*. Penguin.
- Uma Sekaran, & Bougie Roger. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons. <https://books.google.co.id>
- Vacide Erdogan. (2005). Contribution of Error Analysis to Foreign Language Teaching . *Mersin University Journal of the Faculty of Education*, 1(2), 261–270.

- Wahyuningsih, S. (2018). Men and Women Differences in Using Language: A Case Study of Students at STAIN Kudus. *EduLite: Journal of English Education, Literature and Culture*, 3(1), 79. <https://doi.org/10.30659/e.3.1.79-90>
- Wardah, J. (2020). Grammatical Interference in the Aceh Language in the Use of Indonesian Writing Variety of 7th Grade Students of Junior High School 1 Indrapuri Aceh Besar District and Their Utilization as Teaching Materials in Learning to Write Narrative Texts. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(1), 478–486. <https://doi.org/10.33258/birle.v3i1.843>
- Wardhaugh, R., & Fuller, J. M. (2021). *An Introduction to Sociolinguistics*. John Wiley & Sons.
- Yulianti, Y., Umar, U., Sudewi, P. W., & Isma, A. (2024). Analysis of Narrative Writing Skills Among Junior High School Students in Indonesia. *Innovations in Language Education and Literature*, 1(2), 41–47. <https://doi.org/10.31605/ilere.v1i2.3901>
- Zulfikar, Z. (2020). Grammatical Errors in Indonesian-Acehnese EFL Learners' Descriptive Essays. *Journal of English Education and Linguistics*, 1(2), 21–32. <https://doi.org/10.56874/jeel.v1i2.242>