

The Analysis of Students' Grammatical Errors in Recount Text Writing

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Abstract

Writing is a skill that requires organizing ideas into clear sentences and paragraphs, relying on a strong understanding of grammar for effective communication. However, the researcher revealed that the ninth-grade students of SMP Islam Al-Azhar 48 Samarinda frequently struggle with recounting text writing, particularly with verb tense, subject-verb agreement, and singular/plural forms. Therefore, this study aims to find out the grammatical errors in the ninth-grade students' recount texts writing. The researcher used a qualitative approach to identify grammatical errors in recount texts written by ninth-grade students at SMP Islam Al-Azhar 48 Samarinda. Data consisted of texts collected from the students' recount writings, which were then analyzed using Oshima and Hogue's theory. The subjects were selected through purposive sampling, involving 15 ninth graders who were likely to achieve excellent English scores, with further information gathered from questioning the English teachers. The results revealed the common errors in the recount texts written by the students, including missing words, verb tense, subject-verb agreement, singular/plural forms, unnecessary words, wrong word forms, wrong word order, comma splices, fragments, and errors in prepositions, conjunctions, and articles. While students demonstrated a grasp of basic English writing rules, they still exhibited various errors, primarily due to interference from their native language and the overgeneralization of grammar rules. #####

Keywords: Grammatical errors, recount text writing, writing analysis

1. Introduction

Language plays a pivotal role in communication, serving as a medium to share information and ideas. Susilowati & Harida (2023) opine that language users often use a form of language to convey information. Consequently, using language to transmit information is the fundamental component of communication. Within the realm of education, English holds a crucial position as the medium of instruction in many institutions across the world. Its widespread usage underscores its importance as a tool for global communication and collaboration. Besides, a comprehensive understanding of English education requires a deep knowledge of the language itself. In line with this, Willis (2013) states that English education encompasses the study of language structure and usage, including the development of four skills: listening, speaking, reading, and writing. Each of these four skills plays a distinct yet interconnected role in language acquisition and proficiency. According to Ur (1999), language components are divided into three categories: phonology, or the language's sound system; lexis, or the words or phrases that express concepts, word choices, spelling, and so on; and structure, or how words or bits of words are strung together to form acceptable sentences and phrases. The three components are widely known as pronunciation, vocabulary, and grammar. Among these components, grammar plays a significant role in ensuring clarity and precision in communication.

A detailed understanding of grammar allows learners to construct sentences correctly and convey their intended meaning effectively. According to Friederici (2002), grammar is necessary for language acquisition, it underscores the significance of producing well-structured and coherent communication. Shokirovna (2023) noted that mastering grammar is a crucial component of learning a new language since it serves as the basis for comprehension, successful communication, and language competency in a foreign language. As a result, grammar is considered necessary for learning a language because it is a fundamental element that makes communication intelligible and organized.

Some people believed that learning to write was the most difficult skill. Heaton (1990) observed that writing skills are complex and challenging to teach, involving mastery of not only grammatical and rhetorical methods but also intellectual and judgmental elements. Baharudin et al. (2023) believed that writing skills are difficult for learners to acquire because of the three stages of writing that need to be done. Budjalemba et al (2020) found that learners are concerned about their writing because they face a variety of challenges in the realm of writing, including a lack of proficiency, motivation, understanding, etc. It is shown in learners' performance in writing classes, such as structuring ideas, encountering arguments, paraphrasing, synthesizing, summarizing, and grammatical errors. To simplify, writing requires other abilities and an awareness of its components. Writing cannot be accomplished without focusing on the formal aspects. Ur (1999) mentioned proficient writing, proper spelling and punctuation, acceptable grammar, and vocabulary selection. Writing requires far higher levels of linguistic proficiency. A better understanding of the components is required to develop good writing. Oshima & Hogue (2007) combined these difficulties with writing into a set of corrective symbols that address both grammar and formal aspects of grammatical errors. This approach gives a realistic framework for recognizing and correcting errors, resulting in improved general writing skills.

When learning to write, learners frequently make some errors. Some researchers have researched errors in students' writing. In this respect, Linarsih et al. (2020) conducted research about the interferences of Indonesian grammatical aspects into English in writing. The other research conducted by Mertosono et al (2023) was about the types and causes of errors in writing. Additionally, Duangpaserth et al. (2022) researched the interference of L1 with students' writing. Shiddiq et al. (2023) also researched grammatical error analysis in students' translation writing. Fauzan et al. (2020) researched error analysis in students' recount text writing. These studies focus on different kinds of errors and what causes them in learners' writing, emphasizing the importance of specific approaches to increase writing proficiency.

A significant research gap identified is the need for a focused grammatical analysis using Oshima and Hogue's theory, specifically targeting grammatical errors in English writing, which previous studies have not thoroughly explained. While earlier research has explored various types of errors, none have applied this specific theoretical framework exclusively to grammatical errors in students' writing. Based on a brief interview with the English teacher at SMP Islam Al-Azhar 48 Samarinda, it was found that many students struggle with writing, particularly *with verb tense, subject-verb agreement, and singular or plural forms*. Writing recount texts is a requirement in the curriculum, and students are expected to be able to compose such texts effectively. However, frequent errors indicate that writing remains a significant challenge for these students. Therefore, this study addressed these challenges by conducting a detailed grammatical error analysis using Oshima and Hogue's theory, specifically focusing on the writing difficulties faced by students at SMP Islam Al-Azhar 48 Samarinda. This research aims to provide valuable insights into the common errors made by students and to evaluate how well they understand and apply the principles of writing they have learned.

2. Research Methods

This research employed qualitative research as a research design. According to Creswell (2014), qualitative research is an approach to examining and understanding the meaning that individuals or groups assign to a social or human situation. Therefore, this qualitative research involves collecting and interpreting non-numerical data to gain in-depth insights into specific phenomena specifically identifying the grammatical errors in recount text writing made by the ninth-grade students of SMP Islam Al-Azhar 48 Samarinda. In analyzing the data, this research referred to Miles, Huberman, and Saldana's (2014) data analysis technique which consisted of data reduction, data display, and conclusion drawing or verification. After identifying the errors, the frequency of each type of error was investigated. The frequency was calculated and presented by using descriptive statistics.

In terms of data validation, this study employed theoretical triangulation, focusing only on grammar context based on Ellis' and Ur's definition of grammatical errors based on Oshima and Hogue's categories. Theoretical triangulation, as explained by Denzin and Lincoln (2018) involves applying multiple theoretical perspectives to analyze evidence, thereby allowing researchers to compare alternate viewpoints and evaluate their relevance.

3. Finding and Discussion

The analysis focused on identifying grammatical errors in recount texts, following the error categories defined by Oshima and Hogue including missing words, verb tense, subject-verb agreement, pronoun agreement, singular or plural distinctions, unnecessary word, wrong word form, wrong word, wrong word order, comma splice, fragment, preposition, conjunction, and article usage. Each of these categories impacts sentence structure and coherence, aligning with Ellis's and Ur's definitions of grammar as the set of rules that governs accurate communication and sentence formation. For instance, verb tense and subject-verb agreement are crucial for establishing time and ensuring consistency within a sentence, while pronoun agreement and singular/plural distinctions maintain clarity in sentence relationships.

Furthermore, errors involving prepositions and conjunctions directly affect the logical flow and connections between ideas, reinforcing sentence coherence. The wrong word form and wrong word order categories impact word relationships and sentence clarity, while comma splices and fragments interfere with sentence boundaries and completeness. Articles and unnecessary words also contribute to sentence precision, ensuring clarity and brevity. By focusing on these categories, the researcher underscores the study's commitment to grammatical elements essential for forming accurate, coherent sentences. This approach aligns with the structural focus outlined by Ellis and Ur, narrowing the analysis to the structural integrity of language without extending to broader writing conventions, thus reinforcing the study's emphasis on grammar as a core component of language comprehension and usage.

3.1 Missing Word

Missing word errors occur when essential words are omitted from a sentence, which can lead to confusion and affect the overall clarity of the text. Such errors significantly impair the grammatical structure of sentences. For instance, "*In my uncle house has a swimming pool, one of my family was swimming in there, and I wanted to swim too with my family.*" This was corrected to "*At my uncle's house, there was a swimming pool, one of my family members was swimming there, and I wanted to join in,*" where the missing word is "members", this specified the subject. Another example includes the sentence, "*I went to Samarinda in Highway,*" which was corrected to "*I went back to Samarinda through Highway,*" with the word "back" providing essential context about returning. The sentence, "*We have to prepare before we went to the airport*" was revised to "*We had to prepare ourselves before we went to the airport,*" with the inclusion of "ourselves" providing necessary emphasis on the subject. These examples illustrate how the omission of keywords can lead to confusion and highlight the importance of attention to detail in writing.

Missing word errors happen when crucial words are left out of a sentence, resulting in confusion and weakening the overall meaning of the text. These errors disrupt the grammatical structure, making it difficult for the reader to grasp the intended message. As discussed in the examples above, omitting words like "members," "back," or "ourselves" changes the clarity and meaning of the sentence, requiring careful revision to ensure accuracy. The same phenomenon was observed in Fauzan, et al (2020), where missing words were a common error in students' writing. Similarly, Shiddiq et al (2023) also found that students often made omission errors, further emphasizing the importance of addressing missing word issues in teaching writing skills. These findings reflect the recurring nature of missing word errors in student writing across different studies.

3.2 Verb Tense

Verb tense errors occur when the incorrect form of a verb is used, often confusing the timeline of events. For example, the sentence, "*When we arrive, we are going to looking a lunch,*" was corrected to "*When we arrived, we looked for lunch,*" where "arrived" and "looked" correctly reflect past actions, replacing the incorrect tenses. Another example is, "*We cry while watching the movie,*" which was revised to "*We cried while watching the movie,*" to maintain consistency in the past tense. These examples emphasize the importance of maintaining correct verb tenses to convey when actions occur.

This pattern of verb tense errors suggests that students struggled to express events in a coherent timeline. The same phenomenon was observed in Mertosono (2023), where students' first language (L1) influenced their sentence construction in the target language. As a result, their writing resembled direct translations from Bahasa Indonesia to English, leading to frequent verb tense errors that disrupted the logical flow of their sentences.

3.3 Subject-verb Agreement

Subject-verb agreement errors occur when the subject and verb in a sentence do not match in number or form, leading to grammatical inconsistency. Ensuring that subjects and verbs agree is essential for sentence clarity. For instance, the sentence, "*There's a person sell bandana and light of hope,*" was corrected to "*People were selling bandanas and lights of hope,*" where the subject "People" agrees with the plural verb "were selling." Another example is, "*But if not obey the Rules We can get a Punishment and we Always Regret,*" which was revised to "*If we don't obey the rules, we can get punished, and we will regret it,*" ensuring the subject "we" agree with the verb "don't obey." These corrections highlight the necessity of proper subject-verb agreement to avoid confusion in meaning.

Subject-verb agreement refers to the requirement that the subject and verb in a sentence must align in both number and form. In English, singular subjects require singular verbs, and plural subjects require plural verbs. Based on the analysis above, subject-verb agreement errors were common in the

students' writing. For instance, the sentence "*There's a person sell bandana and light of hope*" was corrected to "*People were selling bandanas and lights of hope*", ensuring that the plural subject "People" agrees with the plural verb "were selling." Similarly, the sentence "*But if not obey the Rules We can get a Punishment and we Always Regret*" was revised to "*If we don't obey the rules, we can get punished, and we will regret it*", making the subject "we" agree with "don't obey."

These errors reflect a common phenomenon where students in the research conducted by Fauzan, et al (2020) are influenced by their first language (L1) when learning a second language (L2). The difference between sentence construction in L1 and L2 often leads to confusion, as students may unintentionally apply L1 rules to L2, resulting in errors. This phenomenon is also seen in Duangpaserth et al (2022), where Lao's lack of a subject-verb agreement system leads to similar mistakes when applying Lao's grammar rules to English. Likewise, Mertosono, et al (2023) and Linarsih et al (2020) also reported frequent subject-verb agreement errors among students, reinforcing the importance of addressing this issue in English language learning.

3.4 Singular or Plural

Singular or plural errors occur when there is a mismatch between singular and plural nouns, affecting the accuracy of the sentence. Maintaining correct singular or plural forms is essential for grammatical consistency. For example, the sentence, "*Inside the studio, we sit on our seat and waiting the film started*," was corrected to "*Inside the studio, we sat on our seats and waited for the movie to start*," where "seat" was changed to "seats" to agree with the plural subject "we." Another example is, "*I buyet some youghurt, after that me and my friends went to the cinema to to take a mirror selfie*," which was revised to "*I bought a yogurt, and after that, my friends and I went to the cinema to take a mirror selfie*," where the noun "some yogurt" was also singularly corrected to "a yogurt." These examples underscore the importance of using correct singular or plural forms to ensure clarity and grammatical precision in writing.

The same phenomenon was observed in research conducted by Fauzan, et al (2020) where singular or plural errors appeared to stem from students' lack of knowledge regarding noun forms. Similarly, Mertosono, et.al (2023) revealed that these errors frequently involved a lack of conformity between the articles used and the nouns that followed them, further emphasizing the common challenges students face with singular and plural noun usage.

3.5 Unnecessary word

Unnecessary word errors occur when extra, redundant words are included in a sentence, making it unclear or overly complicated. Removing these unnecessary words improves sentence clarity and conciseness. For example, the sentence, "*While I am waiting for my little brother, me and my friends went to J.co*," was corrected to "*While waiting for my little brother, my friends and I went to J.co*," where "I am" were unnecessary and removed for a cleaner structure. Another example is, "*And that time after School i immedietly buy a bag with he*," which was revised to "*After school, I immediately bought a bag with him*," where "and that time" and "with he" was adjusted for clarity and grammatical correctness. Similarly, the sentence, "*We Just find the shop where the bag is in the shop, we go to the shop and buy 4 mini bag*," was improved to "*We found the shop and bought 4 mini bags*," eliminating redundant phrases such as "where the bag is in the shop." These revisions highlight how removing unnecessary words can lead to clearer and more effective writing.

Similarly, in a study conducted by Fauzan (2020), unnecessary word errors were also observed in students' writing. These errors, often stem from overgeneralizing the rules of English grammar. One common example is the addition of unnecessary articles to uncountable nouns, which complicates the sentence and diminishes its clarity. This shows that students may need further instruction to avoid these frequent errors and improve the quality of their writing.

3.6 Wrong Word Form

Wrong word form errors occur when the incorrect form of a word is used in a sentence, impacting its grammatical accuracy and meaning. The correct form of the word should match the intended function within the sentence, whether it's a noun, verb, adjective, or another part of speech. For example, in the sentence, "*And that time after School I immeditelly buy a bag with he*," the word "he" is incorrectly used as an object pronoun. The corrected version, "*After school, I immediately bought a bag with him*," replaces "he" with the appropriate object pronoun "him." Similarly, the sentence, "*Inside the studio, we sit on our seat and waiting the film started*," demonstrates multiple errors, including the wrong word form. The correct version, "*Inside the studio, we sat on our seats and waited for the movie to start*," adjusts "waiting" to "waited" to match the past tense narrative.

Wrong word form errors, as seen in the examples above, are often caused by a lack of knowledge about word transformation and the application of affixes, according to research by Fauzan, et al (2020) and Duangpaserth, et. Al (2022) students tend to struggle with word forms because the rules for affixes in English are more complex than those in their first language (L. Additionally, direct word-for-word translation from their native language can also lead to incorrect word forms. This pattern of error highlights the need for a deeper understanding of English grammar rules, particularly in word formation and transformation, to avoid such mistakes.

3.7 Wrong Word

Wrong word errors occur when an incorrect word is used, often leading to confusion or disrupting the flow of the sentence. For example, the sentence, "*We planed it immediately. we promise to meet at 12.00 P.M.*" The corrected sentence is, "*We planned it right away, and then we agreed to meet at 12:00 pm*", replacing "promise" with "agreed" for better accuracy in meaning, and in the example, "immediately" is replaced with "right away" for a more natural flow. Similarly, in the sentence, "*When we arrived in airport, we have to wait Someone to take my Family From airport to go to Bogor*," the word "in" should be "at." The revised version is, "*When we arrived at the airport, we had to wait for someone to pick us up and take us to Bogor*". These corrections ensure the sentences are grammatically correct and clearer in their meaning.

This phenomenon was also observed in a research study conducted by Fauzan, et al (2020) where wrong word errors were prevalent among students. Such errors indicate that students often struggle with choosing the appropriate words for their sentences. These issues may stem from a lack of precision in their writing, as well as limitations in their vocabulary. Additionally, students may have an insufficient understanding of the rules governing word selection that align with sentence structure.

3.8 Wrong Word Order

Wrong word order errors occur when the arrangement of words in a sentence is incorrect, making the sentence sound awkward or confusing. Maintaining proper word order is essential for clarity and smooth communication. For example, in the sentence, "*And this the day is very fun*," the word order disrupts the flow of the sentence. The corrected version is, "*And it was a really fun day*", where the subject and verb are properly aligned for better readability. Similarly, the sentence, "*Last thursday, me and my friend went to bignall after dhuhur*," has an improper word arrangement. The revised sentence, "*Last Thursday, my friend and I went to Big Mall after dhuhur*", places "my friend and I" in the proper order, making the sentence grammatically correct.

These instances of wrong word order reflect a broader phenomenon observed in language learning. A study conducted by Fauzan, et al (2020) indicates that such errors often arise from word-by-word translation or the application of first language (L structures in English sentences). Similarly, research by Duangpaserth, et al (2022) reveals that errors caused by the influence of students' first language, or interlingual errors, stem from the fundamental skills shared between both languages that

impact academic performance. Thus, understanding these challenges is vital for educators aiming to support students in improving their writing skills.

3.9 Comma Splice

Comma splice errors occur when two independent clauses are incorrectly joined by a comma without a coordinating conjunction. Each independent clause should be properly linked to avoid confusion. For example, the sentence "*After that I went to the Food court to meet my mom*" could benefit from a clearer connection. The corrected version is, "*After the movie ended, I went to the food court to meet my mom*", where the comma connects the two ideas appropriately with added context for smoother flow. Similarly, in the sentence "*And that time after School i immeditelly buy a bag with he*," the sentence is revised to "*After school, I immediately bought a bag with him*", correcting the comma splice while improving the word order and grammar for better readability. Similarly, the research conducted by Duangpaserth, et al (2022) also identified similar comma splice errors, highlighting that this issue is common among students and warrants further attention in writing instruction.

3.10 Fragment

Fragment errors occur when a sentence is incomplete, lacking either a subject or a verb, or it doesn't express a complete thought. Each sentence should be able to stand alone as a complete idea. For instance, "*So many tourist ordered their Popular serving Called Tzatziki*" was revised to "*We went to a restaurant where many tourists ordered a popular dish called Tzatziki*". The corrected version turns the fragment into a complete sentence by adding context and structure. Another example, "*And I arrive home again*" was changed to "*After I arrived home, I rested*", making the sentence complete by adding a verb and a clear subject. This emphasizes how important it is to create full, clear sentences to enhance understanding. A research study conducted by Fauzan, et al (2020) found that fragment errors often resulted from students' imprecision regarding sentence structure, indicating a need for focused instruction in this area.

3.11 Preposition

Preposition errors occur when incorrect or missing prepositions are used, which can alter the meaning of a sentence or make it unclear. Using the correct preposition is essential for proper sentence structure and clarity. For example, the sentence "*First Lucky Ride the motorcycle and Went go home I Ride*" was corrected to "*At first, Lucky rode the motorcycle, and when we returned home, I rode it*". Here, the preposition "at" improves the flow of the sentence. In another instance, "*Wah a movie it 'Transformers' but the movie starts 3am*" was revised to "*The movie was 'Transformers,' but it started at 3 pm*". The correct preposition "at" was added to indicate the specific time, replacing the incorrect phrase and clarifying the meaning. In research conducted by Fauzan, et al (2020) prepositions often went missing due to a lack of precision in students' writing. This highlights the importance of attention to detail when using prepositions, as their absence can significantly affect the clarity and accuracy of written communication.

3.12 Conjunction

Conjunction errors arise when conjunctions are either omitted or incorrectly used, affecting the sentence's flow and clarity. Proper conjunction usage is crucial for linking ideas and maintaining grammatical coherence. For instance, the sentence "*After that we go to 'tepi mahakam' at there so many people too*" was corrected to "*After that, we went to 'Tepi Mahakam,' and there were many people*". In this correction, the conjunction "and" was added to connect the two clauses smoothly, while the word "at" was removed as it was unnecessary, improving the overall structure. Additionally, in the original sentence "*We planned it immediately. We promise to meet at 12.00 P.M.*," it was revised to "*We planned it right away, and then we agreed to meet at 12:00 pm*". Here, the conjunction "and" effectively linked the two related ideas, enhancing the sentence's coherence and clarity. This phenomenon aligns with the findings of research conducted by Fauzan, et al (2020) which highlighted that conjunction

errors arose from students' inability to effectively link the ideas they wanted to convey. Understanding and correcting these errors is vital for improving students' writing skills and enhancing the clarity of their messages.

3.13 Article

Article errors occur when definite or indefinite articles are incorrectly used or omitted, leading to ambiguity in a sentence. Proper article usage is essential for clarifying nouns and providing context. For example, the sentence "*At Buddi's center so many people in there*" was corrected to "*At the Buddhist center, there were so many people*". In this correction, the definite article "the" was added before "Buddhist center" to specify which center is being referred to, enhancing clarity. Similarly, the sentence "*And this the day is very fun,*" was revised to "*And it was a really fun day*". Here, the article "a" was introduced to indicate that it is one of many fun days, which improved the grammatical structure of the sentence. These examples highlight the importance of articles in providing clarity and specificity in writing. In a research study conducted by Fauzan, et al (2020) similar article errors were observed. These errors appeared to stem from students' word-by-word translation and a lack of understanding regarding article usage. In their first language, article application is not as precise as in English, leading to sentences that sometimes lack articles altogether. Consequently, students often applied the same rules from their native language to English, which resulted in frequent article errors.

The research findings revealed several types of errors based on Oshima and Hogue's theory, including missing words, verb tense, subject-verb agreement, singular or plural, unnecessary word, wrong word form, wrong word, wrong word order, comma splice, fragment, preposition, conjunction, and article.

The current study identifies a wide range of errors, spanning grammar, syntax, and usage. This aligns with Floranti & Adiantika (2019), who also highlight grammatical issues such as subject-verb agreement and verb tense among Indonesian EFL learners. However, the inclusion of errors like missing words and comma splices broadens the scope, as these are not explicitly detailed in their work. Similar to the findings on article misuse, Qasem et al. (2022) specifically address article errors among Yemeni secondary school students, showing this as a persistent issue across EFL contexts. Preposition errors, identified in this research, also resonate with Linarsih et al. (2020), who discuss interference from Indonesian grammatical structures, where prepositions are often used differently than in English.

This study touches on wrong word forms and wrong words, which intersect grammar and vocabulary. This is consistent with Fakhruddin et al. (2023), who focus on lexical errors in recount texts. However, this research delves deeper into how these errors relate to grammatical structures like conjunctions and fragments. Meanwhile, the types of errors of this research found also highlight areas where teacher feedback, as emphasized by Aini and Ashadi (2022), can play a significant role. Their sociocultural perspective suggests that addressing grammatical and syntactical errors through collaborative learning could mitigate many issues that the researchers have identified.

The focus of this study on structural issues like comma splices and fragments is relatively unique. While Fauzan et al. (2020) and Ratnaningsih and Azizah (2019) discuss fragment errors, their emphasis is primarily on overall coherence rather than detailed syntactical structures such as punctuation. The current findings are rooted in a theoretical framework, but works like Fauzan et al. (2022) explore the difficulties undergraduate students face in writing thesis proposals, attributing errors to cognitive and contextual challenges. This contrasts with this research categorization-based analysis.

The singular and or plural errors in this research are less prominently discussed in the references. Setyowati et al. (2020), for instance, focus more on argumentative coherence than detailed grammatical issues like singular/plural agreement. While this study broadly categorizes errors, Linarsih et al. (2020) delve into how specific cultural and linguistic influences (e.g., Indonesian grammar) shape these errors.

This study could potentially expand on this by exploring why these errors occur within an Indonesian cultural and linguistic framework.

This research complements and extends existing findings by providing a more granular categorization of errors, particularly structural ones like comma splices and fragments. However, integrating contextual and sociocultural factors from works like Aini & Ashadi (2022) or linguistic interference from Linarsih et al. (2020) could deepen the understanding of error sources and implications. This comparative analysis underscores the multifaceted nature of grammatical errors in EFL writing and the need for both broad and detailed approaches to address them.

4. Conclusion

This research has reached its purpose which was to understand the writing error found in exposition text written by ninth-grade students of SMP Islam Al-Azhar 48 Samarinda. The conclusion for this research is the errors found in the recount texts were missing words, verb tense, subject-verb agreement, singular or plural, unnecessary word, wrong word form, wrong word, wrong word order, comma splice, fragment, preposition, conjunction, and article. The students were competent in understanding the basic rules of English writing, but they still had some defects.

This research attempts to provide important information for teachers about writing errors. It is important that teachers rigorously review their pupils' written work to detect these faults. The error categorization, which is based on the correction symbols list, not only classifies the problems discovered but also helps teachers correct students' writing more effectively. The findings of this study can serve as a reflection point for teachers, allowing them to improve their teaching methods and assisting students in avoiding similar mistakes in the future. Teachers are encouraged to consistently motivate and support their pupils as they practice their writing skills. The researcher also believes that this study will encourage students to continue practicing and developing their writing. The results may be used as a self-reflection tool, helping students to identify the types of mistakes they have made and attempt to avoid them in the future. Furthermore, the researcher believes that this research will open the way for future studies that expand on its findings.

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