

ABSTRACT

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This study aimed to identify the types and sources of errors written by the students in writing recount text at SMK Swasta Dharma Analitika Medan. This study utilized a qualitative methodology employing a case study approach. Furthermore, the researcher chose the tenth-grade students and observed 20 students. Data was collected from the students' writing and interviews. The data were identified and analyzed using theory of error proposed by Dulay et al's (1982) about surface strategy taxonomy and theory of source of error proposed by Brown (2007). Based on the findings of the study, four primary types of errors emerged: omission errors, addition errors, misformation errors, and misordering errors. Misformation was the most dominant error made by students when writing recount text, which was 199 errors or 54%. It was followed by omission error with 70 errors or 19%. In the third position was addition error with 58 errors or 16%. The last position was misordering errors with a total of 42 errors or 11%. Furthermore, the errors were caused by the influence of the Indonesian linguistic system (interlingual transfer) and the inherent complexity of English rules (intralingual transfer). Based on interviews conducted, it was apparent that students lacked understanding of grammar, which was a primary driver of errors. In this study, teachers should note that most students did not comprehend verb forms, resulting in challenges utilizing proper grammar in writing.

Keywords: *grammatical error, writing, recount text*

