

AN ANALYSIS OF STUDENTS' WRITING ERRORS IN THE DESCRIPTIVE TEXT IN VOCATIONAL HIGH SCHOOLS OF NGADIROJO IN THE ACADEMIC YEAR OF 2021/2022

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Abstract: The research aims to discover the errors and causes of difficulties experienced students in writing descriptive text among students in the vocational high school of Ngadirojo. The researcher finds out the strategies to improve students writing skill. This research used a qualitative descriptive method. The researcher asked the students to write a descriptive text as the main data. In addition, the researcher also implemented questionnaire to find out the causes of students' difficulties in writing. The data were taken from twelve grades consisted of 32 students at Vocational High School in Ngadirojo. The result of this research are: 1) the researcher found eight types of writing errors, including errors in tenses, punctuation, typos, subject-verb agreement, coherence and cohesion, incorrect capitalization, incorrect use of articles, and word choice. Researchers found 230 errors. The errors were 10% of tenses, 4% of punctuation, 10% of typos, 9% of coherence and cohesion, 16% of subject-verb agreement, 17% of incorrect capitalization, 7% of incorrect use of articles, and 26% of word choice; 2) the most critical issue that influenced the students' difficulties in writing English was the difficulties determining tenses, for about 100% and about 93,8% of the students have difficulties in determining ideas; 3) the students' strategies in resolved difficulties in write were; a) the students must write down all ideas, b) the students need preparations in writing, c) the students practice writing by correcting others' writing test, d) the students must 'read' first, e) the students must have practicing.

Keywords: Errors, Descriptive text, Writing

BACKGROUND

According to UNESCO data, Indonesia is the second from the bottom in world literacy, meaning that reading interest is incurious. The reading interest of the Indonesian people is very concerning, only 0.001%. It means that out of 1,000 Indonesians, only one is an avid reader (UNESCO, 2020). The current phenomenon is also exacerbated by the COVID-19 pandemic, which paralyzes all activities. The other activities such as reading and writing are down, which are replaced by excessive use of smartphones.

Here the researcher focus on writing skill. Writing is a skill that is no less important than other skills because it is the output of the other three skills. Nurgiyantoro (2001:273) stated that writing is an activity to express ideas through language media. Students learn to communicate through written form as they interact with others at the family and school

levels. Writing skills are more complicated than other language skills because writing requires ideas or ideas that are relevant, structured, and planned.

In actual classroom settings in writing, most students have difficulties considering the report. In other factors can cause students difficulties in developing creativity in writing. For example, according to Byrne (1985), most teachers consider that class time should be almost entirely devoted to developing oral skills except for a few exceptions, such as activities related to some form of said work. As a result, students' writing skills are blunt because the teacher's strategy in teaching is uncharted.

Therefore, the teachers' strategy in teaching should be more emphasized in active reading and writing activities. Thus, students can understand and can develop their creativity in writing. It can be seen that several things must be considered in writing activities, including content, word choice, language use, punctuation suitability, grammar, and so on.

Finally, the researchers did this research because this research is crucial to finding the difficulties experienced by students in writing. Furthermore, the researcher will find English teachers' strategies for developing or changing their teaching methods. Therefore, students will get the results of learning to write as expected. Based on the background, the researcher conducted a journal entitled "An Analysis of Students' Writing Errors in the Descriptive Text in Vocational High Schools of Ngadirojo in the Academic Year of 2021/2022."

LITERATURE OF STUDY

Teaching The English Language

a. Teaching English

The researcher teaches four essential English skills. First, students must possess reading, listening, speaking, and writing skills in learning English at school (Permendikbud No.24 of 2016 concerning KI and KD 2013 in Education). The variety of languages used in expressing something can be in the form of oral or written (Indah, 2011). The language variety consists of four abilities: listening, speaking, reading, and writing. These four skills were related and formed a unity in essence. As a result, if writing was described as a

comprehensive set of skills that may be used to teach Indonesian in a non-threatening manner, it is not a good idea.

b. Writing skill

Writing consists of several aspects. First, the terms of writing were topics and academic writing projects. Writing is an activity that allows people to express themselves with language (Nurgiyantoro, 2001). Writers must be able to employ vocabulary, grammar, and language structure because writing is both a productive and expressive activity. There are at least four aspects of written communication: (1) the writer as a messenger, (2) the text or message content, (3) the channel or medium in the form of writing, and (4) the reader as the message recipient. Thus, writing skills should be owned by each student, but the quality of writing is different for each student. Communication skills and thinking skills significantly affect the writing of each student.

1. Teaching Writing

In writing activities, there are pretty important things that can be done, namely teaching activities; in this case, the researcher focuses on teaching writing activities.

According to Brown (2001), there are five aspects of writing, namely:

a. Content

Content is the content of the writing and the ideas described. In line with this, Wigati (2014) states that this element is related to the author's writing knowledge, including substance, thesis sentence development, and relevance in presenting the topic.

b. Form

The form is the arrangement or organization in writing that shows overall preparation of the correct writing structure on the type of text written.

c. Vocabulary

Vocabulary is the consideration of students in choosing the right words to express their ideas. Soedjito(2009: 24) stated that vocabulary is defined as:

- 1) All words in a language
- 2) The wealth of words possessed by a speaker or writer
- 3) Terms used in a field of science

4) A list of words that are arranged like a dictionary and explanations brief and practical

d. Grammar

According to Jeffry Coghill and Stacy Magendanz (2003:xvi), “The set of guidelines that control a language’s structure is known as its grammar. The arrangement of words into meaningful units is determined by grammar”. Previously, the grammar of a language was a set of guidelines governing the language’s structure. Words are grouped into meaningful linguistic units according to grammar.

e. Mechanics

Mechanics were considerations in writing applications, such as spelling and punctuation. According to Collins Dictionary, spelling is the ability to spell words correctly. It is also an attempt to spell a word correctly. Furthermore, According to Oxford Learner’s Dictionaries, spelling is the act of forming words correctly from individual letters; the ability to do this.

No	Name of the error	Use	Description
1	Subject-Verb Agreement Errors	The subject does not agree with the verb in person or number.	Examples: He <i>walks</i> every morning. Correction: He <i>walks</i> every morning
2	Verb Tense Errors	Occur when an incorrect time marker is used.	Examples: I <i>have been</i> working on my paper since 6:00 am. Corrections: I <i>have been</i> working on my paper since 6:00 am.
3	Verb Form Errors	Occur when a verb is incorrectly formed.	Examples: I will be <i>driven</i> to the airport next week. Corrections: I will <i>drive</i> to the airport next week.

4	Singular/Plural Noun Ending Errors	There is often confusion about which nouns are countable and which aren't.	Examples: I have turned in all my <i>homework</i> this week. Corrections: I have turned in all my <i>homeworks</i> this week.
5	Word Form Errors	Occur when the wrong part of speech is chosen.	Example : I am happy living in a <i>democratic</i> country. Correction : I am happy to live in a <i>democratic</i> country.

2. Writing Error

In writing activities, we find some errors in writing. Whether it's an intentional error or not. Further, the errors were categorized into five (Schramper, 1989: A29) categories, they were:

METHOD

This research used a descriptive qualitative research method. This research focused on exploring the students' writing errors in the descriptive text of 3rd-grade students in Vocational High School of Ngadirojo, Pacitan. The data was taken from a writing test of descriptive texts. The respondents were about thirty-two female students. They were 17-19 years old. This research instrument was writing test. The theme of the writing test was "My Mother." The writing rules were made in two paragraphs, each consisting of seven sentences.

FINDING AND DISCUSSION

FINDING

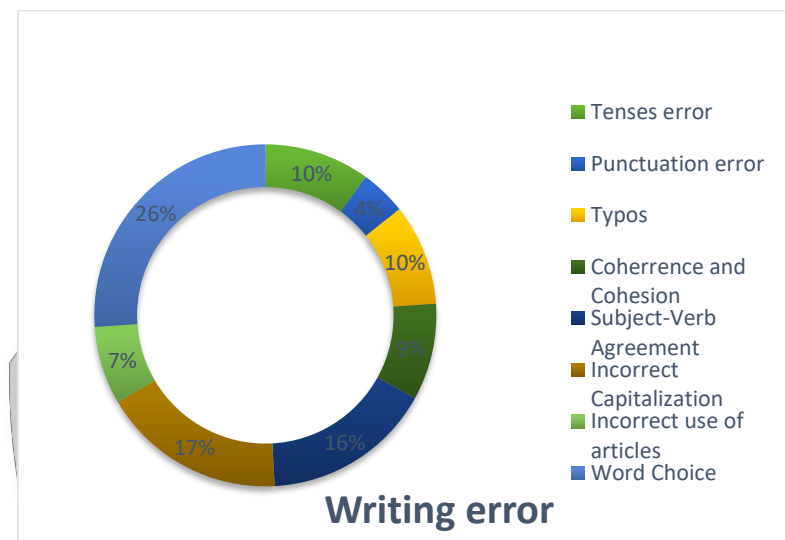
1. The writing error found in SMKN Ngadirojo

Number	Kind of errors	Frequency	Percentage
1.	Tenses	23	10%
2.	Punctuation	10	4%
3.	Typos	22	10%
4.	Coherence and Cohesion	21	9%
5.	Subject-Verb Agreements	37	16%

6.	Incorrect Capitalization	40	17%
7.	Incorrect use of articles	17	7%
8.	Word Choice	60	26%
TOTAL		230	100%

1. Table kind of error

The data in the table is displayed into the figure below:



1.1 Diagram kind of error

In this research, the students have various error in writing. The most of students have difficulties in the word choice, with frequency 26%. The second level of error was incorrect capitalization. This frequency of errors was 17%. The third level of errors was in subject-verb agreement, with a frequency of 16%. Fourth, errors on tenses with the frequency errors of 10%. The fifth error rate was typos with a frequency of 10%. The sixth error level was coherence and cohesion, with a frequency of 9%. The seventh level of error was the incorrect use of articles. The frequency of the errors was 7%. The eighth level of errors was in punctuation, with a frequency of 4%.

DISCUSSION

1. Writing Error

a. Tenses Error

The first kind of error was a tenses error. Tenses errors were errors using verb forms in English to show time. At the same time, the tense itself was a statement that must be clear when it occurs, as the example below:

My brother <u>went</u> to Kediri.
Data from student 32

Tenses were the most common mistakes made by students. The sentence above was an example of thirty-two students writing descriptive text. The descriptive text had some patterns that students must know. The error was in the word “went”. The verb must used verb 1.

b. Punctuation

The second error was punctuation. Punctuation marks were conventional signs, and typographical devices are tools to understand and read properly and correctly according to rules and intonation (Encyclopædia Britannica). The error found in the text as follow:

He took care of me since I was little, and taught me things I didn't know
Data from student no: 18

From the sample above, the students made errors in added punctuation. The full stop must deleted from the sentence because it doesn't seem right if the ruling had a complete visit before the word “and.”

c. Typos

The following error was a typo. Typing errors, often shortened to typos, were mistakes in the typing process, such as spelling or leaving out a word. The example of typos as follows:

My parents divorced when I was 6 years old. <u>Ad</u> after they diforced, my mother left without taking me with her.
Data from student no 28

The data above shows the typo after the first sentence, the students added a complete stop and the word “Ad” after the entire visit. If translated into Indonesia, the term “Ad” means “Iklan.” However, the word “Iklan” does not connect if connected with the following sentence.

d. Coherence and cohesion

The fourth errors were coherence. Coherence means the arrangement of sentences in a paragraph systematically so that readers could easily understand the reading text.

I make a lot of mistakes everyday to my mother. I really love my mom
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Data from student no 12

The data shows the students made errors in coherence cohesion. The first and the second sentence were incoherent. The first tells about mistakes, and the second about her love for her mom. The researcher analyzed between two sentences were confusing.

e. Subject-Verb Agreement

The following error was the Subject-Verb Agreement. Subject-verb agreement was the suitability of a verb or verb with the subject in a singular and plural sentence. The issue is usually a noun (noun), pronoun (pronoun), and other words. The example is as follows:

My mother have a tall body.

Data from student no 5

The students often ignored this error. She described that “My mother have a tall body.” The word “have” was the error in the sentence. The subject “My Mother” must use “has” not “have.” Because the word “My Mother” was included in the issue she/he/it. Subject she/he/it used “has,” except if the subject was I, You, They, We used “Have.” Then the correct sentence was “My Mother has a tall body.”

f. Incorrect Capitalization

The following discussion of error was Incorrect Capitalization. Capitalization means the use of capital letters. Capitalization of the first letter, the letter after the period, the name of the person, the name of the place, and so on are standardized in English. The error is as follows:

He has long hair. also has tan skin.

Data from student no 15

Most of the students made this error because they were inaccurate. The sentence above was in the word “also.” The correction was “Also,” the letter A must

include capital because initial sentence and after a complete stop, so must be used capital letters.

g. Incorrect use of articles

The following error was the Incorrect use of articles. The article was one of three types of determiners (article, possessive, demonstrative) that appear at the beginning of a noun phrase to determine a specific or non-specific noun or noun. Reports were often used to denote a singular object. The example as follows:

My mother is <u>a</u> very beautiful.

Data from student no 3

The data was from student number three. From the sentence, the article “a” was better removed. Then the correction sentence was “My mother is very beautiful.”

h. Word choice

The last discussion of error was word choice. The word choice is used to compose a sentence. Which word is chosen must follow the rules and not only the origin. But following the directions of good and correct English. The example is as follows:

<u>He</u> likes <u>his</u> house to be clean and tidy.
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Data from student no 30

The researcher found errors in word choice. The topic of the text was about the mother, but the students made an error in the word choice. The students must used subject “she,” not “he,” and also use “her,” not “his.” Then, the correction sentence was, “She likes her house to be clean and tidy.” The researcher analyzed the students’ word choice errors because the students in the before paragraph used the subject “she.” Still, the students used “He” in this paragraph and sentence.

2. The causes of writing error

a. Difficulties in determining ideas

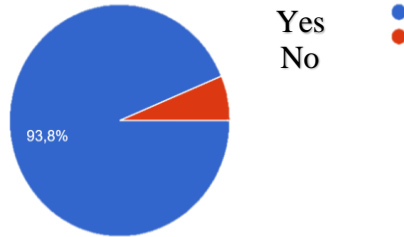


Figure 2.1 Diagrams of difficulties determining ideas

Based on the diagrams above, 93,8% of students stated that they had difficulties defining ideas. Based on research, looking for ideas in writing was wrong, which constrained the writing process. In looking for ideas, some needed long enough to develop a good idea following the author’s meaning. In authorship, this idea search was fundamental and, of course, must be noticed. Based on these data, the way students overcome difficulties in finding ideas was to look for references. References came from the internet by accessing some readings, journals, and other information and from books or literature following what would be written.

b. Difficulties in determining tenses

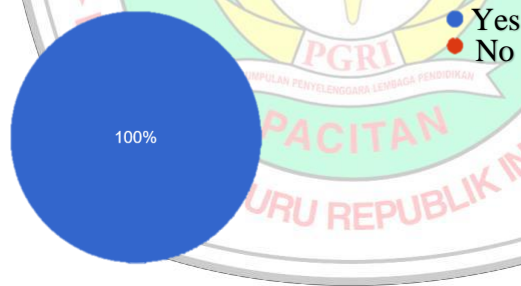


Figure 2.2. Diagrams of difficulties determine tenses

Based on diagram 4.4, 100% of students had difficulty determining the tenses they used. Then, it causes many mistakes that make it fatal enough in writing. Most students make tense errors, which are un-appropriate for what they write.

c. The strategy used for resolved difficulties in writing

- 1) The students must write down all ideas

The students must write down all ideas by pouring all the ideas into their head without having to feel doubt and fear of being wrong with what is written.

- 2) The students need preparation in writing

The students need preparation in writing, including the material and language competencies.

- 3) The students practice writing by correcting others' writing text

The students can track their writing skill by correcting someone else's writing.

- 4) The students must 'read' first

By reading, the students will have enough material to write. Writing and reading is inseparable.

- 5) The students must have practicing.

The students can practice writing many times. It will enhance their ability in writing. Due to having correction, they will learn from the previous mistakes.

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this research, there were thirty-two students in grades twelfth were found have various errors in writing descriptive text. In this case, the researcher found some writing errors such as tenses, punctuation, typos, coherence and cohesion, subject-verb agreement, incorrect capitalization, incorrect use of articles, and word choice errors.

The first error was tense errors, with a percentage of 26%; most students were confused about decided tenses that would be used. The second error was a punctuation error with a percentage of 4%. Students were missing commas, periods, colons, and other punctuation marks. The third error was a typo of about 10%. The fourth error was the error of coherence and cohesion with a percentage of 9%. The fifth error was a subject-verb agreement with a percentage of 16%. The sixth error was an error in the use of capital letters with a percentage of 17%. The seventh error was the use of article errors with a percentage of 7%. The eighth error was a word choice error with 26%.

Some factors cause the students to make writing errors; the students have difficulties in determining ideas, tenses, vocabulary mastery, and some knowledge in writing. The errors

that students have problems deciding ideas, the percentage of the difficulties was 93,8% from sixteen students. It significantly impacted students because most students have the same issues in this case, especially in determining ideas. The second factor was choosing tenses. Based on the obtained data, there were 100% of sixteen students gave a response. That means all students have difficulties deciding tenses that would be used, then other factors that impact writing English.

Then, the students' strategies in resolved difficulties in write were; 1) the students must write down all ideas, 2) the students need preparations in writing, 3) the students practice writing by correcting others' writing test, 4) the students must 'read' first, 5) the students must have practicing.

B. SUGGESTION

Based on the research analysis above, the researcher gives some suggestions, such as;

1. The researcher hopes this research can be helpful for students. And also, the readers can use this research result for reference, especially in English writing research.
2. The researcher hopes this research can motivate the readers to improve their ability in English writing.
3. For students, the results of this study can be used as an effective learning technique for students in improving writing skills.
4. For teachers, the results of this study are expected to provide input. Vocational school teachers, especially English teachers, can use them to make writing lessons effective.
5. For the school, this research is expected to be used as a positive input for the school's progress.

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