

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses background of study, identification of the problem, limitation of the study, formulation of study, objective of study, and the significances of study.

### **1.1 The Background of Study**

In order to write clearly, it is important to understand the basic systems of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Moreover, the lexical items that use in sentences can also be identified and studied in written language. That is, the lexis is one of the most significant factors in producing and comprehending a text.

Among the four basic English skills of listening, speaking, reading and writing, the writing is considered the most difficult skill for learners due to many objective and subjective reasons. In learning writing skill, many of inhibitions that make students difficult to write. Students' impression of English writing as one of the most arduous abilities to master is one of the reasons for the state of EFL writing learning in Indonesia (Fithriani et al., 2019:635).

The students find difficulties when they start looking for some ideas to write and producing written sentences. Furthermore, in writing students must state their ideas clearly and use appropriate lexical choices to avoid reader misunderstanding about the content of their writing. However, the target language vocabulary is different from the mother tongue vocabulary which causes students to make vocabulary mistakes which are generally called lexical errors.

In the 2013 Curriculum, senior high school students are required to master the types of genre text based on English writing skill, so students must understand well how to construct a text by following the rules, and teachers are required to plan learning activities that students will carry out to achieve the expected competencies. (Anaktototy et al., 2020:60).

Procedure text is one of the courses in English writing skill. The procedure text describes how people complete various processes in a series of steps. A procedure text is a section of text that offers us interactions to perform something. (Afandi, 2020:2), how something is accomplished through a sequence of actions or steps (Ameliah et al., 2019:3), or how something is achieved through a sequence of actions or steps (Widayanti et al., 2019:688). Creating a procedure text is one of the writing competencies that students must produce or demonstrate. (Jupri, 2019:109). As a result, the students must write about their procedural text based on their daily experiences.

Lexical errors are errors that occur in the use of the lexicon. The lexicon is the inventory of words in a language that operates in such a way that makes a particular word more appropriate in a particular context. Llach, A. P. (2007:16) states that lexical errors are lexical items that are used incorrectly in a given context as a result of confusion between two terms due to formal or semantic similarity caused by the effect of L1 and L2. Lexical has a strong connection with words and vocabulary because lexical discussions about vocabulary begin with the basic meaning of the vocabulary and progress to an analysis of it.

Lexical errors are a sort of error that, while more common than grammar problems, have received little attention. Nevertheless, lexical choice in second language writing remains an important issue because learners nearly always make various types of errors in their written compositions. The most common type of error in written compositions is lexical errors, which account for the majority of errors in learners' written compositions. The inappropriate selection of lexical items in written compositions can provide some impacts to the readers such as the misunderstanding about the content of or the problem in interpreting the text. So, by investigating lexical errors assists teachers in identifying the root of these problems and treating them in the classroom (Saud, 2018:161).

Based on pre-observations that have been made by researcher to English teacher of SMA Muhammadiyah 1 Medan, there are several problems faced by students in learning English at the school, especially for student's ability in writing

a text. The teacher said that their writing skill were not good yet. The students still lack mastery about lexical items that consist of more than one word and have a structure of their own. So they are less able to make sentences in English with the right arrangement.

Based on the description above, the researcher desired to undertake a study about the lexical errors under the title “An Investigation of Lexical error in making procedure text at Tenth Grade of Senior High School Students.”

## **1.2 The Identification of the Problem**

Based on background of study above, the writer identified some problem related to the study:

- 1.2.1 The students of Tenth Grade of SMA Muhammadiyah 1 Medan get difficulties in writing especially writing procedure text.
- 1.2.2 Many lexical items consist of more than as single word and have a structure of their own. The students lack mastery about it, so they are less able to make sentences in English with the right arrangement.
- 1.2.3 The difference in sentence structure in Indonesian and English is different, so it makes students confused in making and understanding a text a specially writing procedure text.

## **1.3 The Limitation of the Study**

The study's focus is on the learners' lexical errors when creating procedure text. Borrowing, coinage, calque, misspelling, miss selection, and semantic confusion are some examples of lexical errors. This study has limitations in order to focus the investigation. Based on Llach theory, this study will exclusively look at lexical errors detected in students' procedural texts.

## **1.4 The Formulation of the Study**

Based on the background of study above, the formulation of the study as follows:

- 1.4.1 How types of errors are made by tenth grade students of senior high school in writing procedure text?
- 1.4.2 How is the procedure to investigate student's writing in procedure text?
- 1.4.3 What are the causes of lexical error in writing procedure text at tenth grade of senior high school?

## **1.5 The Objective of the Study**

Based on the formulation above, the objectives of study are:

1. To examine the types of lexical errors in writing procedure text made by tenth grade students of senior high school.
2. To describe the procedure for investigates' student errors in making procedure text.
3. To find out causes lexical error in writing procedure text at tenth grade of senior high school.

## **1.6 The Significance of the Study**

The study has various advantages for the researcher, reader, students, and teachers. The study's findings were investigated in order to provide theoretical and practical contributions. The study's theoretical relevance is detailed below:

### **1.6.1 Theoretical Benefits**

The writer hope this research can be used as references for the other writer who would like to study the same topic as this current research that is conduct research about error in Procedure text.

### **1.6.2 Practical Benefits**

#### **1.6.2.1 For English teacher**

This study is expected to be useful for English teacher as knowledge especially to tell the teacher how to teach procedure text. English

teachers can obtain significant information on students' lexical errors in writing, allowing the teachers to focus on helping to educate them about lexical errors that occur frequently, particularly in writing.

#### 1.6.2.2 For students

This research can assist students in identifying errors in writing procedure text, especially their lexical errors in writing. So that students could realize their mistakes in making text and could correct it.

#### 1.6.2.3 To the school

This research could be used as a conceptual contribution. As a result, it has the potential to increase educational quality and foster innovation in English learning and teaching.

#### 1.6.2.4 For the Researcher

The writer expects this study can help next to other researchers when they are going to write other research as an additional source about lexical errors made by students in writing.