CHAPTER I

INTRODUCTION

Writing skills are different from other skills because they require mastery of grammar and other language rules in addition to sufficient vocabulary to build regular paragraphs. In the process of compiling written content, concepts and ideas are often communicated through the use of symbols such as letters and punctuation. According to Liu and Braine (2005), writing is more difficult because it can measure a person's language and communicative skills.

Mastering vocabulary is an important skill in learning English. It is very important to understand the different types of words, such as verbs, adjectives, nouns, adverbs, articles, and so on. Then, figure out how to combine these words into proper phrases or clauses, which include subjects, predicates, and so on. Tenses are also very important and should not be ignored.

Recount text is one of the genres of text that is taught to students. The purpose of writing this text is to provide information to readers about past events, both related to personal experiences and general events. Unfortunately, many students fail to understand how to write this text correctly, especially in terms of compiling the contents of the text. The purpose of recount writing is to describe past experiences and follow the sequence of events that occurred chronologically.

Recount text was chosen as teaching material in English lessons in this study, because recount text tells about events that happened in the past. Thus, students become more interested in improving their ability to use the simple past tense.

Formulation of the Problem

1. What are the types of student errors in writing recount text?
2. What are the most dominant types of students error in writing recount text

Research Purpose

1. To find the types of student errors in writing recount text.
2. To find the most dominant types of student errors in writing recount texts.

Benefits of Research

This research is expected to be useful for students and teachers in the Department of English Education. Readers are expected to get valuable information and in-depth understanding of how students analyze errors in writing recount text. This research is also expected to be a valuable reference source in understanding common mistakes that are often made by students. In addition, this research is expected to provide a deeper understanding of the errors that often occur in writing recount text. Thus, the reader will be able to learn more about the errors that often appear in writing recount text, so that the reader can recognize and overcome these errors more effectively.