

## ABSTRACT

This research examines the lexical errors in the written work of fifty fourth-year students at Prince of Songkla University (PSU), Pattani campus, majoring in English from both the Faculty of Education and the Faculty of Humanities and Social Sciences. The aim of this study is to investigate the types of lexical errors produced by Thai EFL students. This study also attempts to explain the possible causes of lexical errors in terms of interlingual and intralingual errors. Procedures for an error analysis study are adapted from Corder (1974). The lexical errors classified in this study are based on lexical classifications proposed by Woon (2003), James (1998), Laufer (1992), Zughoul (1991), and Dulay, Burt, and Krashen (1982). From the analysis of the data, it is revealed that the highest percentage of errors is attributed to the direct translation type. It is the only error found in the category of interlingual errors, while the use of native words has no occurrences. The majority of intralingual errors is attributed to omissions while confusion of binary terms is the least frequent of lexical errors found. The findings of this study show that the complexity and difficulty within the target language is not a major problem. The influence of the mother tongue is the main cause of errors in the use of vocabulary among Thai EFL students. The main difficulty encountered is negative transfer from their native language rather than difficulties within the TL. It is hoped that recommendations for the improvement of teaching and learning of vocabulary in the Thai EFL context as provided in this study will further benefit Thai teachers in the understanding of the causes of lexical errors faced by their students.

## ABSTRAK

Kajian ini mengkaji kesilapan leksikal dalam hasil kerja penulisan yang dibuat oleh 50 pelajar bahasa Inggeris tahun empat dari Fakulti Pendidikan dan Fakulti Kemanusiaan dan Sains Sastera di Prince of Songkla University, Pattani kampus. Tujuan kajian ini ialah untuk mengkaji jenis-jenis kesilapan leksikal yang dihasilkan oleh pelajar-pelajar Thai yang mempelajari bahasa Inggeris sebagai bahasa asing (*EFL*). Ia juga bertujuan untuk menerangkan punca-punca berlakunya kesilapan leksikal dari segi *interlingual* dan *intralingual*. Prosedur penganalisan kesilapan diadaptasi daripada Corder (1974). Klasifikasi kesilapan leksikal dalam kajian ini mengikut klasifikasi leksikal yang di aturkan oleh Woon (2003), James (1998), Laufer (1992), Zughoul (1991), dan Dulay, Burt dan Krashen (1982). Akibat analisis daripada kajian ini ialah jenis kesilapan *direct translation* mencatat peratus tertinggi. Ia hanya kesilapan yang ditemui dalam kesilapan *interlingual* manakala *the use of native words* tiada kejadian dalam kajian ini. Bagi kesilapan *intralingual*, *omissions* merupakan kesilapan utama manakala *confusion of binary terms* adalah kesilapan leksikal yang paling kurang. kekompleksan dan kesusahan dalam *target language* bukan masalah yang besar. Tetapi pengaruh daripada bahasa ibunda merupakan punca yang paling besar menyebabkan kesusahan dalam penggunaan perbendaharaan kata di kalangan pelajar-pelajar Thai yang mempelajari bahasa Inggeris sebagai bahasa asing. Pengalihan negatif daripada bahasa ibundanya merupakan kesusahan yang lebih besar daripada kesusahan dalam *target language*. Cadangan-cadangan untuk peningkatan pengajaran dan pembelajaran perbendaharaan kata dalam konteks Thai *EFL* yang diberikan dalam kajian ini diharap akan bermanfaat guru-guru Thai untuk memahami punca-punca kesilapan leksikal yang dihadapi oleh pelajar-pelajarnya.

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