TEACHER'S STRATEGIES IN OVERCOMING STUDENT'S WRITING ERRORS AT THE TENTH GRADE OF SMK BATIK 1 SURAKARTA IN 2017/2028 ACADEMIC YEAR

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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APPROVAL

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TEACHER'S STRATEGIES IN OVERCOMING STUDENT'S WRITING ERRORS AT THE TENTH GRADE OF SMK BATIK 1 SURAKARTA IN 2017/2028 ACADEMIC YEAR
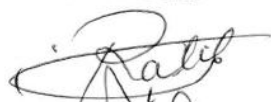
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TESTIMONY

Here, the writer testifies the publication article entitled *"Teacher's Strategies In Overcoming Student's Writing Errors at the Tenth Grade of SMK Batik 1 Surakarta In 2017/2018 Academic Year"* there is no plagiarism of the research that has been made before to complete bachelor degree in a university and as long as the writer knows that there is also no work or opinion which has ever been published or composed by the others, except those in which the writing are referred in the manuscript and mentioned in bibliography. Therefore, if it is proved that there are some untrue statements here, the writer will be fully responsible.

Surakarta, April 25 2018

The writer

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TEACHER'S STRATEGIES IN OVERCOMING STUDENT'S WRITING ERRORS AT THE TENTH GRADE OF SMK BATIK 1 SURAKARTA IN 2017/2028 ACADEMIC YEAR

Abstrak

Penelitian ini berfokus pada 1) strategi guru yang digunakan dalam mengatasi kesalahan siswa dalam menulis di SMK Batik 1 Surakarta, dan 2) tipe kesalahan apa saja yang dibuat siswa dalam menulis. Penelitian yang digunakan oleh peneliti adalah penelitian deskriptif kualitatif. Data yang diperoleh adalah dengan cara observasi dan wawancara. Data yang diperoleh yaitu berupa informasi yang didapatkan saat melakukan observasi dikelas dan wawancara terhadap guru dan siswa. Hasil dari penelitian ini adalah 1) startegi guru yang digunakan dalam mengatasi kesalahan siswa dalam menulis yaitu guru mengkoreksi kesalahan, umpan balik dari guru, umpan balik koreksian, pembelajaran kosa kata, dan menyemangati siswa, 2) tipe kesalahan siswa dalam menulis seperti struktur kalimat (grammar), pengejaan, dan pilihan kata. Jadi pelitian ini dapat disimpulkan bahwa guru menggunakan berbagai strategi dalam mengatasi kesalahan siswa dalam menulis di SMK Batik 1 Surakarta.

Kata kunci: strategi guru, kesalahan menulis

Abstract

This research focused on 1) teacher's strategies in overcoming the student's writing errors at the tenth grade of SMK Batik 1 Surakarta, and 2) the types of writing errors made by student's. This research uses descriptive qualitative. The data is taken by observation, interview, and recording method. The data are collected through all of information from observation in class and interviews the teacher and the students. The findings of this research are 1) teacher's strategies in overcoming the student's writing errors are teacher error correction, teacher feedback, corrective feedback, vocabulary learning, and motivating students, 2) the type of writing errors made by students are grammar, spelling, and diction. The researcher concludes that English teacher at the tenth grade of SMK Batik 1 Surakarta used various strategies in overcoming student's writing errors.

Keyword: teacher's strategies, writing errors

1. INTRODUCTION

English learning has four skills, they are speaking, listening, reading and writing. Writing is the most difficult among other skills in English. Writing is difficult because in learning of writing, most of students have errors in writing. Writing is not only about writing but also many structural sentences are concerned in writing.

Teachers' teaching strategy in English learning and teaching is one of the most important aspects to be considered. A teaching strategy helps the teacher to make the optimal learning. In teaching, teachers should be able to use strategies for developing critical thinking and problem solving for students. In other words, teacher can solve the students' problem and students' error in learning language or language skills.

Teachers is not only teaching, giving material subject, and giving instruction to students but also the teacher should be make the students understanding the material subject. In learning absolutely, there are students' errors in writing. In this phenomenon, teachers should have teaching strategy to solve.

Writing is important and difficult. Teacher's strategy should be appropriate with the students' problem in writing. At SMK Batik 1 Surakarta, the students are lack in writing and many errors in writing. English teacher of SMK Batik 1 Surakarta has strategies to overcome the student writing errors. Based on the reason the researcher wants to try identify, and describe what the students' writing errors, and the teacher's strategy in overcoming the student's writing errors.

Based from phenomenon above, the researcher interested to analyze teacher's strategies in overcoming student's writing errors at the tenth grade of SMK Batik 1 Surakarta in 2017/2018 academic year.

According to Madahvi & Malini (2017: 24) explains that "students making errors or mistakes should be given a lot attention especially in the writing component as this is important for students to write".

Based on findings by Seyabi, F.A., & Tuzlukova, V. (2014) in previous study which used by the researcher as her guidance has a different proposes on finding, the researcher proposes her findings on writing errors and teacher's strategies in overcoming student's writing errors while the previous study focuses on student's problem in writing.

Meanwhile, the researcher using another finding on her previous study based on chapter II to support her research. The researcher starts to learn and read the study from Sermsook. *et al*. (2017), and Jabeen, A. (2015) which has writing errors as their subject to analyzes their study. The differentiate between them is the object of the study which Sermsook focuses on analysis of errors in written English sentences, while Jabeen focuses on the role of error analysis.

This study has objective study which formulates by the researcher, and the objectives of study are: "to describe writing errors made by students and teacher's strategies in overcoming student's writing errors".

Based on the explanation above, the researcher knew that she needs to understand what are teacher's strategies in overcoming student's writing errors, and she hopes that people or other researcher make her research an additional knowledge and can be references because it's important to know the proposes what the teacher's strategies in overcoming student's writing errors.

2. RESEARCH METHOD

The type of the research is descriptive qualitative research. Place of the research in SMK Batik 1 Surakarta and object of this research is teacher's strategies in overcoming student's writing errors at the tenth grade of SMK Batik 1 Surakarta. The data focus on teacher's strategies in overcoming student's writing errors. The sources of the data in this research are observation and interview so, the writer uses observation and interview as methods of collecting data.

The purpose of this research is to describe teacher's strategies in overcoming student's writing errors at the tenth grade of SMK Batik 1 Surakarta

in 2017/2018 academic year. The researcher uses observation and interview as methods of collecting data and make the data valid researcher uses triangulation.

3. RESEARCH FINDING AND DISCUSSION

Writing errors are the most of students did in learning English. The students mostly lack in grammar. Writing is difficult, so the teacher should have strategies to overcoming the students writing errors. This research, the researcher presents the objective of the study there are:

3.1 The Type of Student's Writing Errors Made by the Students at the Tenth Grade of SMK BATIK 1 SURAKARTA

Based on the research finding, The type of writing errors are in grammar, diction, and spelling. In the discussion the researcher explained:

3.1.1 Grammar

1) Question : Who is Soekarno?

Answer : *Soekarno is* <u>*heros*</u> *Indonesia and the first president.*

In this sentence above Soekarno is single noun and the underline word *"heros"* is not only false in grammar but also in spelling. In the case of spelling error *"heros"* is incorrect, the correct spelling is *"heroes"*. In the case of grammar error *"heroes"* is incorrect which shows plural, meanwhile the subject in this sentence above is singular subject, therefore the correct word *"heroes"* is *hero*.

2) Question : What makes the spirit Cut Nyat Dien got up?

Answer : *the spirit of cut nyat dien got up to fight* <u>*colonial troops dutch.*</u>

Based on the data above the underline phrase *"colonial troops dutch"* belong to missordering errors which is the case, the correct phrase *"troops of dutch colony"*.

3) Question : Where is the meeting between Cut Nyat Dien and

Teuku Umar?

Answer : *met at the time of her husband's funeral.*

The sentence above *"met at the time of her husband's funeral"* the researcher found grammar error namely the sentence missing the subject, therefore the correct sentence is *"they met at the time of her husband's funeral"*.

3.1.2 Diction

a. *The Indonesians in the war in Surabaya showed their brave valor to defend the freedom to live Independently sure and at peace despite sacrificing property and lives.*

In the sentence above it was found error of diction. There is *in* in sentence, the words *in* make the reader cannot understand the meaning of it. The word *in* in this sentence refers to the place of war. But, certainly the sentence should have meaning that *The Indonesians in the war of Surabaya,* so the teacher corrected the word from *in to of.* The word *"lives"* in this sentence not appropriate. The appropriate word is *"life"*

3.1.3 Spelling

1) Question : When Soekarno was born?

Answer : *6 Juni 1901*

The word Juni, *Juni*, is also false in spelling. The correct word *Juni* is June.

2) Question : What is Soekarno's contribution for Indonesia?

Answer : *helps the sturuggle of Independence Indonesia*

The error word in spelling, was found in this sentence, is the word *sturuggle*. The correct word *sturuggle* is struggle.

3) *As a result brigjen A.w.s mallaby was killed and the british troops did not receive the killings of brigader general A.W.S mallaby and there was a war.*

In the sentence above it was found error of spelling. The word *"killings"* is incorrect. The correct word is *"killing"*.

Compared which was done by Alfaki Mohamed (2015). Alfaki found more errors than this research. There are five errors namely grammar, sentence structure, diction, punctuation, spelling.

Compared with other research which was done by Hui-Mien (2015). Hui-Mien in his research used Huang's theory to analyze writing errors made by students of Kun Shan University. It means that the theory used by Hui-Mien is different with the theory used by the researcher. In this research, the researcher used the theory proposed by Gednet (1994) and Hedgge (1988).

3.2 The Teacher's Strategies to Overcome Student's Writing Errors

The teacher applied the strategies according by some experts and by the teacher himself. The strategies are as follows:

3.2.1 Teacher error correction

In this strategy, teacher corrected the work of students. So, the teacher knows the errors in writing made by students. In the class, the teacher gave command to the student to read text and answer the question by their own word in their group. After that, teacher asked every group to collect their answer and teacher corrected their answer.

3.2.2 Teacher Feedback

In this strategy, teacher showed the error of writing made by students. So, the student knows that their error and learning from the error and the teacher hopes the students do better than before. In the class, the teacher shows the student about their error in writing. After that the teacher asked student to understand about their error in writing, so in the next writing, the student learned about their error and did better in writing.

3.2.3 Corrective Feedback

In this strategy, teacher explained the error more specific. For example, the students made mostly errors in grammar, the teacher will explain about the grammar. The teacher focused on specific error. For

example, when the students do many errors in grammar, then the teacher explained the student such as tenses, verb, preposition, pronouns, and etc.

3.2.4 Vocabulary Learning

In this strategy, the teacher added the vocabulary to student. The vocabulary is facilitate to the student when they write, if the student have less in vocabulary it made the student confuse when they want to write. The teacher gave vocabulary with the meaning of word in the text. In this strategy according to interview with the teacher can decrease student's error in writing. The vocabulary also facilitates the student in learning writing process.

3.2.5 Motivating students

In this strategy, the teacher gave more motivation to student because the students have less motivation when they learn. By giving motivation, the teacher hopes the students become more enthusiastic in learn English writing skill. According to English teacher at SMK Batik 1 Surakarta, students are lack of motivating in learning. So, motivating the student is very important because it can make student become more enthusiastic in learning writing.

Compared which was done by Hui-Mien (2015). Hui-Mien found more strategies than this research. There are six strategies namely vocabulary learning, instruction of basic grammar, guided pleasure reading scheme, selective error correction and class conference, awareness of L1 interference, and writing motivation.

Compared with other research which was done by Suarez (2013). Suarez in his research used Ortega's theory to analyze teacher's strategies in overcoming student's writing errors made by students of Public School Instituo Nacional de Camoapa. It means that the theory used by Suarez is different with the theory used by the researcher. In this research, the researcher used the theory proposed by Cardele and Corno (1981).

4. CONCLUSION

Based on the research findings and discussion, there are some conclusions which can be drawn. The conclusions of the research are as follows:

The student's writing errors at the tenth grade of SMK Batik 1 Surakarta, are in grammar, diction, and spelling. When teachers teach, students have difficulty in grammar, diction, and spelling.

The strategies to overcome student's writing errors at the tenth grade of SMK Batik 1 Surakarta are teacher error correction, teacher feedback, corrective feedback, vocabulary learning, and motivating students.

Finally, the researcher concludes that by using the teacher error correction, teacher feedback, corrective feedback, vocabulary learning, and give motivation, the teacher can overcome students writing errors at the tenth grade of SMK Batik 1 Surakarta. These strategies can make the students more understand the material of learning especially in writing skill. It can improve writing skill.

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