Grammatical Errors in Writing Recount Texts (A Case Study at The First Year of Senior High School)

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Abstrak

Menulis dalam bahasa asing adalah salah satu kemampuan yang paling sulit dalam mempelajari keterampilan bahasa. Masalah tersebut terjadi karena pemahaman pengetahuan gramatikal dan rewording menulis kalimat mengalami penurunan frekuensi oleh siswa. Penelitian ini bertujuan untuk menyelidiki kesalahan tata bahasa yang dibuat oleh siswa dan menganalisis penyebab kesalahan antarmuka bahasa dalam menulis teks recount. Tiga puluh responden dipilih secara purposive untuk dilibatkan dalam penelitian ini. Instrumen pengumpulan data dilakukan dengan menulis teks dan melakukan wawancara dengan penyebab kesalahan tata bahasa. Hasil dari penelitian mengungkapkan bahwa terdapat 11 kesalahan tata bahasa yang berbeda dalam tulisan siswa: kesalahan tingkat kata dan kalimat. Kesalahan tata bahasa yang paling umum di tingkat kata adalah kesalahan kata kerja tegang 69 (35,38%), dan tanda baca memiliki 39 (20%) masalah. Selanjutnya, 18 (9,23%) masalah pilihan kata mengikutinya. Sementara itu, penyebab kesalahan ditentukan menjadi kesalahan intralingual (0,22%) dan interlingual (0,7%). Diimplementasikan bahwa guru harus diberikan penjelasan dan koreksi dari setiap kesalahan tata bahasa yang dibuat oleh siswa, serta komentar mengenai apakah siswa berhasil atau tidak dalam mempelajari materi menulis bahasa Inggris dan perlu lebih banyak latihan.
Kata Kunci: Kesalahan Tata Bahasa, Jenis Kelasahan, Text Recount, Penyebab Kesalahan

Abstract

Writing in a foreign language is one of the most difficult abilities in learning language skills. The problem occurred because understanding grammatical knowledge and rewording sentence writing was lowering frequency by students. This research aimed to investigate grammatical errors made by students and analyze the causes of language interface errors in writing recount text. Thirty respondents were chosen purposively to be involved in this study. The data collection instruments were conducted by writing text and conducting interviews under causes of grammatical errors. Results from the study revealed that 11 distinct grammatical errors were present in the students' writing: word and sentence-level errors. The most prevalent grammatical errors at the word level are tense verb errors 69 (35.38%), and punctuation 39 (20%) problems. Further, 18 (9.23%) word choice problems followed that. In the meantime, the causes of errors were determined to be intralingual (0.22%) and interlingual (0.7%) errors. It implemented that the teacher should be offered an explanation and correction of any grammatical errors made by students, as well as comments regarding whether or not students were successful in learning English writing material and need more practice.
Keywords: Grammatical Errors, Types of Errors, Recount Texts, Causes of Errors.

INTRODUCTION

English is a means to communicate with all people worldwide. In Indonesia, English is a foreign language that must be learned from junior high school to college. In learning English, students should learn four skills: listening, speaking, reading, and writing. Writing skills in English may be difficult thing for students who know English as a foreign language. It is assumed to occur because they have difficulty rewording sentences. Most problems are because students should understand the way of writing and grammatical rules such as S+V+O+Adv, including part of speech, tense, and grammar structure. In addition, writing also requires expertise, such as vocabulary mastery, to combine words into good sentences and paragraphs.

Internal and external factors caused the difficulty of writing. The average value of difficulty in English writing was 2.3 % have weaknesses in learning grammar mastery, linking verb vocabulary, pronouns, and action verbs. In some countries, English as a second language often makes learners errors in writing when they use simple past tense. This supported study by Nair & Hui (2018) depicted that errors in writing occurred in word choice in part of grammatical and sentence structure. Line with Saragih et al. (2014) stated that they still have difficulty writing properly and correctly due to various problems from lack of vocabulary, grammar, and others. It noticed that writing is the most challenging thing compared to other English skills following grammatical rules.

Boero & Novarese (2016) said that the average value of difficulty in English writing was 2.3 % have weaknesses in learning grammar mastery, linking verb vocabulary, pronouns, and action verbs. This finding showed that internal and external factors cause the students' defects in learning writing. For instance, In Indonesia, students often error made in writing when they use simple past tense. Depicted that word choice was the most extensive problem analysis due to grammatical errors in students' sentence structure. Learners still have difficulty writing properly and correctly due to various problems, including the nonexistence of vocabulary and grammar (Saragih et al., 2014). In doing so, writing is the most challenging language skill compared to other English skills due to following grammatical rules.

Found grammatical errors as a problem, especially regarding writing. The results showed that 32% of the students created grammatical errors while writing the text. For example, the most frequently erroneous finding was using past participle to present tense forms. Besides, a first language and second language influence become the factors errors students make in grammatical use. In other words, students' grammatical application in writing recount text is lower. Therefore, the teacher must know the grammar rules applied when teaching English, including sentence structure. Ignoring grammatical rules will make students have frequent issues with their recount text. On the other hand, students should also understand grammatical fundamentals, making it possible to erase errors in writing skills (Alghazo & Alshraideh, 2020).

A recount text contains past events in terms of essay, descriptive and narrative text. It meant that recounting text represented a story in the past. Mulyani (2019) said that students applied recount text using many simple past tenses to retell the past event or experience. In other words, the verb tense used in the past event. However, the tense used in recounting text made students unable to process linguistic input in their writing.

Inter-lingual and intra-lingual are common errors many students ended about grammatical errors in the English writing process (Ellis, 2008). Furthermore, Phuket & Othman (2015) said that the inter-lingual and intra-lingual could influence the language structure applied. In other words, English teachers should be limited the rules and structures of the native language used by students in the English learning process. Kreshan (2022) noted that it was difficult for students to comprehend the linguistic principles in English as their foreign language. However, Masithoh (2017) revealed that the primary source of errors was not due to Indonesian influence but the difficulty of the grammatical structure and intralingual transmission.

First language adoption occurred because of the teacher's habit of using Indonesian when teaching English. To avoid grammatical errors was used in writing, such as word choice, word order, parts of speech,

and singular-plural, the students should be able to correct their writing. By doing so, the grammatical used in writing recount text could be following the grammatical rules, and they can learn how to set the word level in writing correctly and how the meaning of the words connects to other words (Syams, 2016). However, Septyawan (2018) discovered that 44 out of 317 students made grammatical errors in terms of articles and irregular verb errors. These findings revealed that students' knowledge about word choice and lack of vocabulary was not conscience. The researcher concluded that the cause of the error made by students was too careless in choosing words, lacking concentration, and not understanding the use of past forms.

Furthermore, the study finding by Nurkholijah & Hafizh (2020) showed students problems in English learning because English teachers did not provide enough practice about recount text, so students could not elaborate on their ideas in the recounted text. Recount text practice can help students gain knowledge and writing abilities and decrease their chances of committing errors. Besides that, students can also understand the usage of present tense and past tense thoroughly by writing exercises and knowing how to overcome the inconsistency of grammatical structure errors and sentence functions. The purpose of recount text is to make students control their writing knowledge by reflecting on what they have learned and how they could communicate their ideas through English writing. In contrast, Henry & Roseberry (2007) said that teachers should understand the purpose of English learning if using recounted text and how the effect on learning writing skills. The students' most prominent problems in writing recount text were prepositions and irregular and regular verbs used (Nurohmah, 2013).

Grounded on the statement background of the study is known that students cannot write correctly in English when using grammatical structure, sentence structure, and tense in English learning. It was because the English teacher decreased in providing them with English writing practice and did not explain the English grammar material clearly, and without providing feedback corrections of the errors of what students writing results. In other words, students did not know how to use grammatical rules: simple past, continue past form, and past, future perfect tenses. From this perception, the researchers focus on the grammatical error and the causes of errors made in writing recount text at senior high school So far, in year one of the graders' students still have many errors in English writing learning.

By doing so, the novelty of this study is investigating the difficulties of the grammatical form used in writing recount text under the case study and how the error occurs when students follow English remote learning. In the process of grammatical error finding, the research made a connection between sentence, structure, and tense by using the types of grammatical errors and the causes of errors. Furthermore, the researcher analysis whether or not the errors are dealt with language use and how they often appear in English writing skills. Therefore, the research intends to investigate the types of errors and analyze the cause of errors produced entitled" Grammatical Errors in Writing Recount Texts (A Case Study at the First Year of Senior High School)."

The following are some of the potential theoretical and practical outcomes of this the findings of this research that can contribute to the body of knowledge about the importance of writing instruction. Furthermore, this study aims to establish a school program for organizing teaching and learning processes related to academic development and achievement in English proficiency**.** Finally, this research is also expected to become a reference for scientific repertoire because the theory of error always occurs in countries where English is L2.

METHOD

This study uses a case study and qualitative approach to design. It investigates the specific category of grammatical errors and causes of errors made by students in writing recount text and interview techniques. To better understand the problem, the researcher creates a variety of data test processes with specific intervals by analyzing and investigating what students have written. The entire investigation was conducted using a case study method proposed by Creswell & Poth (2012) point out that a case study is data information that involves

a group of people or individuals in reaching information the data needed. Meanwhile, the researcher applied a qualitative approach that provides a clear picture of the phenomenon being studied and its unique qualities by using document texts and transcribing interviews for a more in-depth analysis of the research questions. This design could better describe the intervention of the research approach and allowed for detailed information about the student set.

The results of the case study and qualitative approach in this study can provide a point of view thoroughly the theory of Betty Azar (2017) notices grammatical errors into 14 categories of errors to gain the most common misconception and the solution of grammatical and causes of errors when learning English writing.

The source of data is important to obtain the accuracy of the research findings determined the source of data. Data sources are taken into account when deciding on data collection processes. (Purhantara, 2010) classified data sources into two types which are primary and secondary data sources.

1. Primary Data Source

Primary data is knowledge or data collected directly from study subjects, such as in grade tenth of SMA 16 Batam. Primary data are provided for in-depth analysis and are thought to be more reliable (Purhantara, 2010). In this situation, the researcher obtains data or information directly from the research subjects using recount text.

2. Secondary Data Source

Secondary data is information that supports primary data. Secondary data can be obtained in various formats, including documents and historical records compiled in both published and unpublished archives. In addition, secondary data can also be obtained from various journals, articles, documents, photos, and interview data used to complete the results of this study

The 30 students from the X class of SMA 16 Batam who participated in this study's investigation of grammatical errors and their causes wrote recount texts. The sample data were tabulated in order to obtain the data for analysis. The sample counts each sort of detected error as one error. The total errors by adding up all the mistakes the SMA Batam 10th graders had committed. The total errors would then be converted to a percentage as a consequence. The following four research tools were employed in this study: the interview, the documentation, and the writing exam the technique for gathering data then began with the study's goals, and the types of grammatical errors and their causes that appeared in the writing of the students were documented in accordance with those categories. The analysis of pupils' grammatical faults involves three processes, specifically: 1) recognizing, 2) classifying, and 3) collecting.

RESULTS AND DISCUSSION

The researcher described the ' errors in three phases to make the analysis methodical. These include gathering information, computing errors in numerical form, and summarizing them in a table. First, the erroneous sentences were classified and listed based on the strategy of grammatical error related to fourteen categories proposed by Betty Azar. Then, the researcher provided a guide writing test on what they did in the last holiday to obtain the data. Based on the data result, the research found 11 out of 14 types of error in writing recount text by having ambiguous simple past, punctuation and lacking word choice or omitting a word of errors. These errors were generated by inter and intra-lingual effects, including mother tongue influence, careless overgeneralization, grammatical rule ignorance in verb tense, or word choice in vocabulary use (see 4.1 and 4.12).

Types of grammatical error

In this part, the research describes the types of grammatical errors in writing recount text. Betty Azar (2017) proposes the types of errors used and categorizes 14 types of errors in grammatical with different

elements of errors. Those categories; include word choice, omit, singular/plural, verb tense, word form, add a word, capitalization, word order, article and misspelt words, spelling, punctuation, and run-on sentences.

The Causes of Grammatical Error

In the present study, the main causes of the errors are determined based on careful, in-depth analysis of the errors information found in writing recount text and interviews. There are two main causes of errors when students face problems in writing recount text, including inter-lingual and intra-lingual errors (Brown 2007). The following causes of errors by using language features:

Interlanguage of Errors

The term interlingual transfer errors refer to errors made by students due to their native language's effect on their second language learning, such as carelessness, first language, and translation. The research outcomes found in the research of errors in interlanguage used are:

Carelessness

 In this part, the researcher tends to identify English rules, structures, words, and the meaning of the language used in writing and speaking. The result of the interview discovered that 6 out of 30 who asked about whether or not they comprehended the narrative text material or had just listened in English learning. The illustrated interview results are in the table below.

Table 1
The Carelessness Problems of Recount Text Understanding and knowledge by Students

No	Text of Interview
1	*"Pernah sih pak, kalau ga salah waktu smp tapi saya belum paham banget.*
2	*"Iya pak sepertinya waktu SMP tapi saya lupa lah recount text itu apa"*
3	*Saya belum ngerti recount text pak jadi ga tahu kapan"*
4	*"belajar Bahasa inggris berbeda dengan Bahasa Indonesia karena dalam Bahasa inggris ada grammar nya yang bikin pusing."*
Total	4 (66,6%)

Table 1 above seems that have yet to grasp the aspect of recount text material. The result shows that 4 (66,6%) did not understand how to write recount text. Hence, the teacher material did not provide content, so the learning goal converted to difficult understanding. The causing factor is the carelessness of the interlingual produced to learn English. P#1 *"Saya belum paham banget."* It is reasonable to assume that they are unfamiliar with certain aspects of a certain recount text because they still lack the teacher's motivation to be excited about the learning process. Thus, make could not fully comprehend what they were learning. Yau (2014) noted that they need to be highly motivated throughout the learning process, and the material they are taught should be presented to strike a healthy balance between theory and practice.

Two elements might impair ' knowledge, such as a lack of focus and a lack of student desire to be excited about the learning process (Audina et al., 2021). The result applied that teachers should be provided great motivation in the learning process, and the content offered may be delivered in a balanced manner. Norrish (1983) said that the appropriate theory would be utilized to check for errors. In this case, negligence happens because the presentation material is inappropriate for the students learning. In other words, the students misunderstand about recount text information. Not only that, the theory and practice applied can complement each other and are anticipated to students' knowledge.

First Language Error

In this aspect, when the researcher questioned six whether they understood the recount text subject matter, 5 out of 6 participants said that they wrote still in the Indonesian language. The described problems are as follows;

Table 2
The First Language Influence Used in Writing Recount Text by Students

No	Result
1	*"saya masih susah menulis bahasa inggris karena kosakata saya masih sedikit jadi tulis bahasa Indonesia dulu baru saya terjemahkan bahasa inggris"*
2	*"biasanya saya tulis bahasa Indonesia dulu habis itu diterjemahkan dengan kamus*
3	*"saya biasanya tidak menulis dengan bahasa inggris tapi dengan bahasa indoensia karena kurang minat belajar bahasa inggris"*
Total	*2 (33,33%*

Table 2 above depicted that when learning language skills, they are impacted by their mother tongue first and continue in a foreign language, this matter of habit by them. Based on the interview result, the researcher found that 2 (33,33%) out of 6 said that the Indonesian language structure still impacted them because they did not understand English grammar. According to the initial student, **P#5** (e.g *, saya masih susah menulis bahasa inggris karena kosakata saya masih sedikit jadi tulis bahasa Indonesia dulu baru saya terjemahkan bahasa inggris*.".

Learning a new language might be difficult for students because their home tongue still impacts them. Norwegian (2017) research found that 12 of the 12 students who participated in the interviews stated that the Indonesian language's structure still influenced them. The mother tongue's effect can be observed later in the departments of phonology, vocabulary, and grammar. On the other hand, Indonesian students are impacted by writing style to the point that ' sentences do not match. As a result, ' challenges in creating recount texts in English must be addressed through an intensive learning process that includes repeated practice to become accustomed gradually (Qomariana et al., 2019). For instance, P#2*"biasanya saya tulis bahasa Indonesia dulu habis itu saya tterjemahkan dengan kamus."*. It is demonstrated the students struggle with vocabulary because they could learn foreign language courses in school, but in their activities, they speak Indonesian. Therefore, the student's vocabulary is limited.

Intra-language errors

Intra-language errors as potential causes of error can be grouped into four categories, as Hasyim (2002) described. These categories are overgeneralization, insufficient application of the rules, erroneous hypothesis, and ignorance of rule limits. Through an investigation of the student's writing, the researcher observed that all types of interlingual transfer influenced the students in writing recount texts. Therefore, the researcher discusses four possible reasons for errors incompatible with what they already knew. However, even though students were learning a new language, they still retained information about their original language. As a result, they are disposed to make broad generalizations about second language use.

Overgeneralization of errors

In most cases, overgeneralization results provided the formation of a single unusual structure rather than the typical coexistence of two structures. The research discovered that students had invented linguistic forms in sentences other than originally intended. Based on the interview report (see Appendix 1), the researcher found that the students have already learned all of the language aspects in the recount text, such as verb tense and vocabulary that the students in Table presented 3.

Table 3
Overgeneralization of errors in using the verb "be"

No	Result
1	*saya suka menulis dalam bahasa inggris tapi masih bingung membedakan mana kata kerja 1, 2 atau 3 sehingga terkadang saya susah membedakannya."*

No	Result
2	*Permasalahan yang sering saya hadapi ketika menulis recount text adalah bentuk pas tense dan sering saya tulis dalam bentuk present padahal textnya tentnag masa lampau"*
3	*Menurut saya, kesalahan yang sering terjadi pada diri saya ketika menulis iya itu struktur grammaticalnya yang ada subyek dan verb gitu kadang terasa salah dalam verb lampau"*
4	*saya kadang-kadang lupa menempatkan kata kerja seperti, "I am, dan are" dalam past tense*
Total	*4 (36,3%)*

Based on the table above, the research found that 4 or 36, 3% of 6 students continued to make an error in the verb "be" and place a phrase that should be in the simple past tense. The following statements of interview results show that two students (1,4) said that they understood the verb to be used, but it is difficult to distinguish which verb should be set in the past tense form. However, other students (2,3) revealed difficulty with a grammar structure. They did not understand action verb, and simple past tense e.g., **P#6** (*Menurut saya, struktur grammatical bahasa inggris itu jika salah penempatan subyek, verb atau tidak ada keteranganya maka kalimat yang ditulis bisa saja error"*. She said that the sentences should be following the grammatical rules to avoid errors in using the verb "be."

Insufficient application errors

When students cannot build their statements in writing, it is an example of incomplete usage of the rule constraint. Based on the interview results, the research revealed that students understand the language's elements. Still, they cannot produce a complete sentence structure. See the Table below.

Table 4
Insufficient Application Errors of Grammatical Structure

No	Result
1	*Hal yang membuat saya kesulitan dalam menulis adalah penggunaan ejaan, huruf besar, atau tanda baca*
2	*Saya masih merasa kesusahan untuk menemptkan sebuah artikel dengan benar dan kata kerja dalam sebuah kalimat*
Total	**2 (18,1%)**

In this table above, the researcher discovered that 2 or 18,1% number 6 of the students' utilization of various language essentials was unclear in the sentences. Because of this, they end up writing sentences with improper structure. For instance, **P#2** ("*Saya masih merasa kesusahan untuk menemptkan sebuah artikel dengan benar dan kata kerja dalam sebuah kalimat")*. For instance, he struggled to articulate the meaning of "verb" and article when used in a sentence. These examples of sentences that apply a rule restriction are just partially by the students, such as those listed above.

Erroneous hypothesis errors

One reason students come up with erroneous hypotheses is that they are not adequately grading their progress in English learning. The statements of this case are as follows:

Table 5
The Erroneous hypothesis of errors missing understanding in using the verb

No	Result
1	*Saya kekurangan ide untuk memulai menulis sebuah cerita terutama kurang adanya practice dalam diri saya*
2	*Saya tidak memiliki rasa percaya diri untuk memulai sebuah tulisan dalam text bahasa inggris karena takut akan salah dalam menggunakan verb tense*

3	*Saya memang masih kurang mengerti tentang penggunaan reguler verb and irreguler verb bahasa inggris*
Total	**3 (27,2%)**

According to the findings of this study, certain students have difficulty properly knowing how to use verbs of past time in sentences. Based on the interview reports, the results show that three or 3 (27,2%) of the students unrealize the causes of errors made in past tense to present tense e.g, **P#4** (*Saya memang masih kurang mengerti tentang penggunaan reguler verb and irreguler verb bahasa inggris).* In addition, she revealed that even though she was learning about the grammatical base, she and other students still apply language errors.

Ignorance of limits errors

In this part, the research found that the students had previously acquired knowledge of the language aspects, but when constructing their sentences, they used improper grammatical errors. It meant that students demonstrate ignorance of rule limits error if they use language targets in contexts in which they are not appropriate.

Table 6
Ignorance of limits errors in applied language structures.

No	Result
1	*Ketika menulis pengalaman pribadi atau liburan, saya tak pernah tau namanya grammar di waktu lampau, justru saya menulis sama seperti bahasa indonesia yaitu present tense semuanya*
2	*Belajar bahasa inggris itu memang motivati saya untuk menambah pengetahuan tapi untuk mempelajarinya butuh proses biar bisa menguasainya terutama dalam berbicara dan menulis itu yang menjadi fokus saya yang harus saya perbaiki*
Total	*2 (18.1%)*

The table above shows that 2 or 18.1% of the students demonstrate ignorance of rule limits error if they use language targets in the contexts. The interview report that a substantial number of students writing in their recount texts was using the simple present tense e.i., **P#1** (*Ketika menulis pengalaman pribadi atau liburan, saya tak pernah tau namanya grammar di waktu lampau, justru saya menulis sama seperti bahasa indonesia yaitu present tense semuanya).* These examples described how the students' rules impact the errors of applied language structure and ignorance of rule limits. In other words, the students could not conduct their writing to the necessary corrections of language structures required in the written recount text.

In this part, the researcher discussed and evaluated the data findings of the research test to determine the outcomes based on the formulation. Based on the data found, the researcher discovered various grammar errors of 30 in writing recount text made by X class of SMAN 16 Batam. The data shows that many produced errors in their writing, such as sentence grammar and word level. Written recount texts contained 11 different grammatical errors. The defects found at the sentence level include punctuation, capitalization, and word order mistakes. On the other hand, the errors that occurred at the word level included conjunction, articles, verb tenses, prepositions, adjectives, word choice, and omitted words. The data findings show that most grammatical errors were created by word level and followed by sentence level time usage with a total of 195 (100%) errors.

Regarding information of data result, the researcher found that the majority part of grammatical or word level made errors ; verb past tense 69 (35.38%) of total errors, punctuation is 39 (20%), word choice is 18 (9,23%), add order is 15 (7,69%), omit word is 14 (7,17%), article is 11 (5,64%), word order is 11 (5,64%) , capitalization is 10 (5,12%) conjunction 2 (1,02%) and preposition is 4 (2,05%). The least types error is singular plural and conjunction are 2 (1,02%).

In the following types of grammatical errors found above, the researchers discovered many verb tenses made errors by; past participle and verb "be." On the other hand, past participle and the verb "be" is the most frequently made errors, with a total of 69 (35,38%). e.g., "I want to go to the beach with my family on vacations"

the illustration of the activity expressed that they have already participated during previous vacations. However, the student's writing is presented and continued in the correct past tense "I went to the beach with my family yesterday." In other words, the student made expressing in the present situation. This case shows that students started writing with past verbs and expressed their ideas in the present verbs. The errors occurred because they lacked adequate vocabulary, had uncorrected English grammar and pronunciation and did not speak English fluently (Nonkukhetkhong, 2013).

One part of a sentence made an error of punctuation; the student was seen as "two weeks ago I went to the beach" it appears that the sentence was missing coma and period. This phenomenon shows that they were not taught how to indicate the "period" in concluding a sentence. Punctuation errors, such as commas and periods, were the source of the most common errors in learning a language (Fumani et al., (2015). The commas are not used after subordinating clauses or transitional words in sentences. A comma or period is usually used if the adverb clause comes first. Therefore, the errors in the types of punctuation used in intonation or stressing of the sentence were incorrect. To solve the problem, the teacher should provide the best way to overcome the grammatical problems by making the correct words in the writing activity (Sermsook et al., 2017). Moreover, teachers should consider the disparities between understanding English vocabulary and grammar and their first language knowledge (Nair & Hui, 2018).

Add words such as verbs, adjectives, prepositions, or conjunction may not be followed by an object or intransitive verb, which is not followed by an object. In this case, the research found 14 (7, 17%) errors, in the verb phrase, and conjunction that refer to the meaning understandable and sentence structurally. e.g., "At there, I played with my nephew". Here, the word should be omitted to make the correct sentence structurally. The preposition "at" should not follow that adverb clause but be followed by an object, so the correct sentence should be "there I played with my nephew".

Another finding showed that students were uncertain regarding the proper usage of articles. The data result depicted that students tend to errors made with articles "a" and "the." These errors omitted the definite article "the" before the superlative degree. Students used an unnecessary addition of the indefinite article 'a.' in the sentences. It is possible to explain a given category by applying article forms without sufficient knowledge of the English grammatical rule (Gholaminia et al., 2014). Ilmu (2019) said that article errors occurred because of the causes of intralingual interference. Hence, there are no indefinite articles (a/the) in the grammar of the Indonesian language. By doing so, errors followed in the previous examples could have been caused by the first language.

A lack of past tense and mixed language knowledge on the part of the teacher is the source of students' errors. As a result, students continue to write first in their mother tongue or Indonesian languages and then in English (Truscott, 2012). Those errors occur due to carelessness problems and their first language. There was a lack of grasp of the content when it came to putting simple past tense sentences together, such as their learning verb forms and irregular verbs, and a general lack of knowledge in these areas (Fitria, 2019). The similarity in the first language is the most crucial factor in translating it into Indonesian to English, creating a common mistake. Hence, the patterns and principles employed in the mother tongue or first language influence the writing subject.

The majority of intra-language errors were overgeneralizations of errors in using the verb "be" with a total of errors being 36, 3 %. In line Novita (2012) showed that when students made errors in their writing, there are typically two primary causes: either they generalize too much or they did not understand the constraints of a specific grammatical rule. Based on the interview report, the researcher revealed that 27 2 %. of the students had already learned the aspects of recounting text, such as verb tense and vocabulary. However, in the presented, they were still following erroneous hypotheses of errors or missing understanding of verb use. This causes errors because the students do not have to practice writing.

Meanwhile, insufficient application errors and ignorance of limits errors are only 18, 1 % of errors made. However, it means that students are still ignorant of rule-limits errors if they use language targets in contexts where they are no appropriate grammatical rules. Besides, the research revealed that the students understood the language's elements but cannot produce a complete sentence structure.

CONCLUSION

This study investigates the types of grammatical errors and causes of errors committed by the X students. After thorough discussion and careful data analysis, the researcher provides the recount texts as the data to determine the grammatical error and the causes of the error. In the types of grammatical errors, the researcher found two types of common grammatical errors; word level and sentence level. These errors are the most common problem used by students in writing recount text that is solved to prevent students from repeating the same errors in grammatical construction. It explained that the teachers were unaware of conveying students' grammatical instruction in recount text, such as verb tense and English. Hence, the teacher needs to be correct about students' grammatical errors. Two main reasons students make grammatical mistakes in their recount writing. The first cause was the transfer of pupils' knowledge of English grammar and language structure into Indonesian. Because of this, they could not finish their papers with the correct sentence structure. In addition, the impact of the first language is due to the influence of the Indonesian system.

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