

THE ERROR ANALYSIS OF DERIVATIONAL MORPHOLOGY IN EFL'S ENGLISH NARRATIVE COMPOSITION

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Abstract

Derivational morphology in the learners' English narrative compositions was the main purpose of this research. Morphology is the study of morphemes which are the smallest significant units of grammar. There are two kinds of morphology: derivational and inflectional morphology. Derivational morphology is related to affixes such as suffixes, infixes, prefixes, ablaut and reduplication, meanwhile inflectional morphology is related to plural, possessive, past time, progressive, and comparative and superlative. Morphology mostly used in writing and it is one of the difficult parts in English subject. There are four kinds of composition: argumentation, description, exposition and narration. The data was taken from the students of grade XI of a Public High School in Tangerang. Descriptive method was used in this paper. There is some derivational morphology found in this research: derivation of a noun, adverb, gerund after a preposition, gerund after the verb, to-infinitive, present participle, passive participle, modals, and adjective.

Keywords: Morphology, Derivational Morphology, English Narrative Composition, EFL.

INTRODUCTION

There are four skills in learning English such as; listening, speaking, writing and reading. Writing is the most challenging one as what we say is different from what we write. Heaton (1988, p. 135) stated, "The writing skills are complex and certainly difficult to teach, requiring not only of grammatical and theoretical devices but also conceptual and judgmental elements."

Some factors made writing in English considered difficult, such as spelling, vocabulary, and grammar. There are many aspects of grammar that should be mastered by learners which can cause some errors in learning English.

Thus, the study of the language involved the learners in appraisal of all of the following levels of the expression: language phonology which studies about sounds, morphology which studies about meaningful combination of sounds, lexis which examines about words, syntax which investigates about meaningful combination of words, semantic which studies

about meaning and discourse which studies about how syntax is combined.

There are two kinds of morphology; they are derivational and inflectional morphology. Derivational morphology discusses about the morphemes can be used to form new words. It also studies the principles governing the construction of new words, without reference to the specific grammatical role a word might play in a sentence. Inflectional morphology occurs with nouns, pronouns and verbs. It also studies the way in which words vary (or "inflect") in order to express grammatical contrasts in sentences such as singular/plural or present/past tense.

There are some factors made writing in English looks difficult, such as spelling, vocabulary and grammar. There are many aspects in grammar that should be mastered by the learners which can make some errors in learning English.

Writing is also concerned about the linguistics because "linguistics is the scientific study of language" (Todd, 1987, p. 5). In

linguistics there are branches of the linguistics which one of them has the specific purpose that also helps the learners in learning writing. "With writing, on the other hand, language competence involves the association of meaning with a sign, a visual symbol," (Todd, 1987, p. 8).

Based on the two theories above, writing is the most challenging skill in learning English to teach. It becomes difficult because it is related to some factors, such as suffixes, prefixes, infixes, ablaut, and reduplication. It is also related to some linguistics branches, such as morphology, syntax, semantics, sociolinguistics, and psycholinguistics. So, before started writing, the learners should master the theories of writing to avoid the mistakes that will be made.

THEORETICAL REVIEW

The Nature of Morphology

The term morphology takes its origin from *morph* which means form, shape, etc. and *ology* which involves the study of something. August Schleicher, a German linguist, named morphology as a sub-discipline of linguistics in 1859 for the first time.

Aronoff, (2011, p. 2) stated that morphology referred to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure and how they are formed. Kolenchery (2015) written that morphology sold with the construction of words. Knowing, knowingly and unknowingly are kinds of derivational morphology. The base word is *understood*, and it is added to morphemes -ing, -ly and un-. Morphemes are related to morphology as they are attached to the words to change the meaning of the words.

Morphemes can be defined as the minimal meaningful unit that cannot be further subdivided. The structuralists were interested in establishing a group of language that did bear meaning; so they proposed the concept of

a morpheme. As mentioned above, a morpheme is the smallest meaning-bearing unit of language; re-, un-, -ing and -ly is not a word, but they do carry meaning. A morpheme consists of a sequence of one or more phonemes.

Morphological processes fulfill two primary purposes, they are (1). To create new words in a language; and (2). To modify existing words. Morphology is the study of word formation. There are some observations about words and their arrangement:

- Some words can be divided into parts which still have meaning;
- Many words have sense by themselves, but some words have sense only when used with other words;
- Some of the pieces into which words can be divided can stand alone as words, but others cannot;
- These word-parts that can occur only in combination must be combined correctly;
- Languages create new words systematically.

Morphology based on Loretto Todd, is a part of phonology and it has been described as the study of speech sounds and their patterns. It is a study based on the 'phoneme' or smallest significant unit of speech. Todd (1987, p. 41) stated, "Morphology is the study of morphemes, which are the smallest significant units of grammar." This definition becomes more comprehensible based on the examples below.

Cat -----	cats	look -----	looked
Sit -----	sitting	small -----	smaller
Wood ----	wooden	develop ----	development
Unite ----	united	red -----	reddish

Word formation started to attract the attention of a linguist as a consequence of Chomsky's publication in 1970 (Joaquin, 1991). Morphological is related to the methods in which new words are formed. They are various processes by which words can be built in any languages. The different devices are: (1) suffixes; (2) prefixes; (3) infixes; (4) reduplication; (5) compounding; (6) internal

change; (7) backformation; (8) shortening of bases; (9) suppletion; and (10) alphabet-based formation.

The Nature of Derivational Morphology

Derivational morphology fulfills two primary functions in English. Morphemes can be used to form new words (Morphology Module, 2011). Derivational morphemes make new words from old ones (Crystal, 2011). Thus *creation* is formed from *creating*, but they are two separate words.

Derivational morphemes generally:

1. Change the part of speech or the essential meaning of a word. Thus *-meant* added to a verb forms a noun (*judgment*). *Re-activate* means "activate again."
2. Are not required by syntactic relations outside the word. Thus *un-kind* combines *un-* and *kind* into a single new word, but has no particular syntactic connections outside the word -- we can say *he is unkind* or *he is kind*, or *they are severe* or *they are kind*, depending on what we mean.
3. Are often not productive -- derivational morphemes can be selective about what they'll combine with, and may also have erratic effects on meaning. Thus the suffix *-hood* occurs with just a few nouns such as *brother*, *neighbor*, and *knight*, but not with most others. e.g., **friendhood*, **daughterhood*, or **candlewood*. Furthermore "brotherhood" can mean "the state or relationship of being brothers," but "neighborhood" cannot mean "the state or relationship of being neighbors."
4. Typically occur between the stem and any inflectional affixes. Thus in *governments*, *-ment*, a derivational suffix, precedes *-s*, an inflectional suffix.
5. In English, may appear either as prefixes or suffixes: *pre-arrange arrange-ment*.

Derivational morphology often involves the addition of a derivational suffix or another affix. Such an affix usually applies to words of one lexical category (part of speech) and

changes them into words of another such group. For example, the English derivational suffix *-ly* modifies adjectives into adverbs (*slow* → *slowly*).

The other examples of English derivational patterns and their suffixes (Morphological Derivation, 2017):

- adjective-to-noun: *-ness* (*slow* → *slowness*)
- adjective-to-verb: *-ise* (*modern* → *modernise*) in British English or *-ize* (*final* → *finalize*) in American English and Oxford spelling
- adjective-to-adjective: *-ish* (*red* → *reddish*)
- adjective-to-adverb]]-ly (*personal* → *personally*)
- noun-to-adjective: *-al* (*recreation* → *recreational*)
- noun-to-verb: *-fy* (*glory* → *glorify*)
- verb-to-adjective: *-able* (*drink* → *drinkable*)
- verb-to-noun (abstract): *-ance* (*deliver* → *deliverance*)
- verb-to-noun (agent): *-er* (*write* → *writer*)

The Nature of Morphemes

A morpheme is the smallest meaning-bearing unit of language. Morphemes can also be used to indicate the function of the words. There are two types of morphemes; they are *free morphemes* and *bound morphemes*.

Free morphemes are morphemes that can stand by themselves as single words. For example *know*, *open*, *tour*, etc. Meanwhile, *bound morphemes* are morphemes that cannot stand by themselves and are typically attached to the free morphemes. Bound morphemes are *re-*, *un-*, *-ing*, *-ly*, *-ist*, *-ed*, *-es*, *-s*, etc. Bound morphemes are well-known as affixes. Affixes consist of prefix and suffix.

There are two types of free morphemes; they are lexical morphemes and functional morphemes. Lexical morphemes are morphemes that carry the content of the messages we convey like verbs, nouns,

adjectives, and adverbs. The examples are eat, sleep, watch, girl, horse, book, tall, blue, round, happily, fast, early, etc. Functional morphemes are morphemes that carry grammatical meaning like conjunctions, prepositions, pronouns, articles, etc. The examples are and, however, since, below, above, over, he, them, mine, a, an, the, etc.

There are two types of bound morphemes; they are derivational morphemes and inflectional morphemes. Derivational morphemes are morphemes used to make new words but not necessarily in a change in a syntactic category, for example, the addition of derivational morphology re-changes the meaning of the word open if they are combined into reopening. Inflectional morphemes are morphemes to indicate grammatical functions (they never change the syntactic category). Below are the tables of morphemes and bound morphemes.

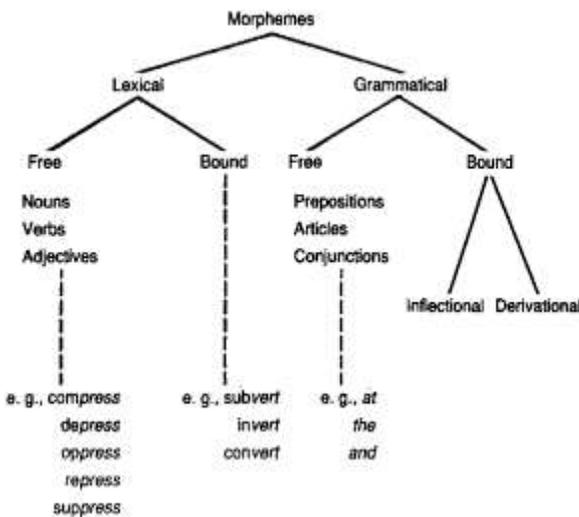


Figure 1: Types of Morphemes

Tabel 1. Types of Bound Morphemes

derivational	inflectional
-ation	-s Plural
-al	-s Possessive
-ize	-ed Past
-ic	-ing Progressive
-y	-er Comparative
-ous	-est Superlative

Based on the tables above, it can be concluded that derivational morphology is kind of bound morphemes.

The Nature of Narrative Composition

Writing is the most difficult part in English subject as what it is said different from what it is written. White and Arndt (2011) stated that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its right. So, before the learners starting to write an English composition, they should master the English pattern correctly.

Dougal (2008) said that a composition is a group of closely related paragraph that develop a single idea. Crystal (2011) also said that writing a composition with vocabulary and structure which the student has either learnt to use orally or written exercises for each lesson. These exercises may be of various types. The range from filling blanks to the composition and may be modification, sentences composition and paragraph writing.

So, based on the theory of the composition from Mc. Dougal, the activity of writing which is started by mastering words and the grammar itself. The learners should master about the theory of the composition in order to make a good composition.

There are four kinds of compositions; they are argumentation, description, exposition and narration. Wishon and Burks (2010) stated that argumentation is used in persuading and convincing; it is closely related to exposition and is often found combined with it. Description is used to create a visual image of people, places and even of units of time-days, time of day or seasons, exposition is used in giving information, making explanation, and interpreting meanings and narration is the form of writing used to relate the story of acts or events.

(Hornby, 2006) stated that narration is telling of a story, meanwhile based on (Echols and Shadily, 2006) said narratives are stories

and plots. They are essays that tell a story, hopefully in an interesting way, that also convey themes. Often, if you are asked to write a narrative essay, you will not be asked to research theory or topic. Rather, you will be asked to use your imagination instead of a bibliography. You may need to research for this narrative essay; nonetheless, the writing of it may come more easily to you for you do not need to quote specific words from primary sources.

A narrative paragraph tells a story or a series of events. It shows what person or thing does during a particular period. As (White, 2011) stated that in the narrative it is *activities* which are essential; in the description it is things. And in describing *things* we are usually more concerned with the *noun* rather than the verb phrase. Thus, report provides us a reason for teaching features of the noun phrase which, while occurring in other uses of the language, are of particular importance and frequency in describing things, people and places.

METHODOLOGY

The data for this research was taken from the students of grade XI at SMA Negeri 8 Perumnas II Tangerang. There were about 30 pieces of the students' English narrative composition used as the sample.

Descriptive method was used to do the research. There are three types of descriptive methods: observation, case study and survey designs. Observational method as a part of descriptive method was used to take the data for this study.

Descriptive method was used as (Best, 1974) explained that descriptive method is the method which tries to give the explanation about the symptoms relating with the recent situation. It consists on the effort of giving the note, the analysis and the interpretation of the recent symptoms which have the characteristics as follows: try to give the fact, straight to the problem and the recent variables aren't manipulated by the researcher.

The learners' English narrative compositions were used as the research instruments and they were taken from 20 learners and it was taken by asking the learners to make English narrative composition. After that, identifying, classifying, analyzing and correcting were done in order to know what kinds of derivational morphology found in the learners' English compositions.

FINDINGS

There are some errors found in the learners' English narrative composition. The errors have been identified, classified and corrected. The errors are about:

Derivational of Noun

No.	Sentence	Correction	Level
1.	The lady could control her curiously.	The lady could control her curiosity.	Derivational in noun
2.	He walked to school with his angry face.	He walked to school with his anger face.	Derivational in noun
3.	He couldn't satisfy the hungry family.	He couldn't satisfy the hungry family.	Derivational in noun
4.	Father was filled with angry with my brother.	Father was filled with anger with my brother.	Derivational in noun
5.	The King was shock to hear about Hercules' achieve.	The King was shock to hear about Hercules' achievement.	Derivational in noun
6.	He consented, went with the bear and shot	He consented, went with the bear and shot enough	Derivational in noun

	enough buffalo to buffalo to satisfy the hungry family.	buffalo to satisfy the hunger family.	to the
7.	They stopped fighting and made an agree.	They stopped fighting and made an agreement.	Derivational in noun
8.	The bear was very glutton.	It was a very glutton bear.	Derivational in noun

Derivational of Adverb

9.	The shepherd boy screamed loud for help.	The shepherd boy screamed loudly for help.	Derivational in adverb
10.	Charlie still kept patient and considered that it was the smartest parrot.	Charlie still kept patiently and considered that it was the smartest parrot.	Derivational in adverb
11.	She rested peacelly.	She rested peacefully.	Derivational in adverb

Derivational of Gerund after Preposition

12.	After arrived at the home, he put the stone on the table.	After arriving at home, he put the stone on the table.	Derivational in gerund after preposition
13.	The man spent a long time for thought.	The man spent a long time for thinking.	Derivational in gerund after preposition
14.	They decided to walk around before ate	They decided to walk around before	Derivational in gerund after preposition

the porridge.	eating the porridge.
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Derivational of Gerund after Certain Verb

15.	Finally, they stopped fought.	Finally, they stopped fighting.	Derivational in gerund after certain verb
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Derivational of Gerund in To-Infinitive

16.	Anastasya tried to stole the Godmother's wand, she could steal it.	Anastasya tried to steal the fairy Godmother's wand, and she could steal it.	Derivational in to-infinitive
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Derivational of Gerund in Present Participle

17.	Anna Maria cried, and her mother hugged her cry baby.	Anna Maria cried and her mother hugged her crying baby.	Derivational in present participle
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Derivational of Gerund in Passive Participle

18.	He went home with the shooting bear.	He went home with the shot bear.	Derivational in passive participle
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Derivational of Modals

19.	Anastasya tried to steal the Godmother's wand and she stole it.	Anastasya tried to steal the fairy Godmother's wand and she could steal it.	Derivational in modals
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Derivational of Adjective

20.	They were getting hungrier.	They were getting hungrier.	Derivational in adjective
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DISCUSSIONS

Based on some theories mentioned above, there are some errors found on the learners' English narrative composition. Mostly, the errors are about affixes.

The above descriptions showed about the errors happened in derivational morphology. The errors are about derivational in noun, adverb, gerund after preposition and after certain verb, to-infinitive, participle in present and passive, modals and adjective. Here are the discussions about the derivational morphology found in the learners' English narrative composition.

Derivational in Noun

1. *The lady could control her curiously.* The word “*curiously*” is wrong because it is an adverb meanwhile after the word “*her*”, it needs noun. The noun of “*curiously*” is “*curiosity*”, so the sentence becomes *The lady could control her curiosity.*
2. *He walked to school with his angry face.* The sentence is wrong because the word “*angry*” is an adjective as for in this sentence it needs noun after the word “*his*”. The correct sentence is *He walked to school with his anger face.*
3. *He couldn't satisfy the hungry family.* The sentence is wrong because the word “*hungry*” is an adjective as for after the word “*the*”, which shows about the articles, it needs noun and the noun for “*hungry*” is “*hunger*”. So the correct sentence is *He couldn't satisfy the hunger family.*
4. *Father was filled with angry with my brother.* The sentence is wrong because after the word “*with*”, which shows as a preposition, it needs noun or verb-ing, but in this sentence needs noun. The noun of “*angry*” is “*anger*” so the correct sentence is *Father was filled with anger with my brother.*
5. *The King was shock to hear about Hercules' achieve.* The sentence is wrong

because after the word “*about*”, which shows about a preposition, it needs a noun or verb-ing. The word “*achieve*” is a verb and the noun for “*achieve*” is “*achievement*”. So the correct sentence is *The King was shock to hear about Hercules' achievement.*

6. *He consented, went with the bear and shot enough buffalo to satisfy the hungry family.* The sentence is wrong because after the word “*the*”, which shows about the articles, it needs noun. The noun of “*hungry*” is “*hunger*”, so the correct sentence is *He consented, went with the bear and shot enough buffalo to satisfy the hunger family.*
7. *They stopped fighting and made an agree.* The sentence is wrong because after the word “*agree*”, which shows as a verb, it needs a noun or adverb. The noun for “*agree*” is “*agreement*”, so the correct sentence is *they stopped fighting and made an agreement.*
8. *The bear was very glutton.* The arrangement of the sentence is wrong. The word “*glutton*” is a noun; meanwhile the arrangement of the sentence is the bear was very glutton, which shows about adjective. So the arrangement of the correct sentence is *It was a very glutton bear.*

Derivational in Adverb

9. *The shepherd boy screamed loud for help.* The sentence is wrong because the word “*loud*” is an adjective, meanwhile after the word “*screamed*”, which shows about verb, it needs a noun or an adverb. In this sentence, it needs an adverb and the adverb for “*loud*” is “*loudly*”. The correct sentence is *the shepherd boy screamed loudly for help.*
10. *Charlie still kept patient and considered that it was the smartest parrot.* The explanation of the sentence is same as the above sentence. The adverb for “*patient*”

is “*patiently*”. The correct sentence is *Charlie still kept patiently and considered that it was the smartest parrot.*

11. *She rested peacelly.* The explanation of the third sentence is also same as the first and second sentence. The adverb for “*peace*” is “*peacefully*”, so the correct sentence is *She rested peacefully.*

Derivational in Gerund after Preposition

12. *After arrived at home, he put the stone on the table.* The sentence is wrong because after the word “*after*”, which shows as a *preposition*, should be followed by a *noun* or *verb -ing as a gerund*. In this sentence needs verb -ing as a gerund and the verb -ing of “*arrive*” is “*arriving*”. The correct sentence is *after arriving at home, he put the stone on the table.*
13. *The man spent a long time for thought.* The explanation for the second sentence is same as the first sentence. The word “*thought*” is the *past participle* of “*think*.” In this sentence needs verb -ing as a gerund after “*for*.” The verb-ing of “*think*” is “*thinking*,” so the correct sentence is *the man spent a long time for thinking.*
14. *They decided to walk around before ate the porridge.* The explanation of the third sentence is exactly same with the second sentence. The word “*ate*” is the *past participle* of “*eat*.” In this sentence needs *verb -ing as a gerund* and the verb -ing of “*eat*” is “*eating*.” The correct sentence is *they decided to walk around before eating the porridge.*

The rest of the errors are about derivational in gerund after certain verb, to-infinitive, and participle in the present and passive, modals and adjective.

Derivational Gerund after Certain Verb

15. *Finally, they stopped fought.* The sentence is wrong because after the word “*stopped*”

should be followed by *gerund*. There are some certain verb that should be followed by gerund, they are *stop, mind, enjoy, keep, finish, quit, postpone, put off, consider, think about, discuss, talk about, understand, tolerate, admit, advise, can't help, mention, etc.* The gerund of “*fought*” is “*fighting*”, so the correct sentence is *finally, they stopped fighting.*

Derivational in to Infinitive

16. *Anastasya tried to stole the fairy Godmother's wand and she could steal it.* The sentence is wrong because after the word “*tried to*” should be followed by *to infinitive*, meanwhile the word “*stole*” is the *past participle* of “*steal*” so the correct sentence is *Anastasya tried to steal the fairy Godmother's wand and she could steal it.*

Derivational in Present Participle

17. *Anna Maria cried and her mother hugged her cry baby.* The sentence is wrong because the function of the word “*cry*” is as an *adjective* and this is *present participle* so the word “*cry*” should be changed into “*crying*”. The correct sentence is *that woman hugged her crying baby.*

Derivational in Passive Participle

18. *He went home with the shooting bear.* The sentence is wrong because the function of the word “*shoot*” is as an *adjective* and this is *passive participle* so the word “*shoot*” should be changed into “*shot*”. The correct sentence is *He went home with the shot bear.*

Derivational in Modals

19. *Anastasya tried to steal the fairy Godmother's wand and she could stole it.* The sentence is wrong because after the word “*could*” as a *modal* should be followed by *verb 1*. There are some

common modals in English, they are *can, could, may, might, will, would, shall, must* and *should*. The verb 1 of “*stole*” is “*steal*”, so the correct sentence is *Anastasya tried to steal the fairy Godmother’s wand and she could steal it.*

Derivational in Adjective

20. *They were getting hungrier.* The sentence is wrong because the word “*hungrier*” is the comparative form of “*hungry*”, meanwhile the sentence needs *adjective* after *to be in past time “were”*. The correct sentence is *They were getting hungry.*

CONCLUSIONS

There are some mistakes related to the derivational morphology found in the learners’ English narrative composition. The mistakes found mostly in derivational in noun. The mistakes are happened because; (1) Most of the learners haven’t mastered the target language well so they tended to make mistakes in their mother tongue; (2) Mostly the mistakes happened in derivational noun; (3) The learners’ weren’t familiar with the derivational morphology; (4) It needs well comprehension about using derivational morphology in writing especially writing English narrative composition; (5) The changing in derivational morphology should be learnt well not only to the EFL but also to the learners who want to write well.

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