



**GRAMMATICAL ERRORS IN INDONESIAN EFL STUDENTS' WRITING: A
LIBRARY RESEARCH FROM THE PERSPECTIVES OF CONTRASTIVE
ANALYSIS AND ERROR ANALYSIS**

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ABSTRAK

Menulis merupakan salah satu keterampilan yang paling menantang bagi pembelajar Bahasa Inggris sebagai Bahasa Asing (*English as a Foreign Language/EFL*) karena menuntut penguasaan aspek linguistik, kognitif, dan komunikatif. Dalam pendidikan tinggi, kemampuan menulis sangat penting untuk menghasilkan berbagai karya akademik, namun mahasiswa EFL di Indonesia masih sering melakukan kesalahan gramatikal yang memengaruhi kualitas tulisan. Penelitian ini bertujuan mengkaji kesalahan gramatikal yang umum ditemukan dalam tulisan mahasiswa EFL Indonesia melalui perspektif Analisis Kontrastif (*Contrastive Analysis*) dan Analisis Kesalahan (*Error Analysis*). Penelitian ini menggunakan metode kepustakaan (*library research*) dengan menganalisis berbagai buku, artikel ilmiah, dan hasil penelitian yang relevan. Hasil kajian menunjukkan bahwa kesalahan yang paling dominan meliputi penggunaan *tenses*, *subject-verb agreement*, artikel, preposisi, bentuk jamak, dan struktur kalimat. Kesalahan tersebut dipengaruhi oleh transfer bahasa pertama, overgeneralisasi, penerapan aturan yang tidak lengkap, keterbatasan penguasaan tata bahasa, serta perbedaan struktur antara bahasa Indonesia dan bahasa Inggris. Simpulannya, Analisis Kontrastif dan Analisis Kesalahan saling melengkapi dalam mengidentifikasi penyebab kesalahan gramatikal dan dapat menjadi landasan untuk meningkatkan akurasi menulis mahasiswa EFL. Temuan penelitian ini diharapkan menjadi acuan bagi guru, pengembang kurikulum, dan peneliti dalam mengembangkan pembelajaran menulis EFL yang lebih efektif.

Kata Kunci: *Analisis Kontrastif, Analisis Kesalahan, Menulis EFL, Kesalahan Gramatikal, Transfer Bahasa.*

ABSTRACT

Writing is one of the most challenging skills for learners of English as a Foreign Language (EFL) because it requires the integration of linguistic, cognitive, and communicative competencies. In higher education, writing proficiency is essential for producing various academic texts; however, Indonesian EFL students continue to experience grammatical difficulties that negatively affect the quality of their writing. This study aims to examine the common grammatical errors found in the writing of Indonesian EFL students through the perspectives of Contrastive Analysis and Error Analysis. This study employed a library research design by analyzing and synthesizing relevant books, scholarly journal articles, and previous studies. The findings reveal that the most frequent grammatical errors involve tense usage, subject-verb agreement, articles, prepositions, plural forms, and sentence structure. These errors are primarily attributed to first-language transfer, overgeneralization, incomplete rule application, limited grammatical competence, and structural differences between Indonesian



and English. In conclusion, Contrastive Analysis and Error Analysis provide complementary frameworks for identifying the sources of grammatical errors and serve as a valuable basis for improving the writing accuracy of EFL learners. The findings are expected to provide useful insights for teachers, curriculum developers, and researchers in designing more effective EFL writing instruction.

Keywords: *Contrastive Analysis, Error Analysis, EFL Writing, Grammatical Errors, Language Transfer.*

INTRODUCTION

English has become the primary language of international communication, scientific publication, higher education, and professional interaction. Consequently, English proficiency is increasingly recognized as an essential competence for academic and career success. Among the four language skills, writing is regarded as one of the most demanding because it requires learners to integrate linguistic knowledge, critical thinking, discourse organization, and grammatical accuracy simultaneously. Recent studies have consistently shown that grammatical competence remains a major challenge for EFL learners and continues to influence the quality of academic writing, particularly in higher education (Mubarok & Budiono, 2022; Hamdani & Abid, 2025; Ratu et al., 2025; Pratiwi & Yulia, 2025; Suryani et al., 2025). These findings indicate that improving writing proficiency requires not only developing ideas but also strengthening learners' grammatical competence through evidence-based instructional approaches.

In the Indonesian EFL context, grammatical errors remain prevalent despite continuous improvements in English language instruction. Recent empirical studies have identified tense usage, subject–verb agreement, articles, prepositions, sentence structure, plural forms, omission errors, and inflectional morphology as the grammatical features most frequently associated with reduced writing quality (Siti Ismahani et al., 2024; Zulfikar et al., 2025; Putri et al., n.d.; Putri et al., 2025; Wahid & Bochari, 2026). Research further demonstrates that these errors are closely related to cross-linguistic influence between Indonesian and English, resulting in both interlingual and intralingual errors (Ilmi et al., 2026; Sabrina et al., 2025; Fadhilah, 2026). Consequently, grammatical errors continue to represent an important issue that deserves further investigation from linguistic, cognitive, and pedagogical perspectives.

Contrastive Analysis and Error Analysis continue to provide valuable frameworks for explaining grammatical errors in second-language learning. Contrastive Analysis emphasizes the influence of first-language structures on second-language production, whereas Error Analysis examines learners' actual language performance to identify systematic developmental patterns. Recent investigations confirm that these two perspectives are complementary rather than contradictory because learner errors cannot be explained solely by language transfer or solely by developmental processes (Salsabila et al., 2026; Ilmi et al., 2026; Sabrina et al., 2025). Integrating these perspectives therefore enables a more comprehensive explanation of grammatical errors and provides stronger implications for grammar instruction in EFL classrooms.

Interlanguage Theory further explains that learners construct a dynamic linguistic system during the process of acquiring English as a foreign language. Rather than representing simple failures, grammatical errors reflect learners' evolving language competence and ongoing hypothesis formation. Recent studies have demonstrated that stabilized interlanguage patterns and fossilization may contribute to the persistence of grammatical errors among Indonesian



EFL learners, even after formal grammar instruction (Azzahro & Malihah, 2026; Arsai & Arsai, 2024). This perspective complements Contrastive Analysis and Error Analysis by explaining how language transfer and developmental processes interact throughout second-language acquisition.

Although numerous studies have examined grammatical errors in Indonesian EFL writing, most have focused on identifying error categories within specific learner groups or particular genres of writing without integrating multiple theoretical perspectives (Mubarok & Budiono, 2022; Zulfikar et al., 2025; Putri et al., 2025). Other recent studies have investigated individual issues such as interlanguage, language interference, corrective feedback, AI-assisted writing, or project-based learning (Maslucha et al., 2024; Pratiwi & Yulia, 2025; Suryani et al., 2025; Ratu et al., 2025), yet these studies generally address isolated aspects of writing development. Consequently, a comprehensive synthesis that simultaneously incorporates Contrastive Analysis, Error Analysis, and Interlanguage Theory within the Indonesian EFL context remains limited. This gap highlights the need for an integrative review capable of providing a broader explanation of grammatical errors and their pedagogical implications.

Unlike previous review studies, this article integrates Contrastive Analysis, Error Analysis, and Interlanguage Theory into a single analytical framework to explain grammatical errors in Indonesian EFL students' writing. Using a library research approach, the study synthesizes recent empirical findings together with established linguistic theories to identify common grammatical errors, analyze their interlingual and intralingual sources, and discuss their implications for English writing instruction. Specifically, this study aims to identify the most frequently reported grammatical errors, analyze their underlying causes, and propose pedagogical recommendations for improving EFL writing instruction. The novelty of this study lies in its comprehensive integration of three complementary theoretical perspectives with recent empirical evidence (2021–2026), thereby providing a more holistic explanation of grammatical errors and offering evidence-based recommendations for English language teaching in Indonesian higher education.

RESEARCH METHOD

This study employed a qualitative library research design to examine grammatical errors commonly found in the writing of Indonesian EFL students from the perspectives of Contrastive Analysis and Error Analysis. Rather than collecting primary data from participants, this study synthesized evidence from published academic literature to identify recurring grammatical error patterns, their underlying causes, and their pedagogical implications. The literature search was conducted using several academic databases, including Scopus, ERIC, Google Scholar, and ScienceDirect, with keywords such as “grammatical errors,” “EFL writing,” “Indonesian EFL learners,” “Contrastive Analysis,” “Error Analysis,” and “Interlanguage.” The review primarily included publications from 2000–2025 while retaining several seminal works, such as Lado (1957), Corder (1967), Richards (1974), Selinker (1972), James (1998), Ellis (1997), and Hyland (2003), because of their foundational contributions to second language acquisition and error analysis.

The selected literature was screened based on relevance to the research objectives, publication quality, and its contribution to the discussion of grammatical errors in EFL writing. Data were collected by extracting information on grammatical error types, causal factors, and instructional implications from the selected studies. The extracted data were then analyzed using qualitative content analysis through four stages: data identification, thematic



categorization, interpretation based on Contrastive Analysis and Error Analysis, and synthesis of findings across studies. To enhance the trustworthiness of the study, source triangulation and theoretical triangulation were applied by comparing evidence from multiple peer-reviewed publications and integrating the perspectives of Contrastive Analysis, Error Analysis, and Interlanguage Theory. This procedure ensured that the findings were systematically derived, transparent, and supported by credible scholarly evidence.

RESULTS AND DISCUSSION

Results

Library research in this study was conducted through a systematic synthesis of recent scholarly publications related to grammatical errors in Indonesian EFL writing, second language acquisition, and English writing pedagogy. The selected studies were not merely collected but critically compared to identify recurring findings, methodological tendencies, theoretical perspectives, and research gaps. This synthesis enabled the researcher to construct a comprehensive understanding of grammatical errors from multiple viewpoints rather than relying on a single empirical investigation. Table 1 summarizes the characteristics and major contributions of the selected studies that form the primary basis of the present review.

Table 1. Summary of Literature Reviewed in the Present Study

No	Author(s)	Year	Research Focus	Method	Main Findings / Contribution
1	Arsai & Arsai	2024	Interlanguage in translation	Qualitative	Grammatical errors reflect developing interlanguage among Indonesian learners.
2	Azzahro & Malihah	2026	Interlanguage fossilization	Qualitative Error Analysis	Some grammatical errors become stabilized despite formal grammar instruction.
3	Fadhilah	2026	Cross-linguistic influence	Qualitative	L1 typology influences English writing development.
4	Gao et al.	2025	Research methodology in SLA	Corpus study	Demonstrates methodological trends in second language research reporting.
5	Hamdani & Abid	2025	Writing challenges	Meta-analysis	Grammar remains one of the most significant challenges faced by Indonesian EFL students.
6	Ilmi et al.	2026	Language interference	Contrastive Analysis	Indonesian language interference strongly affects English writing accuracy.
7	Larsen-Freeman	2023	Complex Dynamic Systems Theory	Conceptual	Language acquisition develops dynamically through interacting variables.



No	Author(s)	Year	Research Focus	Method	Main Findings / Contribution
8	Lee	2024	Written corrective feedback	Review	Future feedback research should emphasize learner development and context.
9	Leow	2026	Instructed SLA	Review	Highlights cognitive processes in second language learning.
10	Liu & Yu	2022	Feedback in L2 writing	Review	Corrective feedback should be multidimensional rather than product-oriented.
11	Maslucha et al.	2024	Corrective feedback	Systematic Review	Indonesian EFL classrooms increasingly apply diverse feedback strategies.
12	Mattarima & Sunengko	2026	Recount writing errors	Error Analysis	Tense and sentence structure dominate students' grammatical errors.
13	Mubarok & Budiono	2022	Writing errors	Error Analysis	Identifies frequent tense, article, and agreement errors.
14	Muñoz et al.	2024	Corrective feedback preference	Quantitative	Students' preferences influence feedback effectiveness.
15	Niaz & Syed	2026	Narrative writing errors	Case Study	Grammatical errors indicate developmental language processes.
16	Permatasari & Ningrum	2026	Speaking errors	Error Analysis	Grammar problems extend beyond writing into oral production.
17	Pratiwi & Yulia	2025	AI self-assessment	Survey	AI-assisted self-assessment improves writing awareness.
18	Putri et al.	2025	Narrative writing	Error Analysis	Verb forms and sentence structure remain problematic.
19	Putri et al.	2024	Omission errors	Qualitative	Article and auxiliary omissions are dominant error types.
20	Ratu et al.	2025	Project-Based Learning	Qualitative	Process-oriented instruction improves writing performance.
21	Sabrina et al.	2025	Contrastive errors	Contrastive Analysis	L1 transfer significantly contributes to grammar errors.
22	Salsabila et al.	2026	Contrastive Error Analysis	Qualitative	Both transfer and developmental factors explain learner errors.
23	Sembiring et al.	2026	Verb tense errors	Quantitative	Verb tense is the most frequent grammatical problem.
24	Shintani & Tsunemoto	2025	Task-Based Language Teaching	Book Chapter	Meaningful tasks facilitate language acquisition.



No	Author(s)	Year	Research Focus	Method	Main Findings / Contribution
25	Sinha & Nassaji	2022	Learner perception of feedback	Quantitative	Positive perception enhances feedback effectiveness.
26	Siti Ismahani et al.	2024	Tense and aspect	Contrastive & Error Analysis	Tense and aspect remain persistent problems among Indonesian learners.
27	Suhail et al.	2026	AI writing tools	Survey	AI supports writing development but cannot replace grammar instruction.
28	Suryani et al.	2025	AI writing perception	Qualitative	Students perceive AI as beneficial for drafting and revision.
29	Wahid & Bochari	2026	Morphological errors	Error Analysis	Inflectional morphology remains difficult for Indonesian EFL learners.
30	Zheng et al.	2025	Future SLA research	Conceptual	Recommends integrated and mixed-method approaches in SLA.
31	Zulfikar et al.	2025	Grammatical errors	Mixed Method	Provides multidimensional taxonomy of grammatical errors.
32	Lee (additional implication)	2024	Feedback development	Review	Feedback should promote learner autonomy.
33	Liu & Yu (pedagogical)	2022	Writing assessment	Review	Feedback should integrate cognitive and social dimensions.
34	Larsen-Freeman (learning process)	2023	Language development	Conceptual	Grammar learning is nonlinear and developmental.
35	Leow (instructional implication)	2026	ISLA	Review	Explicit instruction should be integrated with meaningful language use.

The reviewed literature demonstrates a high degree of consistency regarding the persistent occurrence of grammatical errors among Indonesian EFL learners while simultaneously revealing differences in theoretical emphasis and methodological approaches. Most empirical studies focus primarily on identifying error types, whereas relatively few attempt to explain grammatical errors through the integration of multiple theoretical perspectives. In addition, recent publications increasingly emphasize learner development, corrective feedback, technology-assisted writing, and process-oriented instruction as complementary components of grammar learning. These synthesized findings provide the conceptual foundation for the present study, which integrates Contrastive Analysis, Error Analysis, and Interlanguage Theory to offer a more comprehensive interpretation of grammatical errors in Indonesian EFL students' academic writing.





The synthesis of the selected literature revealed recurring grammatical patterns that consistently appeared across studies involving Indonesian EFL learners. Rather than presenting isolated findings, the reviewed studies collectively demonstrate that grammatical errors are influenced by multiple linguistic and developmental factors that interact throughout the language learning process. Organizing these findings into thematic categories facilitates a clearer comparison of the dominant grammatical problems, their underlying causes, the theoretical perspectives used to interpret them, and the empirical evidence supporting each category. Accordingly, Table 2 presents a synthesized overview of the principal grammatical error categories identified in the reviewed literature and their corresponding theoretical interpretations.

Table 2 . Summary of Major Grammatical Errors in Indonesian EFL Writing

Error Type	Main Cause	Supporting Theory	Representative Studies
Tense	Interlingual & Intralingual	CA + EA	Zulfikar et al. (2025); Ismahani et al. (2024)
Subject–Verb Agreement	Interlingual	CA	Sabrina et al. (2025)
Articles	Interlingual + Developmental	CA + EA	Mubarok & Budiono (2022)
Prepositions	Intralingual & Collocational Knowledge	EA	Zulfikar et al. (2025)
Plural Forms	Morphological Difference	CA	Wahid & Bochari (2026)
Sentence Structure	Language Transfer	CA Interlanguage	+ Ilmi et al. (2026); Arsai & Arsai (2024)

The synthesized evidence indicates that grammatical errors in Indonesian EFL writing should be interpreted as the outcome of interconnected linguistic and cognitive processes rather than as isolated deficiencies. The reviewed studies consistently suggest that different categories of errors require different explanatory perspectives, indicating that no single theoretical framework is sufficient to account for the complexity of learner language. This observation reinforces the importance of adopting an integrated analytical approach that combines insights from Contrastive Analysis, Error Analysis, and Interlanguage Theory when examining grammatical performance. Such an integrated perspective not only strengthens the interpretation of learner errors but also provides a more comprehensive foundation for developing effective pedagogical strategies in English writing instruction.

The findings synthesized from the reviewed studies reveal that grammatical accuracy remains a central concern in English writing among Indonesian EFL learners. Despite differences in participants, educational settings, and research designs, the studies consistently report recurring patterns of grammatical difficulties that hinder learners' written communication. Examining these patterns provides a clearer understanding of the linguistic features that require greater instructional attention and highlights the factors contributing to persistent errors. To facilitate comparison across the literature, the major findings are summarized in the following table according to the type of grammatical error, its underlying causes, representative examples, and suggested pedagogical implications.



Table 3. Synthesis of Grammatical Error Types, Underlying Causes, Representative Examples, and Instructional Recommendations

Error Type	Main Findings	Causes	Example	Recommended Instructional Strategies
Tense Errors	Tense errors are the most frequently reported grammatical errors among Indonesian EFL learners across different educational levels. They indicate learners' difficulty in selecting appropriate verb forms to express time accurately.	Structural differences between Indonesian and English, negative language transfer, and incomplete understanding of the English tense–aspect system.	Incorrect: <i>I go to campus yesterday.</i> Correct: <i>I went to campus yesterday.</i>	Integrate explicit instruction on English tenses with continuous writing practice, corrective feedback, and the application of Contrastive Analysis and Error Analysis.
Subject–Verb Agreement Errors	Subject–verb agreement remains a persistent challenge, particularly the omission of the third-person singular marker (-s/-es).	The absence of verb inflections based on subjects in Indonesian and learners' incomplete mastery of subject–verb agreement rules.	Incorrect: <i>She study English every day.</i> Correct: <i>She studies English every day.</i>	Provide explicit grammar instruction, sustained writing practice, and systematic corrective feedback to reinforce agreement patterns.
Article Errors	Article usage (<i>a</i> , <i>an</i> , and <i>the</i>) is one of the most difficult grammatical features for Indonesian EFL learners. Errors commonly involve omission or inappropriate article selection.	Indonesian lacks an article system, resulting in first-language transfer and limited understanding of definiteness and specificity in English.	Incorrect: <i>I bought book yesterday.</i> Correct: <i>I bought a book yesterday.</i>	Employ contextualized grammar instruction and authentic writing activities to promote conceptual understanding of article usage rather than rule memorization alone.
Preposition Errors	Preposition errors frequently occur because English preposition choice depends heavily on context and lexical collocations rather than fixed grammatical rules.	Direct translation from Indonesian, limited collocational knowledge, and insufficient exposure to authentic English input.	Incorrect: <i>I am interested with English.</i> → Correct: <i>I am interested in English.</i> Incorrect: <i>She arrived to the airport.</i> → Correct: <i>She arrived at the airport.</i>	Integrate vocabulary and collocation instruction with contextualized writing tasks and extensive exposure to authentic reading materials.

Error Type	Main Findings	Causes	Example	Recommended Instructional Strategies
Plural Form Errors	Plural marking remains a recurring grammatical problem, with learners frequently omitting the plural marker (-s/-es) on nouns.	Indonesian generally does not require obligatory morphological marking for plurality, leading to language transfer and limited mastery of English inflectional morphology.	Incorrect: <i>Many student attend the seminar.</i> Correct: <i>Many students attend the seminar.</i>	Enhance learners' morphological awareness through contextualized grammar instruction, authentic reading materials, repeated writing practice, and meaningful corrective feedback.
Sentence Structure Errors	Sentence structure errors are common due to substantial syntactic differences between Indonesian and English. Learners often omit linking verbs or construct sentences based on Indonesian word order.	Syntactic transfer from Indonesian and the developmental nature of learners' interlanguage system.		

Overall, the reviewed literature demonstrates that grammatical errors are multidimensional and cannot be attributed to a single source. Instead, they emerge from the interaction between cross-linguistic influence, learners' developmental processes, and the complexity of English grammatical rules. These findings emphasize the importance of adopting instructional approaches that combine explicit grammar teaching with meaningful language use in authentic writing contexts. Consequently, future English writing instruction should prioritize sustained practice, contextualized learning, and systematic feedback to support learners in developing greater grammatical accuracy and overall writing proficiency.

Discussion

The findings of this study indicate that grammatical errors produced by Indonesian EFL students cannot be adequately explained through a single theoretical perspective. The predominance of errors involving tense, subject–verb agreement, articles, and plural forms demonstrates that structural differences between Indonesian and English continue to exert a substantial influence on students' written production. Recent empirical studies consistently confirm that verb tense remains the most frequent grammatical problem among Indonesian EFL learners, followed by errors in subject–verb agreement, article usage, and sentence structure (Sembiring et al., 2026; Mattarima & Sunengko, 2026; Niaz & Syed, 2026). Likewise, Zulfikar et al. (2025), Ilmi et al. (2026), Sabrina et al. (2025), and Mubarak and Budiono (2022) reported that first-language transfer remains one of the principal factors contributing to grammatical inaccuracies in students' academic writing. These findings suggest that linguistic differences



between Indonesian and English continue to influence learners' written production despite continuous improvements in English language instruction.

Nevertheless, the synthesized findings also demonstrate that not all grammatical errors can be explained through Contrastive Analysis alone. Errors such as *She goed to school* indicate that learners not only transfer linguistic patterns from Indonesian but also formulate hypotheses about English grammatical rules through overgeneralization. This developmental phenomenon confirms that grammatical errors originate from both interlingual and intralingual processes, as learners actively construct their knowledge of the target language rather than merely translating structures from their first language (Salsabila et al., 2026; Niaz & Syed, 2026). Therefore, Error Analysis complements Contrastive Analysis by revealing learners' evolving grammatical competence and providing evidence that many errors reflect developmental learning processes instead of simple first-language interference.

Furthermore, Interlanguage Theory provides a more comprehensive explanation for the persistence of grammatical errors throughout the language learning process. Recent studies (Azzahro & Malihah, 2026; Arsai & Arsai, 2024) indicate that some learner errors become relatively stable interlanguage patterns even after students receive formal grammar instruction. Similarly, Fadhilah (2026) demonstrated that cross-linguistic influence interacts with learners' multilingual experiences, while Larsen-Freeman (2023) argued that second-language development should be understood as a complex dynamic system in which grammatical competence evolves gradually rather than linearly. Zheng et al. (2025) further emphasized that second-language acquisition is shaped by multiple interacting linguistic, cognitive, and social factors, reinforcing the view that persistent grammatical errors represent natural stages of language development rather than evidence of learning failure. Taken together, these studies strengthen the argument that Interlanguage Theory complements both Contrastive Analysis and Error Analysis by explaining why some grammatical errors remain resistant to explicit instruction.

The findings also imply that effective writing instruction should extend beyond emphasizing grammatical accuracy alone. Indonesian EFL learners require instructional approaches that integrate contrastive explanations, error analysis, corrective feedback, and process-based writing activities to help them understand the underlying causes of grammatical errors while developing their ability to revise their own writing independently. Recent research highlights that effective written corrective feedback should promote learner reflection and long-term grammatical development rather than simply correcting surface-level errors (Lee, 2024; Liu & Yu, 2022; Sinha & Nassaji, 2022). Likewise, Muñoz et al. (2024) demonstrated that feedback becomes more effective when aligned with learners' preferences and individual learning needs. These findings support the systematic review by Maslucha et al. (2024), which emphasized the importance of meaningful corrective feedback, and the study by Ratu et al. (2025), which found that project-based writing activities improve both grammatical awareness and writing quality. Moreover, Suhail et al. (2026) reported that AI-assisted writing tools can facilitate students' self-editing and grammatical revision when integrated with teacher feedback, suggesting that technology can complement rather than replace pedagogically guided writing instruction.

Another important implication concerns the integration of grammar instruction with meaningful writing practice. Rather than teaching grammar as isolated rules, educators should encourage learners to apply grammatical knowledge in authentic writing tasks that involve drafting, revising, peer review, and self-reflection. This instructional orientation is consistent



with contemporary perspectives in second-language acquisition, which emphasize learner engagement, interaction, and reflective practice as essential components of language development (Liu & Yu, 2022; Zheng et al., 2025). Furthermore, emerging educational technologies, including AI-assisted writing support, provide additional opportunities for learners to receive immediate feedback and monitor their grammatical development independently (Suhail et al., 2026). Consequently, integrating explicit grammar instruction with process-oriented writing activities and technology-enhanced feedback may foster greater grammatical accuracy while simultaneously improving learners' confidence and writing autonomy.

Overall, this study confirms that integrating Contrastive Analysis, Error Analysis, and Interlanguage Theory provides a more comprehensive explanation of grammatical errors than relying on a single theoretical framework. The findings demonstrate that grammatical errors emerge from the interaction of first-language transfer, developmental learning processes, cognitive factors, instructional practices, and learners' evolving interlanguage systems. By synthesizing recent empirical evidence published between 2022 and 2026, this study extends previous review studies that primarily examined grammatical errors from a single perspective. The integration of these three complementary theoretical frameworks therefore represents the principal contribution of this study, offering a more holistic explanation of grammatical errors while providing evidence-based pedagogical recommendations for improving EFL writing instruction in Indonesian higher education.

KESIMPULAN

This study concludes that grammatical errors in Indonesian EFL students' writing are best understood through the complementary use of Contrastive Analysis and Error Analysis. The review identified tense usage, subject–verb agreement, articles, prepositions, plural forms, and sentence structure as the grammatical areas in which learners most frequently experience difficulties. These errors result from the combined influence of first-language transfer and learners' developing knowledge of English grammar, indicating that a single theoretical perspective is insufficient to explain their occurrence. Accordingly, integrating both analytical frameworks provides a more comprehensive explanation of grammatical errors and offers a stronger foundation for improving grammatical accuracy in EFL writing.

The findings also suggest that learner errors should be regarded as a natural stage of second-language development rather than merely as deficiencies requiring correction. From a pedagogical perspective, the integration of contrastive analysis, error analysis, and constructive corrective feedback can support more effective writing instruction and foster learners' grammatical awareness. Future studies are recommended to validate these findings through empirical research involving authentic student writing from diverse educational contexts in Indonesia, thereby enriching both theoretical understanding and classroom practice.

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