STUDENTS' ERROR IN WRITING TECHNICAL SKILLS BASED ON STAR METHOD AT DTS 2020

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ABSTRACT

The purpose of this study is to analyze and figure out the students' error in writing technical skilss based on the STAR method, Situation (describe what the situation was), Task (describe the task you had to do), Action (describe what you did to achieve the task), Result (describe the final result). This is really crucial in order to make the students learn from their writing error based on STAR method and the teacher is strongly able to help them properly. This study was qualitative with a number of subject were 15 students who joined the Digital Talent Scholarship 2020 by KOMINFO. Content test based on STAR method carried out to identify error made by the students. The result of this study was categorized into four levels of error. First, the highest percentage of error was T (Task) 36 %. The second was action (A) with 16 % error in writing technical skill with action. Next was result, R, with 4 % and the last was situation with 1.3%. Based on the writer observation in teaching bath 3 DTS 2020, error happened because some of the students did not attend the first meeting of the course. The second reason, error could happen because the students are still confused to distinguish between personality traits and introducing self and technical skills. The last reason was internet connection during the training done via zoom.

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis dan mengetahui kesalahan siswa dalam menulis *technical skills* berdasarkan metode STAR, Situation (menjelaskan situasi yang telah terjadi berkaitan dengan pengalaman kerja), Task (tugas yang menjadi tanggungjawab dan kendala), Action (Tindakan yang dilakukan untuk mencapai hasil yang maksimal dan solusi dari permasalahan yang dihadapi), dan Result (hasil akhir dari rangkaian yang telah dilakukan). Hal ini sangat penting agar siswa dapat belajar dari kesalahan merka berdasarkan metode STAR. Penelitian ini merupakan penelitian kualitatif dengan jumlah subjek 15 siswa yang mendapatkan beasiswa dan mengikuti Digital Talent Scholarship 2020 oleh KOMINFO. *Content based test* dengan metode STAR dilakukan untuk mengidentifikasi kesalahan yang dilakukan siswa. Hasil penelitian ini dikategorikan menjadi empat tingkat kesalahan. Pertama, persentase kesalahan tertinggi adalah T (Task) 36%. Kedua, A (Action) dengan 16% yang memperlihatkan kesalahan dalam menceritakan *technical skills* dalam tulisan. Hasil berikutnya adalah R (Result) dengan 4% dan terakhir adalah S (Situation) dengan 1,3%. Berdasarkan observasi penulis pada teaching bath 3 DTS 2020, terjadi kesalahan karena sebagian siswa tidak hadir pada pertemuan pertama pelatihan tersebut. Alasan kedua, kesalahan dapat terjadi karena siswa masih bingung membedakan *personality traits, introducing self* dan *technical skills*. Alasan terakhir adalah berkaitan dengan sinyal sebab pelatihan program beasiswa DTS 2020 dilakukan secara zoom.

Kata kunci: *error in writing; technical skills; STAR method; DTS*

1.   INTRODUCTION

Globalization accompanied by Asian Economic Community (AEC) has intensively impacted to workplaces especially in university. Universities should provide both lecturers, administrators and students to be able to keep up with the changing needs of the world, especially in English language. To be part of the reality, English language grow into crucial skill that need to be mastered by administrators who work in educational services in university. It becomes important to improve themselves and career development. To respond this issue, university, for instance is highlighted to

facilitate the academics, staffs and administrators to have sufficient ability in English language. They are required to follow the world demands about English language so that they can fully work professionally.

This program provides an opportunity for FGA (Fresh Graduate Academy) and VSGA (Vocational School Graduate Academy) to archer himself, teaches them how to understand the job vacancy ads, how to complete CV (Curriculum Vitae), write cover letter and also how to face the interview section.

In this program, they are required to be able in understanding job vacancy whether it is posted by agencies, job vacancy ads, an event or even in social media. In this stage the will provided with job vacancy examples and they are trained to be able to differentiate kinds of job vacancy. Moreover, the teacher reminds the students that networking with alumni, acquaintances already in the industry, family members, friends, etc. can be the most effective tool in finding a job. Therefore, students should advertise themselves, telling their network that they are on the market. In addition, the teacher discusses with students how much they understand and know about the meaning of English words/phrases used in job vacancy ads. The teacher and students not only discuss about the common phrases used but also the teacher introduces students to lexical terms commonly used in job ads. The teacher introduces the material by using mind mapping strategies/word classifications to remember vocabulary related to job ads, qualifications, characteristics, etc. As a result, they complete their own CV as a guideline to communicate their personality traits and technical skill.

Technical skill is one of the important skills that should be mastered by the students both written and spoken. This skill will be explained in day 4 after writing CV by application provided, writing cover letter, and explaining the personality traits. In previous topic, they are mostly likely able to follow the lesson. For instance, in writing and explaining the personality traits, they can write and able to speak their personality traits which is written in their CV such as personal statements, personal skill and interest. It also can be seen when the teacher reviews their CV and checks what positive traits that they wrote on their CV. In short, they also come up with proof of each positive trait mentioned both written and spoken.

practice their English language skills. It is generally known that English is a mandatory requirement to be mastered when starting to look for a job vacancy as the first stage till the interview as the last stage. They will be taught by the selected teacher who already passed the several test for instance TOEIC. The teacher, the rese

It is highly difference when the topic related to the technical skill. There are some problems that make this topic difficult for them. First, they can not introduce and explain their skill properly with correct grammar. As we know, all language learners frequently tend to make error when they learn a language. The idea is language learning and language error cannot be separated each other. For instance, talking about technical skill in job, students should know about two kinds of grammar; present and past tense. It is required because they will use descriptive and recount text. In descriptive text they elucidate their own skill and then they go to the details by giving their work experiences in the past, recount text. Furthermore, in describing qualification focusing on technical skills, the teacher teaches them with two objectives; prepare for interview related to the technical skill that wrote in CV and then lead the students know about English sentence structure, grammar and vocabulary used. In the processing, it is necessary for them to write their technical skill with STAR (Situation, Task, Act and Result) as a method to make their writing, especially and interviewing becomes systematics and specific. This method guides them to write some of their own technical skills by elucidating the situation, stating proper task, and giving act to face the problem and showing the result. In fact, they face difficulties in differentiating the grammar (present and past tense) and categorizing the STAR.

The STAR used to fully answer the question related to the experiences on technical skill. By this method students (FGA&VSGA) who apply the job can explain what the situation was, the task that she or he had to do, what she or he did to achieve the task and they can describe the final result. This is the sample that should be followed by the students;

> *Sample 1*
> *My previous job working as a receptionist provided me with the ideal experience for this position (S1). For five years, I developed many of the*

skills required for this job, including answering phones and email, processing payments, and entering data on multiple computer programs (T). As I am a fresher, I have theoretical knowledge, but I can work hard and learn the practical aspects quickly (A). Finally, I believe I can make a great effort to fulfill my duties and responsibilities and contribute to the good progress of the organization (R)
Sample 2
I just graduated from the ABC University with high honors. I majored in journalism there (S), and had the opportunity to write for and edit the school newspaper (T). I volunteered to be a tutor at my university's writing center during my senior year. We offered free help to all students in their writing (A).
The biggest challenge for me during college was that I had to work full-time, around my studies, in order to pay for my college fee. This meant that I didn't have a lot of free time at night or on the weekends to do anything other than study (S2), but it also allowed me to graduate debt-free, with a 3.75 GPA (R).

According to Dulay, et.al, cited by Zakia (2014:3) argue error is something incorrectly done through ignorance or carelessness. Errors can be occurred in every situation such as structure or the grammatical errors. It is obviously true that people cannot learn language without first systematically committing errors and it happened when the students who follow the English soft skill program. Knowing that there are many errors that students made in writing technical skills, it is crucial for the teacher to analyze the students' error in student writing technical skills. Error analysis is an activity, STAR activity, to identify, classify and interpret or describe the errors made by a person in speaking or in writing based on STAR guideline and it is carried out to obtain information on common difficulties faced by him/her in speaking or in writing their technical skill.

In addition, McKeating cited by Zakia (2014:3) states that error analysis involves collecting errors, studying them, classifying them in various ways and suggesting possible causes. Error in writing technical skill is studied

in order to find out something about the learning process and about the strategies employed by the teachers. It is strongly researchable and supported by Ramli (2013;5) declares that in writing students are intended to be capable to write based on the rules or convention of writing in this context related to the technical skills.

2. LITERATURE REVIEW
2.1. Error in writing

In broad view, writing is a way to express idea in the form of words and sentences. It can be an idea in introducing something, declaring, arguing and so on. In expressing their idea into written form, they should have capability so that their idea coherently. This reason supported by Setiawan (2009:2) state that writing is complex process since it is made of a large number of skills, not only one element that is used but also all of language elements need to be considered such as: spelling, grammar, diction, punctuation, etc. In short, there is a skill that may be difficult to write systematically and cohesionless. Apart from the skill of constructing a good paragraph, there are also elements that must be fulfilled as a rule so that the resulting writing is formally acceptable.

Writing is an important skill in English beside listening, speaking, and reading that should be learned by students at school until university. Meanwhile, writing is one of language competences which should be mastered by students. In order to get a good construction and well arrangement in a written form, the students have to produce a good and correct sentence. To make a good and correct sentence, the students should be comprehended about grammar especially knowing the using of verb. Moreover, verb is essential part of grammar that should be considered by students to make good and correct sentence. In making a good and correct sentence, the students should understand the using of verb. It will assist them in producing both academic writing and non-academic writing such as essays, paper, proposals, and articles as assignment from lecturers. In academic setting, students should master the skill since they have to hand, I writing kinds of text like narrative text procedural text, recount text, spoof, and descriptive text.

According to Penny Ur (2003:76) the purpose of writing, in principle is the expression of ideas, the conveying of messages

to the reader. It is really crucial in writing technical skills based on STAR so that the messages can be achieved maximally by the reader. In this course the students are required to minimize error in writing based on STAR. In the same view, Hammer (2007:376) says that errors are part of the students' interlanguage that is the version of the language which a learner has at any one stage of development, and which is continually re-shaped as he or she aims towardsfull proficiency. It is a natural process of language learning and students hopefully can improve their knowledge and skill from their errors in writing. In conclusion, error is the process of learning to be better.

2.2. Technical Skill

Technical skills are skills that are really needed in jobs. This skill is the key and the reason for a company to accept an employee. Technical skills, which are skills that are contained within a person, of course, are supported by educational background and work experience. For example, an English interpreter must have an English Language Education background and experience both formal and informal, paid, or unpaid. Companies that need an interpreter will definitely see the two things above as a qualification. Here, technical skills are considered very important for FGA. This is important as they will go through the stages of finding a job. This reason becomes the basis for them to be able to communicate their technical skills to the target company in a clear, concise, and reliable manner.

Besides that, there are several sections that fall into the technical skill category based on Frederic 2017 First educational background. This is a skill acquired while studying at a college. Higher education institutions will prepare graduates with scientific theory, training, and experience in accordance with the chosen major. Educational background is usually proven by a diploma and GPA that must be attached. Second, personal skills, these are skills possessed by an applicant that can be sold to the company. These skills vary and must be adjusted to the qualifications written in a job advertisement. For example, company X needs a secretary, of course the technical skills needed are MS office, excel, etc. Another example is that a company needs a programmer, so the applicant must have computer programming skills, data coding etc. Third, work history is a

part that is contained in the CV which belongs to.

Here the question related to the technical skills based on https://walton.uark.edu/career/files_career_center/STARMethod.pdf;

1. Questions about your qualifications Technical Skills
   a. Tell me about your educational background
   b. How has your school experience prepared you for a career?
   c. What was your biggest challenge as a student, and how did you handle it?
2. Questions about your work experience
   a. Tell me about your work experience?
   b. Have you completed any internships?
   c. What did you gain from the qqexperience?
3. Questions about career goals
   a. What do you see yourself doing five years from now?
   b. What are your career goals?
4. Questions about hiring you
   a. Why should we hire you?
   b. Give us a good reason for taking you on.
   c. Why do you think you are the best person for this position?

All the question above should be related to the CV made by the students. The students in meeting 1 prepared their CV by using CV builder in https://www.careers.govt.nz/tools/cv-builder/.

Here the of question in CV builder:
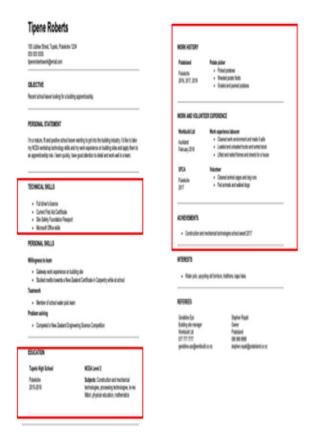
Picture 1. CV Builder question

CV below is the final result of CV builder.

Picture 2. CV Builder result

Source : https://www.careers.govt.nz/tools/cv-builder/ 2020.

First step, the students had an experience in answering guided question in CV builder and they automatically knew about the tense because time is already stated there. They should answer each question personally. Regarding to the technical skills, the questions are about education, technical skills, work history, work and volunteer experience and achievements.

Furthermore, the teacher guided them using STAR method to answer the question which refers to their CV. They should write it into paragraph so that in interview section they can elucidate it properly. Here the sample answer that follow the STAR method.

I just graduated from vocational school of SMK . . . . I studied software engineering, and had the opportunity to build an application for students attendance in my school. I work in a team to complete the application. We offered

free help to all students from other competency / department in dynamic web designing.

The biggest challenge for me during my study / school / was that I had to walk about 1 hour from my home to school work part-time, around my studies, in order to pay for my school fee. This meant that I didn't have a lot of free time at night or on the weekends to do anything other than study, but it also allowed me to graduate in excellent predicate.

This the sample answer from the student

I graduated from University of ...... I majored in Information System. The biggest challenge for me during my senior year was that I had to join and did the new project to build a system for University of Jambi , which had to finish it as soon as possible.

2.3.   STAR Method

There are two questions in interview section, personality traits dan technical skill. Borsellino. R 2021 says that technical skill is question that related to the education, work, and achievement. Every applicant is required to answer this question by using STAR method. This is the key method to make the answer, clear and accurate.

According to walton.uark.edu resisted in 2021,the S.T.A.R. method simply provides a logical approach to answering any question by providing a guided approach to using one of your past successes in responding to the question. The first is situation which is explaining the past situation. It can be the situation in school, college and in practical experience. The second is task, it is clearly related to the task that need to be accomplished by the applicant in the past. The next is action, an action done by the applicant to overcome or finished the task in the past. The result of the action done by the applicant is the last method for this STAR method.

Furthermore, it is supported by *www.vawizard.org resisted in 2021 ,* the STAR method is a structured manner of responding to a behavioral-based interview question by discussing the specific **s**ituation, **t**ask, **a**ction, and **r**esult of the situation you are describing. Each of applicant should perform this method during the interviewing section and in training section they should write down their technical skill based on this method and it will be evaluated by the teacher. In performing writing situation, the students are required to describe a specific situation or event. The students should

avoid a generalized description of situation in the past. In short, the interviewer can fully understand the detail event written or spoken by the applicant. Letter T for abbreviation STAR is task. Task is what already have done by the applicant. It focused on task related to volunteer experience, previous job, or any relevance experience links with the technical skills written in the CV. Moreover, A is action is described what you did to achieve the task. For instance, you were a selected student for speech competition in university so that you took action for it. You trained three time a day in front of mirror. You also keep practicing tongue twister to improve your pronunciation. In that occasion, you recorded your speech and listened time to time so that you can evaluate it. Finally, R is result that tell the reader and interviewer the result for what you have done during university. It can be GPA or achievements.

3.   METHODOLOGY
3.1.   Research Design

The research design was qualitative research. Gay (2000:19) clearly states that qualitative research is judge in terms of the believability, trustworthiness, coherence, and logic of their interpretations. Qualitative research persuaded by the logic of their process and interpretations. The aimed of this research was elucidated students' error in writing technical skills based on STAR method at soft skill English language in Digital Talent Scholarship 2020 Program.

3.2.   Setting and Participants

This research was done at soft skill English language in Digital Talent Scholarship (DTS) 2020 Program. The subject of the research was a student in bath 3. The number of students were 15 students who joined the course.

3.3.   Data   Collection   Method(s)   and   Analysis

The data were content test. The form of the test is STAR (Situation, Target, Action and Result). The students were asked some questions related to the technical skills and they should write it based on form of STAR. In analyzing the data, the researcher used the steps that were by Gay et al (2000:239).There were

some steps to analyze the qualitative data. The data did analysis by doing some steps as follow;

a.   Reading/memoing,   becoming familiar with the data and identifying the main themes.

b.   Describing, examining the data in depth to provide detail description of setting, participants, and activities.

c.   Classifying,   categorizing,   and coding   pieces   of   data   and physically   grouping   them   into themes.

Table 1. Classify of STAR

STAR						
NO	CONTENT					
	S	-	T	- A	-	R
1						
TOTAL						

Source : Sudijono , 2010

To see the result of STAR,so the content test did to analysis by using formula from Sudijono (2010) :

$$P = \frac{F}{N} \text{x} 100 \quad \% \quad \dots\dots\dots\dots\dots\dots\dots\dots(1)$$

P = percentage

f = frequency of correct respond of each item STAR

N = total number of indicators

After getting the presentage for each category of STAR, the writer analyzed the avegare score by using;

$$P = \frac{F}{N \text{ x } 5} \text{x } 100 \text{ \% } \dots\dots\dots\dots\dots\dots\dots\dots(2)$$

P : Percentage

F : Frequency

N : Number of students

5 : Number of item test

Interpreting, interpreting, and synthesizing the organized data into general understanding.

4. FINDINGS AND DISCUSSION
4.1. Findings

The result of this study was categorized into four levels of error. First, the highest percentage of error was T (Task) 36 %. The second was action (A) with 16 % error in writing technical skill with action. Next was result, R, with 4 % and the last was situation with 1.3%. Based on the writer observation in teaching bath 3 DTS 2020, error happened because some of the students did not attend the first meeting of the course. The second reason, error could happen because the students are still confused to distinguish between personality traits and introducing self and technical skills. The last reason was they not taking note during the teacher explanation.

4.2. Discussion

The data were taken from the content test by using STAR to the 15 students in bath 3 DTS 2021. The material consisted of stages of getting job, CV, personality traits, technical skills, and job interview. In this study, the writer focused in analyzing technical skills in form of STAR as a guide. The following table is the category of STAR abbreviation that had been tested.

This following one of the sample answer from the student X that followed the STAR method.

Hello I am a fresh graduate of vocational high school from SMK Negeri 10 Garut, I majored in network and computer engineering there, I was given the trust to be a teacher assistant during enrolled education there since my first semester. I had the opportunity and was selected to be main speaker in the IT Community. That means my job is to present and give material about technology especially in networking. Not only that, I took an internship in PT. Telkom Indonesia and work as NOC Helpdesk and my job is manage the new clients request, monitor request and store data to the main company, and help the sales division and technician division.

The biggest challenge for me during in vocational high school was that i had to selected to be representative for Olimpiade Jaringan MikroTik-APJII 2019, in the same time i have to face my TOEIC exam and was selected to representative for Web Technologies in LKS (Lomba Keterampilan Siswa). And in the end I need to learn many things at the same time and do multi-task but it's not make me not to be productive. I was passed my TOEIC exam with final score with 610 point, get rank 7th in West Java and rank 60th in Indonesia on Olimpiade Jaringan MikroTik-APJII 2019, but unfortunately I was withdraw with the LKS event because an accident from the organizer.

Here are the following samples answer guided by teacher.

a. Question about qualification (education)

I graduated from Vocational high school in Surabaya in 2015, I studied software engineering, and I made website software and application. I got my internship for 6 months in XYZ. I made website by using . . . . . I worked in PT ABC as a junior programmer for about a year. In January 2019 to December 2019, I joined PT DEC for a job of ....

b. Question about work experience

I was a tutor in high school, and then worked each school break during college as a counsellor at Camp Wildwood. It was great being able to work with elementary school-aged kids while I earned my K-12 teaching credentials.

c. Question about career goals

Within 5 years, I would like to become the best product coordinator in your company. I want to build my career and become a professional that people can rely on.

d. Question about hiring you

As I am a fresher, I am familiar with Ms. Office (word and excel) since I learned Digital Simulation at my school. I can type using MS word and I can make table and other things using Ms Excel. I am fast learner for new things.

STAR- Situation (S)
Table 2. Frequency of error in S (Situation)

Item number	Frequency	Percentage
1	0	0%
2	0	0%
3	0	0%
4	1	06.6%
5	0	0%
Total	1	1.3 %

Source: Researcher data 2020

$$P = \frac{F}{N \times 5} \times 100\ \%$$

$$P = \frac{1}{15 \times 5} \times 100\ \%$$

$$P = \frac{100}{75} \quad P = 1.3\ \%$$

In this part, it can be seen there was no student made error for item 1, 2 ,3 dan 5. It was clearly only 1 student made error for item 4. On the average, there clearly were 1.3% of 15 students made error in writing situation (S) in technical skills.

STAR- Task (T)
Table 3.Frequency of error in T (Task)

Item number	Frequency	Percentage
1	7	46.6%
2	4	26.6%
3	2	13.3 %
4	10	66.6%
5	4	26.6%
Total	27	36%

Source: Researcher data, 2020

$$P = \frac{F}{N \times 5} \times 100\ \%$$

$$P = \frac{27}{15 \times 5} \times 100\ \%$$

$$P = \frac{2700}{75} \quad P = 36\ \%$$

In this part, it obviously shown there were 7 students made error in item 1. Item 2 and 5 there were 4 students made error for each item. 2 students made error in item 2 and 10 students made error in item 4. On the average, it was 36 % of 15 students made error in writing task (T) in technical skills.

STAR- Action (A)
Table 4 .Frequency of error in A (Action)

Item number	Frequency	Percentage
1	1	06.6%
2	4	26.6%
3	0	0%
4	5	33.3%
5	2	13.3%
Total	12	16%

Source: Researcher data, 2020

$$P = \frac{F}{N \times 5} \times 100\ \%$$

$$P = \frac{12}{15 \times 5} \times 100\ \%$$

$$P = \frac{1200}{75} \quad P = 16\ \%$$

For action of STAR, it can be sum up, there was only 1 student made error in item 1. There were 4 students made error for item 2 and no one made error in item 3. For item 4 there were 5 students made error and 2 students made error for item 5. On the average, it was 36 % of 15 students made error in writing action (A) in technical skills.

STAR- Result (R)
Table 5. Frequency of error in R (Result)

Item number	Frequency	Percentage
1	0	0%
2	2	13.3%
3	0	0%
4	1	06.6%
5	0	0%
Total	3	4%

Source: Researcher data, 2020

$$P = \frac{F}{N \times 5} \times 100\ \%$$

$$P = \frac{3}{15 \times 5} \times 100\ \%$$

$$P = \frac{300}{75} \quad P = 4\ \%$$

For the last content test was result. there was no one of student made error in item 1,3 and 5. There were 2 students made error for item 2 and 1 student made error for item 4. On the average, there was 4 % of 15 students made error in writing result (R) in technical skills. From all the data, it can be interpreted that highest frequency of error (36%) is in writing task (T). It can be seen in example of students' error "*Hello my name is X*". He was confused to differentiate between personality traits and technical skills. The answered should be about education or current study. The next level is action (A). In this category, the students had 16 % errors. It can be seen in example "*The biggest challenge for me during college was that I had to work as music studio operator around my studies in order to add my allowance. This meant that I didn't have a lot of free time at night or on the weekends to do anything other than study, but it also allowed me to graduate, with a 3.53 GPA.*". The student jumped to the results without writing the action to face the problem. The students still found difficulty in writing action related to their experience during college.The next is result (4%). From the following example, it can be shown that the students found difficulty in writing result coherently with situation, task, and action. She did not state the result as STAR

guide.   This is the example *"I'm graduated from Potensi Utama University, major in Informatics Engineering. My education helped build a strong foundation and professional discipline, allowing me to continue to develop in-demand skills while working. I worked full time, so I learned a lot about time management and discovered that I work best under some degree of pressure. The skills that I learned during university have helped me".*

The last level is situation (1.3%). The students have enough ability in writing the situation. They answered the questions about situation based on STAR method. For instance, the question about educational background with answer *"I graduated from vocational high school majoring in software engineering. at school, I joined the Student Skills Competition team in the field of graphic design. in my third year in vocational high school, my calendar design result was selected as my school calendar design."*

5.   CLOSING
5.1.   Conclusions
According to the data analysis, the writer concluded from the highest-level percentage of error to the lowest one. First, task (T) with 36 % error made by the students. The second is action (A) with 16 % error in writing technical skill with action. Next is result, R, with 4 % and the last is situation with 1.3%. Based on the writer observation in teaching bath 3 DTS 2020, error happened because some of the students did not attend the first meeting of the course. The second reason, error could happen because the students are still confused to distinguish between personality traits and introducing self and technical skills. The last reason is they not taking note during the teacher explanation.

5.2.   Suggestion
In broad view, this study can be a new insight for the reader and for the researcher himself it can be an evaluation. For the narrow view, it can be an idea for the next researcher to study another perspective for instance, in speaking aspect related to the STAR method and personality traits in speaking.

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