

## **MORPHOLOGICAL ERROR ANALYSIS ON STUDENT'S ENGLISH NARRATIVE COMPOSITION: A SURVEY AT PRIVATE UNIVERSITY IN EAST JAKARTA**

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### **ABSTRACT**

The objectives of the research are to know the errors made by the learners in their English narrative composition; to identify the factors the learners made the errors; to identify the errors made by the learners; to correct the errors which have been made; to improve the teaching quality which is appropriate with the curriculum and the syllabus; as well as to get the data and the explanation about the difficulties in studying English especially in arranging the English narrative composition. The method used in this research is descriptive method that gives the data and the explanation about the recent symptoms of the errors made by the learners. The descriptive method consists of the ways in giving the note, the analysis and the interpretation about the recent condition. The characteristic of the descriptive method is to give the existence of the data which is straight to the problems as the recent variables are not manipulated. The research was carried out by conducting a written test about English narrative composition to the learners. After analyzing the data, the findings point out that the errors of derivational morphology is 10.3% and the inflectional morphology releases in 89.7 %.

Key words: morphology, narrative composition, error analysis

### **ABSTRAK**

*Tujuan penelitian ini adalah untuk mengetahui jenis kesalahan yang dilakukan oleh para pelajar dalam membuat karangan narasi dalam bentuk bahasa Inggris; untuk mengidentifikasi berbagai faktor kesalahan dalam melakukan kesalahan penulisan; untuk membenarkan kesalahan-kesalahan penulisan yang dilakukan oleh para pelajar; untuk meningkatkan kualitas pengajaran yang sesuai dengan kurikulum dan silabus serta untuk mendapatkan data dan penjelasan mengenai kesulitan dalam belajar bahasa Inggris khususnya dalam menyusun karangan narasi dalam bentuk bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah metode deskriptif yaitu suatu metode yang mencoba memberikan data dan menjelaskan dengan cara memberikan catatan, menganalisa, menafsirkan keadaan saat ini. Ciri khas metode discriptif adalah suatu metode dengan menggunakan data yang ada, fokus pada masalah dan variabel tidak dimanipulasi oleh peneliti. Penelitian ini dilakukan dengan tes penulisan karangan narasi dalam bahasa Inggris. Setelah menganalisis data, hasil penelitian menunjukkan bahwa kesalahan dalam bentuk derivational morphology adalah sebesar 10.3 % sedangkan kesalahan dalam inflectional morphology adalah sebesar 89.7%.*

*Kata kunci: morfologi, karangan narasi, analisis kesalahan*

## INTRODUCTION

Just as birds have wings, men have language. The wings give the bird its peculiar aptitude for aerial locomotion. Language enables man's intelligence and passions to acquire their peculiar characters of intellect and sentiment (Blair and Rodman, 1990). A language is a set of signals by which we communicate. Human beings are not the only species to have an elaborate communication system. Bees communicate about honey and about sitting of a new hive, chimpanzees can use vocalizations to warn danger, to signal the finding of food or to indicate attitudes to mating. Dolphins can communicate information on food and danger by means of whistles and clicks.

Dealing with language, Blair and Rodman (1990) affirm that language is not an abstract construction of the learner, of or dictionary makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground. Furthermore, Blair and Rodman (1990:3) state that "When we study human language, we are approaching what some might call the human essence, the distinctive qualities of mind that are, so far as we know, unique to man."

Todd (2000:41) said that "Morphology is the study of morphemes which are the smallest significant units of grammar." Morphology is the study of how words are structured and how they are put together from smaller parts called as morpheme. Morpheme is the smallest meaningful part of word. Morpheme comprises of two kinds, that is, free and bound morphemes. According to William, et. al. (2005:16), "Morpheme is the smallest unit of language that carries information about meaning of function." Free morphemes can stand by themselves, while bound morphemes

never occur in isolation. Free morphemes are usually bases, whereas bound morphemes are usually affixes. Morphemes which can stand by themselves as single word e.g. sit, walk, door, etc. are called free morphemes. In contrast, bound morpheme is morpheme that cannot stand alone, but typically attached to another form, e.g. -ist, -ed, -s, etc.

Akmaijan, et. al. (1995) point out that "Both derivational and inflectional morphemes are bound forms and are called *affixes*". It shows that there are two kinds of affixes; inflectional and derivational. Both inflectional and derivational are important factors of making grammatical sentences. In addition, derivational affixes are ones of efficient way in enlarging ones' vocabulary. Yet, students often face difficulties in using them appropriately. The difficulties in applying those affixes show the students' grammatical competence in producing the language. Thus, the students' difficulty in learning inflectional and derivational affixes needs more attention. One way to know the students' difficulty is by analyzing their errors. As Corder (1975) said what has come to be known as 'error analysis' has to do with the investigation of the language of second-language learner.

Morphology is a field of linguistics that examines internal structure of words and processes of word formation is known as morphology (Aronoff, 2009). The students' difficulties in learning about inflectional and derivational affixes on morphological item have been examined by several studies. The fact that phonological errors can occur either in isolation or in association with morphological errors could be attributed to the functional heterogeneity of phonological errors, and to the separability of the neural substrates involved in processing various aspects of

phonological information.

The study conducted by Timothy “Morphological Errors in the English Usage of Some Nigerian”. The study revealed that (a) the pupils’ competence in English morphology is very low and (b) the errors were caused by such factors as the inconsistency in the morphological rules of English, over-generalization of rules, misapplication of rules as well as the interference of the subjects’ mother tongue on English.

There are two kinds of morphology, they are: derivational morphology and inflectional morphology. Derivational morphology discusses about the morphemes that can be used to form new words. It also studies the principles governing the construction of new words, without reference to the specific grammatical role a word might play in a sentence. Inflectional morphology occurs with nouns, pronouns and verbs. It also studies the way in which words vary (or “inflect”) in order to express grammatical contrasts in sentences such as singular/plural or present/past tense.

Morphology based on Todd (2000) is a part of phonology and phonology has been described as the study of speech sounds and their patterns. It is a study based on the ‘phoneme’ or smallest significant unit of speech. Todd (2000:41) stated that “Morphology is the study of morphemes, which are the smallest significant units of grammar”. This definition becomes more comprehensible on the examples: cat — cats; book — books; look — looked; and watch — watched.

In linguistics, morphology is the identification, analysis and description of the structure of morphemes and other units of meaning in a language like words, affixes, and parts of speech and intonation/stress, implied context (words in a lexicon are the subject matter of

lexicology). Morphological typology represents a way of classifying languages according to the ways by which morphemes are used in a language — from the analytic that uses only isolated morphemes, through the agglutinative (“stuck-together”) and fusion languages that use bound morphemes (affixes), up to the polysynthetic, which compress lots of separate morphemes into single words.

When Samuel Goldwyn, the pioneer movie maker, announced that in two words: im-possible he was reflecting the common view that words are the basic meaningful units in a language. We have already seen that this view cannot be right, because some words are formed by combining a number of distinct units of meaning.

The traditional term for the most elemental unit of grammatical form is called by morpheme. The word is derived from the Greek word ‘morphē’, meaning form. Linguistically speaking, for example: ‘impossible’ is two morphemes. A single word may be composed of one or more morphemes, as shown in the following examples: one morpheme (boy, desire); two morphemes (boy + ish, desir(e) + able); three morphemes (boy + ish + ness, desir(e) + abil + ity); four morphemes (gentle + man + li + ness, un + desir(e) + abil + ity); and more than four morphemes (un + gentle + man + li + ness, anti + dis + establish + ment + ari + an + ism).

A morpheme may be defined as the minimal linguistic sign, a grammatical unit that is an arbitrary union of a sound and a meaning and that cannot be further analyzed. As we shall see, this definition may be too simple, but it will serve our proposition for now. Every word in every language is composed of one or more morphemes.

Some English morphemes, by

category:

Derivational	Inflectional
-ation	-s Plural
-al	-s Possessive
-ize	-ed Past
-ic	-ing Progressive
-y	-er Comparative
-ous	-est Superlative

The possessive of all nouns:

John                      John's book/books  
The women      the women bag/bags

Irregular nouns often form their plurals by a vowel change:

Child - children  
Tooth - teeth

But they form the possessive in exactly the same way as regular nouns

The dog tail                      the dog's tail  
The student book              the student's book

There is no difference in sound between a regular noun's plural form and its possessive.

The student's  
The student's books  
The students  
The students' books

Inflectional suffixes are used to indicate present tense agreement:

I/You/They/We              sing/drink  
He/She/It                      sing+s/drink+s

The present participle:

Sing+ing/drink+ing

The past tense and past participle:

I look+ed/I have look-fed  
She water+ed/She has water+ed

In irregular verbs, the past tense and the past participle are often signaled

by a vowel change or a vowel change plus a suffix:

drink                      drank                      drunk  
eat                              ate                              eaten

## METHOD

The method used in this research is qualitative method. In making the research, the writer describes the type of morphological error based on the morphology criteria. The procedures of the research contain several steps, namely: identifying the errors made by the learners in their English narrative composition; identifying the factors the learners made the errors; identifying the errors made by the learners; correcting the errors which have been made; improving the teaching quality which is appropriate with the curriculum and the syllabus; as well as getting the data and the explanation about the difficulties in studying English especially in arranging the English narrative composition.

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## RESULTS AND DISCUSSION

The discussion about errors found in the learner's English narrative composition. The samples were taken from 37 learners' English narrative composition.

### **Inflectional Morphology**

No.	Student's Sentence	Types of Error	Reconstruction
1.	I got some experience, knowledge, and friends.	Inflectional plural form	in I got some experiences, knowledge, and friends.
2.	Many people, vehicles, building at Jakarta.	Inflectional plural form	in There are many people, vehicles, and buildings in Jakarta.
3.	There are many tourist over there.	Inflectional plural form	in There are many tourists over there.
4.	Jakarta have many peoples and vehicle.	Inflectional plural form	in Jakarta has many people and vehicles.
5.	Many building in Jakarta.	Inflectional plural form	in There are many buildings in Jakarta.
6.	At building many has some company.	Inflectional plural form	in In a building, it has many companies.
7.	Jakarta has many problem.	Inflectional plural form	in Jakarta has many problems.
8.	Many people Jakarta comes from another town.	Inflectional plural form	in Many people of Jakarta come from other towns.
9.	Most of people come here to buy clothes, dress, bag, and traditional food of Bali.	Inflectional plural form	in Most of the people come here to buy clothes, dresses, bags, and traditional food of Bali
10.	They don't have job in Jakarta.	Inflectional plural form	in They don't have jobs in Jakarta.
11.	Distance from Jakarta to Yogyakarta by road thirteen hour.	Inflectional plural form	in The distance from Jakarta to Yogyakarta by car is thirteen hours.
12.	Many tourist who flock there.	Inflectional plural form	in Many tourists flock there.
13.	Kind of attractions like Dufan, seaworld, atlantis.	Inflectional plural form	in There are many kinds of attraction such as Dufan, Seaworld, and Atlantis.
14.	It's strategis place where many public vehicle.	Inflectional plural form	in It's a strategic place where many public vehicles there.
15.	Much a culture in Jogja town.	Inflectional plural form	in There are many cultures in Jogja.

16.	There is so many culture.	Inflectional plural form	in There are so many cultures.
17.	Jogjakarta city is either city visited the tourist.	Inflectional plural form	in Jogjakarta is another city visited by the tourists.
18.	I know why the tourist very often visit the Jogja.	Inflectional plural form	in I know why do the tourists often visit Jogja?
19.	There is so many place the vacation.	Inflectional plural form	in There are so many places for on vacation.
20.	Good are sold cheap price.	Inflectional plural form	in Goods are sold cheaply.
21.	Lot of restaurant, children's toys, electronics, clothes.	Inflectional plural form	in There are a lot of restaurants, children's toys, electronics, and clothes.
22.	Many people from outside Jakarta many moved to Jakarta just a look for a job.	Inflectional plural form	in Many people who come from outside Jakarta just look for jobs.
23.	This area has population of well over 28 million.	Inflectional plural form	in This area has population more than 28 millions.
24.	Many tourism park.	Inflectional plural form	in There are many tourism parks.
25.	There is not many tree.	Inflectional plural form	in There are not many trees.
26.	In Jakarta many tourism place.	Inflectional plural for	in Jakarta has many tourism places.
27.	Not difficult to find some motel, hotel, etc.	Inflectional plural form	in It is not difficult to find some motels, hotels, etc.
28.	We met other student from other Pertiwi college.	Inflectional plural form	in We met other students from other Pertiwi collage.
29.	Karawang also have a few of tradition.	Inflectional plural form	in Karawang also has a few traditions.
30.	There is performance dance and wayang golek.	Inflectional plural form	in There are dance and wayang golek performances.
31.	There is so many story.	Inflectional plural form	in There are so many stories.
32.	Everybody from another city really want to see it.	Inflectional plural form	in Everybody from other cities really wants to see it.

33. Many tourism visit to statue of monas.	Inflectional plural form	in Many tourists visit the national monument.
34. In Jakarta there is plenty of recreation, such as for example, ancil, Monas, TMII, etc.	Inflectional plural form	in There are plenty recreations in Jakarta, such as Ancol, National Monument, TMII, etc.
35. Many foreigner come to Samarinda.	Inflectional plural form	in Many foreigners come to Samarinda
36. Many foreigner came to Mahakam River.	Inflectional plural form	in Many foreigners come to Mahakam river.
37. We met other student from other Pertiwi college.	Inflectional plural form	in We met other students from other Pertiwi college.
38. So many people go to there to look and feel beautiful this place.	Inflectional plural form	in So many people go there to look and feel the beautiful places.
39. There are so many container and industry.	Inflectional plural form	in There are so many containers and industries.
40. Population in Surabaya many kinds and have 3 million inhabitant same in Jakarta.	Inflectional plural form	in The population between Surabaya and Jakarta are the same, they have 3 million inhabitants.
41. Distance from Jakarta to Yogyakarta by road thirteen hour.	Inflectional plural form	in The distance between Jakarta and Yogyakarta by road is thirteen hours.
42. In Banjarmasin city have more three beach with a million miles away.	Inflectional plural form	in Banjarmasin has more than 3 beaches.
43. Many building in Surabaya.	Inflectional plural form	in There are many buildings in Surabaya.
44. Indonesia is rich spices and island.	Inflectional plural form	in Indonesia is rich in spices and islands.

Based on the examples above, the students showed that the errors happened in learners' English narrative composition about inflectional in plural form. The researcher analyzes that:

1. The learners don't understand that after the word *many*, *other*, *some*,

and *plenty of* should be plural form. The errors happened because they are lack of knowledge about plural form.

2. The learners don't understand the difference between *much* and *many*. Much is uncountable and many is

countable. The errors happened because they are lack of knowledge about the difference between many and much.		parallelism. The errors happened because of lack of knowledge about parallelism.
3. The learners don't understand the		4. The learners don't understand the usage of number 2 and up.
45. Yogyakarta is one of beautiful cities in Indonesia.	Inflectional singular form	in Yogyakarta is one of the beautiful cities in Indonesia.
46. I want to describe one of beautiful places.	Inflectional singular form	in I want to describe a beautiful place.
47. Yogyakarta is one of famous places in Indonesia.	Inflectional singular form	in Yogyakarta is one of famous place in Indonesia.

After analyzing on the examples above, the learners showed that the errors happened in learners' English narrative composition about inflectional in singular form. The researcher

analyzes that the students don't understand after the word *one of them* and determiner *a* should be in singular form. Errors happened because they are lack of knowledge singular form.

48. So many people lives there.	Inflectional present tense	in So many people live there.
49. Many people in Seattle always going to the bay in the evening.	Inflectional present tense	in Many people of Seattle always go to the bay in the evening.
50. You can identified more than 282 fish.	Inflectional present tense	in You can identify more than 282 fishes.
51. Kurt Cobain live in town Seattle city.	Inflectional present tense	in Kurt Cobain lives in Seattle city
52. He is build group band together.	Inflectional present tense	in He builds group band together.
53. I'm working from Monday until Friday at BCA.	Inflectional present tense	in I work from Monday to Friday at BCA.
54. My mind start to read him/her.	Inflectional present tense	in My mind starts to read him/her.
55. That make Jakarta crowded.	Inflectional present tense	in That makes Jakarta crowded.
56. The weather of Surabaya sometimes make us fells very boring.	Inflectional present tense	in The weather in Surabaya sometimes makes us very boring.
57. Australian dominated in Bali.	Inflectional present tense	in Australian dominates in Bali.



58. The transportation just pass a way every day nonstop.	Inflectional present tense	in The transportation just passes a way every day nonstop.
59. Someone coming to Jakarta for to working.	Inflectional present tense	in Someone comes to Jakarta for working.

After analyzing on the examples above, the students showed that the errors happened in learners' English narrative composition about inflectional in present tense. The researcher analyzes that:

1. The learners don't understand to differ the verb after *plural and singular* in present tense. The errors happened because they don't master tenses.
2. The learners don't understand the verb after modal. They think that after modal should be V2 but the correct one is the verb after modal is V1.
3. The students don't understand the usage of simple present.

Another examples are:

We were student went to Cisarua Bogor to got Basic Leader Training  
 Inflectional after to infinitive  
 We are student of Pertiwi went to Cisarua to get Basic Leader Training  
 We were student went to Cisarua Bogor to got Basic Leader Training  
 Inflectional after to infinitive  
 We are student of Pertiwi went to Cisarua to get Basic Leader Training

After analyzing on the examples above, the students showed that the errors happened in learners' English narrative composition about inflectional after *to infinitive*. The researcher analyzes that the students use V2 after to infinitive. It is absolutely wrong. The correct one is after to infinitive it should be V1.

### Derivational Morphology

No.	Student's Sentence	Types of Error	Reconstruction
1.	All residents can fell comfort.	Derivational adjective	in All residents can feel comfortable.
2.	I extremely enjoy.	Derivational adjective	in I am extremely enjoyable.
3.	Pollution is dust and not fresh.	derivational adjective	in Pollution is dusty and not fresh.
4.	Now the Betawi culture has a distinct personality.	derivational adjective	in Now the Betawinese culture has a distinct personality.
5.	In Karawang is still belong into area west Java majority is Sunda tribe.	Derivational adjective	in Karawang belongs to east Java and Sundanese tribe.

After analyzing on the examples above, the students showed that the

errors happened in learners' English narrative composition about derivational

in adjective. The researcher analyzes that:

1. The verb after the word *feel* is always followed by adjective, for example: *I feel comfortable.*

2. Adjective is also happened after adverb, for example: *I am extremely enjoyable.*
3. Adjective is also happened before noun, for example: *Karawang is Sundanese tribe.*

6.	Many foreigners come to pulau Penyau to take picture.	Derivational plural forms	in	Many foreigners come to Penyau beach to take a picture.
7.	Karawang also have many cultural in art broad like music, dance, theater.	Derivational plural forms	in	Karawang also has many cultures in art broad such as music, dance, and theater.

Based on the examples above, the students showed that the errors happened in learners' English narrative composition about derivational in plural form. The researcher analyzes that:

1. The learners don't understand that after the word *many* should be in plural form. The errors happened because they are lack of knowledge about grammar.
2. The learners don't understand that after the word *many* should be noun. The errors happened because they are lack of knowledge and carelessness.

## CONCLUSION

Based on some analysis about the errors made by the learners, the followings are the conclusions:

1. The learners don't understand that after the word *many*, *other*, *some*, and *plenty of* should be plural form.
2. The learners don't understand the difference between the use of *many* and *much*.
3. The learners don't understand the parallelism.
4. The learners weren't used to write or to make an English narrative composition, the errors happened in morphological level.
5. Recognizing the characters of the learners' error. Most of them haven't mastered yet the target language well

so they tended to make mistakes in their mother tongue.

6. Most of the learners' errors happened in the textual errors.
7. Most of them were influenced by their mother tongue, in other hand, they transferred directly to their mother tongue even with grammatically wrong.
8. The errors done by learners perhaps happened because of the teacher don't explain about what he will teach.
9. After having a research on learners' English narrative composition, the errors happened on morphology, syntax, and kinds of error.

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