

MORPHOLOGICAL AND SYNTACTICAL ERRORS ANALYSIS ON STUDENTS WRITING SKILL AT PAMULANG UNIVERSITY, SOUTH TANGERANG, BANTEN.

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Abstract

The aim of this research is to find out the Morphological and Syntactical errors made by the students in their written texts, the number of errors, and the types of errors that most often appear. The method which is used in this research is descriptive method. Descriptive research method refers to the method used to describe the data and the characteristics used to describe the population. The purpose of using the descriptive method is to obtain systematic, factual and accurate data that can provide an actual picture of the data that is the research material. Descriptive research methods should not be used in making causal relationships where one variable affects other variables. The source of the data was taken from the writings of 10 first semester students of the Faculty of Letters, Pamulang University, South Tangerang, Banten. In collecting data, the students were asked to write an essay in English. Students are given the freedom of topics to be written. In conclusion, from the 69 errors identified, there were 13 errors in the Morphological category and there were 56 errors in the Syntactical category from the total data found. From these results, it can be concluded that students make greater mistakes in the Syntactical category.

Keywords: Morphology, Syntax, Errors Analysis, Students Composition

INTRODUCTION

Among several language skills such as: writing, reading, speaking and listening. Writing is one of the most complex language skill but also very important. Students who have good writing competence will be able to express their idea effectively. Good writing skills will make it easier for them to get privileges in getting job opportunities in the international sector, writing is one of the complicated skills especially when writing in a foreign language, in this case English. Students who are weak in writing English will find it difficult to assemble and formulate their idea according to the correct rules in the language itself.

The element that will be used as a tool in this research is the study of Morphology and Syntax. According to Miller (2002) syntax is the study of how words are assembled to form phrases, then phrases are assembled to form clauses and how clauses are assembled to form a sentence. Furthermore, Morphology is the study of morpheme as the smallest element in the grammatical level. Morphemes have two basic functions in linguistics, namely Morpheme which can be used to form new words or called Derivational Morpheme which involves the prefix and suffix in a word such as the verb "attract" in English which turns into an adjective with the addition of -ive to "attractive". " Next is Inflectional Morpheme where there is no change in word class that occurs (Todd, 1987).

REVIEW OF LITERATURE

As humans, of course, we are not free from things related to errors, even in the process of learning language, we can take advantage of mistakes made and occur to get a better understanding in theory or other things. According to Corder (1967) errors in language learning can create evidence for researchers about how language is learned and acquired, so that it can be found and learned about strategies in terms of improving better language learning. It can be concluded that mistakes made in the language process, in this case English, do not always have a negative impact. It is precisely from this process that we can understand better the extent to which the individual's language skills have been acquired so that more efficient strategies and steps can be drawn up in improving the ways, especially for English language teachers and students.

According to Brown (1994) error analysis is the study of student errors that can be observed, analyzed and classified to reveal something contained in the student learning system. In this case, the point that we can take is that error analysis can help teachers find problems faced by their students so that appropriate steps can be taken to solve them.

From the explanation above, it can be concluded that an analysis of students' errors in learning a language, in this case English, is a very important thing for teachers to do. Because from this analysis, there will be many positive things that can be concluded related to better strategies and methods in the language teaching process, especially writing skill, which as previously explained is the most complex language skill and requires more trained skills.

Based on the description above, the author takes the title: Morphological and Syntactical Errors Analysis on Students' Writing Skill at Pamulang University, South Tangerang, Banten.

METHOD

The method used in this study is descriptive qualitative method which refers to the method used to describe the data and the characteristics used to describe the population. The purpose of using the descriptive method is to obtain systematic, factual and accurate data that can provide an actual picture of the data that is the research material. Descriptive research methods should not be used in making causal relationships where one variable affects other variables. The data source was taken from the writings of 10 first semester students of Universitas Pamulang.

FINDINGS AND DISCUSSION

Students Data

Table 1. The students' Profiles

No.	Students Number	Name	Title of Composition
1.	2016077895	MA	E-Learning
2.	2016060626	LN	Sister from another Mother
3.	2016060693	OVP	Maura is My Friend
4.	2016060682	YM	About my friend
5.	2016060041	MSH	My Friend's Job
6.	2016060680	AP	My Friend
7.	2016060468	IAB	Football
8.	2016060094	BIP	My Hero, My Mother
9.	2016060319	CR	My Mother
10.	2016060716	HN	Me and My Family

In analyzing the data, the writer uses Corder's taxonomy theory, namely:

1. Data collection
2. Error identification
3. Describing the error
4. Explaining the error
5. Evaluate/Correct errors.

In collecting data, students were asked to write an English composition. Students are free to choose topics to write about. After completing the work, the writer collects data from the written work that has been submitted by the students. The writer checks to find errors made by students. In the end, the writer makes some conclusions regarding the errors found in the English composition

Errors Description of the Students

Table 2. Data from MA

No	Error Identification	Types of Error	Error Correction
1.	I <i>worked</i> E-Learning last Sunday. It's Religion and Culture course.	Wrong word form Morphology	.I <i>did</i> E-Learning last Sunday. It's Religion and Culture course
2.	I was finishing that work until I felt <i>confuse</i>	Wrong word form Morphology	I was finishing that work until I felt <i>confused</i>
3.	E-Learning <i>are</i> methods of <i>learnto teach and discussions places.</i>	Subject verb agreement, Morphology Article, Gerund, Parallel structure Syntax	E-Learning <i>is a</i> method of <i>learning to teach and to discuss</i>
4.	<i>Use</i> the web server, E-Learning <i>use</i> to substitute a course	Gerund, Passive voice Syntax	<i>Using</i> the web server, E-Learning <i>is used</i> to substitute a course.
5.	We just open the web server <i>and opened the meeting course</i>	Parallel structure Syntax	We just open the web server <i>and the meeting course.</i>

5 error identifications were carried out, there are similarities in the number of errors between the morphological and syntactical elements. *Wrong word form* is the most common at the Morphological level, while the *Gerund* element is the differentiator in the Syntactical element.

Table 3. Data from LN

No	Error Identification	Types of Error	Error Correction
1.	She always <i>listened</i> to all my problems.	Simple present tense Syntax	She always <i>listens</i> to all my problems
2.	She <i>often helpsolve</i> my problem.	Simple present tense, Gerund Syntax	She <i>often helpssolving</i> my problem.
3.	I often call her <i>by</i> sister from another mother because she and	Preposition, Pronoun	I often call her <i>as</i> sister from another mother

	<i>his</i> family are very nice	Syntax	because she and <i>her</i> family are very nice.
4.	And <i>also the opposite of my family to be nice</i> to her.	Word order Syntax	And <i>my family has also to be nice to her</i>

The majority of errors made in the table above are in the Syntactical aspect. From the 4 existing number of error identifications, the *tenses* aspect is the most with 2 errors made.

Table 4. Data from OVP

No	Error Identification	Types of Error	Error Correction
1.	She is very <i>beatiful</i> , smart and friendly.	Wrong word form Morphology	She is very <i>beautiful</i> , smart and friendly.
2.	She is working <i>at swasta</i> company	Article Syntax Wrong word form Morphology	She is working <i>at a private</i> company.
3.	She <i>have</i> hobbies	Subject verb agreement Morphology	She <i>has</i> hobbies
4.	She was very clever <i>the English language</i>	Preposition Syntax	She was very clever <i>in the English language</i> .
5.	He received an award <i>for as tour guide talented</i>	Article, Preposition, Word order Syntax	He received an award <i>as a talented tour guide</i>
6.	“ <i>Succesed</i> will come when we <i>were working</i> hard to get it and don’t be afraid of <i>failed</i> ”	Wrong word form Morphology Simple present tense Syntax	“ <i>Success</i> will come when we <i>work</i> hard to get it and don’t be afraid of <i>failure</i> ”

Wrong word form at the Morphological level and article at the Syntactical level are the most common in the context of the errors that occur made by student No. 3

Table 5. Data from YM

No	Error Identification	Types of Error	Error Correction
1.	He teaches there <i>as English</i> teacher	Article Syntax	He teaches there as <i>an</i> English teacher
2.	His schedule is <i>so very</i> crowded	Degree of Intensifier Syntax	His schedule <i>is</i> very crowded
3...	One month ago, he <i>has visited to</i> Kalimantan for several <i>day</i> .	Simple past tense Syntax Plural/singular form Morphology	One month ago, he <i>visited</i> Kalimantan for several <i>days</i>
4.	He ever told me last year that he did not want <i>work</i> except being a teacher.	To infinitive Syntax	He ever told me last year that he did not want <i>to work</i> except being a teacher.

Errors in the Syntactical element became the most in the form of errors made by student No. 4.

There are no prominent errors, all are evenly distributed in terms of Syntactical errors.

Table 6. Data from MSH

No	Error Identification	Types of Error	Error Correction
1.	He <i>live</i> in West Jakarta	Subject verb agreement Morphology	He <i>lives</i> in West Jakarta
2.	Everyday he starts working <i>at</i> 08:00 am until 05:00pm.	Preposition Syntax	Everyday he starts working <i>from</i> 08:00 am until 05:00 pm
3.	He works in a big office <i>on</i> his company	Preposition Syntax	He works in a big office <i>at</i> his company
4.	Harry is <i>a</i> emphatic person	Article Syntax	Harry is <i>an</i> emphatic person
5.	That's why his boss <i>very</i> likes him.	Degree Intensifier Syntax	That's why his boss likes him <i>very much</i> .

Subject verb agreement is the only error at the Morphological level made by student No. 5. Syntactical errors still dominate with a total of 4 errors.

Table 7. Data from AP

No	Error Identification	Types of Error	Error Correction
1.	I want to <i>tell my</i> friend to you	Preposition Syntax	I want to tell <i>about</i> my friend to you
2.	She <i>live at</i> Muncul, she was born <i>on</i> Tangerang.	Subject verb agreement Morphology Preposition Syntax	She <i>lives in</i> Muncul, she was born <i>in</i> Tangerang
3.	Puttyani can <i>communication</i> with her customer	Modal Auxiliary Syntax	Puttyani can <i>communicate</i> with her customer
4.	Puttyani back to home 05:00 pm	Simple present tense, Preposition Syntax	Puttyani <i>goes</i> back to home <i>at</i> 05:00 pm.
5.	But yesterday, Puttyani was late to work because she had traffic jam <i>in as long as</i> the journey.	Preposition Syntax	But yesterday, Puttyani was late to work because she had traffic jam <i>in</i> the journey.
6.	Last night she was very busy because she <i>do</i> her assignment and <i>write</i> her report	Simple past tense Syntax	Last night she was very busy because she <i>did</i> her assignment and <i>wrote</i> her report.

Errors in the *Preposition* with total 3 become the differentiator from student No. 6. Lack of understanding in terms of the following allows this to happen and becomes very important to learn.

Table 8. Data from IAB

No	Error Identification	Types of Error	Error Correction
1.	Football <i>has played</i> in every state in the world	Passive voice Syntax	Football <i>has been played</i> in every state in the world.
2.	We play without <i>use</i> the shoes, we call that's "nyeker"	Gerund, Preposition Syntax	We play without <i>using</i> the shoes, we call that <i>as</i> "nyeker"
3.	When Adzan Maghrib <i>has heard</i> all of we go to home quickly.	Passive voice Syntax	When Adzan Maghrib <i>is heard</i> , we go to home quickly.

All errors made are at the Syntactical level with a total of 3 error identifications. The *passive voice* aspect is the most with 2 errors.

Table 9. Data from BIP

No	Error Identification	Types of Error	Error Correction
1.	My mother <i>using</i> the payment by <i>credit</i> .	Simple present tense Syntax Wrong word form Morphology	My mother <i>uses</i> the payment by installment
2.	Everyday she <i>go</i> around the village for collecting her money.	Subject verb agreement Morphology	Everyday she <i>goes</i> around the village for collecting her money

Apart from the others. Student No. 8 performs more errors at the Morphological level with a total of 2 errors and only 1 error in the Syntactical element.

Table 10. Data from CR

No	Error Identification	Types of Error	Error Correction
1.	Her birthday on 17th August 1975.	The use of to be, Preposition Syntax	Her birthday <i>is</i> on 17th <i>of</i> August 1975
2.	She is a friend outpouring of my heart.	Article, Word order Syntax	She is an outpouring friend of my heart
3.	We departed at 07:00 am. Our trip for two hours.	Simple past tense Syntax	We departed at 07:00 am. our trip <i>took</i> two hours
4.	Everyday my mother went to work <i>on</i> a motorbike.	Preposition Syntax	Everyday my mother went to work <i>by</i> a motorbike.
5.	I <i>like</i> to worry if she was go to the factory and it was raining.	Simple past tense Syntax	I <i>liked</i> to worry if she went to the factory and it was raining.

Syntax became the aspect that dominated the errors made by student No. 9. None of the Morphological elements are created. Errors in the form of *Tenses* became the most with a total of 2 errors.

Table 11. Data from HN

No	Error Identification	Types of Error	Error Correction
1.	My name is Hikmawati Nurhusein. I <i>lived</i> in Parung.	Simple present tense Syntax	My name is Hikmawati Nurhusein. I <i>live</i> in Parung.
2.	I have story myself and family	Article, Preposition Syntax	I have <i>a</i> story <i>about</i> myself and family
3.	I the second child of <i>third</i> children.	The use of to be, Syntax Wrong word form, Morphology	I <i>am</i> the second child of <i>three</i> children.
4.	She is beautiful and her heart very kind.	The use of to be Syntax	She is beautiful and her heart <i>is</i> very kind.
5.	Since childhood, I <i>was never in leaved</i> by them.	Passive voice Syntax	Since childhood, I <i>have never been leaved</i> by them.
6.	Everyday <i>at</i> morning, my mother <i>was prepared</i> food for breakfast	Preposition, Article, Simple past tense Syntax	Everyday <i>in the</i> morning, my mother <i>prepares</i> food for breakfast
7.	My father was loving man he <i>was very concerned with</i> family.	Article, Preposition Syntax	My father was <i>a</i> loving man, he <i>was very concerned about</i> family.

Syntactical errors are the most common in different forms. However, as seen in the student data No. 10. *Prepositional* errors, and *article* errors are the most conducted.

CONCLUSION

There are 69 errors have been identified, there were 13 errors in the Morphological category and there were 56 errors in the Syntactical category of the overall data found. From these results, it can be concluded that students make greater mistakes in the Syntactical category.

Morphologically, the errors made by the students of the Faculty of Letters, Pamulang University, South Tangerang, Banten, lie in the *wrong word form* aspect with 7 errors, *subject verb agreement* with 5 errors, and *plural/singular form* with 1 error.

At the syntactical level, the errors made by students occur in the form of *tenses* 12 errors, *prepositions* 14 errors, *article* 10 errors, *the use of to be* 3 errors, *infinitive to* 1 error, *passive voice* 4 errors, *gerund* 4 errors, *parallel structure* 2 errors, *intensifier degree* 2, *modal auxiliary* 1 error and the last is *word order* with 3 errors.

Most students make more syntactical errors rather than morphological errors, which have been described previously. The students seemed confused to arrange the words and they could not identify the parts of the words. Most of them find it difficult to distinguish elements such as: verbs, adjectives, nouns and adverbs because four of them are important parts of the part of speech. Students do not only have problems with part of speech as basic knowledge of comprehensive structures or grammar. But they also find it difficult to memorize many tenses in English. Moreover, they get negative transfer from their first language by translating or expressing idea from their first language to target language which causes wrong sentences as well. This is related to the theory put forward by Radford (2004) that syntax is the study of how phrases and sentences are composed of words.

Students' ability in understanding grammar is very influential in terms of the number of syntactical rather than morphological errors that occur. Giving tests and practice as well as teaching English grammar are considered effective in solving the problem of the lack of syntactical ability of students

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