AN ANALYSIS OF ENGLISH WRITING ERRORS IN EFL LEARNERS' RECOUNT TEXT

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Abstract:

This research discusses the analysis of students' errors in writing recount texts. This study aims to analyze the types of errors made by undergraduate students' writing scores at the English Language Teaching Department at one of the universities in Cirebon. This study focuses on writing errors taken from three categories of English proficiency levels (low, average, high). This study used the descriptive qualitative method. There were six participants. The data were taken from their recount text writing results. The results of this study show that there are four types of errors based on Surface Strategy Taxonomy by students: Omission, Addition, Misinformation, and Misordering. The result of the total number of student errors is 37 which contains 14 Omission (37.83%), three Addition (8.11%), 19 Misinformation (51.36%), and one Misordering (2.70%). The most errors were made by Misinformation, with 19 errors (51.36%). It can be concluded that the ability of undergraduate students at one university in Cirebon is still low in writing recount text.

Keywords: EFL learners, recount text, writing errors

INTRODUCTION

This present study attempts to analyze errors produced by EFL learners in their recount texts. This study reveals the quality of the student's writing. The ability to write for EFL learners is essential because they are required to organize a thesis at the end of their study. Soraya (2016) states that writing is one of the essential skills that students need to develop. In the academic field, writing ability is used to gauge the students' writing proficiency, for instance, in arranging academic essays and writing texts that are included in the writing course material. In business, writing skill is essential for business relations by sending formal email and business letters. Hussain, Hanif, Asif, and Rehman argued that "writing is the most intricate skill since it needs high concentration, awareness, and exercise in all its steps" Hence, according to Mustafa et al (2016) EFL learners are creating many types of errors in their writing as every genre of texts has their particular language features.

Based on the communicative effect taxonomy, most students made local errors. The errors made by the students happened because of their lack of knowledge of English grammar and the influence of their first language (Sari, 2014). According to Dulay in Jabal (2018), in the process of learning a language, an error is standard for learners, especially second language learners. Errors are students' imperfections in learning language, both spoken and written, as a part of conversation and composition so that deviations occur. Errors are classified into four categories. However, this research focused on an error in surface strategy taxonomy as follows: Omission, Addition, Misinformation, and Misordering.

Omission errors omit a particular item that must appear in a good sentence. Additional errors are the opposite of omissions. They are characterized by the existence of an item that must not appear in a good sentence. Misinformation errors are the wrong form of morpheme or structure used in a sentence. In misinformation, the learner's error supplies something, although incorrect. Misordering errors are the wrong placement of a morpheme or a group of morphomes in sentences unsuitable for the rule. Wahyuni (2014) stated that good writing skills are not naturally obtained. It is generally learned or culturally distributed as a set of practices in formal instructional settings. When learning something, an error is also part of it. Producing errors is normal in learning English. This research focuses on analyzing writing errors produced by EFL learners.

As stated Kharmilah & Narius (2019) error analysis is an activity to identify, classify and interpret or describe errors made by a person in speaking or writing and is performed to achieve general difficulties information faced by students. Writing skill is one of the productive skills that students must learn from the five skills of English. These include speaking, reading, listening, and writing skills. They must apply grammar correctly and adequately if they want to write, including writing recount texts. Writing is one of the best ways of training in English. If we are already accustomed to writing in English, it is likely to be readily understood by reading the Text in English. Because by writing, we also read it. This is quite effective because the author feels it himself. Basic Competence of Writing Skills there are five kinds to learn in Secondary School: Narrative Text, Recount Text, Procedure Text, Descriptive Text, and Report Text.

One of the texts that are close to the student's life is the recount text because it is a text that retells past events in which the place and occurred events flow smoothly based on the sequence of time it differs from narrative text, which the climax and the resolution of the problem must be created in the story Cholipah (2014). Different from the Recount Text, where students can explore what they like and what experiences are unforgettable. Writing is one of the language skills that EFL learners have to master. By mastering writing skills, students can deliver their thoughts, opinions, ideas, and feelings through writing a text. One of the materials for learning writing skills

is recount text. According to Coogan in Siswita & Hafizh (2014), recount text is written to retell events to either inform or entertain their audience or readers (or both). In writing recount text, students must understand the text's generic structure and language features.

According to Gerot and Wignel in Prasetyanti (2014)the generic structure of recount text is orientation, events, and reorientation. Roison et al in Harris et al (2014) state that "the organization of recount text is orientation and followed by a series of events, and sometimes it has evaluation or reorientation at the end of the text." A recount text is started with the background of the story, who is in the story, and where the story takes place when the story happened. In the middle of the text, some events are explained by the writer. The writer describes the story's conclusion at the end of the text. Furthermore, recount text has a social function too. The social function of recount text is to retell the writer's experience to inform and amuse. Besides the generic structure and social function, recount text also has language features. The text's language features are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. They are using action verbs (ate, walked, went). Focus on specific participants (I, my dog).

Focus on temporal sequence (on Tuesday, in the morning). They were using chronological connective (first, second, then). Using linking verbs (was, were). In order to arrange a good recount text, it is essential to understand all the things mentioned above. Because if there is an error from one of them, for instance in the generic structure or language features, it will affect the overall meaning of the recount text that has been arranged. This misinterpretation will also affect the reader's understanding of the recount text. Therefore, students must pay attention to those points in writing recount text to avoid misunderstandings, and students can also improve their writing skills.

Several studies of Writing Errors in Recount Texts have been carried out. The first is Sitorus & Sipayung (2018) research entitled "An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan". In this research, the data were analyzed by identifying the students' phrase errors by underlining each error from students' answer sheets, then classifying the error types based on five types of phrases. Based on the result of this research, there are 145 phrase errors made by the students X-A in writing recount text, the types of phrases that indicate a standard error is noun phrases.

Second, Andansari et al (2019) research entitled "The Students' Error Analysis of Writing in Recount Text for Millennial Students." This research uses the descriptive qualitative method and tests as an instrument. The test is a written test about an experience. Four kinds of errors are found: omission, addition, substitution, and permutation. The result of this research shows that the total number of students' errors is 248, consisting of omission 102 (41.10%), errors of addition 37 (14.90%), errors of substitution 77 (31.00%), and errors of permutation 32 (13.00%). The dominant error made by the students is an omission, while the lowest is a permutation.

Third, research Indah et al (2019) entitled "Error Analysis of Students' Recount Text Writing – Junior High School Student." This research uses the purposive sampling technique, the sample is taken from 5 students' text of third grade Junior High School Students in SMPN 1 Maospati. The study aims to examine errors commonly found in students' text writing. The analysis revealed that Junior High School students writing difficulties are common in the grammatical prerequisites, lexical semantic property, and often interlanguage interference in translation from the first language structure.

Fourth, research by Hutauruk et al (2022) entitled "Error Analysis of The Students in Writing a Recount Text (A Case Study at Grade III in English Department Universitas HKBP Nommensen)." In this research, qualitative research design. There were 31 students from the

English department of Universitas HKBP Nommensen (UHN). The data were taken from their writing of recount texts. The study results showed that there are five types of errors made by the students, namely omission errors, addition errors, misformation errors, and misorder errors. In the students' writing, there were 13 omission errors (6.5%), 12 addition errors (6%), 158 misformation errors (79%), and 17 misorder errors (8.5%). Therefore, the most dominant type of error made by the third-grade students in the English department of UHN in writing recount text is a misformation error, with the total number of errors being 158 (79%).

And the last research by Istifidah (2020) was entitled "Grammatical error analysis of EFL Learners in Recount Text by Tenth Grade of MA Al Qodiri." In this research, using compiling the data, the researcher employed document analysis. The researcher analyzed the grammatical errors made by tenth-grade students using the surface strategy taxonomy proposed by Dulay. et al. In determining the cause of the error, the researcher used the intralingual theory introduced by Richards. Meanwhile, in analyzing the data, the researcher adopted the steps by Ellis. Also, this research employed investigator triangulation to test the validity of data. And the result of the study includes four types of errors found in students' worksheets. Those are omission, addition, misinformation, and misordering. The typical error that students made was the omission of error. It emerged ninety-eight (98) times out of two hundred and six (206) errors. The most frequent error made by students was the omission of morphemes, which transpired forty (40) times.

In the previous studies mentioned, the focus was on discussing the types of writing errors made by students across different levels of English proficiency. However, those studies did not classify the errors based on specific proficiency levels. They provided an overall understanding of the writing errors without distinguishing between low, average, and high English proficiency levels. The present study, on the other hand, aims to address this limitation by focusing on writing errors made by English as a Foreign Language (EFL) learners from three distinct categories of English proficiency levels: low, average, and high. By considering these specific proficiency levels, the study aims to provide more targeted insights and analysis of the writing errors made by learners at different proficiency stages. Essentially, the position of the current research is to expand on the previous studies by offering a more detailed examination of writing errors, taking into account the specific proficiency levels of the EFL learners. It seeks to fill the gap in the existing literature by providing a deeper understanding of the writing errors made by students at different English proficiency levels.

METHODOLOGY

This study uses a descriptive qualitative method on discourse study. Williyan & Sutopo (2019) states that is because this study aims to analyze written documents. The researchers use this method to explain the analysis of several students' writing errors based on the Surface Strategy Taxonomy proposed by Dulay et al (1982). The researchers use this method since the data analysis is taken from the participants' original work (Fraenkel et al., 2012). Qualitative descriptive is a widely cited research tradition that has been identified as important and appropriate for research questions that focus on discovering the who, what, and where of events or experiences and gaining insight from informants about poorly understood phenomena. It is also the label of choice when a direct description of a phenomenon is desired or information is sought to develop and refine a questionnaire or intervention Neergaard et al (2009).

This research requires identifying the undergraduate student's writing scores of the English Language Teaching Department at one of the universities in Cirebon, which consists of two students with an A score and two with a B score, and two students with a C score. Researchers use

three ways: First, researchers look for student data needed according to qualifications. Second, researchers collect results from student data from assignments or exercises given by lecturers. Third, analyze the data that has been received and categorize them into four categories of error in surface strategy taxonomy as follows: Omission, Addition, Misinformation, and Misordering.

FINDINGS AND DISCUSSION

Results

This study intends to analyze writing errors performed by EFL learners in their recount texts. The student's writing skill quality will be exposed in this present study. Writing is one of the necessary skills that is required to be expanded by students. For EFL learners, the competence to write is important, especially in academic writing. In school, students are taught how to write properly and eventually they are expected to be able to apply their writing ability in composing academic essays and writing various texts that are contained in the writing course. Additionally, at the end of their study, students are obligated to arrange a thesis which requires adequate writing skills. Writing skill is also useful in the business field, such as for establishing business relations by sending formal email and business letters.

The participants of this present study are six undergraduate students at one university in Cirebon. The categories are divided into three, which consist of high, average, and low English proficiency levels. In this case, students from all categories are requested to write a recount text for their writing assignment. The researchers will analyze and try to discover errors in their work. The result of the analysis is going to be discussed in this section.

There are four types of errors calculated based on the Surface Error Analysis of the Students in Writing a Recount Text Strategy Taxonomy: the percentage of omission, percentage of addition, percentage of misformation, and percentage of misordering. The researchers calculated the percentage of students' errors based on the Surface Strategy Taxonomy. Data that has been obtained from the undergraduate students' writing recount text. There were six data that the researchers collected. Below is the table of students' errors in writing recount text:

Table 1. Undergraduate Students' Error in Writing Recount Text of English Language Teaching Department at One of the Universities in Cirebon

Type of Error	Number of Errors	Percentage of Occurrence
Omission	14	37.83%
Addition	3	8.11%
Misinformation	19	51.36%
Misordering	1	2.70%
Total Errors	37	100%

After researchers categorized and analyzed the percentage of types of errors contained in students' recount text writing, researchers discussed the research findings in more detail below:

1) **Omission**

Omission is an error characterized by the absence of an item that should be in a good and correct utterance. In students' recount text, the researchers found 14 omissions (37.83%) of errors. Most students omitted some grammatical items, such as how

morphemes are used to define singular and plural, and in using the article (a/an/the). Dulay et al (1982) stated that omission is recognized by the missing morphemes in the sentences. In this case, the learners may omit certain linguistic structures because their production is complicated.

2) *Addition*

This addition error is characterized by the presence of an item or element that should not appear in a good and correct sentence. Based on Dulay et al defines addition as the occurrence of an item, which should not appear in a properly formed utterance. This implies that students not only tend to eliminate superfluous elements but also add superfluous elements. From the result of students' recount text, the errors of addition are three addition (8.11%). There are several types of addition errors discovered by researchers. Most students are confused about using the preposition.

3) *Misinformation*

Misformation is the use of incorrect morpheme forms or structures Dulay et al (1982). The researchers' results showed that misformation errors committed by students in writing recount texts were found in 19 items or 51.36%. This error is the largest of the other errors. Most of the students encountered difficulties in changing the form of verbs because there is no changing the form of words related to the tenses in the Indonesian language. However, in writing assignments, students are required to change verb form. As a consequence, students often use verb 1 to represent past events in writing recount texts.

4) *Misordering*

The last type of error encountered in this study is misordering. This is indicated by the wrong placement of morphemes in an utterance Dulay et al (1982) From the result of the study, the misordering error made by students in writing recount text was found only one item or 2.70%. In addition, students are confused about putting morphemes in an utterance. It means that the students still lack in terms of knowledge about the rules of tenses.

The percentage of errors made by students furthermore describes in the table below:

Table 2. Students with High Proficiency Level

STUDENT I		
Type of Error	**Number of Errors**	**Percentage of Occurrence**
Omission	1	50%
Addition	0	0%
Misinformation	1	50%
Misordering	0	0%
Total	2	100%

In this table, the first high-level student has two types of writing errors with a total of two errors. The first one is *Omission* with one (50%). This error is marked by the absence of an item that is necessary for a good and correct sentence where the student omits an element of the sentence that should be present to make the sentence grammatically correct. Below is one example of omission made by the first high-level student.

I hope my story worthful for all of reader.
It should be, *I hope my story is worthful for all of the readers*.

There are several aspects that are seen, namely the omission of the *s/es* suffix, the omission of *to be* in a sentence that is supposed to use *to be*, and the omission of the *a/an* article for nouns. The sentence above is a plural form, missing the *to-be* and the *article*. Sometimes the article (*the)* is called a definite article, which means it aids the listener in recognizing that the speaker is discussing certain things or which ones (Celentano, 2020).

The second error in this table is *Misinformation* with one (50%). This error means forming a phrase or sentence that is not in accordance with the rules of the language. As a result, the construction of the phrase or sentence becomes wrong (deviation) from the rules of the language. Based on the data obtained, it was found that students' writing errors that most often appear in their writing are formation errors (misinformation) related to one of the errors in the use of verbs as in the errors in this table.

> For instance, *fork mtb bicycle and sell at a price of 300,000*.
> It was supposed to be, ***fork mtb bicycle and sold at a price of 300,000***.

The sentence above is supposed to use the second form of the verb, the word ***sell*** should be written as ***sold.*** The error was made because the student failed to reform the verb *sell* into *sold*. According to Pinker in Seidenberg & Plaut (2014), stated phenomena such as verb tenses and numerals on nouns have been regarded as simple and definitive demonstrations that grammatical rules are a necessary component of linguistic knowledge.

Table 3. Students with High Proficiency Level

STUDENT II		
Type Of Error	**Number of Errors**	**Percentage of Occurrence**
Omission	0	0%
Addition	1	50%
Misinformation	1	50%
Misordering	0	0%
Total	2	100%

This table shows the writing errors in the recount text made by the second student with a high English proficiency level in their recount text. There is *addition* with one (50%) and *misinformation* with one (50%) and with a total of two errors. The first one, Omission is an error indicated by the nonappearance of an element that should exist in the right sentence.

> For example, ***Before starting work***.
> It should be, ***Before starting to work.***

It can be seen that this sentence is improper because there is one item that is missing. To make this sentence more effective, it is better to add the word *to. To* is used to assist in expressing the transfer and exchange of a particular thing from a person or place (Celentano, 2020).

The second error shown in this table is *misinformation*. Misinformation errors can be found in a sentence formed with incorrect rules of the language. As a consequence, the composition of

the sentence is not in line with the regulation of the language. Misinformation made by this student was found in one sentence.

For instance, ***I began to open my employed***.
Thus, the correct sentence would be, ***I began to open my employment.***

The word *employed* in the sentence is an adjective. Instead of using an adjective, students must use a noun to form a good sentence. Irregular forms exist beyond this core linguistic knowledge system and are learned and produced by other techniques such as memorization and association (Seidenberg & Plaut, 2014).

Table 4. Students with Average Proficiency Level

STUDENT III		
Type of Error	**Number of Errors**	**Percentage of Occurrence**
Omission	2	20%
Addition	1	10%
Misinformation	6	60%
Misordering	1	10%
Total	10	100%

The writing errors in recount text made by the first student with an average English proficiency level are shown in this table. The errors produced are omission of two (20%), addition of one (10%), misinformation of six (60%), misordering of one (10%), and a total of 10 errors. This student made all types of errors. The first error is *omission*. The error marked by the missing item that should be present in an appropriate sentence is called omission.

For example, ***and the salary we receive is daily salary***.
The proper sentence would be ***and the salary we receive is the daily salary***.

This sentence is considered an omission because there is one element that is missing, which is the article *(the)*. To arrange a good sentence, students should add *(the)* as an article to the sentence. Use *(the)* when the noun in the sentence is known to be the only one of its kind (Celentano, 2020).

The second error done by this student is *addition*. The addition is distinguished by the existence of an item that should not exist in a proper sentence. Addition errors are the reverse of omission errors. These errors are identified by the presence of items that should not occur in the utterance.

For instance, ***before enrolling in college***.
The right sentence should be ***before enrolling college.***

This sentence contains one item that should not exist, which is the preposition *in*. In order to compose a good sentence, it is not necessary for students to put the preposition *in*. It will make the sentence redundant. Overall, the elimination of redundancy ensures fast and easy implementation of identified events (Günnemann & Pfeffer, 2015).

The third is *misinformation*. Misinformation occurs when the writer is using a false sentence structure that is not based on the language rules. Misformation errors are characterized by the use of incorrect morphemes and structures where the learners use one grammatical form in place of another. On this occasion, the learner provided a sentence that was grammatically incorrect in English.

For example, ***sometimes in Saturday we work overtime.***
Thus, the correct sentence would be ***sometimes on Saturday we worked overtime.***

It can be seen that there are two pieces of misinformation in one sentence. First, inaccurate usage of a preposition. Based on the sentence, the writer used the preposition **in**. To create the right sentence, the writer should use the preposition **on**. Second, the wrong form of the verb. Since it is a recount text, a student must use verb two in writing the text. Instead of choosing the word **work**, the writer should use the past form of this word, which is **worked**. Apply (*on)* to the name of the day, such as Monday or Tuesday and use *(on)* in expressions such as on time; on time means at the right time or the appointed time (Celentano, 2020).

The last error found in this student's writing is *misordering*. The wrong placement of morphemes in a sentence is called misordering. It's identified by the incorrect structural form of the words in an utterance. From all the students' writing, there is only one misordering that is found.

For example, ***every day we have to reach the specified target.***
The right sentence should be ***we have to reach the specified target every day.***

The placement of the word ***every day*** is incorrect. An adverb of time that expresses when and duration is supposed to be located at the end of the sentence. According to Larsson et al (2020), adverb placement seems to be a relatively straightforward topic as the categorization is based on a well-defined framework.

Table 5. Students with Average Proficiency Level

STUDENT IV		
Type Of Error	**Number of Errors**	**Percentage of Occurrence**
Omission	2	33,3%
Addition	0	0%
Misinformation	4	66,7%
Misordering	0	0%
Total	6	100 %

In this table, there are two errors by average proficiency level students. The errors made in the recount text are Omission for two (33.3%) and Misinformation for four (66.7%) and with a total of six errors. The first error is Omission.

For example, ***I worked as admin at footwear company in Brebes.***
It should be, ***I worked as an admin at a footwear company in Brebes.***

That sentence is faulty because it omits the article *(a/ an/ the)* which belongs there. Articles are words used to restrict the meaning of a noun. These three words actually have no specific word meaning. However, articles have a particular function in completing a phrase or clause, which specifically relates to the noun within it. The omission of a necessary element in a sentence will make the sentence incorrect. When the noun that follows begins with a consonant sound, use *a*. However, when the noun that follows begins with a vowel sound, use *an* (Celentano, 2020).

The second, characteristics of *misinformation* error are the presence of an incorrect form in both morphological and structural aspects. In this type, learners use features that should be there but are wrong, as can be seen from the sentence below.

For example: ***I worked after I graduate***.
Hence, the correct sentence should be ***I worked after I graduated***

In contrast to the omission type where the learner does not use the element that should be there*.* That sentence is supposed to use the second form of the verb, the word ***graduate*** should be written as ***graduated.*** In recount texts, the stories are filled with simple past tense to indicate activities in the past. The sentence pattern in the simple past tense uses the second verb form. The second form of the word *graduate* is *graduated.* Hutauruk et al (2022), stated some students were confused in placing morphemes in an utterance. This suggests that students still lack insight into the rules of tenses, especially the use of past tense verbs.

Table 6. Students with Low Proficiency Level

STUDENT V		
Type of Error	**Number of Errors**	**Percentage of Occurrence**
Omission	3	50%
Addition	0	0%
Misinformation	3	50%
Misordering	0	0%
Total	6	100%

In table six, there are two errors made by low proficiency level students. The errors made in the recount text are Omission with three (50%) and Misinformation with three (50%) and with a total of six errors. The first error is Omission. The errors that appear in students' writing are also because they omit one of the parts or elements in a sentence so the sentence they produce become wrong.

For example, ***Never be a food wrapper employee***.
The right sentence should be, ***Never be a food wrapper employee.***

This sentence omits article *(a)* in front of the word *food*. Because articles are words that are used to restrict the meaning of a noun. Articles have a special function in completing a phrase or clause, specifically related to the noun. Occasionally the article *a* (also called the indefinite article) helps the hearer perceive that the speaker is talking about a general topic (Celentano, 2020)**.**

Then the second error from the table above is misinformation. This form error is indicated by the use of the wrong morpheme or structure. There are various examples of this type of error,

one of which is the misspelling error in this student's recount text data that the researcher has analyzed. One example of misinformation error is,

*After that I also became a teacher again at Madrasah Diniyah and **privat** tutor. I have also been teacher at Raudhatul athfal but only **intership** for 3 months.*

This sentence consists of misspellings which means the act or an instance of spelling incorrectly. For instance, the word ***privat*** and ***intership*** should be written as ***private*** and ***internship***. In English usage, if one letter is incorrect, the meaning is also false or meaningless. Therefore, try not to make typos in writing words or what is called misspellings. Generally, misspellings can be caused by many things, including device errors and auto-spell apps with foreign languages. The wrong word selection usually occurs in the selection of phonemes, morphemes, structure, or vocabulary items. It happens when one word is substituted with another similar word (Dulay et al., 1982).

It should be, ***After that I also became a teacher again at Madrasah Diniyah and a private tutor., I have also been a teacher at Raudhatul athfal but only internship for 3 months***.

Table 7. Students with Low Proficiency Level

STUDENT VI		
Type of Error	**Number of Errors**	**Percentage of Occurrence**
Omission	5	45,45%
Addition	2	18,18%
Misinformation	4	36,37%
Misordering	0	0%
Total	11	100%

In the seventh table, precisely in this last table, there are three errors by low proficiency level students. The errors made in the recount text are Omission of five (45.45%), Addition of two (18.18%) and Misinformation of four (36.37%) and with a total of 11 errors. The first error is Omission.

For example, ***I'm looking for new job.***
The proper sentence should be, ***I'm looking for a new job.***

There is a morpheme missing which should be there to make the clause more effective. As described in the previous table above, the errors included in this type are errors of omission of morphological aspects that should be present. Again, an example of this error is the article of speech that the students omitted. Errors classified as 'omissions' are sentences that contain no elements that should be present in the sentence (Dulay et al., 1982).

In addition to omissions, adding one element that is not needed in a sentence will also make the sentence incorrect. Any unnecessary morphemes that appear in the utterance are then classified into addition errors.

For example, ***In over there I get a very much new experiment.***
It should be simplified such as ***Over there I get a very new experiment.***

That sentence is redundant so it is ineffective. According to Günnemann & Pfeffer (2015), redundancy removal provides a quick and simple interpretation of the events detected. However, since it is justified by omitting unnecessary words *(in)* that have been placed, that sentence becomes more concise and less wordy and more effective. Use over when talking about something that takes more than a certain amount of time (Celentano, 2020).

Moreover, misinformation errors are evident in the structure of the words used. The next error is form alternation, as learners' vocabulary and grammar grow, the use of archaic forms often gives way to the seemingly quite free alternation of various class members with each other (Hutauruk et al., 2022). Misinformation error also consists of misspelling and vocabulary choice error.

For instance, ***In a restorant but I just stay for only two mounts***.
It should be, ***In a restaurant but I just stay for only two months***.

In the context of this sentence, the writer should choose the word ***month*** instead of ***mount*** and the word ***restorant*** should be written as *a restaurant*. Again, it is essential that the English writing is correct, if one letter of a word is incorrect, the meaning will be different or even meaningful. According to Dulay et al (1982)**,** incorrect word choice usually occurs in the selection of phonemes, morphemes, structures, or vocabulary. This happens when one word is replaced with another similar word.

Discussion

The results showed that in writing recount texts, the students faced some struggles which made them make some errors in their writing. Hence, it is essential for lecturers to provide feedback and adequate guidance and use various teaching methods as well as learning media that can encourage and help students to develop their writing skills. According to Warburton (2007), a lot of students take more attention to the score that they get rather than the feedback teachers offer them. Thus, both teachers and students are expected to increase their motivation in the teaching and learning process. Mermelstein (2015), argues that the matter of encouraging professional and effective writing is essential to many EFL teachers Teachers are supposed that they can have better proficiency to export their ideas in the form of writing by using the proper language. Making errors in writing is inevitable, especially for EFL learners. However, it can be minimized if students have the willingness to improve their writing skills. In general, the errors that occur are due to the fact that English is not the student's first language, their first language is Indonesian or Indonesian or their local language.

There are many ways to improve writing ability, for instance, reading, taking notes, and daily practice. By reading a lot of English text, especially recount text, students will be more familiar with the structure of recount text. After familiarizing the structure, students can implement their comprehension of writing recount text by practicing writing every day. Occasionally, students feel bored with the learning model or learning approach that is generally applied by teachers at school. Therefore, the school is expected to evaluate their teachers to be able to explore and apply more interesting learning activities in teaching English, especially in writing recount text. This has an impact on their motivation to learn, and also affects the learning outcomes achieved. The researchers provide some more detailed tips on how to improve writing skills in English.

The first is to read English texts every day. By reading English texts, our English vocabulary will also increase eventually. Fareed et al (2016) suggests reading as a way to improve writing and as well as to enrich students' vocabulary. In addition, we can read the writing of native English speakers. If one wants to improve our writing skills, researchers recommend reading English writings as often as possible. In case it is possible, do it every day. It is not difficult to get the texts. Since technology nowadays is growing rapidly, we can read articles in national English newspapers on the internet or social media. It may feel boring at first because there may be some words that we do not understand the meaning of. However, with frequent reading, we will eventually get used to it.

Second, look up the meaning and note down the English words that are not understood. This tip is still continuous with the first tip. If we do not understand some words in the English text, it can be overcome by looking for the meaning and noting the English words that are not clear. It can be done word by word using a dictionary or an online/offline application-based dictionary. For sentences, we can use a machine translator or many other websites that can be used to translate. In order to make it more organized and easy to understand, group the words according to the type of word used. Whether they are verbs, adjectives, or adverbs. Some EFL learners still can not differentiate them. Classifying them will help us better in understanding English words to use them appropriately. Writing down notes about difficult words or phrases and their meaning can help us memorize them. Kaur & Singh (2015), believes that writing skill fully involves an adequate amount of reading and reading also requires writing.

Furthermore, the most important part is to practice writing in English as often as possible. We can start by practicing writing down the events or activities of the day in English. We can write it down in a pocketbook or text application on the gadget we currently have. Perhaps for the beginning, it does not have to be too long, 50 words are enough a day, as long as we do it intensely. For example, on that day, we start waking up, exercising, going to school or college, and telling as much as possible. Next, turn the story into English. Do not be afraid of mistakes because no one is good without mistakes. Making mistakes is part of the learning process. After we master writing simple text, we shall continue to the next level, which is academic writing. Iftanti (2016), says that writing journal article is beneficial to improve writing skills. Remember that the more we write, the better our understanding of English, especially in writing skills.

The key to some of the tips that researchers provide is to always be consistent in writing English if we want to improve our writing skills and emphasize that writing activities are pleasant. We can write anything such as activities carried out in a day and others where we can express it in the form of writing. Most importantly, establishing the conviction that writing is no longer an intimidating and frustrating activity by developing a proper comprehension of writing skills is very essential for EFL learners (Iftanti, 2016). Overall, participants should keep practicing according to the tips given above. For low, average, or even high-level proficiency. Although at high-level proficiency the errors made are not as many as at average or low levels, they should always learn and practice to improve their writing skills, especially on recount texts.

CONCLUSION

From the findings and discussion as well as all the existing data about the errors of undergraduate students in writing recount texts, it may be concluded that the student's proficiency in writing recount texts is low. After calculating the percentage, it was found that among undergraduate students, most errors that occurred when writing recount text were misinformation errors about 51.36%. Then the second highest was error omission, with a percentage of 37.83%, followed by an error addition 8.11% and error misordering of 2.70%. This proves that many

undergraduate students still need to learn what misinformation is, so most make mistakes when writing recount text on the type of misinformation error.

Related to the findings of the research. The researchers suggest that tutors provide more attention to learners. This implies that they should help the learners solve their problems more to minimize or reduce errors in writing recount texts. They need to teach the material clearly, especially about the usage of simple past tense in writing recount texts. They also should prompt students to memorize regular and irregular verb tenses, prepositions and also be reminded of good and correct grammatical usage.

In addition, teachers must try to find better methods to teach students, especially in teaching writing recount texts. Williyan & Putra Darma (2022) states teachers must continue to learn in order to teach effectively, as each lesson will become very complicated if the teacher is unable to play the right role in the classroom. It is recommended for students pay more attention to the teaching and learning process, to improve their understanding and mastery of tenses, especially the simple past tense. Students should also be more motivated in learning English, especially in writing recount texts by doing more exercises. According to Williyan (2020), exercises are helpful to gauge how comprehensively students have understood the topics. Writing skill is very important for EFL learners since they are required to write a thesis at the end of their studies. With all the limitations of this study, the researchers hope that further research can investigate more detailed or comprehensive problems related to student errors in writing different text genres.

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