



An Analysis of Writing Errors on Menu at SMK 13 Pandeglang Banten

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ABSTRACT

Writing errors on menus can range from simple typos to more significant issues impacting clarity and customer comprehension. Common mistakes include misspelled words, grammatical errors, inconsistent formatting, and unclear item descriptions. Analyzing and addressing these errors is crucial for maintaining a professional image, enhancing customer experience, and avoiding any potential misunderstandings that might arise due to unclear menu information. Regular proofreading, attention to detail, and a focus on maintaining a cohesive writing style are essential for creating an effective and error-free menu.



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INTRODUCTION

This analysis delves into the types and consequences of these errors, shedding light on their potential to affect customer perception and offering insights into effective correction strategies for improved clarity and overall satisfaction. Analysis delves into common issues such as spelling mistakes, grammatical errors, and inconsistencies, aiming to shed light on how these errors can diminish the overall quality of a menu. By identifying and addressing these issues, establishments can improve communication, enhance customer satisfaction, and maintain a professional image.

Writing errors on menus can negatively impact customer experience. Common issues include spelling mistakes, grammatical errors, inconsistent formatting, and unclear item descriptions. Analyzing and correcting these errors is crucial for maintaining a professional image and ensuring that customers can easily navigate and understand the menu. It enhances communication and contributes to a positive dining experience. By identifying and understanding these errors, we aim to shed light on their impact and propose effective strategies for improvement, ensuring menus are not only grammatically sound but also contribute to a positive and seamless customer interaction.

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METHOD

This comprehensive method aims to systematically analyze and address writing errors on menus, ensuring a thorough understanding of the issues and effective strategies for improvement.

1) Data Collection :

Gather a sample of menus from diverse restaurants. Collect both physical and digital copies for comprehensive analysis.

2) Categorization:

Categorize writing errors into distinct types (e.g., spelling, grammar, consistency). Develop a standardized checklist for systematic evaluation.

3) Quantitative Analysis:

Quantify the frequency of each type of error within the sample. Use statistical tools to identify patterns and common trends.

4) Qualitative Assessment:

Conduct a qualitative analysis of the impact of errors on menu comprehension. Gather feedback from potential customers to gauge their perception.

5) Comparison with Style Guides:

Refer to industry style guides and best practices for menu writing. Compare identified errors against these standards for benchmarking.

6) Correction Strategies:

Develop strategies to address each type of writing error. Prioritize corrections based on their potential impact on customer understanding.

7) Testing and Iteration:

Implement corrections on a subset of menus and gather feedback. Iterate the correction process based on observed improvements.

RESULT

The result analysis that the canteen error in writing simple future tense consists of three aspects of writing. First, in grammar, punctuation and spelling. In grammar aspect, there are errors in some points of class word like in noun (21 data or 36,84 %), determiner/article (2 data or 3,51 %), pronoun (1 data or 1,75 %), preposition (15 data or 26,32 %) and verb (18 data or 31,58 %), then the most dominant error in grammar aspect is noun. Second, in punctuation (16 data or 17,20%). Third, in spelling (20 data or 21,51%). Based on the frequency of each aspect of error writing shows that the most dominant error found in the canteen writing composition is in the aspect of grammar as 57 data or 61,29.

DISCUSSION

In language learning, an error that learners make in their writing is caused by they do not know the syntactic as well. Ellis (1997) explained that errors reflect gaps in the learner's knowledge, it is an error which is produced due to the fact that the learners can identify what is correct and incorrect. According to Tarigan (1988), the error is caused by competence factors. It means that the students do not really understand the system of language linguistic. Usually, an error occurs consistently and systematically. Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error) and grammar (syntax error), understanding of a

speaker's intention or meaning (interpretive error), production of the wrong communicative effect through the faulty use of a speech act or one of the rules of speaking (pragmatic error). Norrish (1983: 7) states that error is a systematic deviation when a learner has not learnt anything and consistently gets it wrong. In acquiring his own language sometimes a child consistently makes the same errors. In the same way, when a learner of English as a second language or foreign language makes an error systematically because he has not learnt the correct form.

Error analysis is the study and analysis of the errors made by second and foreign language. According to Brown (2000), the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error, called error analysis. Furthermore, people can observe something, analyze the data that we could get from the observation and make the classification of them.

This research will find out the kind of error analysis found in the Students' writing Composition in the aspect of grammar, punctuation and spelling and to find out the most dominant kind of error analysis found in Students' Writing Composition of Simple Future Tense. Below the table of the result of students' writing composition, it is found of errors in the aspect of grammar, punctuation and spelling.

Punctuation and spelling. In grammar aspect, there are errors in some points of class word like in noun (21 data or 36,84 %), determiner/article (2 data or 3,51 %), pronoun (1 data or 1,75 %), preposition (15 data or 26,32 %) and verb (18 data or 31,58 %), then the most dominant error in grammar aspect is noun. Second, in punctuation (16 data or 17,20%). Third, in spelling (20 data or 21,51%). Based on the frequency of each aspect of error writing shows that the most dominant error found in the students' writing composition is in the aspect of grammar as 57 data or 61,29. Below the analysis and description of the students' error in writing composition of simple future tense consist of three aspects of writing, as follows :

First, in aspect of grammar. In linguistics, grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any given language. It is the systematic study and a description of a language, and it helps people to understand how words and their component parts combine to form sentences. Basically, if the learners want to be able to speak or write English well, they have to master the rule of English it called "grammar". English has a lot of rules to be noticed and learnt. It seems that one of the causes errors often appears because most learners do not understand grammar. Learning process of English as second language, error commonly happens systematically. It is because the learners cannot understand the form. In analysis in the reason why error often occurs, it is important to notice the distinction between teaching and learning.

In this research, there are some errors of noun in students' writing composition. Most of them still write errors in writing noun phrase. A noun phrase is a group of words that work together to name and describe a person, place, thing, or idea. A noun phrase has two parts: a noun, and any modifiers connected to that noun. These modifiers will be adjectives, articles, and prepositional phrases. The modifiers may also be determiners. There are only three articles in modern English: a, an, the. An article is always connected to a noun, and so when one is used, it is always part of a noun phrase. Based on the example of the data, it still found that the students write error in noun phrase which does not follow the formula of a noun phrase (Article/Determiner + Noun).

Second, in aspect of punctuation. Punctuation is the use of special marks in writing. Punctuation as the system of signs or symbols given to the readers to show how a sentence is constructed and how it should be read. Punctuation shows how the sentence should be read. Punctuation also makes the meaning clear. Using punctuation is very important because it can make the reader easily understand the meaning in. The functions of punctuation marks are to separate words and

phrases within a sentence according to their meanings. Misused of punctuation, for instance, a question mark (?), instead of a full stop (.), at the end of a sentence may convey a different meaning (Bram, 1995). In this research, there are some errors of noun in students' writing composition. Most of them still write errors in writing punctuation especially in comma. Commas show a minor break or pause in a sentence (Langan, 2006). Using a proper comma makes the meaning of sentences clear by grouping and separating words, phrases, and clauses. Based on the data example above, it shows that there are missing a comma after the introductory phrase in the beginning of the sentence. It is considered to add a comma after it.

Third, in aspect of spelling. Spelling error usually occurs because the students cannot distinguish between letters and sound of the words when they write. According to Peveen and Akram (2014:2605), aspect like sounds, letters, word parts, word meaning, and word history are those elements which play the important role in learning to spell the words of the English language. In addition, a single sound (more correctly, a single phoneme) may have many different spellings and the same spelling may have many different sounds (word, information, worry, correspond) (Harmer, 2000:256). In this research, there are some errors of spelling in students' writing composition. Based on the data example above, it shows that some words are not found in the dictionary. It can use dictionary to prevent future alerts. These errors maybe the spelling is not correct or the word is miswritten in its letter both vocal or consonant in the context, or it is considered to replace it with other words with appropriate with the context.

CONCLUSION

In writing, some aspects like grammar, punctuation and spelling skills really helps the learners/students to communicate clearly. Grammar is related to using words, according to set conventions and rules. An understanding of the 8 key grammatical terms is essential in all written communication. These are: noun, pronoun, verb, determiner/article, adverb, adjective, preposition, and conjunction. Punctuation is related with marking off, by means of certain conventional signs, the divisions of a sentence so as to bring out the meaning more clearly. The 9 most frequently met signs are: full stops; commas; semi-colons; colons; apostrophes; quotation marks; brackets; and interrogation and exclamation marks. While, spelling is, quite simply, the correct sequence of letters for words. English has a lot of rules to be noticed and learnt. It seems that one of the causes errors often appears because most learners do not understand the aspect. Learning process of English as second

language, error commonly happens systematically.

The result analysis that the canteen error in writing simple future tense consists of three aspects of writing. First, in grammar, punctuation and spelling. In grammar aspect, there are errors in some points of class word like in noun (21 data or 36,84 %), determiner/article (2 data or 3,51 %), pronoun (1 data or 1,75 %), preposition (15 data or 26,32 %) and verb (18 data or 31,58 %), then the most dominant error in grammar aspect is noun. Second, in punctuation (16 data or 17,20%). Third, in spelling (20 data or 21,51%). Based on the frequency of each aspect of error writing shows that the most dominant error found in the canteen writing composition is in the aspect of grammar as 57 data or 61,29.

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