

AN ANALYSIS OF INFLECTIONAL MORPHEMES ERRORS IN WRITING A TEXT BY SECOND-YEAR STUDENT OF MAS TPI SILAU DUNIA

Dr. Sholihatul Hamidah Daulay, M. Hum, Maryati Salmiah, M. Hum and Ade Hidayati

Lecturers and student of Tarbiyah Faculty and Teacher Training of UIN Sumatera Utara

Abstrak

Penelitian ini bertujuan untuk menemukan kesalahan siswa dalam menggunakan inflectional morphemes yang termasuk bentuk Singular and Plural khususnya pada bentuk plural (kata jamak) beraturan dan Verb (kata kerja) untuk orang ke-3 tunggal dalam bentuk present tense. Tujuan penelitian ini untuk mengetahui lebih dalam mengenai kesalahan-kesalahan yang dilakukan oleh siswa dalam menggunakan inflectional morphemes, berdasarkan jenisnya kesalahan yang sering dilakukan siswa yaitu, error of omission, error of addition, error of misformation and error of misordering. Sampel dalam penelitian ini berjumlah 35 siswa kelas dua dar MAS TPI Silau Dunia 2016/2017. Teknik analisis data penelitian ini yaitu menggunakan teknik kuantitatif deskriptif. Teknik analisis Kuantitatif diambil dari teks yang dibuat oleh siswa dan teknik analisis deskriptif diambil dari interview. Hasil analisis yang diperoleh yaitu, error of omission 58, 33% (42 errors), error of addition 38,89 % (28 errors), error of misordering 0%, dan error of misformation 2,78% (2 errors). Itu berarti error of omission adalah error yang tertinggi dan paling sering dilakukan oleh siswa. Dan penyebab dari error yang yaitu penyebab intralingual transfer lebih tinggi 54, 05 % (20 causes) daripada penyebab interlingual transfer yaitu 45, 95 % (17 causes). Itu berarti penyebab error yang tertinggi yaitu penyebab dari intralingual transfer.

Kata kunci: Analisis error, Inflectional morphemes

Abstract

This study was conducted to find out the students' errors in using inflectional morphemes that include nouns: singular and plural form especially in regular plural and include verb especially in regular verb to form a simple present tense in third person singular. The aims of this study are to know more about errors made by students in using inflectional morphemes, based on the type of the students' errors are, error of omission, error of addition, error of misformation and error of misordering. The subjects of this study were 35 students at second-year student of MAS TPI Silau Dunia 2016/2017. The technique of analyzing data of this study was applied by using quantitative descriptive data. The quantitative were taken from a text that students made. The descriptive were taken from interview. The result of the analysis showed that the average percentage was the error of omission is 58, 33% (42 errors), error of addition is 38,89 % (28 errors), error of misordering is 0%, and error of misformation is 2,78% (2 errors). It means that error of omission is the highest and most dominant from four types of errors. And error caused by intralingual transfer has the higher percentage 54, 05 % (20 causes) than error caused by interlingual transfer 45, 95 % (17 causes). It means that the cause of intralingual transfer was dominantly occurred in the students' texts.

Key Word : Error Analysis, Inflectional Morphemes

Introduction

Errors are normal, necessary and needed in the process of learning. A learner should make errors first to find out how they can improve it to turn it to the better acquisition. In English, there is a proverb: ‘practice makes perfect’.

Error occurs when the learners do not understand the grammatically of second language that they have learned and because they have several difficulties in learning foreign language and it is also caused of influence by her own language or their mother tongue (James: 1998).

The beginner students sometimes found some mistakes or errors in writing a text which use inflectional morphemes. Morpheme is the smallest unit of linguistic meaning. Morpheme is a single word may be composed of one or more morphemes. Example: un+ system+ atic+ al+ ly, the word unsystematically can be analyzed into 5 separate morphemes (Hamidah: 2011). Inflectional morpheme is concerned with the functions of inflectional formatives as we shall examine in detail in the following section (Mukalel: 2003).

Example of derivational morpheme: Boy (noun) + ish = Boyish (adjective).

Example of inflectional morpheme: Play (verb) + s = plays (verb).

Subject is the third person singular.

Some errors that student faced in the class:

The omission of inflectional morpheme –s

Example: Because there are many type of students. (Correction: Because there are many types of students).

The addition of progressive tense (-ing)

Example: ... and we can getting instant noodle so easy (Correction: ... and we can get instant noodle so easy).

Ideally, if the students have learned inflectional morpheme, they will master how to use inflectional morpheme in writing. But in reality, based on my first observation the students still do mistakes in writing the text. The mistakes appear in various problem. The mistakes which often appear in using prefix, suffix, singular and plural noun, and addition “–s /-es” for the third singular subject. It can be seen, when i asked them to translate 1 sentence, only 15 students from 35 students who could answer with the correct answer, they are more likely find to make a sentence of “ The girl walk alone in the corner of the street”. Which should be replaced by ‘walks’, because ‘ the girl’ as the third singular subject should be

coupled with 'walk +s'. The addition of 's' as the inflected morpheme to indicate that the verb is used by the third singular subject is sometimes avoided by students.

According to the explanation above, the writer decides to conduct a study on inflectional morphemes errors in the text written by second-year student, this study is expected to identify of errors in using inflectional morphemes. So, the writer comes to the title "An analysis of inflectional morphemes errors in the text written by second-year student of MAS TPI Silau Dunia"

Objectives of Study

In line with the problem, this study is intended to find out:

To know inflectional morphemes errors which dominantly appear in second-year students' writing in MAS TPI Silau Dunia.

To know the reasons of students' errors in using inflectional morphemes in their writing.

Literature Review

Error

Error occurs when learners could not respond correctly to a particular stimulus in the second language. Since an error may serve as a negative stimulus which reinforces "bad habits", I should not be allowed to occur (Jiang : 2007)

Error Analysis

Error analysis has a big role in the teaching a foreign language it is using by the teacher to discover the error which made by the students during the learning process.

From David Cristal's explanation, it can conclude some steps or procedure in error analysis:

Identifying the errors

Classifying the errors

Systematically interpreting the errors

James says " Error analysis is the process of determines the incidence, nature, causes and consequence of unsuccessful language. It is an attempt to study the learners' error and intended to predict the errors on the difficulties in the learning a new language, which it is uses as the technique to identifying, classifying the unacceptable forms produced" (James: 1998)

Types of Errors

Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For instance:

My Father always tell me to e a doctor (Omission of the third person present tense morpheme). The correct one is My father always tells me to be a doctor.

Addition

As the opposite omission, addition is characterized by the presence of an item which must not appear in a well-formed utterance.

They want to repair their teeths. (The addition of 's' after the plural noun form of 'teeth').
The correct one is They want to repair their teeth.

Misformation

Misformation is characterized by the use of the wrong form of the morpheme or structure. Error of misformations marked by the use of wrong morphemes and structures where the user is using one grammatical form in place of another grammatical form. Misformation indicate that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his or her way to acquire target language proficiency.

Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in the utterance. For example:

He go downs (he goes down)

Where Danny is going? (Where is Danny going?)

So the study will focus on surface strategy taxonomy of the descriptive writing and the errors will be identified based on the diagram as follows:

4. The Causes of Errors

Erdogan defines some causes of errors served as follows: (Katamba: 2005)

Inter lingual Transfer

According to Gass and Selinker, Interlingual errors are those that can be attributed to the native language (i.e., they involve cross-linguistic comparisons). Erdogan says that it is caused by inter lingual transfer if it is affected by the learners' first language. It may occur at

different levels such as transfer of phonological, grammatical and lexical semantic elements of the native language into the target language.

Intralingual Transfer

According to Erdogan, if error caused by the influence of one target language item upon another, then it is called by intra lingual transfer. Gass and Selinker also state that intra lingual errors are those that are due to the language being learned, independent of the native language.

So, the causes of errors will be identified based on the diagram served as follows:

5. Inflectional Morpheme

The term ‘morpheme’ is used to refer to the smallest unit that has meaning or serves a grammatical function in a language. Morphemes are the atoms with which words are built. Further he explains that ‘when we classify morphemes in terms of where they are allowed to appear, we find that they fall into two major groupings. Some morphemes are capable of occurring on their own as words, while other morphemes are only allowed to occur in combination with some other morpheme (s) but they cannot be used by themselves as independent words.

Those morphemes that are allowed to occur on their own in sentences as words are called Free morphemes while those morphemes that must occur in the company of some other morphemes are called bound morphemes.

There are some examples of inflectional morphemes, they are:

Examples of words + inflectional morphemes

Nouns: Book + s

There are other nouns which form the plural by changing the last letter before adding “-s”, example:

consonant + y, change “-y” to “i”, add “-es”

Baby => Babies

Vowel + y, add “-s”

Boy => Boys

Consonant + o, add “-es”

Tomato => Tomatoes

Vowel + o, add “-s”

Radio => Radios

Ending “-f, -fe”, change “-f” to “-v”, add “-es”

Wife => Wives

Ending “-sh, -che, -s, -x”, add “-es”

Dish => Dishes

Box => Boxes

Verbs: Read + s

There are other verbs which form simple present tense in third person singular by changing the last letter before adding “-s”, example:

Consonant + y, change “-y” to “i”, add “-es”

Cry => Cries

Vowel + y, add “-s”

Pay => Pays

Ending “-sh, -che, -s, -x”, add “-es”

Push => Pushes

Based on the description above, errors on inflectional morphemes will include that include nouns: singular and plural form especially in regular plural and include verb especially in regular verb to form a simple present tense in third person singular as described in the following diagram:

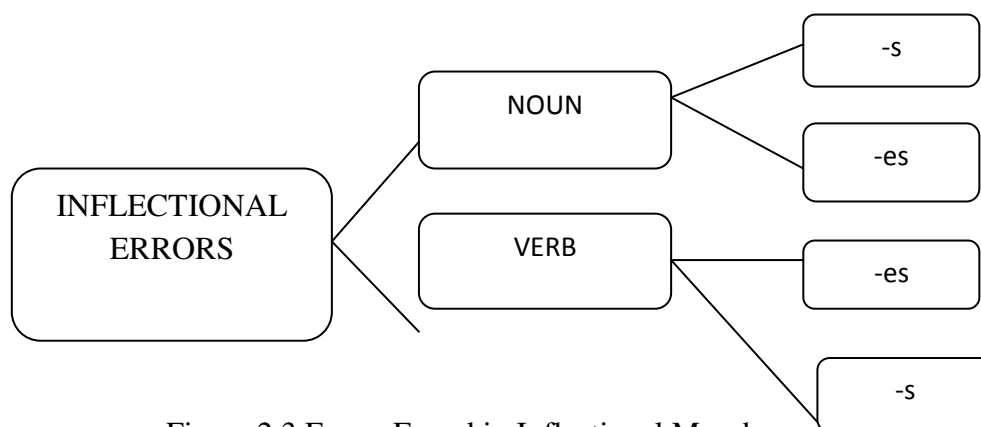


Figure 2.3 Errors Found in Inflectional Morphemes

6. Writing

Writing is the expression of language in the form of letter, symbols, or words. The primary purpose of writing is communication. When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing. *Prewriting* is the planning and idea-gathering stage. *Drafting* refers to time spent composing a rough draft. *Revising* is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers. *Editing* is the process of correcting mechanical errors. *Publishing* or sharing is accomplished in a wide variety of ways when the work is in final form.

There are many models of writing process. The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing, and publishing (Dewi: 2011).

In teaching English to the senior High School students, their writing skills is considered as one way for us to know how deep their English acquisition is, because writing is production skill of them that can express their feeling and ideas about something, as Linse states that writing is a combination of process and product. When students try to make a writing, they process their ideas into written text as the product based on their prior knowledge that the teacher has taught to them.

Research Methodology

In this research use descriptive quantitative method “Descriptive research is research that try to describe an indication, incident, event that happen now”(Syahrums:2013). It aims to describe the situation of things that exist of the same time of the study. The technique for collecting data by using quantitative approach, which obtain descriptive data, Quantitative research used to find out the types and the percentages of dominant type of errors. It’s applied to answer the problems of the study presented in chapter one.

Research Findings

There are some findings from analysis of the data in this research. The findings: The types of inflectional morphemes errors found are error of omission, error of addition, error of misformation.

That error of omission is the highest and most dominant from four types of errors, it is 55, 13% (43 errors).

The errors of omission occurred in plural form, third singular person in present tense.

The percentage error of intralingual transfer is the highest percentage 54, 05 % (20 causes).

The causes of intralingual transfer occurred if students have limited knowledge about inflectional morphemes that include nouns: singular and plural form especially in regular plural and include verb especially in regular verb to form a simple present tense in third person singular and rules how to form it into sentence.

Conclusions and Suggestions

Conclusions

Based on the result of the research, some conclusions were given as follow:

The types of inflectional morphemes errors in the text written by second year students of MAS TPI Silau Dunia are omission, addition, and misformation. Omission got the highest percentage of error is 55, 13% (43 errors), followed by errors of addition is 42,31 % (33 errors), and errors of misformation is 2,56% (2 errors). The errors of omission occurred in plural form, third singular person in present tense. The errors of addition occurred in plural form, third singular person in present tense. The errors of misformation occurred in plural form, the selection of one member of class of forms to represent others. There are two causes of the students' error, they are interlingual transfer and intralingual transfer. The percentage error of intralingual transfer is the highest percentage 54, 05 % (20 causes). The percentage error of interlingual transfer is 45, 95 % (17 causes).

The students can do errors because it was caused of intralingual transfer. In this study, the students have limited knowledge about inflectional morphemes that include nouns: singular and plural form especially in regular plural and include verb especially in regular verb to form a simple present tense in third person singular and rules how to form it into sentence, the student's vocabulary is less, and the student did know about the rule in using “-s/es” for third singular person. So the researcher concluded that the cause of students' error is the learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet.

In short, the students' errors occur as a result of learner's effort in building up concepts and hypotheses about the target language from their limited experience with it. And

the other cause of students' errors is interlingual transfer. In this study students are influenced by their native language or their mother tongue, a student who has not known the rules of target language will use the same rules as he obtained in his native language, and the students confused the rules of the target language because they still have influenced by it. So the researcher concluded that the students errors are affected by the learners' first language. It may occur at different levels such as transfer of phonological, grammatical and lexical semantic elements of the native language into the target language.

Suggestions

In relation to the conclusion above, some suggestion were given as follows:

The teachers have to explain their material especially about inflectional morphemes by using interesting strategy, have to give more information, discuss about inflectional morphemes, have to give more writing exercises continuously to improve the students' ability in writing especially in using inflectional morphemes in sentences, can motivate the students to be interested in studying English especially in using inflectional morphemes.

The students have to study hard than before and more focus in studying English especially in using inflectional morphemes, so that there is no reason to forget the material that gave by teacher, are expected to be more aware about inflectional morphemes rules for their mastery in writing text using English.

And the last the researcher suggest to other writer conduct a more deeply researchers related to this study.

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