AN ANALYSIS OF MORPHOSYNTACTIC ERRORS ON TWITTER CAPTIONS WRITTEN BY ENGLISHFESS

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By
EKA LESTARI
1911040326

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
OF LAMPUNG
2023/2024

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ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
OF LAMPUNG
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ABSTRACT

This study provides two points to conclude the findings. The first one is that theerrors can be found at both the morphological and syntactical levels. The morphological errors include inflection, derivation, preposition, article, possessive determiner,quantifier determiner, copula be, and pronoun. The syntactical level includes errors impassive voice, tense, infinitive, noun phrase, adverbial clause, adjectival clause, auxiliary,and subject-verb agreement. All surface strategy taxonomy forms of error can be found as well, although then umber greatly varies. The second point to recognize is how the errors can be attributed to both the interference of learners' first language and the learning of the target language itself.Furthermore, these findings reveal two issues that need to be acknowledged:

Error analysis is a type of analysis that focuses on error made by the user. Error analysis emphasizes deep meaning second language use. This Study aimed to identify the types of Morphosyntactic Errors on twitter captions written by englishfess that frequently occurred and to identify the types of morphosyntactic errors based on Surface Strategy Taxonomy. The descriptive qualitative was used as the method in conducted, collected ana analyzed the data from the Twitter users @Englishfessh.This study used the descriptive qualitative research as a method, the writer used sources of the data from the Twitter users @Englishfessh, and analyzed it based on the theory. This study used qualitative method in analyzed the data by interpreting the sentences that errors in morphosyntactic.

Based on the data analysis it can be concluded that the data analysis the Morposyntactic error found in Englishfess account twitter in the sentence totally 58 data, the writer only found the infection15 (26%), derivation 3 (5), preposition 5 (9%), article 1 (2%), copula Be 6 (10%), pronoun 1 (2%), passive voice 1 (2%),tense 7 (12%),infibitive 2(3%), noun phrase 2(4%), adjectival clause 1(2%), the auxiliary 6 (10%), and the last was S-V Agreement with the total frequency 8 (14%). Based on the data finding of the morphocyntactic error interpreted by Surface strategy that has misformation, misordering, and omission. Based on the table the data found that for Misformation were 14 data, the misordering were 5 data, the Omission only 1 data. It can be concluded that the from Surface strategy taxonomy the 20 sentences got the misformation in higher ctageory.

Keyword : *Morphosyncactic, Error Analysis, Twitter, Qualitative method*

DECLARATION

The researcher students with the following identify :

Name   : Eka Lestari
Students Index Number   : 1911040326

I herby I declare this thesis entitle " An Analysis of Morphosyntactic Error on Twitter Menfess Written by Ennglishfess" this is definitely my own work that the best my knowledge and belief. No material previously published or written by another person or material which to substantial extent has been accepted for the award of any other degree of diploma from the university of other institute of higher learning and I'm fully aware that I have quoted some statement and theories from various source and they are properly acknowledge in the text.
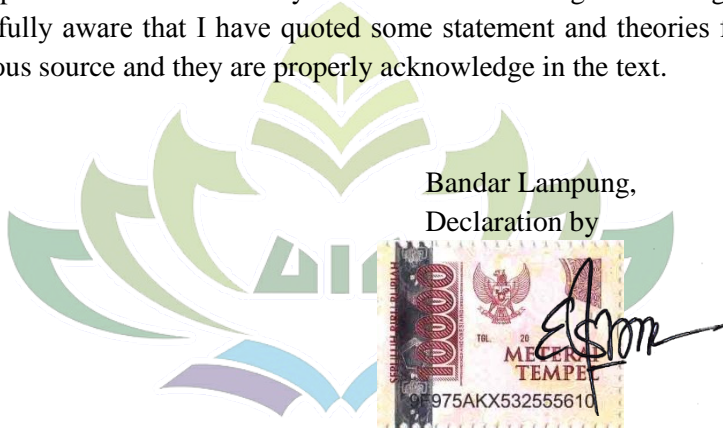
Bandar Lampung,
Declaration by

Eka Lestari
1911040326

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APPROVAL

This is to testify that the following thesis:

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Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung

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ADMISSION

A thesis entitled: "An Analysis of Morphosyntactic Errors on Twitter Captions Written by Englishfess" by Eka Lestari, NPM: 1911040326, Study Program: English Education, been successfully defended as Thesis Defence of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defence was held on: Thursday, December 28th 2023.

Board of Examiners:

The Chairperson : Prof. Dr. Idham Kholid, M.Ag (..........)

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The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 19640828 198803 2 002

MOTTO

<div dir="rtl">

اِنَّ مَعَ الْعُسْرِ يُسْرًا ۗ فَاِنَّ مَعَ الْعُسْرِ يُسْرًا

</div>

"So verily, with the hardship, there is relief. Verily, with the hardship, there is relief"

(Q.S Al Insyirah : 5 :6)

DEDICATION

I dedicate this thesis to the followings :

1. The Greatest Allah Subhananhu Wara'ala, and Prophet Muhammad Saw, Alhamdulillah alakullihalwanni'mah
2. My beloved parents, Mr. Ahyanudin and Mrs. Sumarni who always pray, provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side, and this thesis is absolutely also yours.
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5. My beloved almamater, UIN Raden Inta Lampung wich has contributed a lot to my development. Thank a billion, ther is noword but pray may allah multiply rewards for all your kindness.

CURRICULUM VITAE

Eka Lestari was born in Jakarta on August 28th, 2001. She is the first daughter from three siblings of Mr Ahyanudin and Mrs. Sumarni. She has siblings Ifan Adrian and Asti Wulandari.

She began her study at TK Alfaruqiyah Jakarta Barat and graduated in 2006. Then she continued her study at SDN 05 Petir Tanggerang in 2007, and graduated in 2012. And then she continued her study at MTS N 01 Muaradua South Sumatera and she was graduated at 2016. And continued her study at MANH Sukaraja graduated in 2019. Futhermore, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the students of English Study Program of Tarbiyah and Teacher Faculty.
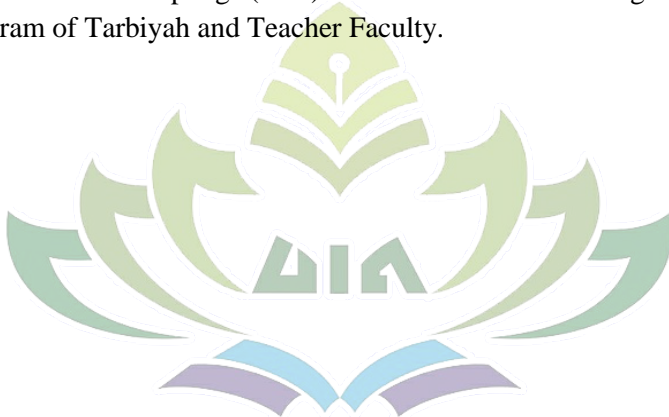
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A*lhamdulillahirabbil ' alamin.* All praises to Allah *Subhana hu wata 'alla* for the love and blessing that made me able to conduct a research and write a thesis with entittle An Analysis of Morphosyntactic Errors on Twitter Menfess Written by Englishfess". Prayers and peace are given to our beloved prophet Muhammad S.A.W, his family and followers. This thesis is submitted as acompulsoy fulfilment of the requiremaents for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from varioussides. Therefore, the researcher would sincerely thank :

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9. My members of Rumah Inggris and my coach Mr Novriadi letcturer in Itera
10. All of the people who supports and helped for the completion of this research that cannot be mentioned one by one.
11. And not to forgot, thanks to myself for being able to be at right now. Finnaly I did it

Finnaly, the researcher was fully awere that there are a lot of weakness in this research that are always openheartedly welcome, and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung,   2023
Declared by,

Eka Lestari
1911040326

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CHAPTER I
INTRODUCTION

A. Title Affirmation

1. Terminological Keywords

To make an understanding of the title of this proposal, the researcher needs to make an explanation of certain word that are key to the title of this proposal. The title is "An Analysis of Morphosyntactic Errors on Twitter Captions Written By @Englishfess". The researcher will discuss about some terminological keywords for giving point of view to the reader and making them more understand about my tittle.

Errors are something usual done by learners who are in learning process, they usually make many mistakes in writing process. To know the students' difficulties in writing the teacher required the investigation of the errors.In addition, Carl James who is also an expert in the field of Error Analysis said that errors occur only when there is no attention to do something[1], The Duke University graduate describe students as incapable or recusant to correct, we assume that the forms students use are intended and that it is an error. One way to identify the students' errors is using the error analysis method, type of linguistic analysis which focus on the captions grammatical errors made by @on-subenglishfess on Twitter.

The relation between the English morphological structure and the English syntactic structure called English Morphosyntactic structure. Morphosyntactic is combining between two variables such as morphology and syntax. Inflection related to the process from morphology into syntax.

Social media is a virtual place or place where people gather. people from various backgrounds. there are several

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[1] James Carl, *Error in Language Learning and Use,* (London and New York: Longman, 1998)

social media that are currently widely used by young people to adults such as TikTok, Twitter, Instagram. In its use, social media is used as a medium for sharing information, opinions, entertainment, advertising, and others etc. In their interactions, social media users use language as a means of communicating either orally or in writing. Group social media users are referred to as netizens or *warga net*.

Twitter is a medium that is in great demand by netizens in argue, or their opinion like a caption because Twitter has a search feature, hashtags or hashtags, and trending topics or topics that are trending according to local, national, up to world. Twitter is a reference for the latest and latest information because it is a trending topic which can change every minute. This makes Twitter a pioneer media information compared to Instagram and YouTube because information appears first on Twitter. In Twitter we can express the feelings and situations in which we are. Multiple accounts- Twitter accounts share quotes using English about education, quotes, humor, motivational, and medical, and talk about things that are viral and can even communicate between the world using English.

The account @On-Englisfesss is an English learning account on twitter with 718,188 followers. they often write the captions or just express their feelings using English on twitter to learn English on this account. They also ask netizens or ask their opinion whether they have written on tweet is correct or there is an error.

From the title An Analysis of Grammatical Errors on Twitter Captions Written By @Englishfess, I will discuss about some terminological keywords for giving point of view to the reader and making them more understand about my Tittle.

B.   Background of The Problem

A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language." (Noam Chomsky)

It has been seen that language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization. In demonstrating the inadequacy and inappropriateness of such a view of language, attention has already been drawn to the ways in which one's native language is intimately and in all sorts of details related to the rest of one's life in a community and to smaller groups within that community. This is true of all peoples and all languages; it is a universal fact about language.

Anthropologists speak of the relations between language and culture. It is indeed more in accordance with reality to consider language as a part of culture. *Culture* is here being used, as it is throughout this article, in the anthropological sense, to refer to all aspects of human life insofar as they are determined or conditioned by membership in a society. The fact that people eat or drink is not in itself cultural; it is a biological necessity for the preservation of life. That they eat particular foods and refrain from eating other substances, though they may be perfectly edible and nourishing, and that they eat and drink at particular times of day and in certain places are matters of culture, something "acquired by man as a member of society," according to the classic definition of culture by the English anthropologist Sir Edward Burnett Tylor. As thus defined and envisaged, culture covers a very wide area of human life and behavior, and language is manifestly a part, probably the most important part, of it.

Although the faculty of language acquisition and language use is innate and inherited, and there is legitimate debate over the extent of this innateness, every individual's language is "acquired by man as a member of society," along with and at the same time as other aspects of that society's culture in which people are brought up. Society and language are mutually indispensable. Language can have developed only in a social setting; however, this may have been structured, and human society in any form even remotely resembling what is known today or is recorded in history could be maintained only among people utilizing and understanding a language in common use.

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The science that studies language is called linguistics. Linguistics is a study about language as a human communication system. Applied linguistics is the study of second and foreign language learning and teaching[2] define applied linguistics as the use of what we know about (a) language, (b) how it is learned, and (c) how it is used, in order to achieve some goal or solve some problem in real life.Linguistics as the scientific study of language has several branches such as phonetics, phonology, semantics, morphology and syntax. The two branches which are mentioned later namely morphology and syntax are now often combined into one unity called morphosyntax.

The relation between the English morphological structure and the English syntactic structure called English Morphosyntactic structure. Morphosyntactic is combining between two variables such as morphology and syntax. Inflection related to the process from morphology into syntax.Morphology is one of the branches of linguistics. The term morphology was coined by Johann Wolfgang Von Gethe in the nineteenth century in a biological context. The word morph means „shape, form" and morphology is the study of form or forms. Morover, syntax is the study of how word are combined into larger unit such as phrase, clause, and sentence. Between Morphology (the grammar of the word), and syntax(the grammar how words pattern within setences). There are two types of grammatical deviation : They are Morphologycal and syntactic deviations.[3]It is the aspects to make students understand the rules of grammar and writing ability. Morphology and syntax have a high development on linguistics, they are necessary to improve students' writing ability. Students learn and practice how to arrange word to become inflection and connected. Because many students in the early semester especially in Indonesia are still difficulties to write based to the right rules and they still find difficulties to enlarge their writing based to their knowledge and science[4].

[3] Leech, Geoffrey, N. & Mick Short, *A Linguistic Guide to English Poetry* (New York : Longman , 1969)

[4] Chomsky,N. 2011. *Aspect The Theory of syntax*, (MIT Press, Cambridge, Massachusetts, 2011).p.53

In relation to those mistakes, linguistically, there is a term named errors. According to Richards[5] error analysis is a study of errors done by the second language learners[6], this definition is the same as the one proposed by Khansir[7] who defines error analysis as a type of linguistic analysis in which errors made by learners are the focus. He adds that error analysis points out the meaning of second language learners" errors.[8] Another explanation is stated by Crystal that "error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics[9].

Indonesia uses English as Foreign Language (EFL)[10], so students are required to learn English as a foreign language starting from high school to university In learning English, students are required to learn 4 basic English skills, namely speaking, listening, writing, and reading. Indonesian students have learned English for at least 12 years since they occupied kindergarten. Even though they have learned English for a long period, it doesn't guarantee that they master or having good English skills thereafter. According to It is because they learn English only for academic purposes and often lack motivation because English is perceived as less important directly. Besides that, the lack of lesson hours even though English has become a subject still affects the difficulty of students having good English skills. 3 Among 4 basic English, one of the English skills they consider as the most challenging one is writing[11].

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[5] Jack C. Richards *The Context of Language Teaching*. (Cambridge University Press, 1985.),p.4

[6] Sunardi Hasyim,"*Error analysis in the teaching of English",(*Universitas Kristen. Petra:Surabaya 2002) ,P.43

[7] Khansir, A.A. *Error Analysis and Second Language Acquisition*. (Theory and Practice in Language Studies, 2012),p 115

[8] Ibid,p. 117

[9] Crystal, D. *Dictionary of Linguistics and Phonetics* (New York, 1987), p.45

[10] Celce -Murcia, M. *Teaching English as a second or foreign language.* (Boston, MA: Heinle & Heinle., 2001),p.33

[11] Oshima and Ann Hogue. *Introduction to Academic Writing: Second Edition.* (White Plains. New York: Addison Wesley Longman, 1997),p.28

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Discussing about grammatical rule, writing is one of aspect that depend on grammatical rule. One of grammatical Errors made by the foreign language learner are mostly found in writing since writing is the most difficult skill in language. According to Nunan "writing is an extremely difficult cognitive activity which requires the learner to have control over various factors"[12]. One of the important aspects of writing is grammar. Writing with good structure and with correct grammar is very important for everyone. Grammar is the base of both spoken and written communication.[13]

Understanding the purpose and meaning of a message will be easier when the message is conveyed with the correct grammar Unfortunately, the most common error made by the learners is the one related to grammatical structure. It could happen since there are lots of grammar aspects which should be understood. In order to decrease more mistakes and errors of the text, the analysis of them should be conducted. according to Negari, writing is a complex process that involves plenty of cognitive activities such as planning, critical thinking, organizing, and arrangement. Furthermore, seeing that writing skills is the most language skill that difficult to master, teacher need to provide learning facilities, more various teaching style, various lesson plan to enhance students writing competence in English. [14]

As Indonesian English language learners in the twenty-first century, where technology such as smartphones, laptops, and internet connections have become an unavoidable part of daily life, and social media has become a way of life, incorporating social media such as Twitter into language learning can be a tool to enhanced students writing skill. Khoiriyah and Safitri, Adding technologies in a learning situation is beneficial seeing that students are familiar with 4 technologies including social media. Besides, the use of social media

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[12] Nunan, D. *Designing Tasks for the Communicative Classroom* (Cambridge University Press, United Kingdom, 1989)
[13] Fareed, M ., Ashraf, A., & Bilal, M. *ESL Learners' Writing Skills: Problems, Factors and Suggestions*. (Journal of Education and Social Sciences, 2016),p. 81-92.
[14] Negari, *A Studie on Strategy Instructionand EFL Learner Writing Skil*l (International Journal of English Linguistic, 2011),p.

will support students in creating learning communities that provide material relevant to technology and models.[15]

Social media such as Twitter is the most common a microblogging application that allows users to send and receive messages, update current conditions and communicate instantly[16] With the advancement of technology, Twitter is improving in terms of features available, as well as an external application that can be related to Twitter's users. As Khaerunnisa Syafitri describes one of the Twitter features is auto-menfess account. Automenfess is an Indonesian language slang that is a feature on auto-based accounts which is one of the features that is considered an alternative to the search feature in this Twitter column and makes it easier for users to search for information. On Twitter there is an auto-based account that users can use to send messages, searching for information, and interact with other users anonymously. Such as @langfess which its user can particularly send menfess about foreign languages, @moviemenfess which Twitter user can send menfess about movie reviews, and many more. One of the most popular auto-bases that students use for the purpose of learning English is @Englishfess. The @Englishfess account has tweeted 37,9 thousand times and has 445 thousand followers since it was created in February 2021.[17]

One of the most widely used in social media is Twitter. Based on the website statisa.com on March 18, 2022 Twitter users in Indonesia reached 18.45 milion.[18] On the Twitter social media platform, there is an account used by its followers to send messages that will be posted automatically on the account, because the @Englishfess account is actually created to accommodate people who want to learn English. The messages sent usually contain problems

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[15] Safitri N, Khoiriyah I, *Students Preceptionas on the Use of English Vlog* (Journal Unimus, 2017),p.

[16] Cossack, G. & Holotescu, C. (2008*). Can we use Twitter in educational activities(*International Scientific Conference e-Learning, 2008),p.23

[17] Syafitri Khaerunisa *The use of Twitter auto-base @Englishfess for self-regulated learning in writing skill: The students' perception (Ejournal Universitas Muhammadiyah Malang, 2020),p.*

[18] Syafitri Khaerunisa *The use of Twitter auto-base @Englishfess for self-regulated learning in writing skill: The students' perception (Ejournal Universitas Muhammadiyah Malang, 2020),p.*

when learning English. Usually, the problems experienced such as grammatical errors, translation, pronunciation, and other problems. Therefore, the researcher is interested in analyzing what are the English problems sent by @Englishfess followers.

In this study, researcher conducted observations on @Englishfess account take documentation then analyses the data from Englishfess and identify that to get the access to send a message to Englishfess the followers twitter account must get follower by Englishfess. The problems they sent were in the form lack of grammatical errors.The reason for choosing this topic is because the author is an active user of Saat twitter observing the language used by the user, the author found many errors the creation of sentences in English by the user. Therefore, the authors are interested in doing research on this topic. The focus of this research is the analysis of English err ors in uploading captions on Twitter social media with the main focus on the use of English by account users learns English using Twitter in Indonesia.

I choose morphosyntax since they have very close relationship. Morphology is the study of word formation, while syntax is the study of how words are combined into larger unit such as phrases, clauses, or sentences. Therefore, when the words are chosen, syntax serves the rule to combine the words into well structure, then a good paragraph or a text is constructed. In other word, whether the sentence constructed by the students is grammatically correct or not. Many researches show that the students still get difficulty in dealing with morphology especially inflectional affixes. Many students tend to overgeneralize the grammatical rules of target language especially in forming plural noun and simple present tense. The example is " There are three 3 womans". That example is incorrect, the student should write "There are three women" since the word women is irregular plural form of such noun woman. Therefore, she should remove –s affix. Furtermore, the students also get difficulty in dealing with syntax. The example is "She always wake me up in the morning". That sentence is incorrect bacause of the faulty of subject-verb agreement. It should be written "She always wakes me up in the morning".

Error analysis is a type of analysis that focuses on error made by the user. Error analysis emphasizes deep meaning second language use. Second language analysis of user error can help identify difficulties and require a level of precision from language users. In acquiring a second language, users usually experience some significant difficulties cause an error to occur. In this case, the error is different from the mistake.

C. Focus and Sub Focus on the Research

Based on identification of the problem above there are focus and sub focus:

1. Research Focus

    The researcher tries to focuses on investigating morphosyntactic errors on twitter written by Englishfess.
2. Sub Focus of the Problem

    a. Type of grammatical error use surface strategy taxonomy as omission, addition, misformation, misordering.
    b. identifying and analyzing an Error Analysis of the English captions on twitter @Englishfess

D. Formulation of the problem

States that the background of the problem above, the researcher formulates the problem as follow:

1. What morphosyntactic errors in Twitter captions written by English professions frequently occur?
2. What are the types of morphosyntactic errors based on Surface Strategy Taxonomy**?**

E. Objective of the research

The objectives of this research are:

1. To identify the types of Morphosyntactic Errors on twitter captions written by englishfess that frequently occurred.

2. To identify the types of morphosyntactic errors based on Surface Strategy Taxonomy

F. Significance of the research

1. By supporting and complementing prior research, contributions can enhance our understanding of Morphosyntactic errors in the context of social media.

2. The anticipated outcomes of this research on Twitter usage can offer valuable insights and benefits to social media users, transforming mistakes into valuable learning experiences.

G. Relevant Previous Research

The researcher found several literatures dealing in this research with some related research findings. Some of them as follow:

The first previous researcg is written by Siti Yuliah1, Yessy Purnamasari2, Elsa Yunita3 International Journal of Language and Literature December 2020, the entitled "Grammatical Errors in Social Media Caption" Based on the results of the present analysis, there are 84 grammatical errors found out of 130 expressions. The grammatical errors comprise subject-verb agreement errors (36%), sentence fragment errors (19%), spelling errors (17%), parallelism errors (13%), preposition errors (9%), and passive voice errors (6%). It can be concluded that the most grammatical error that frequently occurred in the captions of @exsportbags, @bodypack, and @eigeradventure accounts is errors on subject-verb agreement with the percentage of 36%. There are still many other grammatical aspects that the present study has not analyzed such as the use of gerund, the use of articles, verb form, sentence structure, punctuation, and capitalization. Therefore, this present study suggests that the upcoming study may focus

on the analysis of both the errors occurred on those aspects and the reasons why the errors are made. [19]

The second previous research is written by Nael and Hijjo (2013). That study aims to focus on the morphosyntactic issues that lead to the grammatical errors which take place in the English writing of Malaysian secondary school students. The findings revealed that the Malaysian students were not fully aware how to use the plural mark „s" as well the „3rd singular" in present tense. Moreover, they could not build a simple sentence due to the different word- order and sentence structure between Malay language and English in term of morphology and syntax. That previous study is different from my study. The subject of my study is the students" written descriptive texts. While the participants are the fourth semester students of a Genre Based Writing class in the academic year 2017/2018 at Universitas Negeri Semarang.

The third research is written by Dwi Irnawati1, Erfina Rodiah, Lusia Linda Journal of English Language Teaching the entitled "An Analysis of Students' Grammatical Errors in Writing Descriptive Text by Using Picture of 7th Grade SMPN 05 Tamansari" n this section, the writer will present the result of the analysis which is what kind of grammatical errors were made by students in writing descriptive text and the writers' analysis this study by using the taxonomy of grammatical errors according to Ho (2005), there are four taxonomies of errors that contain parts of speech. There are errors regarding of noun-noun groups, verb-verb groups, prepositions, and error regarding structure. In this analysis, the writers all taxonomies of grammatical errors in students writing descriptive text that were proposed by Ho (2005). Below is the example of a grammatical error made by students of 7th grade SMPN 05 Tamansari.[20]

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[19] Yuliah Siti, Purnama sari Yessy, Yunita Elsa, "*Grammatical Errors in Sosial Media Caption"*,(International Journal of Language and Literature, 2020),p.20

[20] Irnawati Dewi, Rodiah Erfina, Linda Lusia "*An Analysis of Students' Grammatical Errors in Writing Descriptive Text by Using Picture of 7th Grade SMPN 05 Tamansari"*(Journal of English Language Teaching,2018),p.

The fourth research is written by Sa'diyah, Retni. H., Faiza, Dinar, & Rosyidah, Naeli. (2022). "An Analysis of Grammatical Errors on Instagram Captions Written by K-Popers". English Education, Linguistics, and Literature Journal, 1(2), 49-62. The researcher had figured out the data which were posted on January to April 2021 from five K-Popers which have been chosen in the form of sentences on Instagram captions. Five K-Popers in different accounts which have been chosen by the researcher, theywer @jsoo.yaaa_, @do.exokyung, @bts.bighotofficial, @bts.bighitotfical, and @nutshell.skz. Based on the analysis result by using Dulay's theory, it can be concluded that omission was the most type of grammatical error that the researcher found in this research, especially on Instagram accounts of @jsoo.yaaa_ and @bts.bighotofficial . In this research, addition was the least types of grammatical errors that the researcher found. The researcher found this type of errors only on Instagram account of @nutshell.skz with the total number of errors 2 of 50[21].

The last researcher is written by Mammeri (2015). The topic of her study is A Morphosyntactic Study of EFL"Students Written Composition. 120 English written compositions were collected from second year LMD students enrolled in the English department of Bejaia University, Algeria. The findings of the study showed that the students committed many morphosyntactic errors such as word order, subject-verb agreement, verb structure, morpheme omission, morpheme addition. I also conduct a study in the level of morphosyntax. However, the object of my study is the students" written descriptive texts.

From the forth previous studies, there were several similarities and differences with the researcher's research. The similiarities of the first, second, third, fourth and the last of previous studies were applied descriptive qualitative research

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[21] Retni Sa'diyah, Dinar Faiza, Naeli Rosyidah, *"An Analysis of Grammatical Errors on Instagram Captions Written by K-Popers"*.(English Education, Linguistics, and Literature Journal, 2022),p.62

and based on the previous studies above, the students comitted many errors on subfield of lingistics, namely morphology and syntax. Thus, I also conducted a research which described morphosyntactic errors on Twitter Account Written by Englishfess. However, this research is different from the previous researches. The data of this research were collected from the Twitter account Englishfess written. Furthermore, the theory used to classify the data is surface strategy taxonomy proposed by Dulay, Burt, and Krashen.

H.   Research Method

Research method is a scientific method that has a specific purpose and use to obtain data.[22] The scientific method is a research activity that is empirical, rational, and systematic in order to obtain valid of data. The types of research methods are classified based on the objective and level of naturalness. Based on the objectives, the research methods are divided into basic research, development research or R&D, and applied research. Meanwhile, at the level of naturalness, the research methods are divided into experimental research, survey research, and naturalistic research. Based on its position, experimental and survey in research methods are included in quantitative methods, while naturalistic methods are included in qualitative methods.[23]

The research method is an important factor in determining how the research will be conducted. Each researcher will use certain types of research methods according to the purpose and usefulness of obtaining data. Based on this explanation, the researcher will use qualitative research. The following is an explanation of the components of the research method that will be used:

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[22] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2020) p.2

[23] Ibid, p.7

1. Research Design

Research designs are plans and procedures that include an assessment of opinions for data collection and analysis methods[24]. Research design helps objects to conduct research with refers to the objective. There are several types of research design such as quantitative dan qualitative.

Qualitative method is a research method of naturalistic because the research is carried out in natural conditions, then the data collected and analyzed more qualitatively[25]. It means that the researcher will employ a set of problem-solving strategies based on factual facts. Lewis and Ritchie said that qualitative research is a broad term that encompasses a variety of approaches and methods used in a variety of research fields[26]. Descriptive qualitative research is a type of qualitative study in which the findings are presented in a detailed form.

In this research, the researcher will use a descriptive qualitative method to analyze and collect the data tries to describe the outcome based on the facts discovered during the research process. As stated in problem of the research, this research aimed to analyse the types of Morphosyntactic errors on twitter written by @on – subenglisfess. Thus, in the researcher use descriptive qualitative to describe and analyses the types of Morphosyntactyc Errors on twitter caption.

2. Research Subject

In this research, the subject of research is the twitter account @on-englishfess tweet post with caption

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[24] John W. Creswell and J. David Creswell, *Research Designs: Qualitative, Quantitative, and Mixed Methods Approaches* (United States: SAGE, 2017)

[25] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung: Alfabeta, 2020) p.17

[26] Jane Lewis & Jane Ritchie. *Qualitative Research Practice*. (London: SAGE, 2014) P.3

of expression of their feelings in English uploaded to the account and what kind of errors are there twitter captions written by user account.

3. **Data Collecting Technique**

The data will be collected from user of the twitter @on_englishfess account, which is an English learning account. The data will be taken by using a screenshort.

4. **Research Instrument**

In this research the researcher is the instrument its self, the researcher who collect the data from any sources.

5. **Data Analysis**

In this research, the researcher analyses the data by using describing and classifying technique classified the types of Morphosyntactic errors based on Surface Strategy Taxonomy.

6. **Trustworthiness of the Data**

Criteria are required to determine the degree of truthfulness of the research findings. In qualitative research, the criteria are frequently referred to as trustworthiness. Trustworthiness of the data demonstrates the data's quality and the thoroughness of the methodology. Creswell state that using triangulation methods is one strategy to increase data credibility. Triangulation is a validity technique in which the researcher finds for convergence across different sources of information to construct themes or category in research.

According to Miles and Huberman, there are various approaches for data triangulation:[27]

a. Data Source

This method is strategy that used by researchers to verifying data validity in places,

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[27] Ibid, p.10

situations, and conditions in different people. It is means that triangulation of data sources is a way of verifying the data verifying the validity of the data by comparing and re-checking the level of trustworthiness information collected from several sources.

b. Methodological Triangulation

This is a method that uses findings from other researchers who employ a variety of methods. For example, like observations, interview, document.

c. Investigator Triangulation

This is a method in which one or more experts evaluate and analyze the researchers' findings. It can be said that each researcher has their own style, attitude and perception in observing phenomena. Therefore, even though the phenomenon is the same, the result of observation will be different.

d. Theoretical Triangulation

This method that applies several theories related to data analysis research. Journals, books, papers, and other sources are used by researchers. It signifies that theoretical triangulation involves pitting or combining two or more hypotheses.

As a result of this explanation, the researcher chose to employ investigator triangulation as a data validity measure in this study. Investigator triangulation is appropriate for this study since it is simple to implement and the data obtained will be more valid.

I. **Systematic Discussion**

In order for this research to be easier to understand, the researchers arranged this study into several chapters using thesis systematic discussion. the systematics discussion with the title "an analysis of morphosyntactic errors on Twitter

captions written by @engloshfess used by the researcher as follow:

CHAPTER I: In general, this chapter describes the title affirmation, background of the problem, focus and sub-focus of the problem, formulation of the problem, objective of the research, the significant of the research, relevant studies, research method, and systematics discussion.

CHAPTER II: This chapter contains several theoretical foundations obtained from various references, theoretical description of morphosyntactic errors.

CHAPTER III: This chapter is part in general description of the object, fact, and data display of morphosyntactic errors on twitter written by @englisfess

CHAPTER IV : this chapter is the result of data analysis

CHAPTER V : is for the conclusion and recommendation
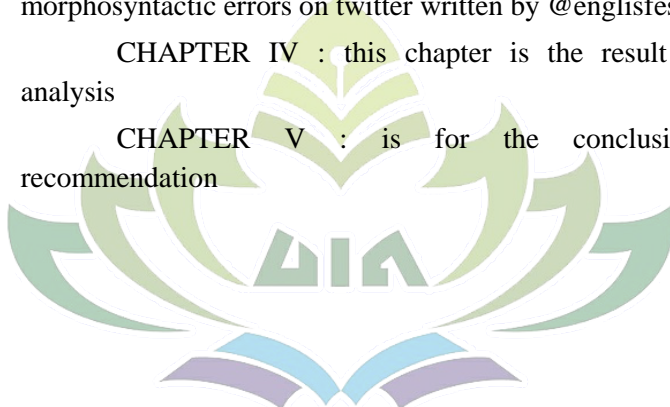
CHAPTER II
TEORETICAL FRAMEWORK

A. Concept of Morphosyntacic

1. Morphologycal Structure

The domain of morphology is words. How words are formed is the concern of this field somorphological structure is the structure which consists of the elements to form words. The most common word formation in language including English is affixation. Affixation is the process of word formation by adding the affixes or bound morphemes in bases or roots (free morphemes). In other words morphological structure is the structure or forms of words primarily through the use of morpheme construct.[28] Morphosyntacic is combination of both branches of linguistics. one of the branches of linguistics. It is the study of word formation. The word morphosyntacic is the adjective of morphosyntax. Morphosyntax is derived from morphology which is the study of word formation and syntac which is the study how word are combined into larger unit such as phrase and setences. Morphosyntax is the combination of morphology and syntax. They are combined because they have very close relationship. According to Katamba morphology is the study of word structure. In morphology there are two principal word-building processes, such as derivational and inflectional. [29] Inflectional morphemes form new words either without changing the meaning of the base to which they are attached or without changing the word class of the base to which they are attached. Derivational morphemes form new words either by changing the meaning of the base to which they are attached

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[28] Crystal Davis, A *First Dictionary of linguistics and Phonetics*.(Colorado: Westview Press Boulde, 1980),p.232

[29] Katamba, F. *Morphology* (New York,1993)

or by changing the word class that a base belongs to .Derivational affixes can be divided into two. They are derivational prefix and suffix.

Morpheme is defined as the smallest meaningful unit of language[30] Morphemes can be divided into two namely free morphemes and bound morphemes. Morphemes are the components which build words. The word *singers*, for example, consists of three meaningful units or morphemes, *sing*, *–er*, and *–s*. The morpheme *sing* which forms the word *singers* has the lexical meaning; the *morpheme –er* means the doer of singing; the morpheme *–s* has plural meaning. We can identify the meaning of the morpheme *sing* although it stands alone but we cannot identify the meaning of morphemes *–er* and *–s* in isolation. We can identify the meaning of the morpheme *–er* and *–s* after they combine to the morpheme *sing*. *Sing* which can meaningfully stand alone is called free morpheme while the morphemes such as –er and –s, which cannot meaningfully stand alone are called bound morphemes. Bound morphemes must be attached to free morphemes. Bound morphemes are also called affixes which can be classified into prefix, infix, and suffix. English only has two kinds of bound morphemes namely prefixes and suffixes. No infixes exist in English. Bound morphemes are classified into two types namely derivational and inflectional morphemes. Both inflectional and derivational morphemes play an important role in the larger structure namely syntactic structure.

2. Syntactic structure

The word *syntactic* is the adjective form of the word *syntax*. Syntax is the rules of grammar which are used for ordering and connecting words to form phrases or

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[30] Lim Kiat Boey, An Introduction to Linguistics for the Language Teacher,(Singapore, University Press, 1975),p.37

sentences[31]. Crystal defines syntax as the study of the inter-relationships between elements of sentence structure, and of the rules governing the arrangement of sentences in sequences. Based on the definition above, syntactic structure is the structure which contains the words which are arranged to form phrases or sentences[32]. The main syntactic structure is sentence. Phrases are the syntactic structures which are part of sentences. In arranging the elements of syntactic structure, the morphological aspect often plays an important role. It is difficult to separate morphological aspect in syntactic structure. In English, when we talk about inflection, actually, we will enter to the syntactic structure although we are unconscious. The words *cooks* as stated above, for example, consists of the free morpheme *cook* and the inflectional bound morpheme *–s*. The word *cooks* occur in an English sentence whose subject is singular noun or uncountable noun and the tense is simple present. The relation between the English morphological structure and the English syntactic structure called English morphosyntactic structure will be explained in this article.

The concept of morphosyntactic theory involves the study of the relationship between morphology (the structure of words) and syntax (the structure of sentences) within a language. It examines how morphemes, the smallest units of meaning in a language, combine to form words, and how these words, in turn, combine to create meaningful sentences according to the rules of grammar.

Morphosyntactic theory explores how morphological processes such as inflection (changes to a word to indicate grammatical features like tense, number, gender, etc.) and derivation (the formation of new words by adding prefixes, suffixes, etc.) interact with syntactic structures. This interaction helps to understand how words are organized and

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[31] Longman Dictionary of Contemporary English, 1987),p.1027

[32] Crystal Davis, A *First Dictionary of linguistics and Phonetics*.(Colorado: Westview Press Boulde, 1980),p.146

used within sentences to convey meaning.

By studying morphosyntactic patterns and rules within a language, linguists aim to uncover the underlying principles governing word formation and sentence structure. This knowledge contributes to our understanding of language acquisition, language processing, and cross-linguistic variation. Additionally, it informs language teaching and computational linguistics, aiding in the development of natural language processing systems and machine translation algorithms.

B. Inflection and Derivational Morphemes in Syntactic Structure

To understand the meaning of these two morphological processes and their differences, some views of linguists are given in the following: According to Bickford et[33] in Ba'dulu morphology is often divided into two main categories, namely, derivational morphology and inflectional morphology[34]. Derivational morphology takes a word and changes it to another word that is, creating new lexical entries. In the clearest cases, derivational morphology creates a new word from other syntactical categories. On the other hand, inflectional morphology does not change word to another word and never changes syntactical categories; on the contrary, it produces other forms from same word.

For further explanation, bound morphemes are divided into inflectional and derivational morphemes. According to Sari derivational morphemes are morphemes which derive or create new words by either changing the meaning (kind vs unkind, both adjective) or changing the part of speech (syntactic category, e.g. rip, an adjective, vs. ripen, a verb). Both kind vs unkind are adjectives, they have the opposite meaning. It becomes negative morpheme since it is attached the prefix un- to the root such as

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[33] a'dulu Muis Abdul. *The formation of English Words through Derivation* (Makassar: Badan Penerbit UNM, 2008),p.17-18

[34] B a'dulu Muis Abdul. 2004. *Introduction to Linguistics*. (Makassar. Universitas Negeri Makassar Fakultas Bahasa dan Seni., 2004),p.17

kind where the prefix un- has the meaning as „not" in that word. Furthermore, the addition of –en to the adjective rip produces the verb ripen. Thus, it is possible to derive a verb by adding the suffix –en to an adjectival base. It can be concluded that derivational morpheme has two functions which are either to change the meaning or to change the word class.[35]

1. Plural Morpheme

In English, to form the plural noun from the singular one is by adding the plural marker tothe noun. The common plural marker or the plural morpheme is the suffix –s, although in reality this morpheme can be realized by the phonetic representations [s], [z], or [iz]. These phonetic representations or allomorphs are conditioned by the phones of the base to which the plural morpheme is added. Some countable nouns are not added with the suffix –s to make them plural but the number of these types are not as many as those added with the suffix –s. Therefore, this plural morpheme is usually called the morpheme –s because this suffix frequently occurs in the plural noun formation. The following are the examples of the words containing the plural morpheme or the morpheme {-s} which is pronounced /s/, /z/, or /iz/

Table 2.1

The plural noun from the singular

<u>Singular</u>	<u>{-s}</u>	<u>Plural</u>	<u>Phobetic representation</u>
baby	-s	Babies	[beibiz]
bag	-s	Bags	[bægz]
book	-s	Books	[buks]
box	-s	Boxes	[boksiz]
cat	-s	Cats	[kæts]
dog	-s	Dogs	[dogz]

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[35] Sari, N. *An introduction to linguistics*. (Jakarta: DepartemenPendidikandanKebudayaan, 1988),p.82

As mentioned above, the plural morpheme or the morpheme {-s} is not always realized by the suffix –s. The following are the examples:

Table 2.2

Plural Singular Morphem

Singular	{-s}	Plural
man	-s	Men
Woman	-s	Women
child	-s	Children
ox	-s	Oxen
tooth	-s	Teeth
foot	-s	Feet
sheep	-s	Sheep
deer	-s	Deer

These morphological forms will determine the arrangement of syntactic structure. In sentence level, the subject must agree with the verb. Look at the examples below:

(1) The book is on the table.

(2) The books are on the table.

(3) The student is in the class.

(4) The students are in the class.

(5) The man is in my room.

(6) The men are in my room.

(7) The student walks to school.

(8) The students walk to school.

(9) The <u>woman</u> <u>goes</u> to the market

(10) The <u>women</u> <u>go</u> to the market.

      The examples above show that in present tense, *to be* which is suitable with the plural morphemes added to the noun is *are* like in sentence (2), (4), and (6). In sentence (8) and (10), the plural morpheme {-s} need the verb form without inflectional morpheme. Inflectional morpheme {-s} to show present tense is needed in the sentence whose subject is singular or uncountable noun.

      In Phrase level some determiners must agree with the plural morpheme. Look at the following examples.

(11) this student<u>that studen</u>ta student

<u>these</u> student<u>s</u> <u>those</u> student<u>s</u> <u>several</u> student<u>s</u>
<u>many</u> stude<u>nts a lot of</u> student<u>sa few</u> student<u>s</u>
*this students*that students*these student *those student

      In example (11) the determiners *this* and *that* need singular noun. The morpheme {-s} is needed in the noun when it comes after the determiners *these, those, several, many, a lot of, ad a few* likein example (12). The phrases in (13) are not grammatically correct.

Tense

Tense is a grammatical concept that indicates the time at which an action, event, or state occurs or occurred. In English grammar, verbs are conjugated to reflect different tenses, which help to indicate when an action takes place relative to the present, past, or future. Tenses are crucial for understanding the temporal relationship between different events or states within a sentence.

2. Present Tense Morpheme

Inflectional morpheme plays an important role in English present tense. In English, inflectional morpheme is needed as present tense marker with particular subject[36]. The singular noun, the third singular personal pronoun and uncountable noun as subject need the verbs with present tense morpheme. The form of present tense morpheme in this case is the suffix –s. Look at the examples below:

(12) My <u>mother</u> <u>sweeps</u> the floor. My <u>father</u> <u>works</u> in a bank. My <u>teacher</u> <u>comes</u> on time. <u>She/he</u> <u>speaks</u> English fluently

(13) My <u>teachers</u> never <u>come</u> late. My <u>friends</u> <u>watch</u> TV every night. The <u>girls</u> <u>study</u> in a university.

(14) *My <u>mother</u> <u>sweep</u> the floor.*My <u>father</u> <u>work</u> in a bank.*My <u>teacher</u> <u>come</u> on time.*<u>She/he</u> <u>speak</u> English fluently.*My <u>teachers</u> never <u>comes</u> late.*My <u>friends</u> <u>watches</u> TV every night.*The <u>girls</u> <u>studies</u> in a university.

All the verbs in sentences (14) namely *sweeps*, *works*, *comes* and *speaks* contain inflectional morpheme –s added in the final position (suffix) because the subjects are singular noun or the third person singular. Inflectional morpheme –s (the suffix –s) is not needed for the plural noun subjects. This is shown in examples (15). The sentences in example (16) are not grammatically correct because of the omission of inflectional morpheme –s and the misplacement of the inflectional morpheme –s.[37]

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[36] Muhassin, M,. & Octavia, S (2021) Investigating EFL Students' Errors in Using Time and Place Prepositions. Kamboti, p. 144 - 153

[37] Muhassin, M. (2019). Students Grammatical Errors in Using Simple Present Tense. English Education : Jurnal Tadris Bahasa Inggris,p.12

3. Past Tense Morpheme

In English, The most popular past tense morpheme is indicated by the suffix –*ed* added to regular verbs. That is why this past tense morpheme is often called morpheme –*ed*. In reality, this past tense morpheme has three phonetically conditioned variants or allomorphs [t], [d], and [id]. It means that the morpheme {-ed} can be pronounced [t], [d] or [id] depending on the final phone of the base attached by this morpheme. The following are the examples of the irregular verbs which contain the suffix –ed.

Table 2.3

Past Tense Morpheme

Verb	{-ed}	Inflection	Phone
		Result	
Cook	-ed	cooked	[t]
Stop	-ed	stopped	[t]
Wash	-ed	washed	[d]
Watch	-ed	watched	[d]
Wait	-ed	waited	[id]
Want	-ed	wanted	[id]
Divide	-ed	divided	[id]

The past tense morpheme (morpheme –ed) also occurs irregularly. It means that this past tense morpheme (morpheme –ed) is not represented by the suffix –ed. This morpheme occurs with the particular verbs called irregular verbs. These variants of past tense morpheme are said to be lexically conditioned. The examples of irregular verbs which contain the past tense morpheme are as follows:

Table. 2.4

The past tense morpheme

Verb	{-ed}	Inflection Result
am, is	-ed	was
are	-ed	were
break	-ed	broke
bring	-ed	brought
buy	-ed	bought
catch	-ed	caught
do	-ed	did
go	-ed	went
put	-ed	put
teach	-ed	taught

In English sentence the past tense morpheme is used to show the past event or condition. Thereforethe adverbs of time showing past time such as *yesterday, last week, two years ago,* and *in 1999* arerelated to the past tense morpheme. Look at the examples :

- My mother *cooked* yesterday.
- She *came* here two days ago.
- She *worked* in Jakarta last year.

4. Preposition

preposition is a word that typically precedes a noun or pronoun to show the relationship between that noun or pronoun and another word in the sentence. Prepositions indicate various spatial, temporal, or logical relationships, such as location, direction, time, manner, cause, and possession. Preposition is a word or group of words used before a <u>noun</u>, <u>pronoun</u>, or noun phrase to show direction,

time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to."

Here are some common examples of prepositions:

1 Prepositions of Time

To refer to one point in time, use the prepositions "in," "at," and "on."Use "in" with parts of the day (not specific times), months, years, and seasons. He reads *in* the evening., The weather is cold *in* December, She was born *in* 1996.

2. Spatial Prepositions:

- at, on, in, under, over, above, below, beside, between, among, near, far, etc.
- Example: "The book is on*the table."

3. Temporal Prepositions:

- before, after, during, since, until, by, etc.
- Example: "We will meet after dinner."

4. Directional Prepositions:

- to, from, into, onto, out of, toward(s), away from, etc.
- Example: "He walked **to** the store."

5. Manner Prepositions:

- like, as, with, without, by, etc.
- Example: "She speaks like a native."

6. Cause Prepositions:

- because of, due to, for, etc.
- Example: "The event was canceled due to bad weather."

7. Possession Prepositions:

- of, with, etc.

- Example: "The keys of the car are missing."

Prepositions are fundamental in constructing meaningful and grammatically correct sentences. They help to establish the relationships between different elements within a sentence and provide important context for understanding the intended meaning. It's worth noting that prepositions can sometimes be part of prepositional phrases, which consist of the preposition and its object (the noun or pronoun that follows the preposition).

5. Article

article is any member of a class of dedicated words that are used with noun phrase to mark the identifiability of the referents of the noun phrases. The category of articles constitutes a part of speech : an, a, the An article is a type of determiner that precedes a noun in a sentence to provide information about the definiteness (whether the noun is specific or general) and the number (singular or plural) of the noun. In English, there are two main types of articles: definite articles and indefinite articles.

1. Definite Article (the):

- The definite article "the" is used to refer to a specific noun that is known to the speaker and the listener or is uniquely identifiable within a context.

- Example: "Please pass me the book." (Referring to a specific book that both the speaker and listener are aware of.)

2. Indefinite Articles (a, an):

- The indefinite articles "a" and "an" are used to refer to a non-specific or general noun that is not specifically

identified.

  - "A" is used before words that begin with a consonant sound.

    - Example: "She bought a car."

  - "An" is used before words that begin with a vowel sound.

    - Example: "He ate an apple."

Articles are crucial for indicating whether a noun refers to something specific or nonspecific in a sentence. They help to clarify the meaning and context of nouns and are essential for grammatical correctness in English. However, it's important to note that articles can sometimes be omitted in certain contexts, such as in headlines, titles, or informal speech.

6. Copula Be

Copula be or lingking verb is a verb that joins the subject of a sentence or clause to a subject complement. For example, the word "is" functions as a copula in the sentences "Jane is my friend" and "Jane is friendly." The primary verb "be" is sometimes referred to as "*the* copula." However, while forms of "being" (am, are, is, was, were) are the most commonly used copulas in English, certain other verbs (identified below) have copular functions as well. Copular verbs can occur in both main and subordinate clauses." Unlike auxiliary verbs (also called helping verbs), which are used in front of other verbs, copular verbs function by themselves in the manner of main verbs.

The copula "be" is a crucial linking verb in English grammar. It functions as a linking verb to connect the subject of a sentence to its subject complement, which provides more information about the subject. The copula "be" can take various forms depending on the tense, mood, and aspect of the sentence. The principal forms of "be" include:

1. Present Tense:
   - Singular: am
   - Plural: are

2. Past Tense:
   - Singular and Plural: was

3. Future Tense:
   - Singular and Plural: will be

4. Present Participle:
   - Singular and Plural: being

5. Past Participle:
   - Singular and Plural: been

7. Pronoun

Pronoun is a word or a group of words that one may substitute for a noun or noun phrase. example of a pronoun is "you", which can be either singular or plural. Sub-types include personal and possessive pronouns, reflexive and reciprocal pronouns, demonstrative pronouns, relative and interrogative pronouns, and indefinite pronouns

A pronoun is a word that is used in place of a noun to avoid repetition or to refer back to a noun mentioned earlier in the sentence or conversation. Pronouns serve to make sentences more concise and fluid by replacing specific nouns with more general words that represent them. Pronouns can refer to people, animals, things, places, or ideas.

Here are the different types of pronouns:

1. Personal Pronouns: Personal pronouns refer to specific

persons or things. They can vary based on person (first person, second person, third person), number (singular or plural), gender (masculine, feminine, neuter), and case (subjective, objective, possessive).

 - Examples: I, you, he, she, it, we, they, me, him, her, us, them, mine, yours, his, hers, ours, theirs.

2. Reflexive Pronouns: Reflexive pronouns refer back to the subject of the sentence and are used to show that the subject is performing the action on itself.

 - Examples: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

3. Demonstrative Pronouns: Demonstrative pronouns point to specific things or people and indicate their relative position in space or time.

 - Examples: this, that, these, those.

4. Interrogative Pronouns : Interrogative pronouns are used to ask questions and obtain information about people, things, or places.

 - Examples: who, whom, whose, what, which.

5. Indefinite Pronouns: Indefinite pronouns refer to nonspecific people or things and do not point to any particular person or thing.

 - Examples: anyone, someone, everyone, nobody, something, anything, everything, none, some, all, few, many, several, each, either, neither.

6. Relative Pronouns : Relative pronouns introduce relative clauses and link them to a noun or pronoun in the main clause. They also serve as the subject or object of the relative clause.

- Examples: who, whom, whose, which, that.

Pronouns are fundamental in English grammar as they help to make language more efficient and less repetitive. They enable speakers and writers to communicate effectively while maintaining clarity and coherence in their sentences.

8. Passive Voice

passive voice construction is a grammatical voice construction that is found in many languages. In a clause with passive voice, the grammatical subject expresses the *theme* or *patient* of the main verb – that is, the person or thing that undergoes the action or has its state changed.

Passive voice is a grammatical construction in which the subject of a sentence receives the action of the verb rather than performing the action itself. This form of expression is characterized by the use of a form of the verb "to be" (such as "is," "am," "are," "was," "were," etc.) followed by the past participle of the main verbFor example, consider the active sentence: "The cat chased the mouse." In passive voice, this sentence could be rephrased as: "The mouse was chased by the cat."

Passive voice is commonly used in English for various reasons:1. Emphasis on the action or object: Passive voice often shifts the focus of the sentence to the action being performed or the object affected by the action. This can be useful for highlighting what is being done rather than who is doing it. 2. Anonymity or ambiguity: Passive voice can sometimes be used to intentionally obscure or omit the identity of the actor, particularly when the focus is on the action itself rather than the doer. For example, "Mistakes were made" avoids specifying who made the mistakes. 3. Formality and objectivity: Passive voice is frequently used in formal or academic writing to maintain a more detached and objective tone. It can lend a sense of authority and

professionalism to the writing. Politeness or diplomacy: Passive voice can be employed to soften the impact of statements, especially when discussing sensitive or controversial topics. It can help to avoid direct accusations or confrontations. However, while passive voice has its uses, it can sometimes lead to ambiguity, wordiness, or lack of clarity, especially when overused. Writers should strive for balance and consider whether passive voice is the most effective choice for conveying their intended meaning.

9. Infinitive

An infinitive is a verb that functions as a noun, adjective, or adverb. The function of the infinitive verb is to express opinions, the purpose of an object, action, and answer questions who, what, or why. The basic formula for the infinitive usually starts with the word *"to"* and is followed by the base form of the verb. An infinitive is the base form of a verb preceded by the word "to." In English grammar, infinitives are used to express a variety of functions, including:

1. To express purpose or intention:

   - Example: "She went to the store to buy groceries."

2. As the subject of a sentence:

   - Example: "To travel is my greatest desire."

3. As the object of a verb:

   - Example: "She wants to learn French."

4. As the object of a preposition:

   - Example: "He agreed to the plan."

5. To indicate obligation or necessity:

- Example: "I need to finish my homework."

6. In exclamations:

  - Example: "To see the sunset over the ocean is breathtaking!"

Infinitives are often used after certain verbs, such as "want," "need," "like," "love," "hate," "hope," "plan," "agree," and many others. They can also follow adjectives to express purpose or intention, as in "She is eager to learn" or "It is important to study." In English, infinitives are typically preceded by the word "to," although in some cases, they can appear without "to" after modal verbs like "can," "could," "may," "might," "will," "would," "shall," and "should," as in "I can swim" or "You should go."

It's important to note that while infinitives are used in a variety of contexts, they do not indicate tense or person. They remain in their base form regardless of the subject or when the action takes place.

10. **Adverbial Clause**

is a group of words that together function as an adverb. This means that the clause describes or modifies a verb, adjective, or other adverb. Unlike other types of clauses, adverbial clauses are always dependent clauses

An adverbial clause is a dependent clause that functions as an adverb within a sentence. It modifies a verb, adjective, or adverb by providing information about time, place, manner, reason, purpose, condition, or contrast.

Adverbial clauses often begin with subordinating conjunctions, such as:

- Time: when, whenever, while, after, before, since, until, as soon as, etc.

  - Example: "After she finished her homework, she went to bed."

- Place: where, wherever

  - Example: "He looked for his keys where he usually leaves them."

- Manner: how, as

  - Example: "She sang as if she were a professional singer."

- Reason: because, since, as

  - Example: "She stayed home because she was feeling unwell."

- Purpose: so that, in order that

  - Example: "She studied hard so that she could pass the exam."

- Condition: if, unless, provided that

  - Example: "If it rains, we will stay indoors."

- Contrast: although, though, while, whereas

  - Example: "Although it was raining, they decided to go for a walk."

Adverbial clauses add depth and detail to sentences by providing information about the circumstances under which the action in the main clause occurs. They help to clarify when, where, why, or how something happens. It's important to remember that adverbial clauses cannot stand alone as

complete sentences; they must be connected to an independent clause to form a complete thought.

11. Adjective Clause

An adjective clause (or sometimes also called a relative clause) is a clause that functions as an adjective, and can change the meaning of a noun or pronoun

An adjective clause, also known as a relative clause, is a dependent clause that functions as an adjective within a sentence. It modifies a noun or pronoun by providing additional information about it. Adjective clauses usually begin with a relative pronoun (such as who, whom, whose, which, or that) or a relative adverb (such as when, where, or why).

Here are a few examples:

1. Relative Pronoun "Who": "The woman who is standing over there is my neighbor."

   - In this example, the adjective clause "who is standing over there" modifies the noun "woman."

2. Relative Pronoun "Which": "I found the book which I lost yesterday."

   - Here, the adjective clause "which I lost yesterday" provides additional information about the book.

3. Relative Pronoun "That": "This is the house that Jack built."

   - The adjective clause "that Jack built" describes the house.

4. Relative Adverb "Where": "I visited the city where I was born."

   - In this sentence, the adjective clause "where I was born"

modifies the noun "city."

Adjective clauses add descriptive information to nouns or pronouns in a sentence. They can specify which person or thing is being referred to, provide essential or non-essential information, and help to avoid repetition in writing. Adjective clauses are essential for providing clarity and detail in sentences.

12. Auxilary

Auxilary A uxiliary verb is a helping word to complete the main verb in a sentence. Apart from completing the main verb, auxiliary verbs also function to clarify the main verb. Therefore, auxiliary verbs cannot stand alone without verbs. In a clause or sentence, this auxiliary verb usually appears before the main verb. In a sentence, the main verb usually comes after the auxiliary verb or helping verb. Auxiliary verbs have four types, namely do, be, have, and modals.

An auxiliary, also known as an auxiliary verb or a helping verb, is a verb that adds functional or grammatical meaning to the main verb in a sentence. Auxiliaries are used to form tenses, aspects, moods, and voices, as well as to create questions, negations, and emphasis. They work in conjunction with main verbs to convey more nuanced meanings and to express various grammatical concepts.

In English, the primary auxiliaries are "be," "have," and "do," and they can be used in different ways:

1. To form tenses and aspects:
   - Present tense: He "is" reading.
   - Past tense: She "had" finished her homework.
   - Future tense: They "will" arrive soon.

- Present continuous: We "are" eating dinner.

- Past perfect: He "had been" waiting for hours.

2. To form questions:
   - Are you" coming to the party?
   - Has "she finished her work?

3. To form negations:
   - She "does not like spinach.
   - They **have not** arrived yet.

4. To express emphasis:
   - I "do enjoy hiking.
   - She "is the best singer in the competition.

5. To form passive voice:
   - The cake was baked by my sister.
   - The letter has been sent.

Auxiliaries play a crucial role in English grammar by helping to convey time, aspect, mood, and voice. They provide essential structural support to sentences and enable speakers and writers to express a wide range of meanings and nuances.

13. S- V Agreement

- Subject-verb agreement means that a subject and its verb must be both singular or both plural: A singular subject takes a singular verb. A plural subject takes a plural verb.for example : Ronaldo plays the video game Subject-Verb Agreement (S-V Agreement) is a grammatical concept that refers to the correspondence or agreement between the subject and the verb in a sentence. In English, the subject and verb

must agree in number (singular or plural) and person (first person, second person, or third person).

Here are some key points regarding subject-verb agreement:

1. Singular Subjects and Singular Verbs: When the subject of a sentence is singular, the verb must also be singular.

  - Example: "The cat is sleeping."

2. Plural Subjects and Plural Verbs: When the subject of a sentence is plural, the verb must also be plural.

  - Example: "The cats are sleeping."

3. Compound Subjects : If the subject of a sentence is a compound subject (consisting of two or more nouns joined by "and"), it usually takes a plural verb.

  - Example: "Tom and Jerry are best friends."

4. Collective Nouns: Collective nouns (such as "group," "team," "family," etc.) can take either a singular or plural verb depending on whether the group is acting as a single unit or as individuals.

  - Example: "The team is practicing" (acting as a single unit), but "The team are arguing" (individual members acting separately).

5. Indefinite Pronouns: Indefinite pronouns (such as "everyone," "someone," "nobody," "each," "everybody," etc.) are singular and require a singular verb.

  - Example: "Everyone wants to succeed."

6. Subject-Verb Agreement with "There": In sentences beginning with "there," the subject typically follows the verb. The verb agrees with the actual subject, not with "there."

- Example: "There are many books on the shelf."

Subject-verb agreement is important for maintaining clarity and grammatical correctness in writing and speaking. Errors in subject-verb agreement can confuse the reader or listener, so it's essential to ensure that the subject and verb match in number and person.

C. Derivational suffix

Derivational (the new word has a new meaning, "derived" from the original word). For example, *teach* to *teacher* or *care* to *careful*. There are bound morphemes which change the grammatical category of syntactic class of words when added to other morphemes

1. Suffix

A suffix is a bound morpheme that attaches to the end of the stem of a word to form either a new word or a new form of the same word. Suffixes in English may be derivational, meaning the suffixes create new words, or inflectional, meaning the suffixes create new forms of the same word. A suffix is a group of letters placed at the end of a word to make a new word. A suffix can make a new word in one of two ways:

a) Inflectional suffix

Inflectional (grammatical) : for example, changing singular to plural, like *dog* to *dogs*, or changing present to past tense, like *walk* to *walked*. In this case, the basic meaning of the word does not changing. Inflectional suffixes had

➢ *-s/-es* (third person singular present)

b) Derivational suffix

Derivational (the new word has a new meaning, "derived" from the original word). For example, *teach* to *teacher* or *care* to *careful*. There are bound

morphemes which change the grammatical category of syntactic class of words when added to other morphemes. Notice the following examples: Katamba has listed some common derivational prefixes and suffixes. They are listed as follows:[38]

Table 2. 5

Change in the Meaning of Words

Prefix	Word Class Input Base	Meaning	Word Class of Output Word	Example
in-	Adjective	„not"	Adjective	in-accurate
un-	Adjective	„not"	Adjective	un-kind
un-	Verb	„reversive"	Verb	un-tie
dis-	Verb	„reversive"	Verb	dis-continue
dis-	Abstract noun	„not"	Abstract noun	dis-order
dis-	Adjective	„not"	Adjective	dis-honest
dis-	Verb	„not"	Verb	dis-approve
re-	Verb	„again"	Verb	re-write
ex-	Noun	„former"	Noun	ex-mayor
en-	Noun	„put in"	Verb	en-cage

Table 2.6

Change in the Word Form

Suffix	Word Class ofInput Base	Meaning	Word Class ofOutput Word	Example
-hood	Noun	„status"	N (abs)	Child-hood
-ship	Noun	„state or	N (abs)	King-ship

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[38] Katamba, F. Morphology (New York, 1993)

		condition"		
-ness	Adjective	"quality, condition"	N (abs)	Kind-ness
-ity	Adjective	"state or condition"	N (abs)	Sincer-ity

English has eight inflectional affixes. Those are listed in the folllowing table.

Table 2.7

The Eight Inflectional Affixes

INFLECTIONAL AFFIXES	ROOT	EXAMPLE
Plural	Noun	Boys
Possessive	Noun	Boy"s
Comparative	Adjective	Older
Superlative	Adjective	Oldest
Present	Verb	Walks
Past	Verb	Walked
Past Participle	Verb	Driven, Talked
Present Participle	Verb	Driving

The table shows the eight English inflectional affixes. The first morpheme in the table above is plural noun where the suffix –s is attached to noun such as *boy* to form a plural noun *boys.* The second is posssesive. When it is attached to root, for example *the boy's bag*, shows that bag belongs to one boy. Then –er and est- serve to change adjective into their comparative and superlative respectively. Furthermore, the verb *walks* indicates as present form. The –s at the end of verb shows that the subject is the third person singular. Then the suffix –ed functions to change verb into regular past and regular past participle. The last is suffix –ing that the function is to indicate

present participle.

Table 2.8

The eight English inflectional affixes

Suffix	Word Class ofInput Base	Meaning	Word Class ofOutput Word	Example
		etc		
-ment	Verb	„result or product of doing the action indicated by the verb"	N	Govern-ment
-less	Noun	„without"	Adj	Power-less
-ful	Noun	„having"	Adj	Power-ful
-ic	Noun	„pertaining to"	Adj	Democrat-tic
-al-	Noun	„"pertaining to, of the kind"	Adj	Medicin-al
-al-	Verb	„pertaining to or act of"	N (abs)	Refus-al
-er	Verb	„agent who does Whatever the verbindicates"	N	Read-er
-ly	Adjective	„manner"	Adv	Kind-ly

D. Words and Morphemes

What is a word?[39] state that word is best defined in terms of the way in which it patterns syntactically. In this way, the word can be defined as a minimal free form. A free form is an element that can occur in isolation and/or whose position with

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[39] O'Grady, William, Michael Dobrovolsky, and Mark Aronoff. 1989 "*Contemporary linguistics: An introduction*". (New York, 1989),P.90-91

respect to neighboring elements is not fixed. In traditional grammar, words are the basic units of analysis. Grammarians classify words according to their parts of speech and identify ad list the forms that words can show up in. although the matter is really very complex, for the sake of simplicity we will begin with the assumption that we are all generally able to distinguish words from other linguistic units. It will be sufficient for our initial purposes if we assume that words are the main units used for entries in dictionaries. In a later section, we will briefly describe some of their distinctive characteristics.

Words, though they may definable as minimal free forms, are not minimal meaningful units of language we are looking for, since they are often broken down further. In linguistics, these minimal meaningful units are called morphemes. A word may consist of one or more morphemes. The word *friendly* consists of two morphemes; and the word *friendliness* consists of three morphemes. Thus, the difference between words and morphemes can be stated that all (single) words are morphemes, but not all morphemes are words. The word *friend* is also a morpheme; the word *friendly* consists of two morphemes, namely: *friend* and *–ly*, and the word *friendliness* consists of three morphemes, namely: *friend, -ly,* and *–ness*. The morphemes *–ly* and *–ness* are not words.

As stated by Tomory in Abdullah defines that a morpheme as minimal linguistics element that carries grammatical and/or semantic meaning and it cannot be divide into smallest grammatical components[40] therefore morpheme refers to the smallest unit of meaning until that word can be divided anymore and morphemes has function in grammar such as that choice of that best part of speech in sentence. Like syllables and sentences, word has an internal structure consisting of smaller units organized with respect to each other in a particular way. The most important component of word structure is the morpheme, the smallest unit of language that carries information about meaning

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[40] M. Alotaibi Abdullah . T*he Use of Inflectional Morphomes By Kewaiti EFL Learners English Language and Literature Studies.* (2016), vol. 6, no .3. p.32.

or function. The word *builder*, for example, consists of two morphemes: *build* (with the meaning of „*construct*") and *–er* (which indicates that the entire word functions as a noun with the meaning „one who builds"). Similarly, the word *houses* is made up of the morphemes *house* (with the meaning „*dwelling*") and *–s* (with the meaning 'more than one').

Table 2.9

Sample morpheme in word

One	Two	Three	More than three
And			
Boy	Boy-s		
Hunt	Hunt-er	Hunter-er-s	
Act	Act-ive	Act-iv-ate	Re-act-iv-ate
Man	Gentle-man	Gentle-man-ly	Gentle-man-li-ness

E. Free and Bound Morphemes

A morpheme that can be a word by itself is called free whereas a morpheme that must be attached to another element is said to be bound. The morphemes boy, for example, is free since it can be used as a word on its own; plural –s, on the other hand, is bound

According to whether they can stand alone or not, morphemes can be divided into free morphemes and bound morphemes. Free morphemes are all morphemes that can stand alone, namely, morphemes which can constitute words by themselves; and bound morphemes are all morphemes which must attach to other elements. Roots or stems usually belong to free morphemes: whereas affixes belong to bound morphemes

There are two types of morphemes. They are free morphemes and bound morphemes. Free morphemes are roots which are capable of standing independently.[41] Similiary according to

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[41] Katamba, F. *Morphology*.(New York: St.Martin"s Press, 1993),p.41

Carstairs-McCarthy,[42] free morphemes are morphemes that can stand on their own. Free morphemes are nouns, adjectives, verbs, preposition, or adverbs

The examples of free morphemes are man, book, tea, sweet, cook, bet, clever, pain, walk, etc. Many others free morphemes are function words. Function words mainly signal grammatical information or logical relation in a sentence.[43] Function words are explained as follows:

1. Articles : a, the

2. Demonstratives : this, that, these, those

3. Pronouns : I, you, we , they, them ; my, yours, his, hers ; who, whom, which, whose, etc.

4. Conjunctions : and, yet, if, but, however, or, etc.

On the other hands, bound morphemes are morphemes that cannot stand on their own, they occur with some other word-building element attached to them. According to katamba,[44] bound morphemes are affixs. There are three types of affixes, they are explained as follows :

1. Prefixes

A prefix is an affix attached before a root or stem or base like re-, un- and inn-: The examples are re-make, re-read, un-kind, un-tidy, in- decent, in-accurate (2)

2. Suffixes

A suffix is an affix attached after a root like –ly, -er, -ist, -s,-ing, and –ed. The examples are kind-ly, quick-ly, wait-er, play-er, book-s, mat-s, jump-ed, walk-ed.

3. Infixes

An infix is an affix inserted into the root itself. However infixes are somewhat rare in English.

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[42] Carstairs-McCarthy, A. *An Introduction to English Morphology*, (Edinburgh University press, 2022),*p.*

[43] Katamba, F. *Morphology*.(New York: St.Martin"s Press, 1993),p.42

[44] Katamba, F. *Morphology*.(New York: St.Martin"s Press, 1993),p.44

It can be concluded that both free morpheme and bound morpheme are verb, adjective, noun, adverb. Free morphemes can stand independently without being added by any affixes, while bound morpheme cannot stand independently because they are affixes which have to be attached to the root to form lexical word or grammatical word.

A morpheme that can be a word by itself is called free whereas a morpheme that must be attached to another element is said to be bound. The morphemes boy, for example, is free since it can be used as a word on its own; plural –s, on the other hand, is bound.

According to whether they can stand alone or not, morphemes can be divided into free morphemes and bound morphemes. Free morphemes are all morphemes that can stand alone, namely, morphemes which can constitute words by themselves; and bound morphemes are all morphemes which must attach to other elements. Roots or stems usually belong to free morphemes: whereas affixes belong to bound morphemes.

F.   The Formations of Verb Phrases

According to McCarthy that an English verb phrase consists of at least two verbs, one of which is an auxiliary and the other is a main verb as its head. The auxiliary can be a form of *be,* a modal*,* or an auxiliary *have.* Each of these auxiliaries will vary in a verb phrase, depending upon the tense of the action to convey.[45] When a verb phrase consists of two verbs only, the auxiliary must precede the main verb. The following are some examples:

1)   I <u>am studying</u> English now;

2)   My sister <u>will go</u> to Makassar;

3)   You <u>have just left</u> the room.

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[45] McCarthy, Chris. *Learn English Verb Phrases. R* (Cambridge University Press, 2013),p.3

Each of the verb phrases (the underlined parts) consists of two verbs, namely a simple form of *be* (*am*), as in a); a modal, as in b), and an auxiliary *have,* as in c). They precede their own heads (*studying, reading, go,* and *left).*

The examples above show the formations of verb phrases in different tenses. Those in a) is verb phrases in *present progressive tense,* to indicate ongoing events when they are spoken; in b) is a verb phrase in *simple future tense,* to indicate an action planned to be done in the future*;* and in c) is a verb phrase in *present perfect tense,* to indicate an action which has just been completed.

Some verbs phrases consist of more than two verbs. These verb phrases indicate various times of events being spoken. The following are some examples:

1)   She has been waiting for you all day.
2)   I have been writing this report since eight o'clock this morning.
3)   They have been travelling since last October.
4)   It has been raining.

Each of the verb phrases above consists of three verbs, two of which are auxiliaries, and the other is a main verb. One of the auxiliaries is *have* and the other is the past participle form of *be.* So, when the auxiliary *have* and the past participle of *be* co-occurs in a verb phrase, the auxiliary *have* must precede the past participle of *be.* The main always comes last.

G.   Concept of Error Analysis
1.   Definition of Error

According to Brown, error is noticeable grammar from the adult of native speaker, reflecting the inter language competence of the students. This point out that there is a gap in student's knowledge, they occur because

the student do not know the correct ones[46]. Futhermore, Dulay et.al states that error resulting from lack of knowledge of the rules of second language[47]. It implies that the students make language deviation. Here, he gets wrong or fail. Then, It will be inferred that errors is considered a scientific deviation when student has not learned something and consistently then they finally get wise wrong.

They are some definitions of error analysis. One of them is stated by Brown stated that error analysis is the leaners do errors and that these errors can be observed, analysis, and classified tp reveal something of the system operating within the learned to a surge of study of learners. The other expert, Carl James wrote the fact that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. An error can be defined as a deviation from the norms of the target language. Error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. Competence here according to Chomsky, consists of the mental representatios of linguistic rules that constitute the speaker hearer's internal grammar.

2. Definition of Error Analysis

James states that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language[48]. In addition, Khansir asserts that error analysis is a type of linguistic

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[46] H. Douglas Brown, *The Principle of Language Learning and Teaching,* (New York:Prentice- HallInc.,2007),p.257.

[47] Heidi Dulay, Marina Burt, Stephen Krashen, *Language* Two, (New York: Oxford University Press,198),p.139

[48] James Carl, *Error in Language Learning and Use,* (London and New York: Longman, 1998)

52

analysis that focuses on the errors learners make[49]. It consists of a comparison between errors made in the target language and that target language itself. It can be concluded that the interference from learners" mother tongue is not the only reason for committing errors on learning the target language. Furthermore Crystal also asserts that error analysis is a technique which involves identifying, classifying and systematically interpreting the unacceptable forms which are committed by the learners in the process of learning a foreign language. In other words, error analysis is used to identify, classify, and also interpret the errors that are committed by the learners in the process of language learning[50].

According to Richards[51] error analysis is a study of errors done by the second language learners Moreover, this definition is the same as the one proposed by Khansir who defines error analysis as a type of linguistic analysis in which errors made by learners are the focus. He adds that error analysis points out the meaning of second language learners"[52] errors. Another explanation is stated by Crystal that "error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics"[53] Errors made by the foreign language learner are mostly found in writing since writing is the most difficult skill in language. According to Nunan "writing is an extremely difficult

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[49] Khansir, A.A, *Error Analysis and Second Language Acquisition*, (Theory and Practice in Language Studies, 2012),p.
[50] Crystal, David.. *A First Dictionary of Linguistics and Phonetics*. (Cambridge: Cambridge University Press,1987).
[51] Richards C. Jack, The Context of Language Teaching (Cambridge, MA: Cambridge University Press, 1985)
[52] Akbar Khansir, Ali. *"Error Analysis and Second Language writting".(Theory and Practice in Language Studies in , 2012),p.
[53] Crystal, David.. *A First Dictionary of Linguistics and Phonetics*. (Cambridge: Cambridge University Press,1987).

cognitive activity which requires the learner to have control over various factors[54]"

One of the important aspects of writing is grammar. Writing with good structure and with correct grammar is very important for everyone. Grammar is the base of both spoken and written communication. Understanding the purpose and meaning of a message will be easier when the message is conveyed with the correct grammar unfortunately, the most common error made by the learners is the one related to grammatical structure. It could happen since there are lots of grammar aspects which should be understood. In order to decrease more mistakes and errors of the text, the analysis of them should be conducted.

According to Johanson, an analysis of the learners error gives the teacher evidence of the learners competences in the foreign language[55]. Error analysis is the study of the learner's error, which can be observed, analyzed and andclassified to reveal something of the system operating whitin the learner. Brown claims that it can keep too closely focused on specific languages rather than viewing universal aspects of language.

3.   **Concept of Error and Mistake**

Brown different them in his statement. He said that error is noticeable deviation from the adult grammar or a native speaker reflecting the Interlingua competence of the learner.[56] While he argues that, a mistake refers performance error that is either a random guess or a slip in hat is failure toutilize a known system correctly.[57]Both

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[54] David Nunan, *Designing Tasks for the Communiative Classroom* (Cambridge University Press, 1989),p.

[55] David Johansson and Roger T, *Learning Together Alone, Cooperation, Competition, And Individualization* (New Jersey : practice,1975), p. 248

[56] H. Doughals Brown *Op. Cid*,p.217

[57] I*bid*, p. 170

of Error and mistake have similar meaning, but, they have difference in language. It is important to differentiate between error and mistake. Otherwise, some of people are still misunderstanding about the definition of them. To clarify the different between them here are some definitions from experts that define both error and mistake.James asserts that an error occured when there was no intention to commit one While [58]according to Dictionary of Language Teaching and Applied Linguisticts) as cited in Erdogan learner makes a mistake because of lack of attention, fatigue, carelessness, or some other aspects of performance.[59] In addition, it is called a mistake when the learner is able to correct a fault in his or her output. On the other hand, if the learner is unable to make self correctness that it is an error[60]

Furthermore[61], Ellis as cited[62] in Erdogan suggests two ways to distinguish between an error and mistake. The first way is to check the consistency of learners‟ performance. It is a mistake when they sometimes use the correct form and sometimes the wrong one in the written form or spoken. However, it is an error if they always use it incorrectly in the learning language process. The second way is to ask learner to try to correct his or her own errors. We can indicate that the learners commit erros when they are unable to make self correctness In other words, it happens because of lack of learner‟s knowledge to the target language. While if he/ she is successful to correct the uttarance, then it is a mistake. It can be concluded that students commit errors

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[58] Carl James *"Errors in Language Learning and Use"*. (London and New York, 1998),p.

[59] Erdogan, V. *Contribution of Error Analysis to Foreign Language Teaching.* (Mersin University Journal of the Faculty of Education, 2005)

[60] Ibid, p.78

[61] Ellis, Rod. *Second Language Acquisition*. (New York Oxford University Press, 1997),p.

[62] Erdogan, *Contribution of error analysis to foreign language teaching*.(Mersin University Journal of the Faculty of Education, 2005)

that is if they keep performing incorrectly toward the target language that they learn, and when they are asked to correct the errors, they cannot correct them. While mistakes happen when their existences are inconsistent, and also they can be corrected by the students. As the result, in this research I described morphosyntactic errors which were found in the students' written descriptive text by checking the consistency of students" performance. I gave the students second chance to write the descriptive texts with the same topic of the texts that they had written. If there were found in the second text that the students kept writing the wrong form, then it can be concluded that they commit errors.In the process of foreign language learning, it is inevitable that the students sometimes make mistakes. However, there are the students who go on making the same mistakes even though such mistakes have been pointed out to them. Then they are called errors. Thus, It is essential to differentiate between errors and mistakes. Errors are systematic while mistakes are accidental.

4. Types of Error

Dulay et al describe the types of errors into four classifications. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

a. Linguistic category taxonomy

Classifies errors according to either or both the language components the error aspects. Here, language components include phonology (pronouncation), Morphology and syntax (grammar), Semantic and lexicon(meaning and vocabulary), and discourse (style).

This type of taxonomy indicates where the errors are located in the system of the target

language.[63] addition states indicating the level of language or the location of errors can be in phonology, graphology, grammar, lexis, text, or discourse. Furthermore, it is stated if it is a grammar level, it is indentified whether it involves in the auxiliary system, passive, sentences complements[64]. Then, the next is about its class whether it involves the class of noun, verb, adjective, adverb, preposition, conjuction, determiner, etc. After that, it needs to specify the grammatical system that the error affects : tense, number, voice, countability, transitivity, etc.[65]

b. Surface Strategy Taxonomy

This is the second type of descriptive taxonomy. This taxonomy is described based on the ways surface structures are altered.[66] In the process of language learning, the students may omit the necessary items or add unnecessary one, they may misform the items or disorder them.[67] It can be concluded that there are two errors taxonomies namely linguistics category classification which can be used to indicate errors in phonology, graphology, grammar, lexis, test, or discourse, and the surface structure taxonomy which is used to classify the errors when the students may omit, add, misform, and disorder the items.

Knowledge of a language includes knowledge of the systematicity in the relationship between the form and meaning of words. The words walk, walks, walked, and walking show a relationship in form and

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[63] Dulay,H.C, Burt,M.K and Krashen, S.D, *Language Two* (OxfordUniversity Press, 1982),p.164

[64] James,C. *Errors in Language Learning and Use* (London and New York : Longman, 1998),p. 105

[65] Ibid,p.106

[66] James,C. *Errors in Language Learning and Use* (London and New York : Longman, 1998),p. 106

[67] Suhono, *Strategy Taxonomy on the EFLStudents' Composition A study of Error Analysis Surface Strategy Taxonomy,* (Journal Iain Metro Lampung, 2016),p.

meaning of a systematic nature, since similar patterns occur for thousands of other verbs of English. The subdiscipline of linguistics that deals with such patterns is called morphology

A surface strategy taxonomy highlights the way surface are :

1) Omission

Dulay, Burt, and Krashen in Puspasari and Romadon, omission or deletion means the absence of some item which is must appear in the sentence. It usually happens in the first stages in second language acquisition[68]. It can be said that omission is the type of error which is characterized by the absence of an item which must appear in a well-formed utterance. Morphemes or words can be famed into two classes, they are content words and grammatical words. Suhono stated this kind of content morphemes is related to noun, adjective, and adverb Content morphemes is carried the most common of the referential meaning of a sentence, these are nouns, verbs, adjectives, adverbs, etc. Grammatical words include noun and verb inflection (-s, es, ed, ing), the article (a, an, the), verb auxiliaries (am, is, are, will, can, may, etc.), and preposition (in, on, at, etc.). [69]

2) Addition

This is the type of errors which is the contrary of omission. asserts addition errors are characterized by the presence of items that should otherwise not appear in a well-performed uttarance[70]. Therefore,

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[68] Puspasari, A, & Ramadon *Grammatical Errors made by Facebook Users* (Jurnal Ilmiah Bina Bahasa, 2011),P.32

[69] Suhono. *Strategy Taxonomy on the EFL Students" Composition: A Study of Error Analysis. Surface Strategy Taxonomy,* (journal.iaimnumetrolampung, 2016),p.27

[70] Ibid as cited in Suhono (2016)

the students sometime add the unnecessary one in a sentence. Furthermore, addition errors are divided into three subtypes, Those are regularization, double marking, and simple addition. The first is regulooking. It involves overloooking exeptions and spreading rulers to domains where they do not apply The example is buyed for bought. In this case, it happens to students who do not know if there is the exception to form past tense and past participle. They just simply add –ed to the root of word. The second is double marking which is defined as failure to delete certain items which are required in some linguistic construction but not in others. In this case, when the students write a sentence, there are two tense markers instead of one. The example is He doesn't knows me. The appropriate clause is He doesn't know me since the auxiliary do 32 already carries the marker. Then the last subtype is simple addition. The example is It is consist of which is supposed to be It consists of.

3) Mis-Formation Errors

Dulay, Burt, and Krashen in Puspasari and Romadon, mis-formation errors are characterized by the use of the wrong form of structure, it happened when the learner supplies something although it is incorrect.[71] Misformation is defined as the use of the wrong form of a structure or morpheme.[72] There are three types of misformation namely archiform, regularization, and alternating form. James states achiform is defined as the selection of one member of a class of forms to

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[71] Puspasari, A, & Ramadon Grammatical Errors made by Facebook Users (Jurnal Ilmiah Bina Bahasa, 2011),P.32

[72] Carl James *"Errors in Language Learning and Use"*. (London and New York, 1998),p.108

represent others in the class. This errors involve the word such as this, that, those, these. The examples are those dog, this cats. [73]This and that refer to singular form whereas those and this refer to plural form. The next type is regularization. Suhono states that regularization errors involve neglecting exception, and dissemination rules transformation of verb and countable or uncountable noun. The examples are the words runned, hitted, womans, gooses. The last type of misformation is alternating forms which is defined as fairly free alternation of various members of a class with each other. The examples are I seen her yesterday, I have just saw her.[74]

4) Mis-Ordering

Dulay, Burt and Krashen in Puspasari and Romadon mis-ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In other words[75], mis-ordering errors are occurred when the learner used a grammatical morpheme or group of morphemes in a wrong place of sentence formulation. [76]Misordering is defined as the incorrect placement of a morpheme in an utterance. This error might happen in adverbials, interrogatives, and adjectives. The example is the words little. The correct one should be the little words. Thus, the theory of surface strategy taxonomy is chosen by me to classify and indentify morphosyntactic errors

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[73] Carl James *"Errors in Language Learning and Use"*. (London and New York, 1998),p.109

[74] Suhono. S*trategy Taxonomy on the EFL Students"Composition: A Study of Error Analysis. Surface Strategy Taxonomy*, (journal.iaimnu metro lampung., 2016)

[76] Harman. *Literary Intertextuality in Genre – Based Pedagogies: Building Lexical Cohesion in Fifth –grade L2 Writing.(* Journal Second Language writing , 2013),p.140

because the theory is considered relevant 33 under this study. By using this theory, I can find the types of errors of inflectional affixes related to omission, addition, misformation, and ordering.

H.   Social Media

Social media is a virtual place or place where people gather from various backgrounds. There are several social media that are currently widely used by young people to adults such as TikTok, Twitter, Instagram. In its use, social media is used as a medium for sharing information, opinions, entertainment, advertising, and others etc. In their interactions, social media users use language as a means of communicating either orally or in writing. Group social media users are referred to as netizens or *warganet.*

Here are some definitions of social media according to some experts Mandibergh social media is media that facilitates cooperation between users who generate content. Meanwhile according to Shirky social media is a tool to enhance the ability of users to share, cooperate among users and take action collectively all are outside the institutional or organizational framework. Furthermore, according to Boyd, social media is explained as a collection software that enables individuals and communities to gather, share, communicate, and in some cases collaborate with each other or play. Then according to Van Dijk social media is a media platform which focuses on the existence of users who facilitate them inside work or collaborate. Therefore, social media can be seen as online medium (facilitator) that strengthens the relationship between users at the same time as a social bond. Mike and Young also define social media as convergence between personal communication in the sense of mutual sharing in between individuals and public media to share to anyone without anyone individual specificity

1. **Facebook**

Facebook is a very popular social network in cyberspace; even the whole world is also using this. Facebook is a social tool that connects people with people in cyberspace. Facebook appears in February 2004 founded by Mark Zurkerberg.

2. **Youtube**

Youtube was launched in May 2005, youtube has made it easy billions of people to discover, watch, and share diverse video.Youtube provides a forum for people to connect with each other, inform, and inspire others around the world, as well acting as a distribution platform for original content creators and advertisers, both big and small. Youtube is a owned company Google. Youtube was created by 3 former paypal employees (website online commercial), Chad Hurley, Steve Chen, and Jawed Karim in February 2005. Since its inception, YouTube immediately received a good response on YouTube community.Youtube is an online video and the main purpose of this site is a medium for searching, viewing and sharing videos that are original and from all corners of the world through a web.[77]

3. **Instagram**

Instagram is a photo sharing service application that makes it possible users to take pictures and provide filters and then distribute them in the media such as Facebook, Twitter, and others. Since the emergence of Instagram on October 6, 2010 in the Apple Store this application was immediately hunted by Apple users. Founded in 2010 the company Burbn Inc., is a technology startup that only focuses on application development for mobile phones. It was proven that at the end of December 2010 Instagram users has reached 1

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[77] faifaiFaizi, R., El Afia, A., &Chiheb, R. *Exploring the Potential Benefits of Using Social Media in Education. International Journal of Engineering Pedagogy* (iJEP 2013),p. 50.

million users and in June 2011 has reached 5 million users with a total of 150 million photos in August 2011 Instagram was launched as a photo-sharing platform and over time other new features such as video, texting, and story sharing have been added which contributed to its growth greatly. In terms of language learning, Instagram can be used as a source for applying several activities in language classrooms like digital storytelling, grammar activities through photos, role plays, reading, speaking activities through videos, etc. us, Instagram addresses to four language skills to practice the language in and outside the classroom. Additionally, some studies were conducted on Instagram for developing writing skills.[78] this studies showed that Instagram was an effective tool for improving students' writing skills. Furthermore, it was found that Instagram increases students' motivation to learn and their participation in classroom activities.

4. **Whatsapp**

Whatsapp was founded in 2009 by Jan Koum and Brian Acton who has spent 20 years at yahoo. Whatsapp join in Facebook in 2014, but continues to operate as a separate application with a focus on building messaging services that work with fast and reliable anywhere in the world. Whatsapp started as an alternative to texting, sending and receiving various kinds of media: text, photos, videos, documents, locations, and also calls voice. Messages and calls are secured with meaningful end-to-end encryption no third party including whatsapp can read messages or hear call

5. **Tiktok**

One of the most popular social media is TikTok[79]. TikTok is a short video application that is

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[78]Ahmad A,Soyiyah, Etikaningsih. Effectiveness of Utilizing Digital and Social Media In Education (Utopia y Praxis, 2018),p. 32-28

[79] Ferstephanie, J & Pratiwi, T.L, *Tiktok Effect to Develov Students Perception on the Use of Tiktok for Learning English* (

popular among young people. On TikTok, people can watch and upload any video. At this time, TikTok is not only used for entertainment but can also be used for English learning media. There are many kinds of videos that can be found on TikTok, such as lip sync videos, duet challenges, song lyrics, cooking videos, health, and of course videos with English content. On TikTok, people can't set what videos they want to watch, but the appearance of videos on a TikTok account is influenced by user interactions with an account, hashtags used, accounts followed, video content often watched and many others. For example, a TikTok user often watches and likes videos with English content, then there will always be videos with English content appearing on his TikTok homepage.

6. **Twitter**

Twitter is a social networking service that is included in microblogging category. In March 2006 the establishment of twitter began founded by Jack Dorsey, Evan Williams and Biz Stone. Initial concept of Twitter is a system that users can send messages which can be distributed to all friends. By conducting discussions and corrections in the system, so now twitter has grown into a social networking service that has a feature for publishing short posts or status similar to SMS that can be accessed on the Internet is a medium that is in great demand by netizens in argue, or their opinion like a captions because Twitter has a search feature, hashtags or hashtags, and trending topics or topics that are trending according to local, national, up to world. Twitter is a reference for the latest and latest information because it is a trending topic which can change every minute. This makes Twitter a pioneer media information compared to Instagram and Youtube, because information appears first on Twitter. In Twitter we can express the feelings and situations in which we are. Multiple accounts- Twitter accounts share

quotes using English about education, romance, quotes, humor, motivational, and medical, and talk about things that are viral and can even communicate between the world using English.

Based on the definitions above, it is concluded that Twitter is a micro-blogging application that allows users to tweet and find information. In summary, this new technological innovation, including Twitter, is appropriate to be used to support the teaching and learning activity

a. Twitter Features

Twitter's popularity is fueled by the attractive aspects available on the platform. Its features add value to users in a variety of fields. Education is one of the fields that Twitter has helped to support. As a result, the details of supportive features listed below are according to Rinaldo and Noza.

1) Share/Find Information

ers can tweet in their accounts or use Twitter to get the most up-to-date information. UserTwitter us can choose to follow other users, making the author's posts automatically visible to the "followers." Users can receive posts, retweet, repost another user's status or tweet. Subjectspecific posts can be tagged which are called "hashtags," making it easier to search a particular topic.

2) Marketing

Many marketing managers use Twitter to notify people about activities such as new products or current sales, and many have taken so far as to 18 attract and influence specific customers. Marketers also use Twitter to connect businesses to customers in real-time, sharing information quickly with people interested in their products and services and negotiating with customers, partners, and others.

3) Auto base

Twitter account with auto base feature allowed every Twitter user to send messages in the form of questions or information anonymously through direct messages on the auto base account profile. The message is then automatically posted to the timeline, where followers can respond. The message is anonymous in the way that the sender of the message on the direct message auto base will be unknown when the message appears on the Twitter timeline.

4) Twitter in teaching and learning activities

Twitter is a microblogging tool in an educational setting that enhances social interaction in courses through interactions outside the classroom which can have important instructional value. [80] Furthermore, indicates that with Twitter educators it will be easy to share links, build communication and collaborate with others, thereby developing networks and increasing communication reach[81]. Not only can Twitter be used to boost interaction in an online course or to replace a direct course, but Twitter also allows the teacher to establish in both situations, a social presence involving students and faculty. [82]

Grosseck & Holotescu, investigate the advantages of Twitter for the educational field. They found that Twitter has several benefits. First, Twitter can create a community in the classroom. It means that students can make a group discussion for learning purposes through classroom accounts. Second, Twitter offers collaborative 19 writing. Twitter has several features, one of which is to promote writing as a fun activity.

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[80] Lowenthal. *A Description and Typology of the Online Learning Landscape* (University of Colorado Denver Information and Learning Technologies, 2009)

[81] Genaro , Amy De, *Introduction to Social Media and it uses in learning*, 2011 (

[82] Rinaldo. Using Twitter as a pedagogical Tool (Journal of Troupical Futures, 2011),p.

As a result, writers are encouraged to improve editing skills and develop literacy skills. Next, Students can explore the potential of microblogging in formal and informal settings. So, it would help students to be better readers and writers with literacy skills. Lastly, it is also a tool for analyzing opinions, examining common understanding, and identifying outlier ideas used in an academic setting to promote discussion of a specific topic.[83]

5.   The benefits of social Media

The benefits of social media today cannot be separated from life daily. Nowadays, social media has become an integral part from life. Old, young, men, women, big bosses, from children, teenagers, adults, the elderly already know and know about social media at this time.

a. Social Media For Socializin

The benefits of social media certainly match the name, namely for socialize. This socialization can be done anytime, anywhere, without time and space limits, but limited to connection, signal and quota Internet. This is the main purpose of social media and suck success many users to socialize and communicate with his relatives.

b. Social Media Replaces Diary Function

in the 80-90s Generation usually wrote stories in a diary. This book usually contains stories from the owner about her feelings. Can contain sad stories, love stories, or stories which are fun. Currently the diary function is almost extinct and can be accessed replaced by social media. It's no secret that many social media users write their stories, such as: complaining, sad, falling in love, and moments happy.

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[83] Grosseck, G. and Holotescu, C. *Can We Use Twitter for Educational Activities* (nternational Scientific Conference, eLearning and Software for Education, Bucharest, 2008).p,

Because it's easy to use, so is social media often a place for users to vent by writing posts or captions on the social media they have.

c. Social Media for Education

Despite being a recent addition to the Internet landscape, social media have witnessed an exponential growth. It is now infiltrating nearly every field, including the educational arena. These online social networks are increasingly being used for different reasons not only by students but by teachers as well[84]. For this reason, a number of critics have started questioning the validity of social software in learning environments, stating that such tools may disengage students from learning traditional skills and literacies[85] or even destroy the traditional roles of teacher and learner[86] However, after a thorough examination of a wide range of social media, it has been found out that these tools present many educational advantages for both students and instructors, hence, contribute in providing opportunities for further learning. These advantages are detailed below.

d. Social Media as Communication Channel

The successful of the learning experience depends on many things, one of which is effective communication between teachers and students. If no proper communication between teacher and students is available, learning and teaching will become difficult. For this reason, teachers need to continue to monitor students because understanding student

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[84] Mazer, J. P, Murphy, R. E, & Simonds, C. J. *The effects of computer-mediated teacher selfdisclosure on student motivation, affective learning, and classroom climate. Communication Education*, 2021)p.56

[85] Mazer, Joseph P., Murphy, Richard E., & Simonds, Cheri J. (2009). "*The effects of teacher self-disclosure via Facebook on teacher credibility*". Learning, Media & Technology, 34(2), 175

[86] Sickler, E."*Students comment on Facebook*". (University Business, 2007)

problems, fears, or confusion will help teachers better understand student learning difficulties. This helps students learn quickly. Internet users, most of whom are students, use social networks mostly to keep in touch with friends, colleagues, peers and family, it is important to explore the possible benefits that such networking tools can offer for modern education.

e.   Social Media as Engagement Tools

Social media tools are also effective ways to increase students' engagement. A student who hardly ever participates in class may get actively engaged in co-. Build on their learning experiences with their teachers, collaborate with peers, and may feel more comfortable expressing themselves and sharing resources and ideas on Facebook, Twitter, or YouTube. Using tools like Google Apps for Education will allow students to have access to valuable learning resources regardless of time and place. In traditional classrooms, providing students with additional learning materials can be very expensive and logistically complex. However, using social media can enhance the learning experience.

In fact, inviting students to participate in the wide range of learning activities available on social learning platforms supports academic engagement by extending the amount of time students spend on homework or school-related projects. Collaborative and participatory tools like Wikis, blogs, Google Docs can encourage students to become active participants or even co-producers rather than passive consumers of content. Students will have many opportunities to ask questions, provide comments, and get feedback. Thus, they will have more opportunities to develop a supportive relationship with their instructor.

f. Hobby Distribution

There are many groups and accounts from social media where users with the same interests and hobbies gather. There are motorized vehicle communities, unique hobby communities, collector communities, supporter communities, music lovers communities, English language learning artist communities, YouTubers, and it can even give birth to several employee communities with the same type of work. In this community In this community, social media users can share experiences, relationships, tips, and many things about their common hobbies and interests.

6. Social Media as a Collaborative Platform

Another important benefit of social media is that it encourages collaboration. Collaboration means working together jointly, intellectually and socially to achieve a common goal. In online learning communities, collaboration refers to any learning method in which students work together in groups towards a common goal.[87] Thus, collaborative learning can be seen as encompassing all group-based learning methods, including cooperative learning.

Following Ingram and Hathorn[88] true collaboration consists of three essential elements: participation, interaction and synthesis. This means that collaboration in educational settings requires students to move beyond dividing tasks. True collaboration doesn't just require students to independently produce separate parts of a project; it actually means working together on a common task. In this respect, Prince claims that a core element of collaborative learning is that the emphasis is

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[87]Prince, M. (2004). *"Does active learning work? A review of the research"*. (Journal of Engineering Education 2019), p.223-231.

[88] Ingram, A. L. & Hathorn, L. G. (2004). *"Methods for analyzing collaboration in online communications". In S. T. Roberts (Ed.) Online Collaborative Learning: Theory and Practice* (Hershey, PA: Information Science),p.215

on student interaction rather than learning as a solitary activity.

Given the importance of collaboration in the learning process, a large number of social media tools serve as platforms for learners to gather and share information and resources from both internal and external collaborative networks. Online learners who can produce learning content such as the community on Twitter such as @englisfess English learning account they can interact to learn online

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