

## THE STUDENTS' ERRORS OF SMKN 1 SINABANG IN WRITING DESCRIPTIVE TEXT

**Puja Amanda Sari<sup>\*1</sup>, Rosdiana<sup>2</sup>, Sariakin<sup>3</sup>**  
<sup>1,2,3</sup>Universitas Bina Bangsa Getsempena

### **Abstract**

*This research aims to find out the students' errors make when writing descriptive text and the most dominant errors made by eleventh grade students of the fashion design program at SMK Negeri 1 Sinabang. The method used is descriptive quantitative method. The instruments used in this research were written tests. Data the collection is done offline or directly in class. All class eleventh grade students of the fashion design program are the population in this research. Using purposive sampling, 15 Class eleventh grade students of the fashion design program were selected as samples. In analyzing the data, the author uses theory from Jacobs, 1981 where students' writing errors are calculated and classified into five aspects of writing. Learning outcomes show that students have errors in writing descriptive text. This is proven by the discovery of errors in aspects of developing ideas 14 percent, ideas organization 7 percent, grammar 26 percent, vocabulary 36 percent, and mechanic 18 percent. Based on the data obtained, the most dominant errors made by students in the next class of the fashion design program at SMK Negeri 1 Sinabang were the vocabulary aspect.*

**Keywords:** errors, writing, descriptive text

### **INTRODUCTION**

One important element in the education system is the curriculum. That curriculum is the main goal of education. The curriculum is a document that is created as a learning plan guide for schools and teachers who will teach. Curriculum in Indonesia it has been revised several times. Currently the curriculum currently in use is 2013 Curriculum. The 2013 Curriculum was created to equip students with skills, knowledge, and attitudes to improve the quality of education in Indonesia (Zaim, 2017). Therefore, students are required to be active in class, to improve communication skills, creative and critical thinking, and ability to solve problems.

Ability in English refers to expressing messages verbally, in writing, and listening to material (Zaim, 2013). There are four skills in English for students (Bakar, 2018). One of them is writing skills. Writing skills are the ability to present ideas in written form for

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\*E-mail: [pujaamanda939@gmail.com](mailto:pujaamanda939@gmail.com)

readers. Apart from that, writing also helps students expand their ability to express their feelings and thoughts. Writing is one of them from the activities someone does to explain something in written form words, punctuation, and spaces. Apart from that, writing is also called one of them capabilities that can create tangible results that can be touched, read and saved a long time (Harmer, 2004).

There are several types of English texts that students' study. One of which is descriptive, describing something or someone. Descriptive text is one of them English texts taught to students in high school. Atmazaki (in Lusita and Emidar 2019), emphasized that descriptive text is a form of writing that describes an object, namely places, things and people. It is as if the reader sees and feels everything related to what the author describes. Descriptive writing requires a uniform topic and the possibility of using adjectives in it, but this will depend on the focus of the given topic. Adjectives Information about an object will be very useful in describing the object in detail (Husna, 2015). Moreover, students must understand the grammar used to convey it ideas in writing descriptive text. Descriptive text explains something that could happen seen using the five senses, heard, and felt using the body parts. General structure of descriptive text consists of introduction and description.

Social function of descriptive is describing a particular person, place or thing (Gerot & Wignell, 2001). To create descriptive text, students must master tense. Descriptive the text has language features when students write them, they must understand adjectives, verbs, and nouns in order to use them correctly. Creating descriptive text is challenging because students are asked to describe an object based on real or unreal the physical characteristics of the object. Students must understand what they are describing in his writing, for example: describing places, objects, animals, etc.

Making errors when learning English is a natural part of the process. When students are writing, they may make mistakes unconsciously. One strategy What is widely used by linguists to solve this problem is error analysis. Tarigan (2011), states that error analysis is a deviant part of composition from several standard rules. They still need a deeper understanding of this material from the teacher. Even though errors are viewed negatively when learning English as foreign language, error analysis is beneficial for students and teachers. Error analysis is necessary for students to show them what aspects are difficult for them, even though the teacher must evaluate the learning method or the causes the mistake. In other words, students may make errors because they are not used to it English grammar.

Grammar skills are one aspect of language that is taught to every language learner because it is related to making appropriate written sentences. According to Keraf in Misriyah (2011), grammar is a collection of standards in language structure. The language structure includes sound system, form, word structure, sentence structure and meaning system. In other words, grammar includes the areas of phonology, morphology and syntax. Tenses are part of grammar; Grammar plays an important role in writing in English because a text requires the correct tense. If Tense that is misused will have an impact on the writing itself. Writing can be disrupted if grammar rules are not followed correctly, and developing good grammar rules is very difficult (Harmer, 2005). The sentence formulation follows Subject + Verb + Object.

Many students have difficulty writing correct sentences because there are "rules" in writing that confuse students in expressing their ideas students' writing activities are textbook-oriented. Meanwhile, the writing tasks in the textbooks the students usually use are not appropriate to their need and not challenging. The tasks are restricted to arranging jumbled sentences into a good paragraph and completing a paragraph with the given words and phrases.

Based on the statement above, the researcher wants to conduct research entitled "Student Error in Writing Descriptive Texts (Study on Eleventh Grade Students of SMKN 1 Sinabang)." Researchers try to identify and analyze because many students still have difficulty understanding descriptive texts. The author hopes to help teachers overcoming student errors in writing descriptive text.

## **RESEARCH METHOD**

In this research uses quantitative descriptive research, because it is statistical in nature, where the data collected for analysis is mostly in the form of numbers (numerical). According to Sugiyono (2003), descriptive statistics are statistics used to analyze data by describing the collected data as it is, without the intention of making general conclusions. According to Sugiyono (2019), descriptive statistics are statistics used to analyze data by describing or illustrating the data that has been collected without intending to make general conclusions or generalizations. Next, the author explains students' errors in writing descriptive text. Therefore, this research is quantitative research because it presents variable data in the form of tests regarding students' errors in writing descriptive text.

## **RESEARCH INSTRUMENT**

The instrument used to collect data is a test. According to Arifin (2012), a test is a data collection tool that is specially designed. According to Nurjanah (2015), the tool used as a means to determine assessment or evaluation is a test. Furthermore, the technique used in this research is a test. The students were asked to write descriptive text of at least 200 words to find out students' errors in writing descriptive text. This data is based on five indicators in writing, namely developing ideas, organizing ideas, grammar, vocabulary and mechanics.

### TECHNIQUE OF DATA COLLECTING

The technique of data collecting in this research is the students were asked to write descriptive text of at least 200 words to find out students' errors in writing descriptive text. This data is based on five indicators in writing, namely developing ideas, organizing ideas, grammar, vocabulary and mechanics.

### TECHNIQUE OF DATA ANALYSIS

In analyzing data, the writer uses descriptive analysis technique (percentage). It will be described in the percentage and the formula is as follows:

$$P = \frac{\sum x}{n} \times 100\%$$

Where:

P = Percentage of errors  
 n = the errors  
 $\sum$  = Total

### THE RESULT

**Table 1.** the result of students' errors in descriptive text

STUDENTS	ASPECTS					Total Errors
	Developing Ideas	Organization Ideas	Grammer	Vocabulary	Mechanics	
S1	-	-	-	-	-	0
S2	1	1	2	8	1	13
S3	1	-	1	4	-	6
S4	1	-	-	3	1	5
S5	-	-	-	-	2	2
S6	1	-	-	2	1	4
S7	-	-	1	-	1	2
S8	-	1	-	-	2	3
S9	1	-	-	3	4	5
S10	1	1	3	2	-	7
S11	1	-	3	1	-	5

STUDENTS	ASPECTS					Total Errors
	Developing Ideas	Organization Ideas	Grammer	Vocabulary	Mechanics	
S12	1	1	1	-	-	3
S13	1	-	-	3	1	5
S14	1	1	2	1	-	5
S15	1	-	6	-	1	8
<b>TOTAL</b>	11	5	19	27	14	76

Based on the table above, the data results show that many students still make errors in writing descriptive text. The data result was displayed as clearly as possible, along with some examples of errors in students' answers.

First, the results show that there were 11 or around 14 percent students who made errors in developing Ideas. Eleven students were unable to develop their ideas in writing descriptive text so that students made mistakes in writing descriptive text. Developing ideas in writing is one of the most important parts because the writer tries to develop the ideas for his work there. Writing development ideas is aimed at a unified text that has its own meaning, paragraphs must explain one idea. The writing errors that students most often make are not being able to develop their ideas in describing something, not being able to develop ideas in paragraph text. Most students only write two to three paragraphs. which is actually writing descriptive text of at least 4 paragraphs or 200 words.

Student errors can be seen in the example sentences below. S2 made error in writing descriptive text, this student was unable to develop paragraph text ideas in descriptive text. The content of the text is only a little, there is no development of other ideas. S3 also made error in developing ideas. Not being able to develop ideas in descriptive text. S4 made the same error and was unable to develop ideas, some of his sentences were not connected so they were counted incorrectly in the text. S6 only made a few errors in the content of the descriptive text, with only a few sentences in each paragraph. S9 made the error of not being able to develop ideas and kept repeating his sentences. An example of a sentence is "The atmosphere looks more attractive and beautiful", the next sentence is "The beautiful beach attracts the attention of the local community". This sentence is wrong because students are not able to develop sentence ideas, words that are often used repeatedly in paragraph texts.

S10 made the error of not being able to develop sentence ideas and only had a little paragraph content. S11 errors in developing ideas for the content of the text are not enough than 4 paragraphs. S12 the error was writing more than 1 different paragraph in 1

paragraph, besides being unable to develop ideas, and only writing 1 paragraph of text. S13 The error is that there are only a few paragraphs and not being able to develop ideas. S14, and S15 have the same error and are unable to develop ideas and only have a few paragraphs.

Second, the results show 5 or around 7 percent errors made within the ideas organization. Organization of ideas in writing descriptive text must include identification and information. The ideas organization went bad because of errors on the part of students when writing texts, many students write their texts without coherence between one sentence and another, presenting disconnected ideas. Some students don't even write down the identification part, even though this part is the beginning of a paragraph containing an introduction to something will be explained. Meanwhile, description contains a description of something it will be explained.

The error can be seen in the students below. S2 the error is in the sentence "at home I afternoon." The sentence doesn't connect to the last paragraph. S8 The error is that the sentences are not connected, because in the first paragraph this student describes Simeulue Island, then in paragraphs 3 and 4 he describes "Tgk Diujung". S10 the error was in the sentence "on Sunday I went to the fast with my friend. The word fast in the context of the text means "fasting" while this student wanted to describe the beach. S12 the error is that the text is not connected to the content of the writing, not related to each other. At the first this student wanted to introduce herself, but in the next words this student told about her two-faced friend, not describing herself." let me introduce myself, my name is Sinta Bella I have a friend who used to be so close to me that I consider her my own sister." S14 The error is that the paragraph is not connected and unorganized.

Third, the findings show that there are 19 or around 25 percent errors in grammatical aspects and sentence structure that occur in language use. Grammatical errors found include subject-verb alignment, prepositions, and the use of auxiliary words. This problem can be seen in the student example below.

S2 the error is that in the sentence "in the home" it should be replaced with "at home" and "a very beautiful" there is no to be there should be "is". S3 the error is in the sentence "very beautiful" there is no to be "is". S7 the error is that in the sentence "his" the word his is wrong, it should be used the word "her". S10 in the text there are three grammatical errors seen in the sentence "very beautiful" there is no to be "is". S11 it was found that there were three errors in this student, seen in 2 sentences in "very beautiful" there was no to be "is" and the pass word "arriving late in the afternoon" should have used

the word "arrived late" because there was the word "late". S12 the error was that the word "him" should have been replaced with the word "her" because at the beginning he mentioned "my own sister". S14 the error is in the word "very beautiful" there is no to be "is". S15 the error is that there are six errors in this student's text, seen in the word "very beautiful" there is no to be "is"

Fourth, the findings show many errors in the vocabulary aspect. Students make many errors in this aspect. All students have made 27 or around 36 percent vocabulary errors. There are many errors in writing English words in students' written texts. And there are some students who still have difficulty choosing words. This problem can be seen in the example below.

S2 the error is that there are four words "I look view" which are not suitable for use with the word look. They should be replaced with the words "I see" because they are can be seen directly with the eyes. Apart from that, the word "in morning" is wrong because there is no "the" it should be "in the morning" "come in mountains" the word used is not quite right. You should use the word "arrive" and the word "than" is wrong, you should use the word "then" which means "then". S3 the error is seen in the word "robin" not using English, the word "in essence" is too formal, it should be replaced with "basically", the word "pulau" does not use the word in English should be "island" and the word "riding" is the word used wrong, it should be replaced with the words "board a boat". S4 the error is that the word "Di Simeulue" is not in English. You should have used "In Simeulue", apart from that the word "spacious beach" is wrong, you should have used the word "wide beach" which means "a very wide beach" not "big beach" and for the word "atmosphere" the word used is too formal not suitable for use in the context of the text. It should be replaced with the word "vibes", a neutral vibes.

S6 The error is that the word "ettention" is written incorrectly. The correct word should be "attention" and the word "Surroundings" more precisely use the word "environment". S9 the error is the same as S4 because the text content is the same. S10 the error was in the word "Than" in the wrong vocabulary it should have been written "Then" which means "then" and the word "atmosphere" which is too formal a word should have been replaced with the word "vibes" which means vibes. S11 The error is that the word "Than" should be replaced with "then" which means later. S13 three errors in the word "atmosphere", the word used is too formal. Not suitable for use in the context of the text. Replaced with the more neutral word "vibes". S14 The error was in the word "Than", the word used was wrong, you should have used the word "Then" which means then.

Fifth, from the mechanical aspect, the results showed 14 or around 18 percent errors. This includes punctuation and capitalization. All students made 14 mechanical errors. Sentence errors in punctuation and use of capital letters can be seen in the example below.

S2 the error is that the semicolons are irregular, so the sentence is not connected. S4 the error is that there are several errors in writing capital letters in the text. Almost all paragraphs have incorrect case letters. For example "DISIMeULe HAS A BEAUTIFUL AND SPACIOUS BEACH". The use of capital letters is still wrong. S5 the error in the word "it" is the wrong capital letter after the period. It should be "It" not "it". S6 The errors was in placing capital letters at the beginning of the paragraph. This student used lowercase letters. They should have used uppercase letters. S7 The error was in placing the semicolon incorrectly in the third paragraph. S8 the error was in the semicolon and the placement of the capital letters. S9 the error was in placing capital letters at the beginning of the paragraph. This student uses lowercase letters at the beginning of the paragraph. S13 the error is that the placement of the capital letters is still wrong. For example, in the second paragraph, "when" uses a small letter "w". S15 the error is in the semicolon, "mountain tourism, for example," so that the text sentence doesn't connect."

The results of this problem are calculated in percentage errors by the writer to determine the students' frequency problem in writing descriptive text. The percentage of students' problems is as follows:

**Table 2.** the result percentage of students writing descriptive text

No.	Aspect	Frequency	Percentage
1	Developing Ideas	11	14%
2.	Organization Ideas	5	7%
3.	Grammer	19	25%
4.	Vocabulary	27	36%
5.	Mechanic	14	18%
	<b>TOTAL</b>	76	100%

## DISCUSSION

After analyzing the research findings, it is necessary to discuss them. This research aims to find out students' errors and the most dominant errors made by students in writing descriptive texts. Based on the result, students found many errors in descriptive writing text. This happens because writing descriptive text is found at a difficult level for students. In students' descriptive texts, 5 indicators of student errors were found in writing descriptive texts.

First, developing ideas with the number 11 or around 14%, organization ideas 5 or around 7%, grammatical 19 or around 25%, vocabulary 27 or around 36%, and mechanic 14 or around 18%. Most students make errors in using Vocabulary where students are still confused about how to do it make or put the correct sentence. Apart from that, most of its students show difficulty in sentence structure as an aspect of grammar. On the other hand, some students have difficulty translating one English sentence because they lack vocabulary. They are usually translate word for word, so it's wrong happen. This is similar to research by Palupi & Septiana (2018), they are said a lot structural errors were found as a result of students translating sentences word by word. Based on the difficulties above, the author concludes that vocabulary is very important for students' writing. The main thing that causes vocabulary the errors in students' writing is a lack of mastery in this aspect.

Lack of knowledge of the rules of English causes students not to pay attention to the rules write. As a result, many students make errors in writing without realizing it. Plus, there aren't too many mechanical errors like punctuation, spelling, and capitalization. However, there are still students who forget to put punctuation marks. Marks such as commas or periods in the sentences he writes.

Hasan & Marzuki (2017), found that students had difficulty using punctuation marks such as commas because they use commas where they are not needed, even inside the position of a point. Students don't pay enough attention to their writing so it's still there some spelling errors in English are due to lack of vocabulary, so something like that can happen. Based on research by Palupi & Septiana (2018), lack vocabulary mastery causes spelling problems in students' writing.

On the other hand, Toba et al (2019) found students' opinions about spelling difficulties caused by their failure to memorize the spelling of written vocabulary. The English and Indonesian spellings are very different. Therefore, students create many errors assume the pronunciation of words in English is the same as in writing. Although not necessarily, many English vocabulary words sound the same the pronunciation, but the writing is different. Capitalization is also a mechanical aspect, but there are not many errors in the capitalization aspect. Because in Indonesian lessons it is also explained that there are several words that must be used capital letters, for example people's names, countries, etc. This is similar to research by Situmorang & Manurung (2020) shows that it is difficult to use low capitalization.

Vocabulary is also an important supporting aspect. In terms of writing because if students have limited vocabulary then they cannot write fluently (Yaumil et al 2020). Therefore, students should remember vocabulary so that they don't suddenly disappeared while writing. According to this difficulty, it is possible to do so concluded that a lack of vocabulary causes students not to think about the vocabulary questions they write, resulting in errors. Developing ideas, organizational ideas, grammatical and mechanics are the aspects with the fewest errors. Based on the results of the data above, the researcher can conclude that the most dominant errors made by eleventh grade students in writing descriptive texts with the most nominal numbers are errors in vocabulary.

## **CONCLUSION AND SUGGESTION**

### ***Conclusion***

The author concludes that there are 5 error factors found in writing descriptive text carried out by class eleventh grade students of the fashion design program at SMK Negeri 1 Sinabang for the 2023-2024 academic year.

There are 5 errors made by eleventh grade students of the fashion design program in writing descriptive texts, including developing ideas. It was found that 11 or around 14 percent of students made errors in the idea development aspect. The most common writing errors students make is that they cannot develop their ideas in describing something. Organization of ideas found 5 or around 7 percent of students who made errors in the aspect of organizing ideas. Some students don't even write down the identification part, even though this part is the beginning of a group of sentences. Grammatical found 19 or around 25 percent of students who made errors in grammatical aspects. The most common grammatical errors students make include subjects, auxiliary verbs, articles, pronouns, etc. Vocabulary it was found that students had made 27 or around 36 percent vocabulary errors. There are many errors in writing words in English in texts written by students. In addition, some students have difficulty choosing words. Mechanic it was found that there were students who made 14 or around 18 percent mechanical errors. The results show that there are several errors in spelling, punctuation marks, and capital letters because it is acknowledged that students often forget punctuation marks or capital letters in writing. The most dominant errors made by eleventh grade students of the fashion design program at SMK Negeri 1 Sinabang are based on the results of the data that has been obtained it can be concluded that there are

27 errors or around 36 percent of the errors made by eleventh grade students using vocabulary which is most often found in eleventh grade students of the fashion design Program at SMK Negeri 1 Sinabang. So, the conclusion is that the most dominant errors made by eleventh grade students of the fashion design program at SMK Negeri 1 Sinabang are errors in the vocabulary aspect.

### ***Suggestion***

Concerning the conclusion, the writer made some suggestions that hopefully will be helpful and valuable to English teachers, students, and future researchers. English Teacher, the research results found that the errors were most often found in students Text is an aspect of vocabulary use that teachers hope can explore the reason for this error, so teachers can pay more attention to it teaching descriptive texts about vocabulary and grammatical aspects related to student errors. Students, by understanding their errors, students are expected to be able to practice more write. In order to overcome various kinds of errors, students can Reflect to improve yourself, especially in writing. Plus knowing the cause of their errors in writing. Students are expected to remember better vocabulary that will be applied in writing. Future Researchers, this research is limited to qualitative methods and focuses on descriptive text. Therefore, future researchers are welcome to add or develop this research using other texts and other research approaches supports these findings. In addition, because this research only focuses on students, researchers can then try to find solutions so that students can overcome their errors.

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