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## THE STUDENT LEXICAL ERRORS IN WRITING SPOOF ESSAY AT ELEVENTH GRADE OF YAYASAN ISLAMIC CENTER NORTH SUMATERA

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### ABSTRAK

The purpose of this study was to determine the student Lexical Errors in Writing Spoof Essay at Eleventh Grade of Yayasan Islamic Center Sumatera Utara in academic year of 2020/2021. To find out what errors in writing spoof essay can occur and to find out how and why these errors can occur in student writing spoof essays. The focus of this research is Lexical Errors in Writing Spoof Essay at Eleventh Grade. The method used in this research is descriptive qualitative. The research data was carried out on essays written by students. The steps for error analysis are collecting data from student writing essay, identified and classified the errors contained in the lexical errors in writing spoof essays. The data analysis process is described based on Dulay in Kuntjara (2013: 2). From the research results it can be seen that the errors made by the students in writing are omission, addition, misformation, misordering, misspelling, semantically. This error can occur due to various processes based on the type of error, including errors that can occur due to L1 to L2 influence, intra- language disorders, limited knowledge of English grammar, lack of mastering vocabulary in English, and errors in understanding the meaning of words that are almost similar the pronunciation and writing in English.

**Keywords:** *Spoof Essay, Writing, Lexical Errors.*

### INTRODUCTION

English has four skills mastered, namely listening, speaking, reading and writing. Among those four skills, writing is the most difficult skill to learn and master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and their express into writing. There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable texts.

<sup>1</sup>To facilitate English we must master the four skills above. English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. The writing Process as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing –and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.<sup>2</sup> Therefore, writing is the skill that has an essential significance in second language (L2) learning as we know writing was applied as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas. So, from writing we can write our feeling in variant shape.<sup>3</sup> Usually, in writing process students find some difficulties that result in inhibition of their writing results. The difficulties should be found from the errors in their writing products.

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<sup>1</sup> Richard, Jack C and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (England, Cambridge University,2002), p.30.

<sup>2</sup> Seow, A. 2002. *The Writing Process and Process Writing*. In Richards, J.C. & Renandya, W.A (Eds.), *Methodology in Language Teaching* (pp. 316). Cambridge: Cambridge University Press.

<sup>3</sup> 1Rahmah Fithriani, (2018), *Cultural Influences on Students' Perception of Written Feedback in L2 Writing*, *Journal of Foreign Language Teaching and Learning*, volume 3, number 1, p. 1.

Those errors can be divided such as grammatical errors and lexical errors.<sup>4</sup> Grammatical errors consist of syntactic and morphological errors. Grammatical errors are the deviation in practicing the rules of grammar. Then, lexical error is a deviation in form and/or meaning of a word in the target language.<sup>5</sup> Among the various types of errors in written compositions, lexical errors possess the highest number of errors occurring in learners' written compositions.<sup>6</sup>

On lexical there are some errors which can be divided into five types. There are Omission, Addition, misformation, misordering, and blends. From the problems can affect the quality of students' writing in writing spoof essay.<sup>7</sup> Spoof essay is a essay or text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. Spoof essay itself, is one type of text that is studied in English subjects, especially in writing. In spoof essay, students will write their funny experiences or funny stories into writing exercises or text types. So, if the students' make errors in writing, such as lexical errors can make the intent of the writer does not reach to the reader. Because, good writing can allow us to communicate the message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

In this case, the students have difficulty in lexical errors in writing spoof essay. They lacked of lexical errors aspect in writing. In this research, the students' problems in lexical were shown through as the misuse of vocabulary in inappropriate places and locations resulting in the reader not understanding the meaning of the text that has been produced. It can be concluded that many students often produced many errors in writing sentences.

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<sup>4</sup> James, C. (1998). *Errors in language learning and use*. London: Longman.

<sup>5</sup> Llach, *Lexical Errors and Accuracy in Foreign Language Writing*. (D. Singleton, Ed.) Bristol: Multilingual Matters. P.75.

<sup>6</sup> *ibid*, Maria Pilar Agustin. (2005). *The Relationship of Lexical Error and their Types to the Quality of ESL Compositions: An Empirical Study*. Universidad de la Rioja: Unpublished Thesis.

<sup>7</sup> Limenka, P. E., & Kuntjara, E. (2013). Grammatical Errors in The Essays Written by Fourth Semester Students of English Departement. *Teaching English as Second Language English Journal*, 25

## Research Method

This research was qualitative research. Qualitative research was the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest.<sup>8</sup> In Donald Ary's book "Introduction to Research in Education," Qualitative research is focused on understanding social phenomena from the perspective of human participants in natural settings. Qualitative data is used to find out the facts. Qualitative methods are used to describe and explain what happened. This research used descriptive method to describe the students' lexical errors in writing spoof text of elevent grade.

The data of the study consists of qualitative data. The data of this research is spoof text adoption by other researcher and some of book. The source of the data in this research is student essay in spoof text. The student is from elevent grade of MAS Yayasan Islamic Center Sumatera Utara.

The technique of collecting data used in this study was a test and documentation. Test was the way to measure someone's knowledge, or ability. The stages of collecting data by were:<sup>9</sup> first with a test. The researcher came to the class. Then, the researcher asked student to make a spoof text with free title. After that, the researcher collected the student writing. Then, the researcher read the student writing. Then the researcher identified and classified the lexical errors based on the Llach's theory. Second is documentation. The researcher used document techniques can be photos, videos, memos, letters, diaries and records that can be used as additional information on data collection techniques. Because this documentation method is an indirect data collection technique given to research subjects.

Then, the researcher will analyze the data that has been collected. In this research, the researcher used the procedures suggested,<sup>10</sup> there are three steps to analyze the data, and there are data reduction, data display, and conclusion drawing / verification. The first step is data reduction. To summarizing, choose the basic things, focusing on important things, look for themes and patterns.<sup>11</sup>

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<sup>8</sup> Gay, L., Mills, G. & Airasian, P, Educational research competencies for analysis and applications. 8th ed. (New Jersey, Pearson,2006).

<sup>9</sup> Brown, H Douglas. Language Assessments: Principles and Classroom Practices, (New Jersey: Prentice Hall Regent, 2004),p.3.

<sup>10</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2014). P. 247

<sup>11</sup> Ibid.,

The second step is a display. To organized, compressed assembly of information that permits conclusion drawing and the action.<sup>12</sup> In the process of the reducing and displaying the data, it was based on the formulation of the research problem. The third step is conclusion drawing/verification. The researcher will make conclusions from all the data collected during the research.<sup>13</sup> The results of the conclusions should be verified as a result of analysis. Conclusions drawn after the data is collected by making temporary conclusions.

## **RESULT AND DISCUSSION**

The In this research, the researcher will describe the errors that found in the essay that written by the informant. This informant is one of the student in madrasah aliyah swasta islamic center at eleven grade. The researchers ask the student to make spoof essay for knowing the errors in the writing. The essay that written by the student as follow: "On the weekend day, me and my family by driving a car go to one of department store in Medan. In there, I am, my brother and my sister will buy clothes, kitchen tools, shoes, stationary, and etc. when arrive there, we walk around the department shop. We are enter to some of shop, there were shoes shop, clothes shop, strawberry shop, miniso, supermarket, thamrin optic, and etc.

After a few hours walk around the department store, what we want we find. And then, me and my family hungry. So, we looking for some food and we decide to eat in fountain cafe. We choose some of food in their menu. Finally we are full. And then I and my sister want the ice cream, because it was famous with their drink and delicious ice cream for dessert. I am so excited I run to the ice cream box near from the entry of this cafe. I directly choose the corn flavor. And then, I ask and hold my mother hand beside me. My mother let go of my hand I confused, and when I see beside

me I don't see my mother and my sister there. But I see the waiters laugh out loud, I am very embarrassed that it, because that not my mother's hand that I hold. I run to our table before, I found my mother and my sister is still sit there without follow me to ice cream box. And then I tell them what happen with me in the ice cream box and all of my family just laughs out loud. Huftt, today is my bed day I think."

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<sup>12</sup> Miles, Mathew B., dan A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (London: Sage Publications, 1994).

<sup>13</sup> Miles, Mathew B., dan A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (London: Sage Publications, 1994).

From the essay above, the researcher found some of errors, namely omission n, addition, misformation, misordering, misspelling, semantically.

### 1. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. In this types the error as follow

Data	Error	Correction
1.	there, ...	<i>On</i> there, ...
2.	<i>Me</i> and my family hungry.	My family and I <i>were</i> hungry.
3.	So, we looking for some food...	So, we are looking for some food...

Based on data, the researcher found error in omission in the second line of essay. The sentence is “In there, I ‘am, my brother and my sister will buy clothes...”. The errors exist in the word “in”, it should be “on”. So that the sentence it can be “On there, I, my brother and my sister will buy clothes...”

Based on the example above, the first example the student did omission errors in the form of omitting the preposition "on" in the sentence "there ...". That sentence is a sentence fragment obtained from the student essay. Because, the preposition in this sentence is needed to show the relation among the words to start the sentence and describe a place.

In the second example, the student did omission errors in the form of omitting to be "were" in the sentence "Me and my family hungry." That sentence is a sentence fragment obtained from the student essay. Because, to be in this sentence is needed to indicate the nominal sentence, which is a sentence does not contain a verb in it. So, in this sentence “to be” serves as an auxiliary verb to complete the sentence into a complete sentence.

The last example, the student did omission errors in the form of omitting to be "are" in the sentence "So, we looking for some food ...” That sentence is a sentence fragment obtained from the student essay. Because to be in this sentence is needed to show an event that is ongoing for a certain time in grammar terms it is also called "present continuous tense".

So, from examples above it is noted that omission errors are characterized by missing things that should be present to make a complete sentence.

## 2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well –formed utterance. This happens when the learners overuse certain grammatical rules of the target language. In this types the error as follow:

Data	Error	Correction
1.	<i>I am, my brother and my sister...</i>	<i>I, my brother and my sister...</i>
2.	<i>I am was so excited</i>	<i>I was so excited</i>
3.	<i>On the weekend day,...</i>	<i>On the weekend,...</i>

From the examples above, the first example the student did addition errors in the form of omitting to be "am" in the sentence "I am, my brother and my sister..." That sentence is a sentence fragment obtained from the student essay. Because, to be in this sentence is needed to indicate the nominal sentence, which is the sentence does not contain a verb in it. So, in this sentence to be serves as an auxiliary verb to complete the sentence into a complete sentence.

Second example the error in this sentence is the same as the previous error. Addition errors in the form of omitting to be "am" in the sentence " I am was so excited". To be in this sentence is needed to indicate the nominal sentence, which is the sentence does not contain a verb in it. Same with the first example, this sentence also to be serves as an auxiliary verb to complete the sentence into a complete sentence.

And the last example addition errors in the form of omitting "day" in the sentence " On the weekend day,..." Because, "weekend" in that sentence has clearly stated the time statement or less precise. So, without add a word "day" has become complete sentence. So, from the examples above in addition to these errors, there are excess of words in the sentence. So that the meaning of the sentence doesn't match the correct sentence structure.

### 3. Misformation

Misformation is finding out something wrong form of certain morphemes or structures. And this is indicated by the usage of wrong forms of certain morphemes or structures. In this types the error as follow:

Data	Error	Correction
1.	Me and my family ....	My family and I ....
2.	a. ... and I <i>run</i> to ice cream box b. I <i>run</i> to our table before...	a. ... and I <i>ran</i> to ice cream box b. I <i>ran</i> to our table before...
3.	My sister <i>will</i> buy clothes...	My sister <i>would</i> buy clothes...
4.	a. I <i>see</i> beside me, but...	a. I <i>saw</i> beside me, but...
	b. I see the waiters laugh out loud...	b. I saw the waiters laugh out loud...
5.	a. We walk around the departme nt shop. b. After a few hours walk around the departme nt store...	a. We walked around the department shop. b. After a few hours walked around the department store...

6.	What we want we find.	What we want we found.
7.	... And we decide to eat in fountain restaurant.	... And we decided to eat in fountain restaurant.
8.	a. I am so excited b. I am very embarrasses that it...	a. I was so excited b. I was very embarrasses that it...
9.	And then I ask and hold my mother hand...	And then I asked and hold my mother hand...
10.	I don't see my mother and my sister	I didn't see my mother and my sister
11.	Because that not my mother's hand	Because that was not my mother's hand
12.	My mother and my sister is still sit there.	My mother and my sister were still sat there
13.	... Without follow me to ice cream box.	... Without followed me to ice cream box.
14.	I tell them what happen with me....	I told them what happen with me....

Based on data, the researcher found error in misformation in the sentence “me and my family by driving a car...” The errors exist in the word “me” it should be “I”. So that the sentence it can be “My family and I by driving a car go to one of department store in Medan”. Because, in choosing a personal pronoun in this sentence is not correct. So that, there is an error in writing.

Furthermore, errors in columns number two through number fourteen are errors that occur very often in writing. This is due to the misplacement of the grammar in the sentence. For more explanation, we can look example at the error number two. From the examples above, the student did misformation errors in present form "run" in the sentence "I run to our table before..." Supposedly, the present tense in this sentence should the past tense, which is "ran". So that the sentence it can be “I ran to our table

before...". So, it is with error number three and so on. Due to errors in the use of inappropriate grammar.

So, misformation is the most common error among other errors. This is due because the writer lack of understanding, especially regarding grammar. The writer must be more careful when composing a sentence, because there are many mistakes that often occur when using the word between inappropriately in its place. For example in using verb past and present sentences. So that it can be a writing error. There are still many examples that can be seen from the column above.

## **CONCLUSION**

The main objectives of this study were to analyze the student lexical errors in writing spoof essay at eleventh grade of MAS Islamic Center Sumatera Utara. After analyzing the students' errors, the researcher found the errors based on the fourth chapter, the researcher found that there were thirty errors made by the student. The researcher classified the errors into six categories on the findings of the research, there are Omission, Addition, Misformation, Misordering, misspelling, and semantically.

To found the data, the researcher collecting data from student writing essay, after collecting, the researcher identified and classified the errors contained in the lexical errors in writing spoof essays. After identified the essay, the researcher classifying errors into six parts, there are omission, addition, misformation, misordering, misspelling, semantically. And the last, the researcher corrected the errors.

From the data, can concluded the errors found in this student's essay are in order to find out where the weaknesses of student in writing, so that in the future it could be used as a reference in understanding students about various aspects of writing, especially errors that occur in data of research, in order to reduce errors that may occur in writing.

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