

An Identification of English Grammatical Errors in Recount Text Written by Junior High School Students

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Abstract: Writing in English is often considered one of the most challenging skills for EFL learners because it requires the ability to organize ideas clearly and accurately through the correct use of grammar. Many students still struggle with grammatical accuracy, especially in applying English rules such as verb forms, tenses, and sentence structures, which often lead to errors in their written work. This issue becomes particularly evident in writing recount texts, which require consistent use of past tense and proper sentence construction. Therefore, this study aimed to identify the types of grammatical errors and analyze their causes in recount texts written by eighth-grade students at a public junior high school in Banjarnegara Regency. Using a mixed-methods approach with an exploratory design, data were collected through document analysis of ten student texts and analyzed both quantitatively and qualitatively. Quantitative analysis was used to determine the frequency of each error type, while qualitative analysis was applied to interpret the causes of errors based on Richards' (1974) framework, including interlingual, intralingual, and developmental factors. The findings revealed that the most frequent grammatical errors occurred in the use of past tense verbs, subject-verb agreement, and prepositions. Intralingual factors such as overgeneralization, incomplete rule application, and false concept hypotheses were identified as the main causes of the errors, while a smaller number stemmed from interlingual influence. The study highlights the need for more contextualized and continuous grammar instruction to help students develop better grammatical awareness and accuracy in their writing. These findings provide valuable insights for English teachers in designing effective feedback and grammar-integrated writing activities.

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INTRODUCTION

English language skills, as the most widely used global language, include mastery of four main skills, namely speaking, listening, reading, and writing (Eslit & Valderama, 2023). Among these skills, writing is often considered the most challenging because it demands the ability to produce, organize, and convey ideas clearly using language structures that comply with grammatical rules (Aminah & Supriadi, 2023). Apart from being a means of communication, writing also functions as a means of expressing oneself and developing critical thinking, thus helping learners explore ideas (Fitria, 2024). However, many English learners experience difficulties in writing due to a lack of understanding of the writing process and mastery of the language components required for effective writing. The use of proper grammar, such as sentence structure, tenses, and subject-predicate agreement, is essential to producing coherent and easy-to-understand written text (Abdullah & Mousa, 2024).

Grammar plays a central role in ensuring that ideas are conveyed accurately and clearly. Unfortunately, students often struggle to apply grammar rules in their writing, which impacts the accuracy of conveying meaning (Asrini, Prihatini, Budiman, & Ulfah, 2024). In addition, excessive reliance on textbooks and teacher-provided exercises can limit student exploration and hinder grammatical skills that

should develop naturally through the context of communication (Cheng, 2022). Although several studies have focused on certain aspects, such as the use of basic tenses, a more comprehensive study of grammatical errors in students' writing is still needed to support the improvement of overall English literacy competency. Grammatical errors are an important aspect that must be paid attention to because they deviate from standard language structures and can affect the meaning conveyed (Alghazo & Alshraideh, 2020). Understanding the types and patterns of grammatical errors can significantly help students improve the quality of their writing (Fitrawati & Safitri, 2021). Error analysis, as described by Alghazo & Alshraideh (2020), has an important role in the process of second language acquisition because it includes the identification, description, explanation, and evaluation of errors made by students during learning. This approach not only identifies common errors but also provides insight into students' thinking processes in understanding and using language, allowing teachers to develop more targeted learning strategies to support language acquisition effectively.

At the junior high school level (SMP), English writing learning introduces students to various types of texts, one of which is a recount text. Recount text is a text that retells personal experiences in the past, such as daily activities, vacation experiences, or important events experienced by students (Govindarajoo, Hui, & Aziz, 2022). Through recount text, students can convey stories in a coherent and detailed manner, including how the event occurred and their feelings and opinions about the event (Santi Kusuma, Santosa, & Myartawan, 2020). Learning recount text is very useful because besides practicing writing skills, it also encourages students to reflect on personal experiences and develop storytelling skills in English. Various studies have shown that most English as a foreign language (EFL) learners in Indonesia still often make grammatical errors in writing recount texts. Research by Mustofa & Kurniawan (2023) found that grammatical errors are the main problem experienced by students, especially in the use of the past tense, both regular and irregular verbs. In addition, the poorly organized text structure also makes it difficult for students to compose cohesive and coherent writing. Other problems were identified in aspects of content, vocabulary selection, spelling, and punctuation, where students often lack accuracy in conveying main ideas and selecting appropriate words. Recent research by Amrullah (2024) revealed that the most common errors were the inappropriate addition and omission of words. These findings reinforce that grammatical errors are still often found in students' writing, especially in recount texts. Although grammar plays a crucial role in writing and language acquisition, a research gap remains regarding the broader grammatical difficulties faced by students when writing recount texts. Specific aspects regarding the types of grammatical errors and their impact on writing quality have not been studied in depth (Hartati, Yuliani, & Lesi, 2023).

In addition, how students apply linguistic elements such as past tense verbs and the ability to organize the structure of recount texts logically is still an area that has not been researched enough (Mufidah & Islam, 2022). Some studies have indeed identified common errors, such as word additions and omissions; however, more in-depth analysis is needed to understand the root causes and their impact on students' language learning process. This research was conducted at one of the State Junior High Schools in Banjarnegara, Central Java Province. This school was selected to bridge the existing research gap and provide a deeper understanding of how grammatical errors occur in the recount text writing of junior high school students. The selection of recount text as the object of study is highly relevant because it is one of the fundamental text types in learning English writing, as well as a means for students to reflect on personal experiences through narratives. By investigating the types of grammatical errors in this context, educators can understand the specific challenges faced by students in applying grammatical rules. This study aims to provide practical input for teachers in developing appropriate teaching strategies to improve students' grammar mastery in writing recount texts, so that the English learning experience can be improved overall. In addition, by exploring the common causes of grammatical errors, this study is expected to contribute to the development of more effective pedagogical approaches in teaching English writing.

METHOD

Research Design

To achieve a holistic picture of grammatical mistakes within students' writing, this study employed a mixed-methods design that incorporated both qualitative and quantitative approaches. As a result, the researcher was able to assess the data both qualitatively and quantitatively, examining the rates and types of occurrences that took place. In this study, a document analysis was conducted as the primary method of data collection. The data were garnered from the recount text writing assignment given to the eighth graders in a junior high school in Banjarnegara. The assignment was analyzed to identify some of the prevalent grammatical errors, including errors in the past tense verb phrase form and errors in sentence construction and subject-verb agreement. The primary focus of this analysis is to identify common patterns of mistakes that students tend to make in their writing. Thereafter, the documents were quantitatively evaluated based on the number of errors identified in the students' writings. This way, an understanding can be formulated on the extent of certain mistakes made and which teaching aspects require more focus. The combination of qualitative and quantitative examination seeks to extend the understanding of the grammatical errors junior high school students usually commit in recount text compositions.

Population and Sample

In the context of research, a population refers to all individuals or objects that have certain characteristics that are the focus of the research. According to Sugiyono (2018), a population is a generalization area consisting of objects or subjects that possess certain qualities and characteristics, which researchers determine to be studied, and then draw conclusions from. Meanwhile, a sample is a part of the population that is selected through certain procedures to represent the entire population. A representative sample enables researchers to generalize their research results to the broader population.

Population

In this study, the population consisted of all students in grade VIII at one of the public junior high schools in Banjarnegara Regency during the 2024/2025 academic year. This population was chosen because students at this level are studying various types of texts in English lessons, including recount texts, which are the focus of this study. From this population, the researcher selected samples in the form of students from several classes, purposively chosen based on specific considerations, including data availability and suitability for the research objectives. This purposive sampling technique is used to ensure that the samples taken truly represent the characteristics to be studied, so that the results of the study can provide an accurate picture of grammatical errors in writing recount texts by junior high school students in Banjarnegara.

Sample

In this study, the sample is a portion of the population selected to represent the entire population. According to Sugiyono (2018), a sample is a portion of the number and characteristics possessed by a population. Sampling is carried out when the population is too large to be studied as a whole, considering the limitations of time, energy, and cost. A representative sample allows researchers to draw conclusions that can be generalized to the population.

This study used purposive sampling as a data collection technique, namely, a sampling technique with certain considerations. This technique was used when the researcher had certain criteria for selecting a sample that was considered most appropriate for the study's purpose. In this context, the researcher selected 10 students of grade VIII at one of the State Junior High Schools in Banjarnegara Regency, considering their high academic achievement. The selection of students based on this achievement aims to analyze grammatical errors in writing recount texts by students with good academic abilities, thereby providing a clearer picture of the types and sources of errors that occur.

Material of Analysis

The material analysis conducted in this study was students' written documents in the form of recount texts that they produced in English learning activities. Students were asked to write recount texts in English, which were then analyzed to identify grammatical errors that appeared. This approach provides comprehensive data on the types of grammatical errors and the sources of these errors, thus providing in-depth insight into students' understanding and misunderstanding of grammatical rules.

Analysis of grammatical errors in students' writing is an effective method to convey their understanding of language structure. Through this analysis, the most common types of errors can be identified, including incorrect use of verb forms, prepositions, articles, and pronouns. In addition, this analysis can also reveal whether the errors are caused by transfer from the mother tongue (interlingual transfer) or due to a lack of understanding of the target language itself (intralingual transfer). Research conducted by Rachman and Nugraha (2024) showed that the most dominant grammatical errors in students' writing are errors in the use of tense, subject-verb, and preposition. This is what makes document analysis important as a tool to understand students' difficulties in writing recount texts.

Data Collection Technique

The collection of data in this research was achieved by analyzing documents, specifically English recount texts authored by learners. The students' writings serve as the primary data for analyzing the types of grammatical errors and determining the possible reasons for those errors. The analysis focused on categorizing the types of grammatical errors and identifying the source of the error, which could be the influence of the first language (mother tongue) or insufficient knowledge of English grammar rules. This method was selected to gain a deeper understanding of how students use grammar, the reasons behind their mistakes, and the factors that contribute to these errors. More recent studies indicated that document analysis could reveal essential information when evaluating students' writing skills and determining gaps in their grammatical understanding. As an example, Rachman and Nugraha (2024) showed that researchers could find consistent patterns of grammatical errors in students' written texts, which is very helpful for creating focused grammar instruction. They found that the dominant errors made included the use of tenses, subject-verb agreement, and the use of prepositions, which is also consistent with the results of this study.

Data Analysis Procedure

This research aimed to detect grammatical mistakes in the writing recount texts of junior high school students, with a special focus on verbs, pronouns, articles, prepositions, and conjunctions. The focus on these elements is based on the recent study by Rachman and Nugraha (2024) that highlights the mastery of these aspects towards strengthening recount text writing skills. In analyzing the causes of errors, this study employs an error classification approach based on Richards' (1974) division of errors into mother tongue interference, internal target language errors, and developmental errors. This classification is also supported by recent findings from Yuliani & Lesi (2023), which emphasize the importance of this classification in relation to junior high school English teaching. The procedure followed in the analysis of the errors was identification, classification, and interpretation as proposed by Ellis (2009). Each stage enabled researchers to unveil error patterns and the underlying reasons for them in a systematic, thorough manner.

As noted elsewhere (Larosa & Laoli, 2023), this method not only helps identify common mistakes but also contributes to devising and improving teaching strategies at the junior high school level. I initiated the study by collecting primary data in the form of students' recount texts to identify the various errors made in the texts. Once the data was gathered, the case detected errors in the use of verbs, pronouns, articles, prepositions, and even conjunctions. This identification is crucial for understanding the language problems encountered by the learners, especially minors. Moreover, all the corrections made were tallied and categorized by type, and then the findings were presented in the form of graphs and percentages. The presenters included diagrams to enhance the understanding of the data. Then, the researcher performed a deeper analysis by sorting the sources of errors according to Richards' theory, so that the reasons that led to the errors were provided.

All data on the types and sources of errors were then interpreted descriptively to provide a comprehensive picture. This process involved manually checking students' writing, where each error and its cause were recorded in a table. The data was then entered into the Excel program to facilitate the calculation of the frequency and distribution of errors using the available formulas and functions. In addition, a pie chart was created to illustrate the proportion of each type of error in the data, making the error distribution easier to visualize and understand.

To ensure a more systematic analysis, this study adopted an exploratory sequential mixed-methods design, in which qualitative and quantitative procedures were integrated to obtain a comprehensive understanding of students' grammatical errors. The data collection process involved several stages. First, ten recount texts written by eighth-grade students were collected as the main data sources. Second, each text was carefully examined using an error coding sheet adapted from Ilmiah (2016), focusing on five grammatical aspects: verb, pronoun, article, preposition, and conjunction. Third, the identified errors were categorized following Richards' (1974) classification, which consists of interlingual, intralingual, and developmental errors.

In addition, this study followed the error analysis framework proposed by Ellis (2009), which included three major stages: identification, classification, and explanation. The identification stage involved detecting and recording all grammatical errors found in the students' texts and the findings are presented in Table 1. In the classification stage, the errors were grouped according to their linguistic categories and sources. Finally, in the explanation stage, each error was analyzed to determine its underlying causes and pedagogical implications. To maintain analytical consistency, the researcher performed cross-checking through peer validation and reviewed each data entry manually before quantification. The combination of these procedures helped ensure that both linguistic and pedagogical dimensions of grammatical errors were addressed thoroughly.

Table 1. The Identification of Error

No	Type of Error	Total of Error	Percentage
1	Verb		
2	Pronoun		
3	Article		
4	Preposition		
5	Conjunction		
	Total		

RESULT

The sample in this study consisted of 10 students who were selected purposively from two different classes, namely 5 students each from class VIII-A and VIII-B. The students were selected based on the highest academic ranking in their class, with the aim of exploring in depth the grammatical errors in the writings of students who have relatively good academic abilities. The analytical materials in this study consisted of 10 English recount texts written by students, each of which was coded as RT1 to RT10. Students were asked to write recount texts as part of the data collection process. The writings were analyzed to identify types of grammatical errors, such as the use of verbs, pronouns, articles, prepositions, and conjunctions, and to determine the source of the errors based on the theory used. The researcher analyzed the data carefully and presented it in accordance with the formulated problem, providing a comprehensive understanding of the forms and causes of grammatical errors commonly made by junior high school students in writing recount texts.

Type of grammatical error made by students in writing recount text

This study's preliminary examination investigated the kinds of grammatical errors junior high school students made while writing recount texts. These errors were classified according to Ilmiah's (2021) categorization of verbs, pronouns, articles, prepositions, and conjunctions. Each specific error was counted individually from the students' writings, and later, the total count for each type of error was converted into percentage values to better illustrate the dominance of each error type relative to the others. This step was done meticulously by reviewing every student's document one by one. The processed data were imported into Microsoft Excel, where they were displayed in tables and pie charts showing the relative proportions of the grammatical errors discovered. A summary of the analysis was provided in the subsequent table, which contained the findings of the study on the different grammatical errors encountered in students' writings.

According to the Table 2, the most frequent grammatical errors in students' recount writing are errors in verbs, with a total of 29 errors. Followed by conjunction errors with 21, articles with 16, prepositions with 10, and pronouns with 3 errors. This showed that students have the most difficulty in using the correct verbs, which are important elements in forming correct sentences. Errors in conjunctions also occur quite often, which shows students' difficulties in connecting ideas in sentences. Meanwhile, articles and prepositions were also challenging areas for students, which have an impact on the clarity and accuracy of their writing. Pronouns are among the least common errors, but they still require attention.

Table 2. Types of Students' Grammatical Errors in Writing Recount Text

No	RT	Types of Grammatical Errors					Total
		Verb	Pronoun	Article	Preposition	Conjunction	
1	RT1	9	2	4	2	1	18
2	RT2	5	0	2	2	1	10
3	RT3	1	0	1	0	1	3
4	RT4	2	0	4	2	2	10
5	RT5	3	0	2	1	3	9
6	RT6	2	0	2	1	2	7
7	RT7	2	0	1	1	4	8
8	RT8	2	0	0	0	1	3
9	RT9	1	0	0	0	1	2
10	RT10	2	1	0	1	5	9
Total		29	3	16	10	21	

Verb Errors

Verb errors were the most common type of error, occurring 29 times. These errors generally involve incorrect use of verb forms and incorrect use of tenses, which greatly affect the clarity and accuracy of the writing. An example of a sentence from RT1S1 is "I got fever and fly realtiy hard" which should be "I got a fever and felt really bad." In this example, there was an error in the omission of the article "a" before the word "fever," an error in the verb "fly" which should be "felt," and the word "realtiy" which should be corrected to "really." Another example from RT1S9 was the sentence "It has an uncomfortable farm," which should be "It was an uncomfortable farm," where the verb "has" was used in the present tense and should be replaced with "was" to maintain past tense consistency. Another example from RT5S2 was "Came late to my school" which should be "I was late to school," because the original sentence does not have a subject, and the verb is not used correctly. This error showed that students still struggle with conjugating verbs and maintaining tense consistency, which is very important to maintain the flow of time in a recount text that tells past events. This error can also arise from the difference in the structure of the mother tongue and English, which is more complex in its tense rules.

Conjunction Error

Errors in conjunctions were found 21 times. These errors usually involve the use of inappropriate conjunctions, resulting in illogical relationships between clauses or ideas. An example of RT4S1 was "...until 2:00 am in the night, because I woke up late" which should be corrected to "...until 2:00 am, so I woke up late." The word "because" in the sentence creates a false cause-and-effect relationship and should be replaced with "so." Another example of RT6S9 was the sentence "I'm very proud because I have a brother like him" which should be "I'm very proud to have a brother like him," where the use of "because" is unnecessary. Errors in these conjunctions disrupt the logical integration and flow of the writing, making it difficult for readers to follow the intent of the sentence. This indicates that students need to be guided to understand the function of various types of conjunctions and their proper use in different contexts.

Article Error

Articles were the third most common error with 16 cases. This error was in the form of incorrect use of articles or the omission of necessary articles, thus changing the meaning and accuracy of the

sentence. An example of RT1S1 was "I got free camping trip" which should be "I got a free camping trip," because without the article "a" the sentence sounds incomplete. Another example of RT3S1 was "a box of fried rice that she made by herself" which can be simplified to "a box of fried rice that she made," because the phrase "by herself" was considered redundant. Article errors usually occur due to differences in the use of articles in English and the students' mother tongues, which do not have similar concepts or use them differently. These errors can affect the clarity and professionalism of the writing.

Preposition Errors

Preposition errors were found 10 times and typically occurred when the wrong preposition was chosen or the required preposition was omitted, resulting in a sentence that was unclear. An example of RT1S2 was the sentence "Far away from the city" which can be simplified to "far from the city" because the word "away" was redundant. Another example of RT2S3 was "Catching fishing every day" which should be "fishing every day," where the word "catching" is used incorrectly. This error indicates that students struggle to select the correct preposition to express the relationship of time, place, or direction in a sentence.

Pronoun Errors

Pronoun errors were the least, only 3 cases. This error occurs when students use the wrong pronoun, so that it disrupts the fluency and clarity of the sentence. An example of RT1S4 was the writing of "my self" which should be combined into "myself." Another example of RT10S3 was "greeted my friend," which should be "greeted my friends" if referring to more than one friend. Although the frequency is low, pronoun errors still need attention because they can cause ambiguity in referring to objects or subjects in sentences.

Sources of grammatical errors made by students writing a recount text

After analyzing the types of errors and tabulating them into a table, the researcher examined the sources of the errors based on the data. Richard's theory was used for this analysis. According to the theory, there are three classifications of error sources: interference errors, intralingual errors, and developmental errors. The findings of this analysis are presented in the following table.

Table 3. Sources of Students' Grammatical Errors in Writing Recount Text

No	Doc	Sources of Error			Total
		Interference Errors	Intralingual Error	Developmental Error	
1	D1	1	5	0	6
2	D2	2	3	1	6
3	D3	1	2	0	3
4	D4	1	2	1	4
5	D5	1	2	1	4
6	D6	2	2	0	4
7	D7	2	2	1	5
8	D8	0	2	1	3
9	D9	0	2	0	2
10	D10	1	3	0	4
Total		12	25	5	

Based on the data in the Table 3, it was known that intralingual errors are the most dominant source of errors, with a total of 25 findings. This was followed by interference errors as many as 12 times and development errors as many as 5 times. The explanation of each source of error is described as follows:

Intralingual Errors

Intralingual errors occur because students have not fully mastered the rules of grammar in English. The influence of the mother tongue does not cause these errors, but rather comes from the learning

process itself, such as the incorrect application of rules, ignorance of the limits of the rules, and incomplete application of the rules (Richards, 1971). The findings showed that intralingual errors occur most often. An example is when students oversimplify the rules, such as adding the ending -ed to all past tense verbs, resulting in sentences like "I went" (which should be "I went"). Some examples of student writing data:

1. RT1S5: "I forced my self to join it in the night when is left in the to." Correction: "I forced myself to join it at night." This sentence shows improper word separation and incomplete sentence structure.
2. RT1S6: "I cooldn't sleep because I we sneeziay so many times." Correction: "I couldn't sleep because I was sneezing so many times." There are errors in spelling and use of verb forms.
3. RT1S7: "I has regretting all of my mistakes to job the camp in a bad condition." Correction: "I regretted joining the camp in such a bad condition."

This sentence shows errors in the use of verb forms and sentence structure. These errors indicate that students have difficulty in applying grammar rules consistently. Therefore, more contextual grammar teaching and varied exercises are needed to improve their accuracy in writing.

Interference Error

Interference errors are errors that arise due to the direct influence of the first language (L1) in constructing sentences in the second language (L2). Students tend to translate directly from their mother tongue into English without paying attention to the applicable grammatical structures and rules.

According to the analysis results, 12 errors were identified and categorized as interference. These errors generally reflect the influence of sentence structure or word choice from the students' mother tongue. Examples of interference errors in the data:

1. RT2S1: "I almost broke my leg because playing football was very point full." Correction: "I almost broke my leg because playing football was very intense." The phrase "point full" is likely a direct translation from Indonesian.
2. RT6S1: "I am very happy yesterday." Correction: "I was very happy yesterday." Errors in the use of tenses, due to the influence of L1, which does not distinguish tenses like English does.
3. RT7S1: "I can meet new friends at my new school, the same as the teacher too." Improvement: "I can meet new friends and teachers at my new school."

The sentence structure exhibits the influence of Indonesian sentence structure. These errors show that the influence of the mother tongue can interfere with the writing process in English. Therefore, teachers need to emphasize the structural differences between Indonesian and English to increase students' awareness of using the target language.

Developmental Errors

Developmental errors are errors that arise from students' attempts to form language structures based on their limited understanding. These errors are common in the early stages of second language learning, where students are forming hypotheses about the rules of the language being learned.

In this study, 5 errors were found that were categorized as developmental errors. For example:

1. RT4S5: "I forgot where I put the key." This sentence is grammatically correct, but shows limitations in the variation of sentence structures.
2. RT7S1: "When I first entered school, I was very happy." This sentence is correct, but it is not complex enough and remains simple.
3. RT8S3: "I play in the field almost every day." Improvement: "I played in the field almost every day."

The error occurred because of the use of the present tense in the recount text when it should have used the past tense. Errors like this reflect the natural process of second language learning and will decrease as students' language skills increase. Providing diverse examples and consistent practice are essential to help students understand and apply grammatical structures correctly.

DISCUSSION

This study aimed to identify the types of grammatical errors found in the recount texts of grade VIII students and to find out the causes of these errors. Based on the analysis of 20 recount texts written by junior high school students in Banjarnegara, various grammatical errors were identified, which were grouped according to the surface strategy taxonomy proposed by Dulay, Burt, and Krashen: omission, addition, misformation, and misordering. Of the four types, the most dominant error was misformation, followed by omission, addition, and misordering. The most common errors found were related to the use of tenses, especially errors in using the past tense, which is an important element in writing recount texts. This finding aligns with the research of Rachman & Nugraha (2024), which analyzed grammatical errors in students' recount texts. Many students still use the present tense, such as go or play to tell past events, even though they should use the past tense, such as went or played.

In addition, errors were also found in subject-verb agreement, this finding is in line with the results of the study by Larosa & Laoli (2023) which analyzed the sources of errors in writing recount texts of eighth grade junior high school students, where students did not match the subject with the appropriate verb form, such as in the sentence "She go to the market" which should be "She went to the market". Other errors include the use of inappropriate articles (a, an, the), errors in the use of prepositions of time and place (for example, Sunday instead of on Sunday), and errors in the use of pronouns, such as "me went to school," which should be "I went to school." Meanwhile, errors in word order (misordering) were also found, although the number was smaller, for example in the sentence Went I to the zoo. This finding is in line with the research of Hartati, Yuliani, and Lesi (2023), who analyzed grammatical errors found in recount texts in high school students.

The causes of grammatical errors found come from several factors. The first is first language interference (interlingual interference), where students tend to transfer Indonesian language structures directly into English. Second, intralingual interference is also a cause, namely when students apply grammatical rules incompletely or incorrectly, for example, the excessive use of the suffix "-ed" in irregular verbs such as "eaten" or "runned". Third, students showed limited understanding of grammar, especially in terms of changing verb forms. Fourth, the lack of practice and exposure to English in real contexts also affects students' ability to apply grammatical rules correctly. Finally, the lack of self-confidence and anxiety in writing causes some students to choose simple, even incorrect, sentence structures to avoid the mistakes they worry about. These findings are in line with the results of research by Manik & Suwastini (2020), who analyzed grammatical errors in junior high school students' recount text writing.

The findings of this study offer valuable pedagogical insights for English language teaching, particularly in junior high school contexts where grammatical accuracy remains a significant challenge. The predominance of intralingual errors suggests that students' difficulties stem not only from first-language interference but also from an incomplete mastery of English grammatical rules. Therefore, teachers are encouraged to integrate explicit grammar instruction within meaningful writing activities rather than teaching grammar in isolation.

For example, the frequent verb errors highlight the need for contextualized tense instruction, where students practice using past tense forms through narrative-based writing or storytelling. Similarly, article and preposition errors can be addressed through guided discovery tasks, in which learners analyze real examples from authentic texts. Additionally, providing consistent corrective feedback, such as peer review or teacher-written feedback, can help students identify and gradually reduce grammatical errors. These approaches align with Brown's (2021) and Alghazo's (2022) recommendations that grammar learning should emphasize awareness, contextualization, and reflection rather than rote memorization.

Moreover, teachers should be aware that grammatical errors can also reflect students' developmental stages in acquiring a second language. Instead of viewing errors as failures, they can be treated as valuable learning indicators that inform instruction. Continuous exposure to well-structured texts and process-oriented writing activities can strengthen students' grammatical awareness and writing accuracy over time. Hence, the results of this study emphasize the importance of designing grammar instruction that is interactive, reflective, and connected to students' real writing experiences.

CONCLUSION

The purpose of this study was to identify the types and sources of grammatical errors made by junior high school students in Banjarnegara in writing recount texts. The results showed that the most common errors found were those related to the use of verbs, conjunctions, and articles, with errors involving verbs being the most prevalent. These errors mostly came from intralingual factors, namely the misunderstanding and overgeneralization of English grammar rules, and a small part was caused by interference from students' mother tongue. These findings confirm that mastery of grammar, especially in the use of tense and sentence structure, is still a major challenge for students in producing coherent and accurate writing. Therefore, a more focused, in-depth, and contextual approach to grammar learning is needed so that students can write more accurately and coherently. In addition, the results of this study are expected to contribute to English teachers in designing more effective learning strategies and teaching materials to help students overcome grammatical errors.

In pedagogical terms, the findings imply that English teachers should not only correct students' grammatical errors but also address the learning processes that lead to such errors. Incorporating explicit grammar instruction, corrective feedback, and context-based writing exercises is essential to improve students' grammatical competence. Future studies are encouraged to explore the effectiveness of these instructional strategies in minimizing recurrent grammatical errors among EFL learners at the junior high school level.

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