

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING DESCRIPTIVE
TEXT IN TENTH GRADE AT FASHION DESIGN PROGRAM AT SMK
KATOLIK HENRICUS LEVEN LARANTUKA IN THE ACADEMIC
YEAR OF 2024/2025**

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ABSTRAK

Penelitian ini menganalisis kesalahan yang dilakukan oleh siswa kelas X Program Tata Busana di SMK Katolik Henricus Leven Larantuka dalam menulis teks deskriptif pada tahun ajaran 2024/2025. Tujuan penelitian ini adalah untuk mengidentifikasi jenis kesalahan, menganalisis penyebabnya, serta memberikan rekomendasi untuk meningkatkan keterampilan menulis siswa. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan lima belas siswa sebagai subjek. Data dikumpulkan melalui analisis teks deskriptif yang ditulis siswa serta wawancara dengan guru bahasa Inggris dan beberapa siswa. Hasil penelitian menunjukkan bahwa siswa melakukan berbagai kesalahan, termasuk kesalahan struktural, leksikal, ejaan, tanda baca, penghilangan (omission), misinformation, dan misordering. Kesalahan yang paling dominan adalah kesalahan struktural dan leksikal. Penyebab utama kesalahan tersebut adalah pengaruh bahasa ibu, keterbatasan kosakata, terjemahan literal, dan overgeneralisasi. Penelitian ini menegaskan pentingnya penerapan strategi pembelajaran berbasis analisis kesalahan untuk meningkatkan kemampuan menulis siswa, khususnya dalam konteks pendidikan vokasi.
Kata Kunci: Analisis Kesalahan, Teks Deskriptif, Keterampilan Menulis, Siswa Vokasi.

ABSTRACT

This study analyzes the errors made by tenth-grade students of the Fashion Design Program at SMK Katolik Henricus Leven Larantuka in writing descriptive texts during the 2024/2025 academic year. The objectives of this research are to identify the types of errors, analyze their causes, and provide recommendations to improve students' writing skills. The study employed a qualitative descriptive approach with fifteen students as the subjects. Data were collected through an analysis of students' descriptive texts and interviews with the English teacher and several students. The findings revealed that students made various errors, including structural errors, lexical errors, spelling, punctuation, omission, misinformation, and misordering. The most dominant errors were structural and lexical errors. The main causes of these errors were the influence of the mother tongue, limited vocabulary, literal translation, and overgeneralization. This study highlights the importance of implementing error-based learning strategies to enhance students' writing ability, especially in the vocational education context.
Keywords: Error Analysis, Descriptive Text, Writing Skills, Vocational Students.

INTRODUCTION

English is an international language used in various aspects of life, including education, work, and global communication. In the Indonesian education system, English has been taught from elementary school to higher education. Mastery of English involves four essential skills: listening, speaking, reading, and writing. Among these, writing is considered the most complex skill because it requires accuracy in grammar, vocabulary, sentence structure, and the logical organization of ideas.

According to Dalman (2020), writing is not only a means of self-expression but also a way to enhance intelligence, creativity, and critical thinking skills. Sirait (2023) emphasizes that writing is the most difficult language skill to acquire because it demands accuracy in both linguistic knowledge and logical reasoning. In vocational education, writing plays a particularly significant role as it is directly linked to students' ability to describe their products or designs

effectively.

One important type of writing is descriptive text. Dalman (2016) explains that descriptive text aims to portray something in detail so that readers can imagine the object as if it were real. For students in the Fashion Design Program, descriptive writing is essential since they are expected not only to produce designs but also to describe them clearly in terms of color, texture, form, and impression.

However, many students still struggle with writing descriptive texts. Common errors include:

1. Grammar errors – such as incorrect tense usage and subject–verb agreement.
2. Lexical errors – inappropriate word choices due to limited vocabulary or literal translation.
3. Spelling and punctuation errors – misuse of capital letters, commas, and periods.
4. Errors in sentence organization and coherence.

Hinkel (2017) classifies writing errors into four categories: omission, addition, misformation, and misordering. These errors may result from interlingual factors (influence of the mother tongue), intralingual factors (limited knowledge of English), or ineffective learning habits.

Based on this phenomenon, this study focuses on analyzing students' errors in writing descriptive texts. The research aims to identify the most dominant types of errors, explore their causes, and propose appropriate strategies for improvement.

METHOD

This study employed a qualitative descriptive approach. The subjects of the research were 15 tenth-grade students of the Fashion Design Program at SMK Katolik Henricus Leven Lantuka in the 2024/2025 academic year.

Data collection techniques:

1. Document analysis – students' descriptive texts were collected and analyzed.
2. Interviews – conducted with the English teacher and several students to gain deeper insight into the difficulties they encountered.

Data analysis procedure:

The analysis followed the error analysis framework, consisting of:

- Identifying the errors.
- Classifying the types of errors.
- Analyzing the causes of errors.
- Interpreting the result.

RESULT AND DISCUSSION

The results of the study revealed that students made a variety of errors in writing descriptive texts, including:

1. Structural Errors

Errors were mainly found in tense usage, especially the simple present tense. Many students produced sentences with incorrect subject–verb agreement and improper sentence construction.

2. Lexical Errors

Students often chose inappropriate vocabulary due to literal translation from Indonesian. For instance, some students wrote “big tall” instead of simply “tall” to describe a person's height.

3. Spelling and Punctuation Errors

Errors included failure to use capital letters at the beginning of sentences or for proper nouns, as well as misuse of commas and periods, which affected text readability.

4. Omission, Misinformation, and Misordering
 - a. Omission: omission of articles (a, an, the) or verbs.
 - b. Misinformation: incorrect word forms, such as he have instead of he has.
 - c. Misordering: improper word order, such as She beautiful is instead of She is beautiful.

Causes of errors:

- Interlingual interference: direct influence of the mother tongue.
- Limited vocabulary: insufficient mastery of English words.
- Overgeneralization: incorrect application of grammatical rules.
- Carelessness and lack of practice.

These findings are consistent with Purwanti (2016), who found that Indonesian students often struggle with generating ideas, constructing sentences, and selecting accurate vocabulary in descriptive writing. The results emphasize the need for teachers to implement error-based learning strategies, provide contextual vocabulary practice, and give detailed feedback on students' writing.

CONCLUSION

This research concludes that tenth-grade students of the Fashion Design Program at SMK Katolik Henricus Leven Larantuka frequently make errors in writing descriptive texts. The most dominant errors are structural and lexical errors, caused by mother tongue interference, limited vocabulary, and overgeneralization.

Suggestions:

1. For students: practice writing more frequently, enrich vocabulary through reading, and utilize visual media to support descriptive writing.
2. For teachers: apply error-based learning strategies, provide constructive and detailed feedback, and use visual aids to enhance student engagement.
3. For schools: strengthen the English curriculum by focusing on writing skills, particularly descriptive writing relevant to vocational education.
4. For future researchers: expand the research to include a larger sample and apply mixed-method approaches to gain more comprehensive results.

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