



**AN ANALYSIS OF LEXICAL ERROR IN WRITING
RECOUNT TEXT AT EIGHTH GRADE OF MTs AISYIYAH
MEDAN**

SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers' Training State Islamic
University of North Sumatera Medan as a partial Fulfillment of the
Requirements for the degree of Sarjana Pendidikan*

BY :

DEWI SELVIA
Reg. No. 0304162100

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS' TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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2020



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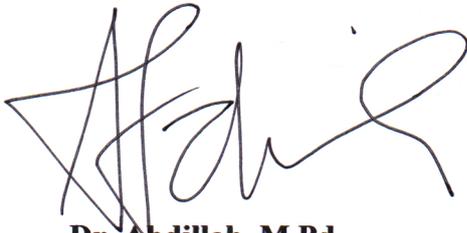
Judul : *An Analysis of Lexical Error in Writing Recount Text at Eighth Grade of MTs Aisyiyah Medan*

Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wasalamualaikum Wr. Wb.

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SURAT PENGESAHAN

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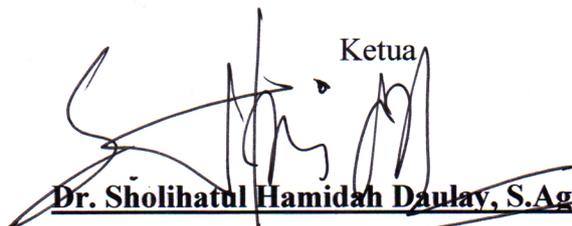
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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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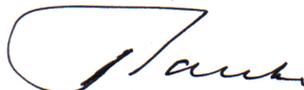
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 26 Oktober 2020

Yang Membuat Pernyataan



Dewi Selvia

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ABSTRACT

Dewi Selvia. 0304162100. *An Analysis of Lexical Error in Writing Recount Text at Eighth Grade of MTs Aisyiyah Medan*. Skripsi. 2020. Department of English Education, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera. Dr. Abdillah, M.Pd., Deasy Yunita Siregar, M.Pd.

Keywords : Lexical error, Llach's theory, recount text

Recount text is a type of text that aims to retell or to inform the events in the past. The researcher chose recount text as the students's task in this research because recount text is aimed to retell past events based on time sequence, so they did not need to struggle about how to make it happen. The method used in this study was qualitative by using descriptive to describe the types of lexical error. The subject of this study were 25 students of eighth grade of MTs Aisyiyah Medan. The data were obtained from test and using interview to get more information about recount text. This study collected some important information from the student to be investigated about lexical error based on Llach's theory. There were 6 types of lexical error using Llach's theory, borrowing, coinage, calque, misspelling, misselection, and semantic confusion. But in this study, the researcher only found five types of lexical error. The result of this study were 169 lexical error made by the students, with calque 82.84%, borrowing 8.28%, misspelling 5.33%, semantic confusion 2.96% and misselection 0.59%. The most dominant error in students' writing had been calculated. It was 82.84% or 140 error. It means that most of students translate the word into Indonesia language literally.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Communication is the interaction people with others. There are two kinds of communication; spoken communications and written communication. In spoken communication, the important thing is the listener can understand what speaker means and catch what points speaker delivered. In written communication, every readers have their own views about what they read.

Communication is a process to give and convey in an effort to create mutual understanding.¹ This process requires a broad repertoire of skills in interpersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, evaluating. It is through communication that collaboration and cooperation occur.

Language is a communication used by many people in the world. English is very important to integrate one country with another country, in politics, economics, and education.² Language makes many countries close together. Moreover, many countries adopte English as a second language or a foreign language, as means of communication or interaction with other people throughout the world.

¹ Sholihatul Hamidah Daulay, (2019). *Language and society*. Medan : LPPPI, p.11

² Tri Agustina, (2016), *Error analysis in writing recount text*. JoLLiET 3(1). p.81

Mastering English is very important thing especially in Indonesia. By learning English, people can communicate with others in another place or country. Citizens must recognize foreign language as international language to prepare them to follow the era of globalization. So, everyone is expected to master English as communication in other people in one place and abroad.

For the students, writing is the most difficult skill. Most of students face the problems in writing, such as to find the suitable words related the topic, to use the correct form in grammar, to use the correct punctuation and spelling, and to organize the good ideas in each coherent paragraph. Those make them losing their interesting in writing.³

Writing is not easy because it requires a number of processes that must be done before the writer can “put pen on paper”. Before the writer start to write, he should done some processes, in the first create the ideas, the second arrange the ideas, the third write a rough draft and the last one editing and making revision. In writing, we can look the learners’ ability in grammatical mastery, vocabulary mastery, cohesion, cohesive and also the critical thinking of students.

Recount text is a genre of text that students learn. This text was written that aims telling readers or people about something that happened in the past. It can be experiences and events.⁴ Recount is one type that has reason to retell or inform an event or activity. The recalculate text has a sequence of events and purpose to tell what happened in the past and use the question of who, what,

³Jeremy Harmer, (2004). *How To Teach Writing, English*: Longman, p.30

⁴Pardiyono, (2007), *Teaching Genre based Writing*. Metode Mengajar Writing Berbasis Genres secara Efektif. Yogyakarta: Andi, p.63.

where, and when. The narrating text begins with the orientation, which introduces participants, place and time, then goes to the event, which describes a series of events that happened in the past and ends in reorientation, stating the author's personal comments for the story.

Lexical errors is the use of lexical items which are not appropriate in a particular context as a result of confusion between two words, because of formal or semantic similarities which consist of the influence of L1 and L2.⁵ Lexical has a strong relationship with words and vocabulary, directly contains vocabulary as part of it. Lexical talks about vocabulary start from the basic meaning of vocabulary to analyze about it. In addition, there is a lexical lexicology that compiles the form of words, so that all vocabulary has a form so that students easily learn it to know all aspects of the lexical vocabulary and also analyze the meaning of words or sentences.

In written communication, students must take and use the words correctly so that the message that conveyed can be understood. Each word is the center of the constellation which all parts support each other. So, the lexical aspect cannot be ignored in producing sentences. However, most of English learners do not pay attention to the significant aspect of lexical. They often make mistakes in their sentences. They consider the problem because it can be seen in a dictionary. Lexical is a very important basic element in communicating, especially in written communication because the idea cannot be transferred without lexical.

⁵Llach, A. P. (2007). *Lexical Errors As Writing Quality Predictors*. *Studia Linguistica*, 61(1), 1-19. p.16

Lexical aspect is a significant thing to be learnt and can be considered as a confounded issue. On the grounds that numerous English students frequently make lexical blunders when they produce English sentences. Lexical thing is the significant component that must be utilized in spoken correspondence. Lexical aspect is a critical thing to be educated. The students will discover trouble to create cognizant and important writings in their dominance of English lexical. Therefore, the lexical errors must be reduced by the learners.

Before conducting the research, the researcher had conducted the previous study at MTs Aisyiyah Medan when looking for the right school to conduct a research regarding the topic. Before the researcher entered to the class, the researcher asked to the English teacher about students' writing skill. The teacher said that their writing skill was not good yet. Then the researcher entered to the class and observed their writing. The result showed that there were many incorrect words of the students' writing skill. There were many errors, especially the use of vocabularies. After the researcher checked and corrected, the students gave to the researcher to revise their product.

For example, some students wrote the sentence "The goat *food grass". That sentence was error and it should be "The goat eat grass". Another example of errors, "I don't know what *happend with you". The sentence was error because the word *happend* should be *happen*. The student wrote a sentence "At that lime in home". The students error in made a sentence. It should be "time" not lime. Because it is not appropriate with the sentence.

The researcher choose recount text as the activity of the students in this research because recount text retell past events where places and events flowed smoothly based on time sequence, so they do not need to struggle about how to make it happen, and that can motivate them in writing. Therefore, recount text is easy to understand by the students if the researcher used it.

Based on the explanation above, the researcher conducted a research about the lexical errors under the title **“An Analysis of Lexical Error in Writing Recount Text at Eighth Grade of MTs Aisyiyah Medan”**

B. The Identification of the Problems

The identification of the problems in this research are :

1. The students of eighth grade of MTs Aisyiyah Medan get difficulties in writing especially writing recount text.
2. The students of eighth grade of MTs Aisyiyah Medan still lack of vocabulary.
3. The students of eighth grade of MTs Aisyiyah Medan made error in arranging the sentences.

C. The Limitation of the Problem

There are some types of lexical error, they are borrowing, coinage, calque, misspelling, misselection, and semantic confusion. This research will only focus on lexical errors found in students' writing recount text based on Llach theory.

D. Research Question

Based on the background of study, the researcher make the identification of the problems as follows :

1. What are the lexical errors found in writing recount text at eighth grade of MTs Aisyiyah Medan?
2. What are the causes of lexical error in writing recount text at eighth grade of MTs Aisyiyah?

E. The Objectives of the Study

Based on the formulation of the problems above, the objectives of the study are :

1. To find out the types of lexical errors in writing recount text at eighth grade.
2. To know the causes of lexical error in writing recount text at eighth grade of MTs Aisyiyah Medan.

F. The Significances of the Study

These significance of the study divided into two, there are :

1. Theoretical significance. Theoretical comes from theory; means formal set of ideas intended to explain why.⁶ So, theoretical means in a way that relates to the theory of a subject. Theoretically, the result of this study may give valuable information and enrich the knowledge on how to improve

⁶ Oxford learner's pocket dictionary: fourth edition, oxford university press : (2008), p. 460

students' ability in writing skill by analysis the lexical error do by the students so they can make the paragraph correctly and coherently.

2. Practical significance. Practical means concerned with the real situations rather than ideas or theories.⁷ Practically, this study is expected to be beneficial for:

a. For the teachers

This study is expected to be useful for English teachers in MTs Aisyiyah Medan in terms of language (lexical) aspects which are generally difficult for the students. The English teacher can get valuable information about students' lexical errors in writing, so that the teacher can focus on teaching them about lexical errors that often occur especially in lexical.

b. For the students.

The results of this study can help students to find out their lexical errors in writing, so they can revise their writing products.

c. For the researcher

The result of this study can be useful for researcher because this study can be experienced and also this study can be useful to other researcher who want to conduct the similar research and use it as a differences and references.

⁷ Oxford learner's pocket dictionary, op.cit. p.344

CHAPTER II

THEORETICAL ORIENTATION

A. Lexical Error

1. Definition of Lexical Error

According to Llach, lexical errors is the use of lexical items which is not appropriate in a particular context as a result of confusion between two words, because of formal or semantic similarities which consist of the influence of L1 and L2⁸. In addition, the boundary between lexical errors and grammatical errors is still blurred due to the complexity of lexical errors. The problem in distinguishing lexical errors and grammatical errors may stem from difficulties in describing the word itself.

Hemchua and Schmitt said that lexical errors will only affect lexical word, while grammatical errors will only affect grammatical word⁹. In addition, lexical errors reflect a sign of poor writing skills on the part of students. Automatically, the more lexical errors in students' written composition, the worse quality of the students' writing skills. According to Hernandez, lexical error is defined as an error at the word level. So, lexical error is a deviation in choosing and using words.

Lexical errors is the error to choice of words, while grammatical errors can be defined as the errors in how the words arranged. Lexical errors can be

⁸ Llach, A. P. (2007). *Lexical Errors As Writing Quality Predictors*. *Studia Linguistica*, 61(1), 1-19. p. 16

⁹ Hemchua, S., & Schmitt, N. (2006). *An Analysis of Lexical Errors in the English Compositions of Thai Learners*. *Prospect*, 21(3), 3-25. p.

overcome only by exchanging inappropriate words for better words, without changing other words and do not need to add or subtract other words. Grammatical errors must be resolved by changing the order of words or by adding or removing parts that make up the appropriate sentence structure. On the other hand, lexical error must choose the right words to be better words so that they are better in reading.

Based on the view of the clarification above, it tends to be reason that lexical has a solid relationship with words and jargon, this lexical legitimately contains jargon as a feature of it. Since lexical discussions about jargon start from the essential significance of jargon to investigate about it. Moreover, there is a lexical lexicology that orders the type of words, so all jargon has a structure so understudies effectively learn it to know all parts of the lexical jargon and furthermore dissect the importance of words or sentences.

2. Types of Lexical Error

The classification of lexical errors is proposed by Hemchua and Schmitt based on James¹⁰. They distinguish 24 categories of lexical errors. They divide into the main types of selection errors, missformation and distortion between formal errors, and confusion of sensory relation, collocation errors, error in connotative meaning and style errors. They complete the classification that allows for a subtle analysis of the various lexical errors found.

Carrio following James distinguishes six different types of lexical errors :

¹⁰Hemchua And Schmitt.2006. *An Analysis of Lexical Errors on the English Composition of Thai Learner*.vol 21:3. p.15

- a. Formal errors that originate from the confusion of two similar words;
- b. Wrong word formation, which includes :
 - 1. Word invention
 - 2. Borrowing from L1
 - 3. Relexification or adaptation of L1 words into the conventional grammar (orthographic, phonetic and word science) of L2
 - 4. Linguistic calque
- c. Lexical distortion due to the following :
 - 1. Omission
 - 2. Addition
 - 3. Wrong letter ordering in words, and
 - 4. Wrong choice of two similar words
- d. The use of the root word (hyponym) rather than superonym (more specifically)
- e. Collocation error
- f. Wrong lexical choice due to semantic linkages.

There is an error taxonomy proposed by Llach which divided into an ordered list based on two main types of errors; formal error and semantic error.¹¹ Formal errors is the special errors in lexical errors that affect the form of the word, while semantic errors are special errors in lexical errors that affect the meaning of the word in question. Llach also divides the lexical error based on the source of the error :

¹¹Llach, A.P. (2011). Lexical errors and accuracy in foreign language writing. UK : MPG Books group. p. 125

- a. Interlingual transfer occurs because of a student's native language disorder.
- b. Intralingual transfer occurs due to interference with the target language.

Llach describes six categories of lexical errors based on the source:¹²

- a. Borrowing. It refers to error made by students in using their mother tongue without any attempt to adapt it to the target language. For example, My sister is *cantik* (Eng. Beautiful)
- b. Coinage. It refers to error made by students in using lexical items which consist of adapting L1 words to L2 orthography or morphology that sounds like the target language. For example, You must study hard to improve your *prestasion*<achievement>.
- c. Calque. It refers to the error made by students in using words from the target language by translating them. For example, I swam at beach Bali in Sumatera Utara.
- d. Misspelling. It refers to error made by the students in using the spelling or orthography of words in the target language. For example, I did not know the *shchedule*<schedule>.
- e. Misselection. It refers to the error made by the students in using the target language words that have similar sounds or appear similar to the

¹²Llach, A.P. (2011). Lexical errors and accuracy in foreign language writing. UK : MPG Books group, p.123-124

student's mother tongue words. For example, We washed our hand and *food*<foot>.

- f. Semantic confusion. It refers to error made by students in using two words from the target language that have semantic similarities. For example, We had so *many fun.

3. The Causes of Lexical Error

In writing process, lexical error can happen. Composing is troublesome, somebody who needs to compose must be cautious recorded as a hard copy. They need to twofold check their composition for altering, if there are any missteps or mistake. Nonetheless, they need to evaluate the composition because their mistake actually show up. The mistake show up in light of numerous elements.

As Norrish said, there are a few reasons for mistakes, as follows :

- a. Carelessness. It identifies someone's inspiration . inconsiderateness is show that a somebody needs inspiration or excitement in learning English. For instance, somebody is apathetic to discover the words he didn't know in the word reference.
- b. Translation. Indonesia interpretation generally use word by word interpretation to convert into the objective language. It cause the mistake of interpretation itself. As we realize that the Indonesia design is not quite the same as the objective language design. This issue generally happens in understudies. They are impacted by native language.

According to Llach, there are 2 reasons for lexical mistakes, as follows :

- a. Interlingual Transfer

Mistakes between dialects hindered by the source language. So they can made blunders unwittingly. Llach clarifies calque, acquiring, and coinage are brought about by interlingual language or first language. Understudies are affected by their primary language.

b. Intralingual move

Other than interlingual transfer, there is additionally intralingual move as a reason for blunder. Interlingual is upset by the source language while intralingual is meddled by the objective language. Individuals make wrong standard speculation in the objective language. According to Llach, misspelling, misselection, and semantic confusion are caused by intralingual transfer.¹³

From the explanation above, it can be concluded of the causes of error. There are two causes of error based on Llach's theory, that is carelessness and translation. So, the researcher got this data from the interview and observation during the research in the classroom.

¹³Llach, A.P. (2011). Lexical errors and accuracy in foreign language writing. UK : MPG Books group. p. 123-124

B. Writing Recount Text

1. Definition of Writing

In the Holy Qur'an, writing is an important skill that must be learned.

There is a verse that states the existence of the text stated in surah Al-Alaq : 4

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

“Who teaches (humans) with kalam”¹⁴

The word “al qalam” is taken from the verb “qalama” which means to cut off the edge of something, the word “qalam” means the result of using these tools, namely writing. The meaning is strengthened by the word of God in the Qur'an, verse 1.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and by what they (angles) wrote (in the men's note)” Al-Qalam : 1.

The word: Nun by qalam and what they wrote. In the case of periods down to the two words qalam is very closely related and even continues even though the order of writing in the Mushaf is not the case.

¹⁴M. Quraish Shihab, (2009), *Tafsir al-Misbah*, Kairo: Lentera Hati, p. 393

In the paragraph above means not to mention any information, which naturally exists in two sentences that are attached together, because the information in question has been mentioned in another sentence. In verse 4, the word human is not mentioned because it has been mentioned in verse 5, and in verse 5 the sentence without a pen is not mentioned because in verse 4 the meaning of pen is implied. So, the two verses above mean “He (Allah) taught with a pen (things that were known to human before) and He taught people (without a pen) what was not known before.

From the portrayal over, the two refrains depict two different ways taken by Allah SWT. In showing individuals, the first is utilizing the pen (composing) that must be perused by people and the second is utilizing direct instructing without devices.

Seeking knowledge such as improving writing skills is not only declared in the Qur’an but also derived from several hadiths. Recommendations for learning writing skills are also found in the hadith brought up by Ibn Abdil Bari :

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَ مُسْلِمَةٍ

Meaning : “seeking that knowledge is obligatory for muslim amd muslimah”

(Narrated by Ibnu Abdil Bari).

The hadith above, confirms that seeking knowledge is one of the obligations of human (man and women). Learning reason is also a science, so every human being is obliged to learn it.

The hadith is from Abu Hurairah :

Meaning : He told us 'Ali bin' Abdullah said that he had narrated tous Sufyan said, had told us' Amru said, had told me Wahhab bin Munabbih from his brother said, I heard Abu Hurairahsaid, There is none among the companions of the Prophet who has narrated more Hadiths than I except 'Abdallah bin Amr (bin Al-'As) who used to write them and I never did the same, Ma'mar also narrated from Hammam from Abu Hurairah. (HR. Al-Bukhari: 113).¹⁵

Writing process is almost same for all of writers. The writers get their ideas from multiple sources. They organize what they say (on paper, on a computer or in their head). They write a draft and then they ask what other people think. They revise, make additional changes to clarify the meaning.

According to Harmer, writing is a form of communication to deliver the thought or express feeling through written form. For the students, writing can train them to be creative in writing and delivering their opinion, and also the students are able to develop the language into a good sentence. The students' habit in writing will increase their language achievement in writing including vocabulary, grammar or structure, the organization of writing, and their knowledge.

Writing skill is more complicated than other language skills. Basically, writing skill requires a well-structured and well-planned way of representing

¹⁵ M. Mukhsin Khan, (2009), *The Translation of the Meanings of Sahih Al-Bukhari Arabic-English* Vol. 1, Book 3, Darussalam, Riyadh, Saudi Arabia, p. 121.

thoughts.¹⁶ Writing is often not time-bound by conversation. When writing, students often have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult a dictionary, grammar book or another references to help them.

Alan Mayers said that writing is a way to produce the language. People do it naturally. They say something, think more to say, maybe correct something you have said, and then move on to the next statement.¹⁷ Writing is not much different, except that you take more time to think about your subject, the person or people you will discuss with, and the goals you want to achieve in the discussion. If you write in a second language, you need more time to revise your work.

According to Oshima, writing is like raising things. If the writer takes a small step by step, they will reach the top. It is important to note that writing is a process not a “product”.¹⁸ The writing process gives students the structure to write. There are six steps in writing, these include: getting ideas, choosing (choosing ideas that we think will be useful), outlining (putting ideas into the best order), drafting (making the first draft from beginning to end, without going back), revise, and editing. However, writing is a difficult activity for most students.

From the definitions above, it tends to be inferred that composing is a human correspondence framework that speaks to images. By composing, people

¹⁶Jeremy Harmer, (2004), *How to Teach Writing*, England: Person Education Limited, p.31.

¹⁷Alan Mayers, (2005), *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essay*, New York: Longman, p.1

¹⁸Oshima, Alice.(2007). *Introduction to Academic English Third Edition*.New York:Longman. p.3

can share their thoughts, emotions, or whatever is on our brains. Composing expects understudies to zero in on creating thoughts, sorting out, intelligent, changing them into a decent arrangements, utilizing great accentuation, and altering text for appropriate syntax. Thusly, when the understudies might want to compose something, they ought to be perceived about language, accentuation, and furthermore lexical importance in the passage that identified with jargon.

2. The Process of writing

The writing process has about four steps. In the first step, create the ideas. In the second steps, arrange the ideas. The third step, write a rough draft. In the final step, polish your rough draft by editing and making revision.

Writing is an action that is never have one step. Writing is always have many steps in processing a written text. Because writing can not write directly published. Writing is one of the productive skills requires a process. This process requires the writer to write in stages. The writing process is the stages a writer goes through to produce something (written text) before becoming the final draft. There are four writing process that have must to do by a writer¹⁹.

2.1 Planning

At this stage, the author must consider three principle issues, in particular the objectives, crowd (peruser), and content structure. The motivation behind composing won't just influence the kind of text the essayist needs to deliver, the language that the author utilizes, yet additionally the data the author decides to

¹⁹ Jeremy Harmer, (2007), How To Teach Writing, England: Person Education Limited, p.4

incorporate. Second, the author must imagine that the crowd won't just influence the type of the composition (how it is masterminded or how the passages are orchestrated). Third, the creator must think about the substance structure of the work. This implies that essayists must think about the most ideal approach to rank realities, thoughts, or contentions in their composition.

Planning will help you as an essayist to make simple the work. This will shape your task, it will separate it into discrete stages so you don't grope set exist towards some last objective that is so distant; it will permit you to gauge your advancement. Arranging is additionally help your peruser to more comprehend your composition. Because in planning, the reader can guess what about your work.²⁰

This stage is often called pre-writing process which can be defined as a way to warm the brain before writing. There are two ways to warming up the brain; brainstorming and clustering.

Brainstorming is a useful technique in writing because it allows you to approach the topic with an open mind.²¹ In this way, you do not value your ideas as arising, yourself is free to find your ideas that you might not even know about.

Brainstorming also called listmaking cycle of producing a ton of data in a short measure of time by working as relationship of the past terms that you have referenced. Along these lines, conceptualizing is an approach to run a thought making machine.

²⁰Martin H. Manser, (2006), *The Facts on File Guide To Good Writing*, USA: Acid Free Paper, p. 36

²¹Karen Blanchard and Christine Root, (2003), *Ready to Write*, New York: Person Education Inc, p. 41

Infer all terms that may show up from the overall subject that you are pondering. This system functions admirably on the off chance that you work in an English group. All colleagues can produce thoughts, with one part going about as a representative. Try not to stress over altering or looking for what probably won't be a smart thought. Simply compose bunches of conceivable outcomes. In the event that people are searching for a point, take a gander at the things in your rundown that appear to be the most encouraging and attempt to create a couple moreover, either by making additional lists or by using one of the techniques below :²²

- a. The writer must start with a broad topic.
- b. The writer must write down as many as ideas as possible about the topic the writer can do in five minutes.
- c. The writer can add more items to their list by answering what, when, where, why, and how.
- d. The writer group similar items in the list together.
- e. The writer can cross out items that do not belong.

Clustering is a strategy that allows people to generate ideas that you can explore in the relationship between those ideas. Clustering knocks your mind that is intuitive and creative or connected. There are five steps that must be done by the writer to cluster :

- a. Place the subject in the middle of the new page.

²²Utami Dewi, (2010) *How To Write*, Medan: La-Tansa Press, p.17-18.

- b. Associate freely and generate more ideas, write them down as soon as you think about them. Circle each new idea and then link it to your center circle with a line.
- c. Keep going as you quickly develop additional thoughts, write down where they appear to be, circle them, and correct with new lines to the original center circle or any circle ideas.

2.2 Drafting

The drafting stage is the place people truly begin to compose. The most significant thing here is to pass on words on paper.

After you have got done with arranging, you can continue to the following stage (drafting). The principal draft in your section, the author must utilize thoughts from arranging as a guide when you compose, recall to :

- a. Start with a subject sentence that expresses the principle thoughts, including a few sentences that help the fundamental thought.
- b. Paste the point including data who don't legitimately uphold the principle thought.
- c. Organize sentences so that request thoughts bode well.
- d. Use sign words to enable the peruser to comprehend the thoughts in your passage are associated.

2.3 Editing (Revising)

It is almost impossible to write a perfect paragraph on the first draft. Maybe the order of information is unclear or the discourse markers are wrong. The way to revise and improve the first draft is called editing. The author edits

their own work or their colleagues for grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting text material such as questions, examples, and the like in this case.

The author can consider several steps for editing. These steps are useful for a writer because they can make their own work easier and more controlled. Those steps are :

- a. Add new ideas to support the topic.
- b. Cross out sentences that do not support the topic.
- c. Change the order of the sentences.
- d. Use the following checklist to revise your paragraph :
 1. Make sure you have a topic sentence
 2. Cross out sentences that are not related to the main.
 3. Check to see if the sentences are in the correct order.
 4. Add new ideas if they support topic sentences.
 5. Make sure you have included signal words to help guide the reader, and check punctuation, spelling, and grammar.

2.4 Final Version

After the author edits their drafts, making the changes he deems necessary, he produces the final version. It may look very different from the original plan and draft, due to things we have changed in the editing process, but the author is known to be ready to send written texts to the intended audience.

2.5 Publishing

At this stage, they have produced the final version of their writing to their teacher. The final step in the writing process is publishing. It means different things depending on the work you are working on. The writer can publish his/her own work on blogger, social media, magazine, etc.

- a. Bloggers need to upload, format, and post their finished work.
- b. Students need to make the final copy of their work correctly.

3. Recount Text

Teaching and learning can not be isolated from the class. It very well may be viewed as a sort of text or composed content. This is an ordinary model of composing items which has various highlights and attributes. Pardiyono said that classification is the content can be characterized as a sort of text that has a capacity as an edge of references so the content is powerful in the reason, decision, and structure of text and syntax components.

As Dirgayasa in his opinion, the class viewpoint remembers two distinctive measurement for educating and figuring out how to compose. To start with, sort is simply the kind of text or composing. It think about that language (composing structure) must be identified with social capacities. Second, class as a cycle or methodology how to become composed functions created, instructed and considered. For this situation, there are cycles of creation and proliferation.

In learning English, there are a few types of writings that must be contemplated and aced by understudies. As indicated by Dirgayasa, there are numerous kinds, for example, : elucidating text, describe text, account text, system text, report text, clarification text, conversation text, hortatory composition

text, scientific work text, new things, and narrative content. To put it plainly, the class alludes to the objectives which are situated towards composing text with explicit objectives. Every sort has its own expository structure. Sentence structure design or phonetic highlights and open objectives. Recorded as a hard copy based educating and learning, teachers and students must understand the three basic components of genre-based writing²³.

In this case, the researcher only focus to one of the writing genre that is recount text. The researcher does not explain all of the writing genre mentioned above.

Recount text is one of the writing genre that must be learned by the students. The purpose of this text is to provide information to the reader or someone about something and to describe events that happened in the past. Recount is one type that has reason to retell or inform an event or activity. It can be events or experiences.²⁴ The recalculate text has a sequence of events and purpose to tell what happened in the past and use the question of who, what, where, and when. The narrating text begins with an orientation, which introduces participants, place and time, then goes to the event, which describes a series of events that happened in the past and ends in reorientation, stating the author's personal comments for the story.

In educating and learning dependent on composing, the instructor and understudies must comprehend the three essential segments of type based

²³Dirgayasa, (2014), *College Academic Writing-A Genre based Perspective*, Medan: Unimed Press. p. 1-3

²⁴Pardiyono, (2007), *Pasti Bisa! Teaching Genre based Writing*. Metode Mengajar Writing Berbasis Genres secara Efektif. Yogyakarta: Andi, p. 63

composition, for example, informative objectives, logical structure, and punctuation designs or semantic highlights. For this situation, the class dependent on the describe text additionally as of now has their own objectives, expository structure and literary components, and semantic highlights. It has own capacity. The informative reason for the relate text is to educate and portray past encounters by describing functions in the request in which they occurred.

The following is rhetorical structure or textual elements in recount text :

1. Orientation
 - a. This consist of themes or topic to be informed.
 - b. To show the reader about the topic/theme being informed.
 - c. To attract the attention of reader and interest of readers.
 - d. This makes it possible to attract and provoke the reader so that he wants to continue reading the entire text.
 - e. The use of adjective to show personal attitude to make this event more meaningful and powerful.
2. Records of events or sequences
 - a. To provide details on events that are chronologically informed/explained.
 - b. Better to say chronologically than flashback and zigzag. To have a good chronological order, sequence markers like first, second, third, etc are important.
3. Re-orientation

a. This serves to show personal about activities or events that are informed or told. This is a conclusion with a personal attitude. Then the recount text has the language features :

1. Introducing personal participant, for example I, my group, etc.
2. Using chronological connection, for example then, first, etc.
3. Using linking verb : was, were, had, etc.
4. Using action verb : look, go, change, etc.
5. Using past tense.

Based on generic structure above, the nonexclusive structure is the direction of recounting anecdotes about the topic informed. The records or event is sequenced to provide the details events that are chronologically informed. Reorientation tells about personal attitudes about activities or events that informed or told.

The following is an example of recount text :

Visiting Bali	
<p>There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta Beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.</p>	Orientation
<p>On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy</p>	Record of event

but quite town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of scene of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-days-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quite satisfied.

Re-orientation

C. Previous Study

The first previous study is the thesis written by Tina Winingsih entitled “An Analysis of Lexical Errors in Students’ Writing of Eighth Grade at Mts N 1 Karanganyar in the Academic Year of 2017-2018”. She chose class E as a sample because class E is the middle class of eight grades. This class consist of 38 students. In this thesis, the researcher found 5 types of lexical errors that is loan, calque, misspelling, error selection, and semantic confusion.

The second previous study is the thesis written by Rismauli Elsa Tania Siahaan entitled “Lexical Errors in Writing English Paragraph Made By The First Semester Students Of STT Abdi Sabda Medan: A Case Study”. This study obtained data from Abdi Sabda Medan, used a qualitative method. She found seven types of lexical errors in paragraphs such as 3 suffixes (3,6%), 4 consonants

based (4,8%), 44 borrowing (52,4%), 8 omissions (9,5%), 14 overinclusions (16,6%), 10 misselections (11,9%), and 1 misordering (1,2%).

The last previous study is the journal written by Robby Andre from Airlangga University entitled “An Analysis of Lexical Errors in The English Compositions of Indonesian Efl Learners”. The data was collected from the English descriptive writings of 37 students. The analysis of data yielded a total of 303 errors, with an average number of 8.2 errors per descriptive writing. Moreover, ‘suffix type’ was the most frequent lexical error with a total of 81 errors (26.73% from the total number of errors), followed by ‘calque’ which accounted to 58 errors (19.14%), and ‘wrong near synonym’ which accounted to 37 errors (12.21%).

In conclusion, this research is different from the others. What makes this research is different is because the researcher analyzed the students’ writing using recount text. The previous research used descriptive text as an activity the students. The researcher focusses on analyzing lexical errors in writing recount text. The researcher analyzed the lexical error based on Llach’s theory. The researcher also explain the causes of lexical error.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research conducted by applying qualitative method. Salim and Syahrumsaid that qualitative research method is types of research where the discovery procedure does not use statistical or quantification procedure²⁵.

Qualitative research is characterized by verbal description as its data. It means that the data of the study was analyzed by describing, identifying and analyzing the text. Descriptive research means that the data of the study was described or explained by the researcher.

In this study, the researcher used descriptive method to describe what types of lexical error found by the students at eighth grade of MTs Aisyiyah Medan.

B. Research Settings

This research conducted in English class at MTs Aisyiyah Medan where located on Jl. Demak No 3 Medan Area Selatan, Medan. The researcher conducted the research at the second grade. This place was chosen because there were some problems faced by the researcher when she entered and observed at that school. On the other hand, similar research has never been conducted at that school. In addition, this school was easily accessible to the researcher because the

²⁵ Salim and Syahrumsaid, (2016), *Metodologi Penelitian Kualitatif*, Bandung : Ciptapuskatka Media, p.41

head of Madrasah gave the permission to the researcher to conduct the research. Because at this time in a pandemic condition, the researcher decided to conduct the research at that school. This school is one of the school remained open during the pandemic.

In qualitative research, a researcher usually did not specify what time to be done because it is done by researcher like a traveller. The researcher started the research when the researcher had the ideas to continue about what to do, but the details of the procedure do not form primary data collection.

C. Data and Data Sources

In this study, the subject was the students of eighth grade of MTs Aisyiyah. The researcher chose the sample from VIII-1 is 13 students and from VIII-2 is 13 students to analyze their writing. Therefore, the total number of student was taken 26 students to be analyzed by using random sampling. The researcher chose two classes because the researcher wanted to see the differences between two classes. To support the data, the researcher also interview some students to get more information about recount text. The researcher also did the observation when they were learning English.

D. Technique of Collecting Data

The way to collecting data in this research are in various ways; interview and test.

1. Interview

Interview is useful to explore experiences, views, opinion, or beliefs in certain things. Because interview is the product of interaction between researcher and interviewer, the researcher's settings and skills are very important.

Interview is aimed to get more information about students that will be investigated. In this interview, the researcher gave some questions to get more information about the errors of the students' task.

The researcher asked some students to get more information about their knowledge about recount text. It was possible for them to make a good recount text while they did not understand about recount text itself.

2. Test

The test will adjust according to indicators that are important to the researcher. Students was given a free recount text made by the researcher. The researcher asked students to wrote recount text as much as they could. Students had 60 minutes to wrote the recount text and they can wrote whatever they wanted. They did not use the dictionary to help them made the text.

The researcher used writing test as research instrument. In the test, students are asked to write recount text based on their experience. Then they write

recount text in observing and analyzing errors; articles, singular plural forms, verb forms, and words.

Firstly, the researcher asked permission to the Headmaster of Madrasah Tsanawiyah Aisyiyah Medan to conduct the research. Secondly, researcher prepared test instruments for students. Next, the researcher provided the test to students. Before students wrote the test, the researcher gave some explanations and instructions in advance to students how to do the test. After that, the data was collected. After the data was collected, the researcher identified students writing lexical error classifications to find the most common mistakes and to find the cause of errors. The researcher identified and classified the types lexical error based on Llach's theory. Then, the researcher identified the cause of error based on Norrish's theory. After getting the results, the data was interpreted²⁶.

E. Technique of Analyzing Data

The technique of analyzing data used in this study as follows :

1. Tests

To collected the data, the researcher entered to the class and asked students to wrote recount text. Before the researcher asked to write, the researcher explained the instruction including gave the theme that must they did. In this test, the researcher gave the theme, "The experience on weekend".

2. Analyze

The researcher collected their worksheet and tried to analyze their text. In this case, the researcher tried to get as objectively as possible.

²⁶Isnawati, Ida, (2015), *Instruction Evaluation I*. Unpublished, p.45

After collecting data from the test, students' writing task were analyzed by the researcher in focusing on lexical errors. The data analysis techniques used in this research was descriptive analysis and quantiatives techniques that allow the researcher to describe some of the errors of students and use numerical data.

F. Trustworthiness of The Study

To find the truth of the data and the findings of research, a data will be valid if it is trusted. Data validity can be intended to obtain the level of confidence associated with how far the truth of the results of the research reveals and clarifies data with actual facts in the field, it has four criteria :

1. Credibility

The first work is conducting an investigation at the level of confidence. The finding can be achieved. Then, showing the confidence of the findings with the evidence of the researchers' proof gives the multiple realities.

2. Transferability

That is the criteria to know whether there is similarity between the context of sending and receiving or not. Transferability is how qualitative researcher show that the findings of this research study apply to other context.

3. Dependability

That is the extent to which the research can be repeated by other researchers and that the findings will be consistent. In other words, when someone

wants to replicate your research, he must have enough information from your research to do it and get the same findings as your research.

4. Confirmability

That is the level of neutrality in the findings of this study. In other words, this means that the findings are based on participant responses and not be potential bias or personal motivation of the researcher.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

There are five types of lexical error found in this students' writing by the eighth students at MTs Aisyiyah Medan. They are borrowing, calque, misspelling, misselection, and semantic confusion.

A. 1. Data

The data had been analyzed using Llach theory²⁷. Llach said that lexical error has six types, they are borrowing, coinage, calque, misspelling, misselection, and semantic confusion.

In that class, the researcher asked students to write recount text based on the topic given. The topic is "The Experience on weekend". As stated in the data analysis technique, the procedure used by resercher after collecting data was identifying errors from students' writing, classifying errors for each type, explaining errors based on the causes of errors.

After collecting data, the researcher identified all errors in the of the students' answer sheet. The researcher identified the causes of lexical errors and also the types of lexical errors made by students.

²⁷ Llach, A.P. (2011). Lexical errors and accuracy in foreign language writing. UK : MPG Books group, p.123-124

A. 1. 1. The Lexical error found by the eighth grade

From the identification results, the researcher concluded that all subjects in this study made lexical error in their writing. They tended to make lexical errors. There are six types of lexical errors based on Llach's theory. They were borrowing, coinage, calque, misspelling, misselection, and semantic confusion. The coinage was not found in their writing.

The lexical errors were classified into six types. But in this research, the researcher only found 5 types of lexical error. There was no coinage found in students' writing. The distributions were presented and each types were described below the table.

Table 2.1 Result of types of lexical error

No.	Types of lexical error	Number of error	Percentage of error (%)
1.	Borrowing	14 errors	8.28
2.	Coinage	0	0
3.	Calque	140 errors	82.84
4.	Misspelling	9 errors	5.33
5.	Misselection	1 errors	0.59
6.	Semantic confusion	5 errors	2.96
Total		169	100

From the table above, there were five errors occurs in students' writing about recount text based on Llach's theory.

1. Borrowing

The table shows that the percentage error of borrowing were 8.28%. Based on analyzed, the students who made the error of borrowing type were 10 students from 25 students. The eight students wrote Indonesian in their writing. They put the Indonesian word in the middle of the English words. The example of borrowing type were :

- a. (S8) I swam at **Kolam Renang Bahagia* in Medan.

The words of *Kolam Renang Bahagia* should be *Bahagia Swimming Pool*.

The students adopted the word of *Kolam Renang Bahagi* because he did not know the English of that words so they put Kolam to said swimming pool.

- b. (S8) I found **es kepal* because it was sweet.

The student put es kepal to said ice ball. He did not know the English of es kepal so they only put es kepal on his writing.

- c. (S14) Went to **Mesjid Raya* Medan.

The student wrote *Mesjid Raya* Medan on their writing because he did not know the English of that words. The sentenceshould be "Went to the great mosque of Medan".

- d. (S15) Went to **Pantai Bali Lestari*.

The sentence should be wrote *Went to Bali Lestari Beach*. The student did not know the vocabulary of Pantai, so they just put “Pantai” on the sentence.

2. Calque

From the table above, the researcher found that the most dominant of lexical error in students’ writing recount text is calque. The table showed the percentage of error were 82.84% or 140 number of error. We knew that the students did error in writing the text. The writing were error because the students translated them literally. The students translated the word by word until they could completed the sentence but they did not know whether the sentence correct or incorrect. Most of students did calque type and whole writing almost made calque error. For example :

- a. (S9) I swam at beach Bali in Sumatera Utara.

The sentence is error because the student translate word by word then the position of word was wrong. The sentence should be “I swam at Bali Beach in Sumatera Utara”. Because the main focus of the word “Bali Beach” was refered to the word “Bali”.

- b. (S11) There was a thief beaten by a lot of person.

The sentence is error because the student translate it by literally. The sentence showed plural but he put person on the sentence. The sentence should be “There was a thief by a lot of people”.

- c. (S12) We hungry and we eat food is rice.

The sentence is error because the student translate word by word and the sentence looked weird when we read. The sentence should be wrote “We were hungry and we ate rice”.

(S12) We so happy

The sentence is error because the student put the English vocabularies word by word. The student did not give tobe past on that sentence because if the sentence did not meet the verb, the sentence should give tobe past like was/were. The correct sentence was “We were so happy”.

d. (S13) We saw so many animal

The sentence is error because the student put “animal” while the sentence in plural form. He translated word by word so the sentence became error. The sentence should be wrote “We saw so many animals”.

3. Misspelling

Misspelling refers to error made by the students in using the spelling or orthography of words in the target language. It means that the students error in wrote the sentence such less letter. In this type of lexical error, the researcher only found nine students who made misspelling in their writing. From the table above, we knew that the percentage of lexical error in this type were a little, it were only 5.33%. The example of them were :

a. (S21) I missed them so much *becose I live with them.

The student error in wrotng the word. The student was not beware when wrote the words. It should be “because”. The correct sentence was “I missed them so much because I lived with them.

b. (S18) Went to *swiming pool

The correct sentence is “Went to swimming pool”. The student missed the “m” letter.

- c. (S17) I did not know the *shchedule of that theatre.

The student error in word “schedule”. The sentence should be “I did not know the schedule of that theatre”.

- d. (S9) I found *cruab and jelly fish.

The student error in word “crab” maybe because he did not know the good spelling in the dictionary then he wrote it. The correct sentence was “I found crab and jelly fish”.

4. Misselection

Misselection refers to the error made by the students in using the target language words that have similar sounds or appear similar to the student’s mother tongue words. For example when student wanted to wrote “month” but she wrote the word “mouth”. It was similar when we saw it from the letter. The researcher found misselection type on the students’ writing about recount text. From the table above, we knew that the percentage of misselection type was 0.59%. It was only one student who made misselection type of lexical error.

- A. (S14) Our hand and *food <foot>

The student wanted to wrote “foot” but he did know whether the end of letter “d” or “t”. The researcher knew what his meant was “food” because the sentence was “We washed our hand and food”. So, the correct sentence was “We washed our hand and foot”. In this case, the word “food” and “foot” had a similarity sound.

5. Semantic Confusion

Semantic confusion refers to error made by students in using two words from the target language that have semantic similarities. Based on the table, the percentage of semantic confusion type was 2.96%. It meant some students still confused in the use. In the eighth grade of MTs Aisyiyah Medan, there were three students who made semantic confusion.

- a. (S24) When *his let go of the rope.

The sentence is error because in the sentence, the position of his as an object but in that context of sentence, its position as a word belonging. The student should be wrote “he” not “his”.

- b. (S24) We had so *many fun.

The sentence is error because in the sentence, the word “many” was not appropriate with the context. The word many was for the countable noun while the word much was for the uncountable noun. Because word “fun” was something that uncountable, then the student should wrote “much”. The correct sentence was “We had so much fun”.

- c. (S21) The previous holiday I *were nothere.

The sentence is error because the student put “were” as the tobe past. It should be “was” because if the subject I, she, he, and it used “was” as tobe past if the sentence did not find the verb. In this sentence, the student still confused the use of tobe past. The correct sentence was “The previous holiday I was not here”.

A. 1. 2. The Causes of Lexical Error

The lexical error occurs caused were two factors. Based on Llach's theory, there were interlingual and intralingual. The distribution of those causes error was presented in the table.

Table 2.2 Causes of Lexical Error

No.	Causes of error	Number of error	Percentage of error (%)
1.	Interlingual	154	91.12
2.	Intralingual	15	8.88
Total		169	100

Based on the distribution were presented in the table above, there were 2 causes of lexical error. There were :

1. Interlingual

Interlingual is errors between languages interrupted by the source language. Llach explains calque, borrowing, and coinage are caused by interlingual. From the table above, the percentage of interlingual was 91.12%. It meant that the students most dominant error caused by interlingual transfer. In the previous discussion described that the dominant in interlingual transfer was calque. The students influenced by their mother tongue in translating the target language. For example :

- a. (S8) I found **es kepal* because it was sweet.

The sentence above was borrowing type of lexical error. The student put es kepal to said ice ball. He did not know the English of es kepal so they only put es kepal on his writing.

- b. (S9) I swam at beach Bali in Sumatera Utara.

The sentence above was calque type of lexical error. The sentence was error because the student translate word by word. In this sentence, the student used Indonesia pattern to translate the sentence.

2. Intralingual

Intralingual is disturbed by the source language whereas intralingual is interfered by the target language. Misspelling, misselection, and semantic confusion were caused by intralingual transfer. From the table above, the percentage of intralingual was 8.88%. It meant that intralingual transfer was the small factor that caused the student error in writing. For example :

- a. (S9) I found *cruab and jelly fish.

The sentence above was misspelling. Because the student error in wrote the spelling of word “crab”. The student error in wrote the word “crab”. It happened because he did not know the good spelling in the dictionary then he wrote it.

- b. (S14) Our hand and *food <foot>

The sentence above was misselection type of lexical error. The student still confused to distinguished both of words. These words had the same sound so the student was confused about distinguishing them.

- c. (S24) We had so *many fun.

The sentence is semantic confusion type of lexical error. The word “many” and “much” had same meaning but in this case, the writer should see the context from the sentence. The word “many” was for the countable noun while the word “much” was for the uncountable noun. So, in this sentence, the student did not know the use of many and much itself then he only put it.

B. Discussion

In this study, the researcher found five types of lexical error in students' writing recount text at eighth grade. They were borrowing, calque, misspelling, misselection, and semantic confusion. The research data were analyzed by Llach's theory.

Based on the findings above, the students made lexical error in their students' writing recount text.

1. In their writing, the researcher only found five types of lexical error. There were 169 lexical error made by the students. The most dominant error in students' writing was calque, it was 140 errors. It meant that almost the students made error in calque. The second types of lexical error made by the students was borrowing 14 errors. Next followed by misspelling 9 errors. Semantic confusion was 5 errors and misselection with the small error 1 errors. It meant that the students seldom made error in semantic confusion type.
2. The students often made lexical error in interlingual transfer, it was 154 errors and intralingual transfer only 15 errors. It can be seen from the table

3. above that interlingual contained of calque, borrowing, and coinage. Because of coinage did not find in writing recount text, the researcher only found borrowing and calque.

CHAPTER V

CLOSING

A. Conclusion

This study had been conducted to collect some important information from the eighth grade of MTs Aisyiyah Medan about lexical error based on Llach's theory. Based on finding and discussion above, the researcher concluded that :

First, the students of MTs Aisyiyah Medan in the eighth grade made lexical error in their writing. In their writing, the researcher only found five types of lexical error. There were : borrowing, calque, misspelling, misselection, and semantic confusion. Coinage was not found in students' writing. There were 169 lexical error made by the students. The most dominant error in students' writing was calque, it was 82.84%. It meant that almost the students made error in calque. They still translated the word literally used Indonesia pattern. The second types of lexical error made by the students was borrowing 8.28%. Next followed by misspelling 5.33%. Semantic confusion was 2.96% and misselection with the small error 0.59%. It meant that the students seldom made error in semantic confusion type.

Second, there were two kind of causes of lexical error based on Llach classification. There were interlingual transfer and intralingual transfer. Interlingual transfer included borrowing, calque, and coinage but in this study did not find coinage type. While intralingual transfer included misspelling,

misselection and semantic confusion. In this study, the most frequent caused the lexical error was interlingual transfer. The percentage of error caused by interlingual was 91.12%. The intralingual transfer was 8.88%. It meant that the students tended to be error in interlingual transfer. That was error in borrowing, calque type.

B. Suggestion

Based on the study that had been conducted by the researcher, the researcher would like to give some suggestion for the English teacher and students.

a. For the English teacher.

It is expected to give correction and more explanation about recount text. From this study, the teacher can get valuable information about students' lexical errors in writing, so that the teacher can focus on teaching them about lexical errors that often occur especially in lexical and improve their writing skill.

b. For the students.

The students should practice their writing skill especially in lexical error. They should add the vocabulary everyday to raise their skill.

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APPENDICES

TEST

1. Write down recount text based on your experience on weekend! (min. 250 words)

The Guidelines of Interview

Observer : Dewi Selvia

Location of interview : MTs Aisyiyah Medan/Jl. Menteng Raya gang Rahayu

1. Apakah anda sudah pernah belajar recount text?
Respon :
2. Apakah anda sudah paham mengenai recount text, mulai dari pengertian, struktur teks, dan tenses yang digunakan?
3. Apakah anda sudah bisa menulis recount text?
4. Apakah anda memahami penggunaan kata kerja di dalam recount text?
5. Menurut anda, seberapa sulit memahami tenses di dalam recount text?

Hasil Interview Online dengan Beberapa Siswa

Observer : Dewi Selvia

Location of interview : MTs Aisyiyah Medan

Initial name : (AZP)

No.	Pertanyaan	Respon
1.	Apakah anda sudah pernah belajar recount text?	Ya, sudah. Sewaktu di kelas 7 dulu sudah belajar dan saya tahu sedikit-sedikit tentang recount text.
2.	Apakah anda sudah paham mengenai recount text, mulai dari pengertian, struktur teks, dan tenses yang digunakan?	Kalau untuk pengertian dan struktur teks, saya paham. Tetapi kalau masalah tenses saya kurang mengerti. Karena dari kata kerja pertama diubah menjadi kata kerja kedua dan ketiga itu menurut saya terlalu susah. Ditambah lagi kalau kita tidak hapal, kita mesti melihat kamus lagi.
3.	Apakah anda sudah bisa menulis recount text?	Kalau untuk membuat cerita recount text saya bisa. Hanya saja saya masih sulit dalam menuliskan kata kerja yang tepat sesuai dengan tenses yang digunakan.
4.	Apakah anda memahami	Saya kurang paham

	penggunaan kata kerja di dalam recount text?	
5.	Menurut anda, seberapa sulit memahami tenses di dalam recount text?	Sebenarnya tidak terlalu sulit. Yang sulit itu dalam peletakan kata kerjanya. Saya tidak tahu apakah itu sudah kata kerja bentuk past tense atau bukan. Kalau hanya mengarang cerita recount text saja saya sangat bisa.

Initial name : (AR)

No.	Pertanyaan	Respon
1.	Apakah anda sudah pernah belajar recount text?	Pernah, waktu kelas 7.
2.	Apakah anda sudah paham mengenai recount text, mulai dari pengertian, struktur teks, dan tenses yang digunakan?	Belum. Saya hanya tahu makna recount text dan strukturnya saja. Kalau tenses saya belum paham karena sulit menurut saya.
3.	Apakah anda sudah bisa menulis recount text?	Sudah. Jika hanya menulis cerita recount text saya bisa. Yang sulit itu membuat ceritanya berdasarkan stucture text dan menggunakan kata

		kerja yang sesuai dengan tenses.
4.	Apakah anda memahami penggunaan kata kerja di dalam recount text?	Saya belum paham. Karena di dalam kamus terdapat regular verb dan irregular verb dan saya belum paham menggunakannya.
5.	Menurut anda, seberapa sulit memahami tenses di dalam recount text?	Lumayan sulit. Karena saya belum hapal mana kata kerja pertama, kedua, dan ketiga sehingga di dalam penggunaannya masih bingung.

Initial name : (MA)

No.	Pertanyaan	Respon
1.	Apakah anda sudah pernah belajar recount text?	Sudah
2.	Apakah anda sudah paham mengenai recount text, mulai dari pengertian, struktur teks, dan tenses yang digunakan?	Belum. Saya masih sedikit bingung bagaimana recount text itu. Terutama tenses yang digunakan.
3.	Apakah anda sudah bisa menulis recount text?	Bisa sedikit sedikit.
4.	Apakah anda memahami penggunaan kata kerja di dalam recount text?	Belum sepenuhnya. Mungkin karena saya belum paham bentuk past dalam recount text ini.

5.	Menurut anda, seberapa sulit memahami tenses di dalam recount text?	Tidak terlalu sulit. Yang penting kita tahu dan paham regular verb dan irregular verb.
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Initial name : (DS)

No.	Pertanyaan	Respon
1.	Apakah anda sudah pernah belajar recount text?	Sepertinya sudah tapi saya lupa seperti apa recount text itu.
2.	Apakah anda sudah paham mengenai recount text, mulai dari pengertian, struktur teks, dan tenses yang digunakan?	Belum. Saya juga tidak paham tenses itu bentuknya seperti apa.
3.	Apakah anda sudah bisa menulis recount text?	Kalau sekedar menulis cerita dalam bahasa Indonesia mungkin saya bisa. Tapi kalau cerita yang benar-benar saya belum paham.
4.	Apakah anda memahami penggunaan kata kerja di dalam recount text?	Tidak
5.	Menurut anda, seberapa sulit memahami tenses di dalam recount text?	Lumayan sulit karena saya tidak paham dalam penggunaan tenses nya.

Initial name : (NT)

No.	Pertanyaan	Respon
1.	Apakah anda sudah pernah belajar recount text?	Sudah
2.	Apakah anda sudah paham mengenai recount text, mulai dari pengertian, struktur teks, dan tenses yang digunakan?	Sudah. Saya tau apa itu recount text, tenses yang digunakan, juga bahasa yang biasa digunakan dalam membuat cerita recount text.
3.	Apakah anda sudah bisa menulis recount text?	Bisa. Jika kita membuat kalimatnya berdasarkan struktur kalimat, tentu akan menjadi kalimat yang benar.
4.	Apakah anda memahami penggunaan kata kerja di dalam recount text?	Iya saya memahami
5.	Menurut anda, seberapa sulit memahami tenses di dalam recount text?	Tidak terlalu sulit. Hanya saja terkadang saya masih lupa menggunakan bentuk lampau dalam cerita ini.

No. Name : Ahmad Randa

Went to Mesjid Raya

Last week I and my family goes to Mesjid Raya. We go there by our car. We started our trip at 2 pm and arrived at 2.30 pm. After we arrive, we washing our hand and food in the toilet. After that we took a photos in front of mosque. So much photos we took over there. After we have took a photos and feel satisfied, we entered to the mosque to do ashar prayer.

At 4.30 pm we are left mesjid Raya and directly go home. I fell so happy because this was so memorable in my mind.

Name : Arssun

No.:

Date:

Go to ^{Went to} Pantai Bali Lestari

Last week was New Year Holiday. I and my family went to Bali beach for a vacation. We took a tourism bus to go there. We left at 7.00 o'clock in the morning. The trip took about four hours and we arrived at around 11.00. on

As we arrived there, I walk go to the beach. I see some seagulls flew around ~~later~~ hunt for fish. Before we go at home, I look for some beautiful souvenir at ~~at~~ the nearby shop there. Eventually we went home at about 05.00 pm. It was a memorable experience for me with my family

Name: Inayah Fatimah

went to fishing

Yesterday, I went to the lake. It were the nice time for fishing because I had no work to do.

I wake up earlier at the morning then I went to the market place to bu some shrimps which I used for fishing bait. After that I went to the lake to start fishing.

On in that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake.

I throw ~~take~~ ~~hook~~ my hook as far as I can then I wait for the first eating my bait. I set 10 big fish. I was so happy.



