

MORPHOLOGICAL ERRORS IN STUDENTS' WRITING RECOUNT TEXT OF JUNIOR HIGH SCHOOL 18 BATANGHARI

Yulia Rahmatika*¹, Faiqah Mahmudah²
¹yuliarahmatika4@gmail.com, ²faiqahmahmudah@uinjambi.ac.id

UIN Sulthan Thaha Saifuddin Jambi

ABSTRACT

The aim of this study was to find out morphological errors made by students of SMP Negeri 18 Batanghari in writing recount text. This is descriptive qualitative research, the data were collected by documentation and analysed by Surface Strategy Taxonomy. This research revealed that there are four types of errors with the total number 58 errors made by the students in writing recount text. Omission error which consists of three categories of omission errors i.e. omission of plural, auxiliary verb, gerund, with the total number of errors are 8 or 13,56%, addition error includes four categories of addition errors i.e. addition of gerund, plural, pronoun, noun, with the total number of errors are 8 or 13,56%, misformation error that consist of misformation error of tense with the total number of errors are 38 or 66,10%, and the last misordering error that consist of misordering of spelling with the total number of errors are 4 or 6,78%.

Keywords: Morphological Errors, Recount Text, Students' Writing

A. INTRODUCTION

Writing is one of the four language skill that students should have. According to Harmer (2001, p. 79), writing skill is a creative skill in which focuses in producing and creating information in written form. By writing students can explore, imagine their ideas and feelings. Moreover, students can improve their verbal and their writing skill. According to Gustafson, Tran and Buck, (cited in Cahya. L. U 2019) writing is the frame work of our communication. In everyday, in the school, society, even in the work we always encountered with writing. In fact, in the school writing takes an important part. For instance, writing a report, proposal and assignments. In addition, there is no profession in this world that no need writing skill. If students are accustomed with writing since they were children, they will feel easy in facing, seeking for job, scholarship, college etc.

Errors when producing writing in a written form because of some reasons. There are so many rules in English grammar that are different or even do not exist in Indonesian language that make students have difficulties in composing writing. For example, when the students composing writing recount text, in their paragraph the grammatically wrong, the punctuation also the arranging the sentences. Other reason is about the target language (English). As we know English is not our language priority so, most of the students are also influenced by their mother tongue. Moreover, the errors that made by the students may be caused from the teacher's teaching method. The students are not used to make or to write an English text especially recount text by the English teacher so, they get some difficulties when they are asked to make one.

In this school of SMPN 18 Batanghari include of a good junior high school in Batanghari. This school has good rules, on certain days they must speak English with the teacher and their friends. This school also has extracurricular activities such as story telling, and writing, on certain days they speak english either with the teachers and with their friends. Many students are interested and enthusiasm in learning English. This activities was guided by miss Helen Nesia Febrianti as an English teacher at the school, although the school is good but there are students who have difficulties in writing. The difficulties occur because they lack of practice in English writing text and they lack knowledge about vocabulary, grammar, and the rules of writing.

B. METHOD

The methodology for conducting a descriptive qualitative study on morphological errors in students' writing recount text at Junior High School 18 Batanghari involves a comprehensive approach that incorporates interviews, observations, and documentation. To begin, a purposive sampling technique will be employed to select a representative group of students from the school. The data collection process will commence with semi-structured interviews with these students, where they will be encouraged to discuss their experiences and challenges related to writing recount texts, with a specific focus on morphological errors.

In addition to interviews, classroom observations will be conducted to provide insights into the writing process, instructional methods, and classroom dynamics. This will help in

understanding the contextual factors contributing to morphological errors in students' writing. During observations, researchers will take notes and document classroom activities and interactions.

To supplement the qualitative data obtained through interviews and observations, written documents such as students' previous writing samples, instructional materials, and any relevant assessment records will be collected and analyzed. These documents will provide a historical perspective on students' writing proficiency and help identify patterns of morphological errors. The triangulation of data from interviews, observations, and documentation will enable a comprehensive analysis of morphological errors in students' writing recount texts. The findings from this study can inform targeted interventions and instructional strategies to improve the writing skills of students at Junior High School 18 Batanghari.

C. FINDINGS AND DISCUSSION

After analyzing the data, from the four types of theory surface strategy taxonomy the researcher found that there are 58 errors made by the students in which, inflectional errors are 57, derivational error is 1. The researcher described the errors based on the types of errors omission, addition, misformation. The errors are classified based on the surface taxonomy theories which consist of omission, addition misformation and misordering error with the total number 8 or 13,56% omission errors, 8 or 13,56% addition errors, 38 or 66,10% misformation errors, 4 or 6,78% misordering errors.

Inflectional

Omission error

Omission error takes place when the writer omitted the necessary utterances. Most of students did error by omitting an item in their writing. The researcher found that there are some categories of inflectional errors in students' writing recount text. The students made omission error in 3 categories in inflectional with the total number of errors are; 8 or 13,56% in which, omission of plural, 5 or 8,48%, omission of auxiliary verb, 2 or 3,39%, omission of gerund, 1 or 1,69%.

Omission of plural

Plural is a word such as, person, animal, place, thing, or ideas that means more than one. In learning english, when we want to talk or write anything more than one, we need to use plural form of noun. Plural noun indicate or formed by adding –s/es. In this research, the researcher found several students error in omitted –s to form plural noun. For example:

(a) *I had many activity. (student 13)

In this sentence, the student also didn't change the word "activity" into plural form. There are three activities in this paragraph, also the student had mention "many" in this sentence, meaning that will be more than one activity that the student should do next. So, it should be better to change the word "activity" into plural form. The correct sentence is: *I had many activities.

(b) *I helped wash plate. (student 10)

In this sentence, In terms of omission error of plural word, the student didn't add "s" in the plural word. Take a look in the writer's paragraph, there were so many activities that she had to do. One of the activities were wash the plate. The word "plate" should be in plural because, before the student wash the plate, she helped her mother cook. Meaning that after had lunch absolutely there were so many dirty plates. So, in this tem the student should add "s" for the word "plate" to be plural. The correct sentence is: *I helped wash the plates.

(c) *I helped my mother mix the ingredient. (student 15)

In this sentence, the students didn't change the word "ingredient" into plural form. In make the cookies there are ingredients we need such as; sugar, water, flour, egg, etc. So in this tem the student should add "s" for the word "ingredient" into plural form. The correct sentence is: *I helped my mother to mix the ingredients.

(d) *We sing many song. (student 1)

In this sentence, The student didn't change the V1 into V2 the student should change the verb, because the writer retell their experience on that night. The student also didn't change the word "song" into plural form. The word "song" should be in plural, because the student write "many" in this sentence, its mean their had sing more than one song at the night. The correct sentence is: *We sang many songs.

Omission of auxiliary verb

Auxiliary verb is verb that adds functional or grammatical meaning to the clause to express tense, aspect, modality, voice, emphasis. It usually accompany a main verb. Auxiliary verb divided into two kinds, primary auxiliary and modal auxiliary. Primary auxiliary consist of do, does, did, have, had, to be (be, is, am, are, was, were, been, being). For example;

(a)*Start to lunched. (student 13)

The sentence has 2 errors. In term of omission error in auxiliary. The sentence explained the event happened in the past. In this sentence the word lunch would simply refer to the meal or the food that the student eat in the middle of th day. So, it would be add by auxiliary verb (had), because it show the past. Sometimes the word lunch means business context. For example, I am not scheduled to meet anyone for lunch tomorrow. The correct sentence is: *First, i had lunch

(b) *We dinner with my parent (student 1)

In this sentence, the student didn't add the auxiliary verb (had), the student should auxiliary verb because it show the past. The correct sentence is: *we had dinner with my parents.

Omission of gerund

Gerund is a form that is derived a verb but the function as a noun. In english the ending of the word that indicates gerunds is – ing. Gerund devides into kinds, gerunds as object of preposition and gerund as object of verb. Gerund as object of preposition used after preposition. For example:

(a)* I helped my mother mixes the ingredient. (student 15) There are 2 errors in this sentence. In this sentence there are two verb "help" and "mixs". Meaning that the verb mix it should change into gerund. Because it is wrong morphological structure when in one sentence there are two or more verbs with the exception at the next verb should added preposition. The correct sentence is: *I helped my mother to mix the ingredients.

Addition error

Addition error is a type of error which is the presence of an item must not appear in well formed. This happened when the students add the utterance that is not important and needed in a sentence. They add unnecessary word that is not important and something no need to be added in their sentence. After researcher analyzed the students' writing recount text , the researcher found addition error in 4 categories of inflectional and derivational with the total number 8 or 13,56%. Addition of gerund 3 or 5,09%, addition of plural 1 or 1,69%, addition of pronoun 3 or 5,09%, addition of noun 1 or 1,69%.

Addition of gerund

The researcher also found addition error in gerund. Here are the example;

(a) *We start to fishing. (student 8) In this sentence, the writer add "to" to indicates the word is gerund. Otherwise, this sentence indicates gerund as object of verb, because gerund as object of verb and no add preposition. The correct sentence is: *We started fishing.

(b) *We were there exercising using bicycles. (student 20) There are 3 errors in the sentence. The sentence above is incorrect, because the writer didn't add preposition "to" to indicate it is gerund as object of preposition. As we know that the word exercise is noun. As the correct sentence the word exercise usually it shold have a verb before the noun (exercise) to indicate that the student do exercise. Sometimes, people used the word workout in term physical activity. Workout and exercise is same meaning. But exercise is more a general term for physical activity while workout refers more to be spesific set of physical exercises, generally in a gym, which follow a pecise pattern. The correct sentence is: *we were there to do exercise using bicycle

(c) *I went go to swimming in Citra Raya City. (student 20) In the sentence, the writer add –ing in the word "to swimming" and it is incorrect form of gerund of object of preposition. Gerund as object of preposition, after add the preposition the verb can't add –ing. The correct sentence is: *I went to swim in Citra Raya City.

Addition of plural

There are many rules in making plural of noun. Many srudents are confused when they should and shouldn't add –s/es. Here the example; (a) *I lookeds beautiful and nice flowers. (student

2) In this sentence, the writer no need to add –s, because this paragraph is recount text so, the verb thad used in recount text should be in past form. The correct sentence: *I looked the beautiful flowers.

Addition of pronoun

Pronoun is a noun that used to replace a noun such as, person, things. There are seven kinds of pronoun i.e. personal pronoun, demonstrative pronoun, relative pronoun, interrogative pronoun, reflexife pronoun, reciprocal pronoun and indifinite pronoun. The researcher also found the error in addition of personal pronoun devide into four i.e. subject pronoun, object pronoun, possessive adjective and possessive pronoun, for example:

(a) *I and my two sister`s went to garden. (student 2) There are 2 errors in this sentence. In term of pronoun, the student also used apostrophe –s` to indicate that is more than one. Otherwise, the word after apostrophe is verb so, it is really incorrect form. The student no need adding the apostrophe –,s baccuse the supporting word after apostrophe is not appropriate word. the student still confused in placing the correct structure of possessive pronoun especially in placing apostrophe –,s. The correct sentence is: *I and my two sisters went to garden.

(b) *In there, me and my friend`s played out bound together. (student 4)

There are 2 errors in this sentence. In terms of possessive pronoun, the writer used –,s to indicate that his friend is more than one. But the used of possessive pronoun in this sentence is incorrect. The student no need to add apostrophe –,s. Using an apostrophe –,s to indicate possessive just add apostrophe –,s behind the name, or thing. But in this sentence the kind of e word that indicate possessive is verb. So, it is incorrect. Usually after apostrophe word is noun or thing. The correct sentence is: *In there, me and my friends played out bound together.

Derivational

In which derivational suffixes is affixes, when it added to the base and derive into a new word, it can change the meaning or part of the speech and it occurs before inflectional suffix such as, driver, singer. These are the derivational suffixes, -hood, -acy, -ism, -ness, -ment, -age, -y, -ation, -ship, -ity, -ance, -th, -ure.

Addition of noun

Noun is the name of something such as, thing, people, animal etc. Sometimes there is a verb that can change into noun. In morphology there is derivational suffixes. When the word (verb) added derivational suffixes it will be change the meaning even the part of the speech. In the student's writing the researcher found the student write the wrong sentence by adding suffixes in the verb. For example:

(a) *I woke up and did subuh prayer. (student 6) In this sentence there are 2 errors. In term of noun, the student no need to add -er because, when the student add -er it will change the meaning and the part of speech of the word. when the student add -er in the word pray (verb) the part of speech and the meaning of the word will devide into noun (person). The correct sentece is: *I woke up and i did subuh pray.

D. CONCLUSION

Based on the finding of the study, the researcher found four types of errors made by students of VIII/a at SMPN 18 Batanghari in their writing recount text. These are omission error, addition error, misformation error and misordering error. Total of omission are 8 or 13,56%, total of addition error are 8 or 13,56%, total of misformation error are 38 or 66,10%, and total of misordering error are 4 or 6,78%. The most of grammatical errors made by the students in their writing recount text is misformation error with the total numbers are 38 or 66,10%.

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