

e-ISSN 2615-8671
p-ISSN 2615-868X
Volume 1 Issue 1 March 2018

INFERENCE
Journal of English Language Teaching

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Indraprasta PGRI

Volume 1
Issue 1
Maret 2018


Vol. 9, Issue 1,
April 2026
p-ISSN: 2615-8671
e-ISSN: 2615-868X

Received: March 5, 2026
Revised: March 29, 2026
Accepted: April 10, 2026

Corresponding Author:
hermisihotang111@gmail.com

DOI:
<https://doi.org/>

Published by:
Universitas Indraprasta PGRI



Licensed under a Creative
Commons Attribution-
NonCommercial-
NoDerivatives 4.0
International License

RESEARCH ARTICLE

STUDENTS' USAGE AND CHALLENGES OF GRAMMAR CONVENTIONS AND VOCABULARY IN WRITING RECOUNT TEXT

Hermi Romika Sihotang¹,
Hanna Sundari²,
Muhammad Sulhan³,

^{1,2,3}Universitas Indraprasta PGRI, Jakarta, Indonesia

e-mail: hermisihotang111@gmail.com ¹

e-mail: hanna.sundari@gmail.com ²

e-mail: m.sulhan20@yahoo.com ³

Abstract: This research aimed to identify students' usage and challenges of English grammar conventions and vocabulary knowledge in writing recount text. It applied a descriptive qualitative design. The participants were 53 eleventh-grade students from SMKN in Bogor, and they were gained through purposive sampling. Data were collected through students' writing, questionnaires, and interviews. The data were analyzed using the qualitative data analysis model consisting of data condensation, data display, and conclusion drawing. The result of this research showed that 44.6% of students are able to apply the usage of English grammar conventions in writing recount text appropriately, 55.4% faced problems. Then, 39.6% of students were able to apply the usage of vocabulary knowledge appropriately, and 60.4% faced problems. The research concludes that grammar conventions and vocabulary knowledge of students need to be improved in writing recount text.

Keywords: Usage; Challenges; Grammar Conventions; Vocabulary.

PENGGUNAAN DAN TANTANGAN SISWA PADA KAIDAH TATA BAHASA DAN KOSAKATA DALAM MENULIS TEKS RECOUNT

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi penggunaan dan tantangan siswa pada kaidah tata bahasa dan kosakata dalam menulis teks recount. Penelitian ini menerapkan deskriptif kualitatif. Pesertanya 53 siswa kelas 11 SMKN Bogor dan dipilih secara purposive sampling. Data dikumpulkan melalui tulisan siswa, kuesioner, dan wawancara. Data dianalisis menggunakan model analisis kondensasi data, display data, dan kesimpulan. Hasil penelitian menunjukkan bahwa ada 44.6% siswa yang menggunakan tata bahasa dengan tepat, dan 55.4% siswa masih menghadapi masalah. Kemudian, 39.6% siswa yang menggunakan kosakata dengan tepat dan 60.4% menghadapi masalah. Penelitian ini menunjukkan bahwa penggunaan tata bahasa dan kosakata siswa perlu ditingkatkan lagi dalam menulis teks recount.

Kata kunci: Penggunaan; Tantangan; Tata Bahasa; Kosakata.

INTRODUCTION

English has become a global language that students must master in order to succeed academically and professionally. As the language of science, technology, and international communication, English plays a crucial role in Indonesia's education system, where it is taught as a compulsory subject at the secondary level (Klimova, 2021). Indonesian students are required to learn English not only for communication. English has become a global language that students must master in order to succeed academically and professionally. As the language of science, technology, education but also for academic achievement. However, many of them are facing challenges in acquiring English due to differences between their mother tongue and English, limited exposure to authentic contexts, and the complexity of learning the four language skills. English writing is a productive skill that plays a crucial role in language learning, particularly for English as a Foreign Language learners. According to Harmer (2015), in the Indonesian educational context, writing skills serve not only as a means of expressing ideas but also as an indicator of students' ability to understand and use language structures appropriately. In particular, one genre taught at the Senior High School level is the recount text, which aims to narrate experiences or events in a sequential and coherent manner. Therefore, to produce a well-structured recount text, students are required to master two primary linguistic aspects: correct use of tenses, particularly the past tense, and sufficient vocabulary knowledge.

A genre is a sort of written text that is distinguished by certain social aims, linguistic traits, and structural elements in writing instruction. Each genre follows established patterns that are familiar to both writers and readers, and each serves distinct communicative purposes. Brown and Lee (2015) highlight that genres such as narratives, recounts, reports, and argumentative texts guide students in organizing content systematically and in using language resources effectively. There are many kinds of genres such narrative, descriptive, procedure, recount, and others. In this research, the researcher chose recount text due to it being appropriate for grade XI vocational high school students.

Additionally, one of the common genres taught in Indonesia at high schools is the recount text, which narrates past experiences or events. A recount text is a type of writing that attempts to provide readers with information or entertainment by recounting historical events in chronological order. According to Emilia (2021), the recount genre is included in the curriculum because it develops students' ability to retell personal or historical events using appropriate language features. In writing it, students must apply past tense verbs, use chronological connectors, and provide enough details to make the narrative coherent. Moreover, in this research, students made their personal experience and have to apply the appropriate verbs or follow grammar conventions.

A recount text's social function is to inform or amuse the reader by recounting past experiences or incidents. It is in line with what Brown and Lee (2015) emphasize, every genre of writing serves a communicative purpose, and in the case of recount texts, that purpose is to provide readers with a structured and engaging account of past occurrences. We can conclude that this text is to retell the experiences.

Grammar conventions are the rules and patterns that control how words, phrases, and sentences are organized in writing. Grammar is the way language manipulates and combines words (or bits of words) in order to form longer units of meaning (Ur, 2012, p. 75). Understanding grammar conventions enables students to write documents that are not only grammatically correct but also cohesive and meaningful. In this research, the researcher chose grammar convention as one of the elements which students must concern when writing their recount text.

Besides the grammar conventions, vocabulary knowledge is also essential for writing the recount text. It refers to an understanding of word meanings, forms, and acceptable communication usage. According to Nation (2013, p. 49), vocabulary knowledge is not an all-or-nothing phenomenon, knowing a word involves knowing its spoken and written forms, its meanings, its use in grammatical patterns, its collocations, and its frequency.

There are some difficulties that students face when writing recount text, both grammar convention and vocabulary knowledge due to them are crucial elements in writing this text. Writing

STUDENTS' USAGE AND CHALLENGES OF GRAMMAR CONVENTIONS AND VOCABULARY IN WRITING RECOUNT TEXT

Hermi Romika Sihotang¹, Hanna Sundari², Muhammad Sulhan³,

p-ISSN: 2615-8671

e-ISSN: 2615-868X

requires students to express ideas clearly, organize them logically, and apply correct language conventions (Hyland, 2019). It is considered one of the most difficult skills for learners to acquire because it integrates knowledge of grammar, vocabulary, and discourse into a single product. For Indonesian students, it becomes even more complex because they are often more accustomed to oral communication rather than written expression. Because the Indonesian language does not require verb tense marking, the English past tense is foreign and difficult to apply consistently, making these elements difficult for Indonesian English learners. So, here are some difficulties that students face in writing recount text as follows: (1) the using of regular and irregular verb, prepositions, connectors, (2) limitation of vocabulary knowledge, (3) misuse of simple past tense, (4) subject verb-agreement, (5) repetitive words, and (6) inappropriate word choice. Based on Ritonga and Kiki Apilia's findings (2024), it showed that there were four errors that the students made which were omission, addition, misformation and misordering. The written test shows the percentage of writing errors, including omission errors 40.9%, addition errors with a total of 21.2%, misformation errors 25.7% and misordering errors 12.1%.

Furthermore, Brown (2007) emphasizes that writing proficiency is strongly influenced by both linguistic competence and learners' strategic knowledge. Linguistic competence, which includes mastery of grammar conventions and vocabulary knowledge, is essential for students to produce accurate and meaningful sentences when writing recount texts. At the same time, learners' strategic knowledge, such as the ability to plan, organize, and revise their writing, plays a crucial role in helping them apply grammar and vocabulary appropriately within the specific context of recount texts. Therefore, difficulties in either linguistic competence or strategic knowledge may significantly affect students' usage and highlight the challenges they face in academic writing.

Besides, the difference between regular and irregular past-tense verbs continues to pose challenges for EFL students. Learners frequently apply regular rules to irregular verbs, leading to errors such as "goed" instead of "went." Swan (2016) highlights that irregular verbs pose particular challenges because they require memorization and cannot be inferred from standard grammatical rules. Misuse of irregular verbs not only produces ungrammatical sentences but also disrupts the natural flow of the narrative. Regular practice and explicit teaching of irregular verb forms are therefore essential in recount writing instruction.

Many students struggle to connect ideas smoothly in their writing because they are unfamiliar with cohesive devices and transitional expressions. Students often struggle to link ideas coherently because they are unfamiliar with transitional words and cohesive devices. This difficulty affects the logical sequence and readability of recount texts (Murtiningsih, Ilsanti, & Haryadi, 2025). Explicit Instruction in discourse markers and sequential connectors can improve coherence and help students organize events chronologically in their writing. Research shows that Indonesian EFL students consistently face problems in both grammar and vocabulary when producing academic texts. According to Mukminin et al. (2019), students' writing difficulties include lack of grammatical accuracy, poor vocabulary choice, and low organization of ideas. These difficulties are influenced by students' limited exposure to English outside the classroom, insufficient feedback on their writing, and ineffective teaching strategies that focus more on theory than practice. Such challenges directly affect their ability to write recount texts effectively and demonstrate mastery of English.

Given these challenges, it is necessary to investigate how students use grammar conventions and vocabulary knowledge in writing recount texts. Understanding their specific difficulties can provide insights for teachers and curriculum developers to design more effective instructional practices (Nurhayati, 2020). Identifying students' strengths and weaknesses in grammar and vocabulary will not only help improve their writing performance but also contribute to the broader goal of enhancing English proficiency among Indonesian learners.

While previous research has offered valuable insights, a significant gap still exists in examining students' usage and challenges related to grammar conventions and vocabulary knowledge in writing



recount texts within vocational high schools in Bogor. Many of the existing research has concentrated on private schools or junior high education institutions, leaving the public school context insufficiently addressed. In addition, many investigations have tended to analyze grammar and vocabulary as separate aspects rather than as interrelated components of students' writing proficiency. Another limitation is that most studies have primarily focused on students' grammatical errors without exploring the underlying causes of these challenges and students' usage, such as linguistic background or learning strategies. Moreover, few researches have provided practical pedagogical implications that directly assist teachers in addressing students' problems in writing recount text at junior high school. That is why the researcher conducted this research entitled "Students' Usage and Challenges of English Grammar Conventions and Vocabulary Knowledge in Writing Recount Text at SMKN Bogor".

The researchers formulated three research questions, they are: (1) How is students' usage of English grammar conventions in writing recount texts by grade XI students at SMKN 1 Cibinong and SMKN 1 Bojong Gede of Bogor?, (2) How is students' usage of vocabulary knowledge in writing recount texts by grade XI students at SMKN 1 Cibinong and SMKN 1 Bojong Gede of Bogor? and (3) What challenges do grade XI students at SMKN 1 Cibinong and SMKN 1 Bojong Gede of Bogor face in the usage of English grammar conventions and vocabulary knowledge when writing recount texts?

RESEARCH METHOD

This research applied a descriptive qualitative research design aimed to describe and interpret the students' usage of English grammar conventions and vocabulary knowledge in writing recount text, as well as to identify the challenges they experience during the writing process. The qualitative approach was chosen because this research emphasizes understanding meanings and experiences rather than quantifying numerical data. According to Creswell and Creswell (2018), qualitative research allows researchers to explore phenomena comprehensively based on participants' real-life experiences. Therefore, descriptive qualitative research was deemed appropriate to answer the objectives of this research. Moreover, here are the steps in conducting this research:

- a. Preparation stage. In this stage, the researcher obtained permission from the school and the English teacher. Then, the researcher prepared the writing prompts, questionnaire items, interview guide, and research permission letter from UNINDRA provided. The permission was conducted on November 21, 2025 at SMKN 1 Cibinong and November 27, October 2025 at SMKN 1 Bojong Gede.
- b. Writing data collection. Students were instructed to write a recount text during classroom activity and the researcher explained what to do. After that, the researcher collected the students' written products as the first source of data. It was conducted on November 12, 2025 at SMKN 1 Bojong Gede and November 19, 2025 at SMKN 1 Cibinong.
- c. Questionnaire distribution. After collecting the writing text product, the questionnaire was distributed to all participants and shared the link or google form to the class monitor. Then, students completed the questionnaire individually and submitted it to the researcher using. They have a day in filling out the google form questionnaires. This aimed for triangulation of data sources. It was conducted on November 12, 2025 at SMKN 1 Bojong Gede and November 19, 2025 at SMKN 1 Cibinong. These questionnaires were started after writing text finished.
- d. Interview. In this stage, some students were invited for individual semi-structured interviews. The interviews were audio-record with permission to ensure accurate transcription. This aimed for triangulation of data sources. It was conducted on November 12, 2025 at SMKN 1 Bojong Gede and November 19, 2025 at SMKN 1 Cibinong after doing the text and questionnaire. This interview was conducted on the same day.

RESULTS AND DISCUSSION

In answering the research questions, the researcher conducted data triangulation by combining students' recount texts, interview responses, and questionnaires.

Results

1. Students' Usage of English Grammar Conventions and Vocabulary Knowledge in Writing Recount Text Appropriately

This section presents the findings of the research obtained from the identifying of 53 students' recount texts. The analysis focuses on two main components, namely grammar convention and vocabulary knowledge. The aspects of grammar conventions and vocabulary knowledge were examined to identify patterns of students' language use in writing recount texts. Overall, the findings indicate that students still face considerable difficulties in applying grammatical rules accurately when writing recount texts. Based on the students' texts showed that the percentage of students' usage of English grammar conventions, 44.6% of students did not experience problems and 55.4% of students experienced problems in writing recount text. Moreover, 39.6% of students did not experience problems and 60.4% experienced problems in usage of vocabulary knowledge in writing recount texts.

Table 1
Percentage of Students in Grammar Conventions Usage

| No. | Aspect Identifying | Experiencing Problems | Not Experiencing Problems |
|-------|------------------------|-----------------------|---------------------------|
| 1. | Tense usage | 47.2% | 52.8% |
| 2. | Subject-verb agreement | 41.5% | 58.5% |
| 3. | Preposition | 51% | 49% |
| 4. | Sentence structure | 54.7% | 45.3% |
| 5. | Mechanics | 83% | 17% |
| Total | | 277% | 223% |
| Mean | | 55.4% | 44.6% |

Table 2
Percentage of students in Vocabulary Knowledge Usage

| No. | Aspect identifying | Experiencing problems | Not experiencing problems |
|-------|-----------------------------|-----------------------|---------------------------|
| 1. | Breadth of vocabulary | 64.2% | 35.8% |
| 2. | Depth of vocabulary | 66% | 34% |
| 3. | Word choice and collocation | 58.5% | 41.5% |
| 4. | Word formation | 68% | 32% |
| 5. | Lexical accuracy | 45.3% | 54.7% |
| Total | | 302% | 198% |
| Mean | | 60.4% | 39.6% |

2. Questionnaire

Based on the four questionnaire data, it can be concluded that the majority of students experienced significant difficulties in applying grammar conventions and vocabulary knowledge when writing recount texts. Most respondents agreed and strongly agreed that limited vocabulary caused them to repeat the same words, struggle to choose appropriate expressions, and find it difficult to convey their ideas clearly and completely. In addition, students also admitted that grammatical aspects, particularly the use of past tense and sentence structure-remain major obstacles in producing accurate and well-organized recount texts. These findings indicate that students' problems are not only related to insufficient mastery of grammar rules but also to limited vocabulary that supports the clear and coherent narration of past experiences. Overall, the four charts consistently demonstrate that

vocabulary limitation and grammatical difficulties are closely interconnected and serve as the primary factors hindering students' recount writing performance.

Grammar conventions

Moreover, the questionnaire results also regarding students' perceived problem in understanding grammar conventions when writing recount texts demonstrate that grammatical mastery remains a substantial challenge. It is shown as follows.



Figure 1
Students' Responses of Usage of Grammar Conventions

As illustrated in the figure 1, 41.2% of students agreed and 14.7% strongly agreed that grammar conventions are difficult for them, while 33.8% responded neutral, 8.8% disagreed, and only 1.5% strongly disagreed. Therefore, the questionnaire data confirm that grammar conventions represent one of the primary problems faced by students in writing recount texts.

Past tense



Figure 2
Students' Responses of Usage of Tense

The questionnaire results regarding students' perception of tense usage indicate that most students are aware of their inconsistency in applying verb tenses when writing recount texts. As shown in the figure 2, 50% of students selected neutral, 29.4% agreed, and 13.2% strongly agreed that they unintentionally mix tenses within a single text, while only 7.4% disagreed. This distribution suggests that although not all students are fully confident in consciously identifying their grammatical problems, the majority admit experiencing problems in maintaining tense consistency in their writing. Overall, the questionnaire data confirm that tense mixing remains one of the major challenges faced by students in writing recount texts.

Problem of vocabulary

Additionally, the questionnaire results related to students' perceived problem in vocabulary when writing recount texts indicate that lexical mastery remains a major challenge. As presented in the figure 3, 47.1% of students agreed and 16.1% strongly agreed that they experience problems in vocabulary during recount writing, while 29.4% responded neutral and only 7.4% disagreed. They are shown as follows.



Figure 3
Students' Responses of Difficulty of Vocabulary Usage

This distribution clearly shows that the majority of students acknowledge vocabulary as an obstacle in expressing their ideas. Limited vocabulary restricts students' ability to describe past events in detail, which is essential in recount texts. When learners lack sufficient lexical resources, they tend to simplify their sentences, repeat familiar words, or rely on direct translation from their first language, which reduces clarity and coherence in writing. Furthermore, insufficient vocabulary often leads to hesitation and low confidence during the writing process, making students focus more on finding words rather than organizing ideas effectively. Therefore, the questionnaire confirms that vocabulary limitation significantly influences students' performance in writing recount.

Limited vocabulary

Furthermore, the questionnaire results reveal that vocabulary limitation is a dominant factor affecting students' ability to express ideas clearly and completely in writing recount texts, as 58.8% of the respondents agreed or strongly agreed that their limited vocabulary hindered their written expression. The high percentage of agreement in this research indicates that students struggled to select appropriate words and elaborate their experiences, which is consistent with the document analysis showing frequent lexical repetition and limited variation. Therefore, the data confirm that inadequate vocabulary knowledge significantly constrains students' writing quality, particularly in organizing and developing ideas in recount texts. It is shown as this following figure 4:



Figure 4

Students' Responses of Limited Vocabulary

Based on the four questionnaire data, it can be concluded that the majority of students experienced significant difficulties in applying grammar conventions and vocabulary knowledge when writing recount texts. Most respondents agreed and strongly agreed that limited vocabulary caused them to repeat the same words, struggle to choose appropriate expressions, and find it difficult to convey their ideas clearly and completely. In addition, students also admitted that grammatical aspects, particularly the use of past tense and sentence structure-remain major obstacles in producing accurate and well-organized recount texts. These findings indicate that students' problems are not only related to insufficient mastery of grammar rules but also to limited vocabulary that supports the clear and coherent narration of past experiences. Overall, the four charts consistently demonstrate that vocabulary limitation and grammatical difficulties are closely interconnected and serve as the primary factors hindering students' recount writing performance.

3. Interview

The challenges above also are supported by the data of interviews that stated such as: Another student stated that he frequently repeated the same words due to his limited vocabulary. He explained that he relied only on simple and familiar words to describe his experiences. From the interview data, it was generally found that S3 perceived he faced limited vocabulary problems in writing recount text.

“I always use the same words like happy and fun.” (S3)

“I don't know other vocabulary so I repeat it.” (S4)

This shows that lack of lexical variety leads to repetitive expressions in students' writing.

Other students also expressed problems in finding appropriate English words to convey their ideas clearly. They mentioned that they usually translated directly from Indonesian, which often resulted in incorrect word usage. “I can write my experience story appropriately, I know verbs.” (S5) “Sometimes I don't know the English word so my sentence is wrong. I think in Indonesian first, then translate it” (S6). This reflects that vocabulary limitation affects clarity and idea development in recount texts.

Discussion

In this discussion, there are three things that to be discussed: (1) Students' usage of English grammar conventions, (2) Students' usage of vocabulary knowledge, and (3) Students' challenges of English grammar conventions and vocabulary knowledge in writing recount text. They are shown as follows.

The findings in this research indicate that grammar conventions remain a major challenge for students in writing recount texts. The analysis of students' written work reveals that many learners still struggle with several grammatical micro skills, particularly in the areas of verb tense formation, subject-verb agreement, auxiliary verb usage, and sentence structure. Problems frequently occurred when students attempted to express past events, which is the main linguistic feature of recount texts. Many students failed to change verbs into their past forms, used incorrect auxiliary verbs, or produced sentences with inappropriate word order.

Based on the recount text data, the findings show that 60.4% of students faced the problems in using vocabulary knowledge in writing recount text. It is inlined with the previous research by Ritonga (2024) that showed that students faced some difficulties in writing recount text. It is also related to the research conducted by Utami (2020) that showed most students had difficulties in writing recount text, vocabulary 26.67%. Moreover, Fakhrudin's research (2023) showed that most students felt difficult to

select the appropriate lexical types in writing recount text. Also, Ramli's research indicated 7.63% errors in vocabulary. So, it can be concluded that vocabulary affects students' writing as shown by Jamhuri's research that there are significant effects of vocabulary mastery toward students' writing skill.

CONCLUSIONS

This research was conducted to identify students' usage of English grammar conventions and vocabulary knowledge in writing recount texts and to investigate the challenges faced by grade XI students at SMKN 1 Cibinong and SMKN 1 Bojong Gede in Bogor. The data were collected through the identifying of 53 students' written recount texts, supported by interviews. The findings were identified based on ten aspects, consisting of five grammar convention aspects and five vocabulary knowledge aspects. It can be concluded as follows:

The results show that students experienced considerable difficulties in applying English grammar conventions when writing recount texts. Tense usage emerged as one of the most frequent issues, particularly the inconsistent use of the simple past tense to describe past events. In addition, problems related to subject-verb agreement, preposition usage, sentence structure, and mechanics were identified across students' texts. These findings indicate that students have not yet fully mastered the grammatical features required for effective recount text writing.

In terms of vocabulary knowledge, the findings reveal that students demonstrated limited vocabulary resources. Students relied on basic and repetitive vocabulary, which affected the richness of their writing. Furthermore, students showed shallow understanding of word meanings, inappropriate word choice and collocation, difficulties in word formation, and limited lexical accuracy. These vocabulary-related challenges reduced the clarity and naturalness of students' written recount texts.

Regarding the challenges faced by students, the findings indicate that students struggled with both grammatical accuracy and vocabulary development. Difficulties in applying grammatical rules consistently, limited vocabulary range, and interference from the students' first language were the main challenges identified. Overall, the findings suggest that students need more focused guidance and practice in using grammar conventions and vocabulary knowledge in recount text writing.

REFERENCES

- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Education.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Emilia, E. (2021). *Introduction to functional grammar for teachers of English*. Bandung: Pustaka Jaya.
- Fakhrudin, M. (2023). An analysis of students' lexical errors in writing recount texts. *English Language in Focus (ELIF)*, 6(1), 23–35. <https://doi.org/10.24853/elif.6.1.23-35>.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
- Hyland, K. (2019). *Second language writing* (3rd ed.). Cambridge University Press.
- Jamhuri, J., & Said, M. (2021). The effects of vocabulary and grammar mastery on students' writing skill in recount text. *INFERENCE: Journal of English Language Teaching*, 4(2), 178-191.
- Klimova, B. (2021). The importance of English in education. *Education and Information Technologies*, 26(3), 1–10.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Murtiningsih, S. R., Ilsanti, A., & Haryadi, D. (2025). Enhancing vocabulary mastery in senior high school students through short story reading: An experimental study. *Englisia: Journal of Language, Education, and Humanities*, 12(2), 45–59.

- Mukminin, A., Habibi, A., Prayitno, H. J., & Asrial. (2019). EFL students' writing problems: A case study at a private university in Indonesia. *International Journal of Instruction*, 12(1), 501–516.
- Nation, I. S. P. (2013). *Learning vocabulary in another language*. Cambridge University Press.
- Nurhayati, D. A. (2020). Indonesian EFL students' challenges in writing. *Journal of English Education*, 8(2), 123–134.
- Rahimi, M., & Zhang, L. J. (2021). Impact of teacher feedback on L2 writing development. *Assessing Writing*, 50, 100564. <https://doi.org/10.1016/j.asw.2021.100564>
- Ramli, D., Suhartono, L., & Novita, D. (2013). An analysis on students' errors in writing recount text. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2(2).
- Ritonga, K. A. (2024). *Grammatical errors in writing recount text of The X Grade Students at MAS NU Batangtoru* (Doctoral dissertation, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan).
- Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.
- Utami, N. C., & Apsari, Y. (2020). Students' difficulties in writing recount text through project based learning. *Professional Journal of English Education*, 3(5), 620-623.
- Utami, N. C., & Apsari, Y. (2020). Students' difficulties in writing recount text through project based learning. *Professional Journal of English Education*, 3(5), 620-623.
- Ur, P. (2012). *A Course in English Language Teaching* (2nd ed.). Cambridge University Press.