Reporting the EFL Students' Distressing Experience in Writing a Recount Text

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Abstrak

Menulis adalah pelajaran yang paling kompleks dan menantang. Ini diyakini terjadi karena mereka kesulitan menyusun ulang pernyataan dan menempatkan kata-kata yang sesuai, terutama dalam menulis teks recount. Seperti diketahui, teks cerita ulang memiliki fungsi sosial menceritakan kembali peristiwa untuk informasi atau hiburan. Penelitian ini mencoba mendekati siswa EFL untuk mengeksplorasi secara mendalam tentang pengalaman menyedihkan mereka menulis teks recount. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Enam siswa berpartisipasi dalam penelitian ini. Para peserta sengaja dipilih dalam dua tahap dengan beberapa pertimbangan. Dalam pengumpulan data, peneliti menggunakan semi struktur untuk mengelaborasi data berdasarkan respon siswa. Pertanyaan wawancara dikembangkan atau diadaptasi dari pendapat Norrish dan Richard tentang penyebab kesalahan penulisan. Peneliti menggunakan analisis data dengan menggunakan teknik analisis deskriptif kualitatif mulai dari mendeskripsikan, mengilustrasikan, dan mengevaluasi. Studi ini menemukan dua alasan utama siswa membuat kesalahan tata bahasa dalam tulisan recount mereka. Penyebab pertama adalah transfer pengetahuan tata bahasa Inggris dan struktur bahasa siswa ke dalam bahasa Indonesia. Karena itu, mereka tidak dapat menyelesaikan makalah mereka dengan struktur kalimat yang benar. Selain itu, pengaruh bahasa pertama karena pengaruh sistem bahasa Indonesia. Namun, intra-bahasa juga menyebabkan kesalahan tata bahasa dalam hal generalisasi yang berlebihan, penerapan aturan yang tidak memadai, dan ketidaktahuan pembatasan aturan. Dengan kata lain, informasi intra-bahasa dan antar-bahasa adalah penyebab utama kesalahan tata bahasa. Untuk itu, disarankan agar semua guru melakukan koreksi tentang kesalahan tata bahasa yang dibuat oleh siswa yang membutuhkan lebih banyak latihan dan penjelasan, serta komentar mengenai apakah siswa berhasil mempelajari materi menulis bahasa Inggris.

Kata kunci: teks recount, kualitatif, Inter-Lingual Errors, Intra-language errors.

Abstract

Writing is the most complex and challenging subject. These are believed to occur because they have trouble rephrasing statements and placing suitable words, especially in writing recount text. As known, recount text has the social function of retelling events for information or entertainment. This study tried approaching the EFL students to explore deeply about their distressing experience writing a recount text. This study applied a qualitative case study approach. Six students participated in this study. The participants were selected in two stages purposely with several considerations. In the data collection, the researchers used semi-structured to elaborate data based on students' responses. The interview questions were developed or adapted from Norrish and Richard's opinions about the causes of writing errors. The researchers used data analysis by employing a descriptive qualitative analytic technique from describing, illustrating, and evaluating. The study found two primary reasons students make grammatical errors in their recount writing. The first cause was transferring pupils' English grammar and language structure knowledge 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. However, intra-language also caused contributed to grammatical errors in terms of an overgeneralization, insufficient application of the rule, and ignorance of rule restriction. In other words, intra-languages and inter-language information were the primary cause of the grammatical errors. For this reason, it suggested that all teachers do corrections about grammatical errors made by students that need more practice and an explanation, as well as comments regarding whether students successfully learned English writing material.

Keywords: recount text, qualitative, Inter-Lingual Errors, Intra-language errors.

INTRODUCTION

A great deal has been written about the urgency of mastering English due to its role as an International Language (Toba & Noor, 2019; Saud, 2020; Arfani et al., Maji, et al., 2022; Pratiwi, 2022). Risyal et al. (2022, p.5) argue, "the ability to use English is highly encouraged in any field." The internationalization of the status of English, leading to the emergence of World Englishes and lingua franca, has led to the discussion of the issue of teaching English, which English teachers worldwide have been teaching English according to their own context (Tajeddin et al., 2020).

In Indonesia, English develops as a foreign language or EFL (Sunubi & Bachtiar, 2022; Ilmudinulloh, 2022). This position raises the issue and problem of how English is acquired in the practice of English teaching and learning, especially in writing. "The benefit of writing skills for students is to foster creativity in expressing their thoughts" (Lintyasari, 2022, p. 301). According to Toba & Noor (2019) and Zajic & Brown (2022), writing is the most complex and challenging subject. These are believed to occur because they have trouble rephrasing statements. However, most problems are because pupils should comprehend the manner of writing and grammatical principles such as S+V+O+Adv, including part of speech, tense, and grammar structure (Prasetyo et al., 2022). Writing also demands proficiency in areas like vocabulary knowledge and proper sentence syntax.

Internal and external factors contribute to the writing challenges. Boero and Novarese (2016) found 2.3% of English writing samples, on average, had difficulties with pronouns, action verbs, linking verb vocabulary, and grammar mastery. It means grammatical and sentence structure errors could also arise in word choice. The research conducted by Eny and Sari (2017) found that grammatical error is a serious problem to overcome, especially regarding writing skill. The data showed that 32% of the students created grammatical errors while writing the text, such as spelling, an article, and verb tense of past participles to present the words form in the sentence. Besides, grammatical errors are also caused by the first and second languages used (Nurhayati, 2015). It means that if the students ignored grammatical rules, it would make them have frequent issues with their sentence grammar and result in low performance in writing. Learning from these issues, teachers and students should comprehend and pay attention more to the grammar rules applied when writing, including sentence structure and language features, to produce better writing.

According to Richard and Schmidt (2002:184), an error is when a second or foreign language learner uses a linguistic item in a way that a fluent or native speaker would deem incorrect or incomplete. While Brown (2007) stated that error analysis is the study of a learner's error, which may be seen, examined, and classed to reveal information about the system at work inside the learner.

Norrish (1983:21–27) categorizes three components as the root causes of errors. These are carelessness, first-language interference, and translation. Carelessness and a lack of motivation are frequently closely associated. Lack of motivation may stem from the teacher's presenting style not being appropriate for the class, or it could be that the subject matter is not engaging enough. First Language Interference is a product of students' native language-based language practices. As pupils speak English, they incorporate elements of their home tongue into the language they are learning. Translating is the most frequent cause of mistakes made by students. Translating word for word, mainly when using idiomatic terms from students' first language, might result in errors of this kind. This typically occurs when learners are requested to communicate something but lack the necessary phrases or grammatical structures in the target language. All these errors were then called inter-lingual errors.

Richard (1974: 120) classifies intralingual errors into four categories, including overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors. Overgeneralization occurs when a student constructs an erroneous structure based on knowledge of other target language structures. Ignorance of rule restrictions has a special meaning in that one is frequently said to be structurally ignorant or that a second-language learner does not adhere to the target language's structure. With this kind of mistake, the student disregards the limitations of preexisting systems. When the learner fails to apply the rules entirely because of the stimulus sentence, this is the incomplete application of the rules. And false concept hypothesized refers to learners' incorrect conceptualization of differences between target language items. Learners' inaccurate knowledge of distinctions of target language items leads to false concepts hypothesized.

An investigation done by Millah (2017) showed that most Senior High School students in the tenth grade committed numerous mistakes when using the simple present tense and irregular verbs in sentences. "She was quite angry yesterday night," for instance. In other words, the verb "is" was not converted into the past tense, "was," by the students. Furthermore, Nair and Hui (2018) stated that the most significant issue with writing recount text was the usage of the simple past tense in word choice. In other words, students still require assistance when composing recount texts using the simple past because they lack the knowledge to choose the appropriate tenses, such as the past tense noun (Saragih et al., 2014). So, simple past tense always becomes the most challenging for students to

understand in writing skills, especially to write a recount text (Pebriyanto, 2022).

Knapp & Watkins (2005) claim that recount texts are sequential stories in the past which focus more than a sequence of a series of events. A recount text is a type of storyline that narrates an experience, an action, or an event that happened in the past and has been proven to be true. It is the progression of events over time, and its goal is to describe what transpired (Ningrum, 2013; Husna & Multazim, 2019). According to Sugeng and Zaimah (2007:44), " Recount has a social function of retelling events for informing or entertaining." The goal is to inform and entertain the audience or interlocutors (Ningrum, 2013). According to Mulyani (2019) and Syafriani et al. (2023), students used recount texts to recreate prior experiences or events using a variety of simple past tenses. Or the verb tense that applied to the previous event. But because recounting texts were written in the past tense, pupils were unable to process linguistic input in their writing.

Based on the above challenges, underline the urgency of conducting the current research. Many researchers investigate EFL students' recount text writing. However, they were focused on checking the students' worksheets to report. Therefore, this study tried approaching the EFL students to explore their distressing experience writing a recount text. The formulated research question is "how do students understand and write a recount text?".

METHODS

This study applied a qualitative case study approach to investigate the students' distressing experience writing a recount text. The design allowed for thorough information about the students' setting and enabled a better description of the intervention of the research approach. A case study is data information that involves a group of people or individuals in obtaining the data needed (Creswell & Poth, 2012).

Six students participated in this study. The participants were selected in two stages purposely. Firstly, the population in this study were students of class X SMA in Batam. The demographic information in this study was obtained from four X classes consisting of two Natural Sciences classes and two social classes, totaling participants were 120 students. From these four classes, the researchers chose one class only to be tested in writing recount text. The class was then chosen based on some criteria as follows 1) students' highest performance with 60 % errors in writing skills, 2) the maximum English subject is 70, and 3) the age range of the participants with a total was average ≤ 15.

According to the two English teachers' discussion and references based on students' academic scores, class X MIPA 1 covered all the criteria proposed. This class consisted of 30 students that would be asked to write a recount text to be selected in the second stage. Finally, six students in this class were chosen randomly by fulfilling the criteria of two students did the highest errors, two students with medium errors, and the rest two students with the lowest errors in writing recount text.

In the data collection, the researchers used semi-structured to elaborate data based on students' responses. The interview questions were developed or adapted from Norrish and Richard's opinions about the causes of writing errors.

Norrish's (1983) three components as the root causes of errors are carelessness, first language interference, and translation. At the same time, Richard (1974: 120) classifies intralingual errors into four categories, including overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors. The following table presents the blueprint with a total of 10 items for the interview.

Table 1. *Interview's guideline*

No	Causes of Errors	Questions
	Carelesness	Have you ever known and heard what text recount is?
		Do you understand the English material in the recount text?
		Do you have grammar difficulties when writing recount text?
	First Language	When writing a recount text, do you write in Indonesian and then write it in English?
		Regarding the teachers who teach in class, do they often teach in Indonesian or English?
	Translation	When you have difficulty with vocabulary or word meaning, do you use a translation dictionary?
	Overgeneralti on	When you know about using the correct grammar structure, are there any difficulties in writing English?
	Ignorance of the rules restrictions errors	Do you understand the use of the first, second or third verb forms? If yes, what are the examples
		What forms of past tense use do you not understand in writing recount text?

Incomplete application of rules errors	Do you know how to write sentence structures such as nouns and verbs in English well?

In order to address the research questions in this section, the researchers used data analysis by employing a descriptive qualitative analytic technique. The interviews were conducted in Bahasa Indonesia, where all the data were analyzed. However, not all the responses were reported in this paper. It presented unique data, while the same responses were elaborated on in one presentation. Data results from the process of describing, illustrating, and evaluating were used in descriptive qualitative analysis. Data reduction, data display, and data conclusion were the categories Miles, Huberman, and Saldana (2014) used to categorize data analysis. The researchers uses three primary stages to address the research topics necessary for inclusion in this study.

RESULT AND DISCUSSION

This session presents the study's results, which were elaborated with the discussion. In this part, the researchers investigated all of the causes of errors from the types of grammatical errors that occurred in student writing recount text. The leading causes of the errors are determined based on careful analysis of the errors information by interviews. James (2013) said there are two leading causes of errors when students face problems writing recount text, including inter-lingual and intra-lingual errors. James explained that inter-language impacts students' ability to understand a second language in writing recount text. Inter-language errors refer to students' language knowledge of English learning, such as carelessness, first language, and translation (Norrish, 1983 & James, 2013).

In the same condition, the fundamental aspects of English learning rules are the inaccurate application of regulations, overgeneralization, and failure to learn situations in which rules were affected by intralingual errors. These kinds of errors are potential causes of error when a student cannot develop language structure. Some experts (Richards, 1974 & James, 2003) classified these errors into four categories. They were overgeneralization, incomplete rule restrictions, ignorance of rule limits, and false concept hypothesis.

Based on four subcategories, the researchers only focus on three items: overgeneralization, ignorance of rule restrictions, and ignorance of rule limits. The reasons for errors may be incompatible with what students have known or listened to in language learning. It would be different from existing structures in the target language based on the factuality they have been seen. To describe the intra-language error used as follows;

Inter-Lingual Errors

1. Carelessness

When considering this aspect, the researchers looked at whether or not students have problems with recounting text and whether they had yet to understand the text material, or whether they had listened to the recounted text subject. The findings interview results revealed that the students admitted that they not really known or hear what the recount text was.

P#1: "I've never heard of recount text, sir, so I don't know"
P#2: "I did sir, if I'm not mistaken it was in junior high school but I didn't really understand it"
P#6: "When I started in grade 8 junior high school, I studied recount text sir"

P#2 & P#6 said that they were unfamiliar with certain aspects of recount text because the teacher was never excited about the recount text in the classroom. Both students point out that they familiar recount text in junior high school. However, P#1 said he had never heard about the recount text. Additionally, P#1 & P#2 imagine that they were not understand of recount text contained in English learning. These similarity conventions with P#3, P#4 & P#5. The extract of the interview is as follows.

P#3 : "I don't understand recount text sir"
P#4 : "I understand a little English, sir, but I don't understand recount text"
P# 5 : "I Don't understand, sir, I forget it, sir"

Both students said they could not understand recount text because English teachers rarely offered an understanding of English writing. Meanwhile, P#5 should have remembered the recount text. However, the responses of P#1, P#2, and P# 4 are different because P# 4 is the only one of the three who claims to have understood English, but the experience he had never heard of before. Two elements might impair their knowledge: lacked exercise and lacked student desire to be excited about the English learning process (Audina et al., 2021). Two students, P#3 and P#6, responded that they little understood English material. It highlights the value of the prior English learning stipulated that they lack language knowledge, which is reflective of their level of language proficiency in the learning process.

P#3: "I don't fully understand, sir, but I want to learn it"
P#5:"Understand a little sir"

However, four students were unanimous in their opinion that the English material, including recount text and grammatical concepts, are too challenging to learn. Besides, P#3 & P#4 said that English grammar and Indonesian are different contexts, and the English teacher did not provide a

way to write by following English rules. The extracts are as follows:

P#1: "I don't understand the English material so it's difficult for me to understand the material sir"
P#3: "I don't understand, sir, because the grammar of the material is different from "Indonesian, in English, there are times when it's a headache to use."
P#2: 'Not yet sir, I don't really understand the material"
P#4: "No, sir, because the teacher didn't teach how to write recount text

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2. First Language

The first language used became the best way to solve language problems in writing recount text. One reason the students with the first language applied can continue writing more fluently in the target language. In the following extract, P#5 draws that the first language role in the sentence can influence when writing recount text. Besides, they also believe that the target language transferred into their native tongue can be easy to understand the meaning of the language.

P#2: "Usually I write Indonesian first and then I translate it using a dictionary"
P#4: "Yes sir, I will use Indonesian first then I translate in English"

As illustrated, they must first write in Indonesian to begin writing in English. In other words, students can write directly in English by following the Indonesian format due to their lack of knowledge of English grammar. By doing so, the student's first language altered their understanding of the English patterns. Next, four of the students revealed that the Indonesian language structure still impacted them because they did not understand English structures and lack of vocabulary.

P#1:"Using my first language might be beneficial for me because I am not very good at writing written English"
P#5:"I rarely write in English, and I use Indonesian in my daily life. That's why my English sentence structure is a mess"
P# 6: "No sir, instead the teacher gave a choice whether to study in Indonesian or English"

The three students above said their first language could improve their second language. However, P#5 and #6 said learning a foreign language might be difficult for students because of the impact of the Indonesian language. P#1 agreed with #4 and #2. Those might be helpful resources for students with less ability to write recount text. In this sense, they say that the mother tongue significantly influences vocabulary limitations and English structures. Norwegian (2017) research found that 12 of the 12 students who participated in the interviews stated that the Indonesian language's structure influenced the target language.

P#2: "Mix, sir, if we don't understand, the teacher uses Indonesian"
P#4: "Yes, sir, because we don't understand if the teacher uses English"
P#5: "Yes, sir, often, especially when the English teacher is in class, I don't even understand what it means"

Besides, P#2 and #4 also mention how first language familiarity with the recount text influences English writing skills by using the Indonesian language, mainly when teachers provide writing assignments. Not only that, but they also agree that teachers should use their mother tongue to help students acquire new writing skills. However, P#5 argues that she was not interested in writing English because there are many grammatical rules to be applied in a sentence. Norrish (1983) said the correct theory could be used to find word errors before writing. It meant applied theory and practice could complement students' limited knowledge. First-language usage can be impacted by phonology, vocabulary, and grammatical limitations (Qomariana et al., 2019).

3. Translation

This session asked the students whether they use a translation dictionary when finding difficulties in writing recount text. The translation is listed as used by students to transfer their target language to English. The extract is as follows

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P#1 : "Yes sir, because you can understand the meaning"
P#4 : "Yes sir, I use the Indonesian - English - Indonesian dictionary"
P#5 : "I sometimes find it difficult to find words in English because my memorization is limited in terms of vocabulary and it's rather difficult if I don't use a dictionary"
P#6 : "Yes, sir, because I don't know much vocabulary"

Based on comments made by P#1, P#6, P#4, and P#5, it is essential to transfer a second language using a dictionary to have a better vocabulary in writing recount text and help them understand the target language. P#5 explains one of the reasons dictionary use is to present ideas, lack of vocabulary, and need to use grammar correctly. Besides,

they said recount text is challenged and should be repeatedly translated into the mother tongue.

> P#2: "I don't use a dictionary, I usually use vocabulary that I've often heard or read"
> P#3: "No sir, I use google translate so it's fast"

P#2 illustrates that using his own opinion, he would find it easier to understand English vocabulary use or grammatical terms if he applied the vocabulary without opening the dictionary. On the other hand, P#2 argues that learning by reading and listening can greatly increase vocabulary when writing recount text.

Intra-language errors

The fundamental aspects of English learning rules are the inaccurate application of rules, overgeneralization, and failure to learn situations in which rules were affected by intralingual errors. Intra-language errors potential causes of error when a student cannot develop language structure. Richards (1974) subdivided intra-language into four categories: overgeneralization, incomplete rule restrictions, ignorance of rule limit, and false concept hypothesis. Based on four subcategories, the researchers only focus on three items: overgeneralization, ignorance of rule restrictions, and ignorance of rule limits. The reasons for errors may be incompatible with what students have known or listened to in language learning. It would be different from existing structures in the target language based on the factuality they have been seen.

1. Overgeneralization of errors

In the following statements, five of the students' interview explained that overgeneralization was caused by not applying the irregular verb's incorrect past form. For instance, P#1 answers it is difficult to distinguish which verb should be set in the past tense form. However, P#3 and #4 revealed that they did not understand action verbs and simple past tense because it was hard to remember when following grammatical structures. Meanwhile, P#5 said she knew the language aspects of writing recount text, but the problem is using word choices such as auxiliary verbs, to-infinitives, and modals to a sentence.

> P#1: "No sir, because I know there is a subject and a verb and I like to write in English"
> P#3: "Yes sir, especially the inappropriate choice of words such as verbs
> P#4: "There is sir, namely the use of nouns and adjectives"
> P#5: "I know, sir, but I'm still confused about the placement of nouns and verbs"

P#5 says she still needed clarification about the noun or verb Indonesian grammar. In conclusion, P#3 noted complicated features of verb form used due to a lack of knowledge of verbs. One reason P#1 answered is that she understands grammar structure rules that must be followed when writing recount text and like writing. P#4 pint out that she can not use nouns and adjectives.

> P#2: "Yes sir, I'm still confused about connecting words when combined with past verbs such as and, but and for"
> P#6: "There are no difficulties sir, because I know a little about verb tenses and adverbs of place"

P#2 expressed that she still needs clarification about verb tense if combined with conjunctions words. It meant how she could connect past verbs with conjunctions in sentences like and, for, and but. In this sense, P#2 needs to gain knowledge of basic grammar rules and conjunctions to represent the ability to write sentences.

2. Ignorance of the rules restrictions erorrs

Based on the interview, some students' ignorance of the rules restrictions errors caused when they attempted to build up sentence rules and restrictions about the target language based on limited learning into language, they would miss the grammatical rules applied in writing recount text such as ed/irregular verb. For instance, P#2 said that she understood the verb to be used, but it is difficult to distinguish which kind of verb should be set in the past tense form

> P#2:"I know what the first and second verbs are but verbs the third form still do not understand"
> P#6: "I don't understand the third form of job placement because I've never heard of it"

Both two students said that they have been following and understanding the grammatical rules to avoid errors in using past verb forms. However, they are still confused about how to be set in the sentence. Other students P#4 revealed he faced difficulty with an irregular verb to enhance his skills in writing, such see, saw, and seen verb.

> P#4: "I often have trouble understanding words in the past tense, especially for irregular verbs like V2/V3"

P#4 explains that the particular situations in writing recount text were not used in the past form in generally. He was transferred into present forms. He clarified that their teachers do not use English spoken when language is presented. The most silent of these were teacher explained informal and nonformal words in the English learning process.

> P#1: "I don't understand the use of the simple present continue, and the future past"
> P#3: "All forms of past tense still don't understand, especially the difficult one is the perfect tense"
> Q#5:"What is difficult is the irregular verb forms such as the simple past tense"

Moreover, three of the students above depicted that when it comes to writing recount text, the students typically also have difficulty understanding many types form of the tenses. P#1 draws that the most of diffuculty types of English grammar tenses is presents continue tense and past future. She reasons because it was not easy way to understand and expressed in the writing situation.

P#1: "I don't understand the use of the simple present continue, and the past future"
P#2: "What I rarely learn is the perfect past tense, and continue past tense"
P#6: "Umm, use the simple futures, sir, because you don't know when to use it, so you don't know yet"
P#4: "For me maybe the simple past continues and the simple present continues tense"

Some of the English grammatical words can sometimes be difficult for students to understand when learning English material. It can be said that students need more ideas to learn when teaching English, especially writing skills. To summarize, most students in this interview study believed that English grammar such as present continue, past future, past perfect, past continuous and present tense would be erroring using their grammar development in English. However, in contrast to the others, P#6 thought that English grammar should mainly be used for this purpose. Nevertheless, she believed that saying some grammatical terms in the L1 would help her to understand these better in the target language.

P#4 says English grammatical such as simple past continuous and simple present continuous tense, was fully understood and learned. So she would understand these tenses better if written in Indonesia. Meanwhile, P#1, P#2, and P#6 when admitting that some grammatical terms need to be learned. In other words, it can enhance students' language development. Furthermore, P#3 & P#5 say that English grammatical such as past perfect tense and regular or irregular verbs, should mainly be in the English learning process because they are new to hearing and learning in English if the teacher has not lessoned the grammatical terms. Another reason why the students preferred to use the present tense was that grammar tense includes many difficult words and terms like regular and irregular. This is something that P#3 and P#5 express:

P#3:"One form of using time that is difficult for me is the past perfect tense"
P#5:"What is difficult is the irregular and regular forms of the verb"

P#3 says it is hardest to understand English grammar when the past perfect draws parallels to the sentence. Both students explain here that their English grammar use was not easier to use in English writing well.

In this sense, they believe that their English should use the L1 to improve their English language.

3. Incomplete application of rules 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 most students understand the language's elements. However, they cannot produce a complete sentence structure.

P#1:"The thing that makes it difficult for me to write is usage singular and plural"
P#2: "I still have difficulty in spelling the right words and verbs in a sentence"
P#4: "I'm not sure what I wrote is correct or not the structure and spelling"

In the table above, the researchers discovered that 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#1 struggled to articulate the meaning of singular and plural verbs used in a sentence. She applied a rule restriction is just partially of what we have known, such as noun + s.

4. Incomplete rules application

In this part, the research found that the students had previously acquired knowledge of the English grammar structure, but when constructing their sentences, some used improper grammatical structure errors. It meant that students had limited errors if they used language targets in inappropriate sentences. Students demonstrated they made incomplete application of errors in sentence structure in writing recount sentences. The interview reported that a substantial number of rule application error in their recount texts was using subject, noun, and punctuation. P#1, and P#5 in their opinions:

P#1: "I don't really know, sir, especially which subject and noun"
P#5: "I don't know, sir, that in writing recount text there are sentence structures such as commas and periods"

P#1 and P#5 say that they have not understood that with the usage of a comma after the adverb of time. P#5 claims she knows to put a comma after the adverb of time in the sentences but forgets to place that comma and period in the adverbial phrase in the beginning as an introduction of the sentences. However, P#1 pointed out that they struggle with subject and noun words to enhance the sentence in recounting text. Concerning this, P#3 and P#4 say that they have little understood of using subject, verb, object, adverb, adjective-noun, and conjunction;

P#2: "I know a little sir there are prepositions, adjectives"

P#3: "Yes sir, I know a little about subject, verb, object and adverb"

P#4:"Yes sir, there are verbs, adjectives, nouns and conjunctions, as I recall sir"

P#6: "Yes, sir, there are complementary and incomplete sentences, and the grammar must be correct as far as I know, sir."

In fact, all of them know about English structure sentence groups, but there are some rules to be settled, such as the form of the sentence, whether it is in the part of speech, active or passive form, and the tense of the sentence. Those examples described how the students' rules impact the errors of applied language structure and incomplete rule limits in sentences. In other words, the students could not conduct their writing errors if they required language structures corrections in the written recount text, such as part of speech.

CONCLUSION

Writing is the most complex and challenging subject. These are believed to occur because the students have trouble rephrasing statements and placing suitable words, especially when writing recount text. Although, as known, the recount has a social function of retelling events for informing or entertainment, this study tried approaching the EFL students to explore deeply about their distressing experience writing a recount text. In terms of causes of errors committed, the transcribed interview findings showed that most students used intra-language and interlanguage influences that caused writing errors. Furthermore, 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 errors in their recount writing. The first cause was transferring pupils' English grammar and language structure knowledge 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. However, intra-language also caused contributed to grammatical errors in terms of an overgeneralization, insufficient application of the rule, and ignorance of rule restriction. In other words, intra-languages and inter-language information were the primary cause of the grammatical errors. These happened when they learned about a new language in their minds, generating a new rule and the unknown context in English and limiting the target language practice. For this reason, it mandated that all teachers make corrections about grammatical errors made by students that need more practice and an explanation, as well as comments regarding whether students successfully learned English writing material.

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