

ANALYSIS OF WORD FORMATION ERRORS IN RECOUNT TEXTS MADE BY SENIOR HIGH SCHOOL STUDENTS

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Abstract

The purpose of this research is to find out what mistakes students make at SMA Negeri 1 Ranai and the factors that cause them. This research used a descriptive qualitative method in the form of students' writing documents. A total of 5 students became the research subjects in this study. The results of this research include: Misformation is the most frequent error among students, with a total of 17 errors. This number accounts for a significant proportion of 48.57% of the identified errors. Following close behind, Misordering came second in terms of error frequency, with 8 detected cases, which accounted for 22.86% of the total errors. Next, omission errors came up with 7 errors, equivalent to 20% of the absolute errors. Lastly, addition errors recorded 1 error, reflecting 2.86% of the total errors identified. A better understanding of English grammar often needs to be improved. Therefore, improvements in teaching methods and a better understanding of English grammar structures are required. These errors can include omission, addition, falsification, and sequencing errors. Error analysis is a skill that can be learned to help students who have difficulty understanding the language. Teachers can provide useful feedback for further improvement by analyzing student errors.

Keyword: Error Analysis, Morphology, Recount Text, Word Formation, Writing

INTRODUCTION

Grammar and vocabulary are only two of the many skills needed for writing. Students should practice writing in English, and teachers should receive more instruction on how to manage student composition (Alwasilah, 2001). The paper has many different text types, including recount, narrative, descriptive, and report texts. The author will talk about recount texts in this essay.

Recount texts typically describe things that happened in the past. According to Nazalia, Huzairin, and Putrawan (2017), recount texts retell segments of events that have been documented in the order in which they occurred to give the reader a sense of what happened in the past. Recount texts often include three main components: orientation, sequence of events, and reorientation. The simple past, past continuous, past perfect, and past perfect continuous tenses are often used. Such as time order (on Wednesday, Monday, and Friday), focus on specific participants (I, the author), conjunctions (before, after, then), and action verbs (eat, go, etc.). It also often includes other linguistic features. According to Jacobs et al. (1981:31), students must handle and balance various aspects of writing, such as content, organization, vocabulary, use of language, and mechanics.

The use of language is related to not only grammar (syntax) but also word formation (Morphology). (Kalsum, Munawir, Asiza, & Humaeroah, 2021) Define morphology as the study of word formation (lexical or derivational morphology) and inflectional morphology. According to Handoko (2019), morphology examines word formation patterns by combining sounds into morphemes, linguistic units with a limited range of meaning. In general, word syntax is the focus of morphology.

Students need to learn when to use the correct verb regarding the time to be used when they are asked to write English, and they have difficulty changing from simple present to simple past tense. In incorrect writing skills, morphology is needed in analyzing word structures and parts of words. In wrong writing skills, morphology is required in analyzing word structures and functions of words. Some researchers, including Hkansson (2021), claim that interlingual and intralingual

errors in derivational and inflectional affixation have been observed. The errors are also transferred, omissive, additive, or substitutive. The mistakes also included substituting or additive errors and overgeneralization errors.

According to other studies, such as Adha et al. (2020), the word formation found in the writing of fourth-semester students is derivation and inflection in texts with several topics chosen by students. The other previous study is by Gayo and Widodo (2018). They discovered morphological and syntactic mistakes in the students' descriptive writing.

The focus of Gayo & Widodo was on morphology and syntactical mistakes. The researchers also discovered that students typically make mistakes in their writing due to the influence of their first language. Amelia (2013) argues that various factors contribute to errors, including negligence, a first language impairment, and translation. The novel aspect of the current study is its analysis of word formation errors in the morphological domain of language, particularly in written language, from students.

METHOD

The researcher employed a qualitative research method, specifically utilizing a descriptive qualitative design for this study. According to Sugiyono (2014), descriptive research entails giving a quantitative or qualitative account of events or phenomena. The researchers use the descriptive method to explore and describe phenomena, explain word formation mistakes, and predict phenomena based on field data.

The researcher chose Senior high school students in Bunguran Timur as the research setting. This school is located on Jl. Pramuka No.12, Ranai City, Kec. East Bunguran, Natuna Regency, Riau Archipelago 29783. The researcher conducted this study on 5 students in class 11 IPS 3 SMA Negeri 1 Bunguran Timur. Previously, the students had studied narrative text. The researcher chose this class because some students in the class had the lowest scores in English lessons.

In this study, the sampling technique used was purposive sampling. The population of this study included 11th-grade students at SMA Negeri 1 Bunguran Timur. Five participants were chosen from social studies class 3 with the lowest score. This assumes that the student with the lowest score produces many errors. This particular choice was based on the recommendation of the class teacher, who played an essential role in the decision to include this class in the study.

The primary instrument employed in this study was the students' written work, with a specific emphasis on retelling texts. The primary focus was personal narrative accounts written by students from Class 11 IPS 3, the chosen topic of exploration related to their encounters during the Ramadan vacation. The operational procedure for this task involved assigning students to create a one-paragraph composition pertaining to the chosen topic during their classroom sessions. After completing their documents, the students submitted their assignments to their respective class teachers. Subsequently, these submitted assignments were collected and handed to the researcher for meticulous analysis.

In this study, teachers used data collection procedures to collect story texts written by students as data. Tests and documentation were used as methods to collect the data. Next, the researcher analyzed the data by collecting five students' assignments with the lowest scores. In this analysis, the researcher identified and classified the textual errors present in the terms. This process became an integral part of the study and helped explain the factors that led to these errors. To verify the data, researchers choose and apply triangulation of sources. In addition, researchers collect data from student assignment documents which can provide evidence if participants are the right people to be research subjects.

The descriptive analysis method (percentage), which is detailed in the table of rates, is used by the researcher to analyze the data. Sudjono in Meliyanti (20.31) the formula is:

$$P = \frac{Fx}{N} \times 100\%$$

FINDINGS AND DISCUSSION

FINDINGS

The results of this development, the researcher follows distinct procedures to attain the research objective. Employing the surface strategy taxonomy to categorize errors, the researcher discerns and examines student essays. Ultimately, this approach enables the researcher to present descriptive findings concerning the mistakes committed by grade 11 IPS 3 students at Ranai 1 Public High School.

The researcher arrived at conclusions through the process of data analysis. Notably, the research revealed the presence of morphological errors in the students' writing related to word formation. The specific details of this data are presented in the table below.

Table 4.1: The summary of Frequency of Errors made by the students

Type of Error	Frequency of Error	Percentage of Error
Omission Error	7	20
Addition Error	1	2.86
Mis formation Error	17	48.57
Mis ordering Error	8	22.86

a. Omission

When a student fails to include all necessary components in a complete sentence, this is an omission error. As shown in Table 4.3, the researcher discovered 7 student omission errors in the classification. This kind of omission error in the table is highlighted by the researcher and corrected, whereas other errors are only corrected without highlighting.

Table 4.3: Identified Omission Error

Code	Incorrect sentence	Correct Sentences
1A	When I complained to my mother about her hunger and thirst...	When I complained to my mother about my hunger and thirst...
2A	Mother then explain that patience is an attitude that is very necessary...	Mother then explained that patience is an attitude that is very necessary...
3A	Here I want report my daily activities during Ramadan.	Here I want to report my daily activities during Ramadan
4A	I went to neighbor's house to pray.	I went to the neighbor's house to pray.
5A	After return from mosque...	After returning from mosque...
6A	I took my father's advice seriously and started fasting .	I took my father's advice seriously and started to fast .
7A	I live with his parents in a small village.	I live with my parents in a small village.

b. Addition

Contrary to omission errors, addition errors are distinguished by items not allowed in a complete sentence. The researcher identified 1 error belonging to this category. Table 4.4 shows examples of sentences with addition mistakes and the researcher's edited corrections.

Table 4.4: Identified addition Error

Code	Incorrect sentence	Correct Sentences
1B	After hear mother's to explanation...	After hearing mother's explanation...

c. Mis-formation

The omission was defined as the absence of something essential, whereas a mis formation error was the incorrect use of a morpheme. The essays of the students contain 17 errors of this type. The students' mistakes with mis formation are shown in Table 4.5.

Table 4.5: Identified Mis formation Error

Code	Incorrect Sentence	Correct Sentence
1C	Mother then explain that patience is an attitude...	Mother then explained that patience is an attitude...
2C	We must learn to control our selves ...	We must learn to control ourselves ...
3C	Today I recorded my daily activities during fasting in the month of Ramadan 2022.	Today I recorded my daily activities during fast in the month of Ramadan 2022.
4C	morning after prayer, I some timesleep until it's time to go to school.	morning after prayer, I sometimes sleep until it's time to go to school.
5C	School are still online...	School is still online...
6C	...so you have to meet face to face every day	...so we don't have to meet face to face every day
7C	...my friends and I buy snacks in the village.	...my friends and I buying snacks in the village.
8C	I'm get ready for suhoor with my family.	I'm getting ready for suhoor with my family.
9C	However, I realized that to be able to fast requires high discipline .	However, I realized that to be able to fast requires a high level of discipline .
10C	I wake up before the dawn call to prayer for suhoor...	I woke up before the dawn call to prayer for suhoor...
11C	I fill this month with a variety of useful activities.	I filled this month with a variety of useful activities
12C	After leave the mosque, I prepared to go to school.	After leaving the mosque, I prepared to go to school.

13C	The school is half-day during Ramadan, so I went home soon than usual.	The school is half-day during Ramadan, so I went home sooner than usual.
14C	While wait for the time to break the fast, I read Al-Quran.	While waiting for the time to break the fast, I read Al-Quran.
15C	As the adhan Isya sounded, my family and I rush to the mosque for tarawih prayers.	As the adhan Isya sounded, my family and I rushed to the mosque for tarawih prayers.
16C	My Ramadan story this year wants to be a pious child.	My Ramadan story this year is about becoming a pious child.
17C	One day when I was play in front of my house...	One day when I was playing in front of my house...

d. Mis-ordering

A morpheme is misplaced in a well-formed structure, resulting in a mis ordering mistake. This type of error had the lowest standard deviation because there were 8 mis ordering errors in this study. The mis ordering errors in the students' essays are listed in Table 4.6.

Table 4.6: Identified Mis ordering Errors.

Code	Incorrect Sentence	Correct Sentence
1.D	When face we difficulties or challenges in life	When we face difficulties or challenges in life
2D	However, one day I had a problem because I'm very hungry and thirsty while fasting.	However, one day I had a problem because I was very hungry and thirsty while fasting.
3D	I start getting up, in the morning at 3 I was already awake...	I usually start getting up, in the morning at 3; I was already awake...
4D	Name I is Adit Adi Yosa...	My name is Adit Adi Yosa...
5D	not eat or during drink the day...	not eat or drink during the day...
6D	Then the adhan Maghrib sounded, I broke my fast with my family.	Then the adhan Maghrib sounded, and I broke my fast with my family.
7D	Every morning I wake up early than usual to pray subuh and read the Koran.	Every morning, I wake up earlier than usual to pray subuh and read the Quran.
8D	I also try to maintain my attitude and behavior and avoid bad deeds.	I also try to maintain my attitude, behavior, and avoid bad deeds.

According to Keshavarz (2013), there are two primary sources of error in learning a second language. Those were interlingual errors and intralingual errors. The interference of the first language causes interlingual errors. On the other hand, an intralingual mistake caused by the learner's overgeneralization or failure to understand grammatical rules and construct a well-formed sentence is caused by the target language itself. In this research, the researcher found both interlingual and intralingual were becoming the source of errors committed by the students.

In the research, the researcher found that interlingual transfer was one of the factors causing the error. An interlingual error existed as the result of the mother tongue's interference. In this research context, it was coming from the interference of Bahasa Indonesia. Indonesian students learning English risk committing errors in inflectional affixes because their mother tongue, Bahasa Indonesia, can cause interference. To support the researcher's opinion, the researcher provided the following examples with the explanation of interlingual error came from the student:

"When I complained to my mother about **her** hunger and thirst..." The error in this sentence is an example of interlingual errors, which occur when a speaker's native language influences the second language being learned. In this example, Indonesian speakers might be more inclined to omit the word "my" in the sentence because in Indonesian, the word "my" or "me" is often unnecessary in similar contexts. However, in English, the word "my" is essential to ensure correct understanding, so the sentence becomes: "When I complained to my mother about **my** hunger and thirst..." With the added word "my," the sentence becomes clearer in the English context and avoids omission errors that can occur due to the influence of the speaker's native language.

Another primary factor causing errors in inflectional morpheme was an intralingual error. The intralingual mistake happens when the student overgeneralizes a rule or needs help understanding grammatical regulations and restrictions completely. While the researcher found interlingual errors were often in omission, intralingual errors were often seen in addition, misformation, and misordering. In the following sentence, the researcher described errors in inflectional morpheme caused by an intralingual error:

"However, one day I had a problem because I'm very hungry and thirsty while fasting." In this example, the error is an intralingual error or an error within the same language. More specifically, the error is "Misordering".

In the first sentence, there is a misordering error in the order of the words. The correct order should be "because I was very hungry and thirsty while fasting" to correctly express the meaning. However, in the first sentence, the order of the words "because I'm very hungry and thirsty while fasting" is incorrect, and this can make the sentence difficult to understand or confuse the reader or listener. In the second sentence, the error has been corrected by restoring the appropriate order of the words, making the sentence clearer and easier to understand.

DISCUSSION

This study aims to describe the types of inflectional affix errors made by students in their essays, to find out the percentage of each kind of error, and to describe the causes. The primary source of this research is the writings of 11th-grade students of SMA Negeri 1 Bunguran Timur.

The researcher also found an overlap between this study and Munir's (2020) study, which examined retelling texts focusing on grade VIII students at Nahdhatul Ulama Junior High School. His findings showed that students' reading contained four types of errors: Omission, addition, sequencing errors, and formation errors. According to this study, Misformation is the most frequent error among students, with a total of 17 errors. This number accounts for a significant proportion of 48.57% of the identified errors. Following closely behind, Misordering came in second in terms of error frequency, with 8 detected cases, which constituted 22.86% of the total errors. Next, omission errors came up with 7 errors, equivalent to 20% of the errors. Lastly, addition error recorded 1 error, which reflects the equivalent of 2.86% of the total errors identified. This study found different results from previous studies; in the findings of Munir (2020), researchers found many errors in

Omission and the lowest in misordering. While in this study, researchers found the highest error was in misinformation, and the lowest was in addition.

The researcher concluded that students of 11th-grade Social Sciences student 1 Ranai still needed help with using the proper word formation in their sentences based on the explanation above. This demonstrates how poorly the students need to be mastering the rules of the target language. Errors often result from students' poor command of English grammar. Results from earlier research by Agustina & Nazri (2022) provide evidence supporting this. According to their study, most students erred because they needed to learn the past tense of some words but failed to apply it to other words; there was a shortage of English vocabulary words, and the lecture teaching method perplexed the students. Teaching quickly, only giving assignments, and assuming that all students have understood the material even though some do not are all examples of teaching methods that hinder students from understanding the material.

These mistakes can include omissions, additions, misformations, and misordering in chronological order. Error analysis is a skill that can be learned to assist students who are having trouble understanding a language. Analyzing student errors will reveal a summary, which the teacher can use as feedback to decide on follow-up. From the discussion above, the 11th-grade Social Sciences students made several errors when writing descriptive essays, including omissions, additions, misformations, and incorrect ordering.

CONCLUSIONS AND SUGGESTIONS

In conclusion, this study indicates that grade 11 IPS 3 students at SMA Negeri 1 Ranai still need help using correct word formation in their sentences. A better understanding of English grammar often needs to be improved. Therefore, improvements in teaching methods and a better understanding of English grammar structures are required. These errors can include omission, addition, falsification and sequencing errors. Error analysis is a skill that can be learned to help students who have difficulty understanding language. Teachers can provide helpful feedback for further improvement by analysing students' errors.

The above research findings have formulated some recommendations for English teachers, students, and future researchers. The first is for English teachers, and it is essential to maximize their ability to explain the material, especially during class. This is particularly important because time constraints during reading lessons can result in relatively brief material explanations. Therefore, teachers should strive to provide detailed answers to students' questions to ensure a thorough understanding of the material. The second for the students, there are several suggestions for students related to the result of this research. Error is significant to indicate the stage of language learning development that the student has been passing through. Students should dedicate time to regular practice in forming words, engage in exercises, word games, and writing assignments that involve creating and using words in context. Next, they should specify inflectional affixes. The students should improve their understanding of inflectional affixes by not comparing them with Bahasa Indonesia because the rules of inflection between both are different. And the last, for future researchers, it is suggested that they build upon the findings of this research. They can refine the study using other instruments and research methods. This approach will allow for the creation of additional studies that can further enhance and expand upon the findings presented in this study. In essence, future research can contribute to a more comprehensive understanding of the subject matter.

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