

Morphological Error in Students' Recount Text

Kesalahan Morfologis dalam "Recount Text"

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Information

ABSTRACT

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The objective of this research was to know, describe and interpret the morphological error in recount text made by students of a Private Junior High School in North Jakarta. The population in this research is the students of grade VIII at the school. The method used in this study is descriptive analysis method to describe students' errors consisting of 28 erroneous sentences and analyze the data taken from written test. The classification of errors in this research is divided into four categories; they are omission, addition, misformation, and disordering. The findings showed that the number of errors in morphological level, committed by the students are in inflectional morphology as much as 22 (79%) and derivational morphology is 6 (21%). It happened because students' lack of understanding in applying the parts of speech in the sentences, such as verb, to be, preposition, pronoun, noun, conjunction, adverb, adjective and others. Thus, students find it difficult to arrange or form one word along with its meaning.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui, mendeskripsikan, dan menginterpretasikan kesalahan morfologis dalam "recount text" yang dibuat oleh para siswa di salah satu sekolah SMP swasta di Jakarta Utara. Populasi dalam penelitian ini adalah siswa kelas VIII di sekolah tersebut. Metode yang digunakan dalam penelitian ini adalah metode analisis deskriptif untuk menggambarkan kesalahan siswa yang terdiri dari 28 kalimat yang mengandung kesalahan, serta menganalisis data yang diambil dari tes tertulis. Klasifikasi kesalahan dalam penelitian ini dibagi menjadi empat kategori, yaitu penghilangan, penambahan, pembentukan yang salah, dan penyusunan yang salah. Temuan menunjukkan bahwa jumlah kesalahan pada tingkat morfologi yang dilakukan oleh para siswa di sekolah tersebut terdapat pada morfologi infleksional sebanyak 22 kesalahan (79%) dan morfologi derivasional sebanyak 6 kesalahan (21%). Hal ini terjadi karena kurangnya pemahaman siswa dalam menerapkan kelas kata (*parts of speech*) dalam kalimat, seperti kata kerja, kata kerja bantu (*to be*), preposisi, pronomina, kata benda, konjungsi, kata keterangan, kata sifat, dan lainnya. Akibatnya, siswa mengalami kesulitan dalam menyusun atau membentuk suatu kata beserta maknanya.



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1. Pendahuluan

In Indonesia, English is taught as a foreign language at junior and senior high school since Indonesia's independence in 1945. Dardjowidjojo (2002) stated

that today, English has been given the most priority to be taught to students over other foreign languages such as French, Arabic, Chinese and others. In learning English, students need to master four basic skills of language, namely listening, speaking, reading, and writing.

Writing in a second or foreign language is regarded as one of the most difficult skill for a learner to master, particularly in free academic writing. The difficulty is due to the need to generate and organize ideas using an appropriate choice of words, sentence, and paragraph organization and to turn such ideas into a readable text. When writing, the writer should develop cohesion and style including connecting ideas, adding details, selecting the correct verb tense, selecting the correct tense, and writing the first draft. After the first draft, the writer should edit and revise it; the content, form, organization, cohesion and style, and grammar. In order to produce a good writing, the writer should write more than just one draft, which means a good writing could be the fourth or fifth draft or more.

In writing, word is the basic meaningful element in language. It is called morpheme, a science of word forms (Fromkin and Rodman, 2003). Morpheme can be identified as derivational and inflectional morphemes. Students are expected to be able to implement the correct functional words in writing composition. Morphology can be very important for vocabulary development as well as for achieving grammatical accuracy. It is not easy to master this skill. Basically, most of learning problems are caused by different elements found between the two languages.

Learning a target language is a process which involves error. Error for the learner is something common in learning, but for the teacher error is something that should be corrected. Learning a target language and making error are inseparable. In the process of learning a target language, error is inevitable. However, it is not something horrible for committing error in learning a language, any language, is something normal because error is a part of learning. James in Fauziati (2016: 105) indicated that an error express the teacher what needs to be taught, express the researcher how learning process, and its means whereby learners test their hypotheses about the second language". It means that the learners have something developing in their learning process to achieve the target goal. Based on the purpose of analysis, error is usually classified according to the language component (an error is morphological, syntactic, and discourse).

Since the structural differences between Indonesian and English could cause students to make some grammatical errors, especially in morphology and syntax, students or learners should also learn the grammar. Harmer (2004) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. In other words, the Indonesian students may find difficulties in using the correct structure in English. This might mostly be because the students are influenced by their mother tongue on the acquisition of the new structures. It is because the students' learning English is still affected by their mother tongue, they often find problems in grammar, vocabulary, spelling, and the like. Many students keep making grammar error, especially while they are composing a story. Having known the

definition of grammar, it is not hard for student to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language. Here, the writer would like to see the above errors made by students in writing recount text.

Text can be as brief as a single word or as complex as a sequence of sentences in speech or writing. It is a coherent stretch of language situated in real-world contexts (Ronald & Michael, 2006). Presenting text is challenging. It requires organizing ideas, adding relevant information, and managing anxiety (Algouzi, et al., 2023). Good writing also shows strong communication skills. These skills help students deliver content that is engaging and educational. Teachers use structured methods to support students in learning these abilities. Types of text according to Hartono (2005: 6), there are fifteen types of genre text. They are recount text (retell events for the purpose of informing or entertaining), narrative text, news story (factual text which informs reader's events of the day), exemplum (cultural context), anecdote (an unusual or amusing incident), spoof (retell an event with a humorous twist), procedure (sequence of actions or steps), explanation (processes involved in the formation or working of natural or socio-cultural phenomena), report (social phenomenon in our environment), analytical exposition (to take action on some matter), discussion (two points of view about an issue), description (a particular person, place or thing), review (critique), commentary (evolution), hortatory exposition (to persuade the reader or listener that something should or should not be the case). It can be concluded that types of texts are different types of writing about which the writer has purposes, generic structures, grammar features that generally are used in those genre texts mentioned before.

Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order.

The grammatical features of recount focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence. The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Concerning this matter, the writer chooses recount text as a teaching material in teaching English because it mostly tells about past events. Recount text also represents variable, which can be used to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text in order to increase their grammar mastery.

Dewita Nur Azizah (2014) from Muhammadiyah University of Surakarta had conducted research entitled "Errors in Recount Text Made by Tenth Grade Students of SMA Muhammadiyah 2 Surakarta" which aimed at describing the errors made by the tenth grade students of SMA Muhammadiyah 2 Surakarta in their written recount text, identifying the types of morphological errors,

syntactical errors and discourse errors, describing the frequency of each type of errors; explain the dominant type of error, identifying the source of error and explaining the pedagogical implication to teaching learning English as foreign language. The type of this research was descriptive qualitative research. Document used by writer to 34 collect the data. The collected data are analyzed by using classification of errors theory, the frequency of type error theory and source of errors theory. The results of this research show that the tenth grade students of SMA Muhammadiyah 2 Surakarta still make 176 errors in their written compositions. The writer found out that from 176 data, there were three classifications of error based on the combination of linguistic category and surface strategy taxonomy. The similarities of these researches are on the partly purpose and method of the research, namely describing the errors made by students in recount text. The types of researches are descriptive qualitative research which used recount text document to collect the data. Meanwhile, the differences on these researches are the current writer only focuses on morphological error.

The writer found that some Junior High School students still have problems in producing correct grammar, especially in term of morphology and syntax when they are writing. They usually do not realize that they make error in their writing. In fact, they have already learned grammar in Structure class. They actually have known the patterns of the sentences that they want to write but some of them are still confused when they have to implement it in writing. Therefore, an error analysis has an important role to solve the students' problems in writing recount text, to know the causes of the errors and to know how the students can learn from their mistakes in writing recount text. Thus, the students will not do the same error or make some errors repeatedly. By knowing the students' errors which are obtained from the test of writing recount text focusing on its morphology and syntax, the writer will know what kind of errors and its causes commonly made by the students.

2. Method

The method that is used in this research is descriptive qualitative research. Dornyei (2009) says that in general, qualitative research suggests just the opposite of quantitative research. It often involves data collection procedures that result in open-ended, non-numerical data which is then analyzed by non-statistical method. While Gay and Airasian (2000) stated that qualitative research is based on the collection and analysis of non-numerical data such observation, interview, and non-discursive sources of information data into categories, identifying patterns, and producing a descriptive narrative synthesis. It does not introduce treatments or manipulated variable, or impose the research's operational definitions of variable on the participants. After a series of qualitative approach, the data in this research is then counted into percentage. In term of research design, this research used survey design.

Fraenkel and Wallen (2008) stated that survey has the purpose to describe the characteristics of a population dealing with the researcher's goal to find out distribution of one and more variable in respondent answer. The term survey is

often used to mean 'collect information. The essence of survey method can be explained as "questioning individuals on a topic or topics and then describing their responses". The methods involved in survey data collection are any of a number of ways in which data can be collected for a statistical survey. These are methods that are used to collect information from a sample of individuals in a systematic way. Survey method pursues two main purposes, namely 1) Describing certain aspects or characteristics of population and / or 2) Testing hypotheses about nature of relationships within a population. Here, the writer conducts field survey to the school to obtain the data that are used for the research.

The writer gives an assignment of recount text writing to 30 eight-grade students in the school during the English subject class. Then, the writer collects the assignment written by students which are to be analyzed using the descriptive qualitative approach. It is aimed at gaining a deep understanding of a specific organization or event, rather than a surface description of a large sample of a population.

3. Findings and Discussion

The data of the research are 28 error sentences taken from 30 students. The writer found out that there are 22 errors in inflectional morphology and 6 errors in derivational morphology. Here some analysis.

Table 1
Data Presentation

| Types of Error | Number of Error | Percentage |
|--|-----------------|------------|
| 1. Morphological Error | | |
| a. Inflectional Error | | |
| 1) Omission of free morpheme (verb past tense marker) | 8 | 28 |
| 2) Omission of bound morpheme (-ed) (verb past tense marker) | 5 | 18 |
| 3) Omission of free morpheme (to infinitive verb) | 4 | 14 |
| 4) Omission of bound morpheme (-s) (plural noun marker) | 4 | 14 |
| 5) Addition of bound morpheme (verb past tense marker) | 1 | 4 |
| b. Derivational Error | | |
| 1) Omission of nominal suffix (-ing) | 5 | 18 |
| 2) Omission of adverbial suffix (-ly) | 1 | 4 |
| TOTAL | 28 | 100 |

Sentence

After that, my friends **goes to** home and I took a nap.

Correction

After that, my friends **went** home and I took a nap.

This sentence is incorrect because it is simple past tense sentence by detecting the past form of the verb in the second clause with coordinating conjunction "and". It has been the rule in English grammatical structure that coordinating conjunction or if one action follows another in the chronological order, the both forms must be parallel each other. In this sentence, thus, the **inflection** is changing from the present form "goes to" to have to be the past form "went" as the second clause with the subject "I" did. This error is categorized as **omission** of free morpheme (verb past tense marker)". The correct sentence is *After that, my friends went home and I took a nap.*

Sentence

I **touch** snow for the first time in my **lives**.

Correction

I **touched** snow for the first time in my **life**.

This sentence is incorrect because it is in simple past tense sentence by detecting the adverb of time (the first time of my life), so the verb must be in past form. In other words, this error is categorized as "**omission** of bound morpheme *-ed* (verb past tense marker)" This **inflection** is going to change from present form "touch" to past form "touched" without changing the part of speech / meaning (verb/action).

Sentence

I called my friends for **come** to my house.

Correction

I called my friends for **coming** to my house.

This sentence is incorrect because it is in simple past tense sentence by detecting the past form of the verb (called). The error lies in the chosen part of speech after the preposition "for". In English grammatical rules, after preposition must be followed by noun, so "come" should not be in verb form, instead have to be in noun form, and in order to change the verb form into noun form, bound morpheme *-ing* must be attached to it. Classified as the error of **derivational** morphology, this has been the type of "**omission** of nominal suffix". Clearly, the derived morpheme "-ing" suffix changes the part of speech from verb "come" to noun "coming". Thus, the sentence is corrected to be *I called my friends for coming to my house.*

Sentence

I felt better after **sit** in the car for 3 hours.

Correction

I felt better after **sitting** in the car for 3 hours.

This sentence is incorrect because it is in simple past tense sentence by detecting the past form of the verb (felt). The error lies in the chosen part of speech after the preposition "after". In English grammatical rules, after preposition must be followed by noun, so "sit" should not be in verb form, instead have to be in noun form, and, in order to change the verb form into noun form, bound morpheme – *ing* must be attached to it. Classified as the error of **derivational** morphology, this has been the type of "**omission** of nominal suffix". Clearly, the derived morpheme "–ing" suffix changes the part of speech from verb "sit" to noun "sitting". Thus, the correct sentence is *I felt better after sitting in the car for 3 hours.*

4. Conclusion

On morphological level, the errors committed by the students in a Private Junior High School in North Jakarta lies on inflectional and derivational morphology. In inflectional morphology, error mostly occurred in omission of *free morpheme (verb past tense marker)*, while error in derivational morphology mostly occurred in omission of *nominal suffix (-ing)*.

The error which occurred in morphological level can be assumed because of students' lacking of applying the parts of speech. Thus, students and teachers can work together to improve the teaching and learning activities in writing recount texts subject especially in applying the past form of regular or irregular verbs and *suffix -ing* which commonly forms the present participle and gerund.

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