ANALYSIS OF MORPHOLOGICAL ERRORS IN STUDENTS' WRITING

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Abstract

The objectives of this research to investigated kinds of students' morphological errors of SMK Ma'arif NU especially in writing narrative. This research is drawn in descriptive method. Twenty students of the tenth grade students at SMK Ma'arif Nu Gending are assigned to write narrative text in English based on the topic provided by the researcher. Students were asked to write text in 90 minutes. In this thesis, the researcher used morphological errors taxonomy to identify the students errors made by them. This research revealed about; the first, the participants contributed noun morphology errors, verb morphology errors, and adjective morphology errors. Second, the most frequent type of morphological errors contributed by participants were 'misselection'. From this research, the research revealed that first language gave interferes their second language.

Keywords: Error Analysis, Morphological Unit, Writing

INTRODUCTION

In learning English, there are four skills; listening, speaking, reading, and writing. From those skills, students are most difficult in writing skill. (Wardani, Hasan, & Waris, 2014) Stated that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. Therefore, writing can enables human being to communicate their feeling and opinion on paper. One of thing that can express skills communication well in writing by using narrative text.

Here, the researchers choose narrative text in their research. Narrative is kind of text that taught in writing course in vocational school (SMK). According to (Luthfiyat, Latief, & Suharmanto, 2015) Writing narrative should include adequate details about the action and its context so that the readers can understand what is going on. In addition, selecting and emphasizing events and details that serve a purpose should be considered. Generally, there are three stages of organization in narrative: orientation, complication, and resolution. Narratives are written in past tense verbs because they tell stories that have already happened. There are many types of narrative: imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experiences. Another hand, (Pao, 2016) narrative is mostly found in the form of fiction like novel, short story, or fable. The social function mainly addressed the events in the past, or relaxing story to entertain audiences or the readers. Thus, students will be more intend to develod their skills writing.

In the fact, there are many students make mistake errors on writing. Morphology can be needed in analyze structure of word and part of word in errors writing skills. Morphology is the identification, analysis and description, of the structure of word (word as units in the lexicon are the subject matter of lexicology). While words are generally accepted as being the smallest unit of syntax, it is clear that in most languages, word can be related to other words by rules. According to (Kalsum, Munawir, Asiza, & Humaeroah, 2021) morpholgy is the study of inflection (Inflectional morphology) and the study of word formation (lexical or derivational morphology). While, (Handooko, 2019) state that morphology studies the patterns of formation of words by the combination of sounds into minimal distinctive units of meaning called morphemes. Generally Morphology is all about syntax of words. It is focused on the relative arrangement of morphemes in a word plus the principles and rule which determine such an arrangement.

Based on the researcher's observation, the researcher is found there are some students of SMK Ma'arif NU Gending make an error in morphological because the students' morphological structure mastery is still low. Some students still confuse how to identifythe morphemes and the ways in which they are distribute or combined into longer utterances. On the other hand, the students often make some kinds of error in their writing especially the paragragh that describe past event. The students do not know when to use the appropriate verb usage concerning about the time will be use when they asked to make English writing and they has difficulties to change from simple present tense into simple past tense.

Previous studies which are related to the present study. First, "Students' Morphological Errors in Writing Recount Text at Muhammadiyah University of Metro" written by (Juriah & Kusumawati, 2015). The objectives of this research are to find out the kinds of students' morphological error in writing recount text and to find out the difficulties faced by the student in writing recount text. The researcher found that the number of students' omission and misformation errors are high. Second, An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students written by (Gayo & Widodo, 2018). The result of their research found that, firstly, the types of morphological errors occur in the omission, addition, and misformation which include the derivation, inflection, preposition, article, copula be, personal pronoun, auxiliary, and determiner. Secondly, syntactical errors occur in the omission, addition, misformation, and disordering which include the passive voice, tense, noun phrase, auxiliary, subject-verb agreement, and determiner. The two major sources of errors are the interlingual (first language interference) and intralingual factors. The similarity of previous study and present study is both of the study focus on morphological errors. The differences of previous study and present study are; first, previous study focuses on morphological errors in writing recount text, present study only focuses on the written narrative. Second, the participants; this study compared the contribution of morphological errors by the samples with different background.

Based on the problem above, the focus of this study are errors at the morphological levels in the rank of morphemes, words, phrases, clauses, and sentences. The type of error includes omission error, addition error, misformation error, and disordering error in the morpheme elements. Therefore, the reseracher wants to analyze the errors made by the students especially in writing narrative.

METHOD

In this research, the researchers use descriptive as the research design, Descriptive research method is related to qualitative research. According to (Lambert, 2012), There are a number of researchers who believe and support the fact that 'qualitative descriptive' is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena. The researchers will use descriptive qualitative approach to analyze students' writing ability in narrative text.

The participants of this research were 20 students of X grades of SMK Ma'arif NU Gending. The researchers use the test to do the research first. From this instrument, the researchers want to know about the students' errors in narrative text. The process of this test is at the first the researchers ask the students to write narrative text that consist of some parts based on the theme. The students do the task to make narrative text with theme.

Narrative text is as a dependent variable. To get the description of students' difficulty in making narrative text, the researcher analyzes the aspect of narrative text. They are orientation, complication, resolution, and reorientation. In this research, the researcher uses purposive sampling to obtain the sample. According to (Arikunto, 2010) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Purposive sampling is where a researcher selects a sample based on the needs about the study. The participants are selected based on the purpose of the sample. Participants are selected according to the needs of the study. The researcher is interested in investigation the tenth grade of SMK Ma'arif Nu Gending.

The instrument to collect the data in this research is test. (Arikunto, 2010) States that test is a tool or procedure used to determine or measure something in the situation, the way and the rules that have been determined. The consideration of choosing instrument is that the writer can see the data objectively, and result of the students' writing are their own expression base on the topic will be given. By giving the topic, it will be expected the students will be able to express their ideas, feelings, and thoughts easier. This research only analyzes the morphological aspect and ignores the content, form, style and mechanic of the students narrative writing. The method of data analysis is the referential method (Sundaryanto, 2015). The researchers classify the errors to find out frequencies of error, each errors classified by using surface strategy taxonomy and communicative effect taxonomy. In case of surface strategy taxonomy, error will be classified into mission, addition, misformation and misordering. On the other hand, based on communicative effect taxonomy, the error will be classified into local and global error.

FINDINGS AND DISCUSSION

Finding

The findings of this research were based on the results of the data analysis. The data analysis was used to collect data.This research were identifications and classifications of each amount morphological errors.

Identifications and Classifications of Morphological Errors

After collecting the data from the students, researcher analyzed, underlined and identified student's sentences that contained morphological errors. The identified sentences were shown in the following table:

Table 1. Identifications and Classifications of Morphological Errors

Type of Errors		Identified Sentences
Noun Morphology Errors	1.	After some *year, Malin *sucses
1. Plural –s		
a. Omission		
b. Redundancy	1.	They had two *daughter
c. Overinclusion (addition)	1.	They asked *peoples to join
2. Misselection	1.	The fish begged *his to set it free
	2.	*his *wont to go to ocean
	3.	He *live with *she
	4.	*Their Malin kundang and his mother
	5.	Malin kundang agree with it and left *he mother
	6.	With *angry, her mother Sangkurianghead hit hard
	7.	His *named is Toba
Verb Morphology Errors		
1. Third person singular –s (suffix –s)		
a. Omission		
b. Misplacement		
2. Past Tense –ed	1.	Then, he *receive fish at lake
a. Omission	2.	His father *promis not to say
	3.	This daughter *help to bring
	4.	They found their mother and *talk about it
	5.	The fish *change to girl
	6.	He *was *wait a few time
	7.	They *live in old house
	8.	His mother *feel not *admited and *curse Malin Kundang
	9.	He *like to help his mother
	10.	She *agree about anything
	11.	Malin finally *travel to country side
	12.	Malin also *mary the beautiful girl
	13.	Malin and his wife *travel to his village
	14.	His mother also *hear about the happy news
	15.	His mother *recognize him and then hugged and *kiss him
	16.	God *answer her prayer
	17.	The Malin's body *turn into big stone
	18.	The process *continue to the upper of his body
	19.	He *live with *she
	20.	His mother *follow Malin
	21.	Main kundang *pity his mother
	22.	His mother *curse Malin
	23.	Malin kundang *agree with it
	24.	Dayang sumbi *regret after hitting Sangkuriang
	25.	Sangkuriang *want to hunt and *ask Dayang Sumbi
	26.	Many ladies *are mandate
	27.	Sangkuriang *answer
b. Overused (addition)	1.	He *was cut the fish
	2.	He *was lifed alone
	3.	He was *was feeled hungry
	4.	He *was thinked to catch fish
	5.	He *was *wait a few time
	6.	Please don't *killed me
	7.	The beautiful girl *was prepared a dinner

8. A farmer *was feeled happy
9. They *were *fall in love
10. His mother *is cried
11. His mother *cryed to *listened it
12. He *was went for *nomade
13. Where do you *lived Malin?

3. Progressive –ing
   a. Omission
   b. Overused (addition)
4. Misselection

1. The fish *say
2. They *have a children
3. Bataraguru *feel in love
4. He *can't control his mad
5. He *go to *searced a fish
6. Her husband had *broke his promise
7. Bang toba *direkly *take the stick
8. You Ø not *said to the child
9. They *were *fall in love
10. His son found his mother and *tell about it
11. His mother *go to beach
12. Malin Kundang *speak to his mother
13. *his *wont to go to ocean
14. Malin and his mother *meet old grand mother
15. Malin *speak, "No, this grandmother *don't my mother"
16. Malin *leaved his mother
17. She *life with a son
18. He *to help his mother
19. Malin kundang *go to make a way
20. He *leaved his mother alone
21. He *to become a wealthy very rich
22. He there *find women
23. They *become happy family
24. Malin kundang and wife *go to market
25. They *meet old women and *sayed
26. His mother *cryed to *listened it
27. His mother Ø angry and *feel sad
28. His mother *feel not *admited and *curse Malin Kundang
29. There *lives the mother and her son
30. So, he *lives only with his mother
31. When he *turning home
32. He *success in the country side
33. She really *missing her son
34. The mother *praying to God
35. His mother *have news
36. They *meet up
37. Malin kundang *get permission to his mother
38. His mother *leaved Malin kundang
39. His mother *to think about Malin kundang
40. His mother *seeked Malin kundang
41. His mother *meet with Malin kundang
42. His mother *feeling not admitted
43. His mother *cryed to *listened it
44. His life *to be happy
45. He *get a beautiful wife
46. Malin *did not go home
47. He *was not know about her
48. Sangkuriang also *feel frustrated and *go hiking
49. He *meet a beautiful women
50. Sangkuriang also *feel *frustaited
51. Sangkuriang *go away

Adverb Morphology Errors			
1.	Omission		
2.	Addition		
3.	Misselection		
Adjective Morphology Errors		1.	Suddenly, there Ø *biger wave
1.	Omission		
2.	Addition		
3.	Misselection	1.	There was a little *pour boy

From the table above it could be said that in writing sentences, some students did not only contribute one type error, but there were found double errors in a sentence for example: His mother *feel <felt> not admitted and *curse <cursed> Malin Kundang. It indicated that the agent contributed misselection (felt) and omission –ed (cursed) of verb morphology error in using verb which was in past form . It could be caused by the carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit them.

There was also found double errors in using words such as; "His mother *cryed to *listened it" instead of "His mother cried to listen it" . It showed that the agent contributed misselection of letter (y) instead of letter (i). It indicated that the agent made "false analogy" in forming past tense –ed. The agent also contributed overinclusion in making word "to listened" which verb (to) infinitive should be in present form.

On the other hand, there also found incorrect of misselection the auxiliary verb in simple present "is" which should be in past form "was" and also article "a" instead of "an", but it belonged to syntactical errors that were not included from this research.

From explanation above, it could be concluded that the total amount of sentences that indicated as morphological errors were 102 morphological errors and they were divided into particular type of noun morphology errors, verb morphology errors, adverb morphology errors, and adjective morphology errors.

Discussion

Based on the finding of this research, it could be said that: the noun morphology errors that occurred in participants' compositions were plural –s, including omission –s, redundancy, and over inclusion and misselection.

This research revealed that the most frequent category of morphological errors contributed by participants were misselection of verb. Misselection indicated that participants faced difficulties of specific characteristic of the English words which were significantly different from the first language of the agents. It was followed by omission –ed of verb, misselection of noun, overuse of verb, misselection of adjective, and the fewest category of errors were found only one sentence for each of omission of noun, overinclusion of noun, redundancy, misselection of adverb, and omission of adjective.

This finding was generally similar with "an Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students written" by (Gayo & Widodo, 2018). The result of their research found that, firstly, the types of morphological errors occur in the omission, addition, and misformation which include the derivation, inflection, preposition, article, copula be, personal pronoun, auxiliary, and determiner. Secondly, syntactical errors occur in the omission, addition, misformation, and disordering

which include the passive voice, tense, noun phrase, auxiliary, subject-verb agreement, and determiner. It indicated that there were the same contributions in terms of morphological errors by the samples with different background.

Firstly, the causes of occurrences of vowel based type and consonants based types were mainly caused by interferences of the first language sound, the agents contributed this type of errors mainly because of the sound of the English word that were written in Indonesian way of writing, for example in writing verb "succeed", the sound of this word could be listened as "sukses" in Indonesian, then the agent wrote it "sucses", as in the sentence "After some year*, Malin sucses <succeed>. It seemed right for the agent because of the sound.

Secondly, the cause of suffix type errors was misselection of a particular word classes, where the students found confusion in selecting the part of speech of the words in the sentences, for example: She *life <lived> with a son. On the other hand, the cause of suffix type errors was the confusion of similar forms. For example: His wife didn't know Malin's real *doesent <descent>. Therefore, the possible reasons for the formal misselection errors were lack of knowledge of words.

This research concluded that morphological errors that occurred because of difficulties of the target language were depended on students' knowledge and understanding toward target language itself, for example the occurrence of verb morphology errors (omission errors, missselection and overused) it could be caused by some characteristics of the words from target language which could not be remembered easily by the learners because of strong differences of accent between first language and target language, for example: a participant wrote "even throught" instead of "even though. In understanding this word, the students were expected to use this word frequently and tried to write it without any aids (dictionary or goggle translate) in order they knew how to write this word correctly.

CONCLUSION

Based on the findings and the discussion, the researcher concluded that the most frequent category of morphological errors contributed by participants were verb misselection. Misselection indicated that that participants faced difficulties of specific characteristic of the English words which significantly different from the first language. It is expected to make corrections and give further explanations toward students' errors during learning process in students writing when they make errors especially in term of misselection and other type morphological errors.

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