

ABSTRACT

This research examines the lexical errors in the written work of Form Four Chinese Educated ESL students of SMK Taman Connaught, Kuala Lumpur. A total of 704 errors were identified in the compositions of the subjects. These errors were categorised into two main categories and eleven sub-categories. The two major types of errors were interlingual and intralingual errors. Interlingual error accounted for 15.8% while the percentage of intralingual error was as high as 84.2%. Out of the eleven sub-categories of errors, wrong choice of words or phrases accounted for the highest percentage of errors (28.4%) followed by wrong use of derivatives (14.3%), literal translation (14.1%), semantic similarity (13.5%) and graphic or phonetic similarity (10.5%). The other categories of errors accounted to less than 10%. The errors were caused by many factors which include interference of the MT and the TL, the students previous language experience, limited vocabulary, learning strategies and the way vocabulary is taught in the classroom. Besides the description and explanation of errors, some recommendations on how to correct the various types of lexical errors are given.

ABSTRAK

Penyelidikan ini mengkaji penyalahgunaan perkataan dalam penulisan pelajar Cina Tingkatan Empat di SMK Taman Connaught, Kuala Lumpur. Mereka berasal dari Sekolah Rendah Jenis Kebangsaan (Cina) dan mereka belajar Bahasa Inggeris sebagai bahasa kedua. Sejumlah 704 kesilapan penggunaan perkataan telah dikenal pasti dalam penulisan pelajar yang terlibat. Kesilapan-kesilapan tersebut dibahagikan kepada dua kategori besar dan sebelas kategori kecil. Kategori yang besar ialah kesilapan ‘interlingual’ dan ‘intralingual’. Kesilapan ‘interlingual’ mempunyai peratusan sebanyak 15.8% manakala peratusan kesilapan ‘intralingual’ adalah setinggi 84.2%. Antara kategori kesilapan yang kecil, ‘wrong choice of words or phrases’ menunjukkan peratusan yang tertinggi (28.4%) diikuti oleh ‘wrong use of derivatives’ (14.3%), ‘literal translation’ (14.1%), ‘semantic similarity’ (13.5%) dan ‘graphic or phonetic similarity’ (10.5%). Kategori kesilapan yang lain kurang daripada 10%. Penyalahgunaan perkataan berlaku kerana beberapa faktor, antaranya gangguan daripada bahasa ibunda dan Bahasa Inggeris, pengalaman pelajar dalam penggunaan bahasa lain yang dikuasai, kosa kata yang terhad, cara belajar dan kaedah mengajar kosa kata di dalam kelas. Di samping penjelasan tentang kesilapan, cadangan-cadangan untuk membetulkan kesilapan juga dibincangkan.