



**LEXICAL ERROR ANALYSIS IN THE DESCRIPTIVE TEXT WRITING
MADE BY THE EIGHTH GRADE STUDENTS OF MTS. WAHID HASYIM
KUNIR**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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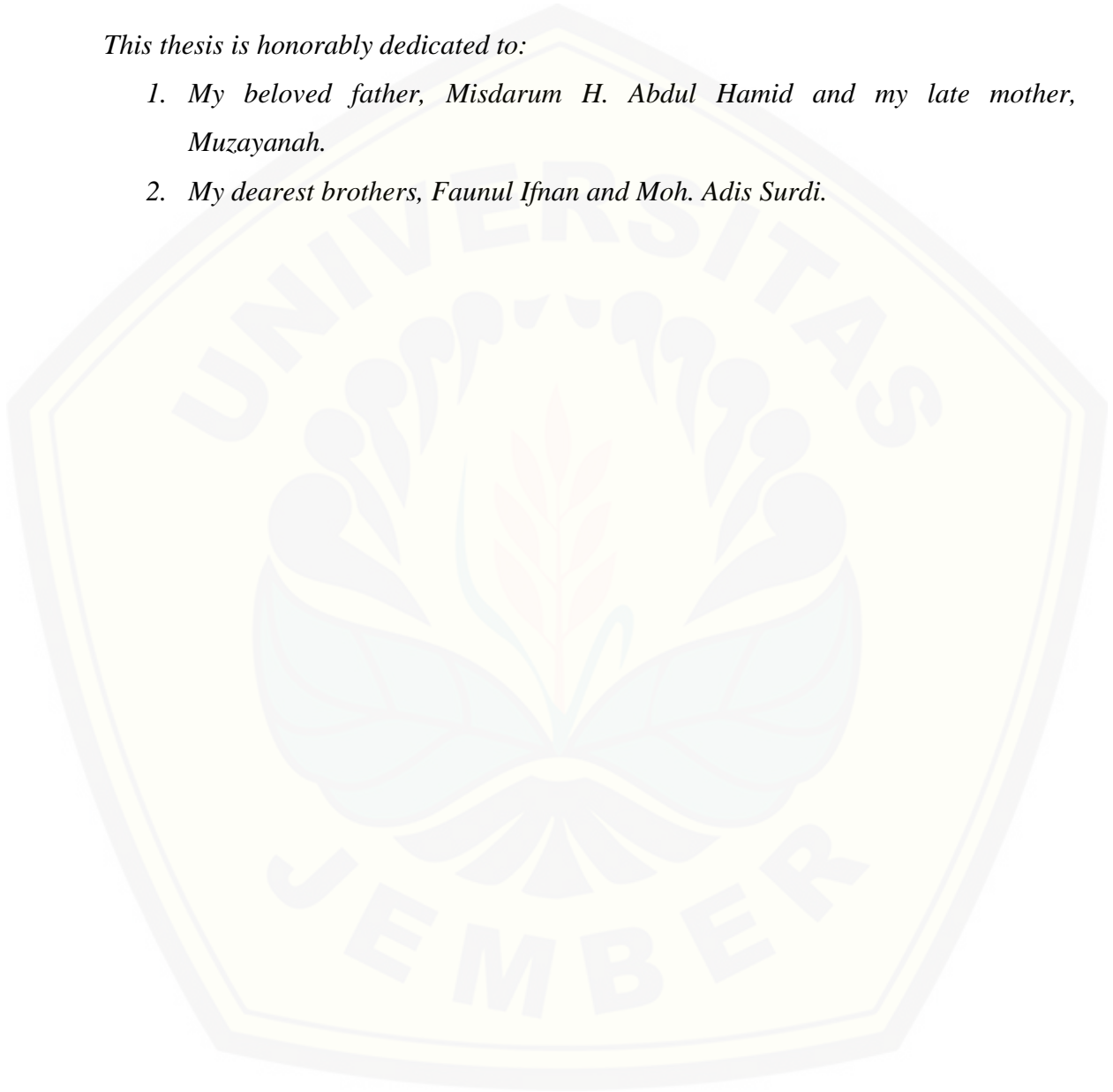
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2016

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved father, Misdarum H. Abdul Hamid and my late mother, Muzayanah.*
- 2. My dearest brothers, Faunul Ifnan and Moh. Adis Surdi.*



MOTTO

“To me, error analysis is the sweet spot for improvement”

-Donald Norman-

1



¹ Donald Norman, Brainy Quotes, accessed from <http://www.brainyquote.com/quotes/quotes/d/donaldnorm261267.html>, July 14th, 2016.

APPROVAL SHEET OF THE CONSULTANTS

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award. Besides, ethics procedures and guidelines of the thesis writing form the university and the faculty have been followed.

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ACKNOWLEDGEMENT

Thank Allah, the Compassionate, for this blessing and guidance, so that I can finish this thesis entitled **“Lexical Error Analysis in the Descriptive Text Writing Made by the Eighth Grade Students of MTs. Wahid Hasyim Kunir”**.

I fully realize that this thesis would not be finished without the people who kindly showed their support in this thesis writing. In this opportunity, I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Language Education Program;
4. The first consultant, Drs. Bambang Suharjito. M.Ed. and my second consultant, Dra. Made Adi Andayani T., M.Ed. who have guided and helped me and given me valuable suggestions in writing this thesis.
5. The lecturers of the English Education Program who have taught and given me a lot of useful knowledge.
6. The Principal and the English teacher of MTs. Wahid Hasyim Sukosari, Mr. Buari who helped me do the research and also the eighth grade students of MTs. Wahid Hasyim Sukosari in the 2015/2016 academic year who helped me obtain the research data.

Finally, I do expect that this thesis will provide advantages to the readers. Any criticism and suggestions to improve this thesis will be highly appreciated.

Jember, August 5th, 2016

Ilma Atisyatur Rochmaniyah
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SUMMARY

Lexical Error Analysis in the Descriptive Text Writing Made by the Eighth Grade Students of MTs. Wahid Hasyim Kunir, Jember; Ilma Atisyatur Rochmaniyah; 120210401040; 2016; 59 pages: English Language Education Study Program, Language and Art Education Department, Faculty of Teacher Training and Education, Jember University.

Writing skill is one of the language skills which should be mastered by Indonesian students in learning English as a foreign language. In writing, the students must use the appropriate lexical items in order to avoid the readers' misunderstanding about the content of their writing. However, there are a lot of students who still confused in choosing the appropriate words to describe the particular thing in writing descriptive text, so they make some lexical errors which make them failed to convey the exact meaning of their writing. It happens because of the different system between the vocabulary (lexicon) in their mother tongue (Bahasa Indonesia) and the vocabulary in the language target (English). Based on the preliminary study that was done on December 26th, 2015, it was found out that there were many lexical errors produced by the eighth grade students of MTs. Wahid Hasyim Kunir in their descriptive text writing.

This research deals with lexical error analysis. The objectives of this research were to know the lexical error types, the percentage of each lexical error type and the causes of lexical error type found in the descriptive text writing made by the eighth grade students of MTs. Wahid Hasyim Kunir in the 2015/2016 academic year. The research used a descriptive study of which the data were obtained from the students' descriptive text writing. Then, the results of writing were analyzed by the researcher based on Llach's lexical error taxonomy. The lexical errors were classified into 6

types. They were borrowing, coinage, calque, misspelling, misselection and semantic confusion.

This research used proportional random sampling in determining the research respondents and the total number of the research respondents was 30 students of the eighth grade students of MTs. Wahid Hasyim Kunir in the 2015/2016 academic year. The respondents were taken 30% from each class which consists of 32 to 33 students. The taken respondents represented the research population, consisting of 100 eighth grade students at MTs. Wahid Hasyim Kunir. The data was collected by writing test.

From the result of the errors analysis, it could be concluded that the students made 86 lexical errors which were classified into 26 errors of misspelling, 22 errors of semantic confusion, 20 errors of calque, 13 errors of misselection and 5 errors of borrowing. The results on the analysis showed the highest number of lexical errors occurred in the descriptive text writing in the research was the misspelling having 30.23%. The other types were semantic confusion (25.59%), calque (23.26%), misselection (15.11%), and borrowing (5.81%). The causes of the lexical error are different for each type of lexical error based on their source of errors and major type of errors.

In conclusion, based on the result of the research findings, it can be stated that the most lexical error made by the eighth grade students of MTs. Wahid Hasyim Kunir in the 2015/2016 academic year was misspelling as many as 26 items consisting of 30.23%. So, this lexical error type needs more instruction to minimize the occurrence in students' writings. The source of misspelling is interlingual error and it belongs to formal error major type. It is suggested to the English teacher at MTs. Wahid Hasyim Kunir to assist the students to enrich their lexicon (vocabulary) by doing vocabulary teaching. The teacher should train the students to accustom themselves in writing the English words with correct spelling. The teachers can lead the students to the classroom discussion so the students can recognize their errors when they produce some errors either in oral or written production.

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CHAPTER I. INTRODUCTION

This chapter covers some aspects related to the research. They are the background of the research, the problems of the research, the objectives of the research, and the significance of the research. They will be presented in the following sections respectively.

1.1 Background of the Research

Writing is considered as the most difficult skill and is important to be learnt among the four language skills which are expected to be mastered by Indonesian students based on the 2006 institutional based curriculum. It is in line with Kane (1988: 17) who states that writing is a complex activity. It requires the students to express their ideas, thoughts, and feelings through writing that consists of some words in sentences and sentences in paragraphs. In writing, the writer must state the ideas clearly and use the appropriate lexical choice in order to avoid the readers' misunderstanding about the content of their writing.

In addition, vocabulary is the most important language component in language learning since it is the basic to learn the other language skills and language components. The linguist David Wilkins in Thornbury (2002: 13) summed up the importance of vocabulary learning who states "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." The statement means that students can say very little with grammar, but students can say almost anything with words. Hence, if students make grammatical error, their oral or written language production still can be understood. Nevertheless, if students make lexical error, their oral or written language production cannot be understood.

As one of the productive skills, writing requires students to have a lot of vocabulary. Tredinnick (2008: 70) states that good writers know lots of words and

they never stop collecting because they know where to find more. It means that the more students have vocabulary, the better their writing quality will be. However, the vocabulary of the target language is different with the vocabulary of mother tongue. The different system of the target language and students' mother tongue can cause the students to make some errors included vocabulary errors which is generally called as lexical errors.

Lexical error and the students' productive skill have a strong relation because the inappropriate lexical choice used by the students represents their writing quality. This idea is supported by Llach (2011: 172) who states that lexical errors are good quality predictors of learners' composition, lexical proficiency and general academic achievement. It means that lexical errors made by the students can show their lexical proficiency through their writing result. Lastly, students' lexical proficiency which is shown in their writing will determine their achievement.

On the other hand, lexical error is an issue that is investigated rarely although it remains as a crucial issue in English as Foreign Language learning. Llach (2011: 70) states despite being more numerous than grammatical errors, lexical errors are a particular type of error which has received little attention. Andre and Jurianto (2015) claimed that the only few studies about lexical errors which have been published may be related to the fact that lexical errors are categorized as the complex problem among the English foreign learners. Hemchua & Schmitt (2006) examined the production of lexical errors in the English argumentative writing of 20 Thai students who were studying English in their third year in a university in Bangkok and the most lexical errors type found was near synonym. There were 51 near synonyms in total of 261 lexical errors made by the research respondents. Shalaby, Yahya, & El-Komi conducted another study about lexical errors by in 2009. They analyzed the lexical errors in writing exam papers made by female students who were studying in preparatory year program of Tabiah University in Al Madinah Al Munawwarrah, Saudi Arabia. They found 128 wrong choice of a suffix and it was the highest category of total 718 lexical errors occurred in respondents' essays. In Indonesia, Andre and

Jurianto investigated a research in 2015 entitled “An Analysis of Lexical Errors in the English Narrative Writing Produced by the Tenth Grade Students of SMA Negeri 9 Surabaya in EFL Classroom”. They investigated lexical errors made by the tenth grade students in one of Indonesian senior high schools and the finding showed that calque was the most common lexical error with the total 106 occurrences.

The researcher conducted a preliminary study on 26 December 2015 dealing with this research by interviewing the eighth grade English teacher of MTs. Wahid Hasyim Kunir to get information about the English teaching especially in teaching writing skill. The teacher said that most of the students have difficulty in choosing proper words which will be used in their writing. Thus, the lexical errors make the teacher becomes confused with what the actual meaning of the students’ writing when he assesses their writing. The teacher surely will give the lower score for the students whose writing contains of many errors. Unfortunately, the teacher does not know what type of lexical error that the students often make.

Based on the explanations above, it can be concluded that there are two main reasons underlie this research. The first is lexical errors analysis is more important than the other types of error analysis and the second is lexical errors is rarely investigated. The issues make the researcher interested to conduct another research about the type of lexical errors made by Indonesian junior high school students in writing different type of text that is descriptive text. Descriptive text is one of the texts that are taught in Indonesian Junior High Schools. The purpose of descriptive text is to describe how a particular person, place or thing looks like. Anker (2010: 155) states that:

“**Description** is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch.”

Writing descriptive text requires students to have wide vocabulary as the language features used in it. Therefore, the researcher decided to conduct a research entitled

“Lexical Error Analysis in the Descriptive Text Writing Made by the Eighth Grade Students of MTs. Wahid Hasyim Kunir”.

1.2 Problems of the Research

Based on the background above, the problems of the study are formulated as follows:

1. What types of lexical error made by the eighth grade students of MTs. Wahid Hasyim Kunir in writing descriptive text?
2. How is the percentage of each lexical error made by the eighth grade students of MTs. Wahid Hasyim Kunir in writing descriptive text?
3. What are the causes of lexical errors made by the eighth grade students of MTs. Wahid Hasyim Kunir?

1.3 Objectives of the Research

Based on the background of the study, the objectives of the study are:

1. To know the types of lexical error the eighth grade students of MTs. Wahid Hasyim Kunir in writing descriptive text.
2. To know the percentage of each lexical error made by the eighth grade students of MTs. Wahid Hasyim Kunir in writing descriptive text.
3. To know the causes of lexical errors made by the eighth grade students of MTs. Wahid Hasyim Kunir.

1.4 Significance of the Research

The research results are expected to give advantages for the following people:

- a. The English teacher:

Hopefully this research will give the information about the types of lexical errors found in descriptive text written by the eighth grade students.

- b. The other researchers:

The result can be considered to be a reference and information for other researchers to conduct a classroom action research to minimize the lexical errors found in students' descriptive text writing.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter presents the review of the theories related to the problem. The theories which are presented consist of error analysis in EFL language learning, lexical error, lexical errors in educational context, the relation of lexical error with writing quality and students' achievement, the definition of writing and writing skill, and descriptive text writing. Each point will be described respectively in the following parts.

2.1 Error Analysis in EFL Language Learning

Every student definitely will face difficulties in learning process, included in learning the foreign language. It is inevitable for them to make some mistakes and errors. Errors and mistakes committed by the students should be accepted since it is a part of learning process. Unfortunately, many people still consider that errors and mistakes are equal, whereas they have different definitions. According to Scovel (1998: 125), errors mean the incorrect forms of production by non-native speaker of a second language in speech or writing because of incomplete knowledge of the rules of that target language. Whereas, Scovel (1998: 127) defines mistakes as the incorrect forms of production in speech or writing of target language because of factors such as carelessness or fatigue either done by native or non-native users.

In learning process, students can make errors that can be categorized into some types. There are some types of errors based on linguistic category proposed by Dulay, Burt and Krashen (1982: 146). The linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent. The classification of linguistic category taxonomies covers phonology (pronunciation), syntax and morphology (grammar), semantics (meaning), lexicon

(vocabulary) and discourse (style). In this research, the error analysis will be only focused in analyzing lexical errors made by the students in writing descriptive text.

2.2 Lexical Error

If many people hear the term lexical, they will think about the words of language that are found in the dictionary. The term lexical is always related to words or vocabulary discussions. Barcroft, Sunderman, & Schmitt (2011: 571) state that the term *lexis* is the ancient Greek for 'word' that refers to all the words in a language or the entire vocabulary of a language. The students who are learning any language should have lexical competence. According to Marconi (1997: 2), lexical competence means the ability to use appropriate words in the sentence contextually. Students should be able to use words of language correctly in order to convey their meaning to their interlocutor properly and to avoid misunderstanding.

The researcher chooses Llach's lexical error theory because its classification is more specific compared to the other lexical error theory such as James' theory (1998). Besides, Llach's lexical error theory is the newest theory of lexical error. Llach (2011: 75) defines lexical error as a deviation in form and/or meaning of a word in the target language. That is why, in short, lexical errors are another term to address vocabulary errors. This study will adapt lexical errors taxonomy proposed by Llach (2011) who divides lexical errors in well-ordered list based on the two major types of errors:

- a. Formal error is a particular error in lexical error which affects the form of the word.
- b. Semantic error is a particular error in lexical error which affects the meaning of the intended word.

In addition, Llach (2011) divides lexical error types based on the sources of error:

a. Interlingual Transfer

Interlingual transfer happens because of the interference of students' mother tongue (native language). Interlingual transfer is a dominant source for language learners. In the early stage of learning foreign language, students usually will be influenced by the system of their mother tongue. It will cause them to make some errors for example in choosing the words of the target language. They usually will translate the word of their mother tongue to the target language literally.

b. Intralingual Transfer

There is another reason which causes the students to make some errors called as intralingual transfer. Intralingual transfer is the source of error because of the target language interference. Intralingual transfer happens because the learners have been influenced by partial exposure of the target language. It is a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it.

The following table is the distribution of lexical error taxonomy according to source and type by Llach (2011: 125):

		Type	
		Formal	Semantic
Source	Mother tongue	Borrowing Coinage	Calque
	Target language	Misspelling Misselection	Semantic confusion

Llach (2011: 123-124) explains further the six main categories of lexical errors in the following (some of the examples are adopted from Spanish since the book author is a Spaniard and a lecturer in one of the universities in Spain):

(1) Borrowings are also called as code switching. It appears when the learner inserts any L1 words into the L2 syntax without any attempt to adapt them into the target language, and this includes phonological or morphological adaptations. The following are some examples of borrowings:

- a. My grandmother is *sakit* (Eng. sick).
- b. My brother is fat and *tinggi* (Eng. tall).

In the examples above, the student uses words of their mother tongue to complete the sentence without any attempt to adjust the words of their mother tongue into the target language which they want to write in the sentences. Based on the words in the parentheses beside the two sentences which consists lexical errors above, the sentences should be:

- a. My grandmother is **sick**.
- b. My brother is fat and **tall**.

(2) Coinage consists of the adaptation of an L1 word to the L2 orthography or morphology. Thus, the adapted word has sounds or looks like English word. These are some examples of coinage found in Spanish students' writing:

- a. My rabbit is small, very *divert* (Sp. divertido, Eng. funny).
- b. In my house is family: father, mother, *tater* and me (Sp. tato, Eng. familiar for 'brother').

(Adopted from Llach 2011: 123)

While for the examples of coinage in Bahasa Indonesia, we can use these words as the examples:

- a. I will study harder to improve my *prestation*. (Eng. Achievement, Ind. prestasi)
- b. My neighbor *opnamed* in the hospital because he had a heart attack. (Eng. Hospitalized, Ind. Opname)

In the examples above, the student uses words of their mother tongue which are adapted to English words as the target language to complete the sentences. Based on the words, in the parentheses beside the two sentences which have lexical errors above, the sentences should be:

- a. I will study harder to improve my *achievement*.
- b. My neighbor *hospitalized* in the hospital because he had a heart attack.

(3) Calque or literal translation happens when a learner literally translates the word from their mother tongue into the target language. In other words, learners realize of the existence of a word and its form, but they lack knowledge of the semantic of that word. The following are some examples of calque:

- (a) My *table study* is pink and big (Eng. desk).
- (b) I bought a new pair of *shoes rubber* yesterday (Eng. sneakers).

In the examples above, the student uses words of their mother tongue which their meanings are (literally) similar with English words to complete the sentences. Based on the words, in the parentheses beside the two sentences which consists lexical errors above, the sentences should be:

- (a) My desk is pink and big.
- (b) I bought a new pair of sneakers yesterday.

(4) Misspellings, is generally known as spelling errors or orthographic errors in the literature. These are violations of the orthographic conventions of English which are generated as a result of the difficulties that learners have in coping with the English system. These are some examples of misspellings:

- a. Biutiful for 'beautiful',
- b. Smool for 'small' or
- c. Guatermelon for 'watermelon'.

(Adopted from Llach 2011: 123)

Olsen (1999) noted in Llach (2011: 123) that these play an important role in the poor results achieved by learners, with many spelling errors found in their writings. Llach (2011: 147) states that there are three factors which influence the

spelling error of certain English words. They are: 1) the learners' failure to realize the corresponding patterns between sounds and letters in English; 2) the influence of the phonetic, phonological and orthographic systems of the mother tongue; and 3) the lack of experience of the learners in writing and reading words in English.

(5) Misselection is a confusion of two or more similar words in which they have sound similarity or form/visual similarity. It can be confusing and interchanged. A misselection implies the wrong selection of an already existing word in the target language in which the error word and the target word are both target language words. These are some examples of misselections:

(a) She is *angry* because she has not eating yet.

(b) I am tall and my *hear* is very long (hear for 'hair').

In the examples above, the student uses error words of the target language which have similar sounds or look which make them confused to complete the sentences. Based on the words, in the parentheses beside the two sentences which have lexical errors above, the sentences should be:

(a) She is *hungry* because she has not eating yet.

(b) I am tall and my *hair* is very long.

Llach (2011: 156) confirms Laufer's (1991a) findings that there are five different types of similarities that may lead to confusion of two words:

a. same number of syllables, for example: *leave* for *live*

b. same stress pattern, for example: *four* for *for*

c. shared phonemes, for example: *buy buy* for *bye bye*

d. same initial consonants: for example *lake* for *like*

e. same syntactic class, for example: *something* for *sometimes*.

(6) Semantic confusion refers to the confusion of semantically related words. In other words, two words are confusing because they are semantically similar that is they have similar meanings but they have different function. The following are some examples of semantic confusion:

(a) There are *very* shops in the city (very for "many").

(b) My bedroom is *great* (great for “huge” or “big”).

In the examples above, the student uses words of the target language which the meanings are similar but they have different function to complete the sentences. Based on the words, in the parentheses beside the two sentences which consists lexical errors above, the sentences should be:

(a) There are many shops in the city.

(b) My bedroom is big.

2.3 Lexical Errors in Educational Context

It has been recognized widely that vocabulary (lexicon) is the basic of language learning. Vocabulary is also one of the aspects in assessing the students' performance in language skills especially in the productive skills. Vocabulary is also used as one of the criteria in writing scoring rubric proposed by Heaton (1991: 146) to predict students' performance. In any language learning, such as learning English foreign language, there will always be different system between the students' mother tongue and the target language as well as the vocabulary system. The difference of the system can cause the students to make errors in the learning process especially when they learn about speaking and writing.

If the students make lexical errors, they will obtain poor result in their language production. Llach (2011: 100) claims that lexical errors which are repeatedly found are the evidence of lack in lexical competence. Furthermore, she claims that lexical errors indicate the poor linguistic competence of learners in language ability and the indication of poor school performance. It can be seen in the reality that the more students have vocabulary, it will be easier for them to understand others' speech or writings in the target language and it will be easier for them to express their minds in the target language either in oral or written form. Nevertheless, the fewer students have vocabulary, it will be more difficult for them to understand others' speech or writings in the target language and it will be more difficult for them to express their minds in the target language either in oral or written form.

Lexical error in educational context is salient because they become quality predictor of learners' production. Llach (2007) argues that lexical error in educational context covers lexical error as general quality predictors and lexical error as criteria of writing quality. Lexical error as general quality predictors means if there is high density of errors in students' oral text especially lexical errors; it is the evidence of lack of lexical knowledge and low general language proficiency. Moreover, lexical error as criteria of writing quality implies that the more lexical errors found in students' writing, the lower score they will get. In assessing students' writing, every teacher will certainly use various kinds of criteria but they will always emphasize the communicative value of the students' writing. Although in writing assessment subjectivity is highly presented, lexical errors play important part in this decision. Writing is an activity in which the writers convey their messages to the readers, so the number of lexical errors will surely detain the readers to get the writers' messages appropriately.

2.4 The Relation of Lexical Error with Writing Quality and Students' Achievement

There is a step which must be done by a teacher in managing the pedagogical or instructional process namely assessment. Hughes (1996: 5) states that assessment is a series of formative activities in which teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then see this information to modify their teaching plans. Teacher can administer test to assess the students' performance since test is one form of assessment. Teacher usually has some criteria when assess the students' production especially in writing skill in which vocabulary definitely will be one of the criteria since it is the most important component in language learning. If the students' writing productions have few vocabulary error or lexical errors, it means that their writing quality is good. However, if vocabulary (lexical) error appears frequently, it means that their writing

has poor quality. It is in line with Llach (2011: 179) who claims that if lexical accuracy increases, students' writing score increases as well and vice versa.

In summary, we can conclude that lexical errors, writing quality and students' achievement are related to each other. Students whose writing contains a lot of lexical errors will be considered that they have poor writing quality. As a result, they will get low score. Otherwise, students whose writing contains of few lexical errors will be considered that they have good writing quality and they will get good score from the teacher.

2.5 The Definition of Writing and Writing Skill

Writing is an activity that we have done since childhood aside from speaking. Speaking is seen as a natural act of human beings because they need to communicate and do interaction through speech with the others in their daily life, it is contrary to writing. In doing writing, the people must be self-conscious because they pour their ideas, thoughts and feelings in the written form. Knapp and Watkins (2005: 15) claim that writing is an inscription. It means that the result of writing can be last in a long time.

There are some experts who define writing from their point of views. According to Gelderman (in Tredinnick 2008: 39), writing is the most exact form of thinking. Writing is not only an activity which involve only a pen and a paper. It also involves the writers' thinking. Everyone can pour their thought in the form of writing. A writer will always involve their thinking in writing any genre of writing since the result will also implicitly contains the writer's knowledge and perception.

Dealing with the writers' thinking involvement, according to Heaton (1991: 135), there are five components of writing that must be considered: content, organization, vocabulary, language use and mechanic. The five components are always related to each other. The writer should have the ability to think creatively in developing his/her thoughts. It can be done by including knowledgeable and

substantive information also excluding all irrelevant information. Furthermore, writing is like a conversation which is done by the writers and the readers. In this case, the writers are the one who tell certain information to the readers. It is like what is stated by Langosch (1999: 1) that writing is an imaginary conversation planned to benefit the reader.

There are still many people who think that they will not be able to write well and produce good writing because they are not gifted. Actually, it is an incorrect opinion because they can learn it. The idea is supported by Langan (2008: 7) who states that writing is a skill since it can be learned like the other skill such as driving, typing or cooking. This is one of the important reasons why every student should learn writing skill at school.

Writing has always been taught at the school since in the early stage including in Indonesia where English is learned as a foreign language. It is in line with Harmer's (2004: 31) statement "writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English." Moreover, Nation (2009: 113) says that writing is an activity that can usefully be prepared for the other skills of listening, speaking and reading. As many people know the general objective of language learning at school is expected to help the students to be able to express their ideas, thoughts and feelings in communicative way either in spoken or written form as their provision to live their future live in the society.

2.6 Descriptive Text Writing

Descriptive text is a text which gives information how a person or a thing looks like. It gives very detail information about the subject that is described. Wong (1999: 373) states a descriptive paragraph is used to describe a person, a place or an object so precisely that the reader "sees" the item clearly in his or her imagination. Further, she says that it is important to give vivid and well-organized details that refer to one or more of the five human senses (seeing, hearing, smelling, touching, and tasting)

are required. Langan (2008: 208) also claims that when you describe something or someone, you give your readers a picture in words. It means that in writing descriptive text, it is important to write very detail descriptions about the object to make readers feels the real picture through the writer's words.

Descriptive text is one of the texts which is taught in Indonesian junior high school. Every text has its own generic structures and language features which differs one genre of a text with the others. Generic structure of a text is the general parts of a text that are organized together. According to Wardiman et al. (2008: 16), the generic structures of descriptive text are identification and description.

a. Identification

The aim of identification is to identify the phenomenon that will be described. It is usually stated in the first paragraph to introduce what will be described in the next paragraph to the reader (Mardiyah *et al.*, 2013: 218). It contains about the general information of the object.

b. Description

The function of description is to describe parts, qualities and characteristics. It used to support the identification. In this part, the writers explain about the subject in detail by stating some specific information (Mardiyah *et al.*, 2013: 219).

Descriptive text also has its language features that highlight its characteristics with the other texts. Mendiknas (2004) (in Mardiyah 2013: 219) argues the language features of descriptive text involves focus on specific participant, using verbs, using adjectives, and using simple present tense.

a. Focus on specific participant

Focus on specific participant means the description object is only focused on one object of a certain topic. For example the topic is about a person as such as my idol, the object can be: my mother, Susilo Bambang Yudhoyono (SBY) or Jackie Chen. Example for another topic is about my favorite animal, the object can be: giraffe, cat, or rabbit.

b. Using verbs

In writing descriptive text, verbs are usually used. The verb of a sentence shows the action done by the subject or shows a specific condition by linking the subject to the rest of the sentence. The types of verb that usually used are relational verbs and action verbs. According to Knapp and Watkins (2005: 98), relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena. They are: is, are, has and have. Examples of the relational verb usage:

- 1) Cat *has* four legs.
- 2) Mrs. Smith *is* a businesswoman.

Meanwhile, action verbs are used to describe behaviors or uses (Knapp and Watkins 2005: 98). Examples of the action verbs usage:

- 1) Mr. White *works* in a hospital.
- 2) Andy *lives* with his uncle's family.

c. Using adjectives

One of the grammatical features in writing descriptive text is using adjective. Adjectives are used to add extra information to the subject described to show characteristic of the subject (Knapp and Watkins, 2005: 99). Example:

- 1) He has a *beautiful* daughter.
- 2) She is a *tall* girl.

d. Using simple present tense

In writing a descriptive text, the tense that is usually used is simple present tense. According to Azar (1992: 3), simple present tense expresses daily habits or usual activities that always repeated. It is also used to express general statements of actual fact.

- 1) Mother *goes* to the market every week.
- 2) They *go* to the gym twice a week.

This is an example of a descriptive text:

Koala

IDENTIFICATION

Koala is a mammal and a marsupial animal. The name of koala comes from the Aboriginal proverb that means "no drink". It inhabits in a small area in south-western Western Australia.

DESCRIPTION

Koala has been described as an "ash colored pouched bear". Koala is usually ash grey with a white chest. Its front legs are shorter than its back legs. It has small claws. It has short ears. It has long snout. It has a very long, sticky tongue for eating termites. Its bushy tail is nearly as long as its body. Koala likes to move around just after sunset.

Based on the explanation above, it can be concluded that a descriptive text is a text that describe about something particular like a person, a thing or a place. It has generic structures and language features like the other genre of texts. The purpose of descriptive text is to describe how a thing looks like by giving clear details in order to make the reader capture a vivid picture from the descriptions given by the writer.

CHAPTER III. RESEARCH METHOD

This chapter provides the explanation of some aspects dealing with the research method that was applied in this study. They are the research design, operational definition of key terms, area determination method, respondent determination method, data collection methods and data analysis method. Each point is written respectively below.

3.1 Research Design

The design of this research is descriptive research because it describes the lexical errors made by the eighth grade of junior high school students in writing descriptive text as stated in research objectives in the previous chapter. McMillan (1992:144) says that a descriptive study simply describes a phenomenon and the description is usually in the form of statistics, such as frequencies or percentages, averages and sometimes variability. Graphs and other visual images of the results are frequently used. In this research, researcher intended to describe the lexical errors made by the eighth grade students of MTs. Wahid Hasyim Kunir in the 2015/2016 academic year.

In this research, the researcher used the procedures suggested by Corder (1974) in Ellis (2005: 57) to conduct error analysis research. The steps are in the following:

1. Collecting the data for the error analysis from the research respondents.
2. Identifying the lexical errors made by all the students in their descriptive text writing test. In this step, the researcher read the students' work, identified the lexical error and colored the errors using different color for each type of lexical error. Green for borrowing, pink for coinage, orange for calque, yellow for misspelling, purple for misselection, and blue for semantic confusion.

3. Describing lexical errors made by the students based on the data tabulation. After identifying the lexical errors made by the students, the researcher made a table as the data tabulation then described the results of the data tabulation of lexical errors made by the students.
4. Explaining the errors that are classified into 6 types of lexical errors which have been identified. The researcher gave explanations of each lexical error type based on the source of error and major type of error.
5. Error evaluation is a supplementary procedure for applying the result of error analysis. It involves determining the criticalness of different errors with a view to deciding which one should receive more instruction. The researcher analyzed why there was a certain type of lexical error mostly made by the students and the least made by the students.

3.2 Operational Definition of Key Terms

An operational definition will become a guide to understand the concept of the study. It was very important to avoid misunderstanding between the writer and the readers. The terms that were defined operationally are lexical error analysis and descriptive text writing.

3.2.1 Lexical Error Types

Lexical error analysis in this research referred to the analysis of the errors based on the taxonomy that is proposed by Llach (2011) as follows:

1) Misspelling

Misspelling in this research referred to the error made by the students in using the spelling or orthography of the words in target language.

2) Borrowing

Borrowing in this research referred to the error made by the students in using mother tongue without any attempt to adjust them to target language.

3) Coinage

Coinage in this research referred to the error made by the students in using lexical item that consists of the adaptation of an L1 word to the L2 orthography or morphology that sounds like the target language.

4) Calque

Calque in this research referred to the error made by the students in using the words of target language by translating them literally.

5) Misselection

Misselection in this research referred to the error made by the students in using the words of the target language that have sound similarity or look similarity with the words of students' mother tongue.

6) Semantic Confusion

Semantic confusion in this research referred to the error made by the students in using two words of the target language which are having semantic similarity.

3.2.2 Descriptive Text Writing

Descriptive text writing in this research referred to the writing of descriptive text written by the respondents. Descriptive text consists of the identification and description of a certain subject. The students were required to write 10 up to 12 sentences of a descriptive text in 60 minutes.

3.3 Area Determination Method

Researcher applied purposive method to determine the area of this research. Fraenkel et al. (2012:100) states that a purposive method is conducted based on previous knowledge of a population and the specific purpose of the research. This research was conducted in MTs Wahid Hasyim Kunir. This school was chosen based on the considerations as follows:

1. MTs. Wahid Hasyim Kunir still uses *KTSP 2006* (2006 Institutional-Based Curriculum) and descriptive text must be taught to the eighth grade students.
2. The headmaster has given permission to do the research at MTs. Wahid Hasyim Kunir.
3. The school has never been chosen as the research area to conduct the research about students' lexical error analysis in writing.

3.4 The Respondents Determination Method

The respondents of this research were taken from the eighth grade students of MTs. Wahid Hasyim Kunir in the 2015/2016 academic year as the population. Arikunto (2006: 145) states that a respondent is a person who gives some responses or answers to the researcher's questions either in the spoken or written forms. The researcher chose them because they are supposed that they have known about descriptive text writing since they already got the material about descriptive text writing since they were in the seventh grade of junior high school and they still learn it in their eighth grade of junior high school. The total number of all the eighth grade students is 100 students. The eighth grade students of MTs. Wahid Hasyim Kunir are divided into three classes: VIII A consists of 34 students, VIII B consists of 33 students and the last VIII C consists of 33 students.

According to Arikunto (2006: 134), if there are a large number of subjects, the sample can be taken 10%-15% or 20%-25% or more, in which each unit of population is given a number, and then samples can be collected randomly either by random numbers or lottery. In this research, the respondents were taken 30% proportionally from the three classes. Thus, in this research, there were 30 students as the respondents. The number of the sample was taken proportionally by lottery. It can be seen in the following table.

Table 3.1 the number of the respondents per class which is taken proportionally (30%).

Class	Σ Students	Σ Respondents
VIII A	34	10
VIII B	33	10
VIII C	33	10
The total respondents		30

3.5 Data Collection Methods

3.5.1. Data

Researcher used students' writing test as the data in collecting the data of this research. According to Fraenkel et al. (2012: 111), data refers to the kinds of information which is obtained by researchers on the subjects of their research. The researcher got the data from the students' writing test in writing descriptive text about animal. It was in the written forms. There are 30 descriptive text writing about animal that made by the students.

The learning material of the test was descriptive text and the English teacher has taught the learning material to the students. It is in line with Madsen (1983: 17) who states the teacher needs to make sure that he/she is testing what he/she has taught to the students. The content of the test was constructed based on the 2006 Institutional-Based Curriculum (KTSP 2006) for junior high school. The writing test also has been consulted to the English teacher before the test was given to the respondents. Besides, the teacher needs to be sure that every student is performing the same kind of assignment. Therefore, all the respondents were assigned to write a descriptive text by choosing one of the pictures provided.

3.5.2 Instrument to Collect Data

The researcher gave a writing test as the instrument to the respondents to get primary data in this research. Tavakoli (2012: 277) defines instrument as any device which is used to collect the data. Furthermore, according to McMillan (1992: 114), a test is an instrument that presents a standard set of questions that requires the completion of a cognitive task to each subject or in this case is the students who were chosen as the respondents of this research. The writing test was not conducted to measure the students' writing ability in writing descriptive text, but the researcher only focused on the lexical errors found in students' writing. Hence, the writing test was administered to get a primary data about the students' lexical errors in writing descriptive text. The other types of errors that were found will be ignored and not calculated.

3.5.3 Data Collection Procedure

The writing test was conducted in 60 minutes. The duration which was given based on how the English teacher usually gives the time allocation in administering writing test to the students. The students were assigned to write descriptive texts based on a picture they have chosen among two pictures given which were a picture of an elephant and a picture of a rabbit. They were required to write 10 to 12 sentences in two paragraphs. The first paragraph of the descriptive text contained the identification of the certain thing that they wrote. The second paragraph contained about the description of the thing they described. The students were allowed to consult with their dictionary.

3.6 Data Analysis Method

Data analysis method will be used to analyze the obtained data. According to Creswell (2012: 201) after collecting data through the instrument and calculate the result percentage of lexical error types which found in the students' writing, researcher needs to prepare and organize their data for statistical analysis. The

following steps were used in analyzing the data are adapted from Cresswell (2012: 201):

1. With the obtained data, the researcher begins the process of analyzing the data to address the research questions by identifying the lexical error type made by the students.
2. The researcher reporting the result by describing the result of data tabulation table. Then, the researcher calculated each error percentage by using the formula that was adapted from Healey (2010: 30):

$$\% = \frac{f}{N} \times 100$$

Notes:

% = the percentage of the students' lexical errors of each component

f = the number of lexical errors of each component

N = the total number of errors made by the students

The example of the calculation is as follows:

$$\begin{aligned}\% &= \frac{127}{300} \times 100 \\ &= 42\end{aligned}$$

Suppose that the number of lexical errors in misspelling type is 127. Then it is divided by total number of errors that are made by the students, that is 300 and next, it is timed by 100. Thus the percentage of the lexical errors in misspelling type is 42%. By calculating the frequency of each error, the researcher can identify the most frequent error and the least frequent error made by the students.

3. Finally, the researcher interpreting the result by summarizing the detailed results in general statements.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research results and some suggestions related to the research result.

5.1 Conclusion

Based on the result of data analysis and the discussion presented in chapter 4, the result could be concluded based on the research problems of this research as follows:

1. The types of lexical error made by the eighth grade students of MTs. Wahid Hasyim Kunir in the 2015/2016 academic year are borrowing, calque, misspelling, misselection and semantic confusion.
2. The percentage of each lexical error type in descriptive text writing made by the eighth grade students of MTs. Wahid Hasyim Kunir in the 2015/2016 academic year are in the following:
 - a. Borrowing errors as many as 5.81% errors of the whole error.
 - b. Coinage, errors as many as 0% errors of the whole error.
 - c. Calque, errors as many as 23.26% errors of the whole error.
 - d. Misspelling, errors as many as 30.23% errors of the whole error.
 - e. Misselection and errors as many as 15.11% errors of the whole error.
 - f. Semantic confusion errors as many as 25.59% errors of the whole error.
3. The causes of lexical errors made by the eighth grade students of MTs. Wahid Hasyim Kunir are in the following:
 - a. Borrowing happened because the students do not have enough English vocabulary and they write the word of Bahasa Indonesia in their writing.

- b. Calque happened because the students who have enough English vocabulary translated the word of Bahasa Indonesia to the English word literally.
- c. Misspelling happened because the students have a serious problem in determining the correct form of English words.
- d. Misselection happened because the students are confused with the English words which have similar spelling or meaning.
- e. Semantic confusion happened because the students who know two or more English words which have the same meaning but they do not know the usage of the words in the sentences.

5.2 Suggestion

Based on the results above, some suggestions are given to the following people:

5.2.1 The English teacher

By knowing the lexical error types made by the students at MTs. Wahid Hasyim Kunir, the researcher suggests the English teacher do some actions to minimize the students' lexical error. The English teacher can assist the students to enrich their lexicon (vocabulary) by doing vocabulary teaching. The teacher should train the students to accustom themselves in writing the English words with correct spelling such as by teaching writing skill more frequently. Besides, the teachers can lead the students to the classroom discussion so the students can recognize their errors when they produce some errors either in oral or written production.

5.2.2 The Other Researchers

The future researchers are suggested to conduct a further research dealing with a different research design, such as classroom action research in order to enhance the students' vocabulary mastery or similar study with different language skills or components such as speaking or pronunciation.

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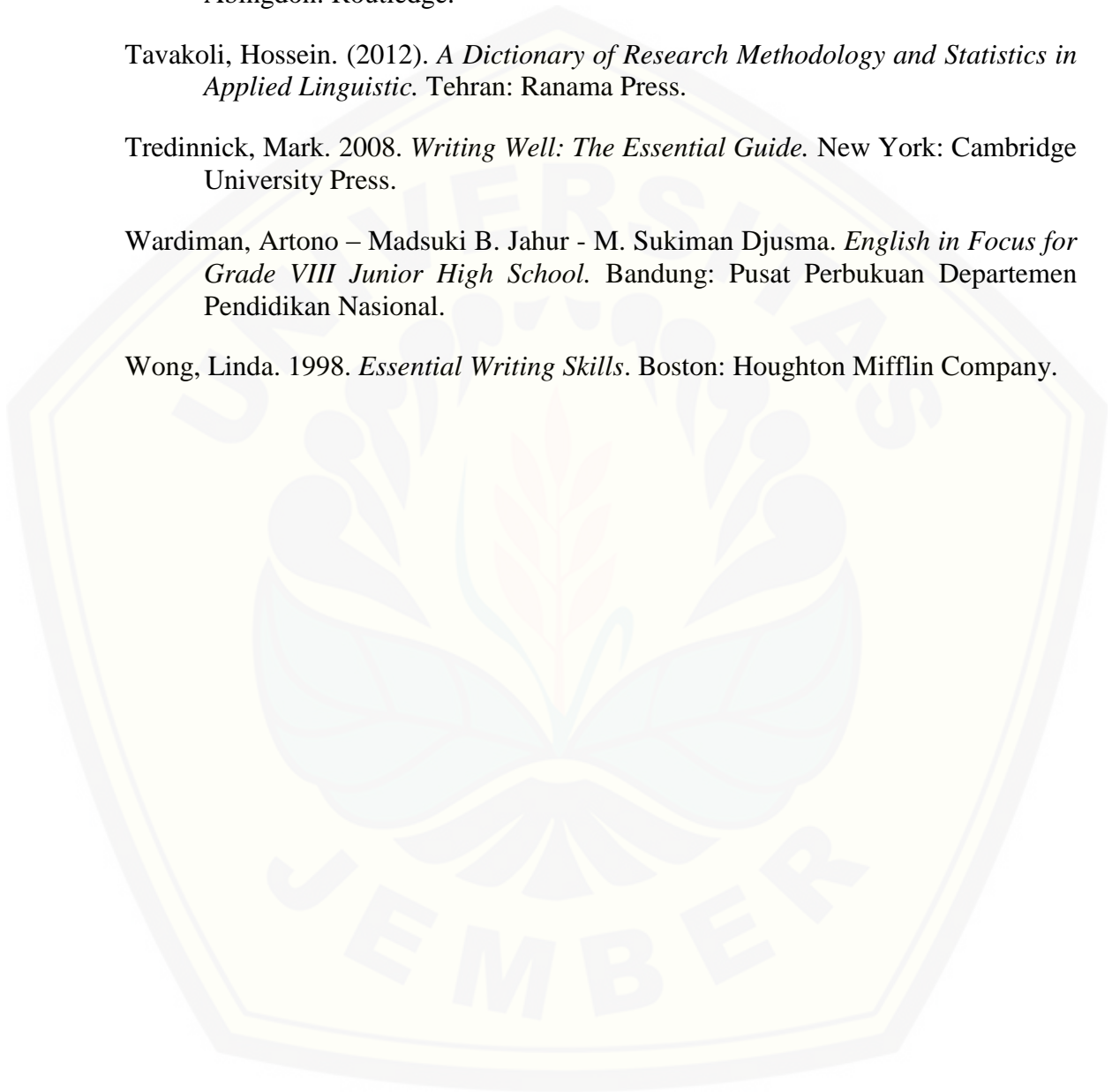
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Appendix A

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Methods
Lexical Errors Analysis in the Descriptive Text Writing Made by the Eighth Grade Students of MTs. Wahid Hasyim Kunir	1. What types of lexical errors are made by the eighth grade students of MTs. Wahid Hasyim Kunir in writing descriptive text? 2. How is the percentage of each lexical error type made by the eighth grade of MTs. Wahid Hasyim Kunir in writing descriptive text? 3. What are the causes of lexical errors made by the eighth grade students of MTs. Wahid Hasyim Kunir?	Lexical errors made by the eighth grade students of MTs. Wahid Hasyim Kunir in writing descriptive text.	1. Borrowing 2. Coinage 3. Calque 4. Misspelling 5. Misselection 6. Semantic confusion.	1. Respondent The Eighth grade students of MTs. Wahid Hasyim Kunir 2. Informant The English teacher of the eighth grade students of MTs. Wahid Hasyim Kunir.	1. Research Design Descriptive research 2. Research Area Purposive Method 3. Research Respondents Proportional Random Sampling 4. Research Instrument Primary data: • Writing test 5. Data Analysis Method : $\% = \frac{f}{N} \times 100$ % = The percentage of the lexical errors of each component. f = The number of lexical errors of each component. N= The total number of lexical errors made by the students. (Adapted from Healey 2010: 30)

WRITING TEST

Subject : English Date: May 17th, 2016
Text Type : Descriptive Time: 07.00-08.00
Language Skill : Writing Class: VIII ...
Name : Student's Number:

Choose one of the pictures below and write a descriptive text in two paragraphs consisting of 10-12 sentences.

1. Elephant



2. Rabbit



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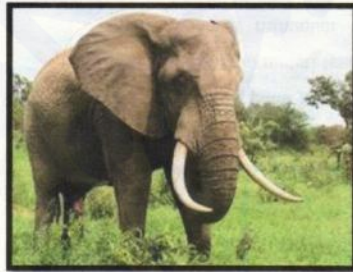
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WRITING TEST

Subject	: English	Date	: May, 2016
Text Type	: Descriptive	Time	: 07.00-08.00
Language Skill	: Writing	Class	: VIII ...
Name	:	Student's Number	:

Choose one of the pictures below and write a descriptive text in two paragraphs consist of 10 to 12 sentences.

1. Elephant



2. Rabbit



Elephant

It is an elephant. I like elephant. Elephant is a mammal. It is a herbivora. It lives in the zoo.

Elephant has big ears. It has a long trunk. It has two tusks. The skin is bold. The tail is long. The ears are large. It is large.

Borrowing :
Coinage :
Calque :

Misspelling :
Misselection :
Semantic confusion :

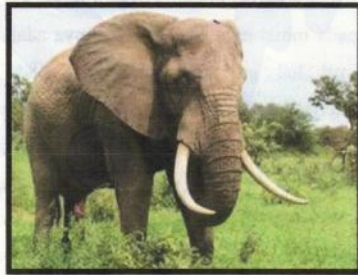
WRITING TEST

Subject	: English	Date	: May, 2016
Text Type	: Descriptive	Time	: 07.00-08.00
Language Skill	: Writing	Class	: VIII ...
Name	:	Student's Number	:

Choose one of the pictures below and write a descriptive text in two paragraphs consist of 10 to 12 sentences.

1. Elephant

2. Rabbit



Rabbit

I love rabbit. It is carnivore. It likes eating carrot and plants. Rabbit is very cute.

I have a rabbit. My rabbit color is white. The bulu is soft. The ekor is short. It has two long iris. It also has four legs.

Borrowing :

Misspelling :

Coinage :

Misselection :

Calque :

Semantic confusion :

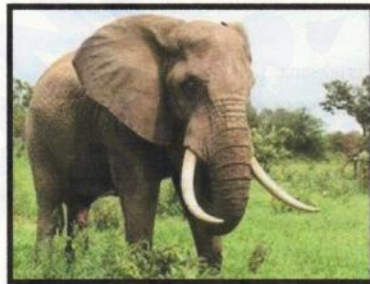
WRITING TEST

Subject : English Date : May ..., 2016
 Text Type : Descriptive Time : 07.00-08.00
 Language Skill : Writing Class : VIII ...
 Name : Student's Number :

Choose one of the pictures below and write a descriptive text in two paragraphs consist of 10 to 12 sentences.

1. Elephant

2. Rabbit



Elephant

Elephant is a big animal. it is herbivore because elephant eats plants. Elephant is a wild animal. There are many elephants live in the zoo.
 Elephant has four legs. The color is grey. It has broad ears. Elephants has tusks. The Tail is long. Elephant walks slowly.

Borrowing :
 Coinage :
 Calque :

Misspelling :
 Misselection :
 Semantic confusion :

WRITING TEST

Subject : English Date : May, 2016
 Text Type : Descriptive Time : 07.00-08.00
 Language Skill : Writing Class : VIII ...
 Name : Student's Number :

Choose one of the pictures below and write a descriptive text in two paragraphs consist of 10 to 12 sentences.

1. Elephant

2. Rabbit



Rabbit

I have a rabbit. I like rabbit. Rabbit is a fanny animal. It is a herbivore.

Rabbit has two long ears. The color is white. The legs are short. It likes to jump-jump. It likes vegetable carrot. Rabbit also eat grass.

Borrowing :

Misspelling :

Coinage :

Misselection :

Calque :

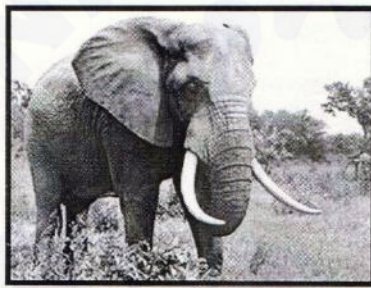
Semantic confusion :

WRITING TEST

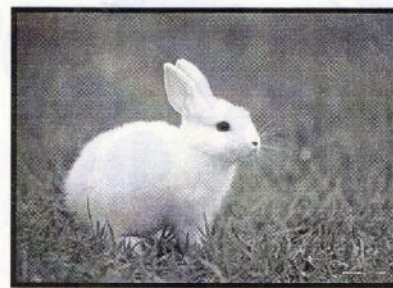
Subject	: English	Date	: May ..., 2016
Text Type	: Descriptive	Time	: 07.00-08.00
Language Skill	: Writing	Class	: VIII ...
Name	:	Student's Number	:

Please choose one picture below and write a descriptive text about it!

1. Elephant



2. Rabbit



Rabbit

I and my sister, like rabbit. Rabbit is cute. The fur is white and soft, I like to touch it, I like to play with it.

Rabbit have long ears. Eyes colored red. It jumping in the garden happily. It like eating carrot. Night day a rabbit sleep in the cage.

Borrowing :

Misspelling :

Coinage :

Misselection :

Calque :

Semantic confusion :

Appendix D

THE IDENTIFICATION OF LEXICAL ERRORS

No.	The Lexical Errors in Sentences	Correction	The Type of Lexical Error	The Classification of Lexical Error Type Based on the Source of Error	The Classification of Lexical Error Based on the Major Type of Error
1.	a) It is <i>herbivora</i> . b) Elephant shares food <i>witt</i> the young.	a) It is herbivore. b) Elephant shares food with the young.	a) Misspelling b) Misspelling	a) Intralingual b) Intralingual	a) Formal b) Formal
2.	a) Rabbit is <i>herbivora</i> . b) Rabbit has <i>read</i> eyes. c) Rabbit food carrot.	a) Rabbit is herbivore. b) Rabbit has red eyes. c) Rabbit eats carrot.	a) Misspelling b) Misselection c) Semantic confusion	a) Intralingual b) Intralingual c) Intralingual	a) Formal b) Formal c) Semantic
3.	a) Its <i>body hair</i> <u>colored</u> white. b) The rabbit has <i>finger nail</i> <u>brisk</u> .	a) The fur color of the rabbit is white. b) The rabbit has <u>sharp</u> <i>claws</i> .	a) <i>Calque</i> b) <u>Misspelling</u> c) <i>Semantic confusion</i> d) <u>Semantic confusion</u> .	a) <u>Interlingual</u> b) <u>Intralingual</u> c) <u>Intralingual</u> d) <u>Intralingua</u>	a) <u>Semantic</u> b) <u>Formal</u> c) Semantic d) <u>Semantic</u>
4.	a) Melly likes playing in the <i>yard house</i> . b) It is <i>herbivora</i> .	a) Melly likes playing in the <i>yard</i> . b) It is herbivore.	a) Calque b) Misspelling	a) Interlingual b) Intralingual	a) Semantic b) Formal

5.	<p>a) Elephant is <i>carnivore</i>.</p> <p>b) It is one of the wild <i>cattle</i>.</p> <p>c) Elephant is great.</p> <p>d) It has <i>gading</i>.</p> <p>e) The color is ash-ash.</p> <p>f) We can <i>meet</i> elephant in the garden animal.</p>	<p>a) Elephant is herbivore.</p> <p>b) It is one of the wild animals.</p> <p>c) Elephant is big.</p> <p>d) It has tusks.</p> <p>e) The color is grey.</p> <p>f) We can <i>find</i> elephant in the zoo.</p>	<p>a) Misselection</p> <p>b) Semantic confusion</p> <p>c) Semantic confusion</p> <p>d) Borrowing</p> <p>e) Calque</p> <p>f) <i>Semantic confusion</i></p> <p>g) <u>Calque</u></p>	<p>a) Intralingual</p> <p>b) Intralingual</p> <p>c) Intralingual</p> <p>d) Interlingual</p> <p>e) Interlingual</p> <p>f) <i>Intralingual</i></p> <p>g) <u>Interlingual</u></p>	<p>a) Formal</p> <p>b) Semantic</p> <p>c) Semantic</p> <p>d) Formal</p> <p>e) Semantic</p> <p>f) <i>Semantic</i></p> <p>g) <u>Semantic</u></p>
6.	<p>a) My rabbit <i>pleasure</i> to jump.</p> <p>b) The body is fad.</p>	<p>a) My rabbit <i>likes</i> to jump.</p> <p>b) The body is fat.</p>	<p>a) <i>Semantic confusion</i></p> <p>b) Misselection</p>	<p>a) <i>Intralingual</i></p> <p>b) Intralingual</p>	<p>a) <i>Semantic</i></p> <p>b) Formal</p>
7.	<p>a) It is a herbivora.</p> <p>b) Their skin is bold.</p>	<p>a) It is an herbivore.</p> <p>b) Their skin is thick.</p>	<p>a) Misspelling</p> <p>b) Semantic confusion</p>	<p>a) Intralingual</p> <p>b) Intralingual</p>	<p>a) <i>Formal</i></p> <p>b) <i>Semantic</i></p>
8.	<p>a) Its toenail is short.</p> <p>b) The tongue colored <i>phink</i>.</p> <p>c) Rabbit likes food carrot.</p>	<p>a) Its claws are short.</p> <p>b) The tongue colored <i>pink</i>.</p> <p>c) Rabbit likes eating carrot.</p>	<p>a) Semantic confusion</p> <p>b) Misspelling</p> <p>c) Semantic confusion</p>	<p>a) Intralingual</p> <p>b) Intralingual</p> <p>c) Intralingual</p>	<p>a) Semantic</p> <p>b) Formal</p> <p>c) Semantic</p>
9.	<p>a) My rabbit <i>pleasure</i> to jump.</p>	<p>a) My rabbit <i>likes</i> to</p>	<p>a) Semantic confusion</p>	<p>a) Intralingual</p>	<p>a) Semantic</p>

	b) My rabbit eats carrot each day.	jump. b) My rabbit eats carrot every day.	b) Semantic confusion	b) Intralingual	b) Semantic
10.	a) Rabbit is herbivora. b) It like food carrot. c) My rabbit like <i>playful</i> in the <u>yard house</u> .	a) Rabbit is herbivore. b) It likes to eat carrots. c) My rabbit likes playing in the yard.	a) Misspelling b) Semantic confusion c) <i>Misselection</i> d) <u>Calque</u>	a) Intralingual b) Intralingual c) <i>Intralingual</i> d) <u>Interlingual</u>	a) Formal b) Semantic c) <i>Formal</i> d) <u>Semantic</u>
11.	a) Rabbit is herbivora. b) It like food carrot. c) Rabbit like <i>playful</i> in the <u>yard house</u> .	a) Rabbit is herbivore. b) It likes to eat carrots. c) Rabbit likes playing in the yard.	a) Misspelling b) Semantic confusion c) <i>Misselection</i> d) <u>Calque</u>	a) Intralingual b) Intralingual c) <i>Intralingual</i> d) <u>Interlingual</u>	a) Formal b) Semantic c) <i>Formal</i> d) <u>Semantic</u>
12.	a) We can <i>meet</i> elephant in the <u>garden animal</u> . b) The color is <i>ash-ash</i> . c) It has <i>belalai</i> .	a) We can <i>find</i> elephant in the <u>zoo</u> . b) The color is <i>grey</i> . c) It has trunks.	a) <i>Semantic confusion</i> b) <u>Calque</u> c) Calque d) Borrowing	a) <i>Intralingual</i> b) <u>Interlingual</u> c) Interlingual d) Interlingual	a) <i>Semantic</i> b) <u>Semantic</u> c) Semantic d) Formal
13.	a) Rabbit is a fanny animal. b) Rabbit is a herbivora.	a) Rabbit is a funny animal. b) Rabbit is an herbivore.	a) Misspelling b) Misspelling	a) Intralingual b) Intralingual	a) Formal b) Formal

	c) The color is wait.	c) The color is white.	c) Misspelling	c) Intralingual	c) Formal
	d) It likes to jump-jump.	d) It likes jumping.	d) Calque	d) Interlingual	d) Semantic
14.	a) Rabbit is carnivore.	a) Rabbit is herbivore.	a) Misselection	a) Intralingual	a) Formal
	b) It likes to jump-jump.	b) It likes jumping.	b) Calque	b) Interlingual	b) Semantic
	c) It like vegetable carrot.	c) It likes carrot.	c) Calque	c) Interlingual	c) Semantic
15.	a) Rabbit is a carnivore.	a) Rabbit is a herbivore.	a) Misselection	a) Intralingual	a) Formal
	b) It has too long ears.	b) It has two long ears.	b) Misselection	b) Intralingual	b) Formal
	c) The color is wait.	c) The color is white.	c) Misspelling	c) Intralingual	c) Formal
16.	a) It is carnivore.	a) Rabbit is herbivore.	a) Misselection.	a) Intralingual	a) Formal
	b) My rabbit calor is white.	b) My rabbit's color is white.	b) Misspelling	b) Intralingual	b) Formal
	c) The bulu is soft.	c) The fur is soft.	c) Borrowing	c) Interlingual	c) Formal
	d) The ekor is short.	d) The tail is short.	d) Borrowing	d) Interlingual	d) Formal
	e) It has two long irs.	e) It has two long ears.	e) Misspelling	e) Intralingual	e) Formal
17.	a) Elephant is great.	a) Elephant is big.	a) Semantic confusion	a) Intralingual	a) Semantic
	b) Elephant is herbivora.	b) Elephant is herbivore.	b) Misspelling	b) Intralingual	b) Formal
	c) Elephant wolks slowly.	c) Elephant walks slowly.	c) Misspelling	c) Intralingual	c) Formal

	d) The color is ash-ash.	d) The color is grey.	d) Calque	d) Interlingual	d) Semantic
18.	a) Rabbit spend their lifa in the land. b) Rabbit likes making holes to hiddent. c) The tongue is shourt.	a) Rabbit spends their life in the land. b) They like making holes to hide. c) The tongue is short.	a) Misspelling b) Misspelling c) Misspelling	a) Intralingual b) Intralingual c) Intralingual	a) Formal b) Formal c) Formal
19.	a) Rabbit <i>comprises</i> animale herbivore. b) Rabbit comprises <i>animale herbivore</i> .	a) Rabbit belongs to herbivore. b) Rabbit is herbivore.	a) Semantic confusion b) Calque	a) Intralingual b) Interlingual	a) Semantic b) Semantic
20.	a) It has broad ears.	a) It has large ears.	a) Semantic confusion	a) Intralingual	a) Semantic
21.	a) Rabbit is a fanny animal. b) The color is whit. c) It likes to jump-jump. d) It likes vegetable carrot.	a) Rabbit is a funny animal. b) The color is white. c) It likes jumping. d) It likes carrot.	a) Misspelling b) Misspelling c) Calque d) Calque	a) Intralingual b) Intralingual c) Interlingual d) Interlingual	a) Formal b) Formal c) Semantic d) Semantic
22.	a) It likes vegetable carrot. b) It has too long ears.	a) It likes carrot. b) It has two long ears.	a) Calque b) Misselection	a) Interlingual b) Intralingual	a) Semantic b) Formal
23.	a) Elephants <i>its</i> grass.	a) Elephant <i>eats</i> grass.	a) Misselection	a) Intralingual	a) Formal

	b) Elephant lives in the <i>garden animal</i> .	b) Elephant lives in the <i>zoo</i> .	b) Calque	b) Interlingual	b) Semantic
	c) It has <i>belalai</i> .	c) It has trunk.	c) Borrowing	c) Interlingual	c) Formal
24.	a) The calor is white.	a) The color is white.	a) Misspelling	a) Intralingual	a) Formal
	b) The nail is sharp.	b) The claws are sharp.	b) Semantic confusion	b) Intralingual	b) Semantic
25.	a) It is a herbivora.	a) It is an herbivore.	a) Misspelling	a) Intralingual	a) Formal
26.	a) It likes vegetable carrot.	a) It likes carrot.	a) Calque	a) Intralingual	a) Semantic
	b) It <i>pleasure</i> to jump.	b) It <i>likes</i> to jump.	b) Semantic confusion	b) Interlingual	b) Semantic
	c) The color is whit.	c) The color is white.	c) Misspelling	c) Intralingual	c) Formal
	d) It likes to jump-jump.	d) It likes jumping.	d) Calque	d) Interlingual	d) Semantic
27.	a) The nail is sharp.	a) The claws are sharp.	a) Semantic confusion	a) Intralingual	a) Semantic
28.	a) Elephant is a carnivore.	a) Elephant is an herbivore.	a) Misselection	a) Intralingual	a) Formal
	b) Elephant does not have sharp nail.	b) Elephant does not have sharp claws.	b) Semantic confusion	b) Intralingual	b) Semantic
29.	a) It likes playing <i>wit</i> people.	a) It likes playing <i>with</i> people.	a) Misselection	a) Intralingual	a) Formal
	b) The biggest rabbit is Anggora rabbit.	b) The biggest rabbit is Anggora rabbit.	b) Misspelling	b) Intralingual	b) Formal
30.	a) Night day a rabbit sleep in the cage.	a) Rabbit sleeps in the cage at night.	a) Calque	a) Interlingual	a) Semantic

Appendix E

THE TABULATION OF THE FREQUENCY OF LEXICAL ERRORS

Students' number	Classification of lexical errors						Total
	Borrowing	Coinage	Calque	Misspelling	Misselection	Semantic confusion	
1.	-	-	-	2	-	-	2
2.	-	-	-	1	1	1	3
3.	-	-	1	1	-	2	4
4.	-	-	1	1	-	-	2
5.	1	-	2	-	1	3	7
6.	-	-	-	-	1	1	2
7.	-	-	-	1	-	1	2
8.	-	-	-	1	-	2	3
9.	-	-	-	-	-	2	2
10.	-	-	1	1	1	1	4
11.	-	-	1	1	1	1	4
12.	1	-	2	-	-	1	4
13.	-	-	1	3	-	-	4
14.	-	-	2	-	1	-	3
15.	-	-	-	1	2	-	3
16.	2	-	-	2	1	-	5
17.	-	-	1	2	-	1	4
18.	-	-	-	3	-	-	3
19.	-	-	1	-	-	1	2
20.	-	-	-	-	-	1	1

21.	-	-	2	2	-	-	4
22.	-	-	1	-	1	-	2
23.	1	-	1	-	1	-	3
24.	-	-	-	1	-	1	2
25.	-	-	-	1	-	-	1
26.	-	-	2	1	-	1	4
27.	-	-	-	-	-	1	1
28.	-	-	-	-	1	1	2
29.	-	-	-	1	1	-	2
30.	-	-	1	-	-	-	1
Total	5	0	20	26	13	22	86

Appendix F



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
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13 MAY 2016

Yth. Kepala MTs. Wahid Hasyim Sukosari
Lumajang


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.


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Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Lexical Error Analysis of Descriptive Text Writing Made by the Eighth Grade Students at MTs. Wahid Hasyim Sukosari".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

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Nomor : 131/MTs.WH/V/2016

Yang bertanda tangan di bawah ini :

Nama : QUMI HUSNUNIYATI, M.A.
Jabatan : Kepala Madrasah
Alamat : Jl. Wahid Hasyim No. 03 Sukosari Kecamatan Kunir


Menerangkan dengan sebenarnya, bahwa :

Nama : ILMA ATISYATUR ROCHMANIYAH
Tempat, Tgl Lahir : Lumajang, 12 Juli 1994
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Telah melaksanakan penelitian ini dengan judul "Lexical Error Analysis of Descriptive Text Writing Made by the Eighth Grade Students at MTs. Wahid Hasyim Kunir".

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Lumajang, 17 Mei 2016
Kepala Madrasah


QUMI HUSNUNIYATI, M.A.