

## ABSTRACT

**Evi Triana.** *AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT BASED ON TAXONOMY CATEGORIES.* Thesis. Pacitan: STKIP PGRI Pacitan, 2024

*Writing skills are essential for students learning English because they allow them to convey their ideas and thoughts in written form. However, students often face difficulties and make errors in writing during the teaching-learning process. This research aims to analyze recount texts written by first-grade students at Al Hikam High School. The research objectives were: (1) identify and analyze the types of errors made by students in writing recount texts based on surface strategy taxonomy categories; (2) determine the sources of these errors; and (3) identify effective treatments to reduce the errors.*

*This research used a qualitative design and was conducted at Al Hikam High School in Krajan Hamlet, Mangunharjo Village, Arjosari District. The subjects were 30 first-grade students from the 2023-2024 academic year. Data was collected through essay tests and interviews. Analysis followed Corder's (1974) five-step process, which includes: selecting errors, identifying errors, classifying errors, explaining errors, and evaluating errors.*

*The results of the research showed a total of 146 errors in students' writing. Specifically, omission errors occurred 32 times (22%), addition errors 28 times (19%), misordering errors 35 times (24%), and misformation errors 51 times (35%). The sources of students' errors were categorized into four types based on interviews with students and teachers: intralingual interference, interlingual interference, learning context, and carelessness. Based on the results, it was concluded that misformation errors were the most common errors experienced by students.*

**Keywords:** *Analysis, Error, Recount, Students, Taxonomy.*