

## **CHAPTER I INTRODUCTION**

This chapter presents: (a) background, (b) problems of the study, (c) objectives of the study, (d) significance of the study

### **A. Background**

In Indonesia English language is positioned as a foreign language, where English is only used in the classrooms. Therefore, studying English as foreign language in Indonesia is commonly not easy and needs long process. According to Nurhayati et,al (2008, p. 3)

In some countries like Indonesia, Vietnam and China, English is regarded as a foreign language; therefore, it is common to consider the context of English learning in these places as EFL (English as a Foreign Language) context. People do not use it as lingua franca or the means of communication in several formal situations such as educational activity, governmental activity and law.

Foreign language learners find difficulties in learning English language. Some of these difficulties lie in learning language skills which are listening, speaking, reading and writing. Writing is the most difficult skill among them. According to Choudhury (2013, p. 27) “of the four core language skills of listening, speaking, reading and writing, writing is obviously the most difficult skill for second and foreign language learners to master”. He asserts that main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable.

Writing can be the proof of English language learning result. The quality of writing can show students' ability in using English vocabularies and the ability in understanding English rules. According to Khan and Akter (2011, p. 11) writing skill is usually considered as a clear proof of whether learners learnt English well or not. Therefore, the achievement of student writing can be a measurement of student competence in English. Writing can show how well student express their ideas in target language. From writing, teachers are able to know what aspect of language that students still do not understand. By knowing student's writing quality, teachers are able to evaluate the student's competence generally, it helps the teacher in finding appropriate method to teaching writing to their students.

The ability of writing cannot be acquired constantly but it needs exercises in order to have learner gets experiences in formulating sentences. According to Yahya et.al, (2012, p. 114), the ability to write well is not a naturally acquired skill. It is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. From experiences students can develop their understanding and get awareness with previous errors.

In English language teaching especially in writing, errors are unavoidable phenomena; they appear through students' understanding and experience. If students have got much experience and their understanding in language aspect is better, they must be able to reduce their errors. Phuong (2013, p. 13) concludes that making errors is inevitable in language learning process. Errors provide feedback about the effectiveness of the teaching techniques and show the teachers

what part needs further attention. He asserts that studying the learner language in term of errors is something that teachers have always done for practical reasons. It requires the teacher to have skills of diagnoses and treatment. Whereas Ulla (2014, p. 41) asserts that without committing errors, learning is incomplete and language learning is no exception. Some people are open to errors and even willing to accept them. Some may even not notice them while learning the target language. Whereas Choon (1993) cited in Jassem (2000, p. 27) assert that errors are considered to be a natural, inevitable, rich source to linguists and essential part of learning since they can give data about a student's progress in learning a language. They play an important role in language learning, thus it would be wrong to ignore or disregard them.

Errors in writing arise from misunderstanding in formulating the component of language itself called lexico-grammatical. According to James (1998, p. 142) text errors arise from ignorance and misapplication of the 'lexico-grammatical' rules of the language, including how these rules are exploited to achieve texture. It would be convenient to make general and valid statement about how a unified system called lexico-grammar operates in language. He also asserts that it would be appropriately to be content to account for lexical and grammatical (sub) system separately.

Lexical errors are the most common errors that appear in language learning for some learner's groups. According to James (1998, p. 143), for some learner's group, lexical errors are the most frequent category of error. He also asserts that native speakers consider that the lexical errors in learner's

interlanguage to be more disruptive and irritating than other types. Hemchua and Schmitt (2006, p. 14) analyzed the lexical errors of a group of advanced learners of Thailand reported the 20 compositions on the same topic by different individuals yielded 261 lexical errors. Based on writer's preliminary study in MAN 2 Palembang, students of MAN 2 Palembang tend to make lexical errors in writing compositions. For example, a student wrote sentences: *Lita is a \*swett woman (sweet)... and now their friends the same way (they are friends as usual right now)*. Researcher found that lexical errors are serious problem in writing because one of the problems is that English language system is different from Indonesian.

Because writing is very important skill to be acquired by students in mastering English language, there are some assumptions that lexical errors are the common errors that occur in English writing, the researcher is interested to make a research in term of lexical errors. In this study, researcher use lexical errors taxonomy based on James (1998) as a framework. The data is carried out in MAN 2 Palembang.

## **B. Problems of the Study**

Based on the general background of the study above, this study aims at answering the following questions:

1. What are lexical errors made by tenth grade students of MAN 2 Palembang in writing descriptive compositions?
2. Which are the most frequent types of lexical errors made by tenth grade students of MAN 2 Palembang in their descriptive compositions?

### **C. Objectives of the Study**

The objectives of the study were:

1. To find out lexical errors made by tenth grade students' of MAN 2 Palembang in writing descriptive compositions.
2. To find out the most frequent types of lexical errors made by tenth grade students' of MAN 2 Palembang in their descriptive compositions.

### **D. Significance of the Study**

The researcher expects this study would give benefits:

1. To the Teachers of English

The results of this study are expected to be useful for the teacher of English in MAN 2 Palembang in term language aspect (lexical) that commonly difficult for students. This study might contain valuable information on the learning and teaching of English. The teacher of English at MAN 2 Palembang can focus on their teaching on the frequent errors especially in lexical or vocabulary mastery that they found in the process of learning English.

2. To the English Students

This study expects to give valuable information for student of MAN 2 Palembang in term students' lexical errors in writing. Therefore, students can get information for generating their awareness of their errors in writing and helping student revise their writing more efficiently.

### 3. To the Researcher

This study gives valuable experiences for the researcher. By conducting this research, researcher develops her understanding in language aspects in term of lexemes or vocabularies. Therefore, researcher gets more awareness in teaching English as foreign language especially in term lexemes or vocabularies.

### 4. To the Other Researchers

The writer hopes that the results of this study can help other researchers who conduct research at the same subject and can be reference.

## **CHAPTER II LITERATURE REVIEW**

This chapter presents: (a) theoretical framework and (b) previous related studies.

### **A. Theoretical Framework**

In this part, it deals with; (1) concept of error, (2) concept of error analysis, (3) concept of lexical errors, (4) concept of writing (5) concept of descriptive compositions.

#### **1. Concept of Error**

##### **a. Definition**

According to Norrish (1983) cited in Jassem (2000, p. 44), an error is a systematic deviation, when a learner has not learnt something consistently 'gets it wrong'. Phuong (2013, p. 18), assumed that doing or having an error is related with whether human have good understanding or not of knowledge in their mind.

Error cannot be committed by native speaker of language, according to James (1998, p. 83), native speakers (NS) do not and cannot commit errors (of competence) since they know their language perfectly and comprehensively: they can only make mistake, when they are distracted and tired. He also asserts that the clearest and most practical deviances are divided into four types:

- a. Slip, or alternatively lapses of the tongue or pen, or even fingers on a keyboard, can quickly be detected and self-corrected by their author unaided.

- b. Mistake, can only corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of exact location and some hint as to the nature of the deviance, and we have a second-order mistake.
- c. Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they be self corrected.
- d. Solecisms are breaches of the rules of correctness as laid down by purists and usually taught in school, for example: 'split infinitives' and 'dangling participle'

**b. Attitude Toward Errors**

In language learning, there are controversial issues toward errors. In one side, errors are seen as student's failure, but in other side it is part of learning process. Jassem (2000, p. 45), asserts that learner's errors are controversial to linguist. One can distinguish two different schools of this regard: the behaviorists and mentalists. Behaviorists consider errors something bad which should be avoided wherever possible. They see errors as a sign of failure on the part of the student to learn a rule correctly or on the part of the teacher to make his meaning clear or to give the learners enough time to practice what they have been thought. So errors have to be tackled or even eliminated by providing the students with right form



and lots of practice in the form of drilling and exercising. Behaviorists believe that mother tongue is the prime source behind all errors.

The mentalist view errors more positively than the behaviorist. Ferris (2002) cited in Zawahreh (2002, p. 282) assert that errors must be viewed positively, he pointed out that error analysis and corrective techniques can help in effective learning and teaching of English because foreign language is a gradual process.

### **c. Errors Classifications**

Following are classification of errors in according to linguists:

#### a) Dulay, Burth and Crashen's Classification

According to Dulay, Burth and Crashen cited in James (1998, p. 106), errors are divided to four categories, they are:

- (1) Omission, this error is where some elements are omitted which should be present for example: *He'll pass the exam but I won't (pass the exam)*
- (2) Addition, this error is where some element is present which should not be there e.g. *he doesn't know\*s me*; (this sentence contains redundant third person –s on the main verb *know*, redundant because the auxiliary *do* already carries that marker ”)
- (3) Misformation, it is as use of the wrong form of a structure of morpheme, for example: *I \*seen her yesterday* (this sentence contains misuse of the structure of verb, *seen* should be *saw*)

- (4) Misordering, this error is where some elements presented are correct but wrongly sequenced for example: He every time comes late home, (“everytime” is not in exact position, the position should be in the last or in the first sentence as adverb of time).

b) Ellis and Barkhuizen’s Classification

Classification from Ellis and Barkhuizen (2005) cited in Amani (2011, p. 8) classified error into:

- (1) Errors of omission: when the learner has left out a word e.g. “My sister \* happy” (verb is omitted in this sentence, auxiliary verb (is) is needed to make the sentence correct).
- (2) Errors of addition: when the learner has added a word or an ending to another words which is grammatically incorrect e.g. “I have *eated*” (“*eated*” is grammatically incorrect, the past participle of eat must be eaten, the correct sentence must be “I have eaten”).
- (3) Misformation/Substitution: when the learner uses the wrong form of a morpheme or structure e.g. when they use the wrong preposition in a sentence such as “It was the hardest time *in* my life” (the preposition “*in*” is not exact preposition in the sentence, “*in*” must be “*of*”)
- (4) Misordering, when the learner places a morpheme incorrectly in a grammatical construction such as “*She fights all the time her brother*” (the position of the object of the sentence is in wrong position, the sentence must be “*She fight her brother all the time*”)

(5) Blends: when the learner is uncertain of which word to use and blends two different phrases e.g. “*The only one\* thing I want*”

c) James’s Classification

According to James (1998, p. 142), errors in language writing are divided into lexical errors and grammar error.

1) Lexical Errors

James classifies lexical errors into two categories: formal errors and semantic errors: Formal Error, for example: a misselection occurs when the lexeme is confusable, and if these are pairs (or triples) of words that look and sound similar, such as: *considerable/considerate, competition/ competitiveness, reserve/preserve, Consumption/resumption/ assumption* (when some lexemes have the same root but different suffixes and prefixes). Semantic Errors, for example: a more general term is used where a specific one is needed, such as *The flower had a special \*smell (scent/perfume)*.

2) Grammar Errors

James classifies grammar errors into two categories: morphology errors and syntax errors. Morphology Errors, for example: *six book\**, (plural –s is needed in the sentence). Syntax errors, for example: (He is) *\*a cleverest boy in the class* (misselection of the article at position modifier in noun phrase)

## **2. Concept of Error Analysis**

### **a. Definition**

According to Rustipa (2011, p. 16) If someone learns a foreign language, he will obviously meet with many kinds of learning problems dealing with the sound system, vocabulary, structure, etc. This is understandable since the student learning the foreign language has spoken or written in his own native language. She also asserts that learners transfer his habit into the target language they learn, which perhaps will cause errors. Furthermore, Errors in foreign language learning can be detected because foreign language itself has rules and principles in the standard language, so when the learners make a statement using an incorrect way, it can be detected, analyzed and determined as a case of misunderstanding in a certain language aspects.

In second language acquisition, linguistics tries to identify the causes of the students' problem in learning foreign language. According to Rustipa (2011, p. 16), Linguists try to find out the causes of the problems to be applied in language teaching, to minimize the problems. They propose Contrastive Analysis, Error Analysis, and Interlanguage Theory. She asserts that Contrastive Analysis is the systematic study that identifying the structural differences and similarities among the first language and the target language. Via contrastive Analysis, problems can be predicted and considered in the curriculum. However, not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other hand, many errors that do turn up are not predicted by Contrastive Analysis.

Error analysis is developed as alternative of Contrastive Analysis that cannot predict the most common errors by language learner in learning target language. According to Safraz (2011, p. 31), Error Analysis (EA) is theory theories of second language acquisition (SLA) which replaced the Contrastive Analysis (CA) theory. According to Rustipa (2011, p. 18), Error Analysis shows that Contrastive Analysis is unable to predict a great majority of errors. Errors Analysis is technique for identifying and classifying the errors made by students in English learning process. According to Ulla et.al, (2014, p. 40):

Error Analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. In other words, Error Analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

From the definitions above, it can be concluded that Error Analysis is technique which analyze, classify the errors detected into a category, after that those errors can be determined where they are probably occurs and what factor cause them.

#### **b. Scope of Error Analysis**

Error Analysis is intended to two categories learner, first for native speaker and secondly for people who speak English as a second language or foreign language. According to James (1998, p. 25),

The scope of EA is wide and widening and fall into two categories, first those relevant to native speakers of

English, issues concerning these include: the perennial debate about “good English” and the purported decline in standards of correctness; social elitism and linguistically sanctioned power assignment in society; a wide range of concerns touching on aspects of language education and training, ranging from the teaching of basic literacy typists. The second groups are those which concern people who speak English as a second language (EL2) either as a second or as a foreign language.

Therefore scope of Error Analysis include all types of learner that Kachru (1985) cited in James (1998, p. 39), He distinguishes three sort of English learners first, English of inner circle, the original native speaker of English including British, American Canadian, Auatralian, and New Zaeland. Second outer circle or nativized Englishes, where English is used as official language, including Ghanaian, Indian, Zambian, Philippino, Malaysian Englishes and more such ‘colonial’ varieties. Third is expanding circle the countries with no colonial link in the inner circle, including China, Japan, Russia, Brazil, Indonesia etc.

### **3. Concept of Lexical Errors**

#### **a) Definition**

Lexeme is a building of one morpheme or more that have a sense or meaning. According to Zapata (2007, p. 1)

Lexical (content or referential) morphemes are free morphemes that have semantic content (or meaning) and usually refer to a thing, quality, state or action. For instance, in a language, these morphemes generally take the forms of nouns, verbs, adjectives and adverbs; e.g., *dog, Peter, house, build, stay, happy, intelligent, quickly, always*. They form the open class of words (or content words) in a

language, i.e., a class of words likely to grow due to the incorporation of new members into it.

Lexeme is different from morpheme, According to Iriskulov (2006, p. 6) morphemes are structure units and lexemes are communicative unit. Morphemes are built of phonemes and they are used to build words-lexemes. Lexemes take an immediate part in shaping the thoughts in building sentences. Lexemes may consist of one morpheme. For example the lexeme “tree” consists of one morpheme while the lexeme “ungentlemanly” consists of four morphemes: un-gentle- man- ly”.

Furthermore, lexical morphemes constitute the larger class of morphemes. For example: unbelievable, it is come from three morphemes “un”, “believe”, and “able”. Those each morpheme has a meaning by itself and then arranged to have a systematic meaning, morpheme “un” (prefix) can be defined as not or cannot, “believe” (root) can be defined as trust, and then “able” (suffix) is defined as “can be”, so if those words are joined to be lexical morpheme the meaning will be “cannot be believe”.

According to Llach (2005, p. 49), lexical errors are the wrong use of a lexical item in a particular context. According to Hernández (2011, p. 266) Lexical errors are defined as mistakes at the word level, and they include, for example, choosing the wrong word for the meaning the students want to express (*I made my homework* instead of *I did my homework*). Therefore it can be concluded that lexical errors in writing are the errors in which learner use inappropriately lexical word in writing the sentences, it can influence the meaning of the sentences itself.

According to James (1998, p. 144) lexical errors in learners' interlanguage to be more disruptive and irritating than other types.

b) Classification

This research framework for lexical error classification is mainly drawn from James's (1998) lexical error taxonomy. According to Hemchua and Schmitt (2006, p. 3) James taxonomy of lexical errors is more comprehensive error taxonomy, the classification those errors are drawn in table below:

**Table 1**  
**Classification of Lexical Errors Based on James (1998) Taxonomy**

Formal Errors	Semantic Errors
<p><b>1. Formal Misselection</b></p> <ul style="list-style-type: none"> <li>Suffix type</li> <li>Prefix type</li> <li>Vowel-based type</li> <li>Consonant-based type</li> </ul> <p><b>2. Misformations</b></p> <ul style="list-style-type: none"> <li>Borrowing (L1 words)</li> <li>Coinage</li> <li>Calque (translation from L1)</li> </ul> <p><b>3. Distortions</b></p> <ul style="list-style-type: none"> <li>Omission</li> <li>Overinclusion</li> <li>Misselection</li> <li>Misordering</li> <li>Blending</li> </ul>	<p><b>1. Confusion of Sense Relations</b></p> <ul style="list-style-type: none"> <li>Using superonym for a hyponym</li> <li>Using a hyponym for superonym</li> <li>Inappropriate co-hyponyms</li> <li>Near synonyms</li> </ul> <p><b>2 Collocation Errors</b></p> <ul style="list-style-type: none"> <li>Semantic word selection</li> <li>Statistically weighted preferences</li> <li>Arbitrary combinations</li> </ul>



## **a. Formal Errors**

### **1. Formal Misselection**

James refers to them as the malapropism or synfrom type, it occurs when the lexeme is confusable, and if these are pairs (or triples) of words that look and sound similar, the main synform is categorized into four types:

- a) The suffix type. They have the same root but different suffixes (for example, *considerable* / *considerate*, *competition*/*competitiveness*).
- b) The prefix type. They have the same root but different prefixes (for example, *reserve*/*preserve*, *consumption*/*resumption*/*assumption*).
- c) The vowel-based type (for example, *seat* /*set*, *manual* /*menial*).
- d) The consonant-based type (for example, *save*/*safe*, *three*/*tree*).

### **2. Misformations**

These are words that do not exist in the L2 or target language. The source of errors is from the learner's mother tongue. They are, therefore, called 'interlingual misformation errors'. James (1998) classifies misformation errors into three types as follows:

- a) Borrowing L1 words are used in the target language without any change (for example, *I shoot him with gun in kopf* <In German *kopf* = head>).
- b) Coinage, if the new word (derived from L1) is tailored to the structure of TL (for example, *Smoking can be very nocive to health* <In Portuguese *nocivo* = harmful>).

- c) Calque. Translation of a word or a phrase from L1 words (for example, *We have to find a car to bring us go to <bring us to> the hospital* ).

### 3. Distortions

These words also do not exist in the L2. However, the errors are the result of misapplication of the target language without L1 interference or misspelling.

James (1998, p. 150) classifies distortions into five types as follows:

- a) Omission (for example, *intresting <interesting>*).
- b) Overinclusion (for example, *dinning room <dining room>*).
- c) Misselection (for example, *delitouse <delicious>*).
- d) Misordering (for example, *littel <little>*).
- e) Blending (for example, *travell <travel + travelled>*)

#### **b. Semantic Errors**

James classifies semantic errors in lexis into two main types: confusion of sense relations and collocation, their sub-types and examples are as follows:

- a) Confusion of sense relations, vocabulary meaning normally involves concepts and their relations in lexical fields (for example, a *woman* and a *girl* belong to the lexical field of 'gender'). The following four main types of errors are classified accordingly.

- (1) Using a superonym for a hyponym. A more general term is used where a specific one is needed. Therefore the meaning is underspecified (for example, *We have modern equipment <appliances> in our house*).

- (2) Using a hyponym for a superonym. An overly specific term is used (for example, *The colonels <officers> live in the castle*).
- (3) Using inappropriate co-hyponyms (for example, *I think the city has good communication <transportation/public transport > such as a lot of buses*).
- (4) Using a wrong near synonym (for example, *a regretful <penitent/contrite > criminal or sinner*).

b) Collocation is a word or phrase that is frequently used together with another word or phrase and sounds natural and correct for native speakers. Inappropriate collocation may not be absolutely wrong, but rather infelicitous. James specifies the following three degrees of the misuse of collocation.

- (1) Semantically determined word selection (for example, *The city is grown <developed>*).
- (2) Statistically weighted preferences (for example, *An army has suffered big losses <heavy losses is preferred >*).
- (3) Arbitrary combinations and irreversible binomials (for example, *hike-hitch <hitch-hike>*).

#### **4. Concept of Writing**

Writing is complex process that cannot be acquired constantly. According to Heaton (1990, p. 13) “writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements”. He asserts that the kind of skills necessary

for good writing are categorized into five general component or main areas as follow: (a) Language use, the ability to write correct and appropriate sentences. (b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language .e.g. punctuation and spelling. (c) Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information. (d) Stylistic skill: the ability to manipulate sentences and paragraph, and use language effectively. (e) Judgment skill: the ability to write in an appropriate manner for a particular purposes with a particular audience in mind, together with ability to select, organize and order relevant information.

In order to acquire those skills students need long exercises and follow some stages in writing process. Oshima, and Haque (2007, p. 3) state that there are four main stages in writing process: prewriting, planning, writing and revising draft, and writing the final copy to hand in. They also assert that writing is never complete, it always possible to review and revise, and review and revise again because writing is not simply as the other skill of English.

Writing a good paragraph is not only about a good grammar and structure, but also considering the organization of paragraph. Organizing paragraph is very important aspect in writing. According to Hogue (2008, p. 2) “academic writing requires contain skills. These skill include sentence structure (how to arrange word in a sentence), organization (how to arrange ideas in a paragraph), and of course grammar and punctuation”. She also asserts that a well-organized paragraph is easy to read and understand because the ideas are in a recognizable pattern.

## **5. Concept of Descriptive Composition**

A composition is a piece writing that consists of one or mere paragraph, According to Hamza (2009, p. 3) One of the distinctive types of writing is a Composition which is defined as a piece of writing made up of one or more paragraphs talking about a definite theme or subject. Whereas descriptive paragraph is paragraph that tells the reader detail about an object, according to Langan (2003, p. 167) a description is a verbal picture of a person, place, or thing. He asserts that when writer describe someone or something. She/he will give readers a picture in words. According Dietsch (2006, p. 140) states that “description is a recording of concentrate detail that writer sees, hears, smells, tastes, or touches”. He also asserts that writer use description to help reader understand the qualities and structure of physical objects, organism, and phenomena. Therefore, descriptive composition is student writing one or more paragraph that tells the reader about an object explicitly in order the reader seems like she/he can imagine the object in her/his mind.

The structures of descriptive paragraph (topic sentence, controlling ideas, and concluding sentence) are usually arranged systematically to draw the object described. According to Hogue (2008, p. 99) “the topic part of a topic sentence for a paragraph description usually names the person, place, or thing described. The controlling idea part usually gives a general impression (beautiful, neat, messy, interesting, unusual, crowded, busy, noisy, and so on)”. The concluding sentence of a description may repeat the idea stated in the topic sentence. Those aspects make descriptive paragraph is different among the other kinds of paragraph.

There are two basic form of descriptive composition: objective descriptive and subjective descriptive. According to Buschemi and Pharr (2005, p. 137) objective description is used in the science, in business, and in technology; writers is using this approach to attempt to describe their subject without including their personal responses. For example a medical examiner report on what caused the death of person found in Jakarta. Subjective description, on the other hand, allows the writer to show a personal connection to his or his subject. For example is in writing a composition about a friend and Rusty-a lovable teacher.

## **B. Previous Related Studies**

The writer finds out some previous studies which are related to the writer's present study. First, *An Analysis of Lexical Errors in the English Compositions of Thai Learners*” written by Hemchua and Schmitt (2006). This study found out the kinds of lexical errors committed by twenty Thai English majors in their third year of study at a university in Bangkok. The analysis revealed that (a) ‘near synonyms’ were the most numerous errors, followed by ‘preposition partners’ and ‘suffixes’, (b) the students had more difficulty with semantics than the forms of words, and (c) the identified sources of errors were mainly from L2 intrinsic difficulty rather than the first language (L1) transfer. The similarities between this studies and writer's study are: first, both studies focuses on lexical error in student composition. Second, both studies use James classification lexical errors as frame work. Third, the object of this study is English foreign learner. The difference

between this study and writer's study is on the kind of paragraph tested, the kind of text of this study is argumentative composition but writer's study is descriptive composition.

Second, "Lexical Errors in The English of Technical College Students in Osun State of Nigeria" written by Adedeji & Okanlawon (2006). This study found out that Technical College students did not have a high competence in the use of words related to their different areas of specialization as they normally made mistakes resulting from overgeneralization of rules, wrong analogy and wrong spelling. The study suggested that English teachers in Nigerian Technical Colleges should always tailor their teaching of English to reflect the lexical needs of their students. The similarity between this study and writer's studies is both studies focus on lexical errors. The difference between this study and writer's study is on the technique of collecting the data; this study was not only asking the students to write, but also testing student to do multiple choice test.

Third, "Differences in the Written Production of Young Spanish and German Learners: Evidence from Lexical Errors in a Composition" written by Llach et,al (2005). This study found out that there was a significant difference between language groups in the production of lexical errors. Spanish learners produced significantly fewer lexical errors than their German peers when performing the same task under similar circumstances. The similarity between this study and writer's study is both studies focus on lexical errors. The difference between this study and writer's study is on the participants, this study compared the contribution of lexical errors by the samples with different background.

### **CHAPTER III METHOD AND PROCEDURE**

This chapter discusses (a) method of research, (b) operational definitions, (c) participants, (d) technique for collecting data, and (e) techniques for analyzing data.

#### **A. Method of Research**

This study employed descriptive method. This method is used to describe the collected data. According to Lans and Voordt (2002:53)

“In principle, descriptive research is not aiming at forming hypotheses or development of theory. Another characteristic of descriptive research is objectivity or neutrality. Descriptive research is about describing how reality *is*. In this regard descriptive research differs from prescriptive research that is primarily concerned with the question how the reality *should be*. Descriptive research is making inventories; prescriptive research is normative”

Descriptive research method is related to qualitative research. According to Lambert (2012, p. 255)

There are a number of researchers who believe and support the fact that ‘qualitative descriptive’ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.

In analyzing the data, this study employed inferential statistics; this is a kind of quantitative data analysis which one of the purposes was to find out the data’s frequencies (Cohen et al, 2007, p. 503).



## **B. Operational Definitions**

Lexical errors are the errors in which learners use inappropriately lexical words in writing sentences; they can influence the meaning of the sentences itself.

Descriptive composition is students' writing one or more paragraphs that tell the reader about an object explicitly in order the reader can imagine the object in her/his mind.

## **C. Participants**

### **1. Subject**

The subjects of this study were Tenth grade students of Madrasah Aliyah Negeri 2 Palembang.

### **2. Population and Sample**

According to Creswell (2012:142), a population is a group of individuals who have the same characteristic. He asserts that populations can be small or large. The population of this study is tenth grade students of Madrasah Aliyah Negeri (MAN) 2 Palembang in academic years 2014-2015, including: : X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPS I, X IPS 2.

According to Creswell (2012:142), a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study, cluster sampling is used. This sampling is appropriate for this research since the population is large and widely dispersed. According to Cohen (2007, p. 112) By cluster sampling, the researcher can select a specific number of schools and test all the students in those selected schools. He also asserts that cluster samples are widely used in small-scale research. In a cluster

sample the parameters of the wider population are often drawn very sharply; a researcher, therefore, would have to comment on the generalize ability of the findings. The sample of this study is class X.IPA 4 in academic year of 2014/2015.

**Table 2**  
**Sample of the Study**

No	School	Class	Gender		Total
			Male	Female	
1	MAN 2 Palembang	X IPA 4	12	21	33

#### **D. Technique For Collecting the data**

In order to get data, researcher used written test. According to Brown (2004, p. 3), test is a method of measuring person's ability, knowledge, or performance in a given domain. In this research, the participants were asked to write a descriptive composition about 300 - 350 words without consulting their dictionaries, within forty minutes. The researcher provided three topics, they were: 1) a person who has inspired your life, 2) your favorite place, 3) your lovely pet. The participants are suggested to choose one of the topics which are provided.

#### **E. Techniques For Analyzing Data**

In conducting this research, researcher followed the procedures in Error Analysis. According to Ellis (1989, pp. 51-52) the procedures for error analysis as follow (1) corpus of language is selected, (2) the errors in the corpus are identified. (3) the errors are classified (4) the errors are explained. (5) the errors

are evaluated. It is supported by Rustipa (2011:18-19) who states that the methodology of Error Analysis can be said to have followed steps: collection of data, identification of errors, classification into error types, statement of relative frequency of error types and identification of the areas of difficulty in the target language, therapy (remedial drills, lessons, etc.)

### **1. Identification and Classification of Lexical Errors**

After collecting the data, researcher identified errors. In order to determine what lexical errors were made by the participants, the identified sentences were consulted to two experienced teachers of English. The teachers were found to agree on the identification of almost all of the lexical errors.

To identify lexical errors in students' compositions, researcher applied following steps:

- a. Selecting the sentences which contained lexical errors in the students' compositions, and then underlining them.
- b. Rewriting down the error sentences on the table 3 provided below.
- c. Determining the kinds of those errors based on the James classification on the such following table:

**Table 3**  
**Identification and Classification of Lexical Errors Based on James (1998)**

Type of Errors	Identified Sentences or Phrases

## 2. Percentage of Lexical Errors

After doing identification processes, researcher applied following steps:

- a. Counting the total of each type of lexical errors from the identification table.
- b. Counting the total number of all types lexical errors
- c. Making percentage each type of lexical errors, in order to know the most frequent type lexical errors, it is done by dividing the total number of each type by the total number of all types lexical errors and then multiplying with one hundred. Percentage =

$$\frac{\text{Total of a type lexical errors}}{\text{Total number of all type lexical errors}} \times 100$$

The classification and counting of those errors figure out in table such below:

**Table 4**  
**The Percentages of Lexical Errors**

FORMAL ERRORS		Types	Frequency	Percentage (%)
		Formal Misselection Errors	Suffix type	
Prefix type	-		-	
Vowel based type				
Consonant based type				
Misformation Errors	Borrowing L1 words			
	Coinage			
	Calque			
Distortion Errors	Omission			
	Overinclusion			
	Misselection			
	Misordering			
	Blending			

<b>SEMANTIC ERRORS</b>	<b>Confusion of Sense Relations</b>	Using a Superonym for a hyponym		
		Using a hyponym for superonym		
		Using inappropriate co-hyponyms		
		Using wrong near synonym		
	<b>Collocation Errors</b>	Semantic word selection		
		Statistically weighted preferences		
		Arbitrary combinations		
<b>Total Number of Lexical Errors</b>				

## CHAPTER IV FINDINGS AND INTERPRETATIONS

This chapter discusses (a) findings of the study and (b) interpretations

### A. Finding

The finding of the study were (1) identifications and classifications of lexical errors (2) the percentage of each amount lexical errors

#### 1. Identifications and Classifications of Lexical Errors

After collecting the data from the students, writer analyzed, underlined and identified student's sentences that contained lexical errors. The identified sentences were figured out in following table:

**Table 5  
Identifications and Classifications of Lexical Errors**

Type of Errors	Identified Sentences
<b>A. Formal Errors</b> 1. Misselection errors: a. Suffix type	1) <i>My father Martinus Djamal is a *attractiveness, diligent, patient....</i> 2) <i>She *carefully for all people</i> 3) <i>She very *lovely family</i> 4) <i>He is very *lovely me</i> 5) <i>My father is a lawyer who is quite famous for it's *decisivened</i> 6) <i>She doesn't hate me, always *loving me</i> 7) <i>She always *giving me solution</i> 8) <i>I hope you can be *succes in tomorrow</i>

b. Vowel based type	<ol style="list-style-type: none"> <li>1) <i>He is *deligent teacher for us</i></li> <li>2) <i>She always joins hafizhah Qur'an *compotition</i></li> <li>3) <i>She want to be a good *disigner</i></li> <li>4) <i>My mother use *vail</i></li> <li>5) <i>I always feel *hipnotized when he began open his voice</i></li> <li>6) <i>He want to be a *docter</i></li> <li>7) <i>He plays *vidio games and make home work</i></li> </ol>
c. Consonant based type	<ol style="list-style-type: none"> <li>1) <i>My mother always *gift motivation</i></li> <li>2) <i>She is humours, clever and *direjent</i></li> </ol>
2. Misformation Errors	
a. Borrowing L1 words	<ol style="list-style-type: none"> <li>1) <i>Because miong like eat *sembarangan</i></li> <li>2) <i>She is *aktris</i></li> <li>3) <i>I'm sure many people *mengidolakannya</i></li> </ol>
b. Calque	<ol style="list-style-type: none"> <li>1) <i>Although that, she always care to me</i></li> <li>2) <i>She very different</i></li> <li>3) <i>She not like a animal</i></li> <li>4) <i>She very beautiful</i></li> <li>5) <i>We always together</i></li> <li>6) <i>He is very kind person, very friendly, patient, and sometimes like angry*</i></li> <li>7) <i>Until we can and we are very clever</i></li> <li>8) <i>He famous with his friendly and good character</i></li> <li>9) <i>She very beautiful</i></li> <li>10) <i>Often we singing, laugh and cry together</i></li> <li>11) <i>She is have eye, color is green</i></li> <li>12) <i>I always give miong *eat</i></li> <li>13) <i>She have good voice</i></li> <li>14) <i>I want like her</i></li> <li>15) <i>We always together</i></li> <li>16) <i>She is my friend old</i></li> <li>17) <i>His idol very very many</i></li> <li>18) <i>She named Rini Yulianti</i></li> <li>19) <i>I again distress</i></li> <li>20) <i>She named Rini Yulianti</i></li> </ol>

	<p>21) <i>Her body color white</i>  22) <i>Agung very like football</i>  23) <i>He is school at senior high school 6</i></p>
3. Distortion	
a. Omission	<p>1) <i>Miong is very *funy</i>  2) <i>She hates *coffe</i>  3) <i>I hope you can be *succes in tomorrow</i>  4) <i>He want to be *volly ball athlete</i>  5) <i>He always decide a case fairly and *impartially</i>  6) <i>He is very wise, friendly, patient, *crative..</i>  7) <i>My father Martinus Djamal is a *attractiveness</i></p>
b. Overinclusion	<p>1) <i>He like comic *Jappanese</i>  2) <i>Even *throught the problem was as anything we could pass</i>  3) <i>....and *generaous</i></p>
c. Misselection	1) <i>She is *humours, clever and direjent</i>
d. Misordering	-
e. Blending	-
<b>B. Semantic Errors</b>	
1. Confusion of sense relation	
a. Using a Superonym for a hyponym	<p>1. <i>She is kind *person</i>  2. <i>My mother Leni Fatrida Sumari S.Ag is a beautiful *person</i>  3. <i>He is a *people..</i>  4. <i>I have a friend, she is good *person</i>  5. <i>He is good *child, husband, and father</i></p>
b. Using a hyponym for superonym	-
c. Using inappropriate co-hyponyms	1. <i>Miong is beautiful *person</i>
d. Using wrong near synonym	<p>1. <i>*Over time of the day Bunga and me always together</i>  2. <i>He is *school at senior high school 6</i></p>



2. Collocation Errors a. Semantic word selection	1) <i>His plays vidio games and *make home work</i> 2) <i>I'm proud *with him</i> 3) <i>..gives take care *for me</i>
b. Statistically weighted preferences	1) <i>We're both often fight from the small problem until *big problem</i>
c. Arbitrary combinations	-

\*identified as lexical errors

From the table above it could be said that in writing sentences, some students did not only contribute one type error, but there were found double errors in a sentence for example: *He plays \*vidio <video> games and make home work <does home work>*. It indicated that the agent contributed vowel based type errors in using lexeme “*video*”. It could be caused by the similarity of the sound. Furthermore, the agent also contributed semantically determined word selection errors in expressing “*does home work*” using “*make home work*” it could be caused by the influence of the students’ mother tongue (L1) rules. On the other hand the omission of third singular –s error was not included in this study, because it belonged to grammatical errors.

There was found also double errors in using a word such as “*My father Martinus Djamal is a \*attractiveness, diligent, patient..* instead of “*My father Martinus Djamal is attractive, diligent, patient*”... it showed that the agent contributed omission errors missing one letter (t) in writing attractiveness, the agent also contributed suffix errors using attractiveness instead of attractive, its mean that the agent could not use the word correctly based on the word function (part of speech) in the sentences. On the other hand, there also found incorrect

article “a” instead of “an”, but it belonged to syntactical errors (James, 1998, p. 157) that were not included from this study.

## 2. Percentage of Lexical Errors

From the table 5, it could be concluded that the total amount of sentences that indicated as lexical errors were 66 lexical errors and they were divided into particular type of formal and semantic errors. The classification and percentage of all amount identified sentence of lexical errors were figured out in table below:

**Table 6.**  
**Percentage of Lexical Errors**

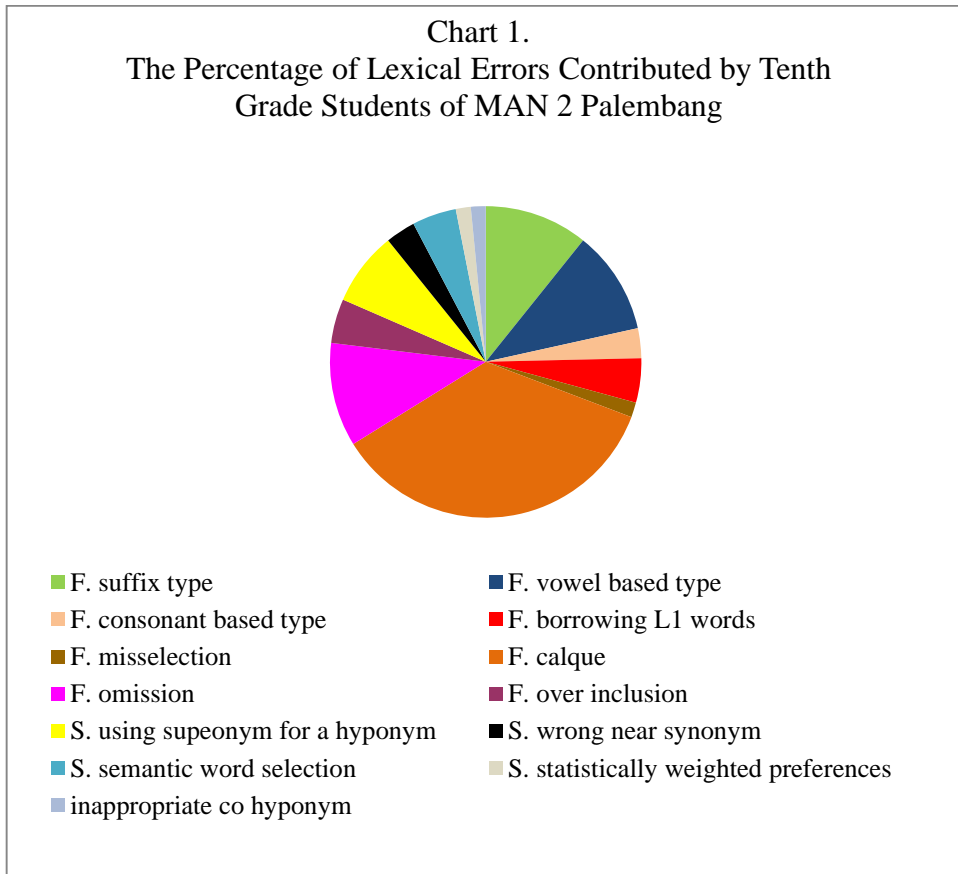
		Types	Frequency	Percentage (%)
		<b>FORMAL ERRORS</b>	<b>Formal Misselection Errors</b>	Suffix type
Prefix type	-			-
Vowel based type	7			10,60 %
Consonant based type	2			3,03%
<b>Misformation Errors</b>	Borrowing L1 words		3	4, 54%
	Coinage		-	-
	Calque		23	34,84%
<b>Distortion Errors</b>	Omission		7	10,60 %
	Overinclusion		3	4,54%
	Misselection		1	1,51%
	Misordering		-	-
	Blending		-	-
<b>SEMANTIC</b>	<b>Confusion of Sense Relations</b>	Using a Superonym for a hyponym	5	7,57%
		Using a hyponym for superonym	-	-
		Using inappropriate co-hyponyms	1	1,51%
		Using wrong near synonym	2	3,03%

<b>Collocation Errors</b>	Semantic word selection	3	4,54 %
	Statistically weighted preferences	1	1,51%
	Arbitrary combinations	-	-
Total Number of Lexical Errors		66	

Based on the table above, it could be said that the most frequent type errors that occur in students' compositions were formal errors (81,81%). Among three kinds of formal errors, misformation errors were the most frequent category: calque (34,48%), borrowing (4,54%), it was followed by misselection errors: suffix (12,12%) ,vowel based type (10,60%), consonant based type (3,03%), and distortion errors: omission (10,60%), misselection (1,51%) and over inclusion (4,54%)

Next, in semantic errors, confusion of sense relations errors were more frequent category than collocation errors. The identifications table showed that 8 sentences were considered as confusion of sense relation errors (5 superonym for a hyponym (7,57%), 2 near synonyms (3,03%), and 1 inappropriate co-hypony (1,51%)) whereas four sentences were identified as collocation errors (3 for semantic word selection (4,54%) and 1 for statistically weighted preferences. (1,51%).

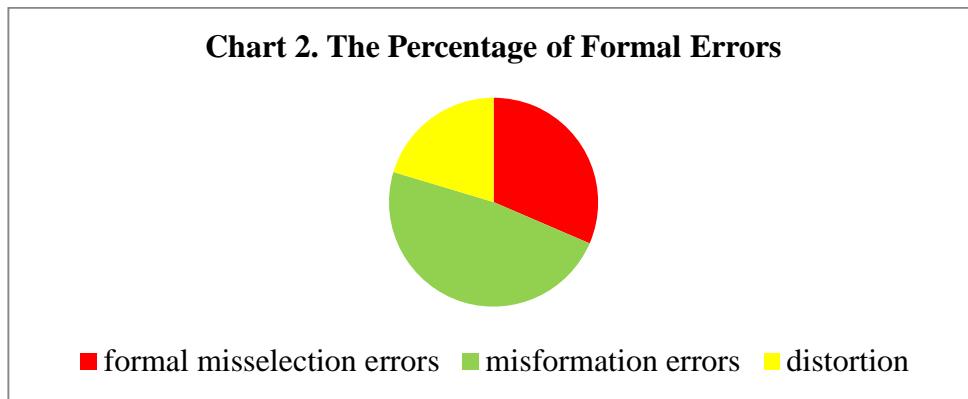
The percentage of amount identified lexical errors could be illustrated in chart below:



F= Categories of Formal Errors S = Categories of Semantic Errors

### 1. Formal Errors

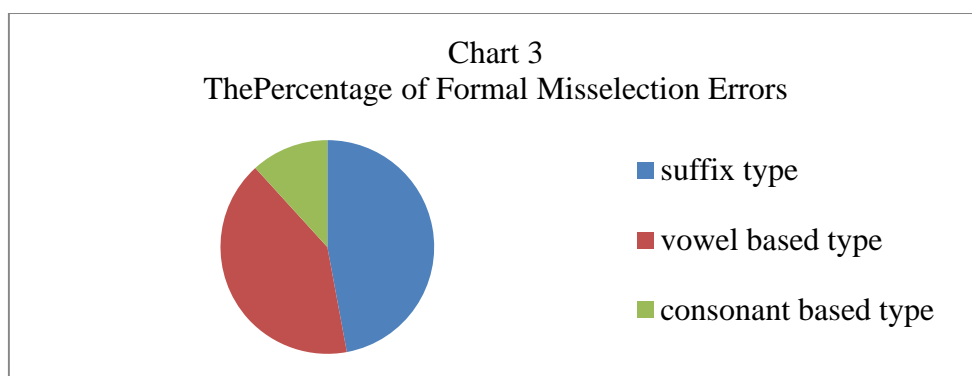
Table 6 showed that 81, 81% of the total amounts of lexical errors were identified as formal errors, whereas 18, 22% were identified as semantic errors. It indicated that formal errors were more problematic than semantic errors. Among three kinds of formal errors, (misselection, misformation, distortion), formal misformation errors were the most frequent categories of formal errors (48, 15%), it was followed by formal misselection (31,48%) and distortion errors (20,37%). The percentages of formal errors were illustrated in chart below:



The types of formal errors and identified sentences are below:

**a) Formal Misselection**

Identification table suggested that there were 17 errors included in to formal misselection errors, they were 8 suffix types, 7 vowel based types, and two consonant based types, whereas prefix errors were not found in students' compositions. The percentage of misselection errors were illustrated in the chart below:



**(1) Suffix type**

It was found that 8 out of 17 misselection errors were due to the suffix type of errors. This errors indicated that the participants contributed errors in using suffix of word, in this study researcher found two problems that influenced the

participants to contribute suffix errors they were: firstly, misselection of a particular word class, for example, *My father Martinus Djamal is a \*attractiveness <attractive>, diligent, patient, hardworker, She \*carefully <care> for all people, She very \*lovely <love> family, He is very \*lovely <love> me, \*Named my friends Bunga..*

Secondly, there was only one suffix error arose from the confusion of similar forms. For example: *My father is a lawyer who is quite famous for it's \*decisivened <decision>*, in this case the agent contributed suffix errors because of similar of the sound rather than the particular word classes. It suggested that the students had more problems in using words with the right word classes or derivative forms (for example, noun, verb, adjective and adverb) than the similarity of forms within the same class.

## (2) Vowel based type;

Table 6 indicated that 7 of 17 misselection errors were due to the vowel based type errors (10,60 % of all categories), it suggested that the students had problems in writing the words because of the sound of vowels, the identified sentences of vowel based type errors were: a) *I always feel \*hipnotized <hypnotized> when he began open his voice, b) He is \*deligent <diligent> teacher for us, c) Better for us \*concerned <concerned> friend of the boy friend, d) She want to be a good \*disigner <designer>, e) My mother use \*vail <veil>, f) He want to be a \*docter <doctor>, g) His plays \*vidio <video> games and make home work..*

### (3) Consonant based type

Identification table showed that 2 of 17 misselection errors were due to the consonant based type errors; this suggested that the students also had problems in writing right words because of similar sound of consonants. For example: a) *My mother always \*gift <give> motivation*, b) *She is humours, clever and \*direjent<diligent>*.

### b) Misformation Errors

Table 6 suggested that there were 26 errors included in to formal misformation errors, they were 3 borrowing and 23 calques. Therefore, formal misformation errors were the most frequent categories of lexical errors that occurred in the participant's compositions.

#### (1) Borrowing L1 Words

Identification table showed that three sentences were indicated as borrowing, where the authors used words from their native language in writing English sentences without any changes. For example: a) *Because miong like eat \*sembarangan <careless>*. b) *I'm sure many people \*mengidolakannya <fond of him>*. c) *She is \*aktris <actress>*. The probable cause of the occurrences of this type was because the agent did not know the meaning of the words in English.

#### (2) Calque

Calque is the most frequent type of errors among all categories of lexical errors. It meant that the participants translated their sentences from their native

language into target language literally (word by word) using the rules of their native language, for examples:

- (a) *\*She is my friend old*, the author wanted to express “*she is my old friend*”, although the wrong is only in the position of the words, it belonged to the calque because the rule of Indonesian language was more dominant in this sentence. The others calque errors were like this cases such as; *Often we singing, laugh and cry together.*
- (b) *\*She very different* <*she is very different*>, this sentence was identified as calque even though this sentence was grammatically errors (missing verb), but the formation of this sentence was literally translated from Indonesian rules. The others examples such as:: *She not like a animal* <*she does not like an animal*>, *She very beautiful*<*she is very beautiful*>, *We always together*, <*we are always together*>, *She good friend*<*she is good friend*>, *He famous with his friendly and good character*<*he is famous with his friendly and good character*>, *I want like her* <*I want to be like her*>
- (c) *I always give miong eat* <*I always give miong food*>, this sentence was identified as calque because this sentences indicated that the agent translated Indonesian sentence literally to the English language and the rules of first language was dominant in the sentence. The others examples such as: *His idol very very many , I again distress*
- (d) *She named Rini Yulianti* <*Indonesian = dia bernama Rini Yulianti*>, in this case the author wrote wrong English passive voice. By using the incorrect



rules of English, but the influence of Indonesian language passive voice was dominant in the sentence by translating word by word.

- (e) *\*Although that, she always care to me.* In this case the author translated Indonesian conjunction (Indonesian= *meski begitu*) using English word. Therefore it was not belong to English conjunction.

### c) **Distortion Errors**

Identification table suggested that there were 10 sentences errors were identified as formal distortion errors, they were 7 for omissions errors, 3 for overinclusion. Therefore, this type is the less problematic category of formal lexical errors that occurred in the participant's compositions. The occurrence of this type of errors was caused by the difficulties of English language itself without first language interferences.

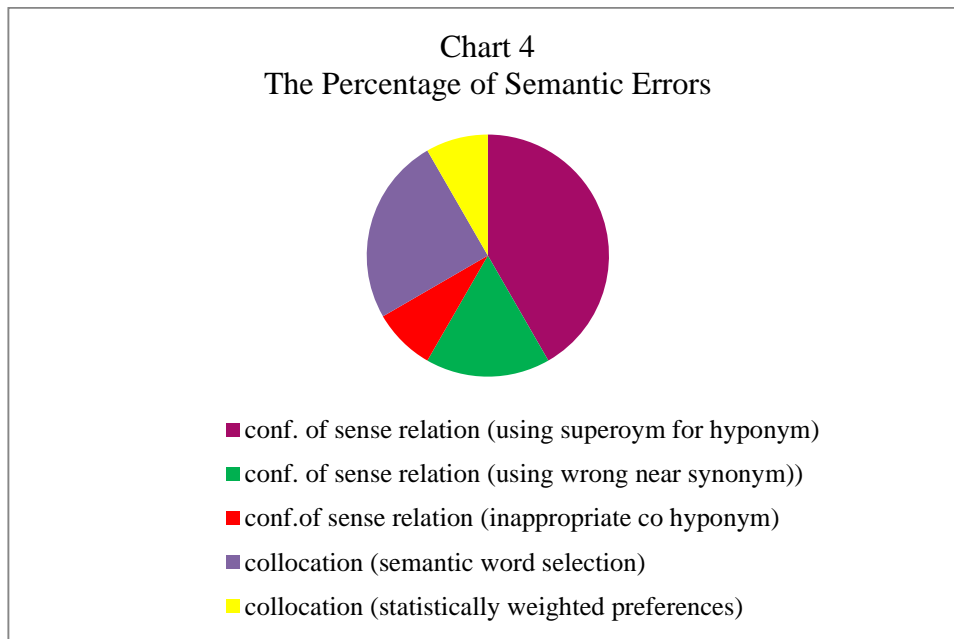
- (1) Omission, identification table (table 6) showed that students committed omission errors because they missed one letter in writing a lexeme, it could be caused by the specific characteristic of English words which were unusual for the agents to write them, for example: a) *Miong is very \*funy* <funny>. b) *He always decide a case fairly and \*impartialy* <impartially>, c) *I hope you can be \*succes* <success> *in tomorrow*, d) *He want to be \*volly* <volley> *ball athlete.*
- (2) Over inclusion, identified sentences showed that students made over inclusion errors in writing; in this case they wrote more letters in writing a word, it could be caused by the difficulties of specific characteristic of the

English words which were significantly different with the first language of the agents, for example: *...and \*generaous <generous>, He like comic \*Jappanese <Japanese>, Even \*throught <thought> the problem was as anything we could pass.*

- (3) Misselection Errors, identified sentences showed that students made misselection errors in writing, it also could be caused by the difficulties of specific characteristic of the English words which were significantly different with the first language of the agents, identified sentence was: *She is \*humours <humorous>, clever and direjent.*

## **2. Semantic Errors**

Semantic errors were less problematic for the students than formal errors. Identification table showed that the total amount of sentences that indicated as semantic errors were 12 cases, 18,16 % of the total lexical errors. They were 8 errors indicated as confusion of sense relations (5 for superonym as a hyponym and 2 for using wrong near synonym and 1 for in appropriate co hyponym) and 4 errors were identified as collocation errors (3 as semantic word selection and 1 as statistically weighted preference). The percentages of semantic errors were illustrated in the chart below:



From the chart above could be concluded that using superonym for hyponym (41.66%) were the most problematic semantic errors of all type of semantic errors followed by semantic word selection (25%), using wrong synonym (16,66%), statistically weighted preferences (8,33%) and inappropriate co hyponym (8,33%). The types of semantic errors and identified sentence are below:

### 1. Confusion of Sense Relations

- (1) Using a superonym as a hyponym, the errors where the author used the general word when specific one was needed, student wrote: *He is good \*child <son>, husband, and father*, the author used “child” when “son” was required in describing author’s father. *She is kind \*person* the author chose person when woman or girl was more appropriate. The others identified sentences as this type errors were: *My mother Leni Fatrida Sumari S.Ag is a*

*beautiful \*person <woman>, He is a \*people <person/boy>. He is a \*people. I have a friend, she is good \*person,*

- (2) Using wrong near synonym, some students used inappropriate synonym of words in expressing their sentences, the occurrence were because of two words were close in meaning but were different in usage. For example:  
*\*Over time of the day<along the day> Bunga and me always together,*  
Other examples: *He is \*school <study>at senior high school 6.*

## **2. Collocation Errors**

- (1) Semantic word selection, there were two kinds of semantic word selections contributed by participant, firstly the preposition partner, where the participants wrote incorrect preposition for certain words, for example: *I'm proud \*with him.* "With" was considered as "semantic word selection errors" because "proud of" is a fixed phrase, another example such this case was: *gives take care \*for <of> me.* Secondly, misuse of certain word for example: *His plays vidio games and \*make home work <does home work>,* this kind of errors was caused by the difficulties of the target language itself.
- (2) Statistically weighted preferences, the author selected inappropriate degree in explaining something, for example: *We're both often fight from the small problem until \*big <serious> problem.*

## **B. Interpretation**

Based on the finding of the study it could be said that: the formal errors that occurred in participants' compositions were: 1) formal misselection, including: suffix type (12,12 %), vowel based type (10,60 %) and consonant based type (3,03%). 2) formal misformation errors, including borrowing L1 words (4, 54%), and calque (34,84%). 3) distortion errors, including omission errors (10,60 %) overinclusion (4, 54%) and misselection errors (1,51%).

On the other sides, the semantic errors that occurred in participants' composition were 1) confusion sense relation errors, including using superonym for a hyponym (7,57 %), using inappropriate co-hyponym (1,51%), and using wrong near synonym (3,03%). 2) Collocation errors, including semantically determined word selection (14,54%) and statistically weighted preferences (1,51%).

Furthermore, this study revealed that the most frequent category lexical errors contributed by participants were calques. Calque indicated that the participants translated their sentences from native language into target language literally (word by word) using native language rules. The frequency of calques were (36,36%) of all type lexical errors, it was followed by suffix errors (12,12%), vowel based type (10,60%), and omission (10,60%). This finding was inconsistent with Hemchua and Schmitt (2006), who found that near synonym was the most frequent errors type in Thai learners' English compositions. It indicated that there were different contributions between Thai learners and Indonesian learners in this study in terms of lexical errors.

Based on the results, that showed whether calque was the most frequent category lexical errors, where calque indicated that the participants translated their sentences or word from their native language into English language literally. So the researcher assumed that almost of lexical errors contributed in students' writing were caused by the influences of participant's native language called L1 interferences, this is in line with James (1998, p. 179) who asserted that similarities in the L1 and FL will be easier to learn than those that are different: in the first case, the learner benefit from positive L1 transfer, in the second case they are encumbered by negative transfer or interference (L1).

There were some characteristics of the calques made by the participants in their descriptive compositions, firstly the arrangement of the sentences that influenced dominantly by the rules of Indonesian language, for example: *She is my friend old*. Secondly literally translation from first language to target language using first language rules, the sentences were grammatically errors (missing verb) in target language, but the formation of those sentences were literally translated from Indonesian rules for example: *\*She very different*. Thirdly the wrong passive voice, the agent made passive voice using the similarity of the first language and target language rules, but first language rules were more dominant in the sentence, for example: *She named Rini Yulianti*. Fourthly the incorrect conjunction was made from translation of Indonesian to English language, the example: *although that*.

Furthermore, the occurrences of formal misselection errors (consonant based type errors, vowel based type errors, suffix errors) were also the influence of L1,

this is in line with Ellis (1985, p. 19) who said that it is a popular belief that second language acquisition (SLA) is strongly influenced by the learner's first language, the clearest support for this belief comes from "foreign accents" in the second language (L2) speech of learner. She also gave an example when a Frenchman speaks English, his English sound French. The learner L1 also affects the other language level vocabulary and grammar.

There were some characteristics of the occurrences of formal misselection errors (vowel based type errors, consonant based type errors, suffix errors) made by the participants in their descriptive compositions. Firstly, the causes of occurrences of vowel based type and consonants based types were mainly caused by interferences of the first language sound, the agents contributed this type of errors mainly because of the sound of the English word that were written in Indonesian way of writing, for example in writing word "video", the sound of this word could be written as "vidio" in Indonesian, it seemed right for the agent because of the sound.

Secondly, the cause of suffix type errors was misselection of a particular word classes, where the author found confusion of part of speech of the words in the sentences, for example: *She always \*giving me solution*. This finding was consistent with Hemchua and Schmitt (2006), their findings suggested that the similarity of form and parts of speech (for example, verb, noun, adjective and so on) remained a serious problem in the Thai students' writing. On the other hand, the cause of suffix type errors was the confusion of similar forms. For example: *My father is a lawyer who is quite famous for it's \*decisivened <decision>*.

Therefore, the possible reasons for the formal misselection errors were lack of knowledge of words.

Next, possible causes why the participants contributed lexical errors were the difficulties of foreign language itself without L1 interferences called intralingual errors. According to James (1998, pp. 184-185) apart from recourse to L1 transfer, the learner ignorance of a TL from on any level and of any class, he mention two sources of intralingual errors they were learning strategy-based errors and communication strategy based errors. Therefore, it could be the source of lexical errors that the sources were not from mother tongue. The lexical errors that caused by this sources were formal distortion errors (James, 1998, p. 150).

Lexical errors that occurred because of difficulties of the target language were depended on students' knowledge and understanding toward target language itself, for example the occurrence of formal distortion errors (omission errors, misselection and overinclusion) it could be caused by some characteristics of the words from target language which could not be remembered easily by the learners because of strong differences of accent between first language and target language, for example: a participant wrote "even throught" instead of "even though", in understanding this word the students were expected to use this word frequently and tried to write it without any aids (dictionary or goggle translate) in order she/he knew how to write this word correctly.

Furthermore the characteristic of occurrences of semantic errors were also related to students understanding toward target language, semantic errors especially confusion of sense relations indicated that students had problems in



term of the relation of word meaning. Whereas, the characteristic of semantic collocation errors such as semantic word selection contributed by the participants were: firstly the preposition partner, where the participants wrote incorrect preposition for certain words which had been fixed phrase, for example: *I'm proud \*with him* <*proud of him*>. The source of collocation errors could be interlingual or intralingual (James, 1998, p. 152), therefore in this study interlingual sources were more dominant since the sentences were influenced by L1, for example the using of word “with” rather than “of” on the example was influenced by Indonesian rules.

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

In this chapter, the writer concludes the results based on the findings and the interpretation that were presented in the previous chapter. The writer also offers some suggestions which are hopefully useful and helpful for teachers and the students in teaching and learning English

### **A. Conclusions**

The study has collected some important information from the tenth grade students of MAN 2 Palembang descriptive compositions in term of lexical errors using James classifications lexical errors. Based on the findings and interpretations, researcher concluded that:

Firstly, the participants (tenth grade students of MAN 2 Palembang) contributed both formal and semantic categories of lexical errors. The formal errors that occurred in participants' compositions were: 1) formal misselection, including: suffix type, vowel based type and consonant based type, whereas prefix type was not found in this study. 2) formal misformation errors, including borrowing L1 words and calque. 3) distortion errors, including omission errors misselection errors, and overinclusion, whereas misordering and blending were not found in this study. On the other side, the semantic errors that occurred in participants' composition were 1) confusion sense relation errors, including using superonym for a hyponym, using inappropriate co-hyponym, and using wrong near synonym , whereas using a hyponym for a superonym was not found in this study. 2) Collocation errors, including semantically determined word selection

and statistically weighted preferences, whereas arbitrary combination and irreversible binomial were not found in this study.

Secondly, this study revealed that the most frequent category lexical errors contributed by participant were calque. Calque indicated that the participant translated their sentences from native language into target language literally (word by word) using native language rules. The frequency of calque was (36,36%) of all type lexical errors, and it was followed by suffix errors (12,12%), vowel based type (10,60%), and omission (10,60%).

## **B. SUGGESTION**

Based on the study that has been done, the writer would like to give some suggestion to English teacher and to the students.

1. For the teachers of English, it is expected to make correction and give further explanations toward students' errors during learning process in students writing when they make errors especially in term of calque and other type lexical errors.
2. For the students, it is expected to practice more in writing especially in English lesson, try to understand vocabularies meaning and context, the students are also expected to reduce the addiction in using the dictionary or online dictionary (google translate) in doing writing exercises.
3. For the other researchers, in order to improve the English learning and teaching at senior high schools in Palembang, the researcher hopes that there will be researches focusing on the following topics: 1) the grammatical errors in English compositions, and 2) discourse errors in English compositions.

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