

Textual Essays of Grade 10 Students: Morphological Error Analysis as Basis for Academic Intervention

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Abstract- *This basic research focuses on morphological error analysis of students' English reflective essays. Specifically, it determines the following: (1) the kinds and features of students' morphological errors (2) the most and least committed morphological errors and (3) the instructional intervention program to improve students' morphological competence. The study has involved students of Salcedo National High School with about 67 total research corpus (textual reflective essays) of Grade 10 students. The study employed a predetermined reading selection with questions to guide them in writing reflective essays which served as corpus of the morphological error analysis done by the researcher. In the analysis of data, the study used the three main theories of Corder which served as guide in the analysis of data: (1) Identification of errors (2) Description of Errors and (3) Evaluation of Errors. It was revealed through this study that the subject of Grade 10 students' reflective essays is unrequited love, one-side love affair, a love that is meant to be but not meant to last and a love that is willing to face against all odds. Based on the findings of the study, it was concluded that students manifest low or limited morphological competence in the "third person singular inflection" as the most committed error while the least committed morphological errors are "progressive inflection" "noun affix derivation", "verb affix derivation" and "superlative inflection". The output of morphological error analysis will be an instructional intervention program which was made to address the morphological difficulty of the Grade 10 students. It is recommended for English teachers to adopt this academic intervention to diagnose the students' morphological level and give more instructional contents to improve the learners' morphological competence. Teachers may also undertake other potential areas for research in improving grammatical competence for further enhancement of students' language proficiency.*

Keywords: *Textual Essays, Grade 10 Students, Morphological Error Analysis, Academic Intervention*

I. INTRODUCTION

In linguistics, we usually begin by describing a language, or rather languages. It does not only deal with the forms of sentences but also describe other aspects of language (Baker and Hengeveld, 2012). Halliday and Webster (as cited in Abdulmughni, 2019) define linguistic as a system of human

communication. It encompasses different areas of investigation such as phonetics (articulation, transmission and reception of speech sounds), phonology (systems and patterns of sounds in language), morphology (word formation) syntax (sentence structure), semantics (meaning) and the like.

Morphology is the next component of linguistics which refers to the study of structure or form of words in a specific language and their classification. Therefore, it considers the principle of formation of words in a language (Syal and Jindal, 2019).

Morphology has two kinds: derivational and inflectional. Inflectional morphology is related to plural, possessive, past time, progressive and comparative and superlative, meanwhile derivational morphology is related to affixes such as suffixes, infixes, prefixes, ablaut and reduplication (Kusumawardhani, 2018).

Cabignon (2012) claimed that the Philippines is recognized globally as one of the largest English-speaking nations with majority of its population having at least some degree of fluency in the language.

English as a universal language is dynamic and due to its complexity, learners tend to make mistakes in word formation and other grammatical errors. Errors will remain as such unless one is open for correction. Nowadays, students find it hard to internalize the rules of morphology and other aspects of language; hence they commit errors without realizing it.

The purpose of this qualitative study is to assess the students' morphological competence as basis in making instructional intervention for the students which will address morphological errors in accordance to the needs or to the percentage of the most committed error to the least committed morphological error in order to enhance the students' morphological competence.

Statement of the Problem

This study seeks to analyze the morphological errors in students' textual reflective essays. Specifically, it intends to answer the following questions:

What are the kinds and features of morphological errors found in students' essays?

1. What are the most and least types of morphological errors?
2. What instructional intervention could be developed to improve students' morphological competence?
3. What are the most and least types of morphological errors?

II. LITERATURE REVIEW

Linguistics deals with all formal aspects of language and languages. It is the art and science concerned with rules for best discovering and describing the structure of a (strange) language knowing it helps one learn languages better and faster. Structuralists' view morphology as a separate sub branch of linguistics. Its purpose was the study of morphemes and the arrangement in forming words. In studying morphology, it is important to know inflectional and derivational morphemes.

Morpheme is the building block of word. Knowledge of word formation can be measured best in writing. According to Rahman (2019), writing skill is one of the productive skills in mastering the language. It is a process of expressing idea and feelings using proper language. But when someone creates improper expression due to memory limitation, fatigue or emotional strain, errors will then happen. Generally, inflections and derivations play a vital role in expressing ideas in communication, so it is important to be aware about morphological rules. Given the rules, still there will be times that a second language learner will make mistakes in the application of the different rules in morphology. Inflectional morphemes are a small closed set of eight grammatical morphemes. It changes the form of a word without changing either the word category it belongs to or its meaning (DeCapua, 2008).

Researchers have made a long way in studying language, linguistics and other teaching related works that will somehow uplift the educational system.

Part of measuring grammatical proficiency is through error analysis. It is a type of linguistic analysis that

focuses on the errors learner make. Juriah and Kusumawati (2015) focused to describe and analyze the students' error. Its objectives were to find out the kinds of students' morphological error in writing recount text and to find out the difficulties faced by the students in writing recount text and the result revealed that the number of students' omission and misinformation errors are high.

In the study "An Error Analysis of English Morphological Inflection Made by the First Year Students of SMK YAMU Manyar Gresik", findings resulted to inflection errors which are ranked accordingly. First is the possessive inflection error followed by past tense inflection error, plural inflection, third person singular inflection and the last is progressive inflection error (Afthoniyah, 2012). The study "Morphological Error Analysis on the Descriptive Text Written by Third Semester English Department Students of 2010/2011 Academic Year Faculty of Letters Jember University. Virginita (2012) analyzes the descriptive writings focusing on the morphological inflection and the result presented that the subjects commit the third person singular inflection errors, the plural, the past tense, present tense and the present participle inflection errors.

research used descriptive qualitative as the research design to get information and determine the nature of the situations and to describe what exists in the current study. The study is a content analysis which has its own approach in analyzing the data that stem largely from how the object of analysis is conceived. Content analysis is a research technique for making replicable and valid inferences from texts to the contexts of their use (Krippendorff, 2004). He also states that since content analysis is a technique, it is also a scientific tool; it provides new insights, increases the researcher's understanding of particular phenomena or informs practical action.

This analysis of morphological errors used S. P. Corder's (1978) Error Analysis which involves three processes: Identification, Description and Explanation of errors.

Description of errors considers the theory of surface strategy taxonomy of Dulay, Burt and Krashen (1982) using manual analysis inflectional and derivational errors.

The students' written outputs - reflective essays served as the corpus of the study. After error analysis,

an instructional intervention was made to further enhance students' knowledge in morphology.

III. METHODOLOGY

The study utilized a descriptive qualitative research design. It involved students of Salcedo National High School with about 67 total research corpus (textual reflective essays) of Grade 10 students. The study employed a predetermined reading selection with questions to guide them in writing reflective essays which served as corpus of the morphological error analysis done by the researcher.

This study used the three main theories of Corder (1978, cited in Faisyal, 2015) which served as guide

in the analysis of data: (1) Identification of Errors (2) Description of Errors (3) Evaluation of Errors. The kind of error was identified whether inflectional or derivational and the identification of the features of morphological errors will be based on the theory of Dulay, et. al. (1982) which divide errors in the following categories: omission, addition, misformation, and misordering.

This study patterned the technique of data analysis from the published thesis entitled, "An Error Analysis of English Morphological Inflection made by the First Year Students of SMK Yasnu Manyar Gresik" by Nihlah Afthoniyah, (2012).

IV. RESULTS AND DISCUSSION

Table 1. Features of Morphological Errors of Grade 10 students

SENTENCES WITH MORPHOLOGICAL ERRORS	THE CORRECT FORM	FEATURES OF MORPHOLOGICAL ERROR
1. When Orpheus is <u>play</u> of the lyre, he always offer it to her wife.	1. When Orpheus is <u>playing</u> the lyre, he always offer it to his wife.	Progressive Inflection
2. One day, everything <u>change</u> , he told me that I broke our promises.	2. One day, everything <u>changed</u> , he told me that I broke our promises.	Past Tense Inflections
3. But one day, he <u>destroy</u> all of our memories.	3. But one day, he <u>destroyed</u> all the memories that we have.	
4. They were both happy together but an accident <u>occur</u> .	4. They were both happy together but an accident <u>occurred</u> .	
5. Hades <u>love</u> Persephone regardless of the fact that she could not love him back.	5. Hades <u>loved</u> Persephone regardless of the fact that she could not love him back.	
6. I <u>learn</u> a lot of things from the story.	6. I <u>learned</u> a lot of things from the story.	
7. I <u>learn</u> that whatever happens, you need to try your best to save people.	7. I <u>learned</u> that whatever happens, you need to try your best to save people.	
8. He offered songs that can melt <u>someone</u> heart to forgive him.	8. He offered songs that can melt <u>someone's</u> heart to forgive him.	Possessive Inflections
9. <u>Orpheus</u> life became meaningless.	9. <u>Orpheus'</u> life became meaningless.	
10. I will follow him to the underworld to follow my <u>heart</u> decision.	10. I will follow him to the underworld to follow my <u>heart's</u> decision.	

11. I learned a lot from <u>Orpheus</u> love story.	11. I learned a lot from <u>Orpheus'</u> love story.	
12. They love each other so much that the man will do anything for his <u>woman</u> future.	12. They love each other so much that the man will do anything for his <u>woman's</u> future.	
13. Orpheus did his best to get back the woman he <u>love</u> the most.	14. Orpheus did his best to win back the woman he <u>loves</u> the most.	
14. If you have a promise, don't break it because its <u>hurt</u> .	15. If you have a promise, don't break it because it <u>hurts</u> .	Third Person Singular Inflections
15. He loves to song so sweetly that he <u>charm</u> all things on earth.	16. He loves to sing a song so sweetly that he <u>charms</u> all things on earth.	
16. It <u>affect</u> me in person because I totally experienced and feel what the character feels.	17. It <u>affects</u> me in person because I totally experienced and feel what the character feels.	
17. He will sacrifice everything for his beloved Persephone and that <u>inspire</u> me to choose him.	17. He will sacrifice everything for his beloved Persephone and that <u>inspires</u> me to choose him.	Third Person Singular Inflections
18. Yeah, it <u>hurt</u> , but I said to myself; I want to fight for it.	18. Yeah, it <u>hurts</u> , but I said to myself; I want to fight for it!	
19. And he will risk his life for the girl he <u>love</u> the most.	19. And he will risk his life for the girl he <u>loves</u> the most.	
20. They got married and live happily for many <u>year's</u> .	20. They got married and lived happily for many <u>years</u> .	Plural Inflection
21. They got married and looked forward for many <u>year's</u> of happiness together.	21. They got married and looked forward for many <u>years</u> of happiness together.	
22. Learn to sacrifice what's good for <u>other's</u> .	22. Learn to sacrifice what's good for <u>others</u> .	
23. We also need the support of our <u>parent's</u> .	23. We also need the support of our <u>parents</u> .	Superlative Inflection
24. I believe Orpheus is the <u>most bravest</u> person I know.	24. I believe that Orpheus is the <u>bravest</u> person I know.	
25. All the things you gave to him/her are things that are priceless but he/she did not give <u>important</u> to them.	25. All the things you give to him/her are things that are priceless but he/she did not give <u>importance</u> to them.	
26. They are in love to each other but they are not <u>destiny</u> forever.	26. They are in love to each other but they are not <u>destined</u> forever.	Verb Affix Derivation
27. But our love still getting strong, honest and supportive to each other just to keep our relationship <u>untirable</u> .	27. But our love is getting stronger, we are honest and we become supportive to each other just to keep our relationship <u>untiring</u> .	Adjective Affix Derivation
28. Eurydice is died but her love is <u>never ended</u> .	28. Eurydice died but her love is <u>never-ending</u> .	

Table 1 reveals that the Grade 10 students commonly commit nine types of morphological errors. These include errors in the use of progressive inflection, past tense inflection, possessive inflection, third-person singular inflection, plural inflection, and superlative inflection. In addition to these inflectional errors, the students also exhibited difficulties with three types of derivational morphemes, namely errors

involving noun affixes, adjective affixes, and verb affixes. This indicates that the students experience challenges not only in applying correct grammatical endings to words but also in forming new words through affixation, which suggests gaps in their understanding of both inflectional and derivational morphology.

Table 2. Matrix of the Frequency and Percentage of the Kinds of Morphological Errors of Grade 10 Students

ERROR CLASSIFICATION (Surface Strategy Taxonomy)	FEATURES OF MORPHOLOGICAL ERRORS	FREQUENCY	PERCENTAGE
1. Omission	1. Progressive Inflection	1	3.33 %
	2. Past Tense Inflection	6	20 %
	3. Possessive Inflection	6	20 %
	4. Third Person Singular Inflection	8	26.67 %
	TOTAL	21	70 %
2. Addition	1. Plural Inflection	4	13.33 %
	TOTAL	4	13.33 %
3. Misformation	1. Noun Affix Derivation	1	3.33 %
	2. Adjective Affix Derivation	2	6.66 %
	3. Verb Affix Derivation	1	3.33 %
	TOTAL	4	13.33 %
4. Misordering	1. Comparative Inflection		
	2. Superlative Inflection	1	3.33 %
	3. Ordinal Inflection		
	TOTAL	1	3.33 %
OVERALL TOTAL		30	100 %

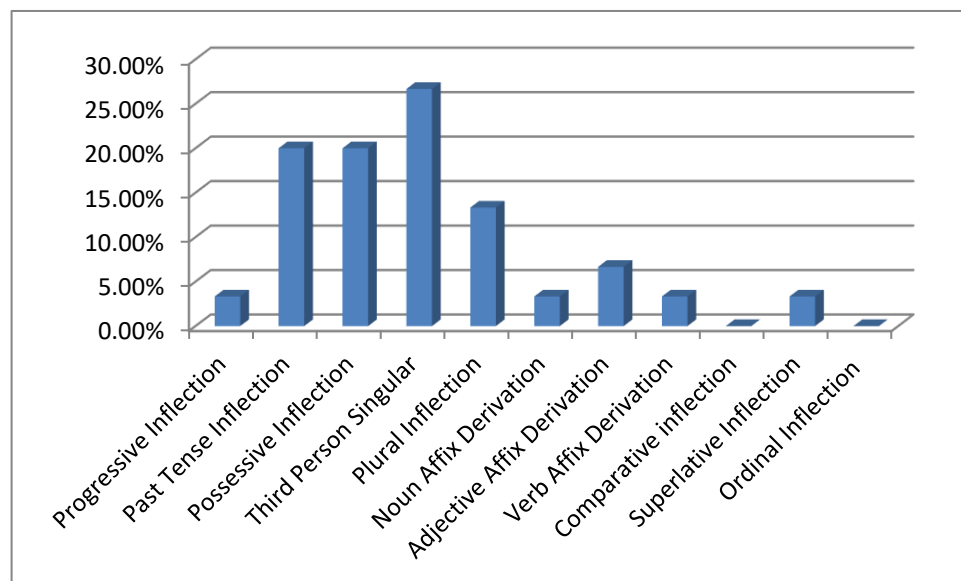
In view of the frequency and percentage of the types of morphological errors of the Grade 10 students, 1 or 3.33 % are errors in progressive inflection, 6 or 20 % are errors in possessive inflection, 8 or 26.67 % are errors in third person singular inflection, 4 or 13.33 % are plural inflection errors, 1 or 3.33% errors noun affix, 1 or 3.33 % in verb affix derivation, 2 or 6.66 % errors in adjective affix derivation and 1 or 3.33 % errors in superlative inflection. It can be deduced that the highest percentage of morphological errors are mostly related to verb such as third person singular inflection and past tense inflection. Some are also

related to noun such as plural inflection which is about forms of noun and possessive inflection which is about cases of noun.

Most and Least Committed Morphological Error

The most commonly committed error of the Grade 10 students is “third person singular inflection” which is 26.67 % while the least committed morphological errors are “progressive inflection” with 3.33 %, “noun affix derivation” with 3.33 %, “verb affix derivation” with 3.33 % and “superlative inflection” having 3.33 % also.

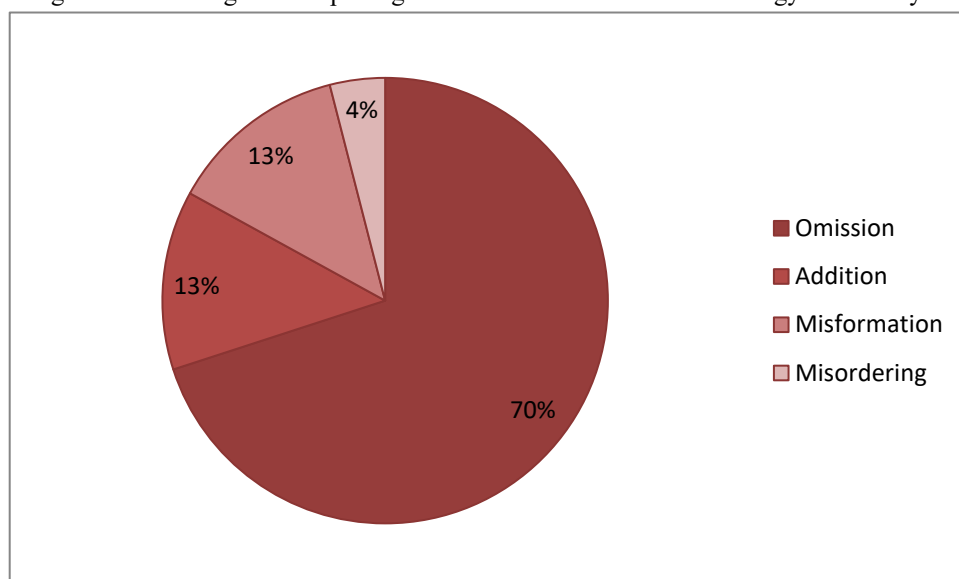
Figure 1. Percentage of the Specific Features of Morphological Errors



In view of the specific features of morphological errors, figure 1 shows the result of the morphological errors of the Grade 10 students of Salcedo National High School in the school year 2019-2020. The first feature having the highest percentage is “third person singular inflection” with 26.67%, next are “past tense inflection” with 20 % and possessive inflection

having 20 % as well. It was followed by “plural inflection” with 13.33 %, adjective affix derivation with 6.66%, and the lowest percentage are progressive inflection with 3.33 %, noun affix derivation with 3.33 %, verb affix derivation with 3.33 % and superlative inflection with 3.33 %.

Figure 2. Percentage of Morphological Errors based on Surface Strategy Taxonomy



Based on Surface Strategy Taxonomy, Figure 2 shows that Omission has 70 %, Addition has 13 % the same with Misformation which also has 13 % and Misordering has 4 %. The study used errors in the 8 inflectional and 3 derivational morphemes. Omission refers to an item that must be present is absent. It

consists of progressive, past tense, possessive and third person singular inflection. Addition is the presence of an extra item which must not be present in a well-formed utterance; addition of plural inflection. Misformation is the wrong form of the morpheme or structure which includes comparative,

superlative and ordinal inflection. And misordering refers to a morpheme or group of them that could be incorrectly placed like noun affix, adjective affix and verb affix derivations.

Description of the Instructional Intervention

The instructional intervention program aims to help teachers develop appreciation for the importance of teaching inflectional and derivational morphology, equip them with activities and evaluation strategies to help develop full potential for their learners, and to understand how language proficiency plays a key role in student learning and development.

The workbook is intended to enhance the morphological competence of Grade 10 students. It will contain one topic for every session. It will also include formative assessments which consist of three levels: level I is described as elementary to include easy test about the basic, level II is intermediate which will contain controlled or semi-controlled average exercises while level III is advanced that will contain difficult items that require analysis.

The evaluation of student's rating will be based on their scores. If they got 75 % or more in every level, a student could proceed to level II up to level III. If a learner only got 74 % and below; it is recommended for him or her to retake the test but in a different time interval. An Individual Progress Chart is suggested to monitor his or her level of mastery.

Teachers as facilitators of learning should give time for the implementation of the proposed academic intervention; they should ensure transfer of learning and a process of monitoring and evaluation of the workbook by recording reports and feedbacks after each session.

The instructional intervention matrix includes details about the session number, time, date, desired competencies, topics, resource persons, target learners and resource materials while the matrix of individual progress chart of the learners includes their name, section, session number, time, date, topics, raw scores and percentage in level I, level II up to level III, mastery level, teacher's remarks, signature of the English teacher.

V. CONCLUSIONS

Based on the findings of the study, it was concluded that the students exhibited low or limited morphological competence, particularly in their ability to correctly apply the third-person singular inflection, which emerged as the most frequently committed error. This suggests that many students struggle with subject-verb agreement rules and the correct use of the -s or -es inflection in verbs, reflecting gaps in their understanding of English verb morphology. Such errors may be attributed to inadequate exposure to authentic language use, limited practice in grammar-focused activities, or interference from their first language. In contrast, the least common morphological errors were found in progressive inflection, noun affix derivation, verb affix derivation, and superlative inflection. This implies that while students have some familiarity with these forms, their mastery remains inconsistent and may depend on the complexity of linguistic structures or contextual usage. The findings highlight the need for more systematic and contextualized instruction in morphology, particularly in distinguishing between inflectional and derivational morphemes and applying them appropriately in writing and speaking tasks.

The outcomes of the morphological error analysis provided the foundation for the creation of an instructional intervention program aimed at addressing the identified weaknesses of Grade 10 students. This program focuses on reinforcing morphological awareness, promoting accurate word formation, and improving overall grammatical accuracy through targeted exercises, guided practice, and contextualized learning activities. It is therefore recommended that English teachers integrate this intervention into their classroom practices as both a diagnostic and remedial tool. Through its implementation, teachers can more effectively identify students' morphological challenges, provide focused feedback, and deliver differentiated instruction tailored to individual learning needs. Furthermore, teachers and future researchers are encouraged to explore other dimensions of grammatical competence, such as syntax, semantics, and discourse-level features, to further enhance students' overall language proficiency and communicative competence.

VI. RECOMMENDATIONS

Based on the findings revealed, the following recommendations are suggested:

1. Aside from the analysis of the kinds and features of morphological errors, teachers may undertake other potential areas for research on error analysis such as auxiliary verbs, linking verbs, pronoun - antecedent agreement, punctuation, capitalization, spelling and parallelism for further enhancement of students' language proficiency.
2. Teachers may conduct more interventions to address the most commonly committed error which is 'third person singular inflection' and also give enrichment activities to improve even the least committed errors such as "progressive inflection", "noun affix derivation", "verb affix derivation" and superlative inflection". Other morphological errors such as plural inflection, past tense inflection, possessive inflection and adjective affix derivation can also be included as topics for exercises and other related activities for the enhancement of their skills in morphology.
3. English teachers may adopt the instructional intervention made by the researcher to help diagnose the students' morphological level and give more emphasis on instructional content that will enhance their morphological competence through a remedial instructional program to monitor the mastery level of the learners through the Individual Progress Chart.

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