



# Semantic Error Analysis on Fieldwork Report by the Students of SMK Semesta Bumiayu

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**Abstract.** The study aims to describe semantic error analysis on fieldwork report by the students of SMK Semesta Bumiayu. It is a descriptive qualitative approach. The data were 16 documents of fieldwork report and informant at SMK Semesta Bumiayu. Those were taken randomly from various class program such as pharmacy, medical laboratory technology, and office management automation. Those data were collected by reviewing the documents and conducting in-depth interview. The research instrument was human instrument. The data validation used source triangulation technique and analyzed in 4 stages; (1) data collection, (2) data reduction, (3) data display, and (4) interpretation or verification. The result showed that there are 26 errors in semantic analysis including pleonasm of 34.61%, inappropriate diction of 57.69%, and ambiguity of 7.70%.

**Keywords:** Language error · Semantics · Fieldwork report

## 1 Introduction

Language is an interaction tool used by everyone to have communication. It can be separated in human life as human needs communication to interact with other people and the environment [1]. Language is a system of arbitrary vocal symbol used by the community as a means of communication. It is systematic and systemic. Language is said systematic because it has guidelines or certain standards. Systemic contains phonological, grammatical, and lexical subsystems. The three subsystems meet in meaning and sound [2].

Elements of language that are still used and developed by speakers will always change. The elements with phonological, morphological, and syntactic structure are difficult to switch than the elements and the system. For instance, the sound system of language is easier to change than the sound structure [3].

Fieldwork is one of the activities conducted by the vocational high students as a place to implement the materials that the students got to the workplace. It is a compulsory program must be performed by the students in vocational high school and non-formal education [4].

Error analysis empowers teachers to find out the sources of error and perform pedagogical action to the students. Hence, the examination of learner language has become an essential need to overcome a few questions and propose arrangements with respect

to diverse perspectives [5]. Error analysis is one of the major topics within the field of second language acquisition research [6]. Error analysis can provide information to teachers regarding to the students' errors. This can assist the teachers in three ways: first, to correct the errors; second, to improve the teaching; and third, to focus on areas that need strengthening [7].

Language error is defined as rules that deviate from the language rules both spoken and written. The language error occurs because of language learning both mother tongue and second language [8]. Therefore, Errors in mastering certain structure in the second language depends on the differences between the learners' mother tongue and the language that they try to learn [9].

Language errors distinguish between error and mistake. Error is defined as a systematic and consistent deviation describing the students' ability on certain stage (which is usually not perfect). Vice versa, mistake is an unsystematic deviation in the area of performance or language behavior. However, the language error/mistake made by the students should be reduced to the minimum thing [10]. The students are not really like a subject about writing [11]. They feel bored when writing a report. Language errors are influenced by some factors such as (1) influenced by the language mastered first. The first language influences the second language that is being studied so that the error is the effect of first language. (2) lack of understanding of speakers of the language used. Most speakers do not understand well about the linguistic rules thus it causes language error, (3) inappropriate language teaching. This relates to the learning materials, laziness experienced by the speakers in using ineffective sentence, having no knowledge about language construction, just follow other people, as well as influenced by the native language from where they come from [12].

There are some internal factors causing language error on the students' scientific writing: feeling lazy, not in the mood, less confident, lack of understanding of scientific writing concepts, having difficulties in finding idea, less interested in writing, and difficult to start [13]. In fact, writing a fieldwork report must fulfil standard element, have unambiguous, systematic, and so on. Hence, error analysis can be useful for teachers, lesson planners, and material developers in teaching or material preparation [14].

There are three reasons of the importance of conducting the error analysis. First, the result of error analysis has a main role for the students because they can find out what extent the learning objectives and things to do to improve quality of learning outcomes. Second, teachers can determine how the students study or acquire language and strategy or process used in acquiring the language. Third, it can the students study and comprehend the language through errors and learn it [15].

The taxonomy discusses about micro linguistics (phonology, syntax, morphology, and semantics) and macro linguistics (discourse). Yet, this study focuses on semantics in the students' fieldwork report [16]. Semantics is a part of the linguistics that study and review about meaning. Semantic error is a mistake in determining the words that are appropriate with the expected meaning in a sentence [17]. It contains misinterpretation like inappropriate diction, unplanned words, and error in pronouncing reference [18]. Semantic error relates to both spoken and written language concerning to phonological, morphological, and syntactic aspect [19].

The previous study conveyed that some factors causing syntactic error were (1) influenced by the previous language mastered, (2) lack of understanding of language use, (3) inappropriate language teaching [20]. It was also found semantic errors involving pleonasm, ambiguity, and hypercorrection. Semantic error in this study was caused by the intention of the speaker as one of the language styles emphasizing on meaning, the speakers' ignorance and unawareness that the words they are saying are incorrect or exaggerated. It happens to anyone including presenters and guests on television programs. The study was conducted to increase the readers' understanding in semantics. One of the ways to minimize language errors is by learning, practicing, and implementing knowledge that has been obtained in daily life [21].

Based on the result of preliminary study, it stated that the teachers still often found semantic error like inappropriate diction, ambiguity, and excessive words on the students' fieldwork report of SMK Semesta Bumiayu. Error analysis advantages for the students and the teachers. It provides information regarding to the students' errors [22]. From the explanation, the researchers formulate a problem: How is the semantic error on fieldwork report by the students of SMK Semesta Bumiayu?

## 2 Methods

The study was a qualitative descriptive research. A qualitative research was a research done by methods on an unintended or arranged problem using statistical procedures [23]. Descriptive means obtained data containing figures and words from samples as well as having relationship and stated in written form [24].

The data source in the study were 16 documents of fieldwork report and informant at SMK Semesta Bumiayu. Those were randomly taken from three class programs like pharmacy, medical laboratory technology, and office management automation. To collect data, the researchers reviewed the documents and conducted in-depth interview with both the teachers and the students to obtain information about cause of semantic errors on the fieldwork report arranged by the students at SMK Semesta Bumiayu.

The research instrument used the researcher's self (human instrument), a key instrument with data sheet (table) as a supporting instrument. In a qualitative research, instrument or research tool was the researcher itself [25]. The human instrument functioned to determine research focus, choose informant as data source, collect the data, measure data quality, analyse data, interpret data, and make a conclusion based on the findings.

The data were validated by using source triangulation technique and analysed by interactive analysis through 4 stages namely (1) data collection, (2) data reduction, (3) data display, and (4) interpretation or verification.

## 3 Results and Discussion

The research result stated that there were 26 semantic errors on the fieldwork report written by the students of SMK Semesta Bumiayu. The errors were divided into 3 aspects; (1) 34.61% of pleonasm (9 errors), (2) 57.69% of inappropriate diction 915 errors), and (3) 7.70% of ambiguity (2 errors).

Considering that there were quite a lot semantic errors found in the study, not all the errors were described here. The researchers just explained some of them.

### 3.1 Pleonasm

There were 9 pleonasm errors on fieldwork report arranged by the students of SMK Semesta Bumiayu. The following were some examples of the pleonasm on the fieldwork report:

- 1) *Stok optimum adalah jumlah stok obat yang disarankan kepada unit pelayanan agar supaya tidak mengalami kekurangan atau kekosongan.*
- 2) *Penyaluran dan pendistribusian obat secara merata untuk memenuhi kebutuhan pelayanan kesehatan di lingkungan puskesmas.*
- 3) *Menjaga hubungan dengan karyawan dan pegawai lainnya*

Data (1) *agar supaya*, Data (2) *Penyaluran and pendistribusian*, (3) *karyawan and pegawai*, those data shows pleonasm, the use of excessive language elements. It should choose one word to use. Pleonasm caused by: 1) the speakers do not know the spoken words containing excessive meaning; 2) the speakers intentionally do to emphasize the meaning to be conveyed; 3) the speakers do not realize that the words contains excessive meaning [26]. The following are the right sentences:

- (1) *Stok optimum adalah jumlah stok obat yang disarankan kepada unit pelayanan agar tidak mengalami kekurangan atau kekosongan.*
- (2) *Pendistribusian obat secara merata untuk memenuhi kebutuhan pelayanan kesehatan di lingkungan puskesmas.*
- (3) *Menjaga hubungan dengan karyawan lainnya.*

### 3.2 Inappropriate Diction

There were 15 errors in inappropriate diction, like:

- 4) *Selaku kepala sekolah SMK Semesta Bumiayu.*
- 5) *Dapat menambah wawasan yang lebih leluasa tentang dunia kefarmasian.*
- 6) *Izinkanlah penulis memberikan beberapa saran kepada pihak sekolah yang sekiranya bisa dijadikan pertimbangan guna kemajuan dimasa datang*

The word of *kepala sekolah SMK* on the (4) sentence, should be changed to *SMK*. The word of (5) *leluasa* can be changed to *luas* so that the sentence becomes effective. The word of (6) *pertimbangan* is not suitable; *masukan* is the correct one. The following are the correct sentences:

- 4) *Selaku kepala SMK Semesta Bumiayu.*
- 5) *Dapat menambah wawasan yang lebih luas tentang dunia kefarmasian.*
- 6) *Izinkanlah penulis memberikan beberapa saran kepada pihak sekolah yang sekiranya bisa dijadikan masukan guna kemajuan dimasa datang*

### 3.3 Ambiguity

Regarding to ambiguity, the researchers found 2 errors shown on the students' fieldwork report of SMK Semesta Bumiayu:

- 7) *Ayah dan ibu yang telah memberikan dorongan kepada kami.*
- 8) *Kami mengucapkan terima kasih kepada para karyawan yang sudah memberi tahu selama PKL*

(7) *dorongan*, it might have two meanings because of sentence incompleteness so that it should add the word of *doa*. On the (8) sentence, there is a word of *tahu*; it should be added "affix" so that the sentence has a clear meaning. The following are examples of the use of the right sentences:

- (7) *Ayah dan ibu yang telah memberikan dorongan dan doa kepada kami.*
- (8) *Kami mengucapkan terima kasih kepada para karyawan yang sudah memberi pengetahuannya kepada kami selama PKL.*

Based on the findings above, semantic errors are mostly found. It was often discovered in written language. In line with that, the previous study showed that lexical semantic error was classified into two parts; ambiguity and collocation. One of the reasons in semantic error was lack of understanding of the previous researcher towards Arabic loanwords in the mother tongue related to Arabic vocabulary so that the researcher repeats the same mistakes [27].

Based on the researchers' observation from the result of in-depth interview with the students and the teachers, there were some factors cause semantic errors:

- (a) Just considered to the content than systematic report writing.
- (b) Lack of tutoring time provided.
- (c) Not paying attention to systematic report writing stated in the guidebook of fieldwork report.
- (d) Lack of socialization regarding to the guidebook of writing fieldwork report.

The ways to minimize the language errors in writing fieldwork report are: (1) The school needs to have re-socialization about systematics of scientific writing towards the teachers; (2) The students should learn about linguistic rules to expand the knowledge; (3) The students should often consult to the teachers when facing difficulties in arranging a fieldwork report, (3) Collaboration with a teacher of *Bahasa Indonesia* needed to improve the linguistic rules especially in writing fieldwork report.

## 4 Conclusion

Based on the research results, it was found 26 semantic errors of 16 fieldwork report arranged by the students of SMK Semesta Bumiayu. Those were (1) 9 errors of pleonasm, (2) 15 errors of inappropriate diction and (3) 2 errors of ambiguity. By conducting the research, it is expected that it can increase the teachers' and students' knowledge related

to semantic errors on fieldwork report and be input/evaluation for the teachers who guide the students in arranging the fieldwork report.

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