

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT AT THE TENTH GRADE STUDENTS

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Abstract

This study analyses students' grammatical errors in writing recount texts among tenth-grade students at SMK Swasta Jambi Medan. Writing is an important skill in English that requires the use of proper grammar to convey ideas effectively. However, many students have difficulties with grammatical structures, which affect the clarity and coherence of their writing. This study aims to identify and classify the types of grammatical errors found in students' recount texts and determine the most dominant types of errors. This study used a qualitative descriptive method, with data collected from students' writing test. Errors were analyzed using Dulay's Taxonomy of Surface Strategies, which categorizes errors into omission, addition, misformation errors, and misordering errors. The findings showed that misformation errors were the most frequent (76.59%), followed by addition errors (14.89%), omission errors (8.51%), and misordering errors (0%). The prevalence of tense errors shows that students struggle mainly with the use of verb tenses, irregular verb tenses, and subject-descriptor congruence. The results of this study highlight the need for improved grammar teaching, especially in verb and sentence structure. Teachers should focus on strengthening grammar rules through targeted practice, while curriculum developers can use these findings to design more effective English writing programs. By addressing these common errors, students can improve their writing accuracy and overall language proficiency.

Keywords: Grammatical Errors, Recount Text, Writing Skill

Abstrak

Penelitian ini menganalisis kesalahan tata bahasa siswa dalam menulis teks recount di antara siswa kelas sepuluh di SMK Swasta Jambi Medan. Menulis adalah keterampilan penting dalam bahasa Inggris yang membutuhkan penggunaan tata bahasa yang tepat untuk menyampaikan ide secara efektif. Namun, banyak siswa mengalami kesulitan dengan struktur tata bahasa, yang memengaruhi kejelasan dan koherensi tulisan mereka. Penelitian ini bertujuan untuk mengidentifikasi dan mengklasifikasikan jenis kesalahan tata bahasa yang ditemukan dalam teks recount siswa dan menentukan jenis kesalahan yang paling dominan. Penelitian ini menggunakan metode deskriptif kualitatif, dengan data yang dikumpulkan dari tes menulis siswa. Kesalahan dianalisis menggunakan Taksonomi Strategi Permukaan Dulay, yang mengkategorikan kesalahan menjadi penghilangan, penambahan, kesalahan bentuk salah, dan kesalahan urutan. Temuan menunjukkan bahwa kesalahan bentuk salah adalah yang paling sering (76,59%), diikuti oleh kesalahan penambahan (14,89%), kesalahan penghilangan (8,51%), dan kesalahan urutan (0%). Prevalensi kesalahan bentuk kata kerja menunjukkan bahwa siswa mengalami kesulitan terutama dalam penggunaan bentuk kata kerja, bentuk kata kerja tidak beraturan, dan kesepakatan deskriptif subjek. Hasil penelitian ini menyoroti perlunya pengajaran tata bahasa yang lebih baik, terutama dalam struktur kata kerja dan kalimat. Guru harus fokus pada penguatan aturan tata bahasa melalui latihan yang terarah, sementara pengembang kurikulum dapat menggunakan temuan ini untuk merancang program penulisan bahasa Inggris yang lebih efektif. Dengan mengatasi kesalahan umum ini, siswa dapat meningkatkan akurasi penulisan dan kemahiran berbahasa secara keseluruhan.

Kata kunci: : Kesalahan Tata Bahasa, Teks Recount, Keterampilan Menulis

INTRODUCTION

Writing is the process of putting ideas, feelings, and thoughts on paper. This type of writing, also known as the writing process, must explain the message. The trainees need to master these skills. Writing aids in learning for students. Next, there are several benefits to the writing exercise. These benefits include increased focus and improved accuracy of the English language by the students. Next, the language is used to directly stimulate the students to promote language development. Because writing activities entail problem-solving, creativity may rise.

Texts that recount previous experiences or occurrences are known as recount texts. For them to successfully communicate the intended meaning, they need to have a clear structure and make proper use of grammatical components. However many students find it difficult to write recount narratives, especially when it comes to using proper syntax, which might make it difficult for them to communicate their ideas Sermsook et al., (2017).

There has been a lot of research done on grammatical errors in student writing. Grammatical errors are a normal component of learning a language, according to Dulay, Bialystok, et al., (1982). These mistakes can reveal important information about how well kids comprehend linguistic systems. Thus, examining these mistakes can assist teachers in determining what has to be improved. Many different things can lead to grammatical faults made by students. Jack C. Richards, (1997), errors might result from inadequate writing practice, interference from the first language, or a lack of knowledge of grammatical norms. SMK Swasta Jambi Medan has a large student body with a variety of linguistic origins, which could have an impact on how well they can write in English (Meinawati et al., 2021).

Grammar errors are frequently a reflection of students' mental processes when they try to utilize the target language, according to research by R. Ellis, (1994). Teachers can learn more about how children build sentences and comprehend language structures by examining these mistakes. Having this knowledge is essential to creating instructional strategies that work better.

The curriculum at SMK Swasta Jambi Medan includes English language training as a core component. However, observations show that when students write recount texts, they often commit grammatical errors. The misuse of prepositions, improper use of tenses, and issues with sentence construction are among these errors, which point to the need for additional research to determine their root causes (Fitri et al., 2022).

Furthermore, the significance of the English language as a core skill is emphasized in this research in line with national education goals. Teachers can create effective interventions to help students improve their writing skills by having a thorough awareness of the common faults that they make. This is consistent with government initiatives to raise the standard of education in Indonesia.

According to the researcher's observations during the Teaching Training Program (PPL) at SMK Swasta Jambi Medan in 2024, the majority of the students struggled with writing recount texts. Common challenges faced by students generally include grammatical problems, verb tenses, personal pronouns, and other issues with their essays (Fauziyah et al., 2022). As shown in the example below:

1. I play in the field last week (NA)
2. I don't need no help. (SA)

From the examples above, it can be seen that both students still do not understand the use of grammar, so grammatical errors are still found. In the first example written by (NA), there is still an error because she omitted an important component in a sentence. There is the wordplay, which is grammatically incorrect; she should have written the word played. In the second example written by

(SA), there are also still errors; this happens because she adds components that are not important so that repetition occurs, which makes the wrong sense. She wrote, 'I don't need no help,' in which the word no is not used. So there are still many grammar mistakes encountered by the researcher at SMK Swasta Jambi Medan, The reseacherwill conduct research at the school using Dulay's theory of grammatical errors. Dulay's theory was used to conduct research, namely surface strategy taxonomy, which consists of omission, addition, misformation, and misordering.

Previous research on related subjects has been conducted, but only in several different educational environments. Ananda Muhamad Tri Utami, (2022) Participants in the study included third-graders at SMP N 21 Tanjung Jabung Timur, and this one will involve tenth-graders at SMK Swasta Jambi Medan. The tenth-grade students of SMK Swasta Jambi Medan are the subject of this study because of their particular difficulties learning English. It is therefore anticipated that the results will have a significant impact on the curriculum development and instructional practices used at this institution (Khasawneh & Al-Rub, 2020). To identify and evaluate the mistakes discovered in the papers of the students, this study's technique combines a qualitative approach with descriptive analysis. The procedures will involve gathering student-written recount texts and classifying them according to the kinds of grammatical faults they contain. With this method, the real situations in the classroom should be made evident (Fidriani et al., 2021). The study aims to investigate the grammatical errors made by tenth-grade students at SMK Swasta Jambi Medan in their recount text writing, taking into account this background. The results are expected to offer educators and school administrators insightful information on how to improve English language teaching and help pupils overcome their writing challenges. Students frequently struggle with writing when it comes to using grammar.

Based on the background, the researcher is interested in analyzing the grammatical errors made by the students. Thus, this study will be entitled "An Analysis Of Students Grammatical Errors In Writing Recount Text At The Tenth Grade Students Of SMK Swasta Jambi Medan".

METHOD

Research Design

The research design for this study was descriptive qualitative research. Subagyo, (2023) The focus of qualitative research was on description, which offers complete and detailed knowledge of a fact. Research could be focused by using the current theory as a guide. Theory and data distinguish quantitative from qualitative approaches. Qualitative research gathers data in the field and organizes it according to the relevant theoretical framework, whereas quantitative research applies theory and is validated by empirical findings. Field, after which it is assembled with the proper theoretical framework to serve as supporting data (Wardana et al., 2022).

Qualitative descriptive research aims to provide a thorough and accessible overview of particular experiences that individuals or groups of individuals have had. Finding the nature of the particular events is the primary goal of the data gathering for qualitative descriptive investigations. Being investigated (Imran, 2022). Thus, focus groups, one-on-one interviews, organized, open-ended, and varying degrees of intensity are used in data collection. But data collection might also involve making observations and looking through documents, reports, images as well as records. In contrast to other qualitative research methods, data analysis in qualitative descriptive research does not rely on pre-existing guidelines derived from the discipline's particular epistemological or philosophical position Lambert, (2012).

Population and Sample

All of the research on the subject is the population. The members of a specific class of

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individuals were considered to comprise the population. The students at SMK Swasta Jambi Medan in the tenth grade made up the study's population. The study's sample consisted of one class, The research used the X MP3 class as the sample of this research with twenty-six Students by chose randomly sample (Rasmitadila et al., 2020).

The Instrument of Collecting Data

An instrument is a tool used to collect data in research. The instrument of this study was a writing test. Writing tests are useful to find out the types of errors in students writing Recount Text.

Technique of Collecting Data

The following techniques are used for collecting data :

1. Choosing twenty-six students
2. Giving tests to students (the test is given as Recount text such as a personal experience, or real event in the past and tells about the imagination of students in the past)
3. Giving a time limit of 45 Minutes for students to write the recount text
4. Collecting all the results of the recount text

Data Analysis

The researcher analyzes the data after gathering it to fulfill the objective. The researcher used the following procedures to analyze the study's data :

1. Organizing and preparing the data
2. Identifying the errors from the result of student's writing errors.
3. Classifying or categorizing various error types by students
4. Counting the dominant grammatical errors in writing recount text.
5. Consolidating the findings
6. Computing the percentage

$$P = \frac{F}{N} \times 100\%$$

Note : P: The total percentage of errors

F: Frequency of error's occurrence

N: Number of total errors

RESULT AND DISCUSSION

Data

In this page, the researcher discussed the errors that students made when creating recount texts. The data is categorized into many error types. The Surface Strategy Taxonomy which includes omission, addition, misformation, and misordering are the main emphasis of this study. To collect the data, the researcher used the writings of 26 students who had completed the test, which had a 45-minute time limit. The researcher gathered the students' writing assignments for the data after they were required to compose recount texts (Alfaki, 2015).

The researcher returned the assignment to the students so they could revise their test after it was turned in. It might be an mistake if students can fix their test, but it might be an error if they cannot fix it (Primasari et al., 2021). The researcher then gathered their task once more. The researcher identified the errors that students committed. On this page, researchers also include mistakes data obtained from student writing tests.

Table 1. The Data of Mistake

No.	Students Initial	The Data
1.	IR	Two years ago, I have a scary experience when I get lost in a shopping

		<p>mall. It was a weekend, and my family decided to go to the mall to buy some clothes and have lunch together.</p> <p>At first, everything was fine, we walk around. Then, while my parents were busy choosing clothes. I saw a interesting toy store and walked inside .</p> <p>When I finally left the store, I don't see my parents. I panicked and tried to find them, but the mall was too crowded and finally my mother found me. I think this is my sad experience.</p>
2.	FN	<p>Last years, I take part in the scout camp at Cadika Park. I am very excited because this is the first time I have participate in an activity like this.</p> <p>I arrive at the park at 2 pm and headed straight to the Campsite. We carry out activities such as campfires, survival activities related to scouting. I really enjoy this activity because I can learn many new things and develop my skills.</p> <p>After the activities was finished, I fell very proud and satisfied with what I had achieve. I also felt that this scout camp is a very valuable experience for me.</p>
3.	TS	<p>Last year, I decide to learn how to play the keyboard. It all started when I see my friend played keyboard.</p> <p>First my friend taught me. I try so hard. After a few months, I could play simple song for my family. They were very impressed to me.</p> <p>Finally it make me feel more confident learning to play the keyboard. And I feel so happy to learn the keyboard.</p>
4.	AM	<p>When I am 13 years old, I was in grade 8 junior high school while I was in grade 8 junior high school.</p> <p>There were a lot of activities that I take, such as Paskibra, extracurricular class, and the drummer extracurricular there.</p> <p>I feel very tired every time I came home from school. Since then, I don't want to follow the activities again.</p>
5.	MI	<p>At the time, I go to the beach with my friends. We left early in the morning to avoid the crowds as soon as we arrived, the view of the vast sea and clear blue sky immediately greet us.</p> <p>We walk straight to the beach, our toes touch the soft sand. We play the water, built sand castles, and some friend played beach ball.</p> <p>Time passes so quickly. We must go home to Medan. It is my happy experience with my friends when go to the beach.</p>

The first data collected for this study, known as mistake data, is shown in the table above. Following the analysis of the error data, the researcher gave the students writing correction instructions. The goal of this phase is to get students to think back on their mistakes and make more accurate edits to their writing (Ariyanti & Fitriana, 2017).

Table 2. The Data of Error

No.	Students Initial	The Data
1.	IR	Two years ago, I have a scary experience when I get lost in a shopping mall. It was a weekend, and my family decided to go to the mall to buy some clothes and have lunch together. At first, everything was fine, we walked around. Then, while my parents were busy choosing clothes. I saw an interesting toy store and walked inside . When I finally left the store, I didn't see my parents. I panicked and tried to find them, but the mall was too crowded and finally my mother found me. I think this is my sad experience.
2.	FN	Last year, I took part in the scout camp at Cadika Park. I was very excited because this is the first time I have participated in an activity like this. I arrived at the park at 2 pm and headed straight to the Campsite. We carry out activities such as campfires, survival activities related to scouting. I really enjoyed this activity because I can learn many new things and develop my skills. After the activities was finished, I felt very proud and satisfied with what I had achieved. I also felt that this scout camp is a very valuable experience for me.
3.	TS	Last year, I decided to learn how to play the keyboard. It all started when I saw my friend play keyboard. First my friend taught me. I try so hard. After a few months, I could play simple song for my family. They were very impressed to me. Finally it make me feel more confident learning to play the keyboard. And I feel so happy to learn the keyboard.
4.	AM	When I was 13 years old, I was in grade 8 junior high school while I was in grade 8 junior high school. There were a lot of activities that I take , such as Paskibra, extracurricular class, and the drummer extracurricular there. I felt very tired every time I came home from school. Since then, I don't want to follow the activities again.
5.	MI	At the time, I go to the beach with my friends. We left early in the morning to avoid the crowds as soon as we arrived, the view of the vast sea and clear blue sky immediately greeted us. We walked straight to the beach, our toes touched the soft sand. We played the water, built sand castles, and some friends played beach ball. Time passes so quickly. We must go home to Medan. It was my happy experience with my friends when go to the beach.

The table above is the second data obtained in this study, known as error data. This error data emerged when students were unsuccessful in improving their writing after being given instructions
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to revise. Although the mistake data had been analyzed previously and the researcher had directed the students to correct the mistakes in their writing, it turned out that there were still many students who could not make appropriate corrections (Lestari et al., 2018).

This shows that there are more basic mistakes that are difficult for students to correct, so these mistakes are referred to as errors. The difference between a mistake and an error lies in the student's ability to recognize and correct the mistake. If the mistake can be corrected after instruction or reflection, then the mistake is categorized as a mistake. However, if the error remains despite the correction process, then the error is categorized as an error (Khoirunnisya, 2017).

Data Analysis

The identification of grammatical errors in writing recount text

After the data had been identified, the writer classified the grammatical errors made by students in the writing recount text into four types of errors, namely error of omission, error of addition, error of misformation and error of misordering (García Santalla, 2022).

Data Analysis of Error

Data 1

Two years ago, I **have** a scary experience when I **get** lost in a shopping mall. It was a weekend, and my family decided to go to the mall to buy some clothes and have lunch together.

In analyzing misformation errors in the paragraph, several mistakes can be identified. First, in the sentence "Two years ago, I **have** a scary experience", the verb "**have**" should be changed to "**had**" because the event occurred in the past, making this an error in verb tense. Similarly, in "when I **get** lost in a shopping mall," the verb "**get**" should be replaced with "**got**" to maintain consistency in past tense usage.

Data 2

I arrived at the park at 2 pm and headed straight to the Campsite. We **carry** out activities such as campfires, survival activities related to scouting. I really enjoyed this activity because I can learn many new things and develop my skills.

After the activities **was** finished, I felt very proud and satisfied with what I had achieved. I also felt that this scout camp is a very valuable experience for me.

In analyzing the paragraph, several misformation errors related to verb tense and subject-verb agreement can be identified. First, in the sentence "We **carry** out activities such as campfires, survival activities related to scouting." The phrase "**carry** out" should be changed to "**carried** out" since the event already took place. Additionally, in "After the activities **was** finished," the verb "**was**" should be changed to "**were**" to agree with the plural subject "**activities**."

Types of Error Used by the Student in Writing Recount Text

From the analysis that the researcher did in SMK Swasta Jambi Medan, the researcher found 47 errors made by 26 students, namely : 7 addition errors made by 7 students, 4 omission errors made by 4 students, 36 misformation errors made by 22 students. To get the result of the analysis, the data will calculate and drew up in the table of percentage as follow :

$$P = \frac{F}{N} \times 100\%$$

Note : P : The total percentage of errors

F : Frequency of error's occurrence

N : Number of total errors

Table 3. The percentage of Grammatical Error

No	Types of Error	Frequency of Errors	Percentage of Error
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1	Addition	7	$P = \frac{F}{N} \times 100\%$ $P = \frac{7}{47} \times 100\%$ $= 14,89\%$
2	Omission	4	$P = \frac{F}{N} \times 100\%$ $P = \frac{4}{47} \times 100\%$ $= 8,51\%$
3	Misformation	36	$P = \frac{F}{N} \times 100\%$ $P = \frac{36}{47} \times 100\%$ $= 76,59\%$
4.	Misordering	0	$P = \frac{F}{N} \times 100\%$ $P = \frac{0}{47} \times 100\%$ $= 0,00\%$

The Dominant Types of Error Used by the student

According to previous data, 47 errors of Misformation is the most common errors made by students in SMK Swasta Jambi Medan. Misformation is a type of grammatical error where students use the wrong tense or structure in a sentence. This error occurs when students use the wrong morpheme or word form, which leads to incorrect grammar. According to Dulay, Burt, and Krashen (1982), misformation errors involve the use of the wrong morpheme or word form, such as incorrect verb conjugation or word structure.

To find out the most dominant error, the researcher calculates the percentage of each error using the formula. The results of these calculations can be seen in the following diagram below:

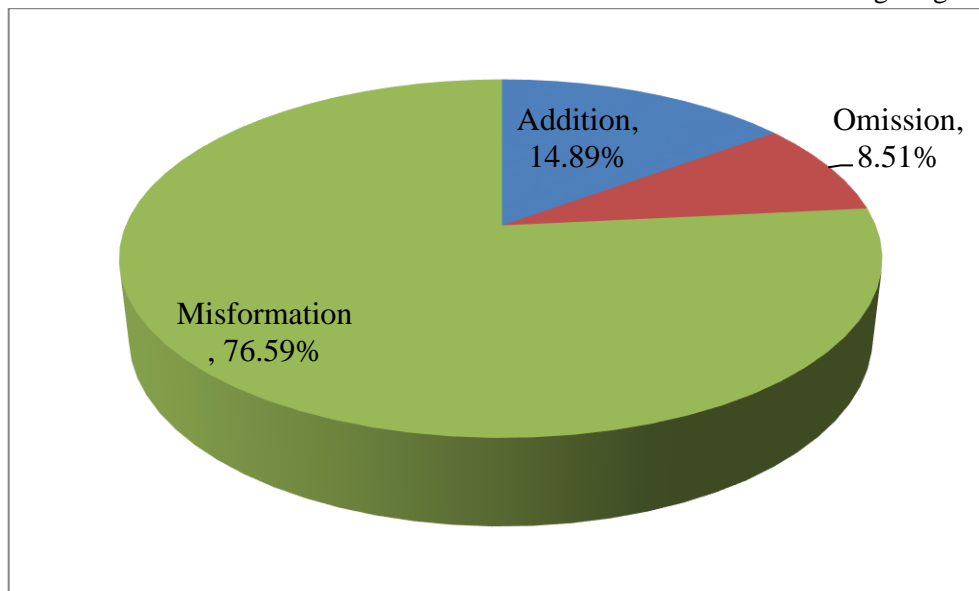


Figure 1. Dominant Types of Error Used by the student

Discussion

After presenting the number and the causes of grammatical errors, the researcher intended to discuss the finding and how it answered the research questions proposed in the first chapter. There were two research questions that were concerned respectively with types of grammatical errors and

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the dominant grammatical error that students made in writing recount text. In this research, it was found that the types of grammatical errors in writing recount text that addition with 14,89%, omission with 8,51%, and misformation with 76,59%. And the dominant error in writing recount text that made by ten grade students is misformation with 76,59%.

The same result also occurred in Amelia et al.(2021) research. She also used the taxonomy surface strategy to classify the errors made by tenth grade students at SMA N 8 Malang. From the results of the research conducted, it was found that the most frequent error was Misformation error. The error was found 190 times in the students' writing. She mentioned that this happens because there are still many students who do not understand how to use grammar rules in writing.

It was also discovered in Daulay, (2020) research, which she conducted in class VIII at SMP N 2 Padang Sidempuan. According to the research's findings, the most common mistake was misformation, which appeared in the students' writing 82 times. She explained that this occurred because the students did not comprehend the grammar structure, particularly the use of the past tense.

Based on research conducted by Siadari et al., (2023) they also found that misformation error was the most dominant errors made by third semester students at HKBP Nommensen university Medan (Harahap, 2017).

Based on the findings of the research above, the researcher found the reason students make errors is primarily due to difficulties in using correct tenses, overgeneralization, first language interference, lack of exposure to English writing, and errors in memorizing verb forms. Many students struggle to differentiate between verb tenses, especially past tense, leading to mistakes like "I go to the beach last week" instead of "I went to the beach last week (PURNAMASARI, 2022)." Overgeneralization also plays a role, as students tend to apply the same rule to all verbs, resulting in errors such as "He runned fast yesterday" instead of "He ran fast yesterday." Additionally, the influence of their first language (Indonesian), which does not change verb forms based on tense, causes direct translation errors like "He goes to school yesterday" instead of "He went to school yesterday." Furthermore, students have limited exposure to correct English writing, making them more likely to rely on intuition, which often leads to incorrect sentence structures (Künzel et al., 2019). Another major factor is errors in memorizing verb forms, particularly the distinction between regular and irregular verbs, causing mistakes such as "She buyed a book yesterday" instead of "She bought a book yesterday." In conclusion, misformation errors occur due to a weak understanding of grammar rules, particularly tenses, and insufficient writing practice (Sari, 2018). To address this issue, teachers should provide more structured lessons on past tense usage, encourage frequent writing exercises, and expose students to properly structured English texts to reinforce correct grammar applicatio (Magnifico et al., 2019).

SIMPULAN

After analyzing and from the findings, the researcher can conclude, it is concluded :

1. The result of this study indicates that there are some types of Grammatical Errors made by the tenth-grade students of SMK Swasta Jambi Medan in writing recount text. The types of Grammatical Errors are omission, addition, and misformation.
2. The dominant Grammatical Errors made by the tenth-grade students of SMK Swasta Jambi Medan in writing recount text is misformation with 76,59%, addition with 14,89%, and omission with 8,51%. This can happen because of their lack of knowledge about how to use good grammar structures, and their lack of vocabulary also triggers them to make mistakes. They make many omissions, where some elements in the original sentence structure are omitted or not translated. So with these omissions, their writing still has many errors and is difficult for readers to understand.

Suggestions

The researcher found there are still some Grammatical Errors made by students in writing recount text. Therefore, the researcher wants to give some suggestions especially for :

1. For Students

For students of SMK Swasta Jambi Medan, it is hoped that they will be more active in learning, especially in learning English. Because English is an international language and is very necessary for the future. Students are also expected to be more diligent in writing exercises so that their writing will be better in the future.

2. Teachers

A teacher can focus more on teaching fundamental grammar, including how to use tenses. Students who have a solid grasp of tenses will be able to write more precisely and efficiently. Teachers can also provide students constructive criticism on their writing by outlining mistakes and offering specific recommendations for enhancement. Students need this input to understand what has to be improved and how to do it. Additionally, setting up group conversations might be a useful strategy. Every student has the chance to voice their thoughts and gain knowledge from their peers during group discussions. Additionally, students can develop their writing skills by receiving regular writing assignments. Students who consistently practice will become more self-assured and accustomed to writing better and more systematically. Consistent application of these steps can help students overcome grammatical errors and greatly enhance their writing abilities.

3. Other Researcher

Future researchers are encouraged to investigate grammatical errors in greater detail, investigate the internal and external factors that influence students' grammatical errors, investigate grammatical errors in oral or written form, and, lastly, use technology to make their work easier, such as online platforms or language learning applications that can automatically detect grammatical errors and facilitate the learning process. It is hoped that this approach will help researchers better understand the causes of grammatical errors in students and provide solutions to reduce them.

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