

**LEXICAL ERRORS OF ENGLISH WRITING WRITTEN BY
THE STUDENTS OF THE STATE ISLAMIC UNIVERSITY OF
MALANG AT *AL-HIKMAH AL-FATHIMIYYAH***

THESIS

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FACULTY OF HUMANITIES AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG**

2007

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THESIS

**This thesis is presented to the State Islamic University of Malang in partial
fulfillment of the requirement for the degree of *Sarjana Sastra (SS)***

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2007

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This is to certify that the thesis entitled "**Lexical Errors of English Writing Written by the Students of The State Islamic University of Malang at *Al-Hikmah Al-Fathimiyyah***" Written by Nur Chamimah has been approved by the thesis advisor, for further approval by the Board of Examiners.

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DEDICATION

*With love I dedicate this work to my dear father and mother,
who have given me their unconditional love
wherever I go and whatever I do.*

MOTTO

عن انس رضى الله عنه قال: قال رسول الله صلى الله عليه

وسلم: كل بني ادم خطاء و خير الخطائين التوابون.

(رواه الترمذى و ابن ماجه)

“Narrated Anas RA: Allah’s messenger SAW said, All the sons of Adam are sinners, but the best of sinners are those who repent often.”

(H.R. At-Turmudzi and Ibn Majah).

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I realize that my thesis will never get success without any interference from other people. Therefore, I am very grateful to the following people who have helped and supporting me to finish this thesis. Firstly, I would like to give my sincere gratitude to Prof. Dr. H. Imam Suprayogo, the Rector of UIN Malang; Drs. H. Dimjati Ahmadin, M. Pd, the Dean of Humanities and Culture Faculty; and Dra. Hj. Syafiyah, MA, the Head of English Letters and Language Department, and also my advisors Drs. Langgeng Budianto, M.Pd. and Muchamad Adam Basori, SS, who generously criticized, suggested, and generally supported me throughout the writing process of my thesis.

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I truly realized that this thesis still far from the excellent and perfect predicate. Because of those weaknesses, the constructive criticism and suggestion from the readers are required in order to make it perfect and hopefully it can be useful for the readers, especially for the English Letters and Language students.

Malang, September 2007

The researcher

ABSTRACT

Chamimah, Nur. 2007. *Lexical Errors of English Writing Written by the Students of the State Islamic University of Malang at Al-Hikmah Al-Fathimiyyah*. Thesis. English Letters and Language Department. Faculty of Humanities and Culture. The State Islamic University of Malang. Advisor: Drs. Langgeng Budianto, M.Pd., Muchamad Adam Basori, SS.

Key word: Lexical Errors, English Writing, Al-Hikmah Al-Fathimiyyah

This study investigates the lexical errors in English writing written by the students of The State Islamic University of Malang at Al-Hikmah Al-Fathimiyyah. The objectives of this study are to answer the research questions, those are, what kinds of lexical errors found in the students' sentences and how those lexical errors occur. Thus, this research is conducted to find out the types of lexical errors made by the students and describe the occurrence of the lexical errors found.

The research is designed by using qualitative descriptive method in which the data are presented in the form of sentences or words taken from the English writing competition 2006 of Al-Hikmah Al-Fathimiyyah students by the theme *Bilingualism Application in Islamic Boarding School*. The data were analyzed using an approach of formal errors of lexis category by identifying lexical errors made by the students, then classifying the lexical errors found, and describing it as well concluding the results of data analysis.

Data analysis reveals some findings covering the proposed research questions. The researcher finds that the lexical errors are committed in three categories; they are formal misselection, misformation, and distortion. Then, there are seventy two formal misselection, twenty six misformation, and one hundred and thirty six distortion. In formal misselection category, the researcher finds that there are three types, they are, errors of suffix on fifty one errors, vowel-based type on eleven errors, consonant-based type on ten errors. However, errors of prefix disappeared in the students' writing. In misformation category, there are three types, they are, coinage on two errors, borrowing on seven errors, and calque on seventeen errors. The third is distortion category, in which mostly committed by the students in their writing, occurs in four types, they are, omission on twenty four errors, overinclusion on twelve errors, misselection on ninety four errors, and misordering on six errors.

Based on those findings, this study suggests that the future researchers should determine the types of writing that will be analyzed like description, exposition, argumentation or narration because the differences in types of writing probably influence the production of lexical errors in the students' writing.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

Communication is a means of people for interaction with each other. By communication, people can exchange information or ideas between individuals. There are two kinds of communication that can be used; they are spoken communication and written communication. In spoken communication, the most important thing is the hearer can understand what the speaker means. Besides, between the speakers are also allowed to make back-and-forth process of negotiations meanings. According to Abisamra (2003), communication is the basis of life, it is at the heart of all human interactions. On the other hand, writing is a complex task. It can be said as the most difficult of the language abilities to acquire (Allen and Corder: 1974). Because in written texts, the sense of the dialogue between the writer and the reader is impossible to make negotiation of meanings as in spoken conversation. The sentence is written and it is read. Therefore, if the writer does not master the target language well, the problem of misunderstandings will be often found in their written text.

There is a different difficulty that is faced by native and non-native speaker when doing writing activity. As suggested by Abisarma (2003) that the level of difficulty in writing varies between native and non-native speakers. Native speakers think in the language used, whereas non-native speakers have to think about the rules that need to apply when constructing the sentences. So that, non-native speakers have a wider chance to make mistakes or commit errors.

As a prominent Arabic statement **الْإِنْسَانُ مَحَلٌّ وَالنَّسْيَانُ الْخَطَاءُ** which describes that all of people in the world cannot avoid the errors and forgetfulness, and certainly everyone with no exception ever makes errors or mistakes. It because we live in an imperfect world and consequently errors will always occur in spite of our best efforts (Corder, 1974: 20). It also occurs in language learning, the learners often make errors when producing the words both in spoken or written communication. This problem is usually faced by the second language learners, because they are influenced by their native language when producing the target language. Besides, the learners' error is also influenced by the target language itself. For instance, English language which has tenses patterns and other grammatical aspects cause confusion.

For English learners, they are expected to be able to use the English language not only in spoken, but also in written communication. Since writing is one of the language skills that should be mastered. Written language can be analyzed by identifying the lexical items that they apply in the sentences. It means that lexis is one of the important elements that needs to produce and also understand the text well.

There are two aspects that should be noticed by the learners to build a good sentence; they are grammatical aspects and lexical aspects. English grammar is applied to provide a general pattern of rule in combining words to phrases, and phrases to sentences. A good grammar will influence a good written communication, because the written text without applying the rules will invite misinterpretations for readers. They will not be able to read accurately. A good grammar in written text will ease the reader to understand its content. Hence, miscommunication sometimes happens among people because of the grammatical error. The second urgent aspect needed in building sentences is lexical aspect. It relates to the vocabulary or words in the dictionary. In English, nouns, verbs, adjectives, and adverbs make up the largest part of the vocabulary (Fromkin, 1997: 137).

In written communication, the learners have to take and use the words correctly in order that the messages that want to be delivered are understandable. Every word is the center of a constellation which all parts support each other (Mackey, 1984: 177). So that lexical aspect cannot be ignored in producing sentences. However, most English learners do not give a significant attention to the lexical aspect. They still often make errors in their sentences. They suppose lexical is not a complicated problem, since it can be looked easily in dictionary.

Lexis is the basic element which is very important to communicate, especially in written communication. Because an idea is impossible can be transferred without the lexis. Furthermore, Ramli proposed in his paper (2002: 218), that lexis is considered as a very crucial thing to be mastered in human's life

because by mastering lexis, we can understand a text or communicate with others. By lexis, we will also be able to do anything such as express our feeling, share ideas, or deliver messages to others. In other words, there is a positive correlation between one's knowledge and lexical items comprehension. More lexical items comprehended by someone, automatically he has a wide knowledge because he will be easier to convey and receive information.

Lexical aspect is a very crucial thing to be learnt and can be considered as a complicated problem, because many English learners often make lexical errors when they produce English sentences. It is proved by the result of a research done by Napitupulu (2005). She investigated the lexical errors in English compositions of 25 English study program students from language and art faculty of HKBP Nommensen Medan University. The study finds out that there are 387 lexical errors made and the most dominant type of lexical errors is in the category of distortion for 220 items. In addition, the dominant cause of error is intralingual error, where the students find the difficulty in the target language.

That research finding is supported by Akande, Adedeji, and Okanlawon (2006) in their research entitled *Lexical Errors in the English of Technical College Students in Osun State of Nigeria*. The multiple choice test and an essay writing exercise are administered on the students as the data sources. The results of this study show that technical college students do not have a high competence in the use of words, as they make mistakes resulting from overgeneralization of rules, wrong analogy, and wrong spelling. The researchers find that the major

lexical problem that can be identified in the objectives test is wrong lexical choice.

Almost the English learners are faced by some constraints in mastering English lexis. As a result, it influences their competence in English. They cannot transfer the ideas or express the feelings effectively in the English language. As Read (2004) in Akande, Adedeji, and Okanlawon (2006) said that lexical items carry the basic information load of the meanings they wish to comprehend and express.

Based on the view mentioned above, the researcher concludes that lexical item is the major element that must be used in written or spoken communication. Then, lexical aspect becomes very important to be learnt, especially for English learners, because the learners will find difficulty to produce coherent and meaningful texts if their mastery of English lexis is still restricted and their learning of the use of lexis is imperfect.

Therefore, this study focuses on the lexical errors in English compositions of the students of Al-Hikmah Al-Fathimiyyah. The reason in choosing this subject is because as Islamic boarding house, Al-Hikmah Al-Fathimiyyah does not only give Islamic knowledge, but also provides bilingual intensive course; including English and Arabic language for improving the students' proficiency in both of the international languages. Here, English is as the foreign language. The position of English is not as the first or second language for the students that the students learn English only as the subject in their school. Because of the different English proficiency and educational background, not all students have much interest in

English. Therefore, there are still many lexical errors in their English sentences. This is why the researcher interested in conducting this study. Besides, in applied language most researchers are concentrated on grammatical or phonological levels, while little attention is paid to the lexical aspect.

That the problem discusses in this research is mainly focused on the lexical errors made by the students of Al-Hikmah Al-Fathimiyyah in argumentative English compositions involving the types of lexical errors found in their English sentences and the occurrence of those errors. This research is aimed to classify the types of lexical errors of English sentences in the students' writing, as well describe the lexical errors when they occur.

The result of this lexical errors analysis will be useful for the lecturers who teach English intensive program in Al-Hikmah Al-Fathimiyyah. The lecturers can measure the success of their teaching activity. It can be an evaluation for them to reach the goal of intensive program, because the English writing competition is held as one of ways to know how deep the students master English during joining English intensive program.

1.2 Problems of the Study

According to the background of the study above, this study is designed to explore the following research questions:

1.2.1 What are the types of lexical errors found in the students' English sentences?

1.2.2 What is the most dominant type of lexical errors found in the students' English sentences?

1.3 Objectives of the Study

As the research questions mentioned above, the objectives of this study are to:

1.3.1 identify the types of lexical errors found in the students' English sentences; and

1.3.2 find out the most dominant type of lexical errors in the students' English sentences.

1.4 Significance of the Study

This study is designed hopefully that the results of this study will be able to contribute and add beneficial information to the linguistic theory, especially relates to the study of lexical error.

Besides theoretical significance, this study is also expected to be useful for the English learners, more specifically the students of Al-Hikmah Al-Fathimiyyah in order to get more knowledge about lexical error in English sentences. So in the

future, they can create the English sentences correctly, since they are English learners who need to improve their language skills. For teachers, it can be a feedback for teaching and learning process in order to give varieties lexis or words, as well accurate explanation and the right examples in the appropriate context, so that the English learners can fulfill their lexical needs. In addition, for English department students, the result of this study can be a reference to comprehend more the lexical error theory, and also for the next researchers who are interested in doing the similar research.

1.5 Scope and Limitation

The scope and limitation is needed in this research to avoid the broadening of the discussion and in order to be well focused on specific problems of this study. Because the study of error covers several linguistic levels, namely lexis, phonology, syntax, grammar, etcetera. Thus, the researcher focuses this study on the lexical error, which is intended to identify as well to analyze the lexical error types in the written English sentences.

In this study, the researcher limits the lexical error analysis on the English compositions made by the students of Al-Hikmah Al-Fathimiyyah by the theme *Bilingualism Application in Islamic Boarding School* as the primary data of this research with the reason that those compositions contain the problems in linguistic, especially in lexical aspect.

To discuss the problems of this study, the researcher applies the theory of Legenhausen (1975) of formal errors of lexis category. Legenhausen proposes

three categories of lexical errors that commonly appear in the English sentences of the foreign language learners. Those three categories are first, formal misselection involving suffix, prefix, the vowel-based type, and the consonant-based type, second, misformation involving borrowing, coinage, and calque, third, is distortion involving omission, overinclusion, misselection, and misordering.

1.6 Definition of the Key Terms

To avoid misinterpretation in understanding this study, the researcher provides the following key terms:

1. Lexical Error

The deviation from the lexical norm as it appears in dictionaries and grammars. It also can be defined as rule out the co-occurrence of some words with others because of the impropriety of pairs of words.

2. English Writing

A string of English sentences which are produced by the students of Al-Hikmah Al-Fathimiyyah in English writing competition program.

3. Al-Hikmah Al-Fathimiyyah

One of Islamic boarding houses in Malang which provides bilingual intensive course for the students to support their academic skill, since they also become the students of university.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the lexical units, the study of error which covers the significance of error, classes of error, and sources of error, then continued by lexical error types and previous studies.

2.1 Lexical Units

As the definition of language, that is a system which tie the meaning and sound together, language certainly consist of some subsystems or structures involving phonology, grammar, and lexicon. The third subsystem relates to the vocabulary of language. The dictionaries define lexicon as the vocabulary of a language, the vocabulary of an individual speaker, the total stock of morphemes or words of a language.

Actually, there are some definitions of lexicon. In *Dictionary of Language and Linguistics* lexicon is defined as a collection of the vocabulary or lexical items in a language variety, involving word, phrase, or term as listed in dictionary. A branch of linguistics which discusses deeply about the lexical items as well their meanings and evolution is called lexicology. Whereas Kridalaksana (2005) said that lexicon is a unit of the vocabulary in a language which is understandable and possible to be used by someone to construct a new sentence.

Lexicon as one of language structure has a great role for developing a language. Even, Kridalaksana (2005:138) treats language just like a building, and

lexicon becomes its bricks, while grammar and phonology are the building's framework to tie those bricks. The previous parable describes that lexicon is a very crucial structure in a language.

Lexicon which is well known as a word or vocabulary must be used in spoken or written communication. The words are constructed to be a phrase, clause, and sentence by applying certain agreed rules. Then, this sentence construction can be used to express an idea that wants to be conveyed to others. In conclusion, expressing an idea without words or lexicon is impossible.

2.2 The Study of Error

As the researcher explains in chapter I, specifically in the background of the study above, that all learners make errors, and the learner's errors in learning and applying a foreign language have been of concern to teachers.

The word "error" itself, is derived from a Latin word *errare*, its meaning is "to wander, roam, or stray" (Hendrickson, 1980). Actually the meaning of error depends on its use for a particular purpose or objective. For the purpose of a discussion on error correction in foreign language teaching, error is defined as an utterance, form, or structure that a particular language teacher cannot accept it because of its inappropriate use or its absence in real-life discourse (Croft, 1980:169).

Error and mistake are two terms which almost similar, however in the context of linguistics, those terms are different. Mistake is a random performance slip caused by fatigue, excitement, etc., and therefore can be self corrected,

whereas an error is a systematic deviation made by the learners who have not yet mastered the rule of the target language. Thus, the learners cannot correct an error by themselves because it is a product reflective of their current stage of second language development or underlying competence (Croft, 1980:59). Error can be considered as a sign of human fallibility like lack of attention or poor memory. In addition, error may also be considered as the result of the influence of the learner's mother tongue, which is called interference. Fanselow in Hendrickson (1980:162) concludes that errors are part of learning, and mistaken hypotheses and wrong connections are normal.

When investigating the learner's errors, it is essential to know the kinds of error, and differentiate between systematic and non-systematic error. We often find in normal adult speech the errors of one sort or another. Those errors are usually caused by memory lapses, physical states, such as tiredness, physical conditions, and a strong emotion. The previous causes of errors are not related to the knowledge of language, but it can be said as the errors of performance. The learners will immediately be aware and correct those errors. As Miller in Corder (1967) states that errors of performance refer to mistakes and the systematic errors refer to error of the learner from which we are able to reconstruct his knowledge of the language, as it is called transitional competence.

While Hendrickson (1980:159) draws a distinction of the learner's errors, global and local errors, that similar to the classification by Burt and Kiparsky (1972). The errors cause a listener or reader to misunderstand or misinterpret the message and consider the message incomprehensible with the textual context of

the error, this error is called *global error*. On the other hand, *local error* is the errors that makes a form or structure in a sentence appear awkward, but a proficient speaker or reader of a foreign language little difficulty but still can understand the intended meaning of a sentence through its contextual framework. Furthermore, mostly global errors are found in compositions written by intermediate students of English as a second language. They make inadequate lexical knowledge, misuse of prepositions and pronouns, and seriously misspell lexical items. Most local errors are caused by misuse and omission of prepositions, lack of subject-verb agreement, misspelled words, and faulty lexical choices. In simple terms, global errors significantly disturb communication, whereas local errors do not.

In pedagogical term, error analysis can be feedback, so it has big influence for designing materials and strategies. The goals of error analysis are purely pragmatic, according to Shridar (1980:103) by identifying the learner's errors, an educator will be able to; (a) determine the sequence of presentation of target items in textbook and classroom starting from the difficult items then followed by the easier ones, (b) decide the relative degree of emphasis, explanation, and practice required to put across various items in the target language, (c) plan or arrange remedial lessons and exercises, (d) select items for testing the learner's proficiency.

From the above explanation about the study of error, it can be concluded that errors in learning language gives important contributions to understand the nature of language learning process.

2.2.1 Significance of Error

Making mistakes is a common thing in human learning, particularly in language learning. It is not possible to avoid errors when learning language skills. The certain language learners often find the difficulties when learning a foreign language. Corder (1967:25) stated that a learner's errors provide evidence of the language systems that have been learned at a particular point in the course. Corder in Schachter and Celce-Murcia (1980) claims that those errors are significant in three ways for learning processes. Firstly, for a teacher, by those errors a teacher is able to know if he undertakes a systematic analysis, how far the goal of learning was reached and the learner's progression; consequently, what he must learn. So that teacher will come to better understanding the learner's needs.

Actually, the language teachers should expect many errors from their learners, and should accept those errors as a natural phenomenon in the process of learning a foreign language. When teacher tolerates some learner's errors, the learners will feel more confident to use the foreign language than if all their errors are corrected. Teacher should know that people make mistakes while they are learning a new skill, and they can learn from their mistakes when they receive periodic and supportive feedback (Hendrickson, 1980:155). Secondly, for the researcher, they provide evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, for a learner himself, it is the most important aspect because by making errors that the learner can learn the nature of the language he is learning. Then

making errors becomes a strategy employed both by children acquiring their mother tongue and by those learning a second language.

After knowing the significance of errors, this study is conducted to find out common errors in lexical items made by the students of Al-Hikmah Al-Fathimiyyah in their English sentences. It is aimed to evaluate the student's writing ability in English.

2.2.2 Classes of Error

Richards (1971) proposes a three classification of errors

2.2.2.1 Interlingual Errors

Interlingual or interlanguage refers to the intermediate status of the learner's system between the native language and the target language (Croft, 1980:87). This error is caused by the influence of the source language to the target language or it is well known as interference. Richards (1971) also has similar definition of interlingual errors that is, errors caused by the interference of the learner's mother tongue on his production of the target language.

Corder in Abisamra (2003) states that there are interlingual errors when the learner's first language habits (patterns, systems, or rules) interfere him, from acquiring the patterns and rules of the second language. Interference is the negative influence of the mother language on the performance of the target language.

In his paper *Contrastive Analysis, Error Analysis and Interlanguage*, Sridhar in Croft (1980) said that the term interlanguage can be referred for some reasons:

- (1) it captures the indeterminate status of the learner's system between his native language and the target language;
- (2) it represents the instability of the learner's language; and
- (3) in the term language, it explicitly recognizes the rule-governed, systematic nature of the learner's performance and its adequacy as a functional communicative system.

2.2.2.2 Intralingual Errors

Intralingual errors are caused by the difficulty of the target language itself. For instance, in English, which has many patterns and grammatical aspects that cause confusion for a learner. Then a learner who does not have adequate knowledge of English structures will find complex rule-learning behavior such as, overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. When the complexity of English structure causes learning problems, the learners tend to make similar errors (Schachter and Celce-Murcia in croft, 1980:122).

2.2.2.3 Developmental Errors

The developmental errors reflect the strategies by which the learner acquires the language. Richards (1971) illustrates the developmental errors as the attempt of the learner to build up hypotheses about the target language based on his limited experience of it in the classroom or textbook.

Intralingual and developmental errors reflect the learner's competence at a particular level and describe some general characteristics of language acquisition. Furthermore, Richards states the causes of those errors are the structure of English itself, and through reference to the strategy by which a second language is acquired and taught. Both intralingual and developmental errors are typical of systematic errors in English usage which can be found in many case-studies of the English errors of speakers of particular mother tongues.

2.2.3 Sources of Error

Richards and Sampson (1974) wrote in the paper entitled *The Study of Learner English*, that there are seven sources of errors:

2.2.3.1 Language Transfer

Language transfer is one of the major sources of difficulty in second language learning. This factor can be identified when the sentences in the target language shows interference from the mother tongue. George (1971) found that one-third of the deviant sentences from second language learners could be attributed to language transfer.

2.2.3.2 Intralingual Interference

Intralingual interference refers to items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language (Richards: 1970). Richards also exposed four types and causes for intralingual errors:

- a. overgeneralization

It is associated with redundancy reduction. Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. It may be the result of the learner reducing his linguistic burden.

b. ignorance of rule restriction

It is the application of rules to contexts to which they do not apply. Some rule restrictions errors may be accounted for in terms of analogy. Other instances may result from the rote learning of rules.

c. incomplete application of rules

The faulty to apply the target language rules completely. This error relates to the occurrence of structures or the rules required to produce acceptable utterances such as, across background languages, and systematic difficulty in the use of questions.

d. semantic errors

Semantic errors such as, building concepts or system is faulty comprehension of distinctions in the target language (Abisarma: 2003). This type of error can be found in such example, the confusion of the learner to use *too*, *so*, and *very*. The learner often feels that those are synonyms, although they have contrastive meaning.

2.2.3.3 Sociolinguistic situation

The different settings for language use result in different degrees and types of language learning. Those different settings include the effects of the learner's motivations for learning the second language and also the effects of the socio-

cultural settings. Some linguists assumed the distinction of compound and co-ordinate bilingualism. The different settings for language learning may motivate different processes of language learning. For example, two languages may be learned in the same socio-cultural settings or in two different settings. If the languages are learned in the same setting, the learner may develop a given type of semantic structure. The learner may identify two similar words from different language in a simple concept (compound bilingualism). On the other hand, if those words are learned in different setting, the learner may store them separately (co-ordinate bilingualism).

Concerning with sociolinguistic situation also leads to the general motivation which may influence the language learning. It relates to the learner's needs and perceptions. There are two types of motivation; the instrumental and integrative motivations. The instrumental type means learner's motivation to study a language for beneficial purposes, and it is appropriate for short term goals. Whereas, integrative motivation is described as a learner's motivation to study a language as a means for integration with members of another cultural linguistic group, and it needs a hard effort to acquire a language (Richards and Sampson: 1974).

2.2.3.4 Modality

The fourth factor which may affect the learner's language is the modality of exposure to the target language and the modality of production. In language acquisition, production and perception are interrelated systems. People often make deviance on their mother tongue in speech production. In a research done by

Nemser (1971) tells that two different systems may be internalized in the target language depending on the modality. In addition, in the productive modality, phonological replacements differed depends on whether the learner was imitating utterances he heard or producing speech spontaneously.

2.2.3.5 Age

The fifth factor which may affect the language learning is the learner's age. The child's memory span increases with age and it may influence his language learning. A child acquires a greater number of abstract concepts, and it is used to interpret his experience (Richards and Sampson: 1971). In 1997, Lenneberg in Richards states that a period of primary language acquisition is determined by biological aspect. Some characteristics of child's language have been related to the particular nature of his memory and processing strategies in childhood. These can be looked from the limitations on the length of utterances of children's language, as the child's inability to plan ahead more than a few words. This aspect may differentiate between child and adult learner. In some ways, adult learner has better memories, a larger store of abstract concepts that can be used in learning, and has greater ability to form new concepts. The adult learner is also better prepared for language learning. However, children are better imitators of speech sounds.

Actually, there is no categorical statement about the relationship of language learning to age can be made. The biological influence of children in acquiring language is not really concerned, but it emphasizes on how the child learns language, whether resembles or differs from adult language. Then, it can be

looked from the different language learning situations. The results differences according to age are mainly reflected by motivational and situational differences. The need to understand and speak are much more crucial problems for young children than for the adults learning a new language.

2.2.3.6 Successions of Approximative Systems

The sixth factor relates to the lack of stability of the learner's approximative system. Those systems are unstable in every individual, since the circumstances of language learning vary from a person to another, so does the acquisition of new lexical, phonological, and syntactic items (Richards and Sampson: 1974). The language learner's system is differed between the receptive competence and the productive competence. It means that although the learner understands standard English or the language rule system, but he may often produce some deviant sentences when applying target language.

2.2.3.7 Universal Hierarchy of Difficulty

This seventh factor only gets little attention in the literature of second language acquisition. It is concerned with the inherent difficulty for man of certain phonological, syntactic, or semantic items or structures. Some forms may be inherently difficult to learn no matter what the background of the learner. The difficulty is felt not only for non-native speaker but also for native speaker. For example, when pronouncing the English phone /v/ and /f/. The speaker, either native or non-native speaker, finds the difficulty to differentiate those phones.

The learner's difficulty also depends on the degree and nature of what he has acquired of the second language. The learner's knowledge of the target

language will be used to form part of the data when he intends to infer the meaning of new elements (Richards and Sampson: 1974).

Some psycholinguists have been defined the difficulty in language learning in terms of some factors, such as sentence length, processing time required, derivational complexity, types of embedding, number of transformations, and semantic complexity.

2.3 Lexical Error Types

Classifying the lexical errors in the learner's sentences is related to the knowledge of vocabulary they have. An error in lexical application can be investigated through the student's written language. The investigation can be done by using the classification of Legenhausen (1975), who has categorized the lexical error in the formal errors of lexis as the following categories:

2.3.1 Formal Misselection

This lexical error type is an error of word usage incorrectly because of the meaning that looks like and sounds resemble. Then this type is divided into four groups; (a) suffix, (b) prefix, (c) vowel-based type, and (d) consonant-based type.

(a) Suffixes

Suffixes are the bound morphemes which are added to the end of a word. There are a lot of suffixes in English such as, -ly, -er, -ion, -ness, -ist, -s, -ed, and -ing. In English, suffix -ly, -er, -ion, -ness, and -ist are used in derivation, while for suffix -s, -ed, and -ing used in inflection. Derivational suffix refers to a change

the identity of word because of affixation. The change also involves the meaning and the part of speech, for example (educate vs. education), from verb becomes noun. On the other hand, inflectional suffix is a change or modify the word form without change the identity of lexical word. For example (small vs. smaller), both are adjectives.

Suffixes have two functions as Brinton states in his book *The Structure of Modern English*; first, to change the meaning of the root and the second, to change the part of speech of the root. From the meaning changing, suffixes can be classified into three kinds; *the diminutive suffixes* as -ling, -let, -y (e.g. princeling, booklet, daddy), *the feminine suffixes* as -ess, -ette, -rix, -ine (e.g. actress, usherette, aviatrix, heroine), these suffixes are used for social and cultural reasons, but now is rarely used. The last is *the abstract suffixes* as -ship, -hood, -ism (e.g. friendship, childhood, feminism), making an abstract noun out of a concrete noun. Besides, suffixes also change the word class of the root. Then, from this class changing, suffixes are classified into *nominalizer*; the suffix which produces a noun from a verb or an adjective (e.g. work-worker, happy-happiness). A suffix which produces a verb from a noun or an adjective is called *verbalizer* (e.g. priority-prioritize, simple-simplify). While, a suffix which produces an adjective from a noun, a verb, or another adjective is called *adjectivalizer* (e.g. flower-flowery, use-useful, lone-lonely), and the last categories of class changing suffixes is *adverbializer*; that is a suffix which produces an adverb from an adjective or a noun (e.g. quick-quickly, home-homeward).

The examples of errors in suffixes are:

1) in conclude, English is important language

* 1) in conclusion, English is important language

2) She is very beauty

* 2) She is very beautiful

(b) Prefixes

Prefixes are the bound morphemes which are added to the beginning of a word such as, re-, un-, and in-. In English, prefix re-, un-, and in- are used in derivation not in the inflection.

Prefixes change only the meaning of the root, not the word class. In English, prefixes relate to semantic classes. It depends on the meaning that they contribute to the root. Based on the semantic classes, prefixes can be classified into privative and negative prefix. A *privative prefix* shows the opposite of an action (e.g. undo) or *the absence of a quality* (e.g. amoral), whereas a *negative prefix* expresses 'not' (e.g. dishonest). Besides, other classification of the prefixes of English such as *completeness* (e.g. fulfill), *reversal* (e.g. counterattack), and *subordination* (e.g. vice chair). In addition, some prefixes may involve to more than one category; a prefix under- can be expressed both degree (e.g. underpayment) and place (e.g. underwater). Prefixes also may be added to more than one part of speech for example, mislead (verb) and misfortune (noun).

(c) and (d) Vowel-based type and consonant-based type

Those are the error of spelling in written language (misspelling).

Misspelling can be considered as one of substantial error in written as confusion in mischoice.

For example: 1) language is very imfortant for academic field

* 1) language is very important for academic field

- 2) Indonesian education sistem is still confusing
- * 2) Indonesian education system is still confusing

2.3.2 Misformation

This lexical error type is produced by the learners by providing or giving something, although it is not perfectly true or does not exist in the target language. Napitupulu (2005) basing on James (1998) classify the types of error in misformation, they are; borrowing, coinage, and calque.

(a) Borrowing

Borrowing is an error of word usage because of the taking over of words from other languages which have not be standardized yet in certain language. In other words, borrowing is the insertion of an item from first language words without any attempt to adapt it to the target language.

For example: 1) the students read classical kitab every morning

*1) the students read classical book every morning

2) being able to dakwah is a great thing for Moslem

*2) being able to missionize is a great thing for Moslem

(b) Coinage

Coinage is characterized by giving rise to adapted first language words so that they sound or look like English. In other words, this error occurs because the writer uses new word finding from first language then it applies in the target language.

For example: They prefer to speak Maduranes language than English

* They prefer to speak Madurese language than English

(d) Calque

Calque is an error of word usage resulting from literal translation of first language. The influence of the first language to the target language can be identified from the sentence structure or the word choice of the learners in their writing. Here, the learner adapts first language words so that, they sound and look like English.

For example: 1) I do the homework with serious

* 1) I do the homework seriously

2) She went to homesick to see his boyfriend

* 2) She went to hospital to see his boyfriend

2.3.3 Distortion

This error type refers to incomplete application of rules such as, omission, overinclusion, misselection, and misordering.

(a) Omission

Omission is resulting from the absence of an item that should appear in a well-formed utterance with meaningful word.

For example: 1) A teacher should suport the students to speak English

* 1) A teacher should support the students to speak English

2) People need to understand the manajement of life

* 2) People need to understand the management of life

(b) Overinclusion

Overinclusion is the opposite of omission. This error is known by the presence of an item or element which should not be included or appeared in a well-formed utterance.

For example: 1) because they affraid if they get some punishment

* 1) because they afraid if they get some punishment

2) Some students are shay to speak English

* 2) Some students are shy to speak English

(c) Misselection

Misselection is an error in choosing the correct word. This error occurs because the learner's lack of understanding of synonymous meaning of word. They do not know well how to use the most appropriate word from those synonymous words. As the linguistics stated that there are no synonymous words which are quite similar. However, certainly the usage of a word will be more appropriate to be used in certain context than other.

For example: 1) when our friend breaks the rule, we should remember them

* 1) when our friend breaks the rule, we should remind them

2) The punishment has a purpose to make the students well

* 2) The punishment has a purpose to make the students better

(d) Misordering

Misordering is an error which is caused by incorrect placement of a sound, either it is vocal or consonant in a word and can change its meaning. Misordering occurs systematically for the second language learners in constitutions which have learned. Besides, the learners make this type of error in written language resulting from literal translation.

For example: 1) to survive in this globalization era, we should be a quality
high person

* 1) to survive in this globalization era, we should have a high
quality person

2) If peope are lazy, English is too difficult to learn

* 2) If people are lazy, English is too difficult to learn

2.4 Previous Studies

In conducting this study, the researcher finds some previous researchers who investigated the lexical errors in English written language. They are Abisamra (2003) in his paper entitled *An Analysis of Errors in Arabic Speaker's English Writings*. He identified and analyzed the Arabic speaker's errors in English essay writing of Brevet students. In this study, he found out that the total number of errors from 10 essays was 214, and the highest percentage of errors in substance for 120 items. Abisamra concluded in his study that only one-third of the second language learner's errors can be attributed to negative first language transfer and most of the errors are caused by an over application of second language. In conducting this research, he did not limit his study on certain categories of errors, but he followed taxonomy for error analysis including grammatical, syntactic, semantic and substance, and discourse errors.

The second researcher is Napitupulu (2005) who has investigated the lexical errors in the learners of English at the language and art faculty in HKBP Nommensen Medan. The researcher has found that there are many errors made by the learners in the use of lexis when producing English compositions. The result of this study shows that the learner's errors dominantly in distortion category. It is

caused they could not apply the rules of English completely, and because interference or the influence of source language when using the target language, namely English.

The research which has also examined the lexical errors in written English was conducted by Akande, Adedeji, and Okanlawon (2006). The subject of this research was the multiple choice test and an essay writing exercise which were administered on technical college students in Osun State of Nigeria. Then, the research found that the lexical errors mostly appeared in the student's essay writing. Based on this research, technical college students usually made errors resulting from overgeneralization of rules, wrong spelling, and wrong analogy. In this study, the researchers did not apply specific theory related to the classification of lexical errors, but they just identified and found several types of errors from the students' responses. Then the determination of the most frequent error types in each subject was emphasized.

Based on the previous research above, the researcher is interested in investigating the lexical errors in the English sentences by using the theory of Legenhausen which has ever applied by Napitupulu. However, certainly appears a thing which differentiates this research with the previous one regarding the data of this study. If Napitupulu used any English compositions of the students during joining composition 1 class, here, in this study is only limited on certain compositions, focuses on the compositions by the theme *Bilingualism Application in Islamic Boarding School*.

CHAPTER III

RESEARCH METHOD

This chapter discusses about the methodology and procedures when this study is designed. It consists of research design, data sources, research instrument, data collection, and data analysis.

3.1 Research Design

The method used in this study was descriptive qualitative method, because it describes the condition of the object as when the research is done, and based on the facts appear related to lexical errors analysis in the student's sentences. The data were taken from the English compositions of Al-Hikmah Al-Fathimiyyah students, so the form of the data was in the words and sentences forms. Here, the researcher investigated the lexical error types and find out the most dominant type of those errors in English writings of Al-Hikmah Al-Fathimiyyah students. Therefore, the researcher applied descriptive qualitative method in this study in order to be able to analyze the data and obtain the accurate result descriptively.

In analyzing the data, the researcher followed the theory of Legenhausen (1975), which related to the lexical errors categorization. In addition, this study can be concluded into error analysis or the study of error, since it is a type of linguistic analysis that focuses on the errors that the learners make.

3.2 Data Sources

The data of this study were the words or sentences in English writings of the students in Al-Hikmah Al-Fathimiyyah by the theme *Bilingual Application in the Boarding School*. The researcher chose those writings as the data sources of this study that many lexical errors can be found to analyze. The researcher took the data from the students' English writings when joining English writing competition (2006).

3.4 Research Instrument

As the researcher presents before, that this research belongs to descriptive qualitative study so, the researcher was the main instrument for collecting and analyzing the data. According to Moleong (2005: 09) a human instrument was used in a research because only human who has capability to understand the real condition of the research subject. In this research, the researcher spent considerable time to read and understand the students' compositions in order that I can make decision to take the sentences or words as the data of this research.

This research was aimed to identify and classify the lexical errors in the English sentences. Therefore, no other possible instrument can be used to obtain the result of this study, because the object of this study was written English sentences that need the involvement of the researcher to analyze.

3.5 Data Collection

The data of this study were taken from written sentences of English compositions. In collecting the data, the researcher did some steps. Firstly, the researcher borrowed the documentation of the bilingual intensive course committee, which contains the students' English writing collection to be copied. Secondly, the researcher used reading deeply of the students' writings to acquire well understanding, then I observed the words and sentences from each composition to find out the errors. After observing the compositions, the researcher found a composition, which content was irrelevant with the theme given. Thus, the researcher did not use the whole compositions available, but only the compositions that are suitable with the theme. Next, from the selected writings, the researcher observed again to acquire the lexical errors which are relevant with the problems of this study.

3.6 Data Analysis

The data obtained were analyzed through the following steps. First, the data were identified for any deviation in using lexical items especially, in the verbs, nouns, adjectives, and adverbs. After that, the researcher record the lexical errors found in the students' compositions then prove the errors by improving the correct lexis. Second, the researcher classified the lexical errors found according to the classification of Legenhausen, which can be classified into formal misselection, misformation, and distortion. Then, from the main lexical error categories above, they can be classified again into the sub-main categories they

are, formal misselection consists of suffix, prefix, the vowel-based type, and the consonant-based type, misformation consists of borrowing, coinage, and calque, and distortion consists of omission, overinclusion, misselection, and misordering. Third step, after the data classified, the lexical errors found are described by comparing the original sentences from the students' compositions with the reconstructed sentences. Besides, the researcher measures the frequency of each lexical error types which appear in the students' sentences. In this case, the function of percentage is merely to support the description of the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of data analysis based on the problems of the study as mentioned in chapter I. Then, the findings followed by the discussion that can be obtained from the result of analysis.

4.1 Findings

In this section, the researcher identified and described the lexical errors made by the students in their English writings. The theory for identifying the lexical errors is based on Legenhausen theory, which are categorized into three types, they are, formal misselection, misformation, and distortion. Then, the errors in formal misselection are classified into four types: error in suffix, prefix, vowel-based, and consonant-based type. Then errors in misformation are classified into three types: coinage, borrowing, and calque. The last is distortion which can be classified into omission, overinclusion, misselection, and misordering. All those errors classification can be found in English sentences of Al-Hikmah Al-Fathimiyyah students. The total number of lexical errors that the researcher found in the students' writings are 234 lexical errors found from the data of this research. They are 72 errors of formal misselection, 26 errors of misformation, and 136 errors of distortion. Here they are, in the description below, divided according to the different categories:

4.1.1 The Types of Lexical Errors

4.1.1.1 Formal Misselection

Formal misselection is an error in lexical items that is characterized by applying incorrect word because the meaning looks and sound resemble.

According to the data of this research, there are 72 errors of formal misselection.

This formal misselection is divided into four categories they are, suffix, prefix, vowel-based type and consonant-based type. From those formal misselection categories the errors in suffix are mostly occurred in the students' writing in 51 errors then followed by errors of vowel-based type with 11 errors, and consonant-based type with 10 errors, whereas, the errors of prefix did not appear in the students' writing.

4.1.1.1.1 Suffix

Suffix is the bound morphemes which are added to the end of a word. For example, -ly, -ness, -ion, -ist, etc. They are used in derivation, whereas the suffixes like -s, -ing, -er, -ed are used in inflection. Derivational suffix are used to make new words in the language and are often used to make words of a different grammatical category from the stem. Whereas, inflectional suffix are not used to produce new words in the language but rather to indicate aspects of the grammatical function of a word. Based on Yule (1994) inflection is usually used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.

From the above explanation about the two types of suffix, in this study only investigates the errors in derivational suffix from the students' writing, since derivational suffix can change the identity of lexical item or the meaning of word. From investigating the errors in suffix, the researcher found 51 errors, the examples of suffix error are as the following sentences:

1. *Aplication bilingual in the bording school area (1.1)*
2. *Bilingual is there are two language (1.2)*
3. *Now, bording school for Moslem are making bilingual, Arabic and English (1.4)*
4. *they can study easy (1.5)*
5. *Differ the klasik era, people made have a something to her work (1.13)*
6. *we know what the suggestion and what the forbide by God (1.22)*
7. *we can done some work enjoy and happy, there is not a problem (1.23)*
8. *they were understood what the forigner conversation (1.26)*
9. *And many office used English language when they are conversation, intimate and the other work (1.27)*
10. *Many schools are succes to make the students able to speak English, but many schools are not succes to make them to speak or learn English well (2.4)*
11. *it will guarantee they will be a succes person in the future (2.18)*
12. *The urgency of bilingual application in pesantren (3.1)*
13. *To answer this competition pesantren begin to have new program that is applying bilingual in pesantren as everyday conversational (3.4)*
14. *Student are not only faced by religion problem (3.6)*
15. *How to apply bilingual in pesantren is definite the succesful of aims (3.12)*
16. *how to use it in everyday conversational begin from wake up until sleep again (3.15)*
17. *Cause someone comfort and love its language county (3.19)*
18. *One thing that must be remember is learning language and communicating with its language do not make the students as the learner forget their nationalism or they forget its language country life style (3.20)*
19. *Applying bilingual in pesantren is to answer period demanding, since it has many advantages and urgencies (3.21)*
20. *As usual happened in our life, every program has some obstacles (4.9)*
21. *The fourth is the lackness of firm attitude to give punishment (4.15)*
22. *The owner of this kind of boarding school hopes that after graduation, they can improve their knowledge themselves (5.9)*
23. *Open the mind, receive the information, and share the ideas are an exactly way to solve our stagnancy (5.11)*
24. *Language include to speaking language, body language, and writing language (6.2)*

25. Looking for this needed so people in the world agree to make international language that is, English (6.6)
26. because study there, are more discipline (6.13)
27. This course make study language in the course failer than study language in the Islamic boarding house (6.21)
28. The fact that show the successful of studying English in the Islamic boarding house... (6.22)
29. In addition, the graduating from the course also can get scholarship and can be a teacher but just several people (6.26)
30. We know that the graduating from Islamic boarding house easy to applicate their language than the graduating from course (6.27)
31. Many good program there that make the students easy to study language and also can speak language fastly (6.27)

Most students used the word *bilingual* for “dua bahasa” meaning. They did not know the word *bilingual* is incorrect to be applied in their sentences. Because it is an adjective, and the suffix that can be added to change adjective for noun of *bilingual* is "ism" to the word *bilingualism*.

Many of the errors made were as a result of the student's lack of understanding in differentiating the word class. For instance, to reveal the adjective form, the students did not add the suffix to the noun. As in the word *success*, it should be *successful* because the suffix "ful" is used to change *success* into adjective form. The same explanation goes for religion as used in sentence 14. It can be clearly looked that it is incorrect when the student wrote *religion problem* instead of *religious problem*. Since *religious* is the determiner of the word *problem*, and it should be in the adjective form. In the same vein, the way *exactly* and *fastly* were used in the sentence 28 and 39 shows that the students had not really recognized the class of word. Both of them are incorrect since the suffix "ly" should not be appeared.

4.1.1.1.2 Vowel-Based Type

As stated in chapter II, vowel-based type is a kind of error in spelling of written work. Here, the writer commits error in the vowel form of a word. After analyzing the data, the researcher can find 11 errors in vowel-based type such as;

1. Many bourding school Moslem made English and Arabic language to practise for everyday (1.25)
2. All of caretaker thought some student from bourding school Moslem, not only can Arabic language but they must can English language too (1.26)
3. if they are out of bourding school Moslem they were understood what the foreigner conversation (1.27)
4. All of society thought that some students out of bourding school Moslem (1.30)
5. some student outed of from bourding school Moslem she not associate with society (1.32)
6. For example make some metting once, in that metting there are speech, mis/ mister of ceremony and some drama that are activity to suport them to speak English well (2.10)
7. If they breaks the role, so they will get punishment (4.3)
8. they can be influanced not to use bilingual in Arabic or English (4.17)
9. but than, there was the darkness are which make us sink (5.2)
10. Another way is making vocabularies than sticked in the certain places or strategic places (6.15)

The underlined words are incorrect because the writer did not know the right vowel after the other vowel as in sentences 1, 2, 3, 4, and 5 above. The word *boarding* should be used instead of the word *bourding*. Then, for the sentence 6 the writer chose the consonant *t* instead of the vowel *e* to produce the word *meeting* as a result of analogy with such item as *getting*. Some of the errors in vowel-based type made because the students' lack of understanding of the English spelling. For instance, as shown in sentences 7, 8, 9, and 10. The students had not really mastered the English spelling, therefore they used inappropriate vowel in their sentences. In sentence 7, the word *role* actually appears in English dictionary, but it is not appropriate with the meaning intended by the student. By

looking at the context of the sentence can be known that the correct one is *rule*. Also the use of *than* in sentence 9 and 10 is incorrect. It must be *then* as the student's meaning intended that is "kemudian". The same error also can be observed in sentence 8. The word *influnced* above showed that the student committed lexical error by writing error spelling of a vowel.

4.1.1.1.3 Consonant-Based Type

Consonant-based type is similar with the vowel-based type, they occur because of misspelling. As the name of this error, consonant-based type appears because there is a wrong consonant used in a word. From the students' writing, this type of errors is found such as;

1. *English language is importand in the word as Arabic language (1.3)*
2. *Hoped educated smart Indonesian society and kreative (1.9)*
3. *knowed information is very importand (1.11)*
4. *We can look for sciense (1.20)*
5. *...made English and Arabic language to practise for everyday (1.25)*
6. *Because of language is very imfortant... (2.5)*
7. *In globalitation era, people is faced by free competition (3.2)*
8. *The first advantages is to practise our speaking's skill (4.6)*
9. *Moslem to reach their position again by improve ourself quality in knowledge and technologi (5.3)*

The underlined words are incorrect since they cannot be found in English dictionary. It means that those words are meaningless, whereas the correct words are: *important, creative, science, practice, globalization, and technology*. The students committed these errors because the influence of intralingual factor, that is overgeneralization. The students chose incorrect spelling in constructing those words.

4.1.1.2 Misformation

Misformation is a type of lexical errors which are characterized by giving or adding the word although that word is incorrect or cannot be found in the target language. There are three categories of misformation they are, coinage, borrowing, and calque. From the data of this research revealed that the errors of misformation is the smallest number. There are only 7 errors of borrowing, 17 errors of calque, and the errors of coinage accounted for only 2 errors.

4.1.1.2.1 Borrowing

Borrowing is the insertion of a first language word without any attempt at adapting it to the target language. In this research are found 7 errors in borrowing, and the examples of this error are:

1. *Differ the klasik era, people made have a something to her work (1.14)*
2. *...and also understand classical kitab that written in Arabic language (3.8)*
3. *Students must be able to dakwah not only in local area but also international area to answer period need (3.9)*
4. *First of all we have to know santri capability in bilingual speaking (English and Arabic) through placement test (3.14)*
5. *In the other hand, muslim in the word also make international language that is, Arabic (6.7)*
6. *Using Arabic when read kitab, making intensive program, etc. (6.16)*
7. *Many students who were graduated for Islamic boarding house can continue their study to abroad such as in Mesir, Australia, etc (6.23)*

As can be seen, there are insertion of the first language in the above sentences. Here, the students did not know the English lexis to represent what they mean. This error occurred since the students did not have adequate lexical knowledge of English. They directly adopt those words from their mother tongue

without any effort to change it to the English. For the correct sentences, can be observed in appendix (table 1).

4.1.1.2.2 Coinage

Coinage errors are characterized by giving rise to adapted first language word, so that they sound and look like English. This type of error has only 2 occurrences in the students' compositions, as the following sentences:

1. *To avoid westernization and Arabication, pesantren must plant to them nationalism (3.22)*
2. *They feel comfortable when they speak by using their native languages (Javanese, Maduranes, or Indonesian language) (4.11)*

Those two sentences appeared two incorrect words they are, *Arabication* and *Maduranes*. In the first sentence, the student wanted to write the word, which has meaning as the word *westernization*. Then, in the second sentence the word *Maduranes* was produced by the student to define Bahasa Madura, instead of the word *Madurese*.

4.1.1.2.3 Calque

Calque refers to designing a second language word resulting from literal translation. From the data of this study are found 17 errors in calque, they are:

1. *because with the Arabic and English language they can study easy (1.5)*
2. *With information news we will knowing word situation, because English language for the word (1.11)*
3. *...not only can Arabic language but they must can English language too (1.26)*
4. *...have to make they like English and Arabic as like as possible (2.17)*
5. *Since English and Arabic are international language so two of them (3.6)*

6. to avoid happening imbalance in applying bilingual (3.16)
7. We also must teach them way how to use it in everyday conversational begin from wake up until sleep again (3.17)
8. or they forget its language country life style (3.21)

In the sentences above, the researcher finds the type of calque errors. The students considered that preposition *with* can be applied in sentence 1 and 2 while, the correct preposition is *by*. This error appeared because the student used her native language rules, namely Indonesian language to construct English sentences.

In sentence 3, the student wrote incorrect sentences because in English rules, the words *not only* should be accompanied by *but also*. But in those sentences, the student used *but* and *too*. Then, the student wrote the sentence *must can English* refers to “harus bisa dalam bahasa Inggris”, it is incorrect. It should be *must be able in English*. Although the word *can* has meaning “bisa” as the word *able*, but the most appropriate word is *able* because after *must* should not be followed by the modal, here *can*. This error occurred because the student could not differentiate the synonymous words to apply. In sentence 4, the student use the word *they* for “mereka” meaning. While, the position of that word is as the object of the sentences, thus it can be told that the word *they* is incorrect instead of *them*. In this case, the student thought that the word *they* can represent “mereka” meaning. Besides, it can be said that the student did not have enough lexical knowledge of English to use. Thus, in producing English sentences, they only use the English lexis that they have. The same vein, in sentence 5 the student wrote the phrase *two of them* which should be *both of them*. Also appears in sentence 7, the word *everyday* is incorrect instead of *daily* as the determiner of the word conversation.

In sentence 6, the phrase *to avoid happening imbalance* is considered an error because to produce “terjadinya ketidakseimbangan”, the student does not need to add the word *happening*. Here, the student’s sentence is influenced by her native language construction.

4.1.1.3 Distortion

The lexical error in distortion is caused by incomplete application of rules. There are four categories of distortion, they are, omission, overinclusion, misselection and misordering. From the data available the researcher states that distortion is the most dominant error occur in the students’ English writing with 136 errors found.

4.1.1.3.1 Omission

The omission is characterized by giving rise to some an existent word. Errors of omission occur when the students omit the item that should exist in the correct lexis. Generally, the students omit the vowel item or the consonant item. This is because the students lack of mastering English lexical items, especially in writing the syllables.

Omission can be found in the students' sentences, such as:

a. Omitting vowel item

1. *Aplication bilingual in the bording school area (1.1)*
2. *Now, bording school for Moslem are making bilingual Arabic and English (1.4)*
3. *Hoped all of caretaker they were not leaved information so, if they are out of bourding school Moslem they were understood what the forigner conversation (1.27)*

4. *Criticism that made we study seriously so, we will indicate we can bilingual language (1.34)*
5. *The school have introduce English to the student began they are in elementry school (2.5)*
6. *By a good system mybe the language programme will run well for example, for the student who don't speak by two languages, they will get some punishment (2.13)*
7. *Applying bilingual in pesantren is to answer period demanding, since it has many advantages and urgences (3.22)*
8. *Nowdays, there are many pesantren (Islamic boarding house) that apply bilingualism as their daily languages (4.1)*

The underlined words above show that there is a vowel item omitted in each underlined word. The correct words are as in apparent in table 1.

b. Omitting consonant item

1. *English language is importand in the word (1.3)*
2. *With information news we will knowing word situation, because English language for the word (1.11)*
3. *In the past, there is not mecine but her potency something production is good (1.14)*
4. *Different with this era made the mecine (1.16)*
5. *Other advantage is they can teach some student English or Arabic, and they have understood the word situation (1.29)*
6. *For example make some metting once, in that metting there are speech, mis/ mister of ceremony and some drama that are activity to suport them to speak English well (2.14)*
7. *Actually the studens of AHAF pesantren are necessary to speak by using Arabic and English language especially from 06.00 a.m up to 08.00 p.m... (4.2)*
8. *In AHAF, every room have a spy as the controler and to write their friends who do not speak by using Arabic or English (4.18)*
9. *It is sometimes cannot believe, because it depens on you (6.33)*
10. *If you like study language in the course because simple and need sort time because simple and need sort time (6.34)*

In the sentence 1, the student omitted the consonant *l* between consonant *r* and *d*. Although the word "word" can be found in English dictionary, but that word is not what the student wants to, and based on the context of the sentence the

appropriate word is *world*. The same case also occurs in the other sentences, the students omitted a consonant item that must be appeared in correct lexis.

4.1.1.3.2 Overinclusion

Overinclusion is the opposite of omission, here the students add the un-existent item that should not be appeared in the correct word as the following examples showed:

1. With information news we will knowing word situation, because English language for the word (1.11)
2. They dose not think that exopt can English language (1.31)
3. Many school or Islamic boarding house make some programme (2.4)
4. Because of language is very imfortant so many boarding houses compulsory the student to speak by two languages that are, English and Arabic (2.8)
5. Because they affraid if they get some punishment so, wilynelly they speak by two languages everyday, every time, and everywhere (2.10)
6. By a good system mybe the language programme will run well for example, for the student who don't speak by two languages, they will get some punishment (2.13)
7. And they once have to watch English and Arabic movie or listent to English and Arabic music (2.16)
8. Sometimes there are some students are shay to speak by English and Arabic language (2.18)
9. So, the teacher get them to speak language by the softly way (2.19)
10. If they don't have any motivation and awareness it is impossible to make English or Arabic as our habbit way (4.21)

The word *information* and *news* used in sentence 1 is redundant, because we already know that *information* is similar with *news*. Those two words cannot occur together. Besides, the students committed errors caused by incomplete application of English rules. They add the items that should not be existent in well-formed word. As in the sentence 9, the student added the prepositions *with* and *by* and a noun *way* to produce an adverb. The word *softly* is enough to

represent the student means, that is “dengan cara lembut”. Similarly, the use of word *programme* in sentences 3 and 6 is wrong. The student added two-inexistent-item when produced the word *program*.

4.1.1.3.3 Misselection

Misselection occurs when the students cannot choose the appropriate word when constructing a well-formed sentence. Misselection error in this research has the highest frequency from the other types of errors with 94 errors.

Below are some examples of misselection from the students’ composition to illustrate these errors:

1. *Bilingual is there are two language (1.2)*
2. *Now, bording school for Moslem are making bilingual Arabic and English (1.4)*
3. *In the 2002 Indonesia there is free bussines (1.6)*
4. *Government are explaining Indonesians society get studying English from play group (1.8)*
5. *If student can not English language she will leaved information (1.10)*
6. *Different with this era made the mecine (1.17)*
7. *All of student of university makes computer to done homework and the other to get information (1.18)*
8. *like we can chatting to refreshing (1.19)*
9. *We know that the holy Qur’an make Arabic language (1.22)*
10. *Known means the holy Qur’an make us happy because we know what the suggestion and what the forbide by God (1.23)*
11. *If we reading holy Qur’an we will felt is full and good, we can done some work enjoy and happy, there is not a problem (1.24)*
12. *Many bourding school Moslem made English and Arabic language to practise for everyday (1.25)*
13. *Hoped all of caretaker they were not leaved information so, if they are out of bourding school Moslem they were understood what the forigner conversation (1.27)*
14. *All of society thought that some students out of bourding school Moslem she always can Arabic language (1.30)*
15. *They dose not think that exept can English language (1.31)*
16. *This time all of people are thinking that some student outed of from bourding school Moslem she not associate with society (1.32)*

17. The school have introduce English to the student began they are in elementary school (2.2)
18. The student studies English too when they are in junior and senior high school (2.3)
19. Because of language is very important so many boarding houses compulsory the student to speak by two languages that are, English and Arabic (2.5)
20. Because they afraid if they get some punishment so, wilyne they speak by two languages everyday, every time, and everywhere (2.6)
21. From that we can take some education (2.7)
22. There are some tips in order some students who are staying in Islamic boarding house can speak language (2.8)
23. For example make some metting once, in that metting there are speech, mis/ mister of ceremony and some drama that are activity to suport them to speak English well (2.14)
24. Some language will ran well if they know about the history, culture, and anothers (2.15)
25. And they once have to watch English and Arabic movie (2.16)
26. we have to have many vocabularies so that the student have to memorize some vocab to the teachers (2.20)
27. By competition, pesantren must think over to fulfill the period need (3.4)
28. bilingual is needed to act as bridge for communicating between all people in world (3.6)
29. Third, in order to the students can learn Al-Qur'an and Hadits deeper (3.8)
30. Students must be able to dakwah not only in local area but also international area to answer period need (3.10)
31. So, students is not identical by people who only know about Islam but also they can follow the period development (3.11)
32. How to apply bilingual in pesantren is definite the succesful of aims (3.12)
33. first of all we have to know santri capability in bilingual speaking (English and Arabic) through placement test (3.14)
34. Having bilingual capability is endorsement them in comprehending many knowledge (3.18)
35. We cannot denied that everything have a weakness. Even so the bilingualism application in pesantren (3.19)
36. cause someone comfort and love its language county (3.20)
37. Applying bilingual in pesantren is to answer period demanding (3.22)
38. They will be ready to step forward answer period needing and demanding in local and also international forum (3.24)
39. To revive and bring Islam in international area (3.25)
40. There would be many advantages from bilingualism's application if it is run well (4.5)
41. As we know that language without practice is impossible because language is comunication's mean (4.7)
42. they are lazy to make some efforts to make their speaking well (4.10)

43. They think that during they can understand in communication with others easily (4.12)
44. because they are not used to speak bilingualism since they where junior high school or senior high school (4.13)
45. using their native language is easier and faster to understand better that using foreign language (4.14)
46. ...but the punishment has aim to make the students well, and it must be harder better that before (4.19)
47. so they will choose to speak by English or Arabic better that get punishment (4.20)
48. The thirth way, there must be firm attitude from the spies (4.22)
49. when their friends do not speak Arabic or English they should remember their friends to speak bilingualism (4.23)
50. Islam was the most powerful in all sides of life such as, culture, economy, science, etc. but than, there was the darkness are which make us sink (5.2)
51. One of them is improvement of human source by preparing the Moslem (5.4)
52. If the youth generation want to take charge, they have to able in Arabic language (5.7)
53. In the other side, millions of people use either Arabic and English in their daily life (5.8)
54. In Indonesia, youth generation of Moslem usually educated in such a boarding school (5.9)
55. This institution creating a quality generation which is ready to face the challenge of the world (5.10)
56. If we quiet here, the only thing will be happen is the destroy of Islam (5.12)
57. Contrast we are as social people need intruction with another people such as in trade (6.6)
58. Looking for this needed so people in the world agree to make international language that is, English (6.7)
59. In the other hand, Muslim in the word also make international language that is, Arabic (6.8)
60. Many ways that people can do to make their selves master in one kind or many kind of language (6.10)
61. People or student will study language in the Islamic boarding more intens than study English in the course (6.13)
62. It means that after going from course, there is not rule anymore, that force us to study or to remember about the vocab of the language (6.21)
63. So, after going from course, there is not guarantee for student to study or to remembering that language again (6.22)
64. many students who were graduated for Islamic boarding house can continue their study to abroad such as in Mesir, Australia, etc (6.25)
65. On the other hand, the student who were passed from there, they can be a teacher in famous school (6.27)

66. ...that the graduating from Islamic boarding house easy to applicate their language than the graduating from course (6.29)
67. if you like study language in the Islamic boarding house, just enter there (6.35)

As we can see, there are many mischoice of errors in the students' writing.

The above error sentences are evidence that the students lack of English lexical items. The word *there are* in sentence 1 and 3 is inappropriate. As we know that *there is* or *there are* are called subject-verb agreement. The correct word choice for sentences 1 is *consists of* and *faced* for sentences 3.

In sentences 2, 7, 9, and 12 respectively showed that the students had not really mastered the use of words. As shown in the above sentences, the English or Arabic language is not *made*, but language is *used* by people. Here, the students could not choose the proper lexical item as the context of the sentences. Many of the errors made were as a result of the students' lack of mastering English lexical items. For instance, in sentences 15, 17, and 78 when the students produced some strange words as *outed of*, *out of*, and *passed from* instead of *graduated from*. It is similar with the use of *period* in sentences 30, 34, 36, 44, and 45. In those sentences the students intended to state "kebutuhan, tuntutan, or perkembangan zaman". Thus, the use of *period* is incorrect instead of *time*.

In the same vein, the way *from* and *began* were used in sentences 4 and sentences 18 showed that the students could not choose the right word to apply. The choice of *from* and *began* is incorrect instead of *since*.

In sentences 22, the word *education* respectively is wrong. This is because *education* does not be used to state "pelajaran" and the correct word is *lesson*. Also the use of *once* in sentences 24 is wrong. Based on the context of the

sentences, the student actually wanted to state “sekali-sekali”. However they probably thought that *once* can be used in the above sentences thus, the correct word is *occasionally*.

In sentences 49 and 54 the word *well* is incorrect. As we know that *well* is an adverb to show how something is done. Whereas, both of sentences show the degree of the student’s speaking. Thus, instead of *well*, *better* should have been used. Similarly, the choice of *during* in sentences 50 is incorrect. The student should use *as long as* instead of *during*. This error committed because *during* and *as long as* are closer in meanings, the students confused to choose the most correct word. The same explanation goes for *remember* as used in sentences 57 above. It is wrongly applied, because the appropriate meaning which is suitable with the context of sentence is *remind* instead of *remember*. Similarly, the use of *sink* in sentences 58 does not appropriate with the context of sentence. Here, the student should use *disappeared*.

The infinitive of purpose *in order to* used in sentences 33 was wrongly applied. Because after infinitive in order to should appear a verb form. But in the above sentence *in order to* was followed by a subject or noun form. Then it should be replaced by *in order that*. Also the use of *either.....and* in sentences 61 is wrong. This is because *either* is a conjunction which should be paired with *or*. Then in sentences 65, the use of subject pronoun *which* is wrong. Since the correct subject pronoun used for people is *who*, whereas *which* is used for things.

The major lexical problem that could be identified clearly in this study was that of wrong lexical choice. Here, the students used the lexical items that they

know without considering the class of the words. Consequently, the sentences produced are incoherent and difficult to understand. As can be seen in sentences 20, 40, and 66 above, when the word *compulsory* used in sentence 20 we directly know that the student intended to write a word which has meaning “mewajibkan” but the student chose a noun form whereas, the sentences formation shows that it should be followed by a verb. In this case, the word *require* should have been used instead of *compulsory*. Also the word *endorsement* used in sentences 40 revealed that the student could not differentiate the class of word. The way *endorsement* used is incorrect because it is a noun and uncommon to use in such sentences. Then the proper word should be in form of verb and the word *help* may the right choice. In sentences 66, the use of *destroy* is incorrect because based on the formation sentences the word that should come is in the form of noun. Thus, the word *destroy* has to be changed into the noun form that is *destruction*.

4.1.1.3.4 Misordering

Misordering errors are characterized by the incorrect placement of a sound, either in vowel or consonant forms of a word that may cause the change of the word’s meaning. Besides, the students in their written English also commit misordering errors because they do not know how to place the words into the right position when constructing a well-formed sentence. The following sentences are some examples of misordering errors from the students’ sentences. The correct sentences of the errors can be looked in the appendix 2 (table 1).

1. *Hoped educated smart Indonesian society and creative (1.9)*

2. *In the past, there is not mecine but her potency something production is good (1.15)*
3. *the learner forget their nationalism or they forget its language country life style (3.20)*
4. *And we will not can do that if we do not have ability in bilingual (5.14)*
5. *And there are ideas stagnant in the head (5.15)*
6. *Many languages in the world that can we use (6.3)*

The word arrangement *her potency something production* in sentence 2 is wrongly formed. The students wrote it because they did not master the application rules of English well. The correct arrangement is *her potency to product something*. It also occurred in sentence 3, 4 and 6, for the correct sentence can be looked in table 2. Here, the students could not arrange the words appropriately and these errors committed because they were influenced by the arrangement of the students' first language. For instance, *ideas stagnant* phrase in sentence 5 above is incorrect, because in English an adjective is always placed before noun. The correct order is *stagnant ideas*.

4.2 Discussion

After analyzing the data and classifying them based on the lexical errors categories, the researcher intends to discuss the findings that have been investigated in this section to answer the research questions.

As stated in previous chapter, the data sources of this study are the English writing of the students by the theme *Bilingualism Application in Islamic Boarding School*. This study reveals that the students committed many types of lexical errors on their written English sentences. As evidenced by the analysis of lexical errors. This is because the students do not being aware of the big distance between

their native language and English as regards lexical forms. English and Indonesian language is quietly different, both of them have different systems. However, in constructing the sentences, the students use the only available knowledge of English they have.

Based on the data of this research, and after following the steps of analyzing the data by using the lexical errors classification of Legenhausen (1975), the results of this study show that the total occurrence of lexical errors found is 234. There are 72 errors of formal misselection, then 26 errors of misformation, and 136 errors of distortion. It can be concluded that errors of distortion stands as the most prominent errors found in the students' writing.

Within formal misselection category includes errors in suffix, prefix, vowel-based type, and consonant-based type. Then, the errors of formal misselection which are often occur in the students' sentences are in suffix, with 51 errors. The example of suffix error is *the lackness of firm attitude* instead of *lack of firm attitude*. Then the errors of vowel-based type with 11 errors and errors of consonant-based type accounted to 10 errors, whereas errors of prefixing are not found in the student's sentences. In this type of errors the students wrote the wrong items to produce the correct word for instance, the word *bourding school* and *importand*.

In formal misselection type, the errors made by the students are caused by intralingual factor, especially on overgeneralization errors, where the students applied the language structure to inappropriate context of sentence.

Concerning with the errors of misformation, generally are produced by the students as complete language shift or literal translation. It is mainly divided into borrowing, coinage, and calque. The students faced lexical problem and tried to solve it by directly inserting the first language word, by adapting a first language word to the English, so that it looks and sounds English, and by translating the first language word into an English form, although not always equivalent. Some errors of misformation that were found in the students' sentences are borrowing with 7 errors, this error can be found in the student's sentences as the word *read kitab* and *such as in Mesir*. Then, coinage has 2 occurrences in the students' writing, for example *they speak Maduranes*. It also can be observed that calque has 17 occurrences. In other word, calque has been observed to be the most prominent errors from misformation category. The example of calque is *everyday conversation* instead of *daily conversation*.

Misformation type of errors are caused by interference, that is the influence of the source language here, Indonesian language, to the target language. In this case, the students made direct translation from first language to English language when producing English sentences.

Besides, the students also committed errors in distortion category, in which, it includes errors of omission, overinclusion (addition), misselection, and misordering. The result of analysis showed that the most frequent error is misselection with 94 errors, then omission on 24 errors, overinclusion accounted for 11 errors, and misordering on 6 errors.

The errors of misselection type which are found prove that the students have a problem in selecting the appropriate words. It may be caused the students lack of understanding to differentiate the meaning of synonymous words. For instance, the use of the word *enter* in sentence (6.32) instead of *come*. Here, the students could not decide the productive word to use, as the student's word *remember* instead of *remind*. Besides, the students also committed errors in omission by dropping the vowel or consonant items of well-formed lexis as the word *forigner* and *sort time*. In addition, there was another omission errors found, that is omission of preposition, in which the student omitted preposition that should appeared as the sentence (1.16). Also, overinclusion which had 11 errors occurrences shows that the students had a problem with the English encoding system. The errors made by the students in this type are like, *language programme*, *listent*, and *some students are shay*. The lexical errors are mainly due to influence of the mother tongue system as the phrase *ideas stagnant* and in the sentences *we will not can do that* in which classified in misordering type of error.

The errors of distortion type appeared in the students' sentences because of incomplete application of rules. Besides, it also caused by the influence of the student's first language to the target language, namely interference.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comes as the last part of this study, which consists of conclusion and suggestion. The conclusion is drawn according to the results of this research, while suggestion is intended to give information for future researchers who interested in similar study.

5.1 Conclusion

As pointed earlier in chapter III, the data of this study are taken from English compositions written by the students of the state Islamic university of Malang at Al-Hikmah Al-Fathimiyyah. The findings of this study show that there are many lexical errors found in the students' English sentences. It can be looked from the lexical errors that appear in their compositions. Although the students know well the words they are using, the lack of agreement between the phonetic and orthographic systems of English, and difficult English spelling make them confused to write the lexical items.

Data from the present research points to the fact that the total number of lexical errors that the researcher found in the students' compositions is 234 errors,

as appears in appendix 2 (table 3). Based on these findings, the researcher can tell that the most prominent error from the data is distortion category with 136 errors, while in formal misselection has 72 occurrences, then followed by errors of misformation with 26 errors.

Lexical errors in formal misselection category which are found from the students' writings are errors in applying suffix, vowel-based type, and consonant-based type. However, errors in prefix did not appear in the students' sentences. The total number errors of formal misselection found is 72, and the major formal misselection that could be identified clearly here is suffix errors, there are 51 errors or 71,83 %. Then, vowel-based type errors has 11 errors or 15,49 %, and the consonant-based type appears as the smallest errors with only 10 errors or 14,08 %.

On the contrary, misformation category has the least frequency occurrence in the students' compositions with 26 errors. Errors of misformation accounted for 2 errors or 7,69 % in coinage, 7 errors or 26,92 % in borrowing, and 17 errors or 65,38 % in calque.

The findings of this research indicate that distortion tend to be more frequent in the production of the students' English writings with 136 errors. The lexical errors in distortion category can be arranged as omission, overinclusion, misselection, and misordering. The most dominant errors that occurs is misselection with 94 errors or 69,11 %, and omission accounted for 24 errors or 17,51 %, while overinclusion carried 11 errors or 8,82 %, and misordering with 6 errors or 4,37 %.

Based on these findings, the researcher can tell that Al-Hikmah Al-Fathimiyyah students do commit lexical errors in their English writings. However, their biggest number of errors is distortion type, specifically in misselection category, in which they could not find the correct lexis in the process of constructing English sentences.

5.2 Suggestion

After giving a conclusion based on the findings of this study, the researcher would like to give some suggestions for the next researcher to use these results of this study as the additional reference and comparative study of error research. Since this study is only limited on the types and the occurrences of lexical errors, it will be more interesting to observe the factors which influence the students to commit those errors. Future research in this field should determine the lexical error types by comparing the types of writing tasks considering description, exposition, or argumentation and narration. It can be measured which types of writing has the least or highest frequency occurrence of each error type. Because the certain type of writing may influence the production of errors.

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