

## ABSTRACT

Asvini, Kadek Dian (2023), Gender-Based Error Analysis of Students' Descriptive Texts of Phase E Perhotelan at SMK Negeri 1 Sukasada. Thesis, English Education, Post Graduate Study Program, Ganesha University of Education.

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*Key words:* gender, error analysis, sources of error

This study analyzed the classification of errors students committed when writing descriptive texts and the sources of these errors based on their gender. This study employed a qualitative descriptive design. The subjects of this study were the Phase E Perhotelan students of SMKN 1 Sukasada. Two instruments were used in this study: table identification for the classification of students' errors based on Dulay, Burt, and Krashen's (1982) theory and table identification for sources of students' errors based on Brown's (2000) theory. Four main steps in analysing the data for this study were adopted from Miles, Huberman, and Saldana's (2014) theory: data collection, data reduction, data display, and conclusion drawing. Furthermore, after analysing 51 descriptive texts, it was determined that students in the Phase E of Perhotelan committed four different classifications of errors in their texts, with 501 errors found; 220 errors (43, 9%) in male students' texts and 281 errors (56, 1%) in female students' texts. First, there were 117 errors of *omission* found in male students' texts; meanwhile, in female students' texts, 129 errors of *omission* were found. Second, 44 errors of *addition* in male students' texts and 104 errors of *addition* in female students' texts. Third, 54 errors of *misformation* were found in male students' texts, and 44 errors were found in female students' texts. For *misordering* errors, male and female students had the same number of errors, that was 4 errors. After analyzing the classification of errors, the sources of those errors were investigated. The results indicated four sources of writing errors that affected both male and female students: *interlingual transfer*, *intralingual transfer*, *learning context*, and *communication strategy*. *Context of learning* produced the most errors with 290, followed by *interlingual transfer* with 170, *intralingual transfer* with 35, and the *communication strategy* with 6 errors.

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*Kata kunci* : gender, error analysis, sources of error

Penelitian ini bertujuan untuk menganalisis klasifikasi kesalahan yang dilakukan siswa saat menulis teks deskriptif dan sumber kesalahan tersebut berdasarkan jenis kelaminnya. Penelitian ini menggunakan desain deskriptif kualitatif. Subyek penelitian ini adalah siswa Fase E Perhotelan SMKN 1 Sukasada. Terdapat dua instrumen yang digunakan dalam penelitian ini: identifikasi tabel untuk klasifikasi kesalahan siswa berdasarkan teori Dulay, Burt, dan Krashen (1982) dan tabel identifikasi sumber kesalahan siswa berdasarkan teori Brown (2000). Empat langkah utama dalam menganalisis data untuk penelitian ini diadopsi dari teori Miles, Huberman, dan Saldana (2014): pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Selanjutnya, setelah menganalisis 51 teks deskriptif, diketahui bahwa siswa Fase E Perhotelan melakukan empat klasifikasi kesalahan yang berbeda dalam teks mereka, dengan ditemukan 501 kesalahan; 220 kesalahan (43,9%) pada teks siswa laki-laki dan 281 kesalahan (56,1%) pada teks siswa perempuan. Pertama, ditemukan 117 omision pada teks siswa laki-laki; Sedangkan pada teks siswa perempuan ditemukan 129 omision. Kedua, 44 addition pada teks siswa laki-laki dan 104 addition pada teks siswa perempuan. Ketiga, ditemukan 54 misformasi pada teks siswa laki-laki, dan 44 misformasi ditemukan pada teks siswa perempuan. Untuk misordering siswa laki-laki dan perempuan mempunyai jumlah kesalahan yang sama yaitu 4 kesalahan. Setelah menganalisis klasifikasi kesalahan, sumber kesalahan tersebut juga dianalisis. Hasilnya menunjukkan empat sumber kesalahan menulis yang mempengaruhi siswa laki-laki dan perempuan: *interlingual transfer*, *intralingual transfer*, *learning context*, and *communication strategy*. *Context of learning* menghasilkan kesalahan terbanyak sebanyak 290 kesalahan, disusul *interlingual transfer* sebanyak 170 kesalahan, *intralingual transfer* sebanyak 35 kesalahan, dan *communication strategy* sebanyak 6 kesalahan.