



# Error Analysis in Using Inflectional Morphemes Students' Recount Text of English Students

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## ABSTRACT

**Keywords:**

Error analysis;  
 Inflectional morphemes;  
 Recount text;  
 English students.

Based on the explanation above, the researcher decides to conduct a research on inflectional morphemes errors in the recount text written by third semester students, this research is expected to identify of errors in using inflectional morphemes. So the researcher comes to the title "Error Analysis in Using Inflectional Morphemes Students' Recount Text of English Students". Based on definition above the researcher used a qualitative research because the researcher want to find out the types of errors in using inflectional morpheme in writing recount text of English students. The researcher taken one group of three groups of that English Department with consists of 30 students in a group. The study applied descriptive qualitative settled in collecting the case study that used to gain detail information concerning students' error on inflectional morpheme in writing recount text. Based on the students writing recount text composition there are 106 errors. Based on the data, the writer classified the errors that occur into some categories as well: Addition, Omission, Misformation, and Misordering. The result of this research indicates that there are a number of errors made by third semester students of UHKBPNP English students in writing recount text using inflectional morpheme. Based on research finding, the researcher was concluded: "There are four types of errors commonly made by the students' recount text using inflectional morpheme namely error of addition, omission, misformation, and misordering.



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## A. INTRODUCTION

Writing is an active skill in which students are able to create oral and written production skills Haerazi et al., (2020); Siddiqui, (2020). As a productive skill, it contributes to communication, especially written language, and can be used as a tool to assess and Reflection points to students' understanding of the other three English skills Northey et al., (2016); Levesque et al., (2021). This means that students can Use ideas as a way to communicate through written language. In reconstructing the past experience, the use of the past tense of verbs is the main point for students to recognize, such verbs are formed by the process of inflection (affixes, inflections, additions), that is, further and more practical Altering words at the phonemic level to express grammatical morphemes Leminen et al., (2019); Muysken, (2020). However, students still use this wrong form, which Siregar, (2021); Abner et al., (2021) points

out is due to a lack of language morphology, which indicates stages of acquisition development. Well-formed sentences are signed using correct grammar rules. These rules help students construct sentences correctly, choose appropriate categories, and determine tenses. English is one of language which is used by almost every people in the world, including Indonesia. In terms of Indonesian education, English is a language taught in our country and our government has taken several efforts, one of them is that English has been formally taught in all levels of schools starting from elementary school up to university (M. S. Zein, 2017);(S. Zein et al., 2020). It is of course as the consequence of the global era development. The government expects that by teaching English, Indonesian people are able to acquire science and technology in order to develop our country.

Learning English as foreign language is not easy and only few succeed in mastering it. According to Dewaele, (2016); Fernandez, (2017), that the learner has had experience with another language. A person who has been using certain language since early childhood already had experience with his language and when he started to learn a new language, he would face with the problem of different sounds, words, and sentences, with different grouping of things, person, and actions, and with different of time, space, and manner. These may conflict with the structure of his native language (Scharenborg & van Os, 2019).

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 (Sari, 2019). Morpheme is the smallest unit of linguistic meaning. Morpheme is a single word maybe composed of one or more morpheme Kolanchery, (2015); Kusumawardhani, (2018). The inflectional morpheme is the formation of a word without changing either its part of speech or its meaning. Inflection involves the formation of grammatical forms–past, present, future; singular, plural; masculine, feminine, neuter, and so on–of single lexeme. The use of grammatical forms is generally dictated by sentence structure. Example of inflectional morpheme: sing (verb) + s = sings (verb) Purwanti, (2020); Krámský, (2019).

The students sometimes found some mistakes or errors in writing a text which use inflectional morpheme Dewi et al., (2021); Kusumawati, (2015). Because of the difficulties that they have in English writing, they still often do error on it. Ideally, if the students have learned inflectional morpheme, they will master how to use inflectional morpheme in writing, but they still do mistakes in writing the text and the mistakes appear in various problems. The mistakes which often appear in using prefix, suffix, singular and plural noun, and addition “-s/-es” for the third singular subject.

For further English teaching, the past mistakes of students' inflectional verbs can be used as a reference for determining methods, preparation materials and choices. The appropriate medium increases the student's past mastery of inflectional verbs. Additionally, errors can serve as assessments to target the teaching process and provide learners with feedback on problem areas they face Romano, (2019); Tungkaburana, (2019).

Based on the explanation above, the researcher decides to conduct a research on inflectional morphemes errors in the recount text written by third semester students, this research is expected to identify of errors in using inflectional morphemes. So the researcher comes to the title “Error Analysis in Using Inflectional Morphemes Students’ Recount Text of English Students”.

## **B. METHODS**

Research method was very important to do a researcher. The researcher was need to apply the right method Nassaji, (2020); Liamputtong, (2020). In designing this research, the researcher was apply a descriptive qualitative research to find out the types of errors of inflectional morpheme which taken from recount text (Purba et al., 2021). "Qualitative research is explores questions such as what, why, and how, rather than how many and how much: it is primarily concerned with meaning rather than measuring. Understanding why individuals and groups think and behave as they do lies at the heart of qualitative research Mays & Pope, (2020); Guest et al., (2020).

Based on definition above the researcher used a qualitative research because the researcher want to find out the types of errors in using inflectional morpheme in writing recount text of UHKBPNNP' English students. The subject of the research was the third semester students of UHKBPNNP English students. The researcher taken one group of three groups of that English Department with consists of 30 students in a group. In this research, the researcher used written text as the instrument of this research for collecting data. The researcher used writing test to find out the types of errors in using inflectional morphemes on students' recount text.

### **1. The Techniques of Collecting Data:**

In this research, the researcher collected the data by these following ways:

- a. The researcher given test writing to the students for 30 minutes.
- b. The researcher collected the writing test with the topic determine by the researcher.
- c. The researcher underlined the errors made by the students. The students' error in writing based on the error of omission, addition, misformation, and misordering.

### **2. The Techniques of Analyzing Data**

The data analyzed base on the types of errors The techniques of analyzing the data are:

- a. Reading all the recount text is written by the students.
- b. Underline all morphemes exist in the written text
- c. Identifying all the types of errors namely: errors of omission, errors of addition, errors of misformation, and errors of misordering by underline the words in notebook.
- d. Classifying the types of errors in using inflectional morpheme in writing recount text.

## **C. RESULT AND DISCUSSION**

### **1. Result**

The study applied descriptive qualitative settled in collecting the case study that used to gain detail information concerning students' error on inflectional morpheme in writing recount text. Based on the students writing recount text composition there are 106 errors. Based on the data, the writer classified the errors that occur into some categories as well: Addition, Omission, Misformation, and Misordering. After the data was identified, the writer classified the errors made by students in the writing recount text of using inflectional morpheme into four types of errors, namely error of addition, omission, misformation, and misoordering, as shown in Table 1.

**Table1.** Data Analysis

No.	Category	Number of Errors
1.	Error of Addition	8
2.	Error of Omission	26
3.	Error of Misformation	70
4.	Error of Misordering	2
<b>TOTAL</b>		<b>106</b>

The result of analyzing data showed that the total number of all errors in using inflectional morpheme are 106 errors. The researcher found the 8 errors of addition i.e. 7%, 26 errors of omission i.e. 25%, 70 errors of misformation i.e. 66%, and 2 errors of misordering i.e. 2% .

## 2. Discussion

Errors in the construction of internal conjugation of verbs can be drawn in the sentence "The master does not give food for numbers", the absence of an auxiliary verb, which students omit, affects their native language background. Substituting the negative sentence in the sentence is important because the auxiliary verb *do* is the main point of the negative sentence. Another example is "I \_\_\_ song the last". Omitting the past tense of the verb between I and song, describing song for the word sing, students do interference (using a speak another language in this sentence). Therefore, in the process of adding, errors such as omission, addition, misrepresentation, wrong sorting, etc. will occur. Due to negligence, the student.

Omission in a sentence, e.g. and we are \_\_\_*very wrong*", we should be very wrong. This error indicates that the effect of L1 is still high. In Indonesian, the use of adjectives, such as to describe fatigue, whether spoken or written, usually uses grammar The pattern S (subject) + Adj (adjective), while English uses S (subject) + to be (am, is, are) + Adj (adjective) to form adjective sentences. In addition, the category of additive errors is found in the sentence "I am afraid" or me and. My family visited my uncle's house in Bandung These two sentences show the habits of native speakers of Indonesian

I mean *I am* an entity. For such error messages, syntax errors are predominant. For example in a sentence on a very cold winter night "the night should be cold" this rule also applies to very difficult activities "*should*" = very difficult activities. Here the student's awareness of the phonological change leads to a supplementary error. In the suffix During the process, it was found that the error was in the category of additions and misinformation, such as in what sentence?

What they want "should be what they want". In this case, there is an unnecessary addition of auxiliary really like Affirmative. In the error message, the error is shown in the sentence and the clock also says 16.00 "should be, the clock also points to 16". It looks like the student has finished Add suffix -ed to stem as regular verb for regularization.

According to previous research Kharmilah & Narius, (2019);Kumala et al., (2018);Hikmah, (2020);Yusuf et al., (2021), it states that there are several types of errors based on the surface strategy taxonomy which are shown in addition, omission, formation errors, and sorting errors. Began with the basis, the researcher had discovered inflectional morphemes of students' recount text, then also distributed the same way into those four types of errors. As the objective of the researcher to find out the types of error in using inflectional morphemes students' recount text of UHKBPNP' English students, the findings of errors were found.

#### D. CONCLUSION AND SUGGESTIONS

The result of this research indicates that there are a number of errors made by third semester students of UHKBNP English students in writing recount text using inflectional morpheme. Based on research finding, the researcher was concluded: "There are four types of errors commonly made by the students' recount text using inflectional morpheme namely error of addition, omission, misformation, and misordering. The researcher found 8 errors of addition i.e. 7%, 26 errors of omission i.e. 25%, 70 errors of misformation i.e. 66%, and 2 errors of misordering i.e. 2%".

The inadequacy of students' preparation of past tense verbs in paraphrase writing can serve as a reference for teachers' feedback on what should be emphasized in teaching. The teacher can explore his teaching methods and focus more on drilling vocabulary and memorizing irregular verbs, because mistakes occur in internal changes, usually irregular verbs. Teachers can apply sentence writing to improve vocabulary learning and involve students in writing sentences containing target words for memorization.

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