ANALYSIS ON MORPHOLOGICAL ERRORS BASED ON STUDENTS' WRITING ASSIGNMENT OF ENGLISH SUBJECT IN THE IMPLEMENTATION OF CURRICULUM 2013

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ABSTRACT

With the development of era, education impacted by rapid growth with the evidence of an amendment to the Curriculum 2013. Furthermore, the revision impacts on the English subject. It is indicating on its core and basic competencies that the students should have understood linguistic elements of English language. However, this is quite challenging for the teachers because the scope of linguistics is wide. Besides, the learners must make errors in their learning process. Therefore, the researcher intended to analyze the morphological errors in the students' writing assignment. Afterward, this research is using a qualitative method with a descriptive as the research design. Also, the source data is from documentation of the twelfth-grade students, this is because the students have learned the English subject in the implementation of curriculum 2013 for more than five years. Yet, due to the large population and lockdown situation of Covid-19, the researcher could only afford 1 writing assignment from 40 of 159 informants. In the result, the twelfth-grade students of senior high school in Anjir Pasar batch 2017 still made some morphological errors in learning English subject with the implementation of curriculum 2013. Those error occurred in the area of inflectional, derivational, and conversion. Also, the most dominant error is in cardinal-ordinal number with 82 of 92 or 89.13% errors. Furthermore, there are 3 causes of error, they are: negative transfer of L1 to L2, big gap of remedy in re-learn the material, and limitation in Learning English subject.

Keyword: Errors, Error Analysis, English, Student, Teaching, Morphology, Curriculum 2013

1. INTRODUCTION

With the development of civilization, knowledge, and technology, education impacted by rapid growth. One of the clear evidence is an amendment to the Curriculum 2013 (Retnawati, Hadi, & Nugraha, 2016). Furthermore, the revision impacts on the educational system, especially in the English subject. Based on its core and basic competencies, the students should understand the linguistic elements of the learning language (Regulation of Curriculum 2013 for High School, 36 : 2018). However, this is quite challenging for the teachers because the scope of linguistics is wide. This is confirmed by experts

that the taxonomy of linguistics can be classified into a few types, they are in phonology, syntax and morphology, semantic and lexicon, and discourse (Dulay, Burt, & Krashen, 1982).

Afterward, based on the linguists, the linguistic category taxonomies are according to either or both the language component affects the error (Dulay, Burt, & Krashen, 1982). In other word, the learners must make some errors in their written or spoken product. Unfortunately, these errors can be observed, analyzed, and classified to reveal something of a system that is operating within the learner, and this led to a surge of study called error analysis (Brown, 2007). Furthermore, the teachers able to emphasize their teaching process by analyzing the errors.

Thereafter, the reach of linguistic taxonomies is wide. Thus, the researcher analyzed the morphological errors in the students' writing assignment. However, to make an actual error analysis, an expert suggests a few steps in her book (Ellis, 1997), they are: identifying errors, describing errors, explaining errors, and error evaluation.

Linguistic category taxonomies used by many researchers to study error analysis. Yet, analyzing one of the types is still difficult to attain, this is because the area of morphology is comprehensive. Besides, it is a must to make a proper error analysis. For this reason, the researcher used many references about classification of morphological errors. Also, the result adjusts with the corresponding data of research.

2. METHOD

This research is about the problem of students in learning English. Thus, the researcher is using a qualitative method, kind of research design to understand the meaning of individuals or groups that connect with a human problem (Creswell, 2009). Also, the aim is to analyze the students' morphological errors of English subject. For this reason, the researcher is using descriptive as the research design.

Furthermore, this research conducted in one of the senior high school in Anjir Pasar. Even though it is a village, the place is in the center of district of Barito Kuala. Also, the location is in cross-provincial road that connects South and Central Borneo. For this reason, many students from other villages study in this senior high school. Afterward, the school is using a full-day-school system, which means the students must spend their activities in the school every Monday to Friday and start from 08.00 AM to 04.00 PM. In English subject, the students are learning it by using Curriculum 2013. Afterward, the schedule is once a week with 2x45 minutes in every meeting for every class (Hani, 2020). Furthermore, there is not any informal education for English subject around the area. By way of explanation, the majority of students are learning English subject only from the education of their school.

This research aims to analyze the error in the students' assignment of English subject in the implementation of curriculum 2013. Thus, data obtained is documentation of the students and interview of the teacher. Afterward, it is crucial to measure the validity and reliability of the data of the research. For this reason, the researcher was using the twelfth-grade students' writing assignment for the instruments. Also, the researcher was using inter-rater reliability to score the data. Yet, due to the large population and lockdown situation of Covid-19, the researcher could only afford 1 writing assignment from 40 of 159 informants.

Afterward, the collected data in this research is documentation. Furthermore, it is a writing assignment of English subject made by twelfth-grade students of senior high school in Anjir Pasar batch 2017. Also, the researcher analyzed the data by following Rod Ellis' method, they are:

1. Collection of Data

   This is the first step in error analysis. It refers to deciding and collecting the data of the research.

2. Identification of Errors

   This is the second step in error analysis that refers to the researcher to find the errors in the writing assignments.

3. Classification of Errors

   This is the third step in error analysis. It refers to grouping the errors according to its classification. Furthermore, since the error is a failure due to lack of competence and the students have thought a small part of morphology. They make a few errors in their writing assignments. For this reason, the researcher has to arrange his own classification table. Yet, the table based on references of experts (Dulay, Burt, & Krashen, 1982) (Ramadan, 2015).

4. Calculation of Error

   This is the fourth step in error analysis. It refers to find out how many errors in each group in determining the dominant error.

5. Explanation of Error

   This is the fifth step in error analysis. It refers to the explanation of how and why the word identified as an error.

6. Evaluation of Error

   This is the sixth and the last step in error analysis. It refers to the researcher to draw a conclusion based on analyzed data.

3. FINDING

From the gathered data, it found the twefth-grade students of senior high school in Anjir Pasar and have learned English subject with the implementation of curriculum 2013 for more than five years, still made a morphological error in their writing assignment.

1. Inflectional Error

   From 33 of 40 twelfth-grade students, were still made some errors in inflectional morpheme. One example of the errors is an omission of the suffix *-an* in *Indonesia*. Many students wrote their citizenship with *Indonesia* rather than *Indonesian*. Yet, both of them have a different meaning and still in the same word class. Furthermore, the students commit an error in using cardinal-ordinal numbers. It occurred when the students wrote a cardinal instead ordinal number in writing of date.

2. Derivational Error

   From 1 of 40 twelfth grade students, were still made an error in derivational morpheme. The only one of the error is in the sentence of *for a manage poison inventory*, while the correct one is *for a manager poison inventory*. The word *manage* is indicating a verb, and it becomes a noun when it is adding by suffix *-er*.

3. Error in Conversion

   Only one type of error could find in the collection data, it is the error in the preceding verb *be*. It means that the error happens when the sentence needing the right form or missing the linking verb *be*. For example, the sentence *I am graduate from pharmaceutical of ISFI*. This sentence is correct. Yet, since the writer intended to tell herself a graduate student of Pharmaceutical of ISFI, the correct sentence is *I was graduate from pharmaceutical of ISFI*.

4. DISCUSSION

Based on the research's result, the morphological error found in writing assignments made by 40 twelfth-grade students of senior high school in Anjir Pasar batch 2017 are the errors in inflection, derivation, and conversion. The total are 92 errors, 83 or 90.21% of it made by students

affixion. Moreover, the dominant error in this research is in the inflection with 82 or 89.13% of the total errors. Also, the most frequent is in the omission of suffix *-st*, *-nd*, and *-th* or in cardinal-ordinal form number.

It is a big question why the most dominant errors are in the inflectional errors, especially in the material of cardinal-ordinal number. With a deep insight, the researcher came with 3 reason, those are:

1. Negative transfer of L1 to L2

   In the English language, there is a word called ordinal number. It is a formed word by a number following with the ordinal suffixes, with the function to tell the position of something. In Indonesian language itself, it has an affix with a similar function. It is prefix *ke-* like in *ke-satu, ke-dua*, etc. Yet, people in Indonesia rarely know and use this prefix especially in telling date. And for this reason, the negative transfer of L1 to L2 occur.

2. Big gap in remedy of the learned material Based on basic competencies of curriculum 2013

   The material of cardinal-ordinal numbers is in seventh-grade of junior high school. This matter is in 2nd and 3rd of its basic competencies. Also, it represents again as an application letter in the 2nd basic competencies of twelfth-grade senior high school (Regulation of Curriculum 2013 for elementary and junior highschool). With the gap between seventh and twelfth-grade, it is about 5 years' space in re-learn the material. It is a long time and the students shall forget the subject.

3. Limitation in learning English

   Based on the interview of the researcher with Mrs. Nor Hani, the allocation time for teaching English subject in the implementation of curriculum 2013 is 2 hours or one class in a week. Also, the students cannot get an extra class in learning English due to full-day-school system. Afterward, there is a limitation for the informal education around the school, especially for the English course (Hani, 2020).

5. CLOSURE

In conclusion, the twelfth-grade students of senior high school in Anjir Pasar batch 2017 still made some morphological errors in learning English subject with the implementation of curriculum 2013. Those errors occurred in the area of affixion and conversion. Also, the most dominant error is in cardinal-ordinal number or the inflectional error with 82 or 92 or 89.13% errors. Furthermore, there are 3 causes of error. They are: negative transfer of L1 to L2, big gap of remedy in re-learn the subject, and limitation in learning English subject.

Afterward, the limited resources and informants of this research held the researcher to make a good research. Therefore, the researcher suggests to the next researcher who has the same interest in this field to research with more data. Also, since there are some morphological errors made by twelfth-grade students of senior high school in Anjir Pasar batch 2017. The researcher hopes it could be a measurement for the teachers in teaching English subject.

6. REFERENCES

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