



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

***A SKRIPSI***

**Submitted to the Faculty of Tarbiya and Teachers Training, State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of the  
Requirements for the Degree of Sarjana Pendidikan**

**By**

**HUMAIRAH TANJUNG**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN**

**2020**



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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk  
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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## ABSTRAK

**Tanjung, Humairah. 2021. The Student Lexical Errors in Writing Spoof Essay at Eleventh Grade of Yayasan Islamic Center Sumatera Utara.**

Skripsi, Medan: Department of English Education Faculty of Tarbiyah and Teachers Training, States Islamic University of Nort Sumatera.

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

The purpose of this study is 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. The researcher want 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 essays. The focus of this research is Lexical Errors in Writing Spoof Essay at Eleventh Grade of Yayasan Islamic Center Sumatera Utara. The method that use in this research is descriptive qualitative. The research data is to carry out on essays written by students in spoof essays. The steps for error analysis are the researcher collecting data from student writing essay, after collecting; the researcher identify and classify the errors tat contain in the lexical errors in writing spoof essays. The data analysis process is describe based on this research is supporting by the theory based on Dulay in Kuntjara (2013: 2). From the research results it can be seen that the mistakes made by the students in writing were 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.

## ACKNOWLEDGEMENT



Alhamdulillah, all praise is due to Allah the Almighty, the sustainer, the most gracious, and the most merciful, who had given the writer blessing, health, strength, opportunity and patience in the process of finishing this thesis. Shalawat and greeting present is onto beloved and our dear the holy Prophet Muhammad SAW (peace be upon him) and his family, his companion, and his adherence.

This paper is also not possible without help, advice and motivation. On this occasion, I would like to express my deepest gratitude and appreciation to all lectures, family, friends, and institutions that have contributed to the completion of this thesis, so that it becomes a complete article later and can be presented to the Faculty of Tarbiyah and Teacher Training in fulfilling some of the requirements for an S.Pd degree in the Department of English Education. Therefore, I would like to express my appreciation to all of them, especially to:

1. **Prof. Dr. Syahrin Harahap, M.A.**, as the rector of State Islamic University of North Sumatera.
2. **Dr. Mardianto, M.Pd.**, as the Dean of Tarbiyah Faculty and Teachers Training at State Islamic University of North Sumatera.
3. **Yani Lubis, S.Ag, M.Hum.**, as the Head of English Education Department.
4. **Prof. Dr. Didik Santoso, M.Pd.**, as the first advisor who has guided me, given me advices and suggestions and knowledge in finishing this thesis.

5. **Drs. H. A. Ramadhan, MA.,** as the second advisor who has guided me and given me advice and suggestions in finishing this thesis.
6. All of lecturers of English Education Department for the sciences, and thought which had been given to me during study at English Education department.
7. Especially thanks to my parents Mr. Dr. H. Syarbaini Tanjung, LC, MA and Mam Dra. Hj. Erni Ritonga, who always support me, motivate me, teach me not to give up, love me, and her prayer as the greatest power on earth that open a way to finish this thesis.
8. My beloved brothers Ahmad Muhuaisin Tanjung, Shofwan Hanief, Ahmad Baihaqi Tanjung and my sister Nurul Izzah who always supports me and keep motivate on me.
9. All of my lovely friends in PBI 3, who have accompanied me in this college life. Thanks for giving me lot of experience in my life.
10. My friends in KKN 26 Binjai, the best day ever that we have created together.

Medan, ..... 2020

**Humairah Tanjug**

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**TABLE OF CONTENTS**

<b>ACKNOWLEDGEMENT .....</b>	<b>i</b>
<b>TABLE OF CONTENTS .....</b>	<b>iii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. The background of the Problem.....	5
B. The Identification of the Problem .....	7
C. The Limitation of the Problem.....	8
D. The Problem of the Study .....	8
E. The Objective of the Study .....	8
F. The Significance of the Study.....	9
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>10</b>
A. THEORETICAL ORIENTATION .....	10
1. Writing Spoof Text .....	10
a. Writing .....	7
b. Spoof text .....	17
2. Lexical errors .....	18
B. RELATED STUDY .....	24
<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>25</b>
A. Research Setting.....	25
B. Data and Data Souch .....	25
C. Research Method.....	26
D. Technique of Collecting Data .....	26

E. Technique of Analyzing Data .....	27
F. Trustworthiness.....	29
<b>BAB IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>31</b>
A. Research Finding .....	31
B. Discussion.....	40
<b>BAB V CONCLUSION AND SUGGESTION .....</b>	<b>43</b>
A. Conclusion .....	43
B. Suggestion.....	43
<b>REFERENCE.....</b>	<b>44</b>
<b>APPENDIX</b>	

## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

English has four skills must be 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 expression in 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, 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

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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.

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 a skill that has an essential significance in the 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 invariant shape.<sup>3</sup>

Usually, in the 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. In general, errors occur because of misunderstanding in formulating the language component itself. 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, the lexical error is a deviation in the 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. The problems can affect the

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<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> IRahmah 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.

<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.

quality of students' writing in writing spoof essays.<sup>7</sup> A spoof essay is an 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 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 essays. They lacked 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. Therefore, English teacher sometimes still finds some errors made by the students. So, from the problems above, the writer is very interesting to research the title "**The Student Lexical Errors in Writing Spoof Essay at Eleventh Grade of Yayasan Islamic Center Sumatera Utara**".

## **B. The Identification of the Problem**

Based on the background above, then the identification of the study can be written as follows:

1. Almost all of the students considered that writing is very difficult to study.
2. The students chose the wrong word in writing.

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<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

3. The students' lack of mastery in English vocabulary. Because many problems can be researched, the researcher would like to limit them.
4. Ect.

Because there are many problems that can be researched, therefore the researcher would limit them.

### **C. The Limitation of the Problem**

Based on the identification of study above, this research focuses on students' lexical errors in writing spoof essays. This is because it can provide information to the teacher about the errors that are always made by each student in writing an essay. So they can help to overcome the errors made by students in writing essays, especially spoof essays. So, the researcher will research student lexical errors in writing spoof essays, especially in omission, addition, misformation, misordering, and blends.

Therefore, the researcher limits the problem in the aspect of the student lexical errors in writing spoof essays.

### **D. The Research Problem of the Study**

From the limitation of the problem above, the researcher formulated the research problem as follow:

1. What are lexical errors that students' do in writing essays?
2. How do lexical errors occur in writing spoof essays?
3. Why do the lexical errors occur in writing spoof essays in the way they do?

### **E. The Objective of the Study**

Based on the research problem above, the researcher formulates the Study as follows:

1. To describe lexical errors that students' do in writing text.
2. To describe how do lexical errors occur in writing spoof essays.
3. To describe why do lexical errors occur in writing spoof essays in the way they do.

### **F. The Significance of the Study**

The researchers hope this study can help and overcome the problems faced by students in reducing errors that always occur in writing essays, especially in spoofs essays. This research is expected to provide the following benefits:

1. Theoretical Significance

This research can be useful to enrich knowledge in fix lexical errors in spoof essay.

2. Practical Significance

- a. For the teacher, this study is expected that this research can help and provide information to teachers in the teaching process and the teacher will know more about how students learn and the difficulties faced by students.
- b. For the students, this study is expected to make students better understand and not repeat the errors commonly they do in their writing essays.
- c. For other researchers, this study is expected can be a reference in the next study that have the same concern to analyze students in analyzing the students' lexical errors in writing spoof essays and the like.

- d. For the principal, the result of this study as a contribution to improve teachers competence in teaching English.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Orientation

##### 1. Writing Spoof Text

###### a. Writing

Writing is a communication tool that should be used to convey ideas, information, or intentions that will be expressed by the writer to the readers. Writing is also a skill learned in English. Besides, writing is one of the most difficult skills among other skills. Because as a communication tool, it must use clear and concise words in writing something, so that the reader can understand the intent contained in a piece of writing.

Based on Al-Qur'an surah Al-'alaq: 1-5 which reads:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③  
 الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Meaning: “(1) Proclaim (Read!) In the name of the Lord and Cherisher who created (2) Created man, out of a (mere) clot of congealed blood (3) Proclaim! And the Lord is the most Bountiful (4) He who taught (the use of) the Pen (5) Taught man that which he knew not.”<sup>8</sup>

Based on the verses above, writing and reading cannot be separated one another because both of his cases learned by the human at once. When someone was reading

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<sup>8</sup> Abdullah Yusuf Ali, (2004), The Meaning of the Holy Qur'an, 9th edition, Beltsville, Maryland: Amama Publications, p. 1671.

for knowledge, they have to tie it with a pen (written) so they can teach the knowledge to others or next generations one day.<sup>9</sup>

From the meaning and understanding above verse, we can understand that reading and writing are means and tools in studying. So, writing is not just writing, because what we write must be accounted for. Therefore, writing has a process before it comes to writing results. In the above verse, reading is included in the process of writing. From reading, we gain knowledge and have a basis for producing writing results. Writing is a medium that we can use to spread information and be accepted by readers.

As mentioned that writing is speaking to others on paper or a computer screen.<sup>10</sup> As explained above that writing is a process to convey ideas or information into the written form or computer screen and other people can know the intentions and messages to be conveyed by the writer, besides from speaking. And Another expert said defines that writing as a combination of process and product (Nunan). So, from that, we can know the writing is the way to process the aggregate of the writer's ideas as outlined in written form, to produce a product to be achieved at the end of writing.

So, from the definitions stated by some expert above can be concluded every people can convey they critical thinking, express their ideas, feelings and provide information through writing or an article..

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<sup>9</sup> Ahmad Mushtafa Al-Maraghi, (1974), Tafsir Al-Maraghi, Semarang: Toha Putra, p. 131.

<sup>10</sup> Alan mayers. 2005. Gateways to Academic Writing: Effective Sentences, Paragraphs and Essays. New York: Longman McMillan, Kathleen and Weyers, Jonathan. 2007. How to Write Essay and Assignments. England: Pearson

Before someone produces a product in writing, of course, the writer already has a purpose in writing. So that the product produced has a clear goal and right on target so that the reader can understand clearly the intentions and objectives of the written product. The products of writing are a letter, a message for communication, etc.

Writing is an important form of communication in day-to-day life, and it is especially important in high school and college. And writing is also one of the most difficult skills to master.<sup>11</sup> From the expert above we can know that students, teachers and all of the people in this world must know the purpose and meaning of writing, because this is an important one to know and used in our daily life in anywhere and any moment and every environment, whether school, campus, home environment, and other public places.

One of the hadiths narrated by Abu Daud:

حَدَّثَنَا مُسَدَّدٌ وَأَبُو بَكْرِ بْنُ أَبِي شَيْبَةَ قَالََا حَدَّثَنَا يَحْيَى عَنْ عُبَيْدِ اللَّهِ بْنِ الْأَخْنَسِ  
عَنْ الْوَلِيدِ بْنِ عَبْدِ اللَّهِ بْنِ أَبِي مُعَيْبٍ عَنْ يُونُسَ بْنِ مَاهَكَ عَنْ عَبْدِ اللَّهِ بْنِ  
عَمْرٍو قَالَ كُنْتُ أَكْتُبُ كُلَّ شَيْءٍ أَسْمَعُهُ مِنْ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أُرِيدُ  
حِفْظَهُ فَفَنَهَيْتَنِي فَرِيضٌ وَقَالُوا أَتَكْتُبُ كُلَّ شَيْءٍ تَسْمَعُهُ وَرَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ  
وَسَلَّمَ بِشَرِّ يَتَكَلَّمُ فِي الْغَضَبِ وَالرِّضَا فَأَمْسَكْتُ عَنِ الْكِتَابِ فَذَكَرْتُ ذَلِكَ لِرَسُولِ  
اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَأَوْمَأَ بِأَصْبَعِهِ إِلَيَّ فِيهِ فَقَالَ أَكْتُبُ فَوَالَّذِي نَفْسِي بِيَدِهِ  
مَا يَخْرُجُ مِنْهُ إِلَّا حَقٌّ. (رواه ابو داود)

<sup>11</sup> Zamach, "Problem in Writing Spoof", Nurma, Khairul, Volume 3 No 1, March 2016, p.14

Meaning: “Telah menceritakan kepada kami Musaddad dan Abu Bakar bin Abu Syaibah mereka berkata: telah menceritakan kepada kami Yahya dari 'Ubaidullah bin Al-Akhnas dari Al-Walid bin Abdullah bin Abu Mughits dari Yusuf bin Mahik dari Abdullah bin 'Amru ia berkata, "Aku menulis segala sesuatu yang aku dengar dari Rasulullah shallallahu 'alaihi wasallam, agar aku bisa menghafalnya. Kemudian orang-orang Quraisy melarangku dan mereka berkata, 'Apakah engkau akan menulis segala sesuatu yang engkau dengar, sementara Rasulullah shallallahu 'alaihi wasallam adalah seorang manusia yang berbicara dalam keadaan marah dan senang?' Aku pun tidak menulis lagi, kemudian hal itu aku ceritakan kepada Rasulullah shallallahu 'alaihi wasallam. Beliau lalu berisyarat dengan meletakkan jarinya pada mulut, lalu bersabda: "Tulislah, demi jiwaku yang ada di tangan-Nya, tidaklah keluar darinya (mulut) kecuali kebenaran." (Narrated by Abu Dawud)”<sup>12</sup>

Meaning: Having told us Musaddad and Abu Bakr bin Abu Syaibah they said: have told us Yahya from 'Ubaidullah bin Al-Akhnas from Al-Walid bin Abdullah bin Abu Mughits from Yusuf bin Mahik from Abdullah bin' Amru he said, "I wrote Everything that I heard from the Messenger of Allah -peace and prayer of Allah be upon him-, so that I could memorize it. Then the Quraysh people forbade me and they said: Will you write everything that you hear, while Rasulullah -peace, and prayer of Allah be upon him is a human who speaks in a state of angry and happiness? 'I didn't write anymore, then I told the Prophet Sallallaahu 'alaihi Wasallam. He then hinted by putting his finger on his mouth, and then said: "Write, for the sake of my soul that is in His hands, it does not come out of it (mouth) except the truth. “(Narrated by Abu Dawud)”<sup>9</sup>

So, from the hadith above we can understand that we are encouraged to write in studying. Writing can help us to increase the abilities we have, but whatever we write must be accountable for its truth. This is because the results of our writing will be used as a source of information by readers..

<sup>12</sup>Nawir Yuslem, *Ulumul Hadis* (Jakarta: PT Mutiara Sumber Widya), hlm. 100.

Tarigan states that writing is a language skill that is used in indirect communication. It means writing is one of indirect communication that can be used by someone except speaking. In other, that writing is a skill in express ideas, feelings, and thought which are arranged in words, sentences, and paragraphs using eyes, brain, and hand.<sup>13</sup> And writing also strengthens the use of the generic structure, idiom, and vocabulary from the students who have studied in the previous subject.<sup>14</sup> From the statement above, can know the process of writing can convey ideas thought of the writer using their knowledge by using grammar, vocabulary, unity, and coherence to combine the writers' ideas in writing.

Another expert stated that there are the most common purposes for writing, which are to entertain, to inform, and to persuade.<sup>15</sup> So, as a writer, we must pay attention to our product of writing because it can be entertaining, inform and persuade the result of the writing.

So, from the statement of the expert above can be concluded that writing is an important skill of students or people that must be trained, to increase the ability in writing skill. So as not to make some errors that often occur in writing, such as lexical errors, grammatical errors, misspelling, and unsuitable vocabulary in their writing product. The result of writing can be entertaining, inform and persuade.

Every person wants to produce good writing and be understood by readers. For that, a writer must know the components used in writing. Because a good writer should give attention to grammar errors and lexical errors. Haris states To make good

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<sup>13</sup> Raimes, Ann, *Techniques in Teaching Writing* (New York: Oxford University Press. 1983) p. 76

<sup>14</sup> *Ibid*,

<sup>15</sup> Blanchard, Karen and Root Christine, "Ready to Write More. From Paragraph to Essay", (New York: Longman. 2004) p. 5.

writing, we need to recognize the component of writing skills such as content, forms, grammar, vocabulary, and mechanics (punctuation and capitalization).<sup>16</sup> From the first expert, five components can help us to make good writing if we can apply it in our writing form.

There are some components of writing, the first is content. A writer must know the substance of writing and the ideas expressed. The second is form. After we have made the content, we make the form to the organization of the content. The third is grammar. After we have made a form, we must check the employment of grammatical form and syntactic patterns. There four this vocabulary.<sup>17</sup> Besides we must check our grammar, we must also check the choice of structure and lexical items to give a particular tone or flavor to the writing. And the fifth is Mechanic. In this component, as a writer, we must use graphic conventions of the language.

There are some components in writing. There are neat handwriting, correct spelling and punctuation, as well as acceptable grammar, and a careful selection of vocabulary.<sup>18</sup>

1. Neat Handwriting. Based on Harmer states that teachers cannot ask students to change their handwriting style, but they can encourage neatness and legibility. So, Neat handwriting can make it the reader easy to read their writing product.
2. Correct Spelling. Based on Jackson states that Spelling is the most standardized feature of the English language.<sup>19</sup> So, as a writer, we must check

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<sup>16</sup> Haris, D.P, "Testing English as a Second Language", (New York: McGraw Hill Book Company, 1969)p.68.

<sup>17</sup> Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra Indonesia*. Yogyakarta: BPFE,2001),p. 306-308.

<sup>18</sup> Ur, Penny, "*A Course in Language Teaching*", (Cambridge: Cambridge University Press, 1999).p.70

<sup>19</sup> Jackson, Howard,(*Good Grammar for Students*. London: Sage Publication,2005).p.110

the correct spelling in our product of writing, because we make errors in spelling word the meaning of the sentence can change to other meaning until making the reader misunderstanding.

3. Punctuation. Punctuation. Based on McMillan and Weyers states that punctuation is an important code that helps the reader understand the message.<sup>20</sup>In this part, a writer also must used punctuation in the right place, because this is can help the reader more understand the text.
4. Acceptable Acceptable Grammar. Based on Harmer states that the grammar of a language is the description of how words can change their forms and can be combined into sentences in that language.
5. Vocabulary. Vocabulary. Based on Kasihani states that vocabulary is a set of words of a language and they give meanings whenever someone speaks the language.<sup>21</sup> Here, vocabulary is the most important, because if the writer didn't know the vocabulary of the word, the writer can't convey their ideas, information, message, etc through writing.

So, from the component in writing from some of the experts can be concluded that the component very important to attend to make a good writing product. The component in writing there are neat handwriting, correct spelling and punctuation, as well as acceptable grammar, and careful selection of vocabulary.

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<sup>20</sup> McMillan, Kathleen and Weyers, Jonathan. (How to Write Essay and Assignments. England: Pearson, 2007) p.135.

<sup>21</sup> Kasihani, K.E. (English for Young Learner. Jakarta: Bumi Aksara, 2007). p.43.

To produce good writing, of course, writing has some characteristics in writing. Which when the result of writing has some of the existing characteristics and is appropriate. Some criteria of good writing. There are:<sup>22</sup>

1. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.
2. A good writing result shows the abilities of the writer to write clearly (unambiguous), to use the sentence structure well, language, and examples, therefore, it makes it the readers easy to understand the explicit and implicit meaning.
3. A good writing result shows the ability of the writer to write surely: it can take the reader's interest to the main idea of the writing; it can describe the main idea clearly and logically.
4. A good writing shows the ability of the writer to criticize his draft of writing and then revise it to get the better one. The key to success in writing is the willingness and the abilities of the writer in revising his draft.
5. A good writing result shows the pride of the writer in his writing.

Based on the explanation above can be concluded that Writing is a communication tool that should be used to convey ideas, information, or intentions that will be expressed by the writer to the readers. Everyone can convey their critical thinking, express their ideas, feelings and provide information through writing or an article. The component in writing there are neat handwriting, correct spelling and punctuation, as well as acceptable grammar, and careful selection of vocabulary. And to produce good

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<sup>22</sup> Tarigan, HG, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Aksara, 1994) p.6.



writing, of course, writing has some characteristics in writing, they are good writing result shows the abilities of the writer in arranging the materials to be a good structure, shows the abilities of the writer to write clearly (unambiguous), shows the ability of the writer to write surely, shows the ability of the writer to criticize his draft of writing and then revise it to get the better one and shows the proud of the writer to his writing.

b. Spoof

Spoof text is one of the kinds from the text. There are 13, they are recount, report, discussion, review, spoof, explanation, anecdote, and exposition, and procedure, news item, descriptive and narrative, this is suitable with a statement from Grace. Spoof text is a text which tells a factual story, happened in the past time with an unpredictable and funny ending.<sup>23</sup> From the definition above, means spoof text shares the story that happened in the past with other and the end of the ending is a funny impression.

To produce good and correct spoof text we must know the generic structure of spoof text. Triyanti states that spoof has three schematic structures. They are orientation, events, and twists. The first is orientation. Orientation means the introduction of the story. By giving the orientation, the reader will recognize, for the first time, who involves in the story. The second is events. This structure of spoof tells us several events explored in a chronological way which enables the writer to arrange the story read with nice. And third is a twist. The twist is the final series of events that happen in the story. It is an unpredictable event/thing/way which amuses the reader.

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<sup>23</sup> Wahidi, Rahmat. Text Forms and Features: A Resource for Intentional Teaching. (Jakarta: Umbrella Corporation, 2009) p.6.

Readers even do not predict that it would be. And we must know that language features of spoof text are nouns, action verbs, adverbs of time and place, simple past tense, and connective.

From the explanation above can be concluded that Spoof is a type of text, written to tell experiences in the past, that has a funny ending and can amuse the reader. There are three generic structures of spoof text, They are orientation, events, and twist. And in this text language features used nouns, action verbs, adverbs of time and place, simple past tense, and connective.

## 2. Lexical Errors

Errors can happen in our communication verbal or non-verbal, it's mean we can find it from speaking or writing form. Points out errors are the flawed side of learner speech or writing.<sup>24</sup> It's mean the points of errors can be seen in the speech and writing form. This statement is clarified defines that errors are parts of the students' interlanguage that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aimed towards full mastery.<sup>25</sup> As we know, that errors always happen in studying the language. Harmer states that talking about students' errors in learning the language in their practice.

Based on Al-Qur'an, surah al-hujurat: 6 which read:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا  
 قَوْمًا بِجَهْلَةٍ فَتُصِيبُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ ﴿٦﴾

<sup>24</sup> Dulay, H., Burt, M., & Krashen, S. D. Language two. (New York: Oxford University Press, 1982) p.138.

<sup>25</sup> Harmer, J. The Practice of English Language Teaching. (Edinburgh: Longman, 2001) p.100.

Meaning: “O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful.”<sup>26</sup>

From the above verse, it is clear that if a wicked person comes to you to tell information, then as the recipient of the information you must carefully seek the truth about the news he delivers so that misunderstandings do not occur and do not accept hoax news that will harm yourself and others.

Furthermore, error takes place when the learner has incorporated a particular erroneous form (from the perspective of the target language) into his or her system.<sup>27</sup> From the states above, means sometimes errors happen word place in the form and perspective of the target language. Because of that needs to practice more and more to adapt in choosing the right words in their place to fit the target language.

Errors divide into 5 types. They are Omission, Addition, Misformation, Misordering, and Blends.<sup>28</sup>

1. The omission is any deletion of certain necessary items in sentences. The omission is indicated by the absence of a certain item that must appear in sentences. For example: "My Brother smart swimming." It should be, "My brother is smart in swimming.”
2. Addition errors are the opposite of omission. They are characterized by the presence of an item that must not appear in a well–formed utterance. This

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<sup>26</sup> Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur’an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 1671.

<sup>27</sup> Gass, S. M., & Selinker, L. *Second language acquisition: An introductory course* (3rd ed.). (New York, NY: Routledge, 2008) p. 102.

<sup>28</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*, p. 2-5.

happens when the learners overuse certain grammatical rules of the target language. For example: "She does not sleep." It should be, "She does not sleep."

3. 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. For example: "Me don't care." It should be, "I don't care."
4. Misordering is there is something incorrect placement of certain morphemes in sentences. For example: "She guards all the time her baby." It should be "She guards her baby all the time."
5. Blends occur when two or more morphemes that have the same function appear in a sentence. For example: "The only one thing I want." It should be "The only thing I want."

Lexical error is happening in using of lexical items in a certain context as the impact of the confusion between two words, because there is the similarity between formal or semantic which consists of the L1 or L2 influence.<sup>29</sup> It means the writer must pay more attention to the similarity of words in writing, so choose the right words in the placement of words in a sentence. usually, errors that occur due to the influence of L1 into L2 are used. In lexical error, there is formal classification, mis-selection (wrong word choice), misformation (words that are nonexistent in the L2 but exist in L1), and distortion (words that are non-existent in both the L2 and the L1).<sup>30</sup> This statement also

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<sup>29</sup> Llach, Maria Pilar Agustin, *The Relationship of Lexical Error and their Types to the Quality of ESL Compositions: An Empirical Study*. (Universidad de la Rioja: Unpublished Thesis, 2005),p.16.

<sup>30</sup> James, C.*Errors in language learning and use*. (London: Longman,1998)p.145.

similar to the intent from Llach above, but he adds besides word choice, there is also the word in L2 nothing in L1 so is the reverse, and also maybe nothing in L1 and L2.

Lexical errors will only affect lexical words, while grammatical errors will only affect grammatical words.<sup>31</sup> From here we can know the effect of errors in lexical and grammatical in the written form because the lexical and grammatical error has the scope or domain of each.

To avoid lexical error in writing we must a lot of practice writing, so get used to and do not make more errors again in the next writing. Lexical error reflects is a bad sign of writing skill on the part of the learner.<sup>32</sup> Because that lexical errors as the most frequent in the environment of advanced learners and this still happen often.

The number of word choice errors decreased as the proficiency level increased.<sup>33</sup> From this statement, we can know that lexical error will be reduced by the number of learners who often practice writing skills so that the level of understanding is higher and does not repeat the errors before.

So, from some previous above can conclude that lexical related to words and vocabulary. In lexical itself, it discusses words and vocabulary, so lexical errors will discuss errors that occur in each word. This can be known when researchers or teachers analyze errors in writing. But, the lexical error will be reduced by the number of learners

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<sup>31</sup> Hawkey, R. and Barker, F. Developing a common scale for the assessment of writing.(in *Assessing Writing*,2004)p.122.

<sup>32</sup> Llach, Lexical Errors and Accuracy in Foreign Language Writing. (D. Singleton, Ed. Bristol: Multilingual Matters,2011),p.42.

<sup>33</sup> Hawkey, R. and Barker, F. (2004). "*Developing a common scale for the assessment of writing*" in *Assessing Writing*, 9: 122.

who often practice writing skills, so that the level of understanding is higher and does not repeat the errors before.

Some experts discuss types of lexical errors. The first opinion divided lexical errors into six categories, they are:<sup>34</sup>

1. Misspelling. It's means is spelling errors in the word. Sometimes happens because difficulties that learners have in coping with English encoding system. For example hangry for hungry, bed for bad and etc.
2. Borrowing. This is commonly called code switching. this happens because it doesn't adapt it to the target language, so this includes phonological or morphological adaptations.
3. Coinage or relexificatio. It consists of adaptation of an L1 word to the L2 orthography or morphology.
4. Calque or literal translation. type of error because the target language generated comes from literal translation or word by word. For example, Car big or in Indonesia language mobil besar.
5. Misselection. It is also called „synforms“ or malapropism. It is confusion of formally similar items.
6. It refers to the confusion of semantically related words; in the other words, two words are confused because they are semantically similar that is they have similar meanings but are functionally different. For example, my house is my paradise (paradise here calm or comfortable).

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<sup>34</sup> Llach, Lexical Errors and Accuracy in Foreign Language Writing. (D. Singleton, Ed. Bristol: Multilingual Matters,2011),p.123-124.

Other expert divides lexical errors in the well-ordered list based on the two major types of lexical errors, first is formal errors and second is semantic errors.<sup>35</sup>

### 1. Formal Error

- a. Formal Misselection. Formal misselection contains two similar lexical forms which consist of visual and sound similarity. Divided into four, there are suffix type, prefix type, Vowel-Based Type, and Consonant-Based Type.
- b. Formal Misformations. It can be created by the learner from the resources of the target language or in the mother tongue. There are three classifications of formal misformations: borrowing, coinage and calque.
- c. Distortions. The results of distortions usually are non-existent forms in the target language. James classifies distortions into four sub-types, there are omission, overinclusion, misselection, and misordering.

### 2. Semantic Errors

Semantic errors are classified into two types, there are:

- a. Confusion of Sense Relations. In confusion of Sense Relations there are four types, first, Using a Superonym for a Hyponym. Second, Using a Hyponym for a Superonym. Third, Using Inappropriate Co-Hyponyms and fourth, Using Wrong Near Synonym.
- b. Collocational Errors. James classifies collocations error into three types as follows: Semantically Determined Selection, Statistically Weighted Preferences and Arbitrary Combination and Irreversible Binomials.

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<sup>35</sup> James, C, *Errors in language learning and use*. (London: Longman, 1998).

There is an error taxonomy divides into a well-ordered list based on two major types of errors, they are formal error and semantic error.<sup>36</sup> The formal error is a particular error in lexical error which affects the form of the word, while the semantic error is a particular error in lexical error which affects the meaning of the intended word. Lexical error based on the sources of error:

1. Interlingual transfer happens because of interference of students' mother tongue (native language).
2. Intralingual transfer happens because of the target language interference.

So, from the explanation above can concluded lexical error is one of the errors that usually occur in writing, the error can be seen from the shape and meaning of the word (lexical) in the target language. Typical errors in writing are lexical errors and graphical errors, but errors in lexical and grammatical in the written form happened because the lexical and grammatical error has the scope or domain of each. Some experts discuss types of lexical errors. The first opinion divided lexical errors into six categories, there are misspelling, borrowing, coinage or relexification, calque or literal translation, misselection, and semantically. The second opinion divided lexical errors into two categories; there are formal error and semantic error. And another expert divided errors into five categories; they are Omission, Addition, Misformation, Misordering, and Blend.

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<sup>36</sup> Llach, Lexical Errors and Accuracy in Foreign Language Writing. (D. Singleton, Ed. Bristol: Multilingual Matters,2011),p.125.



## **B. Related Study**

The first is a thesis entitled "Errors Analysis in the Students Writing Narrative Paragraph at MTs N Pajajaran Pamulang" by Herlinawati (2011). In this study, the writers do this research in MTsN Pajajaran Pamulang on the third-grade student. This Research purposes to find out the most type of command errors in making simple past tense in narrative writing. It includes the command errors in using simple past tense and is divided into two-part; there are regular verb and irregular verb. And the findings of this study are the most of the students make errors in irregular form and the second level of errors is regular form.

The second thesis is about "Lexical Errors Made by the Students in Language Testing Class" by Suci Amelini (2013). In this research, the researcher does this in language testing class and found some errors in that testing. And the finding from the research is four kinds of lexical errors found in students' utterances in there. They are suffix types, using synonym words, borrowing, and calque or literal translation.

## **BAB III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology and data analysis. It covers the place and time of the research, method, and design of the research, data and data source, technique of collecting data, the technique of analyzing data, and trustworthiness.

#### **A. Research Setting**

This study will be conducted in MAS Yayasan Islamic Center Sumatera Utara. It is located on Jl. Willem Iskandar. The reason the writer chooses this school because of some reasons. Those are: (1) This school is a place of PPL I and II, (2) the school is not too far from the house of the researcher, (3) The students of that school also can follow the rules from the researcher.

#### **B. Data and Data Source**

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

The main data sources are in qualitative research are words and actions; the rest is data additions such as documents and others.<sup>37</sup> But to complete the data research requires two data sources, namely primary data sources and sources secondary data.

##### **1. Primary Data**

Research using primary data is collected directly from observations and interviews with English teachers about the techniques, methods, and strategies used

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<sup>37</sup> Lofland dan Lofland dikutip oleh Dr.Lexy J Moleong, Metode Penelitian Kualitatif, (bandung : Rosdakarya, 2006)

by the teacher in teaching writing. On the explanation, the main source of data in this study is the teaching strategy in teaching writing used by teachers in one of the private schools at Medan.

## 2. Secondary Data

To get primary data with the results of research in the field, then the secondary data was taken from several references, such as books, document references, teacher teaching materials, and syllabus used. Based on these explanations, the secondary data sources in this study were the sources of books, teacher handbook documents, lesson plans, and materials used by teachers of the school.

## C. Research Method

This research was qualitative. Qualitative research was the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest.<sup>38</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 a descriptive method to describe the students' lexical errors in writing spoof text of eleventh grade.

## D. Technique of Collecting the Data

The technique of collecting data was the way to get data, this way could show the fact from some phenomena.<sup>39</sup> Many ways the researcher can get data collection, there are

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<sup>38</sup> Gay, L., Mills, G. & Airasian, P, *Educational research competencies for analysis and applications*. 8th ed. (New Jersey, Pearson,2006).

<sup>39</sup> Arikunto, S. *Metodologi Penelitian Suatu Pendekatan Proposal*. (Jakarta: PT. Rineka Cipta,2002)p.134.

interviews, observations, tests, questioner, and documentation. The technique of collecting data used in this study was a test and documentation. The test was the way to measure someone's knowledge or ability. The stages of collecting data were:<sup>40</sup>

1. Test. First, the researcher will make a test, as below:
  - a. The researcher came to the class. Then, the researcher asked student to make a spoof text with free title.
  - b. After that, the researcher collected the student writing. Then, the researcher read the student writing.
  - c. Then the researcher identified and classified the lexical errors based on the Llach's theory.
2. Documentation

Data collection through 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.

#### **E. Technique of Analyzing Data**

In the technique of analysis of data, the researcher will analyze the data that has been collected. In this research, the researcher used the procedures suggested,<sup>41</sup> there are three steps to analyze the data, and there are data reduction, data display, and conclusion drawing/verification.

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<sup>40</sup> Brown, H Douglas. *Language Assessments: Principles and Classroom Practices*, (New Jersey: Prentice Hall Regent, 2004),p.3.

<sup>41</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta,2014). P. 247

## 1. Data Reduction

The first step in this research is data reduction. Data reduction is summarizing, choose the basic things, focusing on important things, look for themes and patterns.<sup>42</sup> From the idea above, the first step that the researcher does on the results research is to compile existing data, then select and separate data that is important and not to be included in the research list, and classifies according to the function and purpose of the study. So, the researcher can save time and find it easier to produce results from the research conducted.

## 2. Data Display

The second step in this research is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action.<sup>43</sup> In the process of reducing and displaying the data, it was based on the formulation of the research problem. The formulations of the research problem are: (a)What are lexical errors that students' do in writing the text? (b)How do lexical errors occur in writing spoof essays? (c)Why do the lexical errors occur in writing spoof essays in the way they do?

This step is carried out after data reduction because this step will produce structured, concise, clear, and precise information so that after this step the conclusion can be drawn. Usually, the qualitative research process is in the form of a narrative, so that simplifications can be made without reducing existing data.

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<sup>42</sup> Ibid.,

<sup>43</sup> Miles, Mathew B., dan A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (London: Sage Publications, 1994).

### 3. Conclusion Drawing/Verification

The third step in this research is conclusion drawing/verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities. Patterns, explanations possible configurations, causal flows, and propositions. In this last step, the researcher will make conclusions from all the data collected during the research.<sup>44</sup> The results of the conclusions should be verified as a result of the analysis. Conclusions are drawn after the data is collected by making temporary conclusions. That why every result of qualitative research must be continuously analyzed and verified to obtain conclusions that are following the data obtained by the researcher when the research is conducted.

#### **F. Technique of Establishing the Trustworthiness**

After analyzing the data, researchers need to analyze the validity of existing data sources, to obtain valid data. To check and ensure the feasibility of the data, researchers used triangulation data to obtain data validity.

Based on Moleong Triangulation was the technique of examining the trustworthiness of the data which used things outside the data to examine the data and to be compared to the data.<sup>45</sup> Triangulation was a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. So, data triangulation is one way to recheck and compare data and researchers get valid data.

Triangulation divided into four kinds:<sup>46</sup>

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<sup>44</sup> Miles, Mathew B., dan A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (London: Sage Publications, 1994).

<sup>45</sup> Moleong, Lexy. *Metodologi Penelitian Kualitatif*. (Bandung: PT. remaja Rosdakarya, 2002) p.278.

<sup>46</sup> J. Moleong, Lexy. 2000. *Metode Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya, 2000) p.178.

1. Triangulation by using the resources. It meant that the researcher compared and checked the credibility of information found, with the data of interview and compared it with the related documents.
2. Triangulation by using method. It meant that the researcher checked the credibility the data of the research and the data resources by using several data collecting techniques and analyzed them by the same method.
3. Triangulation by using investigator. It meant that the researcher rechecked the credibility of his data by her own research or other researchers.
4. The last technique was triangulation by using theory. It was a technique using multiple theories to help interpreting and explaining the data.

In this research, the researcher used triangulation by using resources and methods as the trustworthiness. The researcher rechecked and compared the credibility of information found, with the data of the interview and compared it with the related documents. and then, the data resources by using several data collecting techniques and analyzed them by the same method.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher divided the research into two-part, there are research findings and discussion. The first part is research findings. In research finding consists of describing the student lexical errors in writing spoof essays. And second is discussion. In this part, the researcher will present the description of the data findings in short and detail.

#### A. Research Findings

In this research, the researcher will describe the errors found in the essay written by the informant. This informant is one of the students in madrasah aliyah swasta Islamic Center at eleventh grades. The researchers ask the student to make a 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.”



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

### 1. Omission

The omission is any deletion of certain necessary items in sentences. The omission is indicated by the absence of a certain item that must appear in sentences. In this type, the error as follows:

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 an error in omission in the second line of the 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 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 that 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.

In 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 the 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 that must not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. In this type, the error as follows:

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

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, it 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 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 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 the word "weekend" in that sentence has clearly stated the time statement or less precise. So, without append, the word "day" has become a 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 follows:

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	a. ... and I <i>ran</i> to ice cream box b. I <i>ran</i> to our table before...

	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... b. I see the waiters laugh out loud...	a. I <i>saw</i> beside me, but... b. I saw the waiters laugh out loud...
5.	a. We <i>walk</i> around the department shop. b. After a few hours <i>walk</i> around the department store...	a. We <i>walked</i> around the department shop. b. After a few hours <i>walked</i> around the department store...
6.	What we want we <i>find</i> .	What we want we <i>found</i> .
7.	... And we <i>decide</i> to eat in fountain restaurant.	... And we <i>decided</i> to eat in fountain restaurant.
8.	a. I <i>am</i> so excited b. I <i>am</i> very embarrasses that it...	a. I <i>was</i> so excited b. I <i>was</i> very embarrasses that it...
9.	And then I <i>ask</i> and hold my mother hand...	And then I <i>asked</i> and hold my mother hand...
10.	I <i>don't</i> see my mother and my sister	I <i>didn't</i> see my mother and my sister
11.	Because that not my mother's hand	Because that <i>was</i> not my mother's hand
12.	My mother and my sister <i>is</i> still <i>sit</i> there.	My mother and my sister <i>were</i> still <i>sat</i> there
13.	... Without <i>follow</i> me to ice cream box.	... Without <i>followed</i> me to ice cream box.
14.	I <i>tell</i> them what happen with me....	I <i>told</i> them what happen with me....

Based on data, the researcher found an 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 the department stores in Medan". Because 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 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 of the writer's lack of understanding, especially regarding grammar. The writer must be more careful when composing a sentence because many mistakes often occur when using the word between inappropriately in its place. For example in using verbs 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.

#### 4. Misordering

Misordering is there is something incorrect placement of certain morphemes in sentences. In this types the error as follow:

Data	Error	Correction
1.	What we want we find	We found what we want to
2.	My mother let go of my	I confused because my mother let

	hand and I confused	go of my hand
3.	Huft, today is my bed day I think	Huft, I think today is my bad day

Based on data, the researcher found an error in misordering three times. First, in the second paragraph line one, the sentence is "what we want we find". It should be "we find what we want to". Errors occur due to improper sentence structure. Supposedly, after the verb "want" it must be followed by conjunction in the next sentence.

Second, in the second paragraph line eight, the sentence is "My mother let go of my hand and I confused". It should be "I confused because my mother let go of my hand". Errors occur due to improper sentence structure. Supposedly, should be subject first, and then followed by verb and complement.

Third, in the second paragraph line thirteen, the sentence is "Huft, today is my bed day I think". It should be "Huft, I think today is my bad day". The error in this sentence is the same as the previous error. That the error occurs due to improper sentence structure. Supposedly, should be subject first, and then followed by verb and complement.

So, misordering that occurred in this student essay was due to incorrect placement of morphemes in incorrect utterances and wrong sentence structure.

## 5. Misspelling

Misspelling is spelling errors in the word. Sometimes happens because difficulties that learners have in coping with English encoding system. In this types the error as follow:

Data	Error	Correction
1.	Today is my <i>bed</i> day	Today is my <i>bad</i> day
2.	... yummy ice cream for <i>dessert</i> .	... delicious ice cream for <i>dissert</i> .

Based on data, the researcher found an error in misspelling in the sentence is "Today is my bed day". The errors exist in the word "bed", it should be "bad". So that the sentence can be "today is my bad day." In this form, the errors happen because in the form of two forms of errors such as errors in writing words or in spelling. And in the second example also has the same problem. The sentence is "... yummy ice cream for dessert." The errors exist in the word "yummy", it should be "delicious". So that the sentence can be "... delicious ice cream for dessert."

So, in misselection, the errors in the word, which sometimes happens because of difficulties for learners, have in coping with the English encoding system. For reducing these errors in the writing process the writer should improve his writing skills by practicing a lot in writing English words and differentiating each word.

#### 6. Semantically

It refers to the confusion of semantically related words. In the other words, two words are confused because they are semantically similar that is they have similar meanings but are functionally different. In this types the error as follow:

Data	Error	Correction
1.	We are <i>enter</i> the some of shop	We <i>came in</i> the some of shop

2.	We <i>choose</i> some of food	We <i>order</i> some of food
3.	... <i>yummy</i> ice cream for dessert.	... delicious ice cream for dessert.

Based on data, the researcher found an error in omission tree times. First, in the second line, the sentence is "we are enter the some of shop..." The errors exist in the word "Enter", it should be "come in". So that the sentence it can be "we came in the some of the shops". Second, in the eighth line, the sentence is "we choose some of food in their menu." The errors exist in the word "choose", it should be "order". So that the sentence can be "we choose some of the food in their menu." And the last example also has the same error with others; the sentence is "... yummy ice cream for dessert." The errors exist in the word "yummy", it should be "delicious". So that the sentence can be "... delicious ice cream for dessert."

So, semantically it refers to the confusion of semantically related words; in the other words, two words are confused because they are semantically similar that is they have similar meanings but are has a different function.

From the explanation above, it can be concluded that there are still many student essays in spoof essays that have lexical and grammatical errors. Especially in the misformation category which is a form of error but the most dominating, there are eighteen forms of errors such as selecting verb elements (not according to tenses), composing structures, and using present and past tense in sentences. Furthermore, the omission is in the form of three errors as an omission in nominal sentences, subject (noun/pronoun), and preposition. Then, misordering errors are in the form of three errors, there are verb and



structure sentences. Then, besides there are three errors, such as adding elements of to be and waste of word, that is not needed in the sentence. Semantically, there are three forms of error such as referring to the confusion of semantically related words with the other words, two words are confused because they are semantically similar meanings but are different functions. The error that has the lowest percentage is a misspelling, which is in the form of two forms of errors such as errors in writing words or in spelling. So that the total errors amounted to thirty-two errors in the student essay.

## **B. Discussion**

After collecting data from student writing tasks, the researcher identified and classified the errors contained in the lexical errors in writing spoof essays. After classifying errors, the researcher found some errors, namely omission, addition, misformation, misordering, misspelling, semantically. And then, the researcher correcting the errors.

Some of the findings in this research are supported by the theory based on Dulay in Kuntjara, which divides errors into 5 types. They are (1) Omission, (2) Addition, (3) Misformation, (4) Misordering, and (5) Blends.<sup>47</sup> From this opinion, those five errors usually occur in writing, and the researcher found four errors following Dulay in Kuntjara's opinion from several errors in the essay. The errors are omission, addition, misformation, and misordering. From this opinion, we can know that five errors told by the expert almost happen in the writing process and four-point from this opinion are proved in the student essay above.

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<sup>47</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, p. 2-5.

Bas Based on other theory from Llach, that lexical error is happening in using of lexical items in a certain context as the impact of the confusion between two words, because there is the similarity between formal or semantic which consists of the L1 or L2 influence.<sup>48</sup> From this theory, errors that occur in writing are also caused by author's mistake in choosing words in writing sentences. Usually due to the similarity of existing words, either formal or semantic which consists of the L1 or L2 influence. The semantic errors above were also found by researchers in essays written by a student that is semantically.

Llach also divided lexical errors into six categories, they are misspelling, borrowing, coinage, calque, misselection, and semantically. Based on opinion above, it is known that apart from the errors that have been described in the previous paragraph, there are still many types of errors that occur in writing. Among them as described by Llach. The errors found by the researcher are also in accordance with the opinions expressed by the experts above, there are misspelling and semantically. From this Llach theory we can know there are six error which is always happens in writing, but from the result of research that proved two errors. It's mean the errors that happened common in semantically and misspelling, this happened because the student lack of understanding in similarity word or not careful in writing word by word.

Other expert, James divides lexical errors in well-ordered list based on the two major types of lexical errors, first is formal errors and second is semantic errors.<sup>49</sup> From this opinion also strengthens the results of the research that researchers found in essays written by students. Almost same as another expert's explanation, but this expert explain

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<sup>48</sup> Llach, Maria Pilar Agustin, *The Relationship of Lexical Error and their Types to the Quality of ESL Compositions: An Empirical Study*. (Universidad de la Rioja: Unpublished Thesis, 2005),p.16.

<sup>49</sup> James, C, *Errors in language learning and use*. (London: Longman, 1998).

more detail in lexical error explanation, especially in formal errors and semantic errors. The expert divided lexical errors into two kinds. First, formal error divided into three parts; there are formal misselection, formal misinformation, and distortions. And second, semantically errors divided into two parts; there are Confusion of Sense Relations and Collocational Errors.

So, from this discussion the researcher found the errors in the student essay and the research results are in accordance with the theoretical basis presented by experts. And there are many more errors that writers can make in writing. The results of this study represent some of the errors that often occur in writing.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. 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.

#### **B. Suggestion**

Based on the research above, the researcher would like to suggest to students, teacher and further research as follow:

1. For Teacher

For the teacher, this study is an illustration for teaching the students about writing, especially in teaching spoof essay. And this study also expected this

research can help and provide information to teachers in the teaching process and the teacher will know more about how students learn and the difficulties faced by students.

2. For Students

For the students, this study is expected to make students learn and always practice more and more to improve their knowledge in writing, especially in writing spoof essay until better understand and didn't repeat the errors commonly they do in their writing essays.

3. For Further research

For other researchers, this study is expected can be a reference in the next study that have the same concern to analyze students in analyzing the students' lexical errors in writing spoof essays, but with other perspective. Other than, the further research can be references and an illustration of the students' errors in writing kind of text of essays.

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APPENDIX I  
TEST INSTRUMENT

## **TEST**

Name :

Class :

Instruction:

1. Please make a spoof essay where the story tells your experience!
2. Do it individually

APPENDIX II  
STUDENT TEST

TEST

Name : Nurhafidha

Class : XI

Instruction:

1. Please make a spoofessay where the story tells your experience!
2. Do it individually

On the weekend <sup>3 Misinformation</sup> day, me and my family, by driving a car go to one of department store in Medan. <sup>2 Addition</sup> In there, I <sup>1 Omission</sup> am, my brother and my sister <sup>4</sup> will buy clothes, kitchen tools, shoes, stationary, and etc. When arrive there, we walk <sup>5</sup> around the department shop. We <sup>6</sup> are enter to some of shop, there were shoes shop, clothes shop, strawberry shop, miniso, supermarket, Lhamin optic, and etc.

After a few hours walk <sup>4 Misordering</sup> around the department store, <sup>5</sup> what we want <sup>6</sup> find <sup>7</sup> And then, <sup>3</sup> me and my family <sup>1</sup> was hungry so, we <sup>2</sup> looking for some food and we <sup>3</sup> decide to eat in fountain cafe. We <sup>4</sup> choose some of food in their menu. finally we are full. And then I my sister want the ice cream, because it was famous with their drink and delicious ice cream for dessert. I <sup>5</sup> am so excited I <sup>6</sup> run to the ice cream box near from entry of this cafe. I directly choose the corn flavor. And then, I <sup>7</sup> asked and hold my mother hand beside me. <sup>8</sup> My mother let go of my hand I <sup>9</sup> Confused, and when I <sup>10</sup> see beside me I don't see my mother and my sister there. But I see the waiters laugh out loud. I <sup>11</sup> am very embarrassed that it, because that not my mother's hand that I hold. I <sup>12</sup> run to our table before, I found my mother and my sister <sup>13</sup> is still sit there without follow <sup>14</sup> me to ice cream box. And then I <sup>15</sup> tell them what happen with me in the ice cream box and all of my family just laugh out loud. Hufft, today is my <sup>16</sup> bad day I think.

- \* 1. Omission
- 2. Addition
- 3. Misformation
- 4. Misordering
- 5. Misspell
- 6. Misspelling
- 7. Borrowing
- 8. Misrelection
- 9. Semanticaly

APPENDIX III  
DOCUMENTATION

**When the teacher introduce the student**



**The student was doing the test**





The researcher take a picture with the student



APPENDIX IV  
PERMISSION LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
**JL. William Iskandar Pasar V Medan Estate 20371**  
**Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-15036/ITK.V.3/PP.00.9/11/2020  
 Lampiran : -  
 Hal : Izin Riset

07 Desember 2020

**Yth. Bapak/Ibu Kepala Yayasan Islamic Center Sumatera Utara**

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Hamidah Tuziana
NIM	: 0304163183
Tempat/Tanggal Lahir	: Kuala Lumpur, 23 Juli 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. TUASANNO.136 MEDAN Kelurahan SIDOREJOHILIR Kecamatan KOTA MEDAN

Untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksanaan *Diser di H. Selamar* Ketaren, Medan Estate, Kcc. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

*THE STUDENTS' LEXICAL ERRORS IN WRITING SPOOF ESSAY AT ELEVENTH GRADE OF YAYASAN ISLAMIC CENTER SUMATERA UTARA*

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 07 Desember 2020  
 a.n. DEKAN  
 Ketua Program Studi Pendidikan Bahasa  
 Inggris



*Digitally Signed*

**Dr. Sholihatul Hamidah Daulay, S.Ag.**  
**M.Hum**

NIK: 197500222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul untuk mengetahui keaslian surat



مؤسسة المركز الإسلامي  
للمصطفى السومطرة  
الشمالية

**YAYASAN ISLAMIC CENTRE SUMATERA UTARA**  
**MADRASAH ALIYAH TAHFIZHIL QUR'AN-MEDAN**

Status Terdaftar NSM: 131212710027 NPSN: 69734232

Sekretariat: Jl. Willem Iskandar/Pancing Telp. 061-6627322-6627332 Medan-20222

**SURAT KETERANGAN**  
**NO : 1949/MA/YIC-SU/1/2021**

Saya yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Tahfizhil Qur'an Medan Yayasan Islamic Centre Sumatera Utara dengan ini menerangkan bahwa :

Nama : Humaira Tanjung  
Tempat/Tanggal Lahir : Kuala Lumpur , 23 Juli 1998  
NIM : 0304163183  
Semester/Jurusan : IX (Sembilan)/Pendidikan Bahasa Inggris

Adalah benar nama tersebut di atas telah melaksanakan riset di Madrasah Aliyah Tahfizhil Qur'an Medan Yayasan Islamic Centre Sumatera Utara pada tanggal 07 Desember s/d 18 Desember 2020 dengan judul " **THE STUDENTS' LEXICAL ERRORS IN WRITING SPOOF ESSAY AT ELEVENTH GRADE OF YAYASAN ISLAMIC CENTRE SUMATERA UTARA** "

Demikian Surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 09 Januari 2021

Madrasah Aliyah Tahfizhil Qur'an Medan

