



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

SKRIPSI

BY

VITA LOKA MEDI

21801073065



UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

AUGUST 2023



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

SKRIPSI

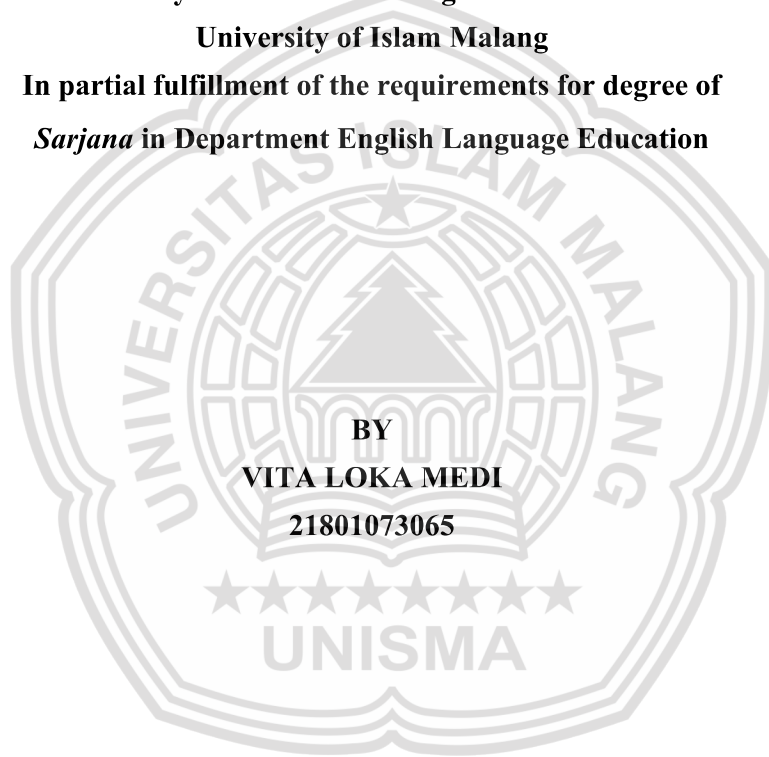
Presented to

Faculty of Teacher Training and Education

University of Islam Malang

In partial fulfillment of the requirements for degree of

***Sarjana* in Department English Language Education**



BY

VITA LOKA MEDI

21801073065

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

AUGUST 2023



Nama : Vita Loka Medi
NPM : 21801073065
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Word Formation Errors in Recount Texts
Made by Senior High School Students

ABSTRACT

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

Writing effectively can be a challenging task for most students, as it demands a multitude of skills beyond grammar and vocabulary. This essay focuses on recount texts, which describe past events in chronological order, featuring elements like parties involved, setting, and time. Recount texts utilize various past tenses, action verbs, adverbs, and linguistic features, requiring students to balance content, organization, vocabulary, language usage, and morphology. Morphology, encompassing word formation and inflection, plays a crucial role in writing, affecting students' ability to switch between tenses.

The problems of this study are What are the word formation errors and What the cause of mistakes made by senior high school students in writing recount text is lifted in this *skripsi*. The researcher chose Senior High School Bunguran Timur, located in East Bunguran, Natuna Regency, Riau Archipelago 29783, as the research setting. The researcher also took 11th-grade Public Senior High School 1 Bunguran Timur students. There are three social studies classes with an average of 34 students. Writing documentation, primarily a written statement, is utilized in this qualitative study to gather



UNIVERSITAS ISLAM MALANG

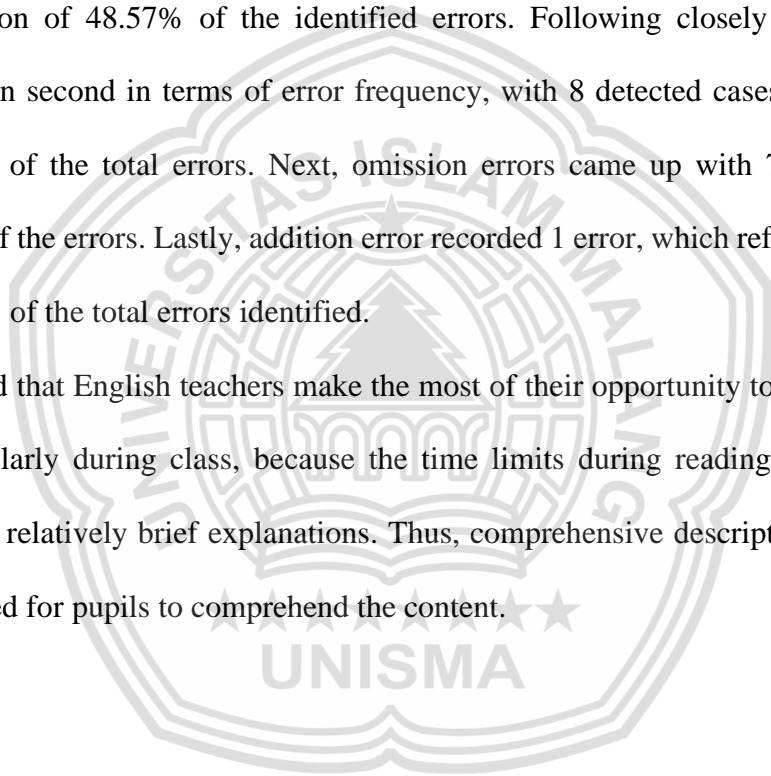
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Mayjen Haryono 193 Malang 65144 Jawa Timur - Indonesia
Telp. 0341-551932. Fax. (0341) 552249. Website: www.unisma.ac.id

data and discuss the result in depth. The study's final goals were determining students' word formation errors in writing recount text and the cause of the error at Senior High School Bunguran Timur.

After completing data analysis, this study revealed that 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.

It is intended that English teachers make the most of their opportunity to explain the content, particularly during class, because the time limits during reading lessons sometimes result in relatively brief explanations. Thus, comprehensive descriptions are occasionally required for pupils to comprehend the content.





UNIVERSITAS ISLAM MALANG

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Mayjen Haryono 193 Malang 65144 Jawa Timur - Indonesia
Telp. 0341-551932. Fax. (0341) 552249. Website: www.unisma.ac.id

ABSTRACT

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

Menulis secara efektif dapat menjadi tugas yang menantang bagi sebagian besar siswa, karena menuntut banyak keterampilan di luar tata bahasa dan kosakata. Esai ini berfokus pada teks recount, yang menggambarkan peristiwa masa lalu dalam urutan kronologis, yang menampilkan elemen-elemen seperti pihak-pihak yang terlibat, latar, dan waktu. Teks recount menggunakan berbagai bentuk lampau, kata kerja aksi, kata keterangan, dan fitur linguistik, yang mengharuskan siswa untuk menyeimbangkan konten, organisasi, kosakata, penggunaan bahasa, dan morfologi. Morfologi, yang meliputi pembentukan kata dan infleksi, memainkan peran penting dalam menulis, yang mempengaruhi kemampuan siswa untuk beralih antar tenses.

Permasalahan dari penelitian ini adalah Apa saja kesalahan pembentukan kata dan Apa penyebab kesalahan yang dilakukan oleh siswa sekolah menengah atas dalam menulis teks recount yang diangkat dalam skripsi ini. Peneliti memilih SMA Negeri Bunguran Timur yang terletak di Bunguran Timur, Kabupaten Natuna, Kepulauan Riau 29783, sebagai tempat penelitian. Peneliti juga mengambil siswa kelas XI SMA Negeri 1 Bunguran Timur. Ada tiga kelas IPS dengan rata-rata 34 siswa. Dokumentasi tertulis, terutama pernyataan tertulis, digunakan dalam penelitian kualitatif ini untuk mengumpulkan data dan mendiskusikan hasilnya secara mendalam. Tujuan akhir dari penelitian ini adalah untuk menentukan kesalahan pembentukan kata siswa dalam menulis teks recount dan penyebab kesalahan tersebut di Sekolah Menengah Atas Bunguran Timur.



UNIVERSITAS ISLAM MALANG

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Mayjen Haryono 193 Malang 65144 Jawa Timur - Indonesia
Telp. 0341-551932. Fax. (0341) 552249. Website: www.unisma.ac.id

Setelah menyelesaikan analisis data, penelitian ini mengungkapkan bahwa Misformation adalah kesalahan yang paling sering terjadi di antara siswa, dengan total 17 kesalahan. Jumlah ini menyumbang proporsi yang signifikan yaitu 48,57% dari kesalahan yang teridentifikasi. Menyusul di belakangnya, Misordering berada di urutan kedua dalam hal frekuensi kesalahan, dengan 8 kasus yang terdeteksi, yang merupakan 22,86% dari total kesalahan. Berikutnya, kesalahan penghilangan muncul dengan 7 kesalahan, setara dengan 20% dari total kesalahan. Terakhir, kesalahan penambahan mencatat 1 kesalahan, yang mencerminkan setara dengan 2,86% dari total kesalahan yang teridentifikasi.

Hal ini dimaksudkan agar guru bahasa Inggris memanfaatkan kesempatan mereka untuk menjelaskan konten, terutama selama kelas berlangsung, karena keterbatasan waktu selama pelajaran membaca terkadang menghasilkan penjelasan yang relatif singkat. Oleh karena itu, penjelasan yang komprehensif terkadang diperlukan agar siswa dapat memahami isi bacaan.

Malang, 25th August 2023
The Researcher

Vita Loka Medi



UNIVERSITAS ISLAM MALANG

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Mayjen Haryono 193 Malang 65144 Jawa Timur - Indonesia
Telp. 0341-551932. Fax. (0341) 552249. Website: www.unisma.ac.id

Advisor I

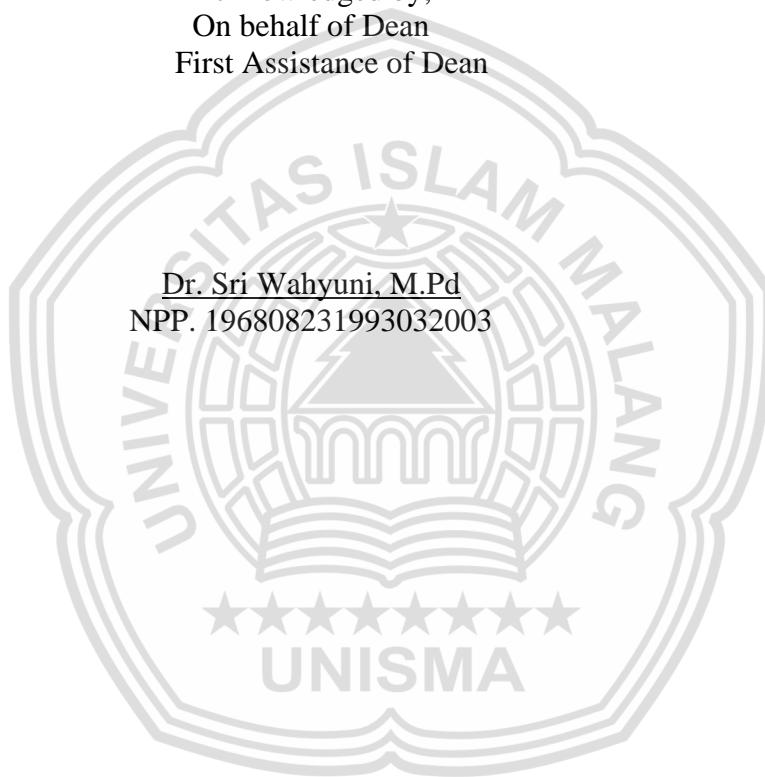
Dr. Atik Umamah, S.Pd., M.Pd.
NPP. 142908198632226

Advisor II

Henny Rahmawati, S.Pd., S.S., M.Pd.
NPP. 140908198832225

Acknowledged by,
On behalf of Dean
First Assistance of Dean

Dr. Sri Wahyuni, M.Pd
NPP. 196808231993032003



CHAPTER I

INTRODUCTION

Several subjects connected to the study's introduction are covered in this chapter. These include the study's background, research issues, goal, significance, scope, limitations, and the definition of keywords.

1.1 Background of the Study

For most students, writing well requires a lot of effort. Writing requires many more skills than just grammar and vocabulary. English writing is a language that needs to be practiced by students, and teachers need more guidance on how to handle student composition (Alwasilah, 2001).

Writing 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. In writing recount text, the reader is informed of the parties involved, the incident, the setting, and the time it occurred. Therefore, recount text uses past tenses. In describing events, it uses plenty of verbs (action words) and adverbs to add more detail to the verbs. 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. In writing, Jacobs et al. (1981:31), students must handle and balance various aspects, 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).

Information, analysis, description, and word structure are all components of morphology (lexicology is the study of words as constituents of a lexicon). Although most people consider words to be the smallest unit, it is evident that most languages have rules that allow terms to be related to one another. (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. This depends on the relative placement of morphemes within a word and the guidelines and laws that govern those placements.

There are still many students who need help with writing. Especially in recount text, one of them is an error in word formation. 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.

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 in nature. The mistakes also included substituting or additive errors and overgeneralization errors. This study also discovered that students could have done better with letter substitution, insertion, omission, and overgeneralization. Additionally, some of the most challenging derivational and inflectional affixation errors were found across all grade levels.

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. In the essay, the students misused derivation with errors were 10 data and inflexion errors were 83. These results revealed that the students continued to use incorrect word formation in their writing.

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. Mutmainah (2019) also discovered 76 errors, including 55 misspellings of verb morphology errors, 12 misspellings of verb past tense errors (-ed), five misspellings of adjective errors, two misspellings of noun plural errors (-s), one misspelling of adverb errors, and one misspelling of noun errors. Junior High School students were her focus. Based on James' theory, Mutmainah (2019) concentrated on recounting text and categorizing 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. Language transfers, written transfers, and second language learning strategies are the three areas Slinker (1997) identifies as potential sources of errors. According to the facts above, it is clear that students make errors in their essays, particularly in word choice, so a fix for the issue must be found. One crucial action is for them to comprehend how to write correctly and meaningfully.

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. Inflexion and derivation are one of the many processes involved in word formation in morphological studies. They are consistently used in writing because they are regarded as proper grammar. However, many students still require assistance using it. Consequently, this study's two goals are to classify the various error types and pinpoint why errors occur in student-written recount texts.

1.2 Research Problems

Based on the explanation above, this research is aimed to answer the following problems:

1. What are the word formation errors made by senior high school students in writing recount texts?
2. What causes of word formation errors made by senior high school students when writing recount texts?

1.3 Objectives of study

Based on the research problems problem, the purpose of this study is:

1. to discover the errors in word formation written by senior high school students when writing recount texts.
2. to determine the causes of mistakes senior high school students reported in word formation when writing recount texts.

1.4 Significances of the study

The study results are expected to be useful for teachers, future researchers and students to overcome students' writing skills in the learning process.

Word formation theory encompasses the rules and processes governing how new words are formed in language. It involves affixation (prefixes and suffixes), composition (the joining of root words), sound changes, and more. This theory helps us understand how language evolves and how new words are created to describe new ideas and concepts. Understanding word formation theory is essential in language analysis, translation, and vocabulary development. In addition, a solid understanding of this theory helps us become more effective speakers and writers, as we can use words appropriately and creatively according to the context. Therefore, studying word formation theory provides a solid foundation for a deeper understanding of language and better communication skills.

Word formation is a practical aspect of language that can benefit teachers, future researchers, and students in various ways:

1. **For Teachers:** Teachers can incorporate word formation exercises and activities into their lesson plans to help students understand and apply language

rules effectively. They can provide worksheets, quizzes, and classroom discussions that focus on prefixes, suffixes, roots, and word families.

2. **For Students:** Students can actively engage in word formation exercises to improve their language skills. They can practice identifying prefixes and suffixes in texts, analyze the meanings of unfamiliar words, and explore how word formation contributes to word meanings.

3. **For Future Researchers:** Researchers can delve into the field of word formation to explore its nuances and applications. They can conduct empirical studies to analyze how different languages form words, investigate language evolution, and examine the impact of word formation on communication.

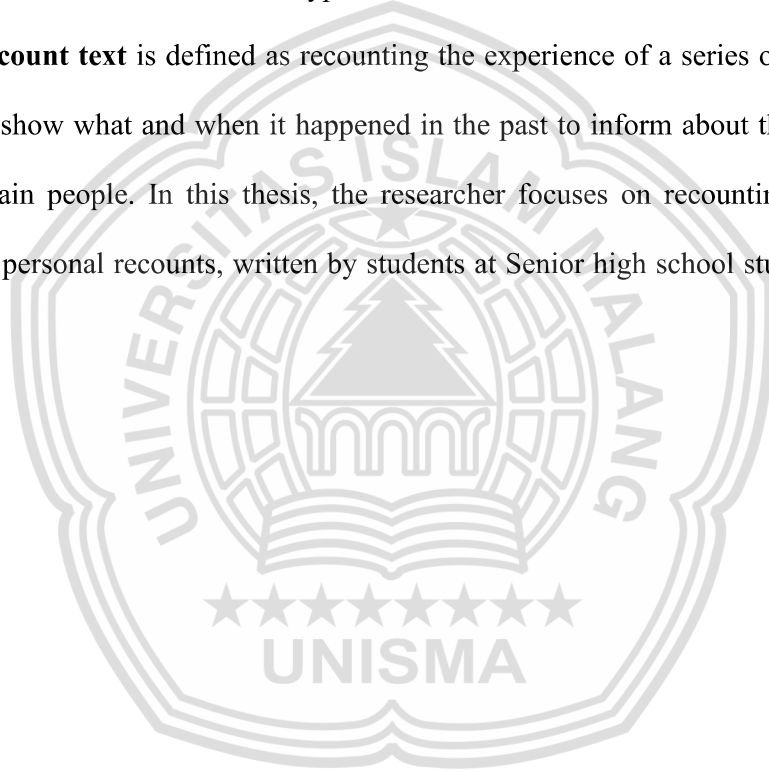
1.5 Scope and limitation of the study

This study focuses on investigating word formation errors, specifically within recount texts. The primary objective is to examine and analyze mistakes related to how words are formed in written recount narratives. The study aims to shed light on the specific types of errors in this context. The study focuses on inflectional affixes and errors in word formation in derivation. Other types of word formation errors, such as compounding or conversion, are not within the scope of this research.

1.6 Definition of Key Terms

The purpose of delineating the important terminology used in this research is to prevent misunderstandings when looking into this study. Following are some significant concepts that require definition in particular:

- a. **Error analysis** refers to examining, identifying, and understanding the errors made by second or foreign-language learners. In other words, error analysis used in this study is defined as the technique used by the researcher to identify and interpret the students' errors in Writing skill.
- b. **Word formation** is using one or more morphemes to combine an existing word or phrase to form a new one. The researcher is looking for affixation in this writing, one of the word formation types.
- c. **Recount text** is defined as recounting the experience of a series of events written to show what and when it happened in the past to inform about the event and entertain people. In this thesis, the researcher focuses on recounting texts, especially personal recounts, written by students at Senior high school student on their task.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In this chapter, the researcher explains the research results to achieve the objectives. The researcher used the taxonomy of surface strategies to categorize the students' writing errors and produced descriptive findings regarding the mistakes made by the 11th-grade social studies 3 students at SMA Negeri 1 Ranai. This conclusion was obtained through the data analysis process.

The results showed the presence of morphological errors in students' writing related to word formation. In the table presented, "misformation" errors are the most frequent among students, with 17 errors. This accounts for a significant proportion of 48.57% of the errors identified. It is followed by the "Misordering" error, which occupies the second position in error frequency, with 8 detected cases, equivalent to 22.86% of the total errors. Next, "omission" errors appeared with 7 errors, equal to 20% of the mistakes. Lastly, the "addition" error recorded 1 error, which reflects the equivalent of 2.86% of the total errors identified.

Researcher have also identified two primary sources of errors in second language learning: "interlingual errors" and "intralingual errors." "Interlingual errors" occur due to interference from the first language, while "intralingual errors" are caused by errors in understanding grammar rules and constructing correct sentences in the target language. In this study, researchers found that these two

types of errors were the source of mistakes made by students, with Indonesian interference as one of the causes.

Another factor contributing to errors in word formation is students' discomfort in recognizing inflectional affixation. Indonesian has a different inflectional affix than English, so students tend to ignore using these affixes in English. In addition, inflectional errors also occur due to intralingual errors, where students often need help understanding and applying English grammar rules correctly.

The errors identified include omission, addition, falsification and sequencing errors. Omission errors occur when an essential component in a sentence is overlooked. Addition errors, on the other hand, involve the addition of elements that are not supposed to be in the sentence. Falsification errors are the incorrect use of morphemes, while sequencing errors occur when morphemes are placed in the wrong order.

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.

5.2 Suggestions

The above research findings have formulated some recommendations for future researchers, students and English teachers:

For English teachers, 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.

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.

For future researchers, it is suggested that they build upon the findings of this research. They can refine the study using different 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.

REFERENCES

- Adha, A. D., & Dania, R. (2021, February). Students' Morphological Errors in Using Word Formation in Writing an Essay. In *Journal of Physics: Conference Series* (Vol. 1779, No. 1, p. 012026). IOP Publishing.
- Agustina, Y., & Nazri, M. A. (2022). Undergraduate Students' Error in Using Morphology in Writing Recount Text. *JELLT (Journal of English Language and Language Teaching)*, 6(1), 103-112.
- Aronoff, M., & Fudeman, K. (2011). What is morphology-2nd ed. (2nd ed.). United Kingdom: Blackwell Publishing.
- Barwick, J. (1999). Targeting Text. Clayton, South Vic: Blake Education.
- Corder, S. P. (1981). Error Analysis and Interlanguage. Oxford University Press.
- Crystal, D. (2008). A Dictionary of Linguistics and Phonetics. (Sixth edn.), London: Blackwell.
- Ellis, R. (1989). *Understanding second language acquisition* (Vol. 31). Oxford: Oxford university press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford university press.
- Rachmat Faisyal, R., Fauziati, E., & Haryanti, D. (2015). *Morphological and syntactic errors found in english composition written by the students of daarut taqwa islamic boarding school klaten* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Fromkin, V., Rodman, R., & Hyams, N. (2011). An Introduction to Language (9th ed.). Boston, MA: Wadsworth, Cengage Learning.
- Gayo, H., & Widodo, P. (2018). An analysis of morphological and syntactical errors on the English writing of junior high school Indonesian students. *International Journal of Learning, Teaching and Educational Research*, 17(4), 58-70.
- Gerot, L. and Wignell, P. (1995). Making sense of functional grammar. Australia: An Introductory Workbook.
- Håkansson, J. (2021). English Word Formation Processes: The Use of Affixations and Implications for Second Language Learning: A Case Study of Swedish Secondary Schools Grades 7-9.
- Haspelmath, M., & Sims, A. (2013). *Understanding morphology*. Routledge.
- Jacobs, H.L., Zinkgraf, S.A., Wormouth, D.R., Hartifield, V.F., & Hughey, J.B. (1981). Testing ESL Composition: A Practical Approach. Rowley, MA: Newbury House.
- Kalsum, K., Munawir, M., Asiza, N., & Humaeroah, H. (2021). Morphology.
- Knapp, P., & Watkins, M. (2005). Genre, Text, Grammar: Technologies for Teaching and Assessing Writing. Sydney: University of New South Wales Press Ltd.
- Kusumawati, R. (2010). *Morphological error found in the English essays of the fifth semester students of English Letters and Language Department of UIN*

- Malang in 2008* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Lieber, R., & Štekauer, P. (Eds.). (2014). *The Oxford handbook of derivational morphology*. Oxford Handbooks.
- Munir, h. U. (2020). An analysis of students' morphological error in the english essay (a study on the eighth grade students of Nahdhatul Ulama Junior High School Suruh in academic year 2019-2020).
- Mutmainah, Endar. (2019). Morphological Error Analysis in Writing Skill of Recount Text at The Eighth Grade Students of MTs N 2 Surakarta in Academic Year 2018/2019. Thesis. Culture and Language Faculty. English Language Education. The State Islamic Institute of Surakarta. Surakarta.
- Nazalia, R. (2018). An Error Analysis In Recount Text Writing Made By The Second Grade Students Of SMP Muhammadiyah Bandar Lampung.
- Narcy-Combes, M. F. (2005). Rod Ellis, Gary Barkhuizen, *Analysing Learner Language*. Oxford: Oxford University Press, 2005. *Les cahiers de l'APLIUT. Pédagogie et Recherche*, 24(3), 165-166.
- Poejilestari, N. (2020). An analysis of morphological and syntactical errors in recount text. *JELL (Journal of English Language and Literature) STIBA-IEC Jakarta*, 5(01), 9-18.
- Ratih, E., & Gusdian, R. I. (2018). Word formation processes in English new words of Oxford English dictionary (OED) online. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 5(2), 24-35.
- Riani, S., & Ismiyati, Y. (2020). An Analysis on Students' Errors in Using Conditional Sentences Type II on Third Grade of SMA N 8 Jambi. <http://jelt.unbari.ac.id/index.php/jelt/article/download/61/68>
- Rice, K. (2000). Morpheme order and semantic scope: Word formation in the Athapaskan verb. (*No Title*).
- Saragih, N., Silalahi, R., & Pardede, H. (2014). The effectiveness of using recount text to improve writing skill for grade III students of Kalam Kudus elementary school 2 Pematangsiantar.
- Shanorra, T. T., Sofyan, R., & Sumbayak, D. M. (2021). A Writing Skill Assessment of the First Semester English Department Students of the Universitas Sumatera Utara. *VISION*, 17(2).
- Sudijono, A. (2006). *Pengantar Statistik Untuk Pendidikan*.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif & RD*. Bandung: Alfabeta.
- Sugiyono. (2014). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
- Trianingsih, R.E. (2010). An Error Analysis on Recount Text Written by the Eight Year Students of Smp Negeri 2 Juwiring Klaten. (Bachelor dissertation). Retrieved from <http://eprints.ums.ac.id/9771/1/A320050284>
- Yule, George. (2006). *The Study Of Language*, Third Edition. New York: Cambridge University Press
- Yule, G. (2010). *The study of language* (4th ed.). Cambridge, England: Cambridge University Press.

Zuhri, M. S., Suwandi, S., & Fitriati, S. W. (2022). Morphological Process of Morphemes Through Word-Formation Process in Students' Writing. *English Education Journal*, 12(3), 301-309.

