GENIUS: Jurnal Inovasi Pendidikan dan Pembelajaran
Insight Publisher, e-ISSN: 3032-5900
Volume 4, Nomor 2, November 2026

Patterns of Students' Errors in Recount Texts: Evidence from Senior High School Students

Rahmayanti A. Arsyad[1], Isnaeni Wahab[2]*, Novalia Tanasy[3], Zul Astri[4]

[1) 2) 3)] Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muslim Maros
isnaeni@umma.ac.id
(*Corresponding Author)*

Riwayat artikel:

Dikirim : 04-10-2026
Direvisi : 04-11-2026
Diterima : 08-11-2026

Kata kunci:

Analisis Kesalahan; Teks Narasi Ulang; Taksonomi Strategi Permukaan.

Keywords:

Error Analysis; Recount Text; Surface Strategy Taxonomy.

ABSTRAK

Menulis merupakan aspek penting dalam pengembangan bahasa, khususnya bagi siswa bahasa Inggris. Namun, kurangnya kemahiran berbahasa Inggris dan ketidaktahuan tentang konvensi penulisan menyebabkan siswa menghasilkan kesalahan dalam karya tulis mereka. Memahami kesalahan siswa dalam penulisan esai bahasa Inggris merupakan salah satu manfaat dari penguasaan bahasa. Studi ini bertujuan untuk menentukan jenis kesalahan yang ditemukan dalam tulisan siswa sekolah menengah. Studi ini menganalisis kesalahan tata bahasa siswa dalam menulis teks *recount* bahasa Inggris menggunakan Taksonomi Strategi Permukaan yang diusulkan oleh Dulay, Burt, dan Krashen (1982). Studi ini menggunakan desain kualitatif deskriptif yang melibatkan 32 siswa yang dipilih melalui pengambilan sampel bertujuan. Data dikumpulkan dari teks *recount* tertulis siswa dan dianalisis melalui identifikasi, klasifikasi, dan deskripsi kesalahan berdasarkan empat kategori: penghilangan, penambahan, kesalahan pembentukan, dan kesalahan penataan. Temuan menunjukkan bahwa kesalahan siswa terutama melibatkan penghilangan, penambahan, dan kesalahan pembentukan, khususnya dalam penggunaan subjek dan artikel, unsur tata bahasa yang tidak perlu, *tenses* kata kerja, dan bentuk kata benda tunggal-jamak. Tidak ada contoh jelas kesalahan penataan yang teridentifikasi. Kesulitan lain juga ditemukan dalam pemilihan kata, ejaan, dan tanda baca. Temuan ini menyoroti perlunya pengajaran tata bahasa yang kontekstual dan revisi tulisan yang terstruktur untuk meningkatkan ketepatan tulisan siswa.

ABSTRACT

Writing is a crucial aspect of language development, particularly for English students. However, a lack of proficiency in the English language and an ignorance of writing conventions cause students to produce errors in their written work. Understanding students' errors in English essay writing is one of the benefits of mastering the language. This study aims to determine the types of errors found in high school students' writing. This study analysed students' grammatical errors in writing English recount texts using the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). This study employed a descriptive qualitative design involving 32 students selected through purposive sampling. The data were collected from students' written recount texts and analysed through identification, classification, and description of errors based on four categories: omission, addition, mis-formation, and misordering. The findings revealed that students' errors mainly involved omission, addition, and mis-formation, particularly in subject and article use, unnecessary grammatical elements, verb tenses, and singular-plural noun forms. No clear examples of misordering errors were identified. Other difficulties were also found in word choice, spelling, and punctuation. These findings highlight the need for contextualized grammar instruction and structured writing revision to improve students' writing accuracy.

Open access under CC-BY-SA

BACKGROUND

In general, there are two methods of communication; oral and written. (Saputra, 2023) Writing allows ideas to be expressed through the use of words to form phrases, paragraphs, and essays, while oral communication allows ideas to be expressed verbally. Ideas can be shared both orally and in writing with individuals around the world, not only for academic purposes but also for general communication. Students must have a deep understanding of how to write and communicate ideas in sentences, paragraphs, essays, theses, journals, and other types of writing, especially in academic writing. Writing is one of the most essential skills in English language learning, as it plays a central role in developing students' ability to express ideas, organize thoughts, and communicate effectively in academic contexts. For high school students, writing is not only a means of demonstrating linguistic competence but also a process that reflects their understanding of grammar, vocabulary, and coherence. However, for students who learn English as a foreign or second language, mastering writing skills is often challenging. It requires a solid grasp of grammatical rules and the ability to apply them accurately in various contexts.

Writing is a crucial component of language development, particularly for English language learners who are learning the language as a second language. Writing is the outcome of thinking, according to (Maharani et al., 2025) who defines writing as the capacity to convey taught concepts, emotions, and opinions in written form in English. (Wahab & Astri, 2022) concurs that writing is a tool for communication that does not require face-to-face connection. Since children must have a solid writing concept, compose sentences with proper syntax, and acquire as much vocabulary as possible, writing appears to be a more difficult and complex language ability than other language skills.

(Apsari, 2017) One of the linguistic skills that students need to develop is writing. Writing is a communicative act that allows someone to transmit their emotions, experiences, and facts, while also serving as a tool for self-expression and sharing knowledge. When learning English, writing is just as crucial as speaking, listening, and reading. Additionally, writing is a cerebral exercise that involves organizing and expressing ideas into paragraphs that readers can understand (Wahab & Astri, 2022). To put it another way, writing is the act of creating significant written messages rather than just thinking of something to say and choosing the right words to convey it. (Tokan & Sari, 2024) Writing abilities can convey ideas and concepts to accomplish particular goals and objectives. Facts, experiences, observations, research, ideas, or problem analysis can all be included. Students' ability to write is crucial for their ability to interact with a larger audience. Despite its significance, writing is still one of the hardest skills for English language learners to master.

In many English as a Foreign Language (EFL) classroom, students frequently encounter difficulties in producing grammatically correct sentences. These difficulties are often manifested in various types of writing errors, such as incorrect verb tense, misuse of singular and plural forms, inappropriate word choice, and errors in sentence structure. Such errors may result from several factors, including limited exposure to English, interference from the students' first language, insufficient understanding of grammar rules, or a lack of writing practice. As a result, students' written texts often fail to convey the intended meaning clearly and accurately.

Error analysis has become an important approach in understanding the nature of students' mistakes in writing. By identifying and classifying these errors, teachers can gain valuable insights into the learners' interlanguage development and determine which aspects of grammar or writing conventions require more focused instruction. Several previous studies (Febriyanti & Sundari, 2016) and (Ariansyah & Rahayu, 2024) have reported that grammatical errors remain a common problem among high school students, even when they have already learned the basic rules of English grammar.

These findings highlight the need for continuous attention to grammar accuracy in English writing instruction.

According to several research, students at different levels made a variety of mistakes in their English composition writing (Maharani et al., 2025) were four types of errors in students 'recount text writing: errors in addition were errors in omission, errors in mis formation and errors in disordering. It was established that mis formation was the most common error made by students when writing recount texts. (Gildore et al., 2023) the categories of errors, mechanics has the most problematic errors followed by omission, addition, substitution, permutation, and the least problematic category. (Tokan & Sari, 2024) there were two types of errors found in the students' writing based on the Taxonomy of Surface Strategies called: Omission and Misinformation. The majority of the mistakes were caused by the students' inability to comprehend the target language completely. Grammar, vocabulary, and punctuation issues are examples of linguistic challenges that increase students' anxiety and hinder their ability to write quality content.

When learning a language, the terms mistakes and errors are sometimes used interchangeably. But in reality, they are different from one another. Lexically, an error is something that is done wrongly or in the wrong way. It shows incompetence in the language being studied. The student is unaware that he is not following the rules (Mertosono & Erniwati, 2023). Error analysis, according to (Roghibah, 2013) Although it is rationally acceptable, most students frequently make mistakes when studying. Students repeatedly make the same mistakes before learning the proper one from additional sources that support their claims. That does not imply, however, that teachers are the sole source of linguistic errors made by their students. There are several factors that can influence student errors, including carelessness, first language interference, and translation.

Moreover, (Batubara et al., 2021) added that examining student writing ability is crucial since it allows English teachers to assess their proficiency. A lot of students received inadequate written grades. Students believed that learning to write was not fascinating or necessary. Students must be taught that writing is essential to both learning and writing. Students must follow certain procedures in order to learn how to write. According to the expert, making mistakes is a necessary part of the learning process. Examining the mistakes in student writings can help address their writing abilities, whether they are local or foreign. These kinds of studies are important for education, particularly for the English department, because they will assist teachers in providing research-based interventions to enhance students' writing proficiency. Students will also gain from this since it will be the foundation for improving their writing skills.

Although these previous studies have provided insights into various types of errors in students' English writing, the findings indicate that the categories and frequency of errors may vary across educational contexts and writing tasks. Therefore, further investigation is needed to identify the specific patterns of errors produced by senior high school students in different EFL learning contexts. In particular, the types of errors found in students' English recount text at SMA Negeri 3 Pangkep need to be examined to provide context-specific evidence of their linguistic difficulties. Understanding these errors is essential because identifying the most common types of writing errors can help English teachers recognize students' specific learning needs and develop more appropriate instructional strategies to improve their writing accuracy. Considering this research gap, the present study aims to analyse and identify the types of errors found in senior high school students' English writing at SMA Negeri 3 Pangkep. This study is entitled "Patterns of Students' Errors in Writing Texts: Evidence from Senior High School Students." Accordingly, the study addresses the following research question: What types of errors are found in senior high school students' English recount text at SMA Negeri 3 Pangkep?

METHOD

This study employed a descriptive qualitative research design to identify and describe the types of errors found in senior high school students' English writing at SMA Negeri 3 Pangkep. This design was selected because the primary purpose of the study was to provide a detailed description and interpretation of students' writing errors in their natural educational context without manipulating any variables. As explained by Suharsimi as cited in (Batubara et al., 2021), descriptive research aims to investigate and describe existing conditions, circumstances, or phenomena systematically and present the findings in a research report. In this study, the qualitative descriptive approach enabled the researchers to examine students' written compositions, identify instances of errors, and classify them according to the categories of the Surface Strategy Taxonomy: omission, addition, misformation, and misordering.

Respondents

The participants in this study were 32 tenth-grade students of SMA Negeri 3 Pangkep, selected from one of the six existing tenth-grade classes. The researchers employed purposive sampling in selecting the class based on the English teacher's recommendation and the accessibility of the class for data collection. These considerations facilitated the research process and ensured that the selected students were accessible and had received English writing instruction relevant to the study. All 32 students in the selected class were included as participants and asked to complete the writing task. Their written texts were then analysed to identify, classify, and examine the types of errors found in their English writing. Selecting an intact class was considered practical for collecting students' writing data systematically and addressing the objectives of the study.

Instruments

A written test was employed as the primary instrument for collecting data in this study. The test was designed to obtain authentic samples of students' English writing to identify and analyze the types of errors they produced. All 32 participants from the purposively selected tenth-grade class were assigned the same writing task, which required them to compose a recount text based on their personal experiences. Recount text was selected because it allowed students to describe past events and experiences using their own ideas and language resources, providing opportunities to examine their grammatical accuracy, particularly in the use of past tense, vocabulary, sentence structure, and text organization.

During the test, students were given the following instruction: "Write a recount text about an unforgettable experience in your life. Describe what happened, when and where it happened, who was involved, and how you felt about the experience. Organize your writing into three parts: orientation, events, and reorientation. Write approximately 100–150 words in English." After the test, all 32 written compositions were collected and included in the data analysis. Each composition was carefully examined to identify, classify, and describe the errors made by the students. The errors were categorized based on the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982), which consists of four categories: omission, addition, mis formation, and misordering. This procedure enabled the researchers to systematically investigate the types and patterns of errors found in students' recount texts.

Data analysis

The data were analysed using a qualitative descriptive error analysis approach to identify, classify, and describe the error patterns found in students' recount texts. The analysis was guided by the

Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982), which categorizes errors into four types: omission, addition, mis formation, and misordering. This framework was used to examine how students produced errors in their written compositions.

The data analysis involved several steps. First, all 32 students' recount texts were read carefully to identify linguistic errors. Second, the identified errors were recorded and classified based on the four categories of the Surface Strategy Taxonomy. Third, the researcher examined the characteristics of each error by comparing students' original sentences with their grammatically corrected forms. The analysis also considered specific linguistic aspects, including tense, singular-plural agreement, incomplete sentences, word forms, word choice, spelling, and punctuation. Finally, selected excerpts from students' original writing were presented and descriptively interpreted to illustrate the characteristics of each error pattern. The interpretations focused on explaining why particular linguistic forms were considered incorrect and how students demonstrated difficulties in applying appropriate English language structures. Through this procedure, the study provided a descriptive account of the common error patterns found in students' recount texts.

FINDINGS AND DISCUSSION

Findings

The analysis of the 32 students' recount texts revealed several types of writing errors. The errors were identified and classified based on the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982), which consists of four categories: omission, addition, mis-formation, and misordering. These categories were used to examine how students produced incorrect linguistic forms in their recount texts. The findings are presented according to each category, accompanied by examples from students' original sentences, their corrected forms, and explanations of the errors.

1. Omission Errors

Omission errors occur when students leave out linguistic elements that are necessary to make a sentence grammatically complete. In this study, omission errors were identified when students failed to include required grammatical elements, such as subjects or articles. One example was found in the following sentence:

Student's sentence **:** "Yesterday went to my sister's boarding school."
Corrected sentence **:** "Yesterday, I went to my sister's boarding school."

The student omitted the subject pronoun "I," which is required to complete the sentence. Although the time expression "Yesterday" indicates when the action occurred, it cannot function as the subject of the sentence. Therefore, the omission of the subject resulted in an incomplete grammatical structure.

Another example was found in the following sentence:

Student's sentence **:** "My brother drove car carefully."
Corrected sentence **:** "My brother drove a car carefully."

In this sentence, the student omitted the indefinite article "a" before the singular countable noun "car." In English, a singular countable noun generally requires a determiner. The absence of the article makes the noun phrase grammatically incomplete. These examples indicate that some students had difficulties including obligatory grammatical elements when constructing English sentences.

2. Addition Errors

Addition errors occur when students include unnecessary linguistic elements in a sentence. These elements are not required by the grammatical structure and may make the sentence incorrect or less appropriate.

An example of this error was identified in the following sentence:

Student's sentence **:** "After that, we enter to our bedroom to take a sleep."
Corrected sentence **:** "After that, we entered our bedroom to go to sleep."

In this sentence, the student added the preposition "to" after the verb "enter." In this context, the verb "enter" is directly followed by its object and does not require the preposition "to." Therefore, the preposition is unnecessary and represents an addition error. The sentence also contains other linguistic problems. The verb "enter" should be changed to "entered" to maintain the past-tense narration, while the expression "take a sleep" should be replaced with the more appropriate expression "go to sleep." These problems are discussed according to their respective linguistic aspects and should not be treated as the same error unit. This example suggests that students sometimes added unnecessary grammatical elements when constructing English sentences.

3. Mis-formation Errors

Mis-formation errors occur when students use incorrect linguistic forms instead of the appropriate ones. In this study, this category includes errors involving verb tense, subject-verb agreement, singular and plural forms, and word forms.

a. Verb Tense Errors

One example was found in the following sentence:

Student's sentence **:** "My mother and I prepare breakfast and lunch together."
Corrected sentence **:** "My mother and I prepared breakfast and lunch together."

The student used the present-tense verb "prepare" instead of the past-tense form "prepared." Since recount texts describe events that happened in the past, the verb should be expressed in the past tense. The incorrect verb form indicates a mis-formation error.

Another example was found in the following sentence:

Student's sentence **:** "There are many flowers in the courtyard of the boarding school."
Corrected sentence **:** "There were many flowers in the courtyard of the boarding school."

The student used "are" instead of "were" to describe a past situation. Since the sentence refers to an event or condition in the past, the past-tense form "were" is more appropriate. This error reflects the student's difficulty in selecting the correct verb form for past-time narration.

b. Singular and Plural Form Errors

Mis-formation errors were also identified in students' use of singular and plural nouns. These errors occurred when students selected an incorrect noun form in contexts requiring plural forms. For example:

Student's sentence **:** "We woke up early in the morning to prepare all the thing we needed."
Corrected sentence **:** "We woke up early in the morning to prepare all the things we needed."

The student used the singular noun "thing" after the determiner "all." In this context, the plural form "things" is required because the sentence refers to multiple items.

A similar error appeared in the following sentence:

Student's sentence : "One room is occupied by 20 student."
Corrected sentence : "One room is occupied by 20 students."

The student used the singular form "student" after the number "20." In English, plural nouns are required after numbers greater than one. Therefore, "student" should be changed to "students." Another example was found in the following sentence:

Student's sentence : "When I was there, I saw a pile of mattresses used for sleeping student."
Corrected sentence : "When I was there, I saw a pile of mattresses used for sleeping students."

The student used the singular form "student" to refer to more than one person. The plural form "students" is needed in this context. These examples indicate difficulties in applying English plural noun forms appropriately.

4. Misordering Errors

Misordering errors occur when students place linguistic elements in an incorrect order within a sentence. This category includes errors in the arrangement of words or phrases that result in an inappropriate grammatical structure. Based on the examples presented in the students' writing and the available analysis, no sufficiently clear example of misordering has been identified. Therefore, this category should not be reported as an observed finding unless another sentence from the students' compositions provides clear evidence of incorrect word or phrase order.

Discussion

The findings of this study indicate that students experienced difficulties in constructing grammatically appropriate English recount texts. Based on the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982), the identified errors were examined in terms of omission, addition, and mis-formation. These errors demonstrate that students encountered difficulties in using obligatory grammatical elements, avoiding unnecessary linguistic elements, and selecting appropriate grammatical forms. The findings also suggest that students' writing difficulties involved several aspects of language use, including verb tense, noun forms, and sentence construction. However, these findings describe the linguistic features observed in students' written products and do not necessarily establish the underlying causes of the errors.

1. Omission Errors

The findings revealed omission errors involving the absence of obligatory grammatical elements, particularly subjects and articles. For example, in the sentence "*Yesterday went to my sister's boarding school*," the student omitted the subject pronoun "I." Similarly, in "*My brother drove car carefully*," the indefinite article "a" was omitted before the singular countable noun "car." These examples demonstrate that some students did not consistently include all the grammatical elements required to construct complete English sentences.

This finding is relevant to the discussion of omission errors in second-language writing. As explained by Dulay, Burt, and Krashen (1982), omission occurs when learners leave out linguistic items that are necessary for a grammatically well-formed utterance. In the present study, the omission of a subject resulted in an incomplete clause, whereas the omission of an article affected the grammatical completeness of a noun phrase. These examples illustrate how the absence of relatively small grammatical elements can influence sentence accuracy.

The findings are also consistent with (Rustiani & Efransyah, 2022), who identified omission as one of the error categories in students' writing. Nevertheless, the present study focuses on how omission appears in students' recount texts through the absence of required sentence elements. Differences between Indonesian and English may be considered one possible factor in students' use of grammatical elements, particularly because English requires certain elements that may be expressed differently in Indonesian. However, since the present study relied exclusively on students' written compositions, the influence of first-language transfer cannot be confirmed. Further investigation involving interviews or other data sources would be needed to establish this explanation.

2. Addition Errors

Addition errors were identified when students included unnecessary linguistic elements in their sentences. One example appeared in the sentence "*After that, we enter to our bedroom to take a sleep*." In this sentence, the preposition "to" was unnecessarily added after the verb "enter." In the intended construction, the verb "enter" can be followed directly by an object without an additional preposition. Therefore, the inclusion of "to" represents an addition error.

According to Dulay, Burt, and Krashen (1982), addition occurs when learners use linguistic elements that are not required in a particular grammatical construction. This category complements omission because learners may produce inaccurate sentences not only by leaving out necessary elements but also by including unnecessary ones. The example in the present study illustrates how the addition of a function word can affect grammatical accuracy, even when the intended meaning remains understandable.

This finding is consistent with (Rustiani & Efransyah, 2022), who also identified addition as a category of errors in students' writing. From a pedagogical perspective, the finding suggests that students need opportunities to examine how verbs combine with other grammatical elements, particularly prepositions. Teachers can provide contextualized sentence exercises and revision activities that help students distinguish between verbs that require prepositions and those that can be followed directly by their objects. Such activities may help students become more aware of grammatical patterns and avoid inserting unnecessary elements into their sentences.

3. Mis-formation Errors

Mis-formation errors were observed in students' use of inappropriate grammatical forms, particularly verb tense and singular-plural noun forms. One example was the sentence "*My mother and I prepare breakfast and lunch together*," in which the student used the present-tense form "prepare" instead of the past-tense form "prepared." Since recount texts describe past experiences, the past-tense form is more appropriate in this context. A similar problem appeared in the sentence "There are many flowers in the courtyard of the boarding school." The student used "are" instead of "were" to describe a past situation. These examples indicate difficulties in selecting verb forms that correspond to the time frame of the events being narrated.

This finding is consistent with (Batubara et al., 2021) who reported tense-related errors in students' written texts. Similarly, (Febriyanti & Sundari, 2016) observed that students may continue to produce grammatical errors in writing despite having learned basic English grammar. The examples in the present study provide further evidence of the challenges involved in applying past-tense forms in recount writing. In this genre, students are expected to maintain an appropriate time reference when describing a sequence of past events. However, the use of an incorrect verb form may affect the grammatical accuracy and temporal consistency of the narration.

The present study also identified mis-formation errors involving singular and plural noun forms. For example, students wrote "*all the thing we needed*" instead of "*all the things we needed*" and "*20 student*" instead of "*20 students*." In both cases, the students used singular noun forms in contexts that required plural forms. These errors indicate that students did not consistently apply English noun-number rules in their sentences.

This finding is relevant to the study by (Ermanda & Hendar, 2022), who reported errors involving noun forms in students' writing, including difficulties related to plural noun construction. Although the examples in the present study involve regular plural nouns, both studies highlight the importance of understanding grammatical number in English. The differences between Indonesian and English may provide one possible explanation for these difficulties because the two languages do not express grammatical number in exactly the same way. Nevertheless, the present data cannot establish whether first-language influence directly contributed to the errors. What can be concluded from the written compositions is that students sometimes selected singular forms when the grammatical context required plural forms.

The findings also have implications for English grammar instruction. Rather than teaching grammatical forms exclusively through isolated exercises, teachers may provide students with opportunities to apply past-tense verbs and singular-plural distinctions in meaningful recount-writing activities. For example, students can identify verb forms in their drafts, revise sentences referring to past events, and check whether nouns agree with their surrounding grammatical contexts. These activities may support students in developing greater awareness of grammatical accuracy during the writing process.

4. Misordering Errors

Misordering refers to errors in which linguistic elements are placed in an inappropriate sequence within a sentence (Dulay, Burt, & Krashen, 1982). However, the analysis of the examples discussed in this study did not identify a sufficiently clear instance of misordering. Therefore, no specific misordering pattern can be established based on the available findings. This does not mean that students are necessarily free from word-order difficulties; rather, such errors were not sufficiently evidenced in the data presented for this category.

5. Other Linguistic Aspects Observed in Students' Writing

In addition to the errors classified through the Surface Strategy Taxonomy, the students' compositions also contained other linguistic problems, particularly word choice, spelling, and punctuation. These aspects are discussed separately because they do not directly correspond to the four categories of the taxonomy.

Word choice problems were evident in students' use of expressions that were understandable but not appropriate or idiomatic in English. For example, the expression "*take a sleep*" in the sentence "*After that, we enter to our bedroom to take a sleep*" would be more appropriately expressed as "go to sleep." This example illustrates the importance of understanding how words combine to form conventional expressions. As discussed by (Febriyanti & Sundari, 2016), difficulties in applying basic English structures may affect students' writing. The present finding also highlights the importance of teaching vocabulary in context rather than focusing exclusively on individual word meanings. Students need exposure to common collocations, expressions, and grammatical patterns through reading and writing activities.

Spelling problems were also identified in students' compositions. For instance, the word "nedeed" was written instead of "needed," while "fourt" was used instead of "four." These examples indicate

difficulties in producing conventional written forms of English words. Although spelling does not belong directly to the four SST categories, it remains an important aspect of writing accuracy. This observation is consistent with the broader findings of (Ariansyah & Rahayu, 2024), who discussed the various linguistic difficulties encountered by students in English writing. In classroom practice, spelling can be addressed through vocabulary development, proofreading, and editing activities that encourage students to check the written forms of words in their own compositions.

Punctuation problems were also observed in the students' writing. One example involved the use of a comma to connect two independent clauses, as in "Mother and I prepared breakfast and lunch together, after that we started our journey to Pucak." The sentence would be more appropriately written as two separate sentences: "Mother and I prepared breakfast and lunch together. After that, we started our journey to Pucak." This example demonstrates that punctuation is important not only for writing conventions but also for clarifying relationships between ideas and clauses. Therefore, punctuation instruction should be incorporated into sentence revision and editing activities.

6. Pedagogical Implications

Taken together, the findings suggest that students' difficulties in writing recount texts involve several aspects of English language use. The SST classification demonstrates how these difficulties appear through the omission of obligatory elements, the addition of unnecessary elements, and the selection of inappropriate grammatical forms. Other observed problems, such as word choice, spelling, and punctuation, further illustrate the range of linguistic features that require attention in writing instruction.

From a pedagogical perspective, English writing instruction should provide students with opportunities to apply grammatical knowledge in meaningful writing contexts. Teachers may use students' actual writing as a basis for identifying errors and providing focused feedback. Particular attention can be given to the use of past-tense verbs, noun-number distinctions, articles, subjects, and appropriate prepositions. Students can also be guided through planning, drafting, revising, and editing activities to help them recognize and correct problems in their own texts.

Furthermore, error analysis can serve as a formative resource for teachers in understanding the linguistic difficulties reflected in students' written work. Rather than viewing errors simply as evidence of failure, teachers can use them to identify areas that may require further instruction and practice. By providing contextualized grammar instruction, vocabulary development, and structured revision activities, teachers may help students improve their grammatical awareness and produce more accurate and effective recount texts.

CLOSING

Conclusions

Based on the findings and discussion, this study concludes that students experienced various difficulties in constructing grammatically accurate English recount texts. Based on Dulay, Burt, and Krashen’s (1982) Surface Strategy Taxonomy, the identified errors primarily involved omission, addition, and mis-formation. Omission errors were related to missing subjects and articles, addition errors involved the unnecessary use of grammatical elements, while mis-formation errors mainly concerned inappropriate verb tenses and singular-plural noun forms. No sufficiently clear examples of misordering errors were identified in the analysed compositions. In addition, students' writing contained other linguistic problems, including word choice, spelling, and punctuation. These findings indicate that students' difficulties extended beyond grammatical structures to other aspects of writing accuracy. Therefore, contextualized grammar instruction, vocabulary development, and structured

revision activities are important to support students in producing more accurate and well-organized recount texts.

Suggestion

Based on the findings of this study, several suggestions are proposed: 1) For English Teachers: Teachers are encouraged to provide more focused and contextualized writing instruction, particularly on past-tense usage, subject and article placement, singular-plural noun forms, and appropriate prepositions. Students' writing errors can also be used as a basis for providing constructive feedback and designing relevant learning activities. 2) For Students: Students are encouraged to improve their writing skills through regular writing practice, particularly in constructing recount texts. They should also develop the habit of revising and proofreading their work to identify grammatical, vocabulary, spelling, and punctuation errors before submitting their writing. 3) For Future Researchers: Future researchers are encouraged to investigate students' writing difficulties using a larger number of participants and additional data collection techniques, such as interviews or classroom observations. These approaches may provide deeper insights into the factors contributing to students' writing errors, which cannot be fully explained through written compositions alone.

REFERENCES

Apsari, Y. (2017). The use of picture series in teaching writing recount text. *ELTIN Journal: Journal of English Language Teaching in Indonesia, 5*(2), 51–56. https://doi.org/10.22460/eltin.v5i2.p51-56

Ariansyah, P. A., & Rahayu, D. (2024). Grammatical errors in students' recount text writing: A case study in the third grade of SMAN 22 Jakarta. *Proceedings Series on Social Sciences & Humanities, 18*, 274–280. https://doi.org/10.30595/pssh.v18i.1270

Batubara, M. H., Rahila, C. D. I., & Rahmadani, P. (2021). An analysis on the students' error in writing report text at eight grade students of SMP N 6 Timang Gajah. *Jurnal As-Salam, 5*(1), 10–19. https://doi.org/10.37249/assalam.v5i1.237

Dulay, H. C., Burt, M. K., & Krashen, S. D. (1982). *Language two*. Oxford University Press.

Ermanda, M. A., & Hendar, H. (2022). Error analysis on the students' construction of English irregular plural nouns. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal), 5*(3), 18967–18973. https://doi.org/10.33258/birci.v5i3.5901

Febriyanti, R. H., & Sundari, H. (2016). Error analysis of English written essay of higher EFL learners: A case study. *Journal of English Language Studies, 1*(2), 71–80. https://doi.org/10.30870/jels.v1i2.957

Gildore, P. J., Uka, A. H., & Yting, J. (2023). Error analysis of academic essays of senior high school students. *Journal Corner of Education, Linguistics, and Literature, 3*(2), 141–156. https://doi.org/10.54012/jcell.v3i2.224

Maharani, C., Hasanah, A., & Salsabila, M. (2025). Error analysis in writing recount text for senior high school students. *Jadila: Journal of Development and Innovation in Language and Literature Education, 5*(2), 89–99. https://doi.org/10.52760/jadila.v5i2.805

Mertosono, S. R., & Erniwati. (2023). Error analysis: Types and causes of EFL learners' errors in writing analytical exposition text. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra, 7*(1), 64–77. https://doi.org/10.26858/eralingua.v7i1.37875

Roghibah. (2013). *An analysis of the second grade students' grammatical errors in writing* [Undergraduate thesis, State Islamic University Syarif Hidayatullah Jakarta]. https://www.repository.uinjkt.ac.id/dspace/bitstream/123456789/61238/1/ROGHIBAH%20-%20FITK.pdf

Rustiani, I., & Efransyah, E. (2022). An error analysis in writing descriptive text of the eighth grade student of junior high school in Cianjur. *PROJECT (Professional Journal of English Education), 5*(2), 311–315. https://doi.org/10.22460/project.v5i2.p311-315

Saputra, R. (2023). Students' error analysis in writing essay of English language teaching. *Dharmas Education Journal (DE_Journal), 4*(1), 252–260. https://doi.org/10.56667/dejournal.v4i1.912

Tokan, M. E., & Sari, V. D. A. (2024). Analysis of senior high school students' writing errors through surface strategy taxonomy. *Formosa Journal of Multidisciplinary Research, 3*(2), 461–468. https://doi.org/10.55927/fjmr.v3i2.8195

Wahab, I., & Astri, Z. (2022). Students' interest in using semantic mapping technique in learning English writing ability. *Journal of Indonesian Scholars for Social Research, 2*(1), 68–71. https://www.ojs.ycit.or.id/index.php/JISSR/article/view/19