CHAPTER II

REVIEW OF THE LITERATURE

This chapter discusses several theories related to several issues of the study. The researcher divides this chapter into two major sections. They are theoretical description and theoretical framework. The first part explains some theories related to the study and the second part explains the framework of the study to answer the research question.

2.1 Theoretical Framework

2.1.1 EFL Students' Writing

Writing is a process of transferring ideas into written form that is understandable. Brown (2000) stated that writing is a process of thinking. This idea is supported by Nunan who also explains that writing is the process of thinking to invent ideas, thinking about how to express ideas in good writing, and arranging the ideas into statements and paragraphs.

Moreover, writing for EFL students is a challenging task that required both effort and skill. During the learning process, English as a foreign language and English as a second language (EFL/ESL) learners face many obstacles, such as learning how to do common writing. EFL learners were stereotyped as having inadequate writing skills. In another article, the concept of writing common aims at making "the writing systematic and is concerned about how to be correct in punctuation and spelling" (Cornnell, 1980).

Trough out that according to Rass (2015), writing is a challenging skill for both native and nonnative speakers due to the need to address multiple aspects of

their writing. These aspects include content, organization, purpose, audience, vocabulary, and mechanics, which encompass proper punctuation, spelling, and capitalization. Achieving a balance among these various elements is crucial for effective writing, regardless of whether the writer is a native or nonnative speaker. In addition, According to Alsamadani (2010), writing in a second language poses even greater demands as it is a complex, challenging, and difficult process. Writers are expected to produce writing samples that are not only syntactically accurate but also semantically acceptable and culturally appropriate. This highlights the additional layers of complexity involved in second language writing, as writers must navigate linguistic accuracy, meaning, and cultural context to effectively communicate their ideas in writing.

Additionally, Kereni (2004) contends that a notable obstacle encountered when writing in a second or supplementary language is the prevalent notion that it necessitates a certain degree of expertise in writing in the primary language. There exists a prevailing perception that once individuals possess the ability to construct coherent sentences and paragraphs in their native language, they will effortlessly apply these aptitudes to other languages. Nonetheless, it is crucial to acknowledge that the transfer of these skills might solely occur provided that a particular level of proficiency in the primary language has been attained. In other words, a solid foundation in writing in the first language can facilitate the development of writing skills in subsequent languages. In the future, it will give rise to writing anxiety among students.

2.1.2 Writing Anxiety

The term "foreign language anxiety" (FLA) refers to the feeling of tension and apprehension experienced in second language contexts, such as speaking, listening, and learning as explained by MacIntyre and Gardner (1994). FLA has been identified as a significant factor that hinders foreign language acquisition, as highlighted by Chastain (1975) this factor has garnered attention from practitioners and educators due to its ability to create barriers in the language learning process. FLA commonly occurs in learning environments, leading to negative emotions like fear, stress, and low confidence among learners (Horwitz, E, 2001). Consequently, these negative feelings can result in poor performance and hinder learning progress. The presence of FLA introduces barriers that adversely affect learners' achievements and proficiency Dordinejad and Ahmadabad (2014), preventing both learners and instructors from reaching their goals. In the specific context of writing, FLA can contribute to poor writing quality characterized by a lack of unity and cohesion. Mastering writing skills requires significant effort and practice, which can lead to writing anxiety in learners.

The term anxiety is defined as a learner's experience of feelings of uneasiness, worries, and physiological responses while performing a task for a specific language skill such as speaking, reading, or writing (Gardner & MacIntyre, 1993). In terms of anxiety in writing, Erkan and Saban (2011) have defined it as "the tendency of a person to avoid the process of writing-particularly when it is to be evaluated in some way" (p. 181). However, writing anxiety is defined in this study as a situational aspect, which refers to the feelings of worry

accompanied by reactions such as excessive sweating, the pounding of the heart, and negative expectations as well as maladaptive behaviors of a learner's experience while performing a particular writing task at a given time and place. The maladaptive behaviors are described as a lack of confidence whereby individuals interpret the errors they make as an indication of inability and feeling of anxiety that could lead them to withdraw effort and avoid challenges, which eventually undermine the quality of the learning process.

According to Aloairdhi (2019), writing anxiety is a kind of fear of making mistakes that intensifies anxiety levels in writing tasks. Blasco (2016) asserts that there is a significant correlation between writing anxiety and metacognitive skills, emphasizing the need for learners to address this anxiety for effective writing assignments. Barzani and college (2022) propose the use of authentic materials in the classroom as a strategy to overcome these anxieties. Additionally, Meena (2020) recommends implementing cooperative learning approaches to help alleviate writing anxieties.

In Siddiqui's (2020) study, it was discovered that the misuse of transition words is one of the factors that adversely affect the clarity and organization of a paragraph. Siddiqui argued that if learners fail to provide a clear opening, they struggle to present coherent supporting details. Instead, they tend to write excessively without properly establishing the main idea of the paragraph. This tendency is often evidenced by the overuse of transition words such as "and," "also," "so," and "then," as well as the inclusion of long sentences. Additionally, the absence of transitions or the limited use of transition words in a paragraph

reflects the students' lack of skill in constructing and writing well-unified and organized paragraphs.

2.1.3 Recount Writing

Determining the type of writing you will need to do will help you determine your topic or subject, purpose (why you are writing), style (how you should write), and your attitude toward your subject supportive, objective, etc. In this paper, the object study asked to write simple recount text.

Anderson (1997) stated that a recount text is a piece of text which retells past events orderly and has a purpose to describe what has already happened. Similarly, Gerot and Wignel (1994) stated that recounting is retelling past events for informing or entertaining about what and when it happened. Based on these theories, recounts are generally based on the direct experience of the authored may also be imaginative or outside the author's experience that happen in the past.

The students of this paper that become the study object have to know the generic structure and language features of that text. According to Gerot (1994) that the generic structure of recount text is orientation, events, and re-orientation. Moreover, Roison and colleges (2004) state that "the organization of recount text is orientation and followed by series of events, and sometimes it has evaluation or reorientation at the end of the text". Generally, recount texts begin with an orientation to introduce and give the background information that is needed to guide readers' understanding of the next part of the story.

Besides generic structure, students must aware of the language feature of recount text. Then, Gerot (1994) argues "language features of recount text are focus on the specific participant, use of material processes (action verb),

circumstances place, and time, use the past tense, and focus on temporal sequence". That material must be considerate in recount writing to construct a unified appropriate paragraph.

A recount text typically consists of three main parts. The orientation serves as the introduction to the story, providing information about the who, where, when, and what of the events. The record of events presents the events in chronological order, providing a detailed account of what occurred. Finally, the re-orientation concludes the story, offering a conclusion and an opinion regarding the events.

Since recount texts retell past events, they primarily utilize the simple past tense to deliver the narrative. Adverbs and adverbial phrases of time, such as "last year," "two weeks ago," and "on the first day," are commonly employed to provide temporal context. Furthermore, conjunctions and time connectives, such as "before," "then," "after that," and "and," are used to maintain the chronological flow of events. These characteristics of a recount text are important for students to understand when composing their texts. By grasping the structure and language features of recount texts, students can effectively convey past events and create coherent and engaging written passages.

2.1.4 Common Error in L2 Writing

Some educators and researchers agree that errors occur naturally in the process of language learning see Edge (1989) and Hendrickson (1978). Learners' errors especially the ones committed in writing it is still a compound stereotype. The first group of thinkers believes that the learners' errors notify the insufficiency prevailing in teaching. In contrast, another group of educators sees

errors resulting from the imperfect world we live in. According to Corder (1967), errors are systematic, consistent, and deviant characteristics of learners' linguistic systems at a certain phase of development. In addition, Dulay et.al (1989) define an error as: "the flawed side of the learner's speech or writing. They are those parts of conversation or composition that deviate from the selected norm of mature language performance.

In writing skills, some common errors must be concerned with how to be correct punctuation and spelling. Writing is one of the parts of language skills besides listening, speaking, and reading. Writing is more difficult rather than other language skills because it needs good knowledge and hard thinking when they produce words, sentences, and paragraphs with good grammatical.

L2 writing is in great need of more studies to fill the gap in the existing literature regarding specific populations or issues that receive little attention, refute some myths and assumptions, strengthen exiting theories, or provide more clarifications and evidence for L2 writing issues. Therefore, many studies have been conducted recently to investigate the main issues concerning the process of L2 composition. One of the most important topics to be discussed in this discipline is L2 students' writing errors. Analyzing and correcting L2 writing errors are two important areas in the L2 writing pedagogy. It means the feedback generally some teachers have talked to their students' errors, and on the other hand, it refers to giving feedback and correction suggested by the teachers on learners' errors.

Lee's theory (2004) identifies the latter as a specific type of error feedback strategy. Such distinction is portrayed in this article since it concerns the error

corrections provided by the teachers for the learners. In other words, it can be referred to as the overt correction of learners' errors.

In detail, a study carried out by Hedgcock & Lefkowitz (1994) shows that foreign language learners opt for the grammatical correction given by the teachers. Moreover, studies by Cohen and Cavalcanti (1990) and Ferris, (2000), also show that learners prefer their errors to be corrected by the teachers. There is a diversity prevailing in learners' preferences for error correction. Some learners tend to be corrected by themselves while others prefer it to be done by peers or teachers. Below are the types of error corrections delineated by Ommaggio (1986).

In the process of error correction, there are the types of error corrections delineated by Ommaggio (1986). The first approach is peer correction, where teachers encourage students to review and check each other's scripts. This involves students taking turns to provide feedback on the scripts they have examined, allowing for a collaborative learning environment. The second approach is self-correction, which empowers students to take responsibility for identifying and rectifying their errors. This approach promotes independent learning and encourages students to reflect on their writing skills. Lastly, there is teacher correction, where educators provide learners with the correct answers and guide them toward understanding the mistakes made in their scripts. This approach ensures that students receive accurate information and guidance from their teachers, helping them improve their writing abilities. By employing a combination of these correction methods, teachers can foster a comprehensive and effective learning experience for their students.

In this paper, the research only focuses on the analysis of the error using teacher correction. The research believes that it is the appropriate method to use in this paper remembering the research time is limited. Eventoug, though there is several writing drafts that use to be analysis to not reduce the analysis result validity.

In their publication, Rather and Langnan (2006) underscored the fundamental pillars imperative to crafting a proficient manuscript, namely unity, support, coherence, and sentence proficiency. Unity refers to the integration of all details in the paper with the three supporting topic sentences. It is crucial to constantly evaluate whether any new information aligns with the paper's main focus and supporting points. Support involves incorporating vivid and specific details that bolster the arguments presented in the paper. Coherence is vital for organizing logically supporting ideas and sentences. The attainment of coherence is facilitated by employing various techniques, including the implementation of a distinct system of arrangement such as chronological sequence or order of importance, utilization of transitional elements, and integration of connecting words. Lastly, sentence skills encompass various aspects, including the correct use of quotation marks, capitalization, singular-plural agreement, parallelism, avoidance of sentence fragments, proper spelling, consistent tense usage, and appropriate apostrophe placement, among others. Mastering these components enhances the overall quality of a written paper.

2.1.5 The Errors Categories in Language Learning

Errors and mistakes are two terms that are often used interchangeably, but they have slight differences in their meaning. According to (Brown, H. D, 2000)

errors refer to inaccuracies made by language learners due to a lack of grammatical knowledge. On the other hand, mistakes are errors made by language learners due to a failure to use the rules they already know correctly (performance errors). The key distinction between errors and mistakes lies in the learners' ability to recognize and correct them. Learners who commit errors may not be aware of the errors they have made because they lack the necessary grammatical knowledge. Therefore, they are unable to correct themselves without external guidance or feedback.

On the other hand, learners who make mistakes (performance errors) are capable of recognizing their errors and correcting them. They possess the necessary knowledge but may fail to apply it correctly in their language production. These mistakes can be self-corrected, especially in cases of slips of the tongue or random ungrammatical formations. In summary, errors are inaccuracies resulting from a lack of grammatical knowledge, while mistakes are errors made despite having the necessary knowledge. Errors cannot be self-corrected as learners are unaware of them, whereas mistakes can be recognized and corrected by learners.

Based on Dweik and Othman (2017) there are error frameworks that occur in language learners related to interlingual interference. In the context of language learning and writing skills, various types of interference can affect learners' ability to effectively communicate in the target language. Phonological interference occurs when learners are influenced by the phonology of their first language (L1) and apply it to the target language. This can result in mispronunciations of word stress and intonation, as learners rely on the patterns of their L1. However, for this

study, the focus will be on writing skills, and phonological interference will not be further discussed.

Orthographic interference, on the other hand, pertains to spelling errors that are influenced by the spelling patterns of other languages. These errors may include mistakes in capitalization, incorrect word boundaries, misspelled words, addition or omission of letters, substitution of letters, and permutation of letters. Such errors can arise due to the learners' familiarity with different orthographic systems and may impede their accurate written expression.

Another form of interference is lexical interference, which occurs when learners directly translate words from their native language without considering the context of the target language. This can lead to distortions in meaning as learners fail to recognize that words can have multiple meanings depending on the context. By translating word by word without considering the overall context, the intended meaning of the message may be lost. The acquisition of proficiency in the target language necessitates the learners' recognition and comprehension of the intricate lexical subtleties inherent to it, thereby enabling them to employ words judiciously and effectively within the specific communicative milieu.

Moreover, as individuals advance in their language acquisition process and acquire proficiency in the desired language, they might commence committing intralingual errors, commonly referred to as intralingual interference. As explained by Richards and Schmidt in their paper (2002) that intralingual errors occur when learners transfer language items within the same language system, often due to faulty or partial learning of the target language. In the context of intralingual, they categorize them into four types: over-generalization of rules,

ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

Language learners often encounter challenges in accurately applying language rules, leading to errors in their sentence structures and usage. One common issue is the over-generalization of rules, where learners apply a concept they have acquired universally, without considering the specific rules and contexts in which it should be used. This can result in errors like "he can sing" or "we are hope." Another issue stems from the ignorance of rule restrictions, where learners fail to recognize the limitations of certain language rules. Consequently, they may use incorrect verb forms such as "did they go" or "I studying" instead of the correct forms. Additionally, incomplete application of rules can lead to errors. For instance, using expressions like "I must go" rather than "I must go" indicates an incomplete understanding of the rule governing modal verbs. Finally, false concepts hypothesized by learners can also contribute to errors. These false hypotheses may manifest in incorrect word order or verb forms, such as saying "do she make" instead of "does she make." Understanding these common pitfalls can assist language learners in improving their sentence structure and usage.

These intralingual errors reflect learners' attempts to apply their evolving knowledge of the target language but demonstrate incomplete or faulty understanding. Recognizing and addressing these errors can help learners refine their language skills and improve their overall proficiency.

Moreover, this paper concludes the errors into more small and more particular forms as tenses, prepositions, and punctuation that can be explained below;

1) In English, tense serves the purpose of denoting the temporal occurrence of an event or denoting a state. The simple past tense specifically signifies an action or condition that commenced and concluded at a specific point in the past. This particular tense is employed to elucidate and recount events or circumstances that transpired in the past and have since concluded. For instance, an illustrative scenario can be provided wherein at the age of twelve, an incident occurred wherein I fractured my leg. It ensued as a consequence of slipping on the playground during a chilly winter morning, ultimately resulting in a fall. The bone situated near my ankle audibly fractured, producing a distinct "pop" sound that even resonated with my acquaintances. Subsequently, the school faculty contacted my parents, who promptly arrived at the scene.

2) A pronoun is a linguistic unit employed as a substitute for a noun or noun phrase. Typically, after the initial occurrence of a noun or noun phrase, a pronoun is employed to prevent redundancy. The classification of pronouns encompasses personal pronouns, which hold significant importance in the realm of language and communication. They are words used to represent individuals in a sentence. First-person pronouns, such as "I," "me," "my," and "mine," are used to refer to the speaker or writer themselves. These pronouns help to express one's thoughts, experiences, or perspectives. On the other hand, second-person pronouns are employed to address the person or people directly. In the singular form, "you," "your," and "yours" are used, while in the plural form, they remain the same. Second-person pronouns establish a direct connection between the speaker or writer and the intended

audience, fostering a sense of engagement and interaction in communication.

3) Prepositions have been designated as the most significant diminutive lexical units within the English language. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence. Prepositional phrases serve as valuable tools for conveying specific types of information. They can provide details about place and position, such as indicating locations or spatial relationships. Some examples of prepositions used for this purpose include across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, too, under, and underneath. In addition to place and position, prepositional phrases can also communicate direction, indicating movement or orientation. For instance, prepositions like across, at, by way of, down, into, out of, to, through, toward, up, and upon can be used to express direction. Furthermore, prepositional phrases play a role in indicating time. They can convey information about temporal relationships and intervals. Examples of prepositions used to express time include about, after, around, at, before, by, during, from... to, from... until, and in.

4) Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc.

Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well. Punctuation marks play a crucial role in written communication. They help us convey meaning, structure sentences, and clarify the intended message. Some commonly used punctuation marks include full stops/periods, commas, semicolons, question marks, apostrophes, and capitalization.

Full stops, represented by the punctuation mark (.), are placed at the end of a sentence to indicate a complete thought or idea. They are also used at the end of a word that has been shortened, such as "Dr." for a doctor or "Mr." for a mister. Commas serve multiple purposes. Their basic function is to signal a slight pause in a sentence, providing clarity and rhythm to the text. Commas are also used to separate items in a list. However, it's important to note that when using the conjunction "and" to connect the last two items in a list, a comma is not necessary. For example, "I took bread, milk, eggs, and cheese." The apostrophe, denoted by the punctuation mark ('), has various uses. It indicates when a letter or a number has been omitted, such as in contractions like "I'm" (short for "I am") or "they're" (short for "they are"). Additionally, the apostrophe is used before or after the letter "s" to show possession, as in "Helen's laugh" to indicate that the laugh belongs to Helen. It can also be used to represent abbreviated years, like "'65" for the year 1965. And capitalization refers to the use of capital letters, typically at the beginning of sentences and proper nouns. Capitalization serves the

purpose of discerning the distinctive identities of individuals, encompassing their titles and respectful designations, as well as denoting ethnic communities, geographical locations, nations, territories, celebratory occasions, establishments, and religious affiliations. Furthermore, the initial word in a sentence or any quoted word, phrase, or sentence is similarly subjected to capitalization. Capitalization aids in clarity and gives prominence to specific elements within a text, ensuring effective communication.

5) In addition, even though many writers do not want to be concerned with punctuation, writers have to be because the reader cannot easily do without them. Sending out the wrong signals is misdirecting the reader or often momentarily delaying the coding process". It is mean that writing is one of the skills in English where it is difficult to learn. Also, in writing skills, some common errors must be concerned with how to be correct in punctuation and spelling.

Corder (1967) established a categorization framework for errors, encompassing four distinct types: the exclusion of an obligatory component, the inclusion of an incorrect or superfluous component, the erroneous selection of a constituent, and the misplacement or misarrangement of elements. In second language acquisition, learners often make errors in their production due to various factors. These errors can be categorized into four types: omission, addition, selection, and ordering. Omission refers to the instances where learners leave out certain linguistic elements that are complex or difficult to produce. This can occur in both morphology and syntax. For example, learners may omit the third person

singular morpheme "-s" or the plural marker "-s," resulting in sentences like "I watched the movie last night" instead of "I watched the movie last night." On the other hand, addition occurs when learners add redundant elements to their sentences. They may perceive these elements as necessary, but they are not required. For instance, saying "I swims" instead of "I swim" or "The books are here" instead of "The book is here." Selection errors happen when learners choose the wrong phoneme, morpheme, structure, or vocabulary item. These errors can manifest in pronunciation, morphology, syntax, and vocabulary. For example, saying "Fika is smartest than Femy" instead of "Fika is smarter than Femy." Finally, ordering errors involve placing linguistic elements in an incorrect sequence. Although the misordering of bound morphemes in English is less common due to their limited number, it can still occur. For instance, a learner might say "He is got upping now," mistakenly attaching the "-ing" inflection to the particle in the phrasal verb "get up."

Students' errors may be distinguished as follows; errors performance is unsystematic and not very serious because the students themselves can correct them when their attention is drawn to them. These errors are attributed to carelessness, lapse of memory, ill health, emotional health, etc., and they should not worry us. Persistent and systematic errors, which are serious and have a significant impact, necessitate meticulous examination to identify their underlying causes. These errors are indicative of the learners' conventional competency.

2.1.6 Error Analysis

Errors in foreign language instruction, particularly in the context of English, pose considerable challenges that are arduous to circumvent. Error

analysis encompasses a systematic process aimed at determining the frequency, characteristics, origins, and repercussions of unsuccessful language usage.

According to Richards et al., (2002) error analysis entails a comprehensive examination of errors encountered in both written and oral communication. It also involves the investigation of errors made by individuals learning a second or foreign language. The application of error analysis serves various purposes, including (a) assessing an individual's proficiency in a language, (b) understanding the language acquisition process of an individual, and (c) obtaining valuable insights into common obstacles encountered during language learning. These insights can be utilized to enhance teaching practices or develop instructional materials. This definition highlights the multifaceted functions of error analysis.

Errors made by English language learners are associated with their lacking knowledge about the language they learn (i.e., English). Savitri (2019) points out that errors are systematic deviations from rules made by learners who have not mastered the rules of the target language (TL) yet. In addition, Fauzan et al. (2020) reported that errors that the students mostly produce are errors portraying failure in pronouncing words and inaccurate spelling. Thus, making errors is natural and unavoidable.

This study adapts the procedures suggested by them to carry out the error analysis. The underpinning reason for choosing it is that in Ellis' elicitation, the errors are presented categorically. It does not just subsume the grammatical errors but it also includes the errors resulting from omission, misinformation, and

disordering. As such, the holistic identification of learners' errors can be revealed. Furthermore, this paper defines the erroneous part either as an error or a mistake. At the beginning of all is identifying the errors in which the errors made by the learners are identified for analysis. For this step, the sentences written by the learners have to be compared with other writing that is correct in the target language or writing goals.

2.1.7 The Differences Between Error and Mistake

Occasionally, there exists a tendency to conflate the distinction between an error and a mistake. When a learner possesses the inclination and capability to rectify an imperfection in their output, it is presumed that the chosen form deviates from their intended expression, thus categorizing the imperfection as a mistake. Conversely, if the learner is incapable or disinclined to amend the flaw, it is inferred that the form employed aligns with their intended expression, designating it as an error.

Errors and mistakes are often interchangeably used in language learning. However, they differ from one another. Lexically, error, on the one hand, means something is incorrectly done in a wrong way. It depicts a lack of competence in the language being learned. The learner does not realize that he deviates from the norms. Mistake, on the other hand, can be caused by slips of the tongue as well as physical states which includes "memory lapses, fatigue, and other psychological conditions such as lack of attention and strong emotion" (Corder, 1967). Hence, an error can be regarded as the inability to identify accurate rules or structures of the foreign language.

Error is related to the learners' knowledge of the target language learned. Dulay et al. (1982) define an error as "the flawed side of learned speech or writing. They are those parts of speaking or writing that deviate from some selected form of mature language performance." Mistake, however, is related to slip or uncontrolled focus of the learners on learning. The learners are aware of the language rules so that, when they commit an error, they can correct it. In other words, the mistake is a slip that is made unconsciously due to momentary carelessness and it can be easily self-corrected by the student himself.

The rectification of errors is contingent upon the provision of additional pertinent input, whether implicit or explicit and its assimilation by the learner. In essence, the self-correction of errors necessitates the occurrence of supplementary learning activities that bear relevance to the specific error in question. Mistakes can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self-correction, then we have a first-order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance, then we have a second-order mistake.

In the context of language learning, the term "error" refers to a systematic deviation from the norms or rules of a language. It suggests that the learner consistently gets something wrong because they have not yet learned or internalized the correct form or usage. On the other hand, a "mistake" is also a deviation from the norms of the language, but it is not systematic. It implies that the learner may sometimes get it right and sometimes get it wrong. Mistakes are often caused by factors like lack of attention, fatigue, carelessness, or other

performance-related aspects. A mistake occurs when a learner fails to apply the rules or knowledge they already possess, resulting in an inconsistent deviation from the norms of the language. An error, on the other hand, is a consistent and systematic deviation that stems from a lack of understanding or acquisition of the correct form or usage.

2.1.8 The Causes of Error

Norrish (1983) categorizes the origins of inaccuracies into three distinct classifications, namely carelessness, interference from one's native language, and translation. The subsequent section will provide a concise overview of these three causes of error. Carelessness, constituting the initial type, is frequently intertwined with an insufficiency of motivation. In certain instances, the student may not be entirely accountable for their lack of engagement, as it could be attributed to unsuitable materials or an incompatible instructional approach. The second type, as identified by Norrish (1983), pertains to the interference experienced from one's primary language. When learning a new language, whether it's one's mother tongue or a foreign language, the process involves forming new habits while the old ones still have an influence, causing interference. The third type is translation, which is another common cause of error. This occurs when a student translates sentences or idiomatic expressions from their first language directly into the target language, word by word. Translation-based errors are prevalent and can lead to inaccuracies in communication. Understanding these different causes of error can help educators and learners identify and address them effectively.

Schumann and Stenson cited Richards (1983) as an additional authority who addresses the origins of inaccuracies in their scholarly work. Several types of errors can occur in second language learning. Interference is one such error, which arises when grammatical or stylistic elements from the learner's native language are transferred to the target language. This can lead to incorrect structures or expressions. Overgeneralization is another type of error, where learners extend the rules of the target language to areas where they do not apply, resulting in incorrect usage. Performance errors, on the other hand, are unsystematic errors that occur due to factors such as memory lapses, fatigue, confusion, or strong emotions. These errors are not indicative of the learner's underlying knowledge of the language. Markers of transitional competence are errors that occur as part of the natural development sequence in second language acquisition, similar to how children acquire their first language. The strategy of communication and assimilation errors happens when learners attempt to communicate in the target language without having fully acquired the necessary grammatical forms. Finally, teacher-induced errors can occur when pedagogical procedures used in teaching or instructional materials lead to mistakes. Understanding these different types of errors can help educators and learners identify and address areas that need improvement in the language learning process.

2.2 Relevant Studies

This study focuses on to know what ere the students' common types of errors made by students at one of the senior high schools, in Southeast Sulawesi, Indonesia in English on their recount text writing assignment to know the causes

of their errors in writing recount text. In a recent study, there are several studies related to the students' grammatical errors or error analysis (Darus & Subramaniam, 2009; Hwee, Siew, Yuanbin, Christian, & Joel, 2013). While in the Indonesian context, there is research from Syarifuddin (2015) who studied Thai students' grammatical errors and analyzed the possible causes; Suhono (2016) who explored the type of grammatical errors made by students at different grade semesters: the second, the sixth, and the eighth; Hasan, & Marzuki, 2017) who ascertain the students' ability in using grammar, vocabulary, punctuation, spelling, coherence and cohesion; And also, Saputro (2020) who analysis the grammatical error in writing subject committed by EFL students.

The study conducted by Darus and Subramaniam (2009) aimed to analyze the errors made by secondary school students in Malaysia in their written English essays. The researchers utilized a case study approach to gain a comprehensive understanding of the types of errors made and their underlying causes. The participants of the study were secondary school students in Malaysia who were at an intermediate level of English proficiency. The researchers collected a sample of essays written by these students and analyzed them for various types of errors. The focus was on identifying and categorizing grammatical, vocabulary, and punctuation errors, as well as examining the frequency of occurrence for each error type. The findings of the study revealed that the most common errors made by the students were related to grammar, particularly in the areas of verb tense, subject-verb agreement, and word order. Vocabulary errors, such as incorrect word choice or usage, were also prevalent. Punctuation errors, such as missing or misused punctuation marks, were observed to a lesser extent.

In the study conducted by Hwee, et al. (2013), various categories of grammatical errors were examined within the context of the shared task. These categories encompassed noun phrase errors, verb form errors, preposition errors, article errors, and additional types. Additionally, the research outlined the evaluation metrics employed to gauge the effectiveness of the systems participating in the task. These metrics consisted of precision, recall, and the F1 score. Furthermore, the paper discusses the system submissions and the results achieved by different participants in the shared task. It provides an analysis of the performance of various approaches and highlights the strengths and weaknesses observed in the systems' error correction capabilities.

In a study investigating the types of grammatical errors and the causes of errors in Thai student's English writing and speaking, Syarifuddin (2015) reported that there are five common grammar errors made by the learner preposition, questions, articles, plural form of a noun, subject-verb agreement, and tense. The study by Suhonoo (2016) also presented the type of grammatical errors made by students. His study revealed that there are five categories of types of error produced by the students such as omission, addition, misformation, misordering, and blend errors.

In a similar case, the study by Hasan, & Marzuki (2017) found that grammatical problems seemed to be the most frequent made by the students ranging from errors in using plural forms, articles, verbs, forms, clauses, passive voice, and prepositions. The findings also indicated that problems in coherence and cohesion stem from the absence of cohesive markers in the students' sentences which affected how they put ideas in their letters coherently. According

to Saputro's (2020) research, the examination focused on the grammatical errors made by students who are learning English as a foreign language (EFL) in the context of written expression. The findings of the study revealed that the most prevalent error among the students was related to capitalization, followed by incorrect word usage and punctuation mistakes.

Although many studies have so far been conducted on writing errors all over the world including in Indonesian contexts, many research focus on comparing the writing errors between the class, different majors, proficiency levels, and different learning methodologies; but there are not many researchers who study about common error especially in analysis EFL students' common errors on their writing comprehend. Specifically, this paper only focuses on writing assignments about recounting paragraphs. This particular study diverges in methodology and emphasis when compared to ongoing research. Moreover, the outcomes of this investigation possess the potential to serve as a facilitator for enhancing students' proficiency in written expression. The significance of this study lies in its ability to classify and quantify the various types of errors, thus rendering it distinctive within its particular scope and contextual framework.