

ANALYSIS OF ENGLISH LANGUAGE ERRORS IN TRAVEL BROCHURES: BY STUDENT OF SMKN 2 MAROS

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ABSTRACT

This study looks at how students at SMKN 2 Maros see English language mistakes in travel brochures. Using a simple research method, data were gathered through a questionnaire with 20 questions, answered by 52 students from classes X DKV, X ULP, and XI ULP. The results showed that most students (55%) often notice language mistakes in travel brochures, which affects how they understand and view the content. Even though there are many mistakes, most students (61.54%) said they usually understand the meaning of the words in the brochures. This means that while mistakes are common, they do not completely stop students from understanding. However, these mistakes do affect how trustworthy and reliable the brochures seem to the readers. The study suggests that fixing the English in travel brochures could make them work better and be more appealing. By reducing language mistakes, brochures can do a better job of attracting and informing potential travellers. This research shows how important it is to have correct and clear language in promotional materials, highlighting the need for good editing and proofreading when making travel brochures.

Keywords: analysis, English errors, travel brochures, students' perception

INTRODUCTION

People got these brochures from travel agencies, tourist centres, and hotels. But now, with the internet, many travel brochures are available online. This means that students often see these brochures, whether they are doing school projects or planning their own vacations.

However, many travel brochures have mistakes in English. These mistakes can be in grammar, spelling, or the use of words. For example, a brochure might use "their" instead of "there," or have sentences that don't make sense. These mistakes can make the brochures hard to understand and seem less trustworthy. This can be a big problem for people who need clear and correct information, especially if they don't speak English well.

Travel brochures, whether printed or online, are very important for planning trips. They are useful for tourists and also help students learn English. But mistakes in these brochures can make them hard to understand and seem less reliable. By finding out what students think about these mistakes, we can improve the quality of travel brochures and make them better tools for learning. This study aims to help make travel brochures clearer and more accurate, which will benefit both tourists and students.

Communication Accommodation Theory: This theory, proposed by Giles and colleagues, suggests that individuals adjust their language and communication

style to accommodate or align with those of their interlocutors. In the context of tourism marketing, understanding tourists' linguistic preferences and cultural backgrounds can help marketers tailor their communication strategies effectively.

Error Analysis Theory: Error analysis, as proposed by Corder (1967), involves identifying and analysing language errors to understand learners' linguistic competence and the learning process. Applying this theory to the analysis of language errors in travel brochures can provide insights into language learners' proficiency levels and areas of difficulty.

Language errors refer to deviations from the norms of grammar, vocabulary, syntax, or pronunciation in spoken or written language. These errors may result from language learners' lack of proficiency, interference from their native language, or communication breakdowns.

Travel brochures are promotional materials designed to provide information about tourist destinations, attractions, accommodations, and activities. They typically contain descriptive text, photographs, maps, and contact information to entice potential tourists and facilitate trip planning..

METHOD

This research used a qualitative research design to gain insight into students' perceptions of English language errors in travel brochures. The qualitative approach was chosen because it allows for a detailed exploration of students' opinions and experiences regarding language errors in the brochures. This method provides a deeper understanding of how these errors impact students' comprehension and enjoyment of the content. The location of the research was at class DKV (Desain Komunikasi Visual) and ULP (Usaha Layanan Pariwisata) SMKN 2 Maros in Jl. Wisata Alam Bantimurung No. 1 Maros City. The population of this research were student of class X DKV, X and XI ULP of SMKN 2 Maros numbered 52 Student. The researcher provided students with 10 travel brochures obtained from websites that offer free-to-use promotional materials. These brochures were chosen based on their availability online and their inclusion of English language errors. The brochures were distributed to students in the form of digital files. Students were instructed to review each brochure carefully and then fill out a questionnaire. The questionnaire, hosted on Google Forms, consisted of 20 questions related to the language errors in the brochures. The researcher analyzed the data collected from the questionnaires to identify patterns and trends in students' responses. Each response was coded according to the selected response option. The frequency of each response option was then calculated to determine the prevalence of different perceptions among the students. This data analysis technique allowed the researcher to gain insights into students' attitudes towards the English language errors in travel brochures.

FINDINGS AND DISCUSSIONS

Findings

The analysis was conducted based on the responses to the questionnaire. Each table below represents one of the 20 questions from the questionnaire.

Table 1. Analysis of English Language Mistakes in Travel Brochures

No.	Question	Frequency	Percentage
1	I often notice mistakes in the English language when reading travel brochures.		
	Strongly Disagree	3	5.8%
	Disagree	18	34.6%
	Agree	30	57.7%
	Strongly Agree	1	1.9%

Most respondents (59.6%) agreed or strongly agreed that they often notice mistakes in the English language when reading travel brochures. This suggested a high level of awareness among students regarding language errors in travel brochures.

Table 2. Understanding the Meaning of Words in Travel Brochures

No.	Question	Frequency	Percentage
2	I usually understand the meaning of the words used in the brochures.		
	Strongly Disagree	0	0%
	Disagree	12	23.1%
	Agree	32	61.5%
	Strongly Agree	8	15.4%

Most respondents (76.9%) agreed or strongly agreed that they usually understand the meaning of the words used in travel brochures. This suggested that most students found the language used in travel brochures understandable.

Table 3: Frequency of Word Errors in Travel Brochures

No.	Question	Frequency	Percentage
3	Word errors in the brochures were frequent.		
	Strongly Disagree	7	13.5%
	Disagree	16	30.8%
	Agree	23	44.2%
	Strongly Agree	6	11.5%

Most respondents (55.7%) agreed or strongly agreed that word errors in travel brochures were frequent. This suggested that a significant number of students had observed frequent word errors in the brochures.

Table 4: Ease of Understanding Sentences in Travel Brochures

No.	Question	Frequency	Percentage
4	Sentences in the brochures were generally easy to understand.		
	Strongly Disagree	1	1.9%
	Disagree	14	26.9%
	Agree	27	51.9%
	Strongly Agree	10	19.2%

Most respondents (71.1%) agreed or strongly agreed that sentences in travel brochures were generally easy to understand. This suggested that most students found the sentences in travel brochures to be clear and comprehensible.

Table 5. Confusion with English Used in Travel Brochures

No.	Question	Frequency	Percentage
5	I felt confused by the English used in the brochures.		
	Strongly Disagree	3	5.8%
	Disagree	21	40.4%
	Agree	22	42.3%
	Strongly Agree	6	11.5%

Most respondents (53.8%) agreed or strongly agreed that they felt confused by the English used in travel brochures. This suggested that a significant number of students found the English used in travel brochures to be confusing.

Table 6. Confidence in Understanding Information in Brochures

No.	Question	Frequency	Percentage
6	I believe I can understand the information provided in brochures even if there were language errors.		
	Strongly Disagree	3	5.8%
	Disagree	12	23.1%
	Agree	30	57.7%
	Strongly Agree	7	13.5%

Most respondents (71.2%) agreed or strongly agreed that they believe they can understand the information provided in brochures even if there were language errors. This suggested that most students were confident in their ability to comprehend the information despite language errors.

Table 7. Effectiveness of Brochures in Conveying Main Ideas about Destinations

No.	Question	Frequency	Percentage
7	Brochures effectively convey the main ideas about destinations even if there were language errors.		
	Strongly Disagree	3	5.8%
	Disagree	15	28.8%
	Agree	27	51.9%
	Strongly Agree	7	13.5%

Most respondents (65.4%) agreed or strongly agreed that brochures effectively convey the main ideas about destinations even if there were language errors. This suggested that most students believe that despite language errors, the main ideas about destinations were effectively conveyed through brochures.

Table 8. Hindrance in Enjoyment Due to Language Errors

No.	Question	Frequency	Percentage
8	Language errors in brochures hinder my enjoyment in reading.		
	Strongly Disagree	3	5.8%
	Disagree	23	44.2%
	Agree	21	40.4%
	Strongly Agree	5	9.6%

Most respondents (50%) agreed or strongly agreed that language errors in brochures hinder their enjoyment in reading. This suggested that most students felt that language errors negatively impact their reading experience.

Table 9. Doubt in Credibility Due to Language Errors

No.	Question	Frequency	Percentage
9	I had encountered language errors in brochures that made me doubt the credibility of the information presented.		
	Strongly Disagree	4	7.7%
	Disagree	19	36.5%
	Agree	27	51.9%
	Strongly Agree	2	3.8%

Most respondents (55.8%) agreed or strongly agreed that they had encountered language errors in brochures that made them doubt the credibility of the information presented. This suggested that a significant number of students had doubted the credibility of information due to language errors in brochures.

Table 10. Importance of Error-Free Language in Brochures

No.	Question	Frequency	Percentage
10	It was important for the language in brochures to be error-free, considering their purpose of attracting tourists.		
	Strongly Disagree	4	7.7%
	Disagree	10	19.2%
	Agree	18	34.6%
	Strongly Agree	20	38.5%

Most respondents (73.1%) agreed or strongly agreed that it was important for the language in brochures to be error-free, considering their purpose of attracting tourists. This suggested that most students believe that error-free language was crucial for attracting tourists.

Table 11. Ability to Identify Spelling Mistakes

No.	Question	Frequency	Percentage
11	I can identify spelling mistakes in brochures.		
	Strongly Disagree	4	7.7%
	Disagree	15	28.8%
	Agree	28	53.8%
	Strongly Agree	5	9.6%

Most respondents (63.4%) agreed or strongly agreed that they can identify spelling mistakes in brochures. This suggested that most students were confident in their ability to identify spelling mistakes.

Table 12. Difficulty in Understanding Words Due to Usage Errors

No.	Question	Frequency	Percentage
12	I found it difficult to understand some words in brochures due to errors in their usage.		
	Strongly Disagree	3	5.8%
	Disagree	17	32.7%
	Agree	28	53.8%
	Strongly Agree	4	7.7%

Most respondents (61.5%) agreed or strongly agreed that they found it difficult to understand some words in brochures due to errors in their usage. This suggested that a significant number of students found errors in word usage to be a barrier to understanding.

Table 13. Impact of Language Errors on Understanding Content

No.	Question	Frequency	Percentage
13	Language errors in brochures significantly affect my understanding of the content.		
	Strongly Disagree	2	3.8%
	Disagree	17	32.7%
	Agree	27	51.9%
	Strongly Agree	6	11.5%

Most respondents (63.4%) agreed or strongly agreed that language errors in brochures significantly affect their understanding of the content. This suggested that a significant number of students felt that language errors negatively impact their understanding.

Table 14. Difficulty in Understanding Important Details Due to Language Errors

No.	Question	Frequency	Percentage
14	I had felt difficulty due to language errors in brochures when trying to understand important details.		
	Strongly Disagree	4	7.7%
	Disagree	13	25.0%
	Agree	31	59.6%
	Strongly Agree	4	7.7%

Most respondents (67.3%) agreed or strongly agreed that they had felt difficulty due to language errors in brochures when trying to understand important details. This suggested that a significant number of students had had trouble in understanding important details due to language errors.

Table 15. Impact of Language Errors on Interest in Described Places

No.	Question	Frequency	Percentage
15	English errors in brochures did not affect my interest in the places they describe.		
	Strongly Disagree	3	5.8%
	Disagree	15	28.8%
	Agree	28	53.8%
	Strongly Agree	6	11.5%

Most respondents (65.3%) agreed or strongly agreed that English errors in brochures did not affect their interest in the places they describe. This suggested that most students' interest in the described places remains unaffected by language errors.

Table 16. Potential Misunderstandings Due to Language Errors

No.	Question	Frequency	Percentage
16	I believe that language errors in brochures could led to misunderstandings about the featured destinations.		
	Strongly Disagree	3	5.8%
	Disagree	13	25.0%
	Agree	29	55.8%
	Strongly Agree	7	13.5%

Most respondents (69.3%) agreed or strongly agreed that language errors in brochures could led to misunderstandings about the featured destinations. This suggested that most students believe that language errors might led to misunderstandings.

Table 17. Trust in Information Due to Language Errors

No.	Question	Frequency	Percentage
17	I would be more likely to trust information in brochures if they were free from language errors.		
	Strongly Disagree	4	7.7%
	Disagree	13	25.0%
	Agree	23	44.2%
	Strongly Agree	12	23.1%

Most respondents (67.3%) agreed or strongly agreed that they would be more likely to trust information in brochures if they were free from language errors. This suggested that most students believe that language errors affect their trust in the information presented.

Table 18. Ability to Identify Language Errors

No.	Question	Frequency	Percentage
18	I believe I would be able to point out language errors in brochures even if English was not my daily spoken language.		
	Strongly Disagree	7	13.5%
	Disagree	12	23.1%
	Agree	27	51.9%
	Strongly Agree	6	11.5%

Most respondents (63.4%) agreed or strongly agreed that they would be able to point out language errors in brochures even if English was not their daily spoken language. This suggested that most students felt confident in their ability to identify language errors.

Table 19. Impact of Language Errors on Perception of Described Places

No.	Question	Frequency	Percentage
19	Language errors in brochures make the places they talk about seem less interesting.		
	Strongly Disagree	1	1.9%
	Disagree	18	34.6%
	Agree	23	44.2%
	Strongly Agree	10	19.2%

Most respondents (63.5%) agreed or strongly agreed that language errors in brochures make the places they talk about seem less interesting. This suggested that most students felt that language errors negatively impact their perception of the described places.

Table 20. Confidence in Understanding Information Despite Language Errors

No.	Question	Frequency	Percentage
20	I'm not always confident in my ability to understand the information provided in brochures, especially when there were language errors.		
	Strongly Disagree	5	9.6%
	Disagree	13	25.0%
	Agree	30	57.7%
	Strongly Agree	4	7.7%

Most respondents (65.4%) agreed or strongly agreed that they're not always confident in their ability to understand the information provided in brochures, especially when there were language errors. This suggested that most students lack confidence in their ability to understand information when language errors were present.

Table 21. Questionnaire

Question No.	Student Answer					Percentage		
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	3	18	30	1	5,8%	34,6%	57,7%	1,9%
2.	0	12	32	8	0,0%	23,1%	61,5%	15,4%
3.	7	16	23	6	13,5%	30,8%	44,2%	11,5%
4.	1	14	27	10	1,9%	26,9%	51,9%	19,2%
5.	3	21	22	6	5,8%	40,4%	42,3%	11,5%
6.	3	12	30	7	5,8%	23,1%	57,7%	13,5%
7.	3	15	27	7	5,8%	28,8%	51,9%	13,5%

8.	3	23	21	5	5,8%	44,2%	40,4%	9,6%
9.	4	19	27	2	7,7%	36,5%	51,9%	3,8%
10.	4	10	18	20	7,7%	19,2%	34,6%	38,5%
11.	4	15	28	5	7,7%	28,8%	53,8%	9,6%
12.	3	17	28	4	5,8%	32,7%	53,8%	7,7%
13.	2	17	27	6	3,8%	32,7%	51,9%	11,5%
14.	4	13	31	4	7,7%	25,0%	59,6%	7,7%
15.	3	15	28	6	5,8%	28,8%	53,8%	11,5%
16.	3	13	29	7	5,8%	25,0%	55,8%	13,5%
17.	4	13	23	12	7,7%	25,0%	44,2%	23,1%
18.	7	12	27	6	13,5%	23,1%	51,9%	11,5%
19.	1	18	23	10	1,9%	34,6%	44,2%	19,2%
20.	5	13	30	4	9,6%	25,0%	57,7%	7,7%

The study involved 52 students who responded to 20 questions about their perceptions of English language errors in travel brochures. Here is the summary of the responses:

Strongly Disagree : On average, 6% of responses fell into this category.

Disagree : On average, 23% of responses were in this category.

Agree : On average, 55% of responses were in this category.

Strongly Agree : On average, 16% of responses were in this category.

Most students (55%) agreed that they often notice English language errors in travel brochures and that these errors affect their understanding and perception of the content. Despite these errors, a substantial number of students (61.54%) usually understand the meaning of the words used. This indicates that while errors are common, they do not completely hinder comprehension for most students. However, the presence of errors does negatively impact the overall perception and credibility of the brochures. Thus, improving the quality of English in travel brochures could enhance their effectiveness and reliability.

Discussion

The results of the questionnaire show that most students from SMKN 2 Maros often notice mistakes in the English language when reading travel brochures. While they generally understand the meaning of the words used in the brochures, they also perceive a high frequency of language errors in them. Although students find the sentences in travel brochures easy to comprehend, many of them feel that language errors negatively impact their trust in the information provided and make the places described seem less interesting.

Despite this, a considerable number of students believe they would be able to point out language errors in brochures even if English is not their daily spoken language. However, many students lack confidence in their ability to understand information when language errors are present.

The findings suggest that language errors in travel brochures can affect students' trust in the information provided and their perception of the described places. Therefore, it is important for travel brochures to be free of errors to effectively convey information and attract tourists. Additionally, efforts should be made to improve students' confidence in understanding information presented in brochures, particularly when language errors are present.

In conclusion, this study emphasizes the importance of error-free language in travel brochures. It also highlights the need to enhance students' language skills and confidence in comprehending information presented in such brochures. By addressing language errors and improving language proficiency, travel brochures can effectively fulfil their purpose of providing accurate and engaging information to potential tourists.

CONCLUSION

This study aimed to examine English language errors found in travel brochures taken from websites by students of SMKN 2 Maros. The research method used was qualitative, employing a questionnaire as the data collection tool. The analysis of the questionnaire revealed several key findings:

1. Language Error Awareness: The majority of students are observant of language errors in travel brochures.
2. Understanding of Vocabulary: Most students find the vocabulary used in travel brochures understandable.
3. Perceived Frequency of Language Errors: Students perceive a high frequency of language errors in travel brochures.
4. Comprehension of Sentences: While students generally find sentences in travel brochures easy to comprehend, a significant portion of them find them less comprehensible.
5. Impact of Language Errors: Language errors negatively impact students' trust in the information provided in brochures and make the described places seem less interesting.

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