An Analysis of Lexical Errors in the English Narrative Writing Produced by the Tenth Grade Students of SMA Negeri 9 Surabaya in EFL Classroom

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The present study aims at examining the types of lexical errors that occurred in the English narrative writing produced by the tenth grade students of SMA Negeri 9 Surabaya in EFL classroom. This study also focuses on calculating the most common lexical error that occurred in the students’ narrative writings. The data was collected from the English narrative writings of 39 students. Lexical error taxonomy proposed by James (1998) became the primary tool in analyzing and classifying lexical errors occurred in the students’ narrative writings. The analysis of the data yielded a total of 399 lexical errors, with an average number of 10 errors per narrative writing. Besides, the analysis of the data showed that there were only 11 sub-types of formal error and 3 sub-types of semantic error that occurred in the students’ narrative writings. Moreover, calque was the most common lexical error with a total of 106 errors, followed by misselection which accounted for 84 errors and using wrong near synonym which amounted to 52 errors. Furthermore, the results of this study confirm that almost all of the students have a serious problem in determining the correct form of lexical items. Therefore, this study suggest that vocabulary teaching and learning in English as a Second Language (ESL) or English as a Foreign Language (EFL) contexts and error correction during the teaching-learning process may become the alternative ways to help reduce the number of lexical errors that occur in the students’ written compositions.

Key words: Lexical error, narrative writing, EFL