

Morphological Errors In Narrative Writings Of The Eleventh Students Of Muharrikun Najaah Klaten

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Abstract

This research conducted to investigate the morphological errors in students' narrative writings. The aim of this study was to categorize and demonstrate the percentage of each error that students made, according to theory. Descriptive qualitative research methods were the chosen research type. The research subjects were the students of Senior High School of Muharrikun Najaah Klaten of the eleventh grade which had two classes with 55 students. The instrument used was the students' narrative writings. The Surface Strategy Taxonomy developed by Dulay et al. was used to assess each error that emerged in the students' writings. The findings showed that the total errors were 447. The most errors were the misformation with 175 errors or 39 %, the second place was the omission with 142 errors or 32 % , the third place was the addition with 102 errors or 23 %, and the last place was the misordering with 28 errors or 6 %. Based on the results, it can be concluded that students still made great difficulties in learning the grammar structure. So that the result of the study is significant and expected to be able to raise the awareness of the students about the importance of mastering English structures.

Keywords: morphology; error; grammar; writing; structure

1.Introduction

Language is the medium which people use to communicate with one another. One of the key factors that has an impact on cross-border communication is language (Ahmadi 2018). Language is used by people to communicate their feelings, and they work to comprehend one another (Ulu 2019). It can also be used to communicate thoughts, feelings, and opinions verbally or in writing, so language is immensely helpful to people. Language is used as a tool or as an aid to communicate with people from various countries (Ernawati et al. 2019). Language takes an important role in communication among people. In order to communicate well, of course, the users must master the language skills, they are speaking, reading, listening, and writing.

Four skills are involved in learning English: speaking, reading, listening, and writing. Writing is the one of the skills that is the most challenging. As stated by (Gunantar and Transinata n.d.), Learning a language requires mastering a variety of skills, including writing. As a skill in language acquisition, writing is both the most difficult and the most challenging. He claims that writing is a very complex process that entails both originating and organizing ideas as well as converting them into coherent words that are readable as the main cause of this difficulty. Writing needs students to use their linguistic competence to produce the primary idea, support the idea, summarize the notion of the experts, have sufficient understanding of diction, topic selection, punctuation, build excellent connections between sentences, and identify relevant references (Suastra and Menggo 2020). Writing is therefore a crucial skill that must be acquired. One of the four language skills that students should master is writing. This involves using words to convey thoughts, emotions, or desires through writing (Putri and Aminatun 2021). Writing is an essential skill that students should master well.

There are numerous varieties of text writing. They are explanatory, descriptive, narrative, and others, and in this study, the instrument of choice to explore the errors is narrative. According to (Dhillon, Herman, and Syafryadin 2020), the term "narrative" refers to the process of feeling out a story as well as the description of events, particularly those in a novel, fable, or legend. Thus, narrative describes an incident that occurred in the past. Nonfictional and fictional narratives are two different types of narrative texts. A fictional story that took place in a make-believe universe is

presented in the narrative. Like novels, comic books, fables, folklore, and folktales; as well as short stories and fairy tales. The story of a person's real-life is told in a nonfiction narrative, meanwhile. Essays, diaries, biographies, personal tales, news and magazine pieces, and history textbooks are all instances of narrative nonfiction. According to the definition, retelling historical events in chronological order and employing the order of events in a sequence to amuse or entertain readers is considered narrative (Muliani, Norahmi, and Asi 2019).

English is a foreign language in Indonesia, Writing is a difficult skill to master since students occasionally make errors because of their writing deficiencies. Writing errors results from incorrectly constructing language components. The students can learn new language rules, vocabulary, grammatical structures, and pronunciations that differ from their language. Due to the fact that students in Indonesia study English as a foreign language, errors are inevitable when learning a new language (Pardosi et al. 2019). It implies that there is a problem with language performance standards because making errors is so inevitable during the learning process. Furthermore, making errors is a necessary element of learning, and nobody can learn without doing so. Errors can occur during the teaching and learning process. Due to human limitations in terms of linguistic proficiency, errors may happen. All linguistic components, including grammar, are subject to errors (Hamid and Qayyimah 2019). Sometimes students do not recognize they have made errors since they do not understand grammar. Errors are characterized as a deficiency in the students' linguistic literacy (Khansir and Pakdel 2018). Students violate grammatical conventions and produce "ungrammatical" and "inacceptable" statements; Errors occur because the students have not assimilated the foreign language's grammar in the necessary ways.

Every language, including English, has grammar. It takes the most important role in producing sentences that are readable and understandable. According to (Kharmilah and Narius 2019), One of the most crucial aspects of creating sentences is grammar. Grammar describes a language and how its constituent parts, such as words and phrases, are put together to form sentences (Nur et al. 2019). When linguistic components are combined to produce sentences, grammar is crucial. If the sentences adhere to grammar rules, they are acceptable. Grammar is an essential skill for students to master since it reflects the communication intent and function of language.

The majority of writing research analysis showed that students are more likely to make grammatical errors than other types of errors, like lexical or discourse, in their writing. Therefore, it is important to pay greater attention to and be aware of grammar errors when writing.

Morphology and syntax are the two divisions of grammar. Students made morphological and syntactic errors, according to (Damai et al. n.d.). It shows how little knowledge students have about the study of English morphology and syntax. The study of morphological errors was the primary focus of this investigation. Morphology is necessary for understanding word structure and word parts in writing errors. Morphology is the study of word structure, including its identification, analysis, and description (Sofyan et al. n.d.). A study of words is called morphology (Silvinuril, Aisyabrilian, and Siswanto 2017).

Students' morphological errors, particularly those committed by senior high school students, have the potential to affect the writing process itself, making it difficult for the researcher to transmit the text's meaning accurately. The four sorts of errors include omission, addition, misformation, and misordering, according to Dulay et al. (1982: 154) as referenced in Pratiwi (Pratiwi et al. 2019).

In relation to the current study, there are some prior studies. First, "Error Analysis in EFL Writing Classroom" written by (Karim et al. 2018). In this study, the most frequent errors made by students were examined, along with their attitudes toward error-correction. Additionally, the categorized presentation of the errors was completed. In order to determine the most frequent errors, this study included a corpus of EFL secondary students. In addition, a student poll was conducted to see what the students thought about error correction. Grammar, false information, incorrect ordering, and overgeneralization were all included in the list of common errors. The survey also showed that EFL students strongly preferred that their errors be rectified by teachers.

Second, "An Error Analysis of Writing Recount Text Based on Gender" written by (Anggara and Haryudin 2020). There were 12 errors of omission, 13 errors of addition, 21 errors of misformation, and 1 error of misordering done by females. There were 5 errors of omission, 5 errors in addition, 27 errors of misformation, and 1 error of misordering while the errors are produced by males. A test item made by students served as the research's instrument. Because students did not know how to create narratives in writing recount texts, this research suggested that misformation errors were the most common errors committed by both male and female students.

Third, "The Students' Error Analysis of Writing in Recount Text for The Milineal Students" written by (Andansari et al. 2019). The researchers categorized the students' errors after evaluating the data. Omission, addition, substitution, and permutation were the four types of errors that had been discovered. The study's findings indicated that there were 248 errors made by students overall, including 102 errors of omission (41.10%), 37 errors of addition (14.90%), 77 errors of substitution (31.00%), and 32 errors of permutation (13.00%). The most common error made by students was omission, while permutation was the least common.

According to the researcher's preliminary visit, when he conducted an informal interview with the English teacher and the Senior High School students of Muharrkun Najaah Boarding School Klaten, the teacher claimed that the students had some trouble writing paragraphs, particularly those that described past events, because the verb had to be changed from present to past tense. The students also mentioned that it was challenging to select the proper verb tenses while writing paragraphs about past events, such as narrative texts. Thus, it could be inferred that morphological errors

provided a significant obstacle to writing instruction, particularly for nonnative English speakers. Thus, Morphological Errors on Narrative Writings of the Eleventh Students of Senior High School of Muharrikun Najaah Boarding School became the main concern in this study.

The comments made above were supported by the facts, which showed that there were several problems with errors in students' writings. It is therefore necessary for the researcher to do research on the morphological errors made by students in writing in order to identify the different kinds of errors that students commonly make. This study is significant, particularly in terms of enhancing students' ability to write in English. In order to produce grammatically correct sentences, students need be proficient writers. When students can write properly-structured sentences, their messages are clear and easy to read. Students may make an attempt to reduce these errors by practicing writing English compositions frequently under the guidance of their teachers and continuously learning English grammar. The findings of this research should provide further information regarding the specific errors that students commit in morphology; omission, addition, misformation, and misordering. The result of this study is anticipated to be knowledge that English teachers can utilize in the teaching and learning process, as well as a resource for the following researcher who wishes to carry out research in the same field.

2.Method

This study was drawn in qualitative method in order to describe the collected data. According to (Pasaribu and Togi Hutahaeon 2020), qualitative method itself is that rather than using numbers to explain the data, words are used to describe it. It carries out to describe a condition, an event, or an occurrence of the fundamental data. Population of the research was the first semester of Muharrikun Najaah Boarding School Klaten in the eleventh grade which had two classes with 55 students.

Before administering the test in this study, the researcher briefed the students on the narrative text they had studied and checked for any student-contributed errors. The students were then given 60 minutes to compose a 120–150 word narrative composition. Roro Jonggrang, Malin Kundang, and Joko Tingkir were three topics provided. One of the available topics was advised for the students to select. In order to ensure that each word was written correctly, the researcher also gave students permission to use their dictionary.

The students did not require any special preparation to complete this task. When the researcher visited the class to provide the assignment, the students finished the writing work in the context of their current circumstances. It was anticipated that this impromptu production would yield reliable data.

The study in this research was only focused on omission, addition, misformation, and misordering of morphological errors in the students' writings.

3. Findings and Discussion

The findings of the research showed the four errors categories made by the students. The types of errors would be analyzed using Dulay's theory which consisted omission, addition, misformation, and misordering.

The researcher found that there were 447 errors made by the students. The students made errors in misformation 175 times or 39 %, 142 errors or 32 % in omission were found, errors of addition were committed 102 times or 23 %, and 28 times showed the errors in misordering with the percentage 6 %. The following tables will elaborate the findings in detail:

Table 1. The percentage errors in misformation

Types of Errors	Total	Percentage
Past verb	87	50 %
BE	39	22 %
Auxiliary verb	18	10 %
Past participle	14	8 %
Preposition	10	6 %
Pronoun	7	4 %
Total	175	100 %

In this research, the misformation was the highest percentage error which was made by the students. The researcher found 175 or 39 % errors in the students' writings. They were past verb, be, auxiliary verb, past participle, preposition, and pronoun. Misformation is when morphemes or structures are used improperly. The following data shows the samples of misformation errors in students' writings.

1. They live in poverty.

In this error, the student used the wrong verb for past tense. The verb "live" in its sentence was incorrect and should be replaced with the past verb "lived." The type of errors was misformation of past verb.

2. Malin Kundang returned to him hometown.

The sentence used the wrong pronoun. The pronoun "him" in "Malin Kundang returned to him hometown" should be replaced with "his" because its function was as an adjective pronoun. The error type was misformation of pronoun.

3. There were Ki Banyu Biru alone.

In this example, the student should use to be “was” because the subject was singular noun “Ki Banyu Biru.” The word “there” was not a subject, but it was a psoudo subject. The error type was misformation of be.

4. After seven years had go.

In this error, the student used the wrong verb after the auxiliary verb “had.” A verb that comes after had must be a past participle. So, the verb “go” should be “gone.” This error was misformation of past participle.

5. Bandung Bondowoso fell on love with Roro Jonggrang.

The student made an error of using preposition with the verb “fell.” The preposition “in” should be used with the verb “fell.” It should be “fell in love.” The type of errors was misformation of preposition.

6. Roro Jonggrang really do not like Bandung Bondowoso.

In this example, the student made an error of using auxiliary verb “do.” The student should use “did” instead of do because it was to express the past activity. The error was classified into the auxiliary verb misformation.

Table 2
The percentage errors in omission

Types of Errors	Total	Percentage
Inflexion -s/es	66	46 %
BE	34	24 %
Article	18	13 %
Inflexion -ing	9	6 %
Infinitive	7	5 %
Preposition	5	4 %
Verb	3	2 %
Total	142	100 %

Secondly, omission is a type of error where a necessary component of a well-formed sentence is missing. The findings of omission errors showed that the students performed errors in inflexion -s/es, be, article, inflexion -ing, infinitive, preposition and verb. The researcher found 142 errors or 32 % of omission errors. The following examples are errors that students committed.

1. She prayed to God.

In this example, the student omitted the definite article before the noun “God.” It should be “She prayed to the God” because “God” word belongs to a particular noun. This error type belonged to omission of article.

2. Many garden which were full of vegetables and flowers provided there.

In this sentence, the student should attach a suffix -s to the word “garden” to make a plural noun because it was preceded by a quantifier “many.” A noun that comes after quantifier “many” should be a plural noun. The correct sentence should be “Many gardens which were full of vegetables and flowers provided there.” This error was classified into omission of inflection -s/es.

3. Because Malin a lovely child.

The sentence was incorrect because there was not a verb. A verb be “was” should be added to the sentence, so the correct sentence had to be “Because Malin was a lovely child.” The error type was omission of be.

4. Because this reason.

In the example, the student did not add a preposition “of” after the word “because.” There is a rule of using because and because of. “Because” word must be followed by a sentence and “because of” word must be followed by a noun or a noun phrase. Therefore, the preposition “of” should be added after the word “because” to be the correct sentence. The sentence should be “Because of this reason.” The type of error was the omission of preposition.

5. He thought about look for his luck to another city.

The student made an incorrect sentence by not attaching -ing form to the verb “look.” The verb “look” should be the verb -ing because the verb “look” came after the proposition “about.” A verb that comes after a preposition must be a gerund. This error was classified into the omission of inflection -ing.

6. She proposed 1000 temples and two deep wells be built.

In this sentence, the student omit the infinitive “to” before the verb phrase “be built.” The sentence should be “She proposed 1000 temples and two wells to be built.” So, the error in this case was the omission of infinitive.

7. Bandung Bondowoso an idea to attack Pengking kingdom to expand his territory.

The sentence did not have a verb, so the verb should be added in its sentence. The verb “had” should be used in the sentence. The correct sentence should be “Bandung Bondowoso had an idea to attack Pengking kingdom to expand his territory.”

Table 3
The percentage errors in addition

Types of Errors	Total	Percentage
Verb	35	34 %
Article	28	27 %
BE	19	19 %
Inflexion –s/es	13	13 %
Inflexion –ing	7	7 %
Total	102	100 %

Thirdly, the amounts of addition errors were errors caused by the inclusion of an extra item that should not have been in a well-formed sentence. 102 or 23 % errors were found in students’ writings. The students did addition errors on the verb, article, be, inflexion –s/es, and inflexion –ing. Here are some samples of the addition errors.

1. His mother lived alone in a poverty.

The sentence was incorrect because the word “poverty” was an uncountable noun and it did not need an article “a.” The student should write “His mother lived alone in poverty.” This error belonged to the addition of article.

2. It was to increasing his power.

The student made a wrong sentence by attaching -ing form to the verb “increasing.” The student should write “It was to increase his power.” The base form verb should be applied after infinitive to. The error type was addition of inflection -ing.

3. Bandung Bondowoso was almost finished to build a thousand temples.

In this example, the student put unnecessary be “was” in an active sentence. It was not needed in the sentence, so the sentence was incorrect. The student should write “Bandung Bondowoso almost finished to build a thousand temples.” The be “was” should be omitted because there was a verb “finished.” The error was classified into the addition of be.

4. Mande Rubiyah feel disagreed with her son’s wishes.

The student used double verbs in the sentence so the sentence was ungrammatical. The verb “feel” should be deleted in its sentence. The sentence should be “Mande Rubiyah disagreed with her son’s wishes.” The type of error was the addition of verb.

5. Thank to the supra natural powers of Bandung Bondowoso.

The example showed that the student made an error of applying inflection -s/es to the noun. The inflection -s/es had to be omitted in the word “powers” because the word “powers” belonged to uncountable noun. The correct sentence should be “Thank to the supra natural power of Bandung Bondowoso.” The error was classified into the addition of inflection -s/es.

Table 4
The percentage errors in misordering

Types of Errors	Total	Percentage
Sentence structure	9	32 %
Causative verb	7	25 %
Adverb	5	18 %
Word order	4	14 %
Infinitive	3	11 %
Total	28	100 %

Lastly, errors were found in misordering. When a morpheme or collection of morphemes was placed in a sentence incorrectly, this is known as misordering. 28 items or 6 % errors of misordering were found in this research. The researcher found misordering errors on sentence structure, verb phrase, adverb phrase, adjective phrase, and infinitive phrase. The following samples are misordering errors produced by the students.

1. Monde Rubiyah hurt very was by her son.

The student made incorrect sentence by putting adverb “very” and be “was” after the verb “hurt.” The be “was” should appear after the subject and then followed by the adverb “very.” The correct sentence should be “Monde Rubiyah was very hurt by her son.” This error was classified into misordering of sentence structure.

2. Malin’s mother let go of her son.

The example showed that the student made a wrong sentence by placing a verb after the verb “let.” After the verb “let” should be an object, the object “her son” must be placed after the verb “let” and omitted the preposition “of.” The sentence should be “Malin’s mother let her son go.” This was misordering of causative verb.

3. The surrounding temples are called Candi Sewu although the numbers have not yet reached 1000.

The student wrote an incorrect sentence by putting adverb “yet” in the present perfect sentence. The adverb “yet” should be placed at the end of the sentence because the sentence was negative. The correct sentence should be “The surrounding

temples are called Candi Sewu although the numbers have not reached 1000 yet.” This error was classified into misordering of adverb.

4. Malin Kundang grew up as a skillful young boy.

In the example, the student made a wrong sentence by putting adjectives together. An adjective could not describe an adjective. An adverb should be applied before the adjective. The correct sentence should be “Malin Kundang grew up as a skillfully young boy.” This error was misordering of word order.

5. When Mande Rubiyah began to age, he only worked as a cake seller.

The student wrote a wrong sentence. The student had to put a base form verb after infinitive to. The word “age” should be changed with “be old.” The correct sentence should be “When Mande Rubiyah began to be old, she only worked as a cake seller.” This error was misordering of infinitive.

4. Conclusion

Based on the research findings, it can be concluded that there are still many errors in students’ writings. The errors made by the students concern with omission, addition, misinformation, and misordering. The errors found in this research were dominated by misinformation errors. It reached 39 % or occurred 175 times. The errors of misinformation covered past verb, be, auxiliary verb, past participle, preposition and pronoun. Meanwhile, the omission took the second place with 142 errors or 32 %. The errors comprised the omission of inflexion -s/es, be, article, inflexion -ing, infinitive, preposition, and verb. Furthermore, the next error was addition. It was committed 102 errors or 23 %. The errors included the addition of verb, article, be, inflexion -s/es, and inflexion -ing. The last error was misordering with 28 times or 6 %. The errors in misordering were sentence structure, causative verb, adverb, word order, and infinitive.

The result of the study revealed that the students who are supposed to be able to write English grammatically, frequently make errors in their writings’ productions. So that the result of the study is significant and expected to be able to raise the awareness of the students about the importance of mastering English structures. The students has to learn English structures seriously and practice writing as often as possible with the teacher’s guidance in order to produce well-formed sentences so that appearing errors could be minimized.

Considering the limitation of the study that only reached the identification of the morphological errors in omission, addition, misinformation, and misordering. The future research is expected to be able to explore further information about the causes of these errors especially the possibility of the students’ first language influence (interference).

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