

AN ANALYSIS OF LEXICAL ERRORS FOUND IN STUDENTS' ARGUMENTATIVE ESSAY

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Abstract: The present study aims at describing, analyzing and calculate the percentage the types of lexical errors found in the writing argumentative essay produced by the fourth semester students of English Teaching Department of IAIN Batusangkar in 2017/2018 academic year. This method of research is qualitative research by using content analysis design. The subjects were the fourth semester students of English Teaching Department. The data of this research was obtained from 70 students', document of midterm test argumentative essay. The research instrument uses Chelimsky's (1989) theory of content analysis which includes six processes in conducting data analysis. The data were analyzed by using theories from James (1998) and Llach (2011) about types of lexical errors. The study found a total of 799 lexical errors in twelve types of lexical error. Misspelling was the most common lexical error with a total of 289 errors and the percentage is 36,17%.

Keywords: Argumentative Essay, Errors, Lexical Errors

PRELIMINARY:

Argumentative essays are challenging writing. When people start to make argumentative essay, they will ask to themselves what the topic will be and how they will organize it in words (Hyland ;2002). In process learning argumentative essay, learning process the teacher will only explain what is learned, but making an argumentative essay requires the teacher's role to make a good writing, writing this will require the ability to write and extensive knowledge, but in fact the teacher only focuses on what is learned in words others the teacher does not pay attention to errors that occur at the time of writing. Sometimes, the lecturer asked them to find a good argumentative essay topic and make a draft on a piece of paper. Students when working on argumentative essays, that day students ask fellow friends words they don't know, they don't know the words they are going to make, they know Indonesian but don't know English, usually like that makes it difficult for students to develop ideas them, and they will repeat the words they know, so the argumentative essay they make is not good, making the argumentative essay is not easy.

Lexical choice in second language writing remains important issue since the learners almost unavoidable produce various types of errors in the written compositions (Andre & Jurianto; 2015), Among the various types of errors in written compositions, lexical errors possess the highest number of errors occurring in learners' written compositions (Llach 2005).

Lexical errors occur because the foreign language learners do not possess an adequate knowledge in English vocabularies which has several causes such.

as the low frequency in reading, the low awareness in expanding new vocabularies, etc (Andre & Jurianto; 2015).

There are many studies related to finding lexical errors in students. Andre & Jurianto (2015) analyzed of Lexical Errors in the English Narrative Writing Produced by the Tenth Grade Students of SMA Negeri 9 Surabaya in EFL Classroom. Bahrun (2014) studied lexical errors in writing english word made by students at junior high school. Hasrol, et.al (2015) examined the lexical errors in the essays produced by diploma-level students from an English for Academic Purposes (EAP) classroom at a private tertiary institution. And Wafa (2018) examined the lexical errors made by EFL students. This study has similarities in terms of subject, has the same variables examining lexical errors, but it has a difference because in this result have purpose of the research is to describe types of lexical errors found in students' argumentative essay in students fourth semester in English Department of IAIN Batusangkar academic year 2018/2019. To minimize lexical errors.

METODE:

The design of this research was descriptive qualitative by using content analysis design, because it described and analyzed the lexical errors made by the fourth semester students of English Teaching Department students in writing argumentative essay as stated in research objectives in the previous chapter.

The researcher used argumentative essays of students' midterm test in Argumentative Writing class of English Teaching Department of IAIN Batusangkar registered in 2018/2019 academic years the data which researcher got from English Argumentative Writing lecturer. There

were 70 argumentative essays from three classes. The researcher found in the 70 texts were classified into 12 sub-types of lexical errors proposed by James (1998) and Llach (2011). The instrument of this research was the researcher herself supported by the table categories contained types of reference and their coding which used for guiding the researcher to analyze types of reference are applied by students in their argumentative essays. In analyzing the data, the researcher analyzed the data based on the fourth semester students' mid-argumentative essay examination documents of English Teaching Department of IAIN Batusangkar registered in 2019/2020 academic year. They were analyzed in three steps based on theory from Chelimsky (1989), namely Deciding to use content analysis, determining what points should be included in content analysis, selecting unit analysis, Developing the coding categories, Coding utterances and, Analyzing and interpreting the result.

The researcher analyzed why there was a certain type of lexical error mostly made by the students and the least made by the students. The researcher used the following formula which was adapted from Healey (2010: 30) to calculate the result from data tabulation:

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

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

FINDING AND DISCUSSION:

Based on the results of the writing test, the researcher found 799 total numbers of lexical errors made by the fourth semester students of IAIN Batusangkar. After identifying the writing result, it was known that the students made twelve types of lexical error. They were suffix type, prefix type, vowel-based type, consonant-based type, borrowing, coinage, calque, omission, overinclusion, misselection, misordering and semantic confusion based on James and Llach's lexical error taxonomy who categorizes lexical error into twelve types. The researcher also calculated the percentage of each lexical error type made by the students. The percentage can be seen in the following table:

Table 1 Frequency of Type of Lexical Error

No	Type Of Errors	Frequency	Percentage
1	The suffix type	114	14,26%
2	The prefix type	5	0,63%
3	The vowel-based type	10	1,25%
4	The consonant based type	84	10,51%
5	Borrowing	14	1,75%
6	Coinage	4	0,50%
7	Calque	127	15,89%
8	Omission	29	3,62%
9	Overinclusion	92	11,51%
10	Misselection	289	36,17%
11	Misordering	8	1,00%
12	Semantic confusion	23	2,88%

Total	799	100
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The causes of lexical errors made by students vary. This can be seen from the different types of error sources and the main types of each lexical error classification.

There are several researchers who also conduct research on lexical errors in various countries. Some researchers in different countries also found different results in investigating lexical errors made by students of different grades in various countries. For instances Bahrun (2014) The lexical error in writing English noun made by the eighth-grade students of SMP Unismuh Makassar. Then. And last, Destina, S, H & Abbas research result in 2019 examined lexical errors found in Subtitling Projects of EFL Learners of University of Lancang Kuning, Andre & Jurianto's research result in 2015 showed that most of the tenth-grade students of SMA Negeri 9 Surabaya made calque lexical in their narrative writing.

In this study, the highest lexical error made by the students in their writing argumentative essay was misspelling. It reached 289 errors 36,17% of the whole errors. The research above found that students' error in word selection, it was different with this research. This research found misselection that made by fourth semester students English department of IAIN Batusangkar It similarity with result of Bahrun (2014), the researcher using theory of LLach (2011), their biggest number of errors is distortion type, specifically in miss election category. In which they could not find the correct lexis in the process of constructing English sentences. But it differences from Destina , et.al research result in 2019 examined in lexical errors found in Subtitling Projects

of EFL Learners of University of Lancang Kuning. They are using quantitative and qualitative, their instrument was documentation in form of video transcript by uploading students in their YouTube channel, the researcher assessed students' project based on the lexical errors category from Llach (2011), in their research their found in semantic confusion 44 errors (32,25%) higher lexical error, and calque 28 errors (20,58).

Andre & Jurianto's research result in 2015 showed that most of the tenth-grade students of SMA Negeri 9 Surabaya made calque lexical in their narrative writing of this study revealed that there were 2 major type of lexical errors namely formal and semantic errors found in student' narrative writing their found 13 types of lexical errors with the total number of lexical errors is 399 errors. The most common lexical errors found in the students' narrative writing is calque that amounted to 106 errors. In this case, the possible source of this error is interlingual error which is resulted from the negative transfer of L1. It is very different because in this research, misselection is the bigger number of errors and then the researcher showed there two forms of misselection.

The finding of this research showed that there are two forms of misselection found in students' essay. They are misselection of letter and misselection of the whole word. The first of misselection deals with the wrong word selection of letter which form a letter originally not belong to certain word. some examples taken from students' essay are the students wrote *according* instead of *according* in the sentence "*According to MedlinePlus.gov ...*". Next, the students wrote *the conclusion* in the sentence "*in conclusion*". it means they knew the spelling of words but because of

some factors such as they write it in hurry, in anxious state and so forth, so they write it wrong. This error may also be caused by the lack of knowledge of students about the feeling of certain words, therefore the error happens. As Harmer (2001) states that there are some factors that influence writing, one of them is spelling. He states that although incorrect spelling should not often prevent the understanding of a written message, it can adversely affect the reader's judgment. All too bad spelling is perceived as a lack of education or care. Spelling is difficult for students in learning English. It is because the correspondence between the sound of a word and the way it is spelt is not always obvious.

The second form of misselection is misselection of the whole word. This error deals with the choice of words. The students picked the inappropriate word which in fact is not suitable with its context. Example the students wrote "*word hard*" instead of "*hard worker*" in the sentence "*second, he is work hard*". This kind of error may be caused by the lack of knowledge of using certain words or even the lack of vocabulary in writing essays.

CONCLUSION:

The result of the study, the researcher found that there were 12 lexical errors in writing argumentative essay from the fourth semester students of English Teaching Department of IAIN Batusangkar registered in 2017/2018 academic year, lexical errors in using James and Llach classification.

Based on the findings and discussion the researcher concludes that, the students of fourth semester at IAIN Batusangkar made lexical errors in their writing.

Based on the major classification of lexical errors, misselection as the highest is categorized as formal error in the students' argumentative essay. In this case there are two forms of misselection found in students' essay. They are misselection of letter and misselection of the whole word. Most of them often write English words with incorrect spelling. They still do not used to write English words with correct spelling because they rarely practice their writing skill at school like what the teacher said that he teaches writing once to twice during one semester. Moreover, misspelling error is also classified as intralingual error based on the sources of errors in which the learners have been influenced by their partial knowledge of the target language.

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