

Morphosyntactic Errors in Students' Written Narrative Text

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Abstract

The objective of this study are to (1) investigate types of errors in students' Written Narrative Text made by students grade IX, (2) to find out the causes of errors on the students' writing. Based on the analysis by Dulay's theory, there are four kinds of errors: 1. Error of Omission, 2. Error of Addition, 3. Error of Misformation, 4. Error of Misorder. The dominant types of errors found in the students writings is Error of Misformation. The source of errors is analysed based on Brown's Theory. The source of the errors are: 1) Interlingual Transfer, 2) Intralingual Transfer, 3) Context of Learning, and 4) Communication Strategy. Based on the analysis, the source of errors found are Interlingual Transfer and Intralingual Transfer. This study uses descriptive qualitative research. The subjects of this study are the students of grade IX SMK Satria Binjai. In conclusion, students make some morphosyntactic errors in their writing and the potential cause of the errors is intralingual Transfer and Interlingual Transfer. In this case, the conclusion and the suggestions are directed to those who would teach and learn english writing.

Keywords : Error Analysis, Narrative Text, Morphosintactic

INTRODUCTION

There are four different aspects that ones should consider when they are learning English. They are listening, speaking, reading, and writing. Among the four skills, writing is passive way of getting our point across but it is important. Many people do not realize, thought, that one of the best ways to successfully speak a new language, if we can write it, we can say it.

Jonathan Emmen, in his journal, agree with the idea that writing really helpful to acquire a new language. When someone develop the writing skill in a new language, they will increase their competence in speaking that language as well. They will learn the language at a faster rate, and they will understand that language at a deeper level than they would have if they only focused on speaking, listening and reading. According to a Russian psychologist, L.S. Vygotsky, in the process of writing, we access verbal thought. Written words are products of a journey that advances in inner speech, then meanings of words, and finally in words. (Vygotsky, 1962,149).

Tampubolon (2022) on his previous research stated that the ability to express ideas or thoughts through writing will help learners cope with the challenges the might face in their future either as students or workers as they have to communicate through writing.

Britton, et all (1975) as cited in Joyce, 1990, conveys "Although writing is a strenuous process, the process accesses and shapes thought". Through the statement writing ultimately does give new language speakers time to think and practice the language at the same time. In our school, mostly students learn English as a foreign language and it is not normally a language of instruction but simply a brand of study. The English lesson is occasion to bring the sample of American or English life into the classroom and the lessons are about life and people in English speaking countries. This makes students in uneasy situation. That's why though it doesn't mean it cannot be mastered but mostly through the process of learning.

In the process of learning English through writing, errors are commonly happen. When students were asked to make short paragraph about any topic, many errors found in their writing. Some are general grammatical errors, substance errors (capitalization, punctuation, spelling), omission error, addition error, selection error, and disordering error. Those mistakes and errors are caused and influenced by Indonesian language pattern in English writing and can be partly because of inter lingual transfer . This is as what Samuel Jhonson said in 1971, "to use two languages familiarly and without contaminating one by the other, is very difficult". Therefore, a better understanding of the errors and the origin of such errors in the process of EFL, writing will help teachers know students' difficulties in learning that language. It will help students learn better. Error is commonly happen for students of language but that is viewed as a part of learning process.

Error analysis has many sub fields of linguistics such as phonology, morphology, syntactic, and semantic. The four are the procedure to discover the students' proficiency in the language they are learning by classifying and describing the errors. Morphosyntactic errors analysis is one among the analysis to determine the dominant errors committed by the students.

Morphosyntactic is the study of interaction between morphology and syntax. The word morph means "shape, form" and morphology is the study of forms, while syntax is the study of how word are combined into larger units such as phrases, clauses, and sentences. Through the morphosyntactic error analysis, the problems of errors in students writings can be found. Based on Dulay's theory there are 4 types of errors: 1). Error of Omissions, 2). Error of Addition, 3). Error of Misformation, and 4). Error of Misorder. And based on the Brown's theory, the causes of the errors in the students' writing will be recognized, there are 1). Interlingual Transfer, 2). Intralingual Transfer, 3). Context of Learning, and 4). Communication Strategy.

The purpose of the study are (1) to investigate the types of errors in the students' written narrative text made by the students grade IX SMK Satria Binjai and determine the most dominant types of errors, and 2). to find out the causes of errors in the students grade IX of Satria Binjai. Hopefully, this study will be advantageous both theoretically and practically. Theoretically, the findings of the research can be used to be reference for those who will conduct the research of error analysis and as a consideration for English teachers in applying any strategies or technique of teaching English, especially teaching writing in English. Practically, this research can be used by the teachers to help students recognize their errors and mistakes, and to help them how to form and construct words in their english sentences especially in writing narrative text. Those will encourage and motivate students in learning English through writing.

METHOD

The method used in this research is descriptive qualitative as the methodology to analyse the students' written narrative text. The errors are identified by the theory, method and technique of analyzing data as well as method of presenting the analyses. The data obtained from students grade IX SMK Satria Binjai. The data were collected from a class of 35 students then are interpreted by using qualitative approach, and presented descriptively. The students written narrative texts become the object of the study to analyze the errors. Mass data are drawn up from all the participants then chosen 15 texts randomly to be the primer data to know the errors made by the participants. The process of the research can be presented in the form of this diagram:

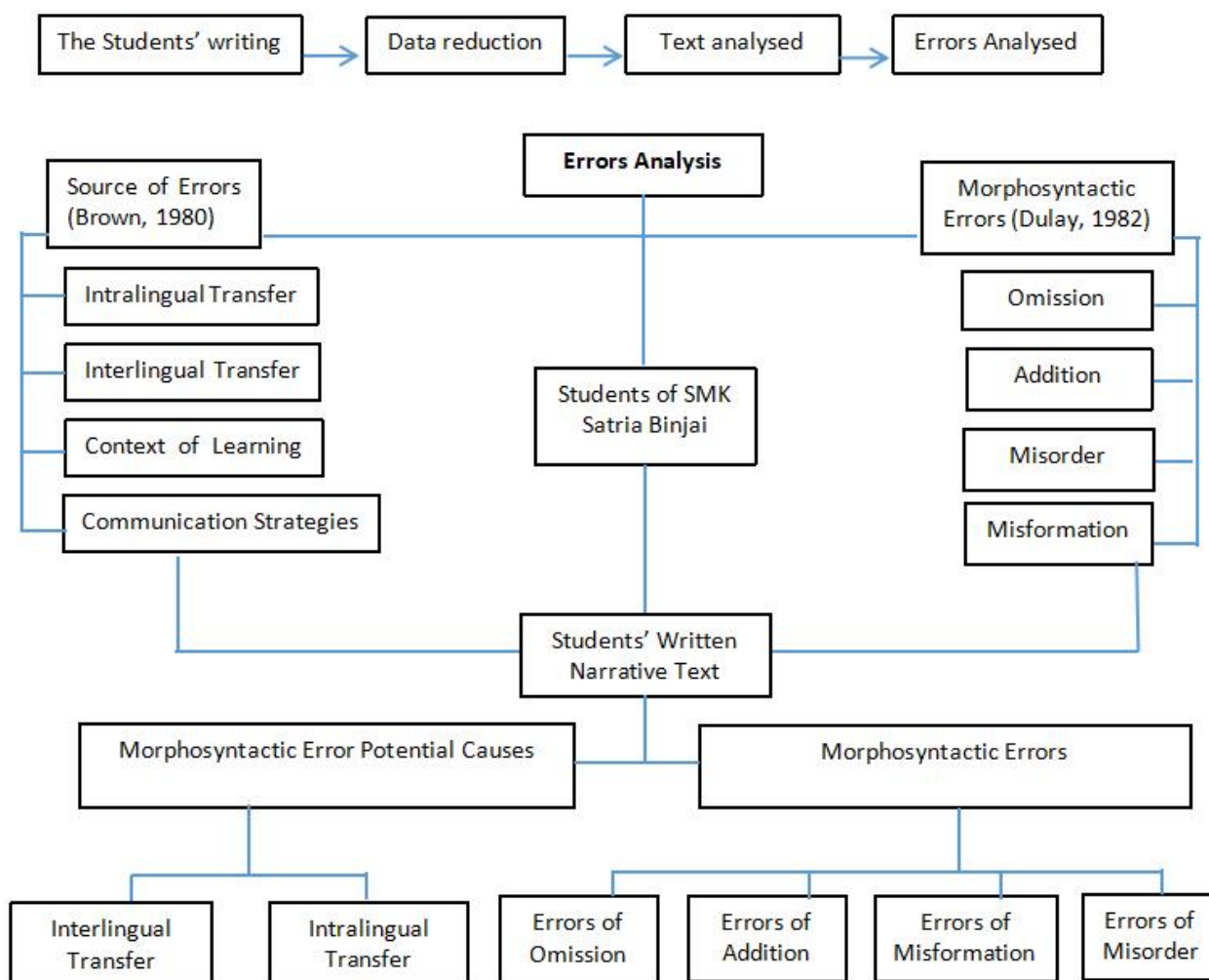


Fig: The conceptual framework of error analysis on morphosyntactic of students' written narrative text of SMK Satria Grade IX

FINDINGS

The Findings reveal that when doing their written narrative text, the students made the morphosyntactic errors. The students made errors by doing the omission of an item that must appear in well-form utterances. It involved the omission of verb to be, the omission-s and -es in plural, articles, preposition, pronoun, and suffixes in verbs.

The errors happened when the students made the addition of an item that should not appear in their utterances or sentences. The errors of addition was categorized into the addition of verb to be and have, the addition of conjunction, articles, pronoun, preposition, and suffix in noun.

Errors of Misformation happened when students use incorrect usage of morphemes or structure in well-formed utterance. Misformation involved misformation of verb in subject-verb agreement, verb to be, verb in passive voice, verb in present and past tense, verb in present and past participle, verb in future tense, noun, preposition, pronoun, conjunction, and determiner. Furthermore, Errors of Misorder are found in the written narrative text in which students made incorrect placement of morpheme or group of morphemes though there were only 3 errors, the misorder of adverb, singular and plural nouns.

Based on the findings of each type of errors found in the students written narrative texts, it can be concluded that the most dominant error belongs to misformation of verb in subject-verb agreement which involves 22 errors (32.06%).

The other findings were the source of the errors. The students were interfered by their native language or mother tongue. The interlingual Transfer caused the errors. The second is the intralingual transfer of errors in which the students were influenced by the native language transfer between the element in the target language itself.

DISCUSSION

In answering the first question, the researcher identified the errors found in the students' written narrative text then classified the errors into omission errors; addition errors; misformation errors; and misorder errors.

In omission errors, the omission of verb to be that must be present in a sentence which function as predicate to link a subject and its object or compliment made the errors happened. The omission of prepositions, the omission-s and -es in plural, articles, pronoun, and suffixes in verbs were also found.

The errors happened when the students made the addition of verb to be and have. For example, *'I am will dinner with my brother always'*. The presence of the verb to be must not appear in the sentence when the sentences has got the verb predicate, in the sentence, *will dinner* is the verb predicate. In other cases, students like to add unnecessary article. The presence article *'a'* in *"she is a very nice a friendly and patient woman"*, and preposition *'to'* in *'my father seldom back to home'* make the sentences wrong. Double marking of singular verb were also happened in students writing. The students made the unnecessary addition of a conjunction as a connector or adverbial. Students sometimes forgot that They just simply add the conjunctions, articles, pronouns, prepositions, and suffixes in nouns.

Errors of Misformation happened when students use incorrect usage of morphemes or structure in well-formed utterance. Misformation of verb in subject-verb agreement happened for example in using the incorrect -ing verb forms. The verbs which are preceded by preposition must be followed by a verbal of noun form. For example, sentence *'For get a good job need a great sacrifice but nothing is impossible'* is wrong. The preposition *'for'* indicate that the verb followed must be in -ing form. In the sentence *'after have breakfast, I do some more activity, like clean my house or maybe watching tv'*, there are some errors. The first is the verb *'have'* should be in -ing form for it preceded by preposition

'after'. On the hand '*...I do some more activity*' is an error of omission of plural form. The Errors of Misformation also involved in verb to be, verb in passive voice, verb in present and past tense, verb in present and past participle, verb in future tense, noun, preposition, pronoun, conjunction, and determiner. This finding was in line with the previous result conducted by Tampubolon (2020) that in students' essay writing, misformation on the subject and verb agreement was mostly found.

Furthermore, Errors of Misorder are found in the written narrative text in which students made incorrect placement of morpheme or group of morphemes though there were only 3 errors, the misorder of adverb, singular and plural nouns.

The writer found the source of the error as interlingual transfer for the students made errors because of the interference of their native language in which they transferred the target language by following the rule of their native language. They translated the target language literally. The translation were transferred from the source language word by word. Furthermore, the intralingual Transfer happened because of the elements in the target language itself. Lack of vocabularies or knowledge to form sentences made the errors of the word orders and the structure of the sentence in the target language. Those reasons are the two potential causes of the morphosyntactic errors in the students' written narrative text.

CONCLUSION

Based on the analysis, the students of Grade IX Vocational High School, committed the morphosyntactic errors. The errors found in the students' written narrative text based on the theory of Dulay. The errors are omission errors; addition errors; misformation errors; and misorder errors. From all the morphosyntactic errors then the most dominant is found.

The findings of this study showed that there were 76 errors found in the students' written narrative texts. Misformation involved misformation of verb in subject-verb agreement (32,26%), verb in passive voice (2.02%), verb in past tense (0.79%), verb in past participle (3.6%), verb in future tense (1.2%), noun (4.03), preposition (3.04%), pronoun (1.02%), to be (1.02%), and determiner (1,08%). The omission errors involved the omission of verb to be (12.63%), the omission of -s in plural (16.36%), articles (2.04%), pronoun (1.02%), and suffix in adverb (4.02%). Furthermore, addition was categorized into addition of conjunction (3.14%), to be (1.02%), articles (3.54%), pronoun (1.2%), and suffix in noun (1.03%). There were also 3 errors (3.94%) in misordering.

Based on the findings of each type of errors found in the students written narrative texts, it can be concluded that the most dominant error belongs to misformation of verb in subject-verb agreement which involves 23 errors (30.26%).

SUGGESTION

Based on the findings, I would suggest and recommend this:

For the teachers or lectures:

1. This research could be used by teachers and lecturers to arrange curriculum of teaching and learning English through writing. By recognizing the dominant errors made by students, it will be really helpful to help students be motivated and encouraged in learning English. Hopefully, practice english by doing more exercises in writing become joyful.

2. Give students more Practices or exercises of grammatical elements such as phonology, morphology, syntax and semantic will help students to increase their English vocabularies.
3. Give the students more writing practising.

For the students,

1. Paying more attention to word, phrase, and clause will give benefit to construct a text for it is related to the grammatical function. Good grammar will produce good writing. Consider your idea to be expressed in a good way of writing.
2. Morphology is about forming words, so learning more about morphology will help you increase your vocabularies. Diction are important in writing. In morphology you will learn how to construct words into phrase or clause to be a good text.
3. Do more writing exercises for you are students. When you finish writing, you must proofread the text before submitting to your teachers or lecturers. It is useful to know whether the words, phrases, or clauses that you write are grammatically correct or not. As the result, it can minimize the errors.

Finally, I would like the more researchers on morphosyntactic errors are conducted. The more improvement can be done and this could be one of references for those who want to conduct a study on morphology and syntactic.

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