Lexical Errors in Academic Writing at Muhammadiyah University of Tangerang Students'

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Abstract: Language writing errors are something that often happens. Especially for language learners. In Indonesia, English is a foreign language. This makes language learning feel a little difficult in writing. Lexical errors are mistakes related to the vocabulary of a language. These errors can be broadly defined as deviations from the standard usage of words, which result in incorrect or unclear expressions. This research is an analysis of 6th semester English language education students at Muhammadiyah University, Tangerang. The student writing that is studied is the result of the writing contained in the foreword section of the student's paper assignment. There were 15 students who were used as a sample for analysis this time. The results show that there are four out of seven types of lexical errors in students' writing. These are errors in choosing words (60%), collocation errors (13%), redundancy errors (20%), and spelling errors (7%).

Keywords: Lexical Errors, Semantic, Writing

Introduction

Language skills play an important role in learning a language. (Husain, 2015) stated that a skill can be defined as the ability to perform something well. Swimming, playing, and so on are talents that people learn and then practice. Understanding these concepts is a cognitive exercise, whereas applying them is a skill. Ellis stated in (Rattanadilok Na Phuket & Normah Othman, 2015) when learning a new language, people often make connections between what they know and what they don't. Learners apply what they already know about their native language to their target language performances. Learning a new language without prior knowledge of its linguistic aspects is common(Азизи et al., 2020).

Moreover, language is a complex talent with four sub-skills: listening, writing, reading, and speaking to effectively communicate with others, language learners must master all aspects of the language. Richard in (Najah & Agustina, 2020) language errors can occur when a second language learner's mother tongue is not the same as their first language. Mother tongue patterns can also have an impact on second language acquisition. This results in rejected measurement inaccuracies that create interference. Interference

refs to problems made when speaking one language to another, including pronunciation, grammar, and vocabulary (Nurkholis, 2018).

However, according to (Parupalli Srinivas, 2019) writing is a challenging skill for EFL/ESL learners to master, despite its importance in language development. The skill of writing involves effectively transmitting thoughts, ideas, and information using written language. It includes different components like clearness, consistency, grammar and mechanics, word choice, originality, understanding of audience, investigation, analytical thinking, and revising. Foreign language learners often make lexical errors due to insufficient knowledge of English vocabularies, which can be caused by factors such as low reading frequency and awareness of developing vocabulary (Andre & Jurianto, 2015). Corder in (Promsupa et al., 2017) stated that student blunders should not be ignored because they are developing features for language learners. The error assessments were undertaken in an English as a second or foreign language situation(Carl & Báez, 2019).

Moreover, there is 7th types of lexical error according to (Ander & Yildirim, 2010), such as (1) Wrong Word Choice, (2) Literal Translation , (3) Omission or Incompletion, (4) Misspelling, (5) Redundancy , (6) Collocation errors, and (7) Word Formation Errors. The study "Lexical Error in Writing English Words Made by Students of the Junior High School" in (Amin, 2014) discovered that students make lexical errors frequently, with the most common being "miss election" (incorrect word choice), followed by omissions and over-inclusions. These errors show students' difficulty in choosing proper language during sentence building, underlining the importance of concentrated vocabulary education(Choshen et al., 2020).

Based on the explanation provided above, the researcher will identify what types of lexical errors and common lexical errors frequently used that found in the English writing of 6th semester English education program at Muhammadiyah University in Tangerang. The researcher is focusing on types of lexical errors in semantic(Dewi & Huda, 2020). Lexical semantics deals with the meaning and interpretation of words, phrases, and sentences. Grammatical errors in this context refer to mistakes related to the structure and usage of words and phrases within sentences. The main goal of the research is to investigate these grammatical errors and identify the challenges faced by students. By understanding the specific errors and challenges, the aim is to help lecturers improve the quality of students' writing(O'Brien, 2022).

Methodology

In this research, researcher uses descriptive qualitative approach. Where this research refers to a research method that focuses on extracting an in-depth understanding of a phenomenon or event. According to (Gay & Mills, 2019) qualitative research involves

gathering, collecting, and rendition extended narrative and audiovisual information to understand a specific phenomenon concern. In this research, researchers used descriptive qualitative, namely presenting the data as it is without manipulation or other treatment. The aim of this research is carry out the context of natural events in relation to the situation and environment studied(Hardy et al., 2020).

The population on this study is students of English Department in University Muhammadiyah of Tangerang. Who in 6th Semester, with 33 students from a1 and a2 class. The data from 15 writing samples produced by 6th-semester English language education students were analyzed(Zhang et al., 2021). The researcher examined the students' foreword sections of their paper assignments. Each text was carefully reviewed, and lexical errors were identified and classified according to established categories(Ratnaningsih & Azizah, 2019). The technique of collecting data are Observation made in this research are observations. Researchers will observe students in writing activities and documentation study, in-depth documentation study this research is necessary for sharpen research analysis related to writing in finding errors in writing made by students(Maamuujav, 2021).

Result and Discussion

According to (Ander & Yildirim, 2010), there is seven lexical errors, such as: Errors of Wrong word choice, Errors of Literal Translation, Errors of Omission or Incompletion, Errors of Redundancy, Misspelling, Errors of Collocation, and Errors of Word Formation(Chung, 2020). Moreover, From the analyzed data, a significant number of word choice errors, errors of redundancy, collocation errors, and misspelling were identified (Bar-On & Kuperman, 2019).

Table 1. Table of Lexical Errors Data Analysis

No.	Category	Frequency	%
1.	Wrong word choice	9	60%
2.	Redundancy	3	20%
3.	Collocation	2	13%
4.	Misspelling	1	7%
	TOTAL	15	100%

1. Errors of Wrong Word Choice

According to Michael Swan's in his book "Practical English Usage," (Omar & Gomaa, 2020)word choice errors frequently occur when a writer or speaker chooses a word that does not fit the context or intended meaning (Swan, 2016).

a. "The author **realizes** that in this writing there are still many shortcomings and mistake"
   The word "realizes" implies an immediate or sudden awareness. The word "acknowledges" are better suited to admitting continuing or identified concerns.

b. "This paper is **made** with the best ability and knowledge that the author has."
   The verb in this situation is "written," which accurately reflects the process of creating a written document.

c. "The author is **fully** aware that this paper is still far from perfect due to the **limited** experience and knowledge that the author has"
   "Aware" without "fully" is frequently sufficient and more concise in academic settings. "Developing" might be more neutral or positive, indicating that the author recognizes ongoing growth without implying serious insufficiency.

d. "The author would like to **thank all** those who have **given** the writer the **enthusiasm** and motivation in **making** this thesis work"
   The word "Thank all those who" is clear and polite, while "provided" adds specificity and formality. In an academic context, terms like "encouragement" or "support" are more tangible and suitable, and "writing" or "completing" emphasizes clarity and formality.

e. "…. and also to my friends in arms who **helped** the writer in various ways"
   "Assisted," or "supported," are more formal in this academic context.

f. "Although this proposal has many **deficiencies** in the arrangement and explanation".
   Words like "weaknesses," or "limitations," are more neutral and less harsh, making them better suited to academic or professional.

g. "The author is very **useful**, I hope this paper is useful and can increase knowledge."
   The word "useful" is ambiguous and lacking in specificity. "Beneficial," or "informative," are more specific and provide a clearer sense.

h. "In completing this paper, the writer get lots **challangers.**"
   The term "challenges" correctly represents the difficulties or barriers encountered while completing the paper.

i. "Writing this paper is a requirement to **perform** mid-term test assignments."
   The words "complete" and "fulfill" appropriately express the action of satisfying the requirement of producing a paper for midterm exam assignments.

2. Errors of Redundancy

Redundancy arises when unneeded words or phrases are employed, which can confuse readers and impair message clarity, according to the principles of concise writing mentioned in Martin Cutts' (Cutts, 2020).

a. "The author is very **usefu**l. I hope this paper is **useful** and can increase knowledge"
To avoid redundancy, instead of "useful," use words like "helpful," or "informative," to convey different aspects of the paper's potential impact.

b. "Submitted as One of the Conditions **Participating in the Mid Semester Examination** for Academic Speaking Subject."
To streamline and clarify the language, delete the superfluous term and focus on presenting the need clearly, resulting in "Submitted as one of the conditions for the Mid Semester Examination in the Academic Speaking Subject."

c. "Author can complete this proposal as one of the requirements to **carry out** the midterm exam assignments"
While "to carry out" normally refers to doing or executing a task or action, in academic settings, phrases like "fulfill," or "complete", are more acceptable.

3. Errors of Collocation

Collocations are word combinations that occur naturally in the language(Villarreal & Gil-Sarratea, 2020), according to John Sinclair's, words like "material" and "discrepancy" can be effectively combined to communicate certain meanings in technical or professional situations (Sinclair, 2021).

a. "The author is very **useful**. I hope this paper is useful and can increase knowledge"
To rectify this inaccuracy, "knowledgeable," or "helpful," to express the author's characteristics that add value to their work.

b. "There is a **material** discrepancy"
While "material" usually refers to substantial or essential topics, it is critical to verify that its use is consistent with the context and meaning intended in the sentence. Collocations are word combinations that occur naturally in the language.

4. Misspelling

Treiman (2018) shows how spelling mistakes might be ascribed to both phonological processing issues and visual memory lapses. The study emphasizes the necessity of both phonetic and orthographic expertise in proper spelling.

a. "In completing this paper, the writer get lots **challangers**"
"Challangers" is an erroneous spelling of the word "challenges." Correct spelling is essential for retaining clarity and professionalism in writing. The correct sentence is "In completing this paper, the writer faced numerous challenges."

Conclusion

From the research described by the author, the author found that there were lexical errors in writing forewords in papers written by 6th semester students. There are four

types of seven types of lexical errors. Among them are errors in choosing words (60%), redundancy errors (20%), collocation errors (13%), and spelling errors (7%). This error was written by the student in the foreword of the paper. The papers created are part of the students' assignments during learning. Students often use online translations but do not double-check the resulting words. As a result, there are lexical errors produced by online translation. This makes more considerations for other students if they want to use online translation, to check every word produced

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