Students' Morphological Errors in Writing Recount Text at Muhammadiyah University of Metro

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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. This research is a descriptive qualitative. It means this study focused to describe and analyze the students' error. Based on the result that mentioned previously, the researcher found that the number of students' omission and misformation errors are high. The highest students' errors made in misformation are about 51, 19 %. Most of the students used wrong form of morphological in their writing. The second is the students errors made in omission are around 32, 74 %.The students not adding bound morpheme, they omit the necessary item in their sentences. The third, the students made errors in addition and misordering are about 13, 69 % and 2, 38 %. The students add unnecessary item and put incorrect placement of morpheme in their writing. On the other hand, according to table 4.2 the researcher conclude that the number of error is five or 31, 25 % students made error in global error and 11or 68, 75 % students made in local error.

Key Words: Morphological errors, students' writing

INTRODUCTION

Recount is kind of text that taught in writing course in university. It is the

text to tell event that happen in the past. Because the event happens in the past, so the sentences must use simple past tense. According to Knapp (2005: 224), Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount is to tell "what happened". A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008: 9). Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

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. Based on the researcher's experience, the researcher found there are some students of Muhammadiyah University of Metro 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. 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. Based on the problems above, the writers are interested to analyzing the students' morphological errors in their writing especially in writing recount text.

THEORETICAL FRAMEWORK

The previous research on analysis of morphological error is taken from Oktari entitled "An analysis of morphological errors in the students writing' of SMPN 6 Metro at the second semester in the academic year of 2009/2010". The writers found that there are many students often make error if they lack knowledge of structure and the students' paragraph writing is morphologically low. Most of the students made errors in omission is about 238 errors or 67,51 %, 99 errors or 27,97 % in misformation, 7or 1,97 % in addition and the last 9 or 2,54 % in misordering. The second research is taken from Nugraha entitled "An analysis of the tenth grade students' writing ability in recount text of SMA Muhammadiyah 1 Metro odd semester academic year 2011/2012". The researcher said that the students still difficulty in making recount text, because the students who get the score up to 87 - 93 just 1 people and 8 people got 80 – 86 score, 73 – 79 were 6 people, 66 - 72 just 16 people, 59 – 65 were 12 people, and just 1 people who got score 52 – 58. It means that more students got the higher score then lower score.

or 1,97 % in addition and the last 9 or 2,54 % in misordering. The students have many problems in learning English. The students still less learned English especially in writing. They still confused to use the tense in recount text. They not only used past tense when they are writing recount text, but also use present tense. The teacher should give explanation about formula of past tense before the teacher asks the students to make a recount text. Based on the two researches above, the researcher will focus to morphological errors in the students writing recount text and the researcher believes that this research will be better than the previous research because in this research determine the proportion of errors based on surface strategy taxonomy where the researcher will classify the error limited in omission, addition, misformation, misordering and

communicative effect taxonomy limited in local error and global error that will be found in students writing recount text.

The theory review supporting this research includes the concept of analysis, the concept of error analysis, the concept of error, types of error, the concept of morphology, morpheme, free and bound morpheme, inflectional and derivational morpheme, the concept of teaching morphology, concept of writing, the process of writing, the concept of recount text, the generic structure of recount text, surface strategy taxonomy and communicative effect taxonomy.

METHOD

In this research, the researchers use descriptive qualitative as the research design, the researchers do the test to analyze students' writing ability in recount text. The researchers use the test to do the research first. From this instrument, the researchers want to know about the students' errors in recount text. The process of this test is at the first the researchers ask the students to write recount text that consist of some parts based on the theme. The students do the task to make recount text with theme or based on their experience.

Recount text is as a dependent variable. To get the description of students' difficulty in making recount text, the researcher analyzes the aspect of recount text. They are :

Orientation: it is a statement which contains of topic an activities or event that will inform, there are : what, when, who the participants and personal attitudes (what the author thinks or the what).

Records of events: It contains about the detail of information which happened. Based on the topic that is told in the orientation, that is consist of time vacation, the time of leaving and means of transport, activities during the activities, the author's comment that express personal attitudes.

Re - Orientation: It contains closure that can be author's comment or personal attitude that happens in the vacation.

(Pardiyono:2007)

Recount text is one of the texts in genre writing. It has three parts in recount text. They are orientation, records of events, and re-orientation. It has purpose to retell about the event in the past time.

In this research, the researchers use the second semester of Muhammadiyah University of Metro. The researchers use purposive sampling technique because the respondents are the English students who have strong connection with this study and the students have studied about morphology in first semester. As sample the researchers will choose 10 students from the second semester to do the test. Arikunto (2006: 95) states that instrument is the tools selected and used by the researchers in their activities to collect data so that these activities became systematic and easier for them. The instrument to collect the data in this research is test. Arikunto (2010: 53) 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 recount writing.

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 omission, addition, misformation and misordering. On the other hand, based on communicative effect taxonomy, the error will be classified into local and global error.

DISCUSSION

Based on the data, the researchers conclude that most of the students have difficulties in morphological. The number of students' omission and misformation errors are high. The highest students' errors made in misformation are about 51,19 %. Most of the students used wrong form of morphological in their writing. They get difficulties to transform verb in present tense into past tense. The second is the students errors made in omission are around 32, 74 %. The students not adding bound morpheme, they omit the necessary item in their sentences. The third, the students made errors in addition and misordering are about 13, 69 % and 2, 38 %. The students add unnecessary item and put incorrect placement of morpheme in their writing. The distribution of morphological errors though communicative effect Taxonomy according to table 4.2 the researcher conclude that the number of local error is high or 68, 75 %. The students omit the necessary item of morphology in their sentences. Meanwhile, the number of students' errors that made in global errors is 31, 25 %. They made unclear sentences and used wrong word formation.

CONCLUSION

Based on objective of the research and result the analysis of the data presented in the previous chapter, the conclusion can be cited like the following:

The kinds of students morphological errors in students text writing based on surface strategy taxonomy and communicative effect taxonomy will be explain below:

After analyzing the data, the researcher found that the students made some errors related to morphological aspect. Most of the students made errors in inflectional morpheme. The students' omit morpheme –s to indicate that the noun is plural or omit morpheme –ed to indicate that the sentences are past form. Besides, the students also made some errors in derivational morpheme. The students add morpheme –ly to indicate the word is adjective and the

students made errors to determine pronoun or verb to indicate past form.

Based on the explanation previously, the researchers conclude that there are some difficulties faced by the students in writing text. First, the students have difficulty to differ between plural and singular noun. For *example, "I got many experience".*In this sentence, the word *experience* is plural noun, so the word *experience* should be writing as experiences. Second, the students have difficulty to transform sentences into past tense. For example *"I look something beautiful".* In this sentence the word *look* should be adding morpheme *–ed* to indicate the sentence is past tense. The students often did not change verb one to be verb two when they make sentences in the past form. Third, the students have difficulty to choose the right words to arrange sentences. For example *"I stayed in Banyuwangi during 2 weeks",* the word *during* is improper for thus sentence. The sentence above should be written as *"I stayed in Banyuwangi for 2 weeks".* The last,

some students have difficulty to make sentences into good order. For example *"Finally, I came to Lampung back".* The sentence is in incorrect order. The sentence should be written *"Finally, I came back to Lampung.*

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