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MORPHOLOGICAL AND SYNTACTICAL ERRORS OF JUNIOR HIGH SCHOOL STUDENTS WITH DIFFERENT SEX IN SPEECH PRODUCTION

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MORPHOLOGICAL AND SYNTACTICAL ERRORS OF JUNIOR HIGH SCHOOL STUDENTS WITH DIFFERENT SEX IN SPEECH PRODUCTION

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ABSTRACT

There are differing opinions in the field of cognitive sciences when it comes to the role of sex in language acquisition. Men and women exhibit differences in their speaking and writing ability as a result of their distinct social roles throughout evolution. These disparities are equally, if not more, evident in students, both during normal and abnormal growth. In addition to the well-documented advantage that girls have in early language development, it is noteworthy that the majority of developmental problems that predominantly impact communication, speech, and language skills are more prevalent in boys. This article seeks to elucidate the disparities between sex regarding ordinary communication and language development, as well as the disparities in the occurrence of neurodevelopmental disorders connected to communication. Additionally, particular attention is given to data derived from the field of neuroscience, which may offer valuable insights into the neurological mechanisms that contribute to the comprehension of this event. We contend that the structural arrangement of the female brain confers women with an innate edge in developing communication and language systems compared to men. Divergent perspectives are present on the differentiation between sex within the field of cognitive sciences. The talks are founded upon clinical, social, and political perspectives. The evolutionary and biological perspectives have often emphasized arguments related to 'nature', whereas feminist and constructivist viewpoints have often emphasized arguments related to 'nurture' when discussing cognitive sex differences. This narrative review provides a comprehensive analysis of the origins and historical evolution of these arguments, as well as a summary of the findings in the field of sexually polymorphic cognition. By adopting multidisciplinary techniques, we aim to highlight the importance of interconnecting disciplines and gaining a more comprehensive knowledge of the precise factors that contribute to sex differences and gender diversity in cognitive capacities.

Keywords: Morphological Errors, Speech Production, Language Acquisition, Sex, Surface Strategy Taxonomy

INTRODUCTION

Acquiring grammatical skills has always been a challenging task, particularly for students who are still in the process of developing their vocabulary and sentence construction abilities. Effective sentence design is essential for conveying ideas, thoughts, and expressions. Zaid, Rashid, Azmi, and Yusri (2017) asserted that the majority of students face challenges in comprehending and applying concepts and rules

of a second language as a result of interference from their native language. This interference hampers their ability to speak fluently and consequently hinders the learning process. If the grammar and structure of the first language differ significantly from those of the second language, we can find a clear illustration by comparing the grammars of Indonesian and English.

In the Indonesian language, the subject-object pronoun remains unchanged. However, in English, every subject-object pronoun has changed, except the pronoun "you". In other instances, such as when transitioning from singular to plural form in the Indonesian language, one can employ repetition or add a plural auxiliary. However, in English, the plural form is categorized into two types: regular and irregular. The sentence structure or syntax in Indonesian and English has considerable similarity in basic sentences. Nevertheless, there is an anomaly when it comes to adjectives. In contrast, whereas the Indonesian language may lack a verb in certain sentences, English always necessitates the presence of a verb in a sentence. In addition, the verb in English also indicates the temporal aspect of an action. The morphology of English verbs is subject to changes based on the many tenses employed, but Indonesian verbs remain invariant.

The disparities in the grammatical regulations between the English and Indonesian languages will contribute to the occurrence of morphological errors in children and it will occur until they have grown up if it is not recognized or corrected earlier.

Multiple studies have examined morphological errors. The research undertaken by Gayo and Widodo (2018), Zaid, Rashid, Azmi, and Yusri (2017), and Ellis, R. (2017) examined morphological mistakes from various perspectives and media. Gayo and Widodo (2018) analyze the morphological errors in writing among junior high school students and investigate the underlying causes contributing to these errors. The findings uncovered various types of morphological errors, such as omission, addition, and misformation. These errors encompass derivation, inflection, preposition, article, copula be, personal pronoun, auxiliary, and determiner. Additionally, syntactical errors were identified, including omission, addition, misformation, and disordering. These errors involve the passive voice, tense, noun phrase, auxiliary, subject-verb agreement, and determiner. The present study

focuses on the subject of intralingual and interlingual faults. In their 2017 study, Zaid, Rashid, Azmi, and Yusri provided a clear definition of the elements that contribute to morphological errors in the writing of ESL learners. The findings indicated that the primary element contributing to errors in the students' writing is the intralingual factor, which refers to the interference of language within the second language. This interference occurs when students mistakenly apply one grammar rule to another, leading to overgeneralization.

Interestingly, Resturini (2012) documented the grammatical faults in the interlanguage of kindergarten-aged students. The study revealed that students frequently exhibit morphological errors in the past tense. The use of the V1 is common, and it is influenced by the presence of Indonesian as the first language (L1) and English as the second language (L2). These three studies mostly focus on writing styles, with limited emphasis on speech production.

Additional studies examining the relationship between gender and language include the works of Wright (2002) and Aslan (2009). In a study conducted by Wright (2002), the objective was to determine the role of sex and gender as a determining factor in linguistic variation during interactions between unacquainted groups of females and males. The study aimed to examine the stereotypes that occur in social life. The findings indicate that there is evidence to support the idea of a diversity paradigm, which applies to both differences between and within gender groups. This is particularly evident in terms of the amount of speech, assertiveness, and interruptions. These variations may be influenced by factors such as the topic of discussion, personal speaking style, geographic origin, culture, occupation, or age. It is important to note that gender stereotypes are not always accurate. Aslan (2009) has discovered a distinct outcome regarding the utilization of language learning methodologies among different genders. He discovered that there is a disparity between male and female pupils in terms of the level of strategy utilization. He has discovered that males tend to utilize metacognitive strategies, whilst females tend to rely on compensation strategies. Additionally, he discovered a notable disparity in the preferences of males and females regarding Metacognitive and Social Strategies when it comes to learning English. Based on the research conducted by Dreyer & Oxford (1996), Green & Oxford (1995), Lan

& Oxford (2003), Lee & Oh (2001), and Oxford & Ehrman (1995) as reported in Lee and Oxford (2008:9), it can be concluded that female students employ a greater number of techniques compared to their male counterparts.

Based on the aforementioned explanation, the writer has taken into account many studies for the present investigation. This study aims to examine the morphological errors in the speech production of junior high school students, taking into account their different sex. Previous research on morphological errors has primarily focused on writing production and sex differences in linguistic communication and how they are trying to differ and learn from their grammatical mistakes. This study aims to address the existing gaps in research by specifically examining the morphological errors made by junior high school students of different sexes in speech production. The urgency of this study stems from the fundamental importance of acquiring grammatical skills, particularly during the formative years of language development. Junior high school students often struggle with grammar due to ongoing development in vocabulary and sentence construction abilities. Effective communication hinges on accurate sentence structure, which is vital for expressing thoughts clearly. This study is crucial because it not only addresses common errors but also explores the deeper underlying causes, emphasizing the disparities between Indonesian and English grammar rules, which significantly impact students' learning processes. The analysis will be based on Dulay, Burt, and Krashen's (1982) theories as the grounded theory, as well as other theories linked to sex differences such as Gayo, H., & Widodo, P. (2018), Zaid, S. B., Ab. Rashid, R., Azmi, N. J., & Yusri, S. S. (2017) and Ellis, R. (2017).

MATERIALS AND METHODS

In order to identify and classify the errors committed by the students, a qualitative method approach was implemented in this study. It aims to describe the errors that junior high school students make in their English and Indonesian speech production. The participants of this study were 7th-grade junior high school students on average with different sex-based categorizations. They are in the same education (same school), then, it is easier to conduct the study.

In collecting the data, the writers used several observations. The writer conducted the observation by listening and taking notes on the utterances spoken and writing samples

by the students during the visit for observation. In this case, the writers participated in the conversation among the students after hearing the explanation from the parents about their student's activities at every meeting. Those samples can be the conversation and writing assignments between the writers and the students or their sharing session experiences with the writers.

This research employed observation to obtain the results. Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy was used to group the errors accordingly. There are four classifications in the taxonomy which are omission, addition, misinformation, and misordering. The data classified was presented in the form of a table to give a clearer overview of the findings of the research.

In analyzing the data, this research uses several instruments and techniques of analysis. These are error classification sheets and interview guidelines. The theory of Burt et al. or Dulay, Burt, and Krashen (1982) is used to categorize and identify the different types of errors, which are omission, addition, misinformation, and disordering of linguistic elements. The interview and observation are used to investigate and clarify the student's errors to find the factors that caused the errors. In determining these factors, this research refers to the theory of the source of error by Richard (1974).

RESULTS

Morphological errors occur when there are morpheme errors in linguistics units. These errors indicate that it is necessary to highlight the correlation between these endings and their distinct meanings. A morphological spelling and syntactic error is evident when the term "elephantz" is employed instead of "elephants". Students are aware that they need to convey the presence of several cats, but due to the phonetic sound /z/ they hear, they wrongly spell the word with a Z. Students can acquire knowledge in this scenario that the letter S serves as a plural suffix and exhibits two distinct phonetic pronunciations: /s/ or /z/. However, when students indicate that a noun is plural, signifying the presence of more than one, the letter S will consistently be employed. Furthermore, it is possible to provide instruction on the various plural suffixes, including S, ES, and IES.

The same reasoning applies to an error such as "washt" instead of "washed." In this instance, the intended usage is in the past tense. However, it is possible that students have

not been explicitly taught that regardless of the ending sound, the word is always spelled as ED. Other examples of morphological spelling errors include replacing "helpfull" with "helpful". When there are errors in word structure, students are given explicit instruction on different suffixes. We are using authentic data from our students' writing samples and utterances to inform our training and guide our teaching. Through the analysis of the precise errors committed by our pupils, we can more effectively pinpoint and address the areas in which they are lacking.

Table 1. Morphological Errors as Pre-Test

Levels of Linguistic	Kind of Error	Errors
Morpheme	Inflection	We washt their hands several minutes ago. (writing and spelling)
		Banana is a monkey favorite fruit. (writing and spelling)
	Derivation	She is really helpfull. (writing)
		Their friendship are longlast. (writing and spelling)
	Preposition	Several cars in near the river. (writing and spelling)
		It is located in behind you. (writing and spelling)
	Article	There are the big elephantz which lives on earth. (writing and spelling)
		There is a hour before we start this meeting. (writing and spelling)
	Copula be	He become a good doctor. (writing and spelling)
	Personal Pronoun	My dog will never let another dog eats its. (writing and spelling)
		I would like to say thank you because you give I a chance to show up my talent in this show. (writing and spelling)

From the first meeting, plenty of morphological errors should be highlighted, such as the example above. Several factors followed as Richard (1974) identifies three primary factors contributing to errors in second language acquisition: transfer, analogical, and teaching-induced errors. Transfer errors occur during the initial stages of acquiring a second

language. The interference of the first language occurs when the native language is the exclusive source of background information for the second language. Typically, the majority of learners tend to adapt the rules of their native language to the second language. Analogical errors occur when learners possess knowledge of the rules of the targeted language but struggle to apply them in the appropriate forms and categories accurately. Teaching-induced errors occur when learners make mistakes as a result of the teaching process. The occurrence of errors among pupils may be attributed to the tactics and materials employed by teachers.

Both the educators and the learners possess individual incentives for using the English language. The teachers aim to foster student comprehension and fluency in English by only using English as their primary form of teaching in school. Proficiency in English language comprehension and oral communication is advantageous for pupils while assimilating instructional content provided by teachers. The children will be required to speak English according to the school regulations. In this scenario, the teachers consistently inspire the pupils by offering words of praise to enhance their confidence and proficiency in English speaking. This factor shows the correlation between students' intelligence, social backgrounds, biological factors, and school facilities.

DISCUSSION

Intelligence pertains to the capacity for acquiring and comprehending information. Each student has a unique intelligence that impacts their ability to master the English language. Several students find it effortless to accelerate their English skills. Based on empirical evidence, it has been observed that kids who prefer reading storybooks tend to acquire English language skills faster due to their exposure to a wide range of new vocabulary. It is also associated with the educational process of teaching and learning in schools. Students who actively listen to the lecturers' instructions will be able to replicate and implement the spoken words effortlessly. Teachers consistently correct ungrammatical utterances to demonstrate the proper forms.

Moreover, several pupils have previously acquired proficiency in the English language before their school enrollment. The reason is that their parents take over the ability

to communicate in English. Teachers find it more convenient to instruct pupils at school when they are accustomed to speaking English daily, both at home and in school. Conversely, certain parents who lack proficiency in English enroll their children in school to enable them to acquire English language skills. The student's English language acquisition is delayed due to their limited exposure to English outside of school. The students must effectively acclimate to the circumstances at home and school. It is also related to the facilities' side, education offers numerous resources to assist students in acquiring proficiency in the English language. Students recognize many forms of English language derived from nature and its environment. The facilities encompass not just physical amenities, but also the learning environment in which students engage. The requirement for both students and teachers to converse exclusively in English at school helps the students' ability to adjust to English situations. Therefore, their familiarity with English vocabulary is necessary since English is spoken and written by everyone at school.

A sophisticated communication system serves as the foundation for our diverse and ever-changing social connections. The "social brain hypothesis" emphasizes the significance of social connections in the overall evolutionary development of the brain, as well as in the development of many complex cognitive functions that enable humans to utilize symbolic communication systems. According to this concept, the cognitive requirements of existing in intricately connected social groupings are the primary factor that causes the human brain to grow in size and develop sophisticated functions.

Furthermore, the social groups exhibited a hierarchical structure, resulting in the group members adopting distinct social roles. From the biological factors, several studies have consistently demonstrated that women exhibit higher levels of verbal performance. Gender and sex disparities were verified not only in the process of acquiring one's native language but also in the process of acquiring a second language.

In this first meeting, according to our observation as the writers, Female students have improved grammatical proficiency in English, both in written and spoken form, in comparison to male students. In addition, female students employ a wider variety of vocabulary in comparison to those who are men. According to Bornstein M. H., Hahn C.-

S., and Haynes O. M. (2004), one of the biological factors that support their article is that women's brains have a vocabulary of 20,000 words, compared to men's brains have a vocabulary of just 7,000 words. Female pupils exhibit faster progress and enhanced aptitude for language acquisition compared to their male students. Nevertheless, a thorough conclusion cannot be drawn due to the limited scope of only a meeting. Additional research and observation are required to investigate morphological errors in the subsequent link.

CONCLUSION

The variability of speech, language, and communication skills in the general population is significant. Given the involvement of multiple brain areas and the intricate nature of cognitive and motor processes, along with the time it takes to acquire language and develop communication skills, and the significant influence of the environment on skill development, it is evident that we are dealing with complex systems that require years to develop. Nevertheless, although there are significant variations amongst individuals regardless of their gender, men and women, as collective entities, generally exhibit consistent disparities in communication and language skills. Multiple epidemiological studies, including those referenced in Table 1, have identified a considerably greater occurrence of communication, language, and speech impairments in boys compared to girls. Similarly, girls exhibit a more rapid and advanced progression in communication and language skills development compared to boys.

The data provided in this paper suggest that the neurological basis for creating complex communication systems is more susceptible to problems in boys. This review encompasses a variety of studies from the field of neuroscience that provide insights that could contribute to unraveling the enigma of the aforementioned sex differences. Multiple studies have unequivocally demonstrated the association between sex hormones and developmental consequences. Furthermore, there were identified variations in the morphological, histological, and brain activity characteristics of the areas of the brain associated with speech and language. In general, it appears that the structural arrangement of the female brain provides women with an inherent advantage in acquiring

communication and language systems compared to men. The precise mechanisms that underlie and contribute to the emergence of this advantage have not yet been fully explored.

LIMITATION

There may be some limitations in this study. First, data collection was carried out not for all participants who took part in the research and voluntarily may have caused some bias. Second, the respondent's data on the sex variable only came from two groups (male and female) of junior high school students at one level. For further research, it is better to involve participants from different levels to make the facts broader and more interesting.

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