CHAPTER V
CONCLUSION AND SUGGESTION

5.1 CONCLUSION

The primary goal of this study is to investigate the lexical errors made by students in the tenth grade at SMA Muhammadiyah 1 Medan when writing procedural text. This study used Llach's theory to analyze students' writing errors.

After analyzing the students' errors, the researcher find the errors based on the finding, that there are 172 errors made by the students. Based on the Llach theory, the researcher classified the errors into six categories on the findings of the research, they are: Borrowing, Calque, Misspelling, Coinage, Misselection, and Semantic confusion.

The most prevalent error in students' writing is calque. It is 47,67%. Because they focused on translating the word literally using the Indonesian pattern, almost all of the students make calque errors. Misspelling is the second most common lexical error made by students, accounting for 67 errors or 39 % of all errors. The third rank of lexical error made by the students is misselection. It reached 10 errors or 5.81% of the whole errors. The fourth rank is semantic confusion with 7 errors or 4.06 %. Then, borrowing occupied the fifth position in the frequency of appearance of lexical errors made by the students. This equates to 4 errors, or 2.32 %. And the last coinage is the least category of lexical errors find in the data of this study, there are 2 error or 1,16%. It means that students rarely make coinage type errors.

There are two categories of lexical errors, according to Llach's taxonomy. There are both interlingual and intralingual transfers. Interlingual transfer is accomplished by borrowing, calque, and coinage. Interlingual transfer produced 51.16 percent of errors, while intralingual transfer caused misspelling, misselection, and semantic confusion. The percentage of intralingual transfer is 48.83 %.

According to the data the most common cause of lexical errors in this study is interlingual transfer.

5.2 SUGGESTION

Based on the results of the study, the researcher would like to make the following suggestions to English teachers, students, and future researchers:

a. For the English teachers

This study is designed to offer corrections and further explanations of the procedural text. It gives essential information on students' lexical errors in writing, enabling the teacher to focus on teaching them about lexical errors that frequently occur, specifically in lexical, and enhancing their writing skills.

b. For the students

This study is expected to allow students to learn and practice more to enhance their knowledge of writing, particularly in writing procedure texts, until they better understand and do not repeat the same errors.

c. For the future researcher

This study is intended to be a reference in the next study that has the same concern to investigate students' lexical errors in writing type of text.