

## Teacher's morphological awareness and errors in teaching English

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### ABSTRACT

*Morphology is the study of words and their structure, focusing on the relationships between morphemes. This study aims to examine teachers' morphological awareness and errors in teaching English. A qualitative content analysis method was employed, with one English teacher as the participant, selected based on their extensive teaching content on YouTube. Observation sheets and criterion-referenced assessment (CRA) were used as data collection techniques. The findings indicate that the teacher's morphological awareness score is 71.42%, classifying them as "aware." Additionally, 24 morphological errors were identified in the teacher's video content. Among these, misinformation was the most frequent type of error, accounting for 79.16%, followed by disordering (12.5%) and omission (8.33%). In conclusion, while the teacher demonstrates moderate morphological awareness, a significant number of misinformation errors suggest areas for improvement in morphological instruction.*

**Keywords:** *morphological awareness, morphological errors, English Language Teaching (ELT), error analysis, content analysis, YouTube learning platform*

### INTRODUCTION

Morphology is a branch of linguistics that studies the structure of words and the relationships between them involving the morphemes that make them up. (Carstairs-McCarthy, 2017). Morphological phrases that have internal coherence and cannot be divided by other units. Words can only be modified externally by suffixes and prefixes. (Brinton, 2000). Morphology is a branch of linguistics that studies the structure and relationships between words, focusing on morphemes and their internal coherence, with external modifications involving suffixes and prefixes.

Morphological relationships in teaching are essential for developing a direct mapping between printed words and their meanings, which is linked to the continual development of writing skills. (Rastle, 2019). Understanding urban morphology can aid in the development of adaptive and transformative built environments in Indonesia, with varying physical characteristics between interior and coastal cities. (Ni'mah, & Priyoga, 2022) Consequently, Indonesian teachers need to be morphologically aware when teaching writing or reading to be able to avoid morphological errors.

To recognize and modify morphemes and word formation patterns in a language, which helps with decoding complex terms and improving understanding of text is

morphological awareness. Kuo, & Anderson (2006), morphological awareness can reflect on and alter morphemes and word formation structures in a language, which helps with decoding morphologically difficult terms along with improving comprehension of texts. Morphological awareness is vital for knowledge success in both reading and writing because it allows people to detect, reflect on, and alter the sub-lexical structure of words. (Gabig, & Zaretsky, 2013).

Adi (2022) said morphological errors include noun morphology errors, verb morphology errors, and adjective morphology errors, with 'misselection' being the most common error in morphological errors. On the other hand, morphological errors shape early spelling as individuals make various patterns of misspellings on the final two letters of words with different morphemes. (Treiman, & Cassar, 1996). Sometimes the teacher has difficulty recognizing morphemes in simple and complex words. The solution could be to introduce the teaching of morphological principles into advanced preparation settings. Teachers can also strengthen their knowledge by taking or attending courses on the role of morphemes in spelling, which increases teachers' awareness of morphology and leads to major advances in learning.

Morphological awareness and errors are significant for language learning and teaching, as they affect vocabulary learning and assist teachers with constructing word part techniques and learning frequent word parts. (Nation, & Bauer, 2023) The research problems are: how are the teachers' morphological awareness and morphological errors in teaching English? The purpose of the study is to find out teachers' morphological awareness and errors in teaching English.

## **LITERATURE REVIEW**

### **MORPHOLOGY: AN OVERVIEW**

Aronoff, & Fudeman, (2022) said morphology refers to the intellectual mechanism involved in word development, or the discipline of linguistics that studies words, their internal structure, and formation. Another study said morphology is the study of words' internal structure. Interestingly, morphology is both the oldest and one of the newest subdisciplines of grammar. (Haspelmath, & Sims, 2010).

The previous study, Yule (2010) defines morphology as the study of a language's basic forms. Morphology is the discipline of linguistics that studies word development, internal structure, and formation and is both the oldest and newest subdiscipline of grammar, focusing on a language's basic forms. As a result, studying the linguistics of these words is critical while teaching English.

## MORPHOLOGICAL ERRORS

Miceli & Caramazza (1988), morphological errors in language entail the substitution of inflectional affixes, which occur frequently during spontaneous sentence construction and word repetition, with derivational errors happening rarely for non-derived words. However, in a different response, Gorman et al. (2019) stated that morphological errors in natural language generation can be attributed to inflectional patterns that are sensitive to underlying linguistic features or the inability to forecast truly unpredictable inflectional behaviors. Morphological errors in language include inflectional affix substitutions during spontaneous sentence creation and word repetition, which frequently happen due to underlying characteristics of language or unknown indicative behaviors. Derivational errors are uncommon for nonderived terms.

### *Types of Morphological Errors*

Dulay, et.al. (1982) classified morphological errors into four types: addition, omission, misinformation (misuse), and disordering. The “omission” terms are the language learners often neglect functional words in favor of content words. The term "addition" refers to blunders that involve adding words or sentences. "Misinformation" occurs when students are ignorant of changes in sentence structure. “Disordering” occurs when students or teachers are unaware of the correct arrangement of phrases, clauses, or sentences.

### *Morphological Errors in Teaching English*

Shirinova (2018) said the process of teaching English entails techniques such as learning vocabulary without translation, studying speech patterns, and detecting word meanings through pictures, all while emphasizing specific guidance and activities. According to Lv (2021), the process of teaching English aims to develop students' creativity, critical thinking skills, and practical writing abilities. The process of teaching English morphology includes acquiring words, analyzing structure, and determining word meanings using images, all to improve 21st-century abilities such as creative thinking, critical and collaborative thinking, communication, and so on.

### *Morphological Errors: Previous Studies*

The first previous study by McNeill (2018), titled Improving Preservice Teachers' Phonemic Awareness, Morphological Awareness, and Orthographic Knowledge in Australia. The purpose of the study is to examine the effectiveness of methods to develop preservice teachers' phonemic, morphological, and orthographic awareness for spelling instruction. The method is a comparative study. The sample of the research is preservice and service teachers of varying experience and expertise. The findings of the study suggest that the coursework was effective at building students' phonemic, morphological, and orthographic awareness, and this information could be applied to

support the analysis of spelling errors. Implications for the effective preparation of literacy teachers within preservice programs are discussed.

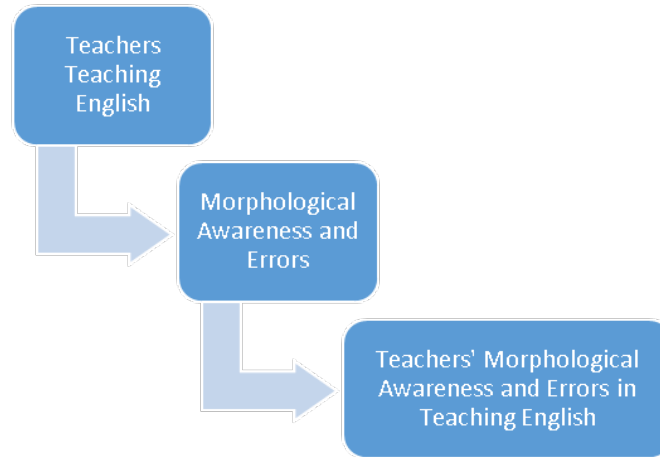
The other research supports the previous study by Afdaliah, (2022), titled *An Analysis of Phonological, Morphological, and Syntactical Errors on Teachers' Talk in EFL Classroom in Indonesia*. The purpose of the study is to investigate the teachers' talk errors from phonological, morphological, and syntactical aspects committed by EFL teachers during classroom instruction. Descriptive qualitative research was employed. The morphological errors were done 9 times or only reached 9.4%. The errors included the misuse of verbs, nouns, and pronouns. The result of the study revealed that EFL teachers, who are supposed to be role models in using proper English, frequently make errors during classroom interaction. So, the result of the study is significant and expected to be able to raise the awareness of EFL teachers about the importance of teacher talk in classroom interaction.

The last study by Anwar and Rosa (2020), entitled *The Role of Morphological Awareness and Explicit Morphological Instructions in ELT*. This research aims to explain the important role of morphological awareness and instructions in teaching English as a foreign language to junior high schools in Indonesia. The method of the research is a descriptive study. The findings of the data analysis show the significant role of morphological awareness and morphological instructions in facilitating the students at junior high school to learn English more easily, with significantly greater achievement. It is, therefore, concluded that students with morphological awareness or students who are treated by using morphological instruction gain better achievements in their English learning, resulting in better English proficiency. (Hurry, et.al. 2005)

The three previous studies support this study scope. However, unlike the first study who covered morphological, phonemic, and orthographic awareness, which involved numerous areas that needed to be examined, the study simply intended to focus on the morphological side. The identical sample included a teacher, but he chose two teachers, while the study chose only one as the sample. Furthermore, the procedures used are varied. Next, Afdaliah (2022) covers a related topic, morphology. However, the study aims to analyze the morphology of awareness and errors. Meanwhile, the Afdaliah analyzed several linguistic sectors, including syntactical, phonological, and morphological errors. The methodology employed is descriptive-qualitative. Nothing is the same except for the usage of morphological subjects, and the sample size is one teacher. Finally, Anwar and Rose's research is significantly different, with the topic being the morphology of awareness alone. The rest of the data sources used for the study are different; they are students, whereas this study employs teachers for data. The method utilized by the second study is descriptive qualitative, whereas this study uses qualitative content analysis.

### ***Morphological Errors: Conceptual Framework***

This study utilizes a varied conceptual framework to examine teachers' morphological awareness and errors in teaching English. The conceptual framework can be illustrated as seen below.



Picture 1.

Figure 1 portrays the steps in the research analyses of morphological awareness and errors in teaching English. The first square shows the first step of collecting the data of English teaching in several videos. Then, the next square below shows some points and findings collected over some morphological errors and awareness in the process of teaching English. The last one, it shows the goal of this study to explain the morphological errors and awareness in teaching English.

### **METHODOLOGY**

The method used in this study is a qualitative method of content analysis. A qualitative approach is used as it is a research strategy that shows the understandings of how individuals perceive, give meaning to, and view something from their viewpoints (Creswell, 2018). This was accomplished through evaluating some specific dataset about experiences in depth and details. The qualitative method is a methodical approach that enhances understanding by making new meaningful distinctions from a closer examination of a subject.

Furthermore, this study specifically employed a content analysis in the qualitative approach. A content analysis examines written or spoken language to provide context and comprehension of the individual message (Renz, et al., 2018). Content analysis identifies the presence of specific words or concepts in texts and analyzes their meanings and relationships to conclude the messages, author, audience, and culture (Zavyalova, 2022).

This study employs a qualitative content analysis to analyze teacher's morphological errors and awareness in teaching English. This study chose data source from Indonesian teachers as participants who teach English from YouTube channels which amount to 82 videos. The participants were selected by using random sampling techniques. A random sampling is one in which every individual in the population has an equal chance of being selected. Obtaining a random sample of people can be challenging or impossible in certain situations (Cresswell & Cresswell, 2017). The random sampling for this study is one Indonesian teacher who teaches English to 1 to 6 graders from a YouTube channel.

Olson, K. (2021) says data is described simply as "*facts or information, especially when examined and used to find out things or to make decisions.*" Data sources or data instruments refer to numerous sources of useful data for research science, such as public databases, research studies, and social media. (Kubben, 2018). The research instrument is a device used to collect research data. The goal of the research is to find out teachers' morphological awareness and errors in teaching English. The data instrument is videos from YouTube and the total observation words from teacher errors written in the classroom. The criteria for observation of English learning videos from YouTube videos are: first, the objective of teaching and learning about English; second, learning content about English education and learning scenarios. The final one is no less important: a video from the same teacher.

Data collection is the process of gathering facts to create a wide picture of a situation that may be used for analysis, description, and explanation. (Makbul, 2021). The goal of this study is to find out teachers' awareness and errors in morphology in teaching English. To collect data for this study, this study employed the following procedures: 1. Searching for as many video sources as possible, including YouTube and instructional videos of English teachers; 2. Studying and examining English learning videos in morphology; 3. After collecting the data, this study conducts an evaluation using the learning video; 4. Classifying words based on omission, addition, disordering, and misrepresentation; 5. Analyzing the data and classified the number of teacher morphological errors; 6. The results are averaged and presented as a percentage of the teacher's morphological awareness and errors.

The way data analysis organizes and evaluates data makes it a vital phase in research. The acquired data was analyzed with descriptive statistics. Ghozali (2018) defines descriptive statistics as analytical procedures that employ biased numbers to characterize research data, including minimum, maximum, average, variance, total, range, deviation, and distribution. This study analyzes the data in multiple steps. This study's data is processed using the following formula. The first step is analyzing data from teachers' writing videos using an observation sheet, specifically tabulations. The tabulation has 4 questions and 4-point scales. The question of the observation sheet is: 1. Does the teacher understand what she is teaching? 2. Are there any significant

teacher problems in the video? 3. Are there any morphological typos or errors when the teacher is teaching? 4. Is the teacher aware of the morphological errors she wrote? After that, calculate the teachers' awareness and errors with the formula: the teachers' observation scores times 100 and divided by of total of observation scores.

Following the calculation of the score, the following stages of the data analysis must be completed using the following formula: compute the average (mean) scores. For the formula  $\bar{X}$  is the mean, or arithmetic average, of the scores,  $\sum X$  is the total of all the scores, and N is the total number of students (Gay, 1981). After that, this study categorized teachers' morphological errors and awareness using criterion-referenced assessment (CRA). The classification of morphological awareness has 4 scales: strong awareness with a score of 76 to 100, aware 51 to 75, slightly aware score of 26 to 50, and unaware with a score of 1 to 25. The categorized morphological errors score has been like morphological awareness 4 scales.

## RESULTS AND DISCUSSION

The results are explained in two separate sections. The first section is based on teacher's morphological awareness and the second section is based on teachers' morphological errors. The findings are explained below.

### THE TEACHER'S MORPHOLOGICAL AWARENESS

Previously, this study validity and reliability of the data that had been collected. This study employed SPSS Statistics version 21 to test it. The legitimacy of the question is assessed using the following decision-making criteria: if the corrected item-total correlation value is positive or different from the f table at a significant level ( $\alpha = 0.05$ ), and the items are declared valid. If the corrected item-total correlation value is negative or less than the f table at a significant level ( $\alpha = 0.05$ ), the item is declared invalid.

		Question1	Question2	Question3	Question4	Question5
Question1	Pearson Correlation	1	,704**	,304	,254	,559**
	Sig. (2-tailed)		,000	,116	,193	,002
	N	28	28	28	28	28
Question2	Pearson Correlation	,704**	1	,314	,273	,576**
	Sig. (2-tailed)	,000		,104	,160	,001
	N	28	28	28	28	28
Question3	Pearson Correlation	,304	,314	1	,935**	,935**
	Sig. (2-tailed)	,116	,104		,000	,000

	N	28	28	28	28	28
Question4	Pearson Correlation	,254	,273	,935**	1	,918**
	Sig. (2-tailed)	,193	,160	,000		,000
	N	28	28	28	28	28
Question5	Pearson Correlation	,559**	,576**	,935**	,918**	1
	Sig. (2-tailed)	,002	,001	,000	,000	
	N	28	28	28	28	28

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 1. The Validity of Data

Table 1 illustrates, that the observation instrument can be utilized because it has a significant score on observation sheet 1, which means it is greater than 0.5, and 0.559 indicates that the observation tabulation for question 1 could be used or is valid. Similarly, the second observation instrument inquiry can be employed with a significant score of 0.576, which exceeds 0.5. Tables 2 and 3 reveal the data outcomes based on reliability.

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	28	100,0	,760	4
	Excluded <sup>a</sup>	0	,0		
	Total	28	100,0		

a. Listwise deletion based on all variables in the procedure.

Table 2. Reliability Summary

It demonstrates the trustworthiness of data gathered from observations. The results of this investigation of these questions are known to be reliable. Cronbach's Alpha confirms this, with a score of 0.757. This signifies that Cronbach's Alpha value is in the high classification range, indicating that the questions are suitable for research. Following that, this study averages the one-by-one of the question observations. The first question observed data is summed up, which is a total of 49 divided by 56. The results score is 0.875 and multiplied by 100. So the total of the question observations is 87.5 (strong awareness). After that, the same formula for the question of observation 2 has a score total of 46 divided by the total number of questions from 56. The scores found 0.821 and multiplied 100 so the score is 82.1 (strong awareness). Observation number 3 is a total of 52 divided with a total score is 84. The finding is 0.619 times with 100 which is a score of 61.9 (aware) videos studied and multiplied by 100. Finally, in observation question number 4, the total is 53 divided by 84. The calculating score is 0.63 multiplied by 100 score is 63 (aware). Therefore, the average observation score is 2000 divided by the total number of videos, which is divided by the total number of



videos 28. The score yielded the number 71.42. As a result, the teacher categorizes awareness as awareness.

## TEACHER'S MORPHOLOGICAL ERRORS

This study assessed errors in 28 English learning videos and discovered 24 mistaken sentence phrases in the teacher's writing. The distribution of errors is as follows: many errors are in the misinformation category (19), followed by errors in the disordering type (3), omissions (2), and addition (0). Misinformation errors are the most common. This needs to be more accurate in providing information about the number of words.

The first type of error is omission, which occurs when pupils eliminate an element from a phrase that is necessary for grammatically acceptable writing. There are various aspects. The omission of the s/es ending for solitary verbs and plural nouns resulted in two mistakes. For example, *the teacher teaches English on Thursdays*. However, the teacher did not include the plural es at the end of the verb.

The second error is the disordering error, which occurs when three teachers make errors during teaching. Sequencing errors include erroneous placement of morphemes, inappropriate word order, and misspelled words. Examples of sentences include the instructor writing about gaps in the home environment. The teacher typed words like living room and dining room in the incorrect order of the noun phrase, which should have been spaced and accurate.

The next error is the addition of components to a statement that causes it to be grammatically incorrect. However, no problems in writing the addition type in the movie were discovered during the analysis and assessment process. The one and only one with the greatest errors is misinformation. Of the 19 composition errors, about 18 are related to the placement of information regarding the amount or number, such as the teacher failing to write the plural form of the noun. Although the teacher's teaching video shows more than one orange and one banana, the teacher must write and include the concluding s. The second type of misinformation error is the pronoun with a 1-word error. The results are shown in Table 3.

Types	Count of Types
Omission	2
Disordering	3
Addition	0
Misinformation	19
Grand Total	24

Table 3. Results of Teacher's Morphological Errors

Following that, this study averaged every type of morphological error. First omission: the count score 2 multiplied by 100 and divided by 24. So, the score of the omission is 8,333%. Disordering has scores of 3 multiplied by 100 and divided by 24. The accumulation of percentage disordering is 12,5%. The misinformation count errors score is 19 multiplied by 100 and divided by a total of 24. The percentage of misinformation is 79,16%. In summary, the morphological errors of teachers in teaching English are misinformation, with a percentage of 79,16%.

## DISCUSSION

The purpose of this study is to find out teacher's morphological awareness and errors in teaching English. Previously, English learning videos were discovered. After discovering the learning video, an instrument was developed, namely an observation sheet. There are four observation sheets made. Each question carries a distinct value. Once all videos have been evaluated. Add up all observed and calculated data. The data was then examined for validity and reliability with SPSS 2021.

The validation and reliability results indicate that the findings are valid and can be used. It then continues to explore levels of teacher awareness. The number of observation questions 1 indicates that it is 87.5 (high awareness). The second sheet also received a score of 82.1 (high awareness). This study discovered that observation number 3 yielded a result of 61.9. Finally, the answer to observation question 4 is 63 (awareness). So, the average observation score is 2000 divided by the number of films (28). This score yields a total of 71.42. As a result, teachers identify consciousness as awareness.

This is reinforced by research findings by Deacon et al. (2009), who indicated that morphological awareness is important in determining spelling results, even though many terms are restricted to ensure that the research results are conscious. This is consistent with the research findings that morphological awareness is conscious. Next, this study evaluated and counted morphological words based on their type.

After investigating teacher morphology when teaching English and discovered 24 mistaken phrases, this study applied the findings to calculate, divide, multiply, add, and classify the categories to present the data. Then, it was discovered that there are three sorts of teacher errors in writing: omission, misstatement, and disordering.

Based on the findings, the top three morphological errors are misinformation type (19), disordering (3), omissions (2), and additions (0). Misinformation is the most common blunder in a teacher's instruction. These findings are also corroborated by Fitria (2021), who claims that misinformation is the most frequent grammatical error in morphological errors.

Based on the type of omission, the majority of the data is due to the teacher's error in failing to add s/es at the end of the verb, resulting in an improper grammatical sentence. One example is a teacher who teaches in class on Thursday. The disordering type included various terms that were discovered to be misspelled or spelled incorrectly. For example, the living room and dining room have faults in spelling that should be correct but are incorrect because of vocabulary combinations. Because addition type data was not detected in this data, it is clear that the teacher did not make any morphological errors in adding too many letters. The majority of the information discovered may be incorrect because there is no s/es ending element in plural phrases. An example sentence is orange and banana, which is a straightforward concept to teach; however, the image provided shows more than one orange and should write oranges and bananas.

Furthermore, the average for each sort of morphological defect was calculated. The omission average score is 8.333%. Disordering has an overall percentage of errors of 12.5%. The misinformation calculation error score was 79.16%. However, misinformation contributes to the majority of teacher morphological errors in teaching English (79.16%). According to Ghozali and Khairani (2021), the majority of Indonesian teachers (89%) commit morphological errors in their learning video reports. It is in line with that teacher morphological errors in Indonesia remain high, with a percentage of misinformation-type morphological errors of 79.16%.

## CONCLUSION

This study concludes that teachers have an aware understanding of morphology in English language education. The observation rating for the first question was 87.5 (excellent awareness). The second question achieved a score of 82.1 (high awareness). This study observed that observation number three got a score of 61.9 (awareness). In the end, the solution to observation question 4 is 63, which represents awareness. The average observation score is 2000 divided by the number of videos (28). This score results in a total of 71.42.

There are four categories of errors morphological made by English teachers. The highest error categories include misinformation (19), disordering (3), omission (2), and addition (0). This study computed the average for every kind of morphological error in the results. 8.333% is the average omission score. The overall error rate for disordering is 12.5%. The error score for the misinformation calculation was 79.16%. Nonetheless, a majority of teacher morphological errors in teaching English are caused by misinformation (79.16%).

In summary, the percentage of 71.42 for awareness and a morphological mistake rate of 79.16% for misinformation-type morphological errors indicates that teacher proficiency in teaching English is still good.

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