

THE ANALYSIS OF GRAMMATICAL ERRORS IN RECOUNT TEXTS WRITTEN BY THE TENTH GRADE STUDENTS

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ABSTRACT

This study aimed to identify the most common type of grammatical errors in students' recount texts and determine the main source. A descriptive qualitative method was applied, with data gathered through written tests from 35 tenth-grade students. Results showed misformation as the most frequent error (49.41%), mainly caused by intralingual factors.

INTRODUCTION

Writing is a crucial skill in language learning, as it allows students to express their thoughts and communicate effectively in a written form. According to Harmer (2004), writing involves not only putting words on paper but also organizing them logically, choosing appropriate vocabulary, and using correct grammar and punctuation. However, mastering writing skills is a major challenge for learners because writing is an expressive activity that requires a lengthy process and presents various difficulties along the way (Baharudin et al., 2023; Farizawati et al., 2024). Students' writing difficulties stem from limited vocabulary and weak grammar, along with other linguistic challenges, including tense usage, cohesion, sentence structure, spelling, and punctuation (Alisha et al., 2019;

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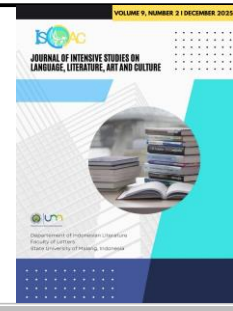
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Amalina and Yulianto, 2024). When writing, writers need to think about sentence structure verb tense consistency, and using the right vocabulary, all while avoiding misunderstandings that can arise from unclear or incorrect writing. To ensure effective communication, students should focus on these aspects, ensuring their writing is clear, well-organized, and follows language rules, which collectively determine the overall quality of their writing and the accuracy of their intended message.

Based on *Kurikulum Merdeka*, students at the senior high school level are introduced to various genres of text, each serving different purposes and requiring different skills. One of these genres is recount text. Anderson and Anderson (1997) explained that recount text is a written work to recount past events in sequence with the intention of describing what has already occurred. Knapp and Watkins (2005) also stated that recount text is a text that retells events in chronological order, starting with an orientation that introduces the characters, time, and place. In recount text, students are asked to write about their past experiences focused to inform the readers. Students are expected to understand both the structure and language features of recount texts, which involves organizing their writing into a logical sequence and applying appropriate grammatical rules.

Grammar remains one of the most challenging aspects of writing recount texts for students. Harmer (2001) stated that grammar in a language explains how words can change and how they can be put together to form sentences. Quirk et al. (1985) explained that grammar is the rules that describe the structure of phrases, clauses, and sentences in a language, governing how words combined to convey meaning. Students are unable to resist making mistakes when writing their texts, especially when attempting to construct sentences or use tenses. These errors can cause confusion and make it difficult for readers to follow the narrative.

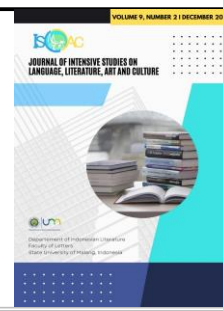
In language learning, errors are a common occurrence and a natural part of learning. Sumalinog (2018) highlighted that errors are an inevitable part of the writing process, particularly for second and foreign language learners. According to Richards and Schmidt (2002), errors are signs of incomplete or faulty learning. Mubarok and Budiono (2022)

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stated that various factors can lead to grammatical errors, such as a limited comprehension of English grammar, interference from the students' mother languages, and a lack of experience in writing. Students, in particular, make many errors because they are still learning. These errors are not just failures, but important clues about where students might be having trouble.

Several earlier studies reveal that students still make errors and struggle with writing recount text. A research conducted by Hutauruk et al. (2022) showed that students make errors, with misformation being the most frequent error. Husna and Multazim (2019) highlighted that students' difficulties in writing recount text are related to content aspect, organization aspect, grammar aspect, mechanic aspect, and generic structure of recount text aspect. Therefore, analyzing these errors becomes crucial in understanding the specific areas where students need more support, especially in recount text writing.

Error analysis offers a method to analyze students' errors in their writing. Brown (2007) stated that error analysis is a technique to observe, analyze, and classify the errors learners make, which helps in revealing students' language learning process. By analyzing the types of errors made in recount texts and the source of the errors, teachers can better understand the underlying challenges students face with grammar and writing in general. Considering the explanation, the researcher aimed to conduct research by using error analysis. In this research, the researcher intended to analyze the errors students made in their recount texts. This research was conducted at SMAN Model Terpadu Madani Palu.

METHOD

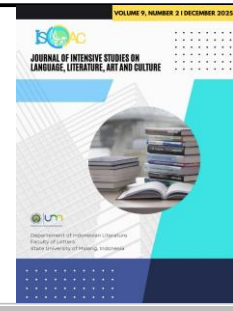
This error analysis study used a qualitative descriptive method as it focuses on analyzing, interpreting, and providing detailed descriptions of the data that has been gathered. The subjects of this study were 35 tenth-grade students from class X-1 of SMAN Model Terpadu Madani Palu who had learned about recount text and were recommended by the teacher. This study used a written test as the instrument to collect the data. The students were asked to write about their memorable experience. The test was designed and

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developed based on the learning outcomes stated in the school syllabus and was subsequently reviewed and approved by an expert from the English department.

The analysis followed Ellis' (1994) error analysis framework which included collecting data, identifying, describing, explaining, and evaluating errors. The data were collected through a written test in which students recounted their memorable experiences. The test was designed and developed based on the learning outcomes stated in the school syllabus. The test has also been reviewed by an expert from the English department and approved to be used to collect the data on recount texts. The researcher then identified and marked errors related to grammar, vocabulary, and structure, comparing them with the standard form of recount texts. These errors were categorized according to the surface strategy taxonomy consisting of omission, addition, misformation, and misordering to determine the types and frequency of errors. The source of the errors was then analyzed, distinguishing between interlingual (first language interference) and intralingual (within the target language) factors. Finally, the researcher calculated the percentage of each error type using the formula proposed by Sudijono (2010) to quantify their occurrence.

FINDINGS AND DISCUSSION

Findings

After collecting and analyzing the data, the researcher discovered that a lot of errors had been made by the students in their writing. In this study, the researcher analyzed the most common type of grammatical errors found in students' recount texts and the main source of errors committed by the students. The classification of errors followed the surface strategy taxonomy developed by Dulay et al. (1982) which consisted of omission, addition, misformation, and misordering. The sources of these errors were analyzed based on Richards and Schmidt (2002) classification, which distinguished between interlingual errors and intralingual errors. The errors found in the students' texts are shown in the data presented below.

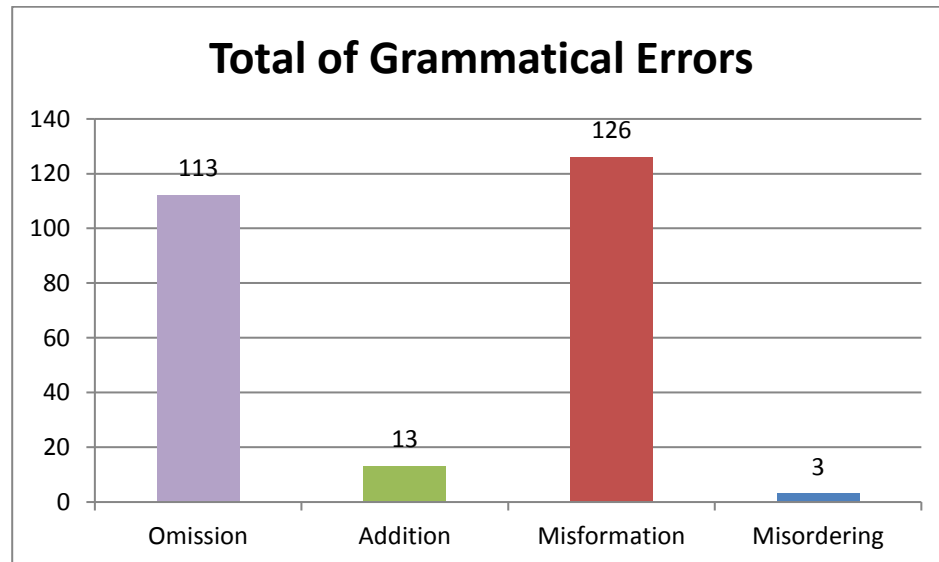
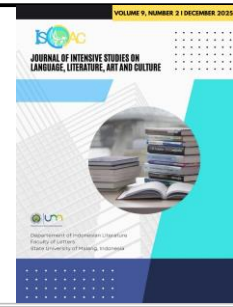


Figure 1. The Grammatical Errors Made by Students

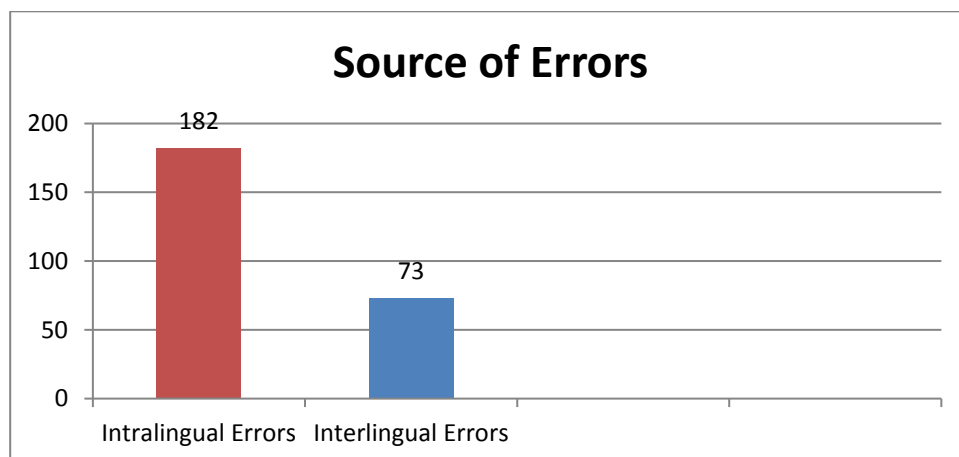
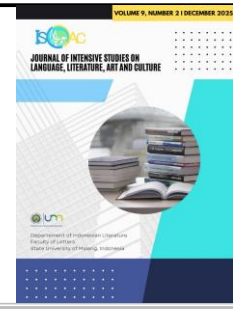


Figure 2. Source of Errors

The data showed that students made four types of grammatical errors in their writing: omission, addition, misformation, and misordering. Among these, misformation errors were the most frequent, with 126 occurrences, indicating that students often used incorrect grammatical forms. Omission errors followed with 113 occurrences which showed that students frequently left out required elements. Meanwhile, addition errors



occurred 13 times, and misordering errors were the least common, with only 3 occurrences. The data indicates that students struggled most with misformation. Moreover, the researcher analyzed the sources of errors and found that the main source is intralingual errors with total of 182 errors. These errors came from the students' misunderstanding or incorrect use of the rules of the target language.

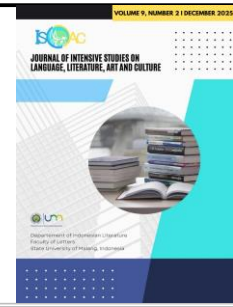
Students often make these errors by overgeneralizing grammar rules, not knowing when a rule should or should not be used, does not fully apply the whole rule, and having the wrong idea about how a rule works. This is in line with Richards and Schmidt's (2002) view that intralingual errors result from students' incomplete mastery of the target language system. Additionally, the researcher also discovered that interlingual errors affected students' writing with total of 73 errors. These errors occurred because the students transferred rules or patterns from their first language to the target language. These findings indicated that students' errors were influenced by their mother tongue, as stated by Brown (2007).

Discussion

Omission

The researcher found 113 or 44.31% omission errors in the students' recount texts. Omission is when a student leaves out a necessary word or grammar element. The absence of a specific word can cause the reader to become confused or misunderstand the intended meaning. The examples of omission errors found in students' writing are presented in the table below.

No.	Name	Error	Correction	Source
1.	AKL	Finally, we arrived \square the top.	Finally, we arrived at the top.	Intralingual error
2.	ANR	However, we were rejected several time .	However, we were rejected several	Intralingual error



			times.	
3.	HAF	After ? arrived in Jakarta, our first destination was the national monument (monas).	After we arrived in Jakarta, our first destination was the National Monument (Monas).	Interlingual error
4.	ISR	I go with my friends Adit, Ayi, Farrel, Abdi, Raka, ? Dika.	I went with my friends Adit, Ayi, Farrel, Abdi, Raka, and Dika.	Intralingual error
5.	MAA	Last year, I had ? unforgettable experience when I joined a scout camping event in Paneki, Sigi regency.	Last year, I had an unforgettable experience when I joined a scout camping event in Paneki, Sigi regency.	Interlingual error
6.	NAH	After that we practice one more time before the next competition.	After that, we practiced one more time before the next competition.	Intralingual error
7.	YSS	Two years ago I went to celebrate new year in manado city at my uncle place.	Two years ago, I went to celebrate New Year in Manado city at my uncle's place.	Interlingual error

Table 1. Omission Errors

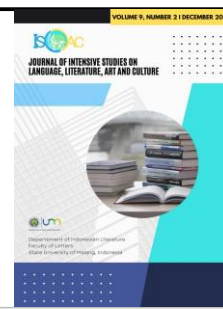
These errors involve the omission of essential grammatical elements such as prepositions, articles, and suffixes, which resulted in incomplete or ungrammatical

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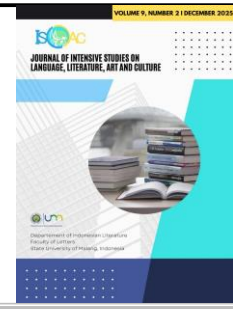


sentences. For instance, in sentence (1) the preposition *at* was omitted. In example (2), the noun *time* should appear in its plural form *times* to indicate frequency. In sentence (3), the subject pronoun *we* was omitted. In example (4), the coordinating conjunction *and* was missing before the last noun in a list leading to a structurally incomplete sentence. In sentence (5), the student omitted an indefinite article *an* that is required before a singular countable noun beginning with a vowel sound. In example (6), the regular past tense suffix *-ed* was omitted from the verb *practice*. In sentence (7), the student omitted the *-s* inflection in *uncle* to express possession. The omission errors found in the students' recount texts come from two main sources, interlingual and intralingual errors.

The errors in examples (1), (2), (4), and (6) are categorized as intralingual, as they result from the students' incomplete mastery of English grammar rather than direct influence from Indonesian. These include the omission or misapplication of English grammatical rules such as prepositions, plural markers, and tense inflections, which indicate limited understanding of English structure and overgeneralization of certain rules. Meanwhile, the errors in examples (3), (5), and (7) are considered interlingual, as they are influenced by the structure of the Indonesian language. Since Indonesian allows the omission of subjects when they are understood from context and lacks both an article system and possessive inflections like *-s*, students tend to omit these elements in English, transferring their mother language patterns into their writing. These omission errors show that students have not fully mastered which grammatical elements are required in English sentences. The frequent absence of these required grammatical elements suggests that students are still developing their awareness of sentence completeness and grammatical accuracy.

Addition

The students made 13 or 5.10% addition errors in their recount texts. Addition errors happen when a student puts extra words or parts in a sentence that are not needed in correct English. These errors can make the sentence sound awkward or confusing to the



reader. The table below presents several examples of addition errors made by the students in their writing.

No.	Code	Error	Correction	Source
1.	GAN	On the saturday, me and my family is cleaning the yard.	On Saturday, my family and I were cleaning the yard.	Interlingual error
2.	NFA	It's was so much fun!	It was so much fun!	Intralingual error
3.	QQA	My cousins are approached me and my brother in the cafe, so we enjoy our quality time until the sun settled down.	My cousins approached me and my brother in the cafe, so we enjoy our quality time until the sun settled down.	Intralingual error
4.	RNI	Me and my lil brother we play snow and it was so much funny.	My lil brother and I played with the snow and it was so much fun.	Intralingual error
5.	RFI	Last years , me and my family went on a vacation to Losari beach in Makassar.	Last year, my family and I went on a vacation to Losari beach in Makassar.	Intralingual error

Table 2. Addition Errors

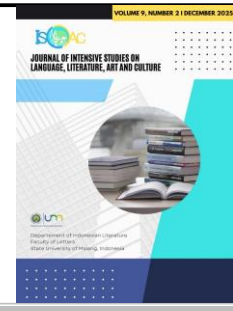
These errors involve the unnecessary use of certain grammatical elements that do not

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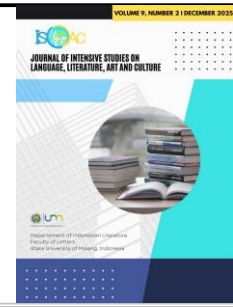


belong in the sentence, such as auxiliary verb, article, subject pronoun, and plural suffix. In example (1), the addition of the article *the* before Saturday is unnecessary because days of the week in English do not require an article. In sentence (2), the student incorrectly added two forms of the verb to be together in the same clause. The sentence in example (3) includes an extra auxiliary verb *are* before *approached*, which makes the sentence ungrammatical. In example (4), the pronoun *we* is unnecessarily repeated after *me and my lil brother*, creating redundancy in the subject of the sentence. Sentence (5) shows the addition of the plural marker *-s* in *years*, which is unnecessary since the phrase refers to a single past time. The addition errors found in the students' recount texts can be traced back to both interlingual and intralingual sources. The error in example (1) is classified as interlingual because it reflects the direct influence of Indonesian grammatical structure on the students' English production. The addition of the article results from literal translation of Indonesian expressions that typically require a determiner before days of the week.

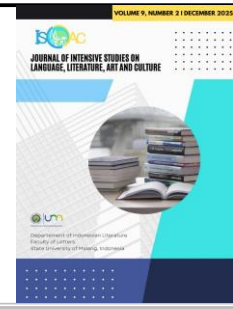
Meanwhile, the errors in examples (2) to (5) are categorized as intralingual, as they stem from the students' incomplete mastery of English grammar. This shows that while the students tried to follow certain grammar rules, they did not realize that these rules do not fit all situations. These mistakes suggest that they are still in a stage where they are experimenting with English and have not fully learned when the rules should or should not be used.

Misformation

From the results shown above, the most common type of grammatical errors found in students' recount texts is misformation errors, with 126 errors or 49.41%. Misformation is a grammatical error where the students use the wrong form of a word or structure. This usually happens when the learner tries to apply regular grammar rules to irregular words, showing they are still in the process of learning the correct forms. Examples of misformation errors made by the students are displayed in the table below.



No.	Name	Error	Correction	Source
1.	AKL	Last week, me and my friends went hiking to Gawalise mountain.	Last week, my friends and I went hiking to Gawalise Mountain.	Interlingual error
2.	RNI	After that, we go to the Panakukkan mall.	After that, we went to the Panakukkan Mall.	Interlingual error
3.	AES	The food is very delicious.	The food was very delicious.	Intralingual error
4.	ANR	Then, it turned out that we were told to find our own materials and conduct the research by ourself , just like real researchers.	Then, it turned out that we were told to find our own materials and conduct the research by ourselves , just like real researchers.	Intralingual error
5.	NAZ	But one thing that made me releaved was that I've done my best.	But one thing that made me relieved was that I had done my best.	Intralingual error
6.	QRC	I buyed some beautiful batik clothes and fabrics.	I bought some beautiful batik clothes and fabrics.	Intralingual error
7.	SNS	I can only watch in shock as it fell from the top floor to air ducts.	I could only watch in shock as it fell from the top floor into the air ducts.	Intralingual error

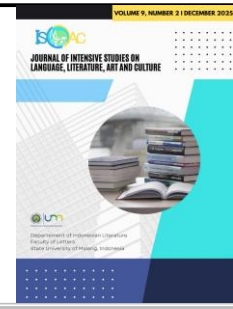


8.	YSS	My cousin and i don't want to give them money.	My cousin and I didn't want to give them money.	Intralingual error
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Table 3. Misformation Errors

In students' recount texts, misformation errors appear in many forms. In example (1), the student incorrectly used an object pronoun in place of a subject pronoun. In sentence (2), the verb *go* appears in the present tense even though the context requires the past tense form *went*. In example (3), the student used the present form of the verb *be* instead of the correct past form for recount text. In example (4), the student incorrectly used *ourself* when it should be *ourselves* because the reflexive pronoun must agree with the plural subject *we*. In sentence (5), the student wrote *I've* instead of *I had*, which is incorrect because the past form is needed to refer to past events. In example (6), the student used *buyed* instead of *bought*, overgeneralizing the regular past tense rule by adding *-ed* to an irregular verb. In sentence (7), the modal verb *can* is used which is incorrect because the action happened in the past and the past form *could* is the correct one. In example (8), the student incorrectly used the present form *do not* instead of the past form *did not* that is required for recount text. These misformation errors in the students' writing were caused by both their first language and their limited understanding of English rules.

The errors in examples (1) and (2) are classified as interlingual because they reflect direct influence from Indonesian language structure. In Indonesian, subject pronouns like *saya* or *aku* are not arranged according to English grammatical order, so students tend to write *me and my friends* instead of *my friends and I*. Indonesian verbs also do not change form to mark tense, so the use of *go* instead of *went* results from translating directly from Indonesian where the same verb form (*pergi*) is used for both present and past contexts. In contrast, the errors in examples (3), (4), (5), (6), (7), and (8) are intralingual, arising from incomplete understanding or overgeneralization of English grammar rules. These include confusion in maintaining past tense consistency, applying the regular past tense



ending to an irregular verb, and mixing present and past auxiliaries. The high frequency of misformation errors indicates that many students still have limited mastery of basic grammatical structures, particularly in using the past tense and forming correct verb changes. This suggests that the students' grammatical competence is not yet stable and they are still developing a consistent understanding of how verb forms should be applied in different contexts.

Misordering

The researcher found 3 or 1.18% misordering errors in the students' recount texts. Misordering errors happen when words in a sentence are placed in the wrong order, making the sentence sound confusing in English. The examples of misordering errors produced by the students are listed in the table below.

No.	Code	Error	Correction	Source
1.	AKA	After that mother's Islami cooked noodles, eggs, and vegetables dinner.	After that, Islami's mother cooked noodles, eggs, and vegetables for dinner.	Interlingual error
2.	GAN	We watered the plant, pulled out the grass, and planted again some flowers.	We watered the plants, pulled out the grass, and planted some flowers again.	Intralingual error
3.	RAA	So, these all things was very good experience for me, what make me happy.	So, all of these things were a very good experience for me, which made me happy.	Interlingual error

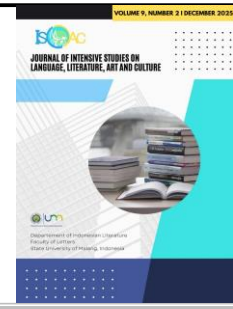
Table 4. Misordering Errors

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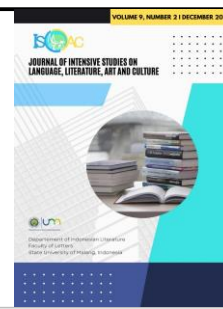
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For Indonesian students, many of these errors come from directly translating phrases from bahasa Indonesia into English. For example, in sentence (1), the phrase *mother's Islami* is misplaced, showing influence from Indonesian word order where possessive constructions follow the pattern noun + possessor (for example: *ibu Islami*), while English uses the possessor + noun format. In example (3), the phrase *these all things* reflects a misordering influenced by the structure of Indonesian noun phrases where in bahasa Indonesia the equivalent elements typically follow the noun, when in English *all* usually comes before the determiner *these*. In sentence (2), misordering error seemed to result from students' limited understanding of English sentence structure such as in *plant again some flowers* where the adverb *again* is incorrectly placed between the verb and the object. English normally follows the pattern subject + verb + object + adverb, so the correct form is *planted some flowers again*. These misordering errors indicate that students are still developing an awareness of English word order rules. The patterns found in the data suggest that students rely heavily on familiar sentence patterns when they are unsure, which leads to placing words in the order that feels natural to them rather than following English conventions.

Based on these results, this study found that misformation was the most common grammatical error in students' recount texts and intralingual interference was the main source of the errors. This aligns with the findings of Ningsih et al. (2024) who also reported that misformation was the most frequent error in students' writing, with a total of 99 errors. This study is also in line with Raissah and Aziz (2020) that identified both intralingual and interlingual errors in students' writing, indicating that students struggle not only with the rules of the target language but also with the influence of their first language. Furthermore, similar to Buansari et al. (2022), this study found intralingual transfer to be the main source of errors, suggesting that confusion within the target language plays a major role. However, these findings differ from Susilowati and Harida (2023) who identified punctuation as the dominant errors. This variation suggests that the

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most frequent error types may differ depending on the participants, the text samples, and the analytical frameworks used. **Omission**

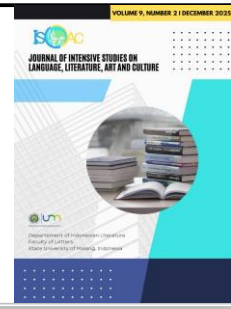
CONCLUSION AND SUGGESTIONS

As revealed by the findings, the most common type of error found in students' recount texts was misinformation with a total of 126 or 49.41% errors. The misinformation errors students made include applying present forms instead of the required past forms of main and auxiliary verbs, forming the past tense of irregular verbs incorrectly, incorrect use of prepositions, and using object pronouns in place of subject pronouns.

The main source of errors committed by the students was intralingual errors with a total of 182 errors. The students' misunderstanding or improper application of the target language rules led to these errors. Students frequently commit these errors due to overgeneralizing grammar rules, lacking knowledge of when a rule applies or does not apply, failing to apply the complete rule, and misunderstanding how a rule functions.

To make the students improve, both students and the teachers must work together well. The teachers should use teaching methods that make students interested and motivated to learn. The teachers also need to pay attention to the parts where students are still having trouble and help them improve. The teachers are suggested to strengthen the students' grammar knowledge, particularly on simple past tense forms, verb changes, and basic sentence patterns used in recount texts. The teachers should provide clear explanations of common errors along with correct examples and give students regular and focused practice through writing tasks. In addition, the teachers should give consistent corrective feedback and guide students to revise their work to help students understand the errors they made and improve their mastery of English grammar gradually.

On the other hand, students should be attentive during lessons, build strong motivation to learn, and not be afraid to ask for help when needed. Also, as this study was limited to identifying the types and sources of errors, future researchers are encouraged



to examine possible factors such as students' learning style, teachers' instructional methods, and the learning materials used in class that may contribute to students' errors. This is expected to provide a deeper understanding of the reasons behind students' writing errors. Future researchers also can explore different text genres and involve a larger and more varied group of participant to better understand students' grammar problems.

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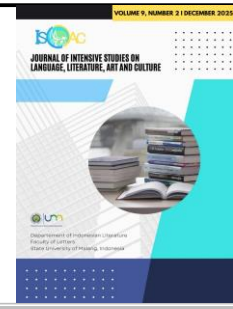
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