

**GRAMMATICAL ERRORS IN USING INFLECTIONAL MORPHEMES IN  
WRITING AT THE FIFTH SEMESTER STUDENT OF ENGLISH  
EDUCATION DEPARTEMENT BASED ON SURFACE  
STRATEGY TAXONOMY**

**A Thesis**

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

**By**

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LAMPUNG  
2018**

## **ABSTRACT**

### **Gramatical Errors in Using Inflectional Morphemes in Writing at Fifth Semester Student of English Education Department Based on Sufrace Strategy Taxonomy**

**By :  
Atika Amalina**

Grammar is the central component of language. When learning grammar, students made error in arranging a word. Therefore, the objective of the research were; investigating what kind of errors in using inflectional and finding the proportions (frequency and percentage) of errors that made by the students by using surface strategy taxonomy.

The method was descriptive qualitative. Subject of this research was students of fifth semester of the English Education Department at UIN Raden Intan Lampung in academic year 2016/2017. The instrument was documentation. In order to know the student's errors, the researcher took the students' daily task based on their lecturer asked them to be analyzed. The data were calculated percentage to be analyzed statistically by way of each frequency data.

According to the result, the researcher found that the first percentage of error comes to omission which is 52 of 84 items from the total errors (61.90 %). The second is addition type which is 22 of 84 items from the total errors (26.20 %). The third is misformation which is 10 of 84 (11.90 %) items and the last one is misordering that she did not find in students' written so, it is 0 of 84 items from the total errors (0%). It means, she only found three types belong to surface strategy taxonomy's types.

**Keywords: error analysis, inflection, writing**



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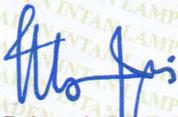
**Title : GRAMMATICAL ERRORS IN USING  
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A thesis entitled: **“GRAMMATICAL ERRORS IN USING INFLECTIONAL MORPHEMES IN WRITING AT THE FIFTH SEMESTER STUDENT OF ENGLISH EDUCATION MENT BASED ON SURFACE STRATEGY TAXONOMY”**. By: **ATIKA AMALINA, NPM:1311040263**, Study Program: **English Education** was tested and defended in the examination session on Thursday, February, 08<sup>th</sup> 2018.

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## <sup>1</sup>MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ  
ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا غَفُورٌ رَحِيمٌ ﴿١١٩﴾

“Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves- indeed, your Lord, thereafter, is forgiving and merciful” (An-Nahl: 119)

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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), P. 668

## DECLARATION

The researcher is a student with the following identity:

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Certify that this thesis is definitely on my own work. I am completely responsible for the content of this thesis. Other people's opinions of findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, February, 08<sup>th</sup> 2018

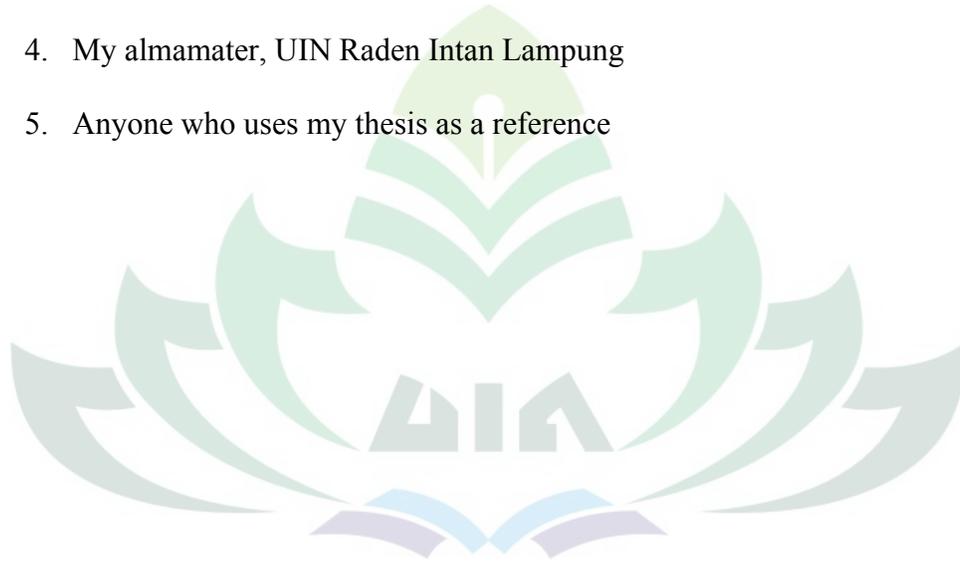
The Researcher,

Atika Amalina

## DEDICATION

I would like to dedicate this thesis to:

1. My beloved parent, Mr.Ruswanto and Mrs. Rachma Yuli,S.H
2. Both of you bro! Ahmad Fauzan and M.Raffy Asyraf
3. My “English Education Departement-F class squad 13”
4. My almamater, UIN Raden Intan Lampung
5. Anyone who uses my thesis as a reference



## **CURRICULUM VITAE**

Atika Amalina was born in August, 2<sup>nd</sup> 1995 in Bandar Lampung. She lives in Untung Suropati; Labuhan Ratu. She is called Atika, She is the one and only daughter of Ruswanto and Rachma Yuli. She also has two brothers; Ahmad Fauzan and M. Raffy Asyraf.

Atika studied at the first time in Kindergarten at Raudathul Atfal and finished in 2001. Then she studied at Elementary School of SDN 1 Labuhan Ratu and graduate in 2007. She continued in Junior High School of MTsN 2 Tanjung Karang and finished in 2010. Then, she continued her study in Senior High School of MAN 2 Tanjung Karang and finished in 2013. In 2013, she entered as female student of The State of Islamic University Raden Intan Lampung and took English Education as her major.

During finishing her study, she involves in two out-campus organizations or communities; the first one is JJE Lampung that focus on orphanage in weekly event and the second one is Sahabat Beasiswa Chapter Lampung (SBCL) which focus in giving information about scholarship both in and out country. She is also a volunteer in some events, one of those is JANIS's light of hope batch 6.

## ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Alhamdulillah, praise is to Allah SWT, the Most Merciful and Beneficent because of His guidance and blessing, so the researcher can finish this research as soon as possible. Peace is upon the most honorable prophet Muhammad SAW, with his family, all his disciples, and for those who follow them in goodness till the Day of Judgment.

The research entitled “Grammatical Errors in Using Inflectional Morphemes Errors in Writing at the Fifth Semester of English Education Department Based on Surface Strategy Taxonomy” is submitted as a compulsory fulfillment of the requirements for S-1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. The researcher is fully aware that this research cannot be finished without other people’s help. Therefore, in this opportunity, the researcher wants to express her deepest gratitude to:

1. Prof. Dr. H. Chairul Anwar, M.pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel who has given an opportunity and forbearance to the researcher when ongoing study until the accomplishment of this research.

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13. Any others person who can be mentioned one by one for all contributions during finishing the script.

In the end, the researcher realizes that this research is still far from perfect. Furthermore, criticisms and suggestions are welcome to make it better.

Bandar Lampung, November, 08<sup>th</sup>2018

The Researcher,

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many others purposes.<sup>1</sup> Therefore, language enables someone to communicate or interact to each other clearly by using vocal, written or gestural symbols.

All country use English as a communication tool as native language, a second language, and a foreign language. In other countries such as Singapore, India and Malaysia English is as second language, but in Indonesia English is used as foreign language. Although as a foreign language, English must be learned by students and common people to help them to interact with foreigner. It supports by Al-Qur'an in Q.S An-Nahl: 78, as follows:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ  
وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

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<sup>1</sup>Elly Van Geldren, *A History of the English Language*, (Amsterdam: John Benjamins Publishig Company, 2006), p.1

“It is He Who brought you Forth from the wombs Of your mothers When ye knew nothing; and He gave you hearing and sight And intellegence and affection: that ye may give thanks (to Allah)”<sup>2</sup> It means, everybody who borns in this world in condition not knowing anything and Allah gives an ear, an eyes and a brain to learn more about knowledge; language to make us be grateful.

In English, there are four skills namely listening, speaking, reading and writing.<sup>3</sup> So, both speaking and writing are productive skill, because when people speak, they will produce spoken product and when people write, they will produce written product. Meanwhile, listening and reading are respective skills. It means, when people listen and read, there is no product thatproduced.

The cruel skill in human’s live to interact with others is writing.<sup>4</sup> It means that writingas important thing in humans’s liveprovides a way for people to transfer information with others. Stated by Raimes, in writing to share ideas, feelings or thought, people must write it down using their hand, eyes and also brain .<sup>5</sup> Thus, the writers have to keep their eyes when they type, use their brains to think a new words, and use heir hands when arranged the words into sentence.

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<sup>2</sup>Abdullah Yusuf Ali, *The Meaning of The Holy Qur’an*, (Maryland: Amana Publications, 2001), p.657.

<sup>3</sup>Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p.214.

<sup>4</sup>Ann Brown, *Helping Children to Write*, (London: Paul Chapman Publishing, Ltd, 1993), p.2.

<sup>5</sup>Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.2.

In writing, according to Tribble, they are five aspects such as content, vocabulary, organization, language and mechanic.<sup>6</sup> In this case, content refers to the substance; the substance should express the topic. In vocabulary, the writer should choose the words that are suitable to the substance. Organization means the content must be coherence. Mechanic, the writer must be aware about using spelling, punctuation and capitalization. Language in this aspect means grammar, the writer has to use the correct grammar form as syntactic pattern to make a written with clear meaning and understandable.

Greenbaum and Nelson state that grammar is the central component of language.<sup>7</sup> So, grammar is a core aspect to be noticed in writing among five aspects that researcher has mention before. As reported by Fromkin *et.al*:

In our sense, the grammar includes everything speakers know about their language - the sound system, called phonology; the system of meaning, called semantics; the rules of word formation, called morphology; and the rules of sentence formation, called syntax. It also, off course, includes the vocabulary of words – the dictionary or lexicon.<sup>8</sup>

As a result, grammar consists of the sound, meaning, dictionary, until formation of word and sentence. As a core aspect, learning grammar can be started from small thing; word form.

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<sup>6</sup>Christohper Tribble, *Writing*, (New York: Oxford University Press, 1996), p.130.

<sup>7</sup>Sydney Greenbaum, Gerald Nelson, *An Introduction to English Grammar*, (2nd Ed) (Malaysia: Pearson Education Limited, 2002), p.1.

<sup>8</sup>Victoria Fromkin, et.al, *An Introduction to Language*, (7nd Ed) (United State: Wadsworth, 2003), p.39.

Talking about word form, in linguistics the study of this case called morphology. Aronoff and Fudeman say in linguistics, morphology refers to the branch of linguistics that deals with words, their internal structure, and how they are formed.<sup>9</sup> Therefore, morphology as the one of branches in linguistics that just focuses on word and how the word is shaped.

In morphology, there are two kinds of word formation; derivation and inflection.<sup>10</sup> The difference between derivation and inflection is located in their word formation. Derivation; the additional item can change their word formation by adding either suffixes or prefixes, for example “homeless (adjective)” which it comes from home (noun) + less (suffix). Inflection means by adding the suffixes, the word formation do not change their meaning. For example “hand” (noun) comes from “hand + s” which it is still noun. The use of –s indicate the “hand” is plural.

As the result, the difference between word form between Bahasa and English can create students make errors. As stated by Jabeen, errors are the result of incomplete learning and linguistic incompetency of the learners and error cannot be self-corrected.<sup>11</sup> Therefore, the error committed by the students also indicates the second language learners do not mastered. Talking about error, it is related to error analysis.

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<sup>9</sup>Mark Aronoff, Kriste'n Fudeman, *What Is Morphology?*, (2nd Ed) (Oxford: Blackwell Publishing Ltd, 2011), p.2.

<sup>10</sup>George Yule, *The Study of Language*, (4th Ed) (Cambridge University Press, 2010), p.69.

<sup>11</sup>Aqsa Jabeen, *The Role of Error Analysis in Teaching and Learning of Second and Foreign Language*, (Journal of Education and Linguistics Research, Vol.1 No.2, 2015), p.53.

Brown stated, the fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner led to surge of the study of the learners' error called error analysis.<sup>12</sup> It means, the error analysis is the approach for observing, analyzing and describing the errors that is made by students or learners. The aims of observing, analyzing and describing are to divide the errors based on their types.

The student's writing has been taken by researcher as a sample. It is taken from student's writing (student of English Education: the fifth semester of UIN RIL) to prove there was a phenomenon of error in student's writing.

Student's error:

I lived in a small house

The correct sentence should be:

I live in a small house.

In this case, the student made error; misformation which means the wrong form of the structure. As known that in descriptive text, the generic structure uses present tense but, the student using -ed in word "live" so, her sentence be past tense form. Based on sample, the student made error in using suffix that does not change meaning. So,

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<http://www.macrothink.org/journal/index.php/elr/article/view/8189> (Accessed on Maret 2<sup>nd</sup> 2017 at 10.15).

<sup>12</sup>H Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1980), p.166.

the researcher chooses inflection as object of this research. Another example of her writing which relates to inflectional are:

Student' examples:

It has two rooms

I usually chat with my friends

It is so small with only three chairs

It can be concluded from the sample above, the students not only made error but also in her written, there are some inflectional morphemes. Inflectional has eight kinds, in this case the the most inflectional morphemes comes from the suffix “-s” which indicates that the noun is plural.

The researcher presents some previous researches that deal especially with error analysis (EA) in inflection area. The first research comes from Abdelrady and Ibrahim from journal “Error of Inflectional Morphemes Made by Preparatory Year Saudi ELF Students at Al-Jouf University”.<sup>13</sup> Both of them research analyzed and identified errors especially in inflectional morpheme. The focus of them study are to investigate the occurrence of errors in inflectional morphemes and to find out the types or errors and the most frequent errors that were made by the students.

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<sup>13</sup>AbbasHusseinabdelrady- Abdul Mahmoud Idress Ibrahim, *Error Analysis of Inflectional Morpheme Error Made by Prepatory Year Saudi ELF Sudents At Al-Jouf University*, (Sust Journals of Humanities, Vol.10 No.4. 2015), [http://www.sustech.edu/staff\\_publications/20151125074940258.pdf](http://www.sustech.edu/staff_publications/20151125074940258.pdf)(Accessed on March 10<sup>th</sup> 2017 at 13.00).

Another research was done by Suwaree Yordchim and Toby J.Gibbs entitled “Error Analysis of English Inflection among Thai University Students”.<sup>14</sup> Their research suggests two implications: first, why do Thai students make such a large number of errors in English inflection and secondly, how can this situation be improved and the number of errors that are made by the students be reduced.

Ahmad and Andi in their research entitled “Inflectional Errors Found in Descriptive Text Written by Ninth-Year Students of SMPN 14 Malang”.<sup>15</sup> This research analyzed the errors based on surface strategy taxonomy. The errors found that the types of errors are addition, misformation and omission. Besides the types of errors, the causes of the errors were also discussed.

Based on the previous studies before, there were significant differences which were located on the results and the formulation of the problem. If all previous studies investigated the cause of the error then this research just focuses on what types and how many frequent errors themselves. The details of significant differences in findings were discussed by the researcher in chapter four.

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<sup>14</sup>Suwaree Yordchim, Toby J.Gibbs, *Error Analysis of English Inflection among Thai University Students*, (*international journal of social* Vol.8 No.7, 2014) <http://waset.org/publications/9998795/error-analysis-of-english-inflection-among-thai-university-students>(Accessed on March 10<sup>th</sup> 2017 at 13.15).

<sup>15</sup>Ahmad Taufiq Hidayat, Andi Muhtar, *Inflectional Errors Found in Descriptive Text Written by Ninth-Year Students of SMPN 14 Malang*, (*State University Of Malang*) <http://jurnal-online.um.ac.id/data/artikel/artikelC6D4776A2F5816077E3E10967909B791.pdf>(Accessed on March 10<sup>th</sup> 2017 at 15.15).

Considering the explanation above, the research concerned in analyzing the inflectional morphemes and recorded it as a study entitled “Grammatical Errors in Using Inflectional Morphemes in Writing at the Fifth Semester Student of English Education Department Based on Surface Strategy Taxonomy”

### **B. Limitation of the Problem**

In this case, this research analyzed the student's error in using inflectional morphemes. This research was focus in regular inflection (-s, -ing, -ed, -en in Verb, -s, -'s in Noun and also -er, -est in Adjective). In this reserach, the research took the students' documentation to get the error. The researcher analyzed and identified the error based on surface strategy taxonomy made by students of English education department at UIN Raden Intan Lampung in the academic year of 2016/2017.

### **C. Formulation of the Problem**

Some questions of this research were:

1. What were the types of errors in using regular inflectional morphemes made by students in their writing based on surface strategy taxonomy?
2. How many percentages of error that the students make in using regular inflectional morphemes in their writing based on surface strategy taxonomy?

### **D. Objective of the Research**

Based on the formulation of the problem, the researcher makes objectives of the research, they are:

1. To know what are the type of errors in using regular inflectional morphemes made by students in their writing based on surface strategy taxonomy
2. To find out how many percentages of error that the student make in using regular inflectional morphemes in their writing based on surface strategy taxonomy.

### **E. Uses of the Research**

The uses of this research are as follows:

#### **1. Theoretical contribution**

The finding of this study was expected to be useful for a reference for other researcher who wants to conduct a similar field of research in both error analysis (EA) and Inflectional Morpheme.

#### **2. Practical contribution**

For students,

This research was needed to show them in what error in using inflectional morpheme which is difficult for them

For lecturers,

This research was expected to give information for English lecturers (morphology) and is to evaluate themselves whether they are successful or not in teaching English.

### **F. Scope of the Research**

#### **1. Subject of the Research**

The subject of this research was students of fifth semester of English education department study program of UIN Raden Intan Lampung.

## **2. Objectof the Research**

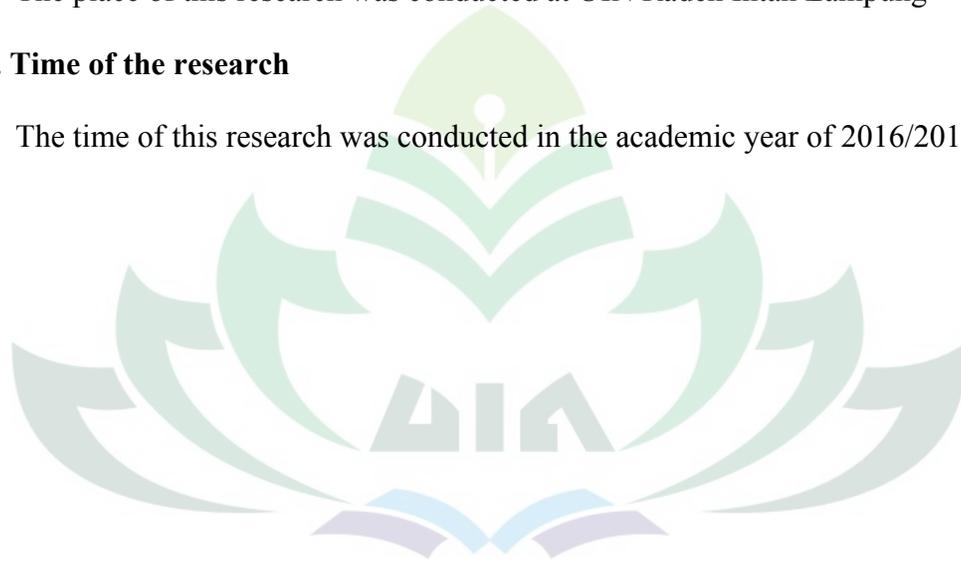
The object of this research was an analysis of student's writing in using inflectional morphemes.

## **3. Place of this Research**

The place of this research was conducted at UIN Raden Intan Lampung

## **4. Time of the research**

The time of this research was conducted in the academic year of 2016/2017.



## CHAPTER II REVIEW OF LITERATURE

### A. Concept of Writing

Both Urquhart and McIver say that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.<sup>1</sup> Thus, writing is not a simple skill. There is a stage namely editing; it is the stage that writers used to observe again their written maybe like checking grammar or checking punctuation in order to make a written well.

In line with Harmer, writing is language skill that involves language production and therefore often referred to as productive skill.<sup>2</sup> While reading and listening are receptive skill, both writing and speaking are productive skill. Writing likes a tool which producing something such as article in magazine, story in diary's life, and time line in social media.

According to Siahaan, the written productive language skill is called writing. It is the skill of a writer to communicate information to a reader of group of readers.<sup>3</sup> Hence, writing as a way to share information to a reader. In magazine company for example,

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<sup>1</sup> Vicki Urquhart, Monette McIver, *Teaching Writing in the Content Area*, (United State of America: Association for Supervision and Curriculum Development, 2005), p.5.

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Hand books for Language Teachers, 2006), p.16.

<sup>3</sup> Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.214.

they need this skill to share information which they get in order to complete their news. This news is used for people to know what happen in around.

To sum it up, writing is productive skill; producting something by using non oral such as information or idea in order to link people together, transferring information from A to B, B to C and so on. Nowadays, without face to face, people can share their information to others. The researcher finds several applications in social media make the user must write what they want to say.

### **B. Aspect in Writing**

There are some aspects that are used in writing ability. According to Tribble, five aspects in writing namely content, organization, vocabulary, language and mechanics.<sup>4</sup>

#### **1. Content**

Content refers to the substance, the experience of the main idea (unity). It can be identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the whole paragraph.

#### **2. Organization**

It refers to the organization of the content or coherence. This aspect relates from one main idea to another main idea so, the main ideas connect each others.

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<sup>4</sup>Christohper Teribble, *Writing*, (New York: Oxford University Press, 1996), p.130.

### 3. Vocabulary

Vocabulary in this aspect means select words that are suitable to the content.

### 4. Language

Language refers to the grammar. The writer has to choose correct grammar to make a sentence well-formed.

### 5. Mechanics

It refers to the use of graphic conventional of the language such as punctuation, spelling and capitalization.

## **C. Concept of Grammar**

Purpura stated that grammar is defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.<sup>5</sup> It means, In language grammar can be defined as a rules of form a word or grammar is concerned as a language structure. Talking about structure, grammar can make conversation between speaker and hearer, writer and reader easier and understandable.

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<sup>5</sup>James E. Purpura, *Assessing Grammar*, (Cambridge: Cambridge University Press, 2004 ), p. 6.

According to Thornbury, grammar is a description of the rules that govern how a language's sentence is formed.<sup>6</sup> Therefore, grammar is the study about constructed a word (morphology) or sentence (syntax) in speaking or writing to make a language understandable. On the other say both word-form and sentence-form is used to make a language correct.

In line with Thornbury, Greenbaum and Nelson give definition about grammar. Both of them say grammar refers to the set of rules that allow us to combine words in our language into larger units.<sup>7</sup> Hence, grammar is partly study of structure that allows speaker or writer to unite word by word. For example: the word "talk" can add or combine with other word, so it can be "talking to my mother".

In conclusion, grammar is a part of study about a way to set our language is understandable. Grammar does not only affect how units of language are combined in order to look right; it also affects their meaning. In other hand, grammar also means rules in language to make our language have a correct meaning.

#### **D. Concept of Morphology**

Mentioned by Fromkin et.al, the study of the internal structure of words, and of the rules by which words are formed is called morphology.<sup>8</sup> Hence, morphology is a subject that they need if people want to learn about words; their shape and their rules.

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<sup>6</sup>Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), p.1.

<sup>7</sup>Sydney Greenbaum, Gerald Nelson, *An Introduction to English Grammar*, (2nd Ed) (Malaysia: Pearson Education Limited, 2002), p.1.

<sup>8</sup>Victoria Fromkin, *et.al, An Introduction to Language*, (7nd Ed) (United State: Wadsworth, 2003), p.76.

Talking about word form, the word “morphology” is shaped from “morph” and “ology” which is science or of branch of knowledge of concerning.

Lieber says that morphology is the study of word formation including the ways new words are coined in the language of the world and ways forms of words are varied depending on how they're used in sentence.<sup>9</sup> It means that morphology discusses about words; word formation based on how they are used in writing. For example, if someone wants to write a word “walk” in the past tense, he must add the suffix “-ed” so, his word be “walked” which the suffix “-ed” indicates that the lexeme “walk” refers to past tense.

According to Baurer, morphology deals with the internal structure of words – not with their structure in terms of the sounds that make them up, but their structure where form and meaning seem inextricably entwined.<sup>10</sup> In morphology, the study of internal words deals with the forms of lexemes (inflectional) and with the ways in which lexemes are formed (word-formation). Word walk, walked, and walking can be qualified as word form of the lexeme walk.

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<sup>9</sup>Rochelle Lieber, *Introducing Morphology*, (Cambridge: Cambridge University Press, 2009), p. 2.

<sup>10</sup>Laurie Bauer, *The Linguistics Student's Handbook*, (Edinburgh: Edinburgh University Press Ltd, 2007), p. 12.

From researcher's point of view, morphology is a kind of linguistic that focuses on words especially how they are shaped and how they are change depending how they are used. So, in the morphology the concert word walk, walked, and walking can be qualified as word form of the lexeme "walk".

### **E. Concept of Morpheme**

According to Haspelmath, morpheme can be defined as the smallest meaningful constituents of a linguistic expression.<sup>11</sup> In support of this, the word flowers for example can be broken up into individually meaningful part: flower + s. It means that morpheme is knowledge about smallest meaningful of a word.

In line with Lieber, the important component of word structure is the morpheme. Morpheme is a study about smallest unit of word and each of smallest unit itself has a meaning.<sup>12</sup> It is certain that morpheme is the smallest unit a morpheme is the minimal linguistic unit which has a meaning or grammatical function. Although many people think, words as the basic meaningful elements of a language, many words can be broken down into still smaller units.

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<sup>11</sup> Martin Haspelmath, *Understanding Morphology*, (Great Britain: Arnold Publisher, 2002), p.16.

<sup>12</sup> Rochelle Lieber, *Loc.Cit.*

As stated by Katamba and Stonham, the term morpheme is used to refer to the smallest, indivisible units of semantic content or grammatical function from which words are made up.<sup>13</sup> Therefore, morpheme refers to the smallest unit of meaning until that word can be divided anymore. For example, the word “dogs” contains into two units which are meaningful: “dog”, which specifies a particular kind of animal, and -s, which indicates plural.

In conclusion, morpheme is kind of morphology which is the study in linguistic that focus on smaller parts of words and all words are composed of one or more morphemes. Although all morphemes are units of meaning, there are various kinds of morphemes, as follows:

### **1. Free Morpheme**

Morphemes can be free or bound, free morpheme can stand by themselves as single words. Free morpheme, on the other hand, can stand alone as a word and cannot be broken down further into other word elements. Free morphemes do not need another lexeme to complete their word. For example, in the word “walking”, the morpheme “walk” is free because it can stand alone as a word but, the word walk can be broken and the researcher can put the word “walk” into simple sentence: I walk to the garden.

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<sup>13</sup> Francis Katamba, John Stonham, *Morphology*, (2nd Ed) (New York: Palgrave Macmillan, 2006), p. 20.

## 2. Bound Morpheme

If free morpheme can stand alone then bound morphemes are forms that cannot normally stand alone and are typically attached to another form, like re-, -ist, -ed, -s.

For example, the suffix –s needs a lexeme to make a word complete. In the examples below, the free morphemes are in italics and the bound morphemes in bold:

*Kind* – **ness** : Kindness

**Dis** – *like* : Dislike

**Eat** – *s* : Eats

Bound morphemes are normally affixes. According to Borjars and Buridge, affixes can be divided into sub-classes depending on whether they attach before the stem, in which case they are prefixes, or after the stem, in which case they are suffixes.<sup>14</sup> As well as Borjars and Buridge, Meyer says that bound morphemes has of two types, they are called inflectional and derivational.<sup>15</sup> Inflectional bound morpheme means by adding suffixes, the word formation do not change their meaning rather than derivational, the additional morpheme can change their word formation by adding either suffixes or prefixes.

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<sup>14</sup>Kersti Borjars, Kate Buridge, *Introducing English Grammar*, (2nd ed) (Great Britain: Hodder Education, an Hachette UK Company, 2010), p.19

<sup>15</sup> Charles F. Meyer, *Introducing English Linguistics*, (Cambridge: Cambridge University Press, 2009), p. 152.

At the end of the line, morpheme as a smallest part of word that has meaning can be broken into two parts namely; free morpheme and bound morpheme. The difference between them is based on they can stand alone or not. If free morpheme can stand alone (chair, laptop, pillow), it means bound morpheme cannot stand alone such as; -s, -ed, -ness, -ly, etc. In bound morpheme there are two kinds; inflection and derivation. Inflection is word formation that does not change a part of speech but, derivation can change a part of speech.

#### **F. Concept of Inflection**

In addition, Yule states the second set of bound morphemes contains what are called inflectional morphemes. These are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word.<sup>16</sup> It means, Inflectional are used to show if a word is plural or singular, it is past or not, it is comparative or possessive form, for Example, the suffix “-ed” is used to change a verb in past tense form, and “-ing” indicate the verb is progressive.

In Lieber’s book, she says that inflection refers to word formation that does not change category and does not create new lexemes, but rather changes the form of lexemes so that they fit into different grammatical contexts.<sup>17</sup> Thus, inflectional morpheme are suffixes which grammatical meaning. In inflectional word formation

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<sup>16</sup>George Yule, *the Study of Language*, (4th Ed) (Cambridge: Cambridge University Press, 2010), p. 67.

<sup>17</sup>Rochelle Lieber, *Op.Cit*, p. 88.

does not change the part of speech or meaning of word. Inflectional ensures that the word is grammatically correct.

Mentioned by Borjars and Buridge, Inflection adds some functional information to the element to which it is added, but does not drastically change the meaning of the word.<sup>18</sup> They do not change the part of speech or meaning of the word; they function to ensure that the word is in the appropriate form so the sentence is grammatically correct.

To sum it up, inflection is a process of word formation in which items are added to the base form of a word to express grammatical meaning in order to ensure that the word in the sentence is correct both in grammatical and meaningful. These does not used to produce new words in the language, but it is used to indicate aspects of the grammatical function of a word.

### **G. Regular and Irregular Inflection**

The inflectional system of English comprises a large regular subsystem and a few highly circumscribed irregular patterns.<sup>19</sup> In inflection, the way to change a word from to reflect thing like tense, plurality, gender, etc., is usually governed by consistent, predictable rules known as regular inflection, regular inflection contains verbs, noun and adjective.

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<sup>18</sup>Kersti Borjars, Kate Buridge, *Op.Cit*, p.20.

<sup>19</sup>Bas Aarts, April McMahon, *The Handbook of English Linguistics*, (Victoria: Bkckwell Publishing Ltd, 2006), p. 509.

For examples :

**1. Verb :**

- a. play           = played       = played
- b. approach   = approached = approached
- c. listen        = listened   = listened

**2. Noun**

- a. book = books
- b. Hand = hands

**3. adjective**

- a. happy        = happier     = happiest
- b. big           = bigger      = biggest
- c. strong       = stronger    = strongest

There are many instances in which the way a word is inflected does not seem to follow any rules or conventions at all-this known as irregular inflection. Irregular inflection affects nouns, adjectives, adverb and (most commonly) verbs.

For example:

**1. Noun**

- a. person= people
- b. mouse = mice
- c. woman = women

## 2. Adjective

- a. bad = worse = worst  
 b. good = better = best  
 c. many/much = more = most

## 3. Verb

- a. see = saw = seen  
 b. drive = drove = driven  
 c. sit = sat = sat  
 d. swing = swam = swum

## H. Types of Regular Inflection

According to Meyer, English has so few inflections.<sup>20</sup> Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form. In addition, according to Yule, English has only eight inflectional morphemes (or “inflections”).<sup>21</sup> Borjars and Buridge state that here is some variation in the form of inflectional, there are as in details:<sup>22</sup>

<sup>20</sup> Charles F. Meyer, *Op.Cit*, p.153.

<sup>21</sup> George Yule, *Op.Cit.*, p.70.

<sup>22</sup> Kersti Borjars, Kate Buridge, *Loc.Cit.*

**Table 1**  
**The Types of Inflections**

**A. Verb**

Suffix	Description	Example
-s	3 <sup>rd</sup> person, singular, present	He cleans every day. ( <b>Clean</b> <sub>lexeme</sub> + <b>s</b> <sub>suffix</sub> )
-ing	Progressive aspect (denoting action in progress)	He is cleaning right now. ( <b>Clean</b> <sub>lexeme</sub> + <b>ing</b> <sub>suffix</sub> )
-ed	Past tense	She cleaned yesterday. ( <b>Clean</b> <sub>lexeme</sub> + <b>ed</b> <sub>suffix</sub> )
-en	Past participle	She has beaten the dog. ( <b>Beat</b> <sub>lexeme</sub> + <b>en</b> <sub>suffix</sub> )

**B. Noun**

Suffix	Description	Example
-s	Noun plural maker	The cats are cute. ( <b>Cat</b> <sub>lexeme</sub> + <b>s</b> <sub>suffix</sub> )
-'s	Noun possessive	The cat's lead is broken. ( <b>Cat</b> <sub>lexeme</sub> + <b>'s</b> <sub>suffix</sub> )

**C. Adjective**

Suffix	Description	Example
-er	Comparative adjective	He's a faster runner. ( <b>Run</b> <sub>lexeme</sub> + <b>er</b> <sub>suffix</sub> )
-est	Superlative adjective	She's the fastest runner. ( <b>Fast</b> <sub>lexeme</sub> + <b>est</b> <sub>suffix</sub> )

Source: *Introducing English Grammar* (book)

\*Suffix :something added at the end of word.

\*\*lexeme :a lexeme is abstract minimal unit of morphological analysis in the lexicon of a language that roughly corresponds to a set of forms of a single word. For example, the word *eat*, *eats*, *eating*, and *eaten* are all forms of the lexeme *eat* in English.

**1. VERB**

The word “verb” comes from Latin Greet and Roman grammarians considered the verb to be the most important word in a sentence. As reported by Larson, a verb is a word that either describes an action or an event (what someone or something does) or

else helps to describe a state or a condition (what someone or something is or is like).<sup>23</sup> Hence, verbs are a very important part of the English language. They are so important that every sentence has to have one. Without a verb, you do not have action and you do not have a sentence, either.

For examples:

The girl smiled at him

The boy sits in the class

Actually verb is divided into regular and irregular verb, but the researcher just focuses on regular verb with adding by suffixes. e.g the past tense of the word “walk” is “walked”. Unlike regular, irregular does not add suffix, for example the past tense of the word “drink” is “drank”. There are four kinds of verb suffixes, such as:

**a. 3<sup>rd</sup> person, singular, present (-s)**

In writing the following spelling rules should be observed:

1) Adding suffix –es

Verbs ending in -s, -ss, -sh, -ch, -tch, -x, -zz and –o shall add –es in the end of verb.

for example:

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<sup>23</sup> Randy Larson, *Hot Fudge Monday: Tasty Ways to Teach Parts of Speech to Students Who Have a Hard Time Swallowing Anything to Do with Grammar*, (United State of America: Cottonwood Press, Inc, 2007), p.11.

Watch = watches

Mix = mixes

Kiss = kisses

Buz = buzzes

Go = goes

## 2) Adding suffix –ies

When “Y” follows a consonant it is changed into –ies. Example:

Study= studies

Carry= carries

But, if the “Y” is not followed by consonant, the inflectional –s is added :

Play = plays

Obey = obey

Pay = pays

Lay = lays

## 3) Adding the suffixe –s, if the verb is ending in –se, -ce, -ze, -(d)ge, ex :

Please = pleases

Stage = stages

### **b. Progressive aspect (-ing)**

The present progressive tense is used to talk about things that are continuing to happen.

1) Make the present progressive tense by using am, is or are with a verb that ends in -ing. For example:

I am learning how to swim.

Sometimes there is a slight change to be made to the base form before –ing added, such as the dropping of a final –e or a doubling of the final consonant:

Make = making

star = staring

Shine = shining

come = coming

Tie = tying

tap = tapping

Sob = sobbing

run = running

### c. Past tense (-ed)

Regular verbs form the past tense by adding -ed to the base form (or simply -d if the base form already ends in -e). Examples:

Open – opened

move – moved

Need – needed

place – placed

The suffix is added –ed if the base form :

1) If the word ends in two consonants, examples :

Start – started

fold – folded

demand – demanded

2) Verbs that end in –y and preceded by a consonant, change –y to –i, and add –ed.

Examples:

Study – studied

try – tried

reply – replied

3) If –y is preceded by a vowel, keep the –y. for examples :

enjoy – enjoyed

pray – prayed

### d. Past participle (-en)

When a verb phrase consists of auxiliary verb have and the lexical verb, the lexical verb takes the form of a past participle. Some common irregular verbs have a past participle that is different from the simple past tense. For examples:

Eat	= eaten	Someone has <i>eaten</i> all the chocolates.
Fall	= fallen	One of the pictures has <i>fallen</i> off the wall.
Go	= gone	I'm sorry, but your train has already <i>gone</i> .
Speak	= spoken	Miss Hill has <i>spoken</i> about the problem

## 2. NOUN

Larson also states that nouns are words that name things.<sup>24</sup> So, nouns are names of objects, things, human beings, animal materials and abstract notions. Nouns sometimes name of things that you can “see,” but these are things that have no physical shape like love, joy, peace, patience, intelligence, eagerness, alertness and boredom. Most people know what “love” looks and feels like, even though they cannot see it like they can see a cat or a dog. Many nouns like “love” name a quality or a feeling, rather than a physical object. Two kinds of inflectional morphemes that attached to the noun:

### a. Plural (-s)

Some nouns in English have the singular and the plural forms. Plural noun of regular form is added by suffix –s, e.g. lesson – lessons, worker –workers. Other nouns are used only in the singular e.g. freedom, progress, machinery, steel, milk or only in the plural e.g. spectacles, goods, billiards. In writing the following spelling rules should be observed. The standard way to inflect a noun for plurality is to add “-s” or “-es.” Occasionally we have to make a slight alteration to the spelling of the word to

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<sup>24</sup> Randy Larson, *Op.Cit*, p.31.

accommodate this inflection (for example, when the noun ends in a “-y” and it is preceded by a consonant, we change “y” to “i” and add “-es”), but these are still considered regular because there is a standard rule that they follow. Sargeant shows the example of plural noun with the rules, as in tables<sup>25</sup>:

**Table 2**  
**The example of noun adding the suffix “es”**

If the nouns :			
Ending in s,ss,ch,(t)ch,x, and z.		Ending in -o preceded by a consonant	
Glass	Glasses	Tomato	Tomatoes
Brush	Brushes	Potato	Potatoes
Watch	Watches	Hero	Heroes

**Table 3**  
**The examples of noun adding the suffix “s”**

If the nouns ending with :			
-o preceded by a vowel		-y preceded by a vowel	
Cuckoo	Cuckoos	Key	Keys
Radio	Radios	Boy	Boys
Piano	Pianos	Day	Days

**Table 4**  
**The examples of noun adding the suffix “ies”**

Nouns ending in -y preceded by a consonant	
Story	Stories
Fly	Flies
Country	Countries

**Table 5**  
**The examples of noun adding the suffix “Ves”**

Nouns ending in :			
-f*		-fe	
Wolf	Wolves	Wife	Wives
Self	Selves	Knife	Knives

\* But some nouns that end in f are made plural simply by adding s. Example, Chief = chiefs  
Source : Basic English Grammar: for English Language Learner(Book)

<sup>25</sup>Howard Sargeant, *Basic English Grammar: for English Language Learner* (United State of America: Saddleback Educational Publishing, 2007), p. 12-14.

### **b. Possessive (-'s)**

Note that -'s here is a possessive inflection and different from the -'s in verb e.g. she's singing, it's happened again. English have some way of indicating that a noun is the owner or possessor of another noun. To make the possessive form, put an apostrophe and an s ('s) after a singular noun. For examples:

John's book

Tina's house

Rosa's Laptop

John, Tina, Rosa are said to own or possess their noun or things

#### **Notes:**

1) To make the possessive form when two names linked by and are the owners, Put ('s) after the second name only. For examples:

Katy and Mike's house is very big. (The house that belongs to both Katy and Mike)

2) Sometimes two possessive forms with 's appear together, one after the other:

This is John's brother's ball. (The ball belongs to John's brother.)

Paul's teacher's house has a swimming pool. (The house that belongs to Paul's teacher)

3) After plural nouns that don not end in "s", use an apostrophe and an suffix-'s to make the possessive form. Examples:

The children's room is always messy.

Some people's houses are bigger than ours.

4) After plural nouns and the name of person that end in “s”, just add an apostrophe (‘). For example:

The students’ desks are arranged in row.

### 3. ADJECTIVE

According to Teschener and Evans, semantic trait of adjectives is that they describe, modify, limit, distinguish, or otherwise characterize the noun they refer to.<sup>26</sup>

Therefore, adjective is word that used to describe or give more information about the noun. In general comparative and superlative forms of adverbs are the same as for adjectives

#### a. Comparative

comparative is used to compare two people or things. The comparative form is usually made by adding “er” to the adjective. The word “than” is often used to compare two things or people. For examples:

Ani is taller than Sinta.

The motorcycle is faster than a bike

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<sup>26</sup> Richard V. Teschner, Eston E. Evans, *Analyzing the Grammar of English*, (3th Ed) (United State of America: Georgetown University Press, 2007), p.10.

## b. Superlative

When you compare three or more people or things, use the superlative form of an adjective. The superlative form is usually made by adding “est” to the adjective. The word “the” is often used before the superlative form. For example:

The lion is the biggest animal in the jungle

As reported by Sargeant, both comparative and superlative have a rules in using–er and–est, such as:<sup>27</sup>

1) If the adjective ends in “e”, add “r” to form the comparative and “st” to form the superlative.

As in details:

**Table 6**  
The example of adjective end in “e”

Adjective	Comparative	Superlative
Nice	Nicer	Nicest
Close	Closer	Closest
Large	Large	Largest
Rude	Ruder	Ruderst
Safe	Safer	Safest
Wide	Wider	Widest

Source : *Basic English Grammar: for English Language Learner Book*

2) Suppose the adjective has two syllables and ends in y. Just change the “y” to “i” and add “er” to make the comparative and add “est” to make the superlative

**Table 7**  
The example of adjective end in “y”

Adjective	Comparative	Superlative
Easy	Easier	Easiest
Funny	Funnier	Funniest

<sup>27</sup> Howard Sargeant, *Op.Cit.* p.40.

Dirty	Dirtier	Dirtiest
Noisy	Noisier	Noisiest
Happy	Happier	Happiest
Heavy	Heavier	Heaviest
Lovely	Lovelier	Loviest
Pretty	Prettier	Prettiest
Naughty	Naughtier	Naughtiest
Tiny	Tinier	Tiniest

Source : *Basic English Grammar: for English Language Learner Book*

3) Suppose the adjective is a short word that ends in a consonant and has a single vowel in the middle. Just double the consonant and add “er” to make the comparative and “est” to make the superlative. As in table:

**Table 8**  
**The example of adjective end in “consonant and has single vowel”**

Adjective	Comparative	Superlative
Sad	Sadder	Saddest
Wet	Wetter	Wettest
Slim	Slimmer	Slimmest
Thin	Thinner	Thinnest
Big	Bigger	Biggest

Source : *Basic English Grammar: for English Language Learner(Book)*

## I. Concept of Sentence

According to Alexander, sentence is a set of words expressing a statement, a question, a command, and exclamation. Usually contain a subject and a verb. In English sentence begin with capital letter and end with full stop.<sup>28</sup> It means, sentence is used to express someone’s statment (I am Atika.), command (You have to go.), question (Do your hear me?) or exclamation (I want you to go!). Sentence contains at least a subjet and a verb which start with capital and end with full stop.

<sup>28</sup> L. G. Alexander, *Longman English Grammar Practice: Intermediate level*, (New York: Addison Wesley Longman, 1998), p.3.

Sentence is simply a term synonymously used to refer to a root clause which is basically a free standing clause that is not a component of another expression.<sup>29</sup> Hence, sentence is defined as a clause which contains at least one subject and one verb. If a sentence just have subject without verb or verb without subject, it cannot be called a sentence but, as a phrase.

Vespor and Sauter state that sentence is a group of words that in writing starts with a capital letter and ends with a full stop, question mark or exclamation mark.<sup>30</sup> Therefore, writing the sentence cannot be random, there are rules. Starting with capital letter (A) and ending with full stop (.) are the common characteristics from sentence, but usually ending with others, such as; question mark (?) and exclamation mark (!).

The meaning of sentence has been mentioned from the experts before, so he researcher wants to conclude the definition of sentence. Sentence is a group of words that consists at least main clause by starting with capital and ending with full stop, question mark or exclamation. The words “Two Horses” cannot be called a sentence because there is no verb, there is just a noun. Another example: Bird flies. The word “Birds flies” can be called as a sentence, Subject and verb are available.

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<sup>29</sup>Radford, *Analyzing English Sentences: A Minimalist Approach*, (Cambridge: Cambridge University Press, 2009), p. 479.

<sup>30</sup>Marjolijn Vespoor, Kim Sauter, *English Sentence Analysis; an Introductory Course*,(Amsterdam: John Benjamins Publishing Company, 2000), p. 33.

Kane states, depending on the number and type of clauses they contain, grammatical sentences divided into four patterns: simple sentence, compound sentence, complex sentence and compound-complex sentence<sup>31</sup>:

### 1. Simple sentence

A simple sentence must have a subject and a verb, and it must make complete sense; that is, the reader or listener is not left wondering ‘Who’, ‘What’ or ‘How’.<sup>32</sup> It means in making simple sentence there is no question after the reader reads this sentence completely. The formula of this sentence is:

SUBJECT + VERB

For example “she cries” in this case, the reader is not wonder about this sentence because the reader understands this sentence’s meaning. However, simple sentence has only main clause, it does not mean it has to be very short.

### 2. Compound sentence

A compound sentence consists of two or more main clauses.<sup>33</sup> It means that compound sentence is a sentence that contains two independent clauses and follows with coordinate conjunctions.

For examples:

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<sup>31</sup> Thomas S. Kane, *the Oxford Essential Guide to Writing*, (United State of America: Oxford University Press, 2000), p.157.

<sup>32</sup>Winifred Belmont, Michael Sharkey, *the Easy Writer: Formal Writing for Academic Purposes*,(3rd Ed) (Australia: Pearson Australia, 2011), p.7.

<sup>33</sup>Marjolijn Vespoor , Kim Sauter, *Loc.Cit*, p.36.

She has one pen, but two papers.

The man wears hat and jacket

There are also few variations on these coordinate called correlative conjunctions which is the coordinate conjunction combined with another word or phrase. Table below shows a complete list of coordinators.<sup>34</sup>

**Table 9**  
**List of Coordinators**

Coordinate Conjunctions		Correlative Conjunctions
And	For	Both.... and
But	So	Not only..... but also
Or	Yet	Either... or
Nor		Neither... nor

*Source: English Sentence Analysis; An Introductory Course (book)*

Another way to connect two main clauses and form a compound sentence is to put a semi-colon (;) among main clause.

For example:

Whales have lungs instead of gills; they cannot breathe under water.

### 3. Complex sentence

A complex sentence is a sentence that contains at least one full dependent clause within own subject and predicate.<sup>35</sup> It means complex Sentence at least has one independent clause and one dependent clause. For Instance; “Before he went to the job interview”, he got a haircut. Independent clause in complex sentence is called a main clause and the dependent clause which always functions as a noun or an adverb

<sup>34</sup> *Ibid.*

<sup>35</sup> *Ibid*, p.37.

or an adjective is called the subordinate. From the example that researcher has given, “he got a haircut” as main clause and “Before he went to the job interview” as dependent clause.

#### **4. Compound-complex sentence**

It is also possible to have a compound sentence with complex part, or a complex sentence with compound parts. We will call both types compound-complex sentences.<sup>36</sup> In a compound-complex, the sentence must have at least two independent clauses and at least one dependent. For Instance; “Tina is a doctor and she is a women who care about people”. Based on the example; the independent clause are Tina is doctor and she is a woman, while the dependent clause is who care about people.

#### **J. Concept of Paragraph**

Zemach and Rumisek state that paragraph is basic unit organization in writing in which a group of related sentences that develops one main idea.<sup>37</sup> It means that paragraph is a first step to make an essay because an essay is built from several paragraph and a paragraph is made from several sentence. Therefore, to make a written longer than usual, practice to make a paragraph first.

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<sup>36</sup>*Ibid*, p.42.

<sup>37</sup>Dorothy E. Zemach, Lisa A. Rumisek, *Academic Writing: From Paragraph to Essay*, (Edelvives: Oxford, 2003), p. 3.

According to Siahaan, paragraph is a piece of written text, it contains several sentence.<sup>38</sup> Therefore, if one sentence built by one verb then one sentence then a paragraph is made from several sentences. Paragraph also can be defined as a group of sentence that supports with one main idea and four some part; topic sentence, supporting sentence, concluding sentence and concluding comment.

It can be concluded that a group of sentence explained and developed based on one main idea itself. The main idea usually stated in a topic sentence somewhere in paragraph. Other sentence list details, provide examples, or offer evidence that support the central idea. Moreover, each sentence should fit into a logical pattern. Many paragraphs also have a concluding sentence which summarizes the central idea.

#### **K. Concept of Text**

According to Mark and Anderson, text is when these words are put together to communicate a meaning, a piece a text is created. There are two main categories of text namely literacy and factual.<sup>39</sup> Hence, text is arranging of words to be sentences in order to give a message to somebody and a text contains more than one paragraphs. Text divided into two categories, they are: Literacy text is constructed to appeal the emotions and imaginations that can make the reader laugh or cry. Meanwhile factual text is a text that giving information or ideas and aim to show, tell or persuade the audience.

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<sup>38</sup>Sanggam Siahaan. *the English Paragraph*, (Yogyakarta: Graha Ilmu, 2008),p.5.

<sup>39</sup>Mark, Kathy Anderson, *Text Type in English*, (Australia: Macmillan, 1997), p.1.

Text has a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.<sup>40</sup> It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

Based on explanation above, the researcher concludes that text is created by some words, sentences, and paragraph that give information to the reader. Text types falls into two categories namely; literacy text and factual text that have the function of each other and also text can be divided into spoken and written text.

#### **L. Concept of Descriptive Text**

Gerot et.al in Mursyid states that descriptive text is kind of text with purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.<sup>41</sup> Additionally, Bencomo says that a descriptive text represents people, animals, places, or things.<sup>42</sup> It means, both Gerot and Bencomo mention descriptive text describes noun, person, or place specifically. The communicative purpose is to tell the information about characteristics noun, person, or place.

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<sup>40</sup> Ken Hayland, *Teaching and Researching Writing* (2<sup>nd</sup> Ed), (Edinburgh Gate: Pearson, 2009), p.8.

<sup>41</sup> Mursyid.M.PW. (2011). Learning Descriptive Text .[Online]. In: <http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf> [November 10, 2017].

<sup>42</sup> Gisela Bencomo, *CliffsAp Spanish Language*, (New York: Wiley Publishing, 2003), p.49

Based on the explanation above, descriptive text, which describes an object that can someone imagine. It is briefly a certain kind of objects such as a person, a place, a thing, or an animal with good mastery of aspects of writing.

## **M. Concept of Error Analysis**

### **1. Definition of error and Mistake**

As stated by Khansir that errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language.<sup>43</sup> Consequently, learning is the process that involves the making error. In making the error by the students who learn English as second language, it means the students do not aware about what they do. Mentioned by Brown a mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations.<sup>44</sup> It means that mistake almost same as error. The point that make them different is mistake has known system correctly whereas error does not. It means, if people do the something wrong, but they realize what they do, it is mistake.

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<sup>43</sup>Ali Akbar Khansir, "Error Analysis and Second Language Acquisition". *Theory and Practice in Language Studies*, Vol.2 No.5 (May 2012), p.1027. <http://www.academypublication.com/issues/past/tpls/vol02/05/22.pdf> (Accessed on May 01<sup>st</sup> 2017 12:12)

<sup>44</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Ed) (United State of America, 2007), p.228

In agreement with Keshavarz, errors are considered to be systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is incomplete.<sup>45</sup> Different with errors, mistakes are random deviations, unrelated to any system, and instead representing the same types of performance mistakes that might occur in the speech or writing of native speakers, such as slips of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and the like.<sup>46</sup> Therefore, error is wrong response because the students or the learner do not have knowledge about what the right answer is. If students make mistake, it means the students have wrong response thought about it and they would realize what the right answer is mistake is different from error. Mistake can be happen in the speech or writing native speaker. The reason that make the students do mistake is slip of tongue (only in speaking), false start, lack of subject-agreement in a sentence and etc.

In agreement with Corder, an error, on the other hand, is systematic. That is, it is likely to occur repeatedly and does not recognize by the learner as an error. The learner in this case has incorporated a particular erroneous form (from the perspective of the TL) into his or her system.<sup>47</sup> Mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary.<sup>48</sup> It means when the students

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<sup>45</sup> Mohammad Hossein Keshavarz, *Contrastive Analysis & Error Analysis* (New Ed) (Tehran: Rahnama Press, 2011), p.60.

<sup>46</sup> Mohammad Hossein Keshavarz, *Op.Cit.* p.61.

<sup>47</sup> S. P. Corder "The Significance of Learners' Errors" *International Review of Applied Linguistics*, No: 5(1967), pp.161–170.

<sup>48</sup> *Ibid.*

make an error, they do not recognize the right answer. Error is also the result of incomplete learning and errors cannot be self-corrected. So, mistake usually is done only one time, more than one time, it is called error. The speaker or the writer who make a mistake, can realize that they wrong so they corrected by themselves.

In the end of the line, error occurs because the students do not know what is correct.

It supports by the Holy Qur'an, as follows:


أَلَا إِنَّهُمْ هُمُ الْمُفْسِدُونَ وَلَكِن لَّا يَشْعُرُونَ

“of a surety, they are the one who make mischief, but they realize (it) not.” (Q.S Al-Baqarah:12).<sup>49</sup> It means, error is a wrong result made by students who learning second language in their learning process and the students do not know or the students unaware about what the right answer is. Although, according to some linguists errors might do not be seen as signs of failure, the researcher thinks that they are the clearest evidence of the need for developing the systems of learning. These errors need to be given special attention by their teacher.

As a result, the researcher concludes that mistake is a wrong result from the students or learner or all people in the world they slip of the tongue, false starts, lack of subject-verb agreement in a long complicated sentence, and etc. In their performance and they can correct it by their self in making mistake generally one-time-only

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<sup>49</sup>Abdullah Yusuf Ali, *the Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 2001), P.19.

events. If students make mistake, it means the students have wrong response thought about it and they will realize what the right answer is.

According to Dulay's theory, The distinction between performance and competence errors is extremely important, but it is often difficult to determine without a more in-depth analysis. So that, they define error as any deviation from a selected norm of language performance, no matter what the characteristics or caused of the deviation might be.<sup>50</sup> It means that to make a contradiction between error and mistake, it needs to take a more analysis. Therefore, all deviation from students can be judgment as an error, no matter what the cause is.

## 2. Definition of Error Analysis

Confirming to Salville-Troike,

EA is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2 (as in CA).<sup>51</sup>

It means that Error Analysis approach is different from Contractive Analysis although both of them are approach in study of SLA (second language acquisition) too. Contractive analysis is the approach that using the comparison between L1 (first language) and L2 (second language) that involve a predicting and explaining learner

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<sup>50</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (Oxford: Oxford University Press, 1982), p.139.

<sup>51</sup> Muriel Saville-Troike, *Introducing Second Language Acquisition* (2nd Ed) (Cambridge: Cambridge University Press, 2012), p.40.

problems to determine the differences and similarities, whereas error analysis focuses on internal; learners' creative ability to construct language by describing and analyzing the actual learners error in L2.

As stated by Gass and Selinker, The study of errors is called error analysis. Error Analysis, as the name suggests, is a type of linguistic analysis that focuses on the errors learners make.<sup>52</sup> According to her book, Susan as expert explains that Error Analysis focuses on errors made by learner. Unlike contractive analysis (CA) the comparison is made with the native language, whereas in error analysis it is made with the target language.

Mentioned by Brown, the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to surge of study of the learners' error, called error analysis.<sup>53</sup> Hence, that error analysis is approach for observing, analyzing and describing the errors that made by the students. The point of observing, analyzing and describing are to divide the errors based on their types; omission, addition, misordering or misformation.

The researcher concludes that error analysis is the approach which we can learn in linguistics, focus on internal; learners' creative ability to construct language different with contractive analysis; is the approach that using the comparison between L1 and

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<sup>52</sup> Susan M. Gass, Larry Selinker, *Second Language Acquisition: An introductory Course* (3rd Ed) (New York: Routledge, 2008), p. 102.

<sup>53</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice Hall, 1980), p. 166.

L2 that involve a predicting and explaining learner problems to determine the differences and similarities.

### **3. The Important of Error Analysis**

The study of error analysis takes a new importance and has its significance, concerning the use of error analysis, According to Corder, error analysis has two functions, they are:<sup>54</sup>

1. To investigate the language learning process. Therefore, by doing error analysis, teacher will get an overall knowledge about the students' ability to measure whether the learning process is successful or not in classroom.
2. Whether it is necessary or not for teacher to have remedial teaching. Learning foreign language for students can create an error. Knowing the students' ability with low score can be considered to do remedial or not.

In this case, the student error gives some benefits, Corder as follows:

1. Errors tell the teacher how far their students have progressed to reach the goals. Error analysis has a role to play in second language acquisition as well. It can help the teacher to know how far the teacher's goal is reached.
2. Errors provide evidence of how language is learnt and what strategies the learning is developing. By doing an analysis in students' error, it can be a reference for the

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<sup>54</sup>S.P. Corder, *Error Analysis and Interlanguage*, (Great Britain: Oxford University Press, 1981), p.45.

teacher or the lecture in understanding the new ways of teaching by giving the feedback on the error made by students or learners.

3. Errors can be used by the students to learn. It can be through information from the teacher to students about error have been made by the students in their work. The role of error analysis is very important in second language, not only for the teacher but also for the students itself. The students can know their ability from their teacher, so the student can realize their errors.

Besed on the importance of error analysis mentioned above, the researcher feels that the study of error analysis will contribute many useful things in language teaching. At least, by using this research, lecturer of English will be able to masure and know how far the materials have been mastered by his/her students, which has not been affectively taught and which teaching should be improved.

#### **4. Classification of Error Analysis**

##### **a. Linguistic Category Taxonomy**

Linguistics category taxonomy classifies an error according to either or both language component and particular linguistics constituent the error affect. Language component include: phonology which is the study of sound, syntax and morphology which are the study about grammar, semantic and lexicon which are the study of meaning and vocabulary and the last is discourse.<sup>55</sup> It means, many researcher use the

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<sup>55</sup> Heidi Dulai, et.al. *Op.Cit.*p.149.

linguistic category taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add to the description the errors provided by the other taxonomies.

### **b. Surface Strategy Taxonomy**

A surface strategy highlights the ways surface structures are altered: learners may omit necessary items, add unnecessary ones, they may misform items or misorder them. For example: “she walk alone”, there is omission of the necessary items; suffix –s which indicates the sentence “she walk alone” is present tense. The correct sentence must be she walks alone.<sup>56</sup> Therefore, a surface strategy taxonomy highlights the way surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Many researchers have noticed, however, that the surface elements of a language are altered in specific and systematic ways. It shows the cognitive process that underlined the learner’s reconstruction of the language learned. It also makes aware that learners’ errors are some logic.

### **c. Comparative Taxonomy**

The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain other types of constructions.<sup>57</sup> It means that the classification of errors in comparative taxonomy is

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<sup>56</sup>*Ibid*, p.150.

<sup>57</sup>*Ibid*, p. 163

based on comparison between the students of target language (L2) errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learners' mother tongue (Indonesian language). When learning a target language and the learner have already mastered his native language, so that its features interfere to the process of learning the target language. The error identification is traced back by looking for the synonym or translating the words in to the learner's mother tongue to look for the similarity of the phrases or sentence. Example:

The boy handsome –for- The handsome boy

#### **d. Communicative Effect Taxonomy**

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Underlying these types of the error analysis is the question: which types of errors render a phrase or sentence incomprehensible to the listener or reader.<sup>58</sup> It means, while the surface strategy taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focused on distinguishing between errors that seem to cause miscommunication and those to do that. This taxonomy classifies errors in two types, global and local error.

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<sup>58</sup>*Ibid*, p.163.

## N. Concept of Surface Strategy Taxonomy

Analyzing errors based on surface strategy taxonomy hold so much promise for researcher concerned with identifying cognitive process that underlie the learners' reconstruction of the new language. It also makes people aware that learners' errors are based on some logic; they are not the result of laziness or sloppy thinking but, the learner use of interim principles to produce a new language.<sup>59</sup> As reported by Dulay et.al surface strategy taxonomy classifies errors into four, as in table<sup>60</sup>

**Table 10**  
**Surface Strategy Taxonomy**

<b>Type of Errors</b>	<b>Explanation</b>
1. Omission	Absence of an item that must appear in a well a formed sentence
2. Addition	
a. Double Marking	Two items rather than one more marked for the same feature
b. Regularization	The type of error that related to regular and irregular
c. Simple Addition	An addition of error which is not a double marking or a regularization
3. Misformation	
a. Regularization Errors	Misformation category in regular to irregular ones.
b. Archi-forms	The wrong form selected by the learners.
c. Alternating forms	The learner use alternative way of various member of a class with each other.
4. Misordering	Incorrect placement of a morpheme or group or morpheme in an utterance

Source :Book (Language Two)

<sup>59</sup>*Ibid*, p. 155.

<sup>60</sup>*Ibid*, p. 151.

## 1. Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. If content words are omitted in Language second speech, it is usually occasioned by lack of vocabulary, and learners usually indicate their awareness of the missing constituent.<sup>61</sup> It means when the students do not put an important items that should be put in sentence, it can be called omission. In other word that omission, in the student's writing, there is an important word which must emerge in content but it omit. Omission may be caused by students' low in vocabulary when they using both either word or phrase.

For example,

He think you are important

The sentence should be,

He thinks you are important.

The suffix "s" in this case, the student omits in the end of the verb when the sentence should be in present tense rules.

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<sup>61</sup>*Ibid*, pp.154-155.

## 2. Addition

Second type of surface strategy taxonomy is addition which is the learners adds unnecessary items in their word, in order word addition is presence of an items which much not appear in a well-formed utterance.<sup>62</sup> Addition occurs because of the failure of the students to know the exception to the general rules and this error might also be due to the student's inability to know the appropriate rule for each item.<sup>63</sup> It means, addition is the opposite from omission where is in addition, the students put an item that does not important in their word. Based on Dulay's theory in his book, There are three types of addition; double marking, regularization, and simple additions.<sup>64</sup> Therefore, the researcher tries to explain those types:

### a. Double markings

Double marking is type of addition when the students add two items rather than one more. It means that the students put two or more unimportant items in a sentence where only one marker is required.

For example:

*He doesn't knows my name*

The right sentence should be:

*He doesn't know my name*

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<sup>62</sup> *Ibid*, pp.156

<sup>63</sup> Suhono, *Surface Strategy Taxonomy on The ELF Students' Composition: a Study of Error Analysis*, (Iqra', Vol. 1, No. 2. 2016), (Accessed on March 10<sup>th</sup> at 13.22)

<sup>64</sup> Heidi Dulai, et.al. *Loc.Cit.*

In this case, the students make a sentence “he does not knows my name”, it means the student still use the suffix “s” when “does” refers to the subject “he”.

### **b. Regularization**

This type relates both irregular and regular. Regularization means the students still use rules to make a sentence but it is wrong in formatting irregular into regular or vice versa.

For example,

the plural from *person* , does not become persons, but *people*; the plural form from the word “person” is people.

### **c. Simple addition**

The learner add an item which is not a double marking or a regularization. Therefore, the characteristic of simple addition are; there is no two items that students add and there is no sign that it refers to regularization.

For example:

*For me, she is strongers woman than anyone*

The correct sentence must be:

*For me, she is stronger woman than anyone*

In this case, the student puts unnecessary items (the suffix –s) in the end of the adjective.

### 3. Misformation

While in omission errors the item is not supplied et.al, in misformation errors the learner supplies something, although it is incorrect.<sup>65</sup> Like addition errors, misformations indicate that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his or her way to target language proficiency.<sup>66</sup> It means the wrong form of the morpheme or structure is called misformation. The students make in this types because when they arrange the sentence, they still use their rules based on their first language. According to Dulay, Three types of misformation; regularization error, archi-forms and alternating forms.<sup>67</sup> Therefore, the researcher tries to explain them:

#### a. Regularization Error

The one that relates to regular into irregular is called misformation. It means, regularization in misformation, the student is wrong in their word form such as; make a regular into irregular and vice versa.

For example,

As in *runned* for *run*

In the example, the student is wrong in choosing a word, the past tense of “run” is not “runned” but still *run*.

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<sup>65</sup>Heidi Dulai, et.al. *Op.Cit.*p.158

<sup>66</sup>*Ibid*, p.162

<sup>67</sup>*Ibid*, p. 158

### **b. Archi-Forms**

The form selected by learners are called archi-form. It means that the students by themselves choosing a word what they argue it is right.

As in :

I finish *to watch TV*

The sentence should be :

I finish watching TV

So, when one verb is followed by another, the second verb can either be an infinitive or an -ing form. Therefore, after the word “finish”, another verb must be in –ing form.

### **c. Alternating Form**

Since their vocabulary and their grammar grow up, the students free to choose the words when arranging a sentence.

as in:

Rina talks to me, *he* talks about everyting.

The sentence should be,

Rina talks to me, she talks about everyting.

In this case, the student use masculine “he” for feminine “Rina”.

#### 4. Misordering

In this case, misordering means incorrect placement of a morpheme in the sentence. Misordering occur systematically for both L<sub>2</sub> and L<sub>1</sub> learners in constructions that they have been acquired.<sup>68</sup> It means that misordering indicates the incorrect placement of a morpheme or group of morphemes in the utterance.

For example, in the utterance:

*What you are doing?*

The sentence should be,

*What are you doing?*

In order to change a positive and negative sentence into interrogative formula, firstly put “WH-“questions then followed by the subject, verb and the object. In this case, the student creates a wrong place when arranging interrogative formula.

### **O. Error Analysis in Using Inflectional Morphemes in Writing Using Surface Strategy Taxonomy**

#### **1. Omission**

Omission is absence of an item that must appear in a well a formed sentence.

For example:

I have two hand in my body. (ommission in suffix –s)

The sentence should be:

I have two hands in my body.

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<sup>68</sup> *Ibid*, p.162

## 2. Addition

### a. Double markings

Two items rather than one more marked for the same feature

For example:

She wented yesterday. (past tense marker more than one)

The sentence should be:

She went yesterday.

### b. Regularization

The type of error that related to regular and irregular

For example:

My score is gooder than you.

The sentence should be:

My score is better than you.

### c. Simple addition

An addition of error which is not a double marking or regularization

For example:

For me, she is strongers woman than anyone

The correct sentence must be:

For me, she is stronger woman than anyone

### 3. Misformation

#### a. Regularization Errors

Error made by misformation category in regular to irregular ones.

As in :

Ranned for ran

Gooses for geese

#### b. Archi-Forms

The wrong form selected by the learners.

As in :

I finish to watch TV

The sentence should be :

I finish watching TV

#### c. Alternating Form

The learner use alternative way of various member of a class with each other

See for demonstrative:

Those dog

This cats

### 4. Misordering

Incorrect placement of a morpheme or group or morpheme in an utterance

For example:

Today is Kartini day's

The correct sentence should be:

Today is Kartini's day.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher employed descriptive qualitative research. According to Auebach and Silverstain, qualitative is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.<sup>1</sup> It means, qualitative analyzing in text and interview to gain the data in natural setting. In line with Auebach and Silverstain, Denzim and Lincoln in Ritchie and Lewis say qualitative is a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena.<sup>2</sup> Therefore, qualitative research to gather the data is use natural way that real from the people the researcher supposed to be. In other word, in qualitative there is no manipulation in gain the data from participant.

By descriptive qualitative research, the researcher described the student's error in using inflectional morpheme committed by the students. Therefore, the researcher identified and classified the error in their writing which made by the students of English education department based on surface strategy taxonomy; omission, addition, misformation and misordering.

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<sup>1</sup> Carl F. Auerbach, Louise B. Silverstein, *An Introduction to Coding and Analysis: Qualitative data*, (New York: New York University Press, 2003), p.1

<sup>2</sup> Jane Ritchie, Jane Lewis, *Qualitativa Research Practice: A Guide for Social Science Students and Resarchers*, (London: Sage Publication Ltd, 2003), p.3.

## **B. Research Data**

Research data is defined as the pure or original data that researcher has created or collated to conduct the research. According to Fraenkel and Wallen, the term of data refers to the kinds of information researchers obtain on the subject of their research.<sup>3</sup> It means, research data can be defined as the materials that researcher uses to be analyzed. Therefore, in this research, the data were about inflectional morphemes that researcher took directly from students' daily task based on their lecturers asked them in writing form.

## **C. Research Subject**

Sampling, or selection participants or sites, is important in qualitative research. Qualitative cannot observe everything about the group or site that might be relevant to the research problem. They may try to get a sample to be representative of everything they can observe, but typically it is not a random sample.<sup>4</sup> Therefore, the researcher took all morphology classes in fifth semester of student English Department UIN Raden Intan Lampung in academic year of 2016/2017 as population. The total of students in morphology class in every class can be seen in the following table:

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<sup>3</sup> Fraenkel, Jack. R, Normal E. Wallen, *How To Design and Evaluate Research in Education*, (7th Ed) (New York: McGraw-Hill, 2009), P. 110.

<sup>4</sup> Donal Ary, et.al, *Introduction to Research in Education*, (8th ed) (Canada: Wasdworth, 2006), p. 428.

**Table 11**  
**The number of students at morphology classes in fifth semester**  
**UIN Raden Intan Lampung in the academic year 2016/2017**

No	Class	Male	Female	Total
1	5a	3	31	34
2	5b	7	25	32
3	5c	5	18	23
4	5d	5	31	36
5	5e	3	23	26
6	5f	3	21	24
<b>Number</b>		<b>26</b>	<b>149</b>	<b>175</b>

*Source: English education departement*

Participant for qualitative research are selected through purposeful sampling. Purposeful sampling also- referred to as judgment sampling- sample elements judged to be typical, or representative, are chosen from the population.<sup>5</sup> Therefore, this research uses purposive sample as strategy to select participant who are best able to provide the information.

Purposive sample has variation to choose the sample, the researcher chooses typical sample. Typical sample is considered or judged to be typical or representative of that which is being studied.<sup>6</sup> In this case, the researcher needs a document in writing form to be analyzed, after talking to the lecturer, the researcher got informations:

1. lecturer 1

The researcher got the document from this class (A, B, and C). Their lecturer give an assignment to the students to make a text; descriptive text.

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<sup>5</sup> *Ibid*, p. 156.

<sup>6</sup> Fraenkel, Jack. R, Normal E. Wallen, *Op.Cit*, p. 431.

## 2. lecturer 2

The D and E classes, their lecturer asked them to present their paper about inflection and their daily's task about inflection is in multiple choices. It means, their lecturer does not ask them to make a written.

## 3. lecturer 3

Their lecture did not ask them to make a written, but their lecture was asked to find an inflection in an article. This is happen in F class.

Therefore, in this research, the researcher only has three documents, after analyzing the document that the researcher got, it was found that the most class committed error was class 5B.

### **D. Data Collecting Technique**

The next step is to choose the data collection technique. The most common data collection technique used in qualitative research are; observation, interviewing, and document analysis.<sup>7</sup> In collecting the data, the researcher used a document. The researcher analyzed the students' answer' sheet based on their lecturer's instruction them by using surface strategy taxonomy.

### **E. Research Instrument**

According to Fraenkel and Wallen, a device (such as pena, and-paper tests, a questionnaire or rating scale) the researcher uses to collect data is called an

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<sup>7</sup> Donal Ary, et.al, *Op.Cit*, p.431.

instrument.<sup>8</sup> In this case, to collect the data, this research was use documentation. According to Lodico et.al, documents are printed or written records that may have existed before the start of the study, namely a personal diary, or that are created after the study began, such as student essays.<sup>9</sup>

In line with Lodico et.al, Setiyadi states that there were many variations of documents, from the very personal document up to formal document. The very personal document can be photograph, diary, personal letter and story told by someone. Meanwhile, formal one can be mark of certain lesson, report book, final exam score, semester score and official lesson.<sup>10</sup> In order to know the student's errors in using inflectional morphemes, the researcher took the student's daily task based on their lecturer ask them to be analyzed.

## **F. Research Procedures**

The researcher used the procedure of the research as follows:

1. Asking for permission to the chairperson of English Education Department of UIN Raden Intan Lampung.
2. Consulting to the lecturers of morphology subject at UIN Raden Intan Lampung.

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<sup>8</sup> Fraenkel, Jack. R, Normal E. Wallen, *Loc.Cit.*

<sup>9</sup> Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Method in Educational Research from Theory to Practice*, (2nd Ed) (united State of America: John Wiley & Sons, Inc, 2010), p. 130.

<sup>10</sup> Setiyadi, AG Bambang, *Metode Penelitian Untuk Pengajaran Bahasa Asing; Pendekatan Kualitatif dan Kuantitatif* (Yogyakarta: Graha Ilmu, 2006), P. 249.

The researcher asks to the lecturers about the assignment that they gave to their students.

3. Determining the subject of the research

In this research, the subject was students of fifth semester of English education department study program of UIN Raden Intan Lampung.

4. Determining the instrument of the research.

The researcher determined the instrument that was given to the students. The researcher used document as instrument.

5. Collecting the students' task.

The researcher collected the copy of student's daily task. The data were taken from the students' writing that written by the fifth semester students of English Education Study Program of UIN Raden Intan Lampung.

6. Analyzing the data.

The researcher analyzed the data by identifying and classifying the data. It was used to count each kind of error in order to find the frequent error.

7. Reporting the result.

The researcher reported the error and wrote it in next chapter.

## **G. Data Analysis**

After the data was collected, the researcher analyzed it. Sugiyono states that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own

understanding of them to enable you to put present what you have discovered to others.<sup>11</sup> . In analyzing the data, the researcher used the four steps suggested by Ellis and Barkhuizen, they were collecting a sample of learner language, identifying of errors, classifying of errors, explaining of errors, and evaluating of errors.<sup>12</sup> In this case, the researcher divided the procedures of data analysis including the following steps:

The data analysis in this research was the students' answer sheet at the fifth semester of UIN Raden Intan Lampung.

There were some steps to analyze the data, as follows:

1. Collecting the data from the result of the students' task.
2. Finding, identifying and correcting the students' errors

When the researcher corrected the data, researcher applied rule:

The researcher ignored the other kind of error (e.g. derivational morphemes errors) because, the focus of this study is only on the errors in the inflectional morphemes, for example "he is very missings", this is error but, the researcher does not focus on this kind, but if it still one sentence with inflectional error, the researcher only corrected them without counting.

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<sup>11</sup> Sugiyono, *Op.Cit.* p, 88.

<sup>12</sup> Rod Ellis and Gary Barkhuizen, *Analysing Learner Language* (Oxford: Oxford University Press, 2005), pp. 57-67.

3. Classifying their error based on surface strategy taxonomy types whether it is omission, addition, misordering or misformation.
4. Explaining the students' errors.
5. Calculating the total error from each type of classification of error based on surface strategy taxonomy to know the percentages of students' error. According to Anas, to count the percentage of errors the researcher was use the following formula:

$$P = \frac{F}{N} \times 100\%$$

P : percentage number,

F : Frequency,

N : Number of the student.<sup>13</sup>

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<sup>13</sup>Anas Sudijono, pengantar Statistik Pendidikan, (Jakarta: PT Raja Grafindo Persada, 2008), p.43.

## **CHAPTER IV FINDING AND DISCUSSION**

### **A. Finding**

#### **1. Result of the Research**

Documentation was the main instrument of this research. The data collected directly from students' answer sheet in inflectional area. When collecting the data, the researcher had chosen thirty students that enter in one class; PBI 5B in fifth semester of student English Department UIN Raden Intan Lampung in academic year of 2016/2010. The numbers of student were 32, but the sample of the research was 30 students because when researcher took documentation data 2 students were absent.

After analyzing the data, this research found that there were three kinds of errors made by students. The first percentage of error comes to omission which is 52 of 84 items from the total errors (61.90 %) The second is addition type which is 22 of 84 items from the total errors (26.20 %). The third is misformation which is 10 of 84 (11.90 %) items and the last one is misordering that the researcher not found in students' written so, it is 0 of 84 items from the total errors (0%). It means in this research, the researcher only found three types in surface strategy taxonomy's types.

## 2. The Classification of Errors Committed by Each Student

**Table 12**  
**The Classification of Errors Committed by Each Student**

NO Sample	Name of Students	Kind of Errors				Total Errors
		OM	AD	MF	MO	
1.	LNU	2	2	-	-	4
2.	MAMD	-	-	-	-	0
3.	MA	-	-	-	-	0
4.	MS	4	-	1	-	5
5.	MC	6	-	-	-	6
6.	MAP	1	-	1	-	2
7.	MS	3	-	-	-	3
8.	NSH	4	-	-	-	4
9.	NPP	-	2	-	-	2
10.	N	7	1	1	-	9
11.	NA	-	-	-	-	-
12.	PINP	-	-	-	-	-
13.	PA	-	-	-	-	0
14.	PE	-	1	-	-	1
15.	RDA	3	3	-	-	6
16.	RPD	4	-	-	-	4
17.	RP	1	-	-	-	1
18.	RH	1	1	-	-	2
19.	RL	3	2	-	-	5
20.	RR	-	1	-	-	1
21.	RPA	1	2	-	-	3
22.	RR	-	-	-	-	0
23.	RD	3	-	-	-	3
24.	RS	-	-	1	-	1
25.	RA	1	-	-	-	1
26.	RAA	2	-	1	-	3
27.	SW	5	-	3	-	8
28.	SO	1	-	1	-	2
29.	SFZ	1	3	1	-	4
30.	SM	-	4	-	-	4
<b>∑Errors</b>		<b>52</b>	<b>22</b>	<b>10</b>	<b>0</b>	<b>84</b>

Explanation:

OM : Omission

AD : Addition

MF : Misformation

MO : Misordering

∑Errors: The Total Number of Student

### 3.Types of Student Grammatical Errors in Using Inflectional Morpheme

Following are the tableresult of students grammatical error in using inflectional morpheme based onsurface strategy taxonomy; omission, addition and misformation.

**Table 13**  
**The Data of Students' Omission Error**

No	Errors sentence	Correct sentence
1.	One of my favorite <b>thing</b> is handphone.	One of my favorite <b>things</b> is handphone.
2.	And other <b>specification</b> from my handphone are my handphone have a good camera resolution and big size memory.	And other <b>specifications</b> from my handphone are my handphone have a good camera resolution and big size memory.
3.	But, she really <b>loveme</b> and father.	But, she really <b>loves</b> me and my father.
4.	But she always <b>cook</b> everyday for me and my father.	But she always <b>cooks</b> everyday for me and my father.
5.	She always <b>call</b> me everyday for enative my condition.	She always <b>calls</b> me everyday for enative my condition.
6.	She always <b>wait</b> me to come back home every day.	She always <b>waits</b> me to come back home every day.
7.	Justin <b>start</b> his career at 15 years old.	Justin <b>starts</b> his career at 15 years old.
8.	His mother Pattie Mallate <b>upload justins</b> first vidio cover in youtube.	His mother Pattie Mallate <b>uploads justin's</b> first vidio cover in youtube.
9.	When Justin <b>follow</b> Canada idol.	When Justin <b>Follows</b> <u>Canadian</u> idol.
10.	Justin Beiber <b>become</b> a superstar.	Justin Beiber <b>becomes</b> a superstar.
11.	Justing <b>growup</b> to be a good man.	Justin <b>growsup</b> to be a good man.
12.	My father have are <b>hobby</b> for example; fishing, volyball and cooking.	My father hash <b>obbies</b> for example; fishing, voly ball and cooking.
13.	But kind of <b>animal</b> that I like the most is turtle.	But kind of <b>animals</b> that I like the most is turtle
14.	I get them as my <b>birthday</b> gift from my beloved brother.	I get them as my <b>birthday's</b> gift from my beloved brother.
15.	The <b>color</b> of their bodies are green with yellow line.	The <b>colors</b> of their bodies are green with yellow line.
16.	The <b>color</b> is white and black.	The <b>colors</b> are white and black.
17.	Two <b>month</b> ago.	Two <b>months</b> ago.
18.	Mochi very happy if <b>play</b> with people.	Mochi is very happy if she <b>plays</b> with people.
19.	After she born the body is small because she <b>givesuck</b> the baby.	After she born the body is small because she <b>givessuck</b> the baby.

20.	If Cing-Cing <b>run</b> is very fast.	If Cing-Cing <b>runs</b> , she is very fast.
21.	She <u>have</u> a little body and she have long <b>ear</b> .	She has a little body and she has long <b>ears</b> .
22.	After she <b>take</b> a bath.	After she <b>takes</b> a bath.
23.	Usually she <b>playin</b> garden and eating some grass.	Usually she <b>plays</b> in garden and eats some grasses.
24.	My cousin often <b>playher</b> in garden.	My cousin often <b>plays</b> her in garden.
25.	Cing-Cing very <b>like</b> jumped and playing.	Cing-Cing very <b>likes</b> jumping and playing.
26.	I was make a little house for Cing-Cing so that her <b>don't</b> feel warm.	I was make a little house for Cing-Cing so that she <b>does not</b> feel warm.
27.	She has beautiful <b>eye</b> .	She has beautiful <b>eyes</b> .
28.	She <b>like</b> color pink.	She <b>likes</b> color pink.
29.	She <b>livein</b> Way Kanan.	She <b>livesin</b> Way Kanan.
30.	His <b>hobby</b> are fishing and watching news.	His <b>hobbies</b> are fishing and watching news.
31.	She always <b>opento</b> his children.	She always <b>opens</b> to his children.
32.	He gives me some <b>advice</b> .	He gives me some <b>advices</b> .
33.	He often <b>go</b> to gardento see the piant.	He often <b>goes</b> to gardento see the piant
34.	Because he <b>fall</b> on the healthy test.	Because he <b>falls</b> on the healthy test.
35.	She never <b>forgether</b> family.	She never <b>forgets</b> her family.
36.	She always <b>askto</b> me to sing.	She always <b>asksto</b> me to sing.
37.	Before she <b>go</b> to sleep.	Before she <b>goes</b> to bed.
38.	She <b>want</b> me sing sholawat and always sholawat.	She <b>wants</b> me to sing sholawat and always sholawat.
39.	She always <b>put</b> her bags on the table.	She always <b>puts</b> her bags on the table.
40.	My <b>bedroom location</b> is in second floor.	My <b>bedroom's location</b> is in the second floor.
41.	Two carpets with blue and green <b>color</b> .	Two carpets with blue and green <b>colors</b> .
42.	It <b>make</b> me lovely and miss my bedroom when I am going to another place.	It <b>makes</b> me lovely and miss my bedroom when I am going to another place.
43.	And now we are <b>study</b> in state university Raden Intan Lampung.	And now we are <b>studying</b> in state university Raden Intan Lampung.
44.	Because, his coach adopted him to make mike <b>feel</b> better.	Because, his coach adopted him to make mike <b>feels</b> better.
45.	Mike also <b>give</b> the victorious and the glorious of him.	Mike also <b>gives</b> the victorious and the glorious of him.
46.	His <b>hobby</b> are swimming, singing, and reading books.	His <b>hobbies</b> are swimming, singing, and reading books.
47.	She always <b>smile</b> with everyone.	She always <b>smiles</b> with everyone.
48.	She <b>forgetto</b> working anything.	She <b>forgets</b> to work anything.
49.	She <b>do</b> not have friend to played.	She <b>does</b> not have friend to played.
50.	Because I remember if my niece always <b>cry</b> .	Because I remember if my niece always <b>cries</b> .

51.	He is very like reading books and he <b>like</b> reading of fable.	He is very like reading books and he <b>likes</b> reading of fable.
52.	And watermelon is usually <b>grow</b> up in tropis climate.	And watermelon usually <b>grows</b> up in tropis climate.

**Table 14**  
**The Data of Students' Addition Error.**

No	Errors sentence	Correct sentence
1.	I <b>likes</b> my handphone's color so much.	I <b>like</b> my handphone's color so much.
2.	So, I <b>likes</b> to hold my handphone.	So, I <b>like</b> to hold my handphone.
3,4.	Chocolate not only find in a food <b>shapes</b> , but chocolate also can be find in a drink <b>shapes</b> .	Chocolate not only find in a food <b>shape</b> , but chocolate also can be found in a drink <b>shape</b> .
5.	She has one <b>yearsold</b> .	She is one <b>years</b> old.
6.	I think most of Indonesian <b>knows</b> about her.	I think most of Indonesian <b>know</b> about her.
7.	Everytime, we always <b>jokes</b> .	Everytime, we always <b>joke</b> .
8.	My <b>parent's</b> usually said.	My <b>parent</b> usually said.
9.	We are very far from youre <b>parent's</b> .	We are very far from your <b>parent</b> .
10.	No one can <b>replaced</b> her in my life.	No one can <b>replace</b> her in my life.
11.	Other people <b>calls</b> her Nabila.	Others people <b>call</b> her Nabila.
12.	If I <b>singing</b> children's song.	If I <b>sing</b> children's song.
13.	He always changes his motorcycle with another old <b>motorcycles</b> .	He always changes his motorcycle with another old <b>motorcycle</b> .
14.	She can <b>speaks</b> English well.	She can <b>speak</b> English well.
15.	I <b>loves</b> my teacher so much.	I <b>love</b> my teacher so much.
16.	Watermelon is one of kind fruits. This is famous <b>fruits</b> .	Watermelon is one kind of fruits. This is famous <b>fruit</b> .
17.	One of them planting my favorite <b>fruits</b> .	One of them planting my favorite <b>fruits</b> .
18.	My favorite <b>fruits</b> is watermelon.	My favorite <b>fruits</b> is watermelon..
19, 20, 21.	Usually its <b>sizes</b> and its shapes <b>depends</b> on its species.	Usually its <b>size</b> and its <b>shape depend</b> on its species.
22.	The avocado has many sizes such as big about hand full of man quike big like pear, and <b>smallest</b> like fruit bearing.	The avocado has many sizes such as big about hand full of man quike big like pear, and <b>small</b> like fruit bearing.

**Table 15**  
**The Data of Students' Misformation Error.**

No	Errors sentence	Correct sentence
1.	She always <b>carrying</b> about her family.	She always <b>carrying</b> about her family.
2.	He always patient <b>learned</b> me to face the problem.	He always patient <b>teaches</b> me to face the problem.
3.	Usually she play in garden and <b>eating</b> some grass.	Usually she play in garden and <b>eats</b> some grass.
4.	He <b>loved</b> to play with me.	He <b>loves</b> to play with me.
5.	Because, his coach <b>adopted</b> him to make mike feel better.	Because, his coach <b>adopts</b> him to make mike feel better.
6.	My phone always <b>ringing</b> .	My phone always <b>rings</b> .
7.	Because my niece <b>calling</b> me.	Because my niece <b>calls</b> me.
8.	She always be a good listener when I give <b>advised</b> .	She always be a good listener when I give <b>advise</b> .
9.	Every morning he is always <b>walked</b> in the garden beside my house.	Every morning he always <b>walks</b> in the garden beside my house.
10.	There are farmer in my hometown and one of them <b>planting</b> my favorite fruits.	There are farmer in my hometown and one of their <b>plants</b> is my favorite fruit.

#### 4. The Percentage of Students' Errors in Using Inflectional Morpheme

After analyzed and identified the data based on surface strategy taxonomy; omission, addition, misformation and misordering. The total numbers of errors is 84 items. They are 52 items of omission, 22 items of addition, 10 items of misformation and 0 item of misordering.

**Table 16**  
**The Percentage Of Students' Errors in Using Inflectional Morpheme**

No	Kind of errors	Frequency	Percentage
1	Omission	52 items	61.90 %
2	Addition	22 items	26.20 %
3	Misformation	10 items	11.90 %
4	Misordering	0 items	0 %
<b>Total</b>		84 items	100 %

Based on the data, the researcher made the percentage of the result. The result of this research shows that percentage of omission is (61.90%) other types of error is addition (26.20%) and misformation (11.90%) and the last is misordering (0%)

## **B. DISCUSSION**

Based on this research, the objectives of the research were to describe the kinds of errors in using inflectional morpheme based on surface strategy taxonomy and to find out the percentage of error the students made in their daily's task of inflection area based on surface strategy taxonomy; omission, addition, misordering and misformation.

According to the result, the researcher found that the first percentage of error comes to omission which is 52 of 84 items from the total errors (61.90 %). The second is addition type which is 22 of 84 items from the total errors (26.20 %). The third is misformation which is 10 of 84 (11.90 %) items and the last one is misordering that the researcher not found in students' written so, it is 0 of 84 items from the total errors (0%).

Omission is called omission because the learners do not put necessary items. It means the student omits the suffix in using inflectional morpheme. In this research, the researcher found that 52 errors of the total number error.

For example;

*Justin start his career at 15 years old.*

Here is revision for the omission error;

*Justin starts his career at 15 years old.*

In present simple tense, the subject ‘she, he, it’ add the additional item. In this case the student omit the suffix “s”. In line with Dulay’s theory, in student’s writing, omission usually happens because the students use words and phrase from the first language.

The second type of students’ error is misformation, the students made errors 26.20 % or 22 items of 84 items. Misformation is the wrong form of the morpheme or structure. Three types of misformation, there are regularization errors, archi-forms, alternating forms. Therefore, misformation means the students wrong in forming morpheme or structure.

For example;

*Because my niece calling me.*

Here is revision for the error;

*Because my niece calls me.*

In this case, the student uses the suffix “ing” when the sentence is present. This is alternating form in misformation. In line with Dulay’s theory, the students are also commonly to make errors in this type because some factors; students use their mother tongue’s rules and apply them to their second language and make use them in organizing the second language data.

The last error made by students is addition which is the learners adds unnecessary items in their word, in order word addition is presence of an items which much not appear in a well-formed utterance. There are three types of addition; double marking, regularization, and simple additions. It means that the student adds unnecessary items in their word. In this research, the researcher found that 11.90 % or 10 items of 84 items.

For example;

*She has one years old.*

Here is revision for the addition error;

*She has one year old.*

In this case, the student puts suffix “s” at the noun in singular subject. It can be categorized as regularization. In line with Suhono’s theory, Addition happens in students writing is caused by some reason. Firstly, because of the failure of the students to know the exception to the general rules. Secondly, this error might also be due to the student’s inability to know the appropriate rule for each item.

The type that the students did not make error is misordering. Misordering means incorrect placement of a morpheme or group of morphemes in the utterance. The researcher found that 0% errors of the total number error. Error analysis only reveals what students do wrong and not what they do correctly. Although, misordering can be found on student’s writing because the students do not master in arranging a word. In this research, the fact shows that no error in this type, it does not directly mean that

the students master in put the word in the right place. It could be explained by the fact that the students simply avoided using the pattern which they do not understand how to write it.

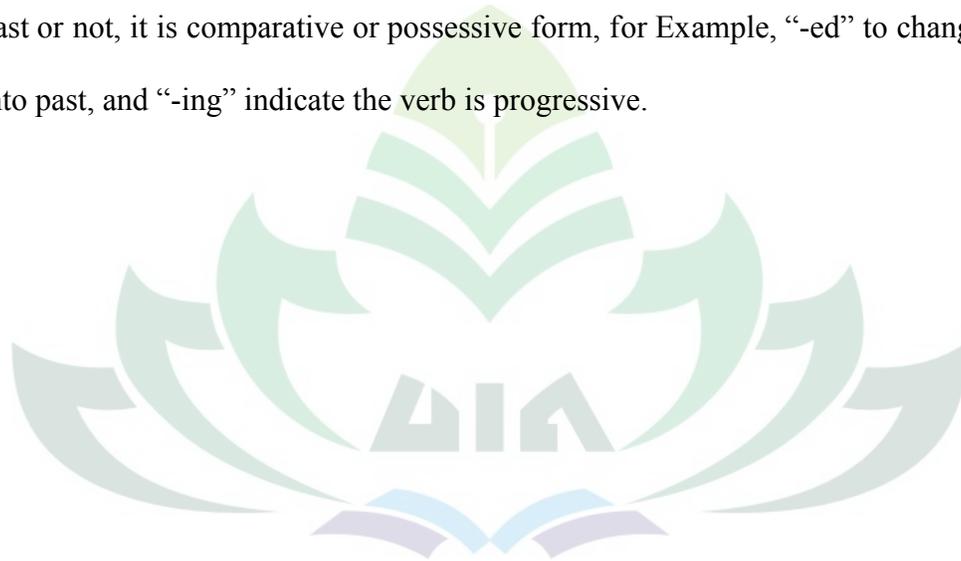
Based on the previous research, there was a significant different which was located finding of error appear by using surface strategy taxonomy; the previous research that relates to inflectional area comes from Abdelrady and Ibrahim in journal "Error of Inflectional Morphemes Made by Preparatory Year Saudi ELF Students at Al-Jouf University". The second by Suwaree Yordchim and Toby J.Gibbs entitled "Error Analysis of English Inflection among Thai University Students". And the last comes from Ahmad and Andi in their research entitled "Inflectional Errors Found in Descriptive Text Written by Ninth-Year Students of SMPN 14 Malang"

The differentiation finding that appears in analyzing the inflectional morpheme errors between previous researches from this research are;

- a. From Abdelrady and Ibrahim's journal, they noticed that omission in plural occurred several times, thus, it became the most frequent error sentences while in this research was 3<sup>rd</sup> singular in verb became the most frequent error sentences.
- b. In Suwaree Yordchim and Toby J.Gibbs' journal, the results show that the results show that noun had the highest percentage while in this research the most is 3<sup>rd</sup> singular in verb.

c. From Ahmad and Andi, Most of the errors are misperception of using -est for -er. It means, their most frequent inflectional's error are different from this research too.

To conclude this research, error is a wrong result made by students who learning second language in their learning process and the students do not know or the students unaware about what the right answer is. Errors might do not be seen as signs of failure. Finally, Inflectional are used to show if a word is plural or singular, it is past or not, it is comparative or possessive form, for Example, “-ed” to change a verb into past, and “-ing” indicate the verb is progressive.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research, it can be drawn some conclusions, they are;

1. The types of students' error in using inflectional morpheme made by fifth semester of student English Department UIN RadenIntan Lampung in academic year of 2016/2017 based on surface strategy taxonomy are omission, addition and misformation. Misordering was not found in their sentence.
2. The total number of errors committed by students are 84 items. The percentage of the students' grammatical errors in using inflectional morpheme based on surface strategy taxonomy as follows: the numbers of omission errors are 52 from 84 items (61.90%). Addition errors are 22 from 84 items (26.20 %). Misformation errors are 10 from 92 items (11.90%) and the last the number of misordering errors are 0 from 84 items (0 %).

#### **B. Suggestion**

Considering the result of the research, the researcher would like to deliver some suggestions as follows:

#### 1. For the lecturer English

By knowing the students' error, the lecturer should be consideration to take remedial for teaching "inflection" to the students. Another suggestion for lecturer is to return the student's correction paper to make them know what aspect in their written in using inflectional morpheme that they make error. It is expected to avoid same error in the future.

#### 2. For the students

Error can be used by the students to learn. The students should learn and practice more about inflectional, in order to develop their knowledge.

#### 3. For the university

- a. in order to increase the students' motivation to learn more about word-formation, the university should equip some books in the library.
- b. morpheme relates to linguistics, the university should provide the facility example like; linguistics center.

#### 4. For another researcher.

Hoping for the next researcher who will conduct a study that relates to morpheme can using both inflection and derivation to know the students' error in their writing or other researcher in the future, can continue this study by adding theory about what caused of the error.

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# APPENDICES 2



## APPENDIX 1

### The calculation of the percentage of students' errors in using inflection

#### 1. Omission

$$P = \frac{53}{84} \times 100\%$$

$$= 0.6309 \times 100\%$$

$$= 63.90 \%$$

The percentage of omission is 63.90 %

#### 2. Addition

$$P = \frac{22}{84} \times 100\%$$

$$= 0.2619 \times 100\%$$

$$= 26.20 \%$$

The percentage of addition is 26.20 %

#### 3. Misformation

$$P = \frac{10}{84} \times 100\%$$

$$= 0.1190 \times 100\%$$

$$= 11.90\%$$

The percentage of misformation is 11.90%

#### 4. misordering

$$P = \frac{0}{84} \times 100\%$$

$$= 0 \times 100\%$$

$$= 0.0 \%$$

The percentage of omission is 0.0%

**APPENDIX 2**



**APPENDIX 3****Kurikulum Prodi Pendidikan Bahasa Inggris****Semester 1**

<b>No.</b>	<b>Kode MK</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1.	ENG.INS.08	Akhlak Tasawuf	2
2.	ENG.INS.109	Apliasi Komputer	3
3.	ENG.101	Listening for general purpose	3
4.	ENG.117	Pronunciation practice	3
5.	ENG.INS.107	Qur'an hadist	2
6.	ENG.TAR.103	Sejarah pendidikan islam	2
7.	ENG.104	Speaking for general purpose	3
8.	ENG.INS.106	Tauhid/ilmu kalam	2
9.	ENG.116	Vocabulary	3

**Semester 2**

<b>No.</b>	<b>Kode MK</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1.	INS.202	Bahasa indonesia	2
2.	ENG.213	Basic structure	3
3.	INS.205	Fiqih	2
4.	ENG.TAR.202	Ilmu pendidikan islam	2
5.	ENG.202	Listening for specific purpose	3
6.	INS.203	Metode studi islam	2
7.	ENG.INS.201	PKN	2
8.	ENG.TAR.204	Psikologi perkembangan	2
9.	INS.204	Sejarah peradaban islam	2
10.	ENG.205	Speaking for specific purpose	3

**Semester 3**

<b>No.</b>	<b>Kode MK</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1.	ENG.331	English teaching method	3
2.	TAR.301	Filsafat pendidikan islam	3
3.	ENG.314	Intermedate structure	3
4.	ENG.303	Listening for academic purpose	3
5.	ENG.310	Paragraph writing	3
6.	TAR.305	Pengembangan kepribadian	3
7.	ENG.307	Reading for general purpose	3
8.	ENG.306	Speaking in profesional context	3

**Semester 4**

No.	Kode MK	Nama Mata Kuliah	SKS
1.	ENG.415	Advance structure	3
2.	ENG.430	Curriculum and syllabus design	2
3.	ENG.407	Educational statistics	3
4.	ENG.441	English for specific purpose	2
5.	ENG.418	Essay writing	3
6.	ENG.440	Foundation of translation	2
7.	ENG.427	Introduction to linguistics	2
8.	ENG.426	Introduction to literature	2
9.	ENG.429	Lesson planning	2
10.	ENG.408	Reading for academic purpose	3

**Semester 5**

No.	Kode MK	Nama Mata Kuliah	SKS
1.	ENG.513	Academic writing	3
2.	ENG.538	Cross cultural understanding	2
3.	ENG.528	Drama	2
4.	ENG.509	Extensive reading	3
5.	ENG.534	Language testing	3
6.	ENG.533	Media in language teaching	2
7.	ENG.531	Morphology/syntax	2
8.	ENG.530	Phonology	2
9.	ENG.544	Research methodology	3
10.	ENG.542	Translation of English into Indoneisan	2

**Semester 6**

No.	Kode MK	Nama Mata Kuliah	SKS
1.	ENG.628	Error analysis	2
2.	ENG.649	Micro teaching	2
3.	ENG.621	Semantics/pragmatics	2
4.	ENG.648	Seminar in language teaching	3
5.	ENG.622	Sociolinguistics	2
6.	ENG.632	TEYL	3
7.	ENG.636	Textbook analysis	2
8.	ENG.634	Translationof Indonesian intro English	2

**Semester 7**

No.	Kode MK	Nama Mata Kuliah	SKS
1.	INS.710	KKN	4
2.	TAR.708	PPL	4

**Semester 8**

<b>No.</b>	<b>Kode MK</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1.	ENG.INS-609	Skripsi	6



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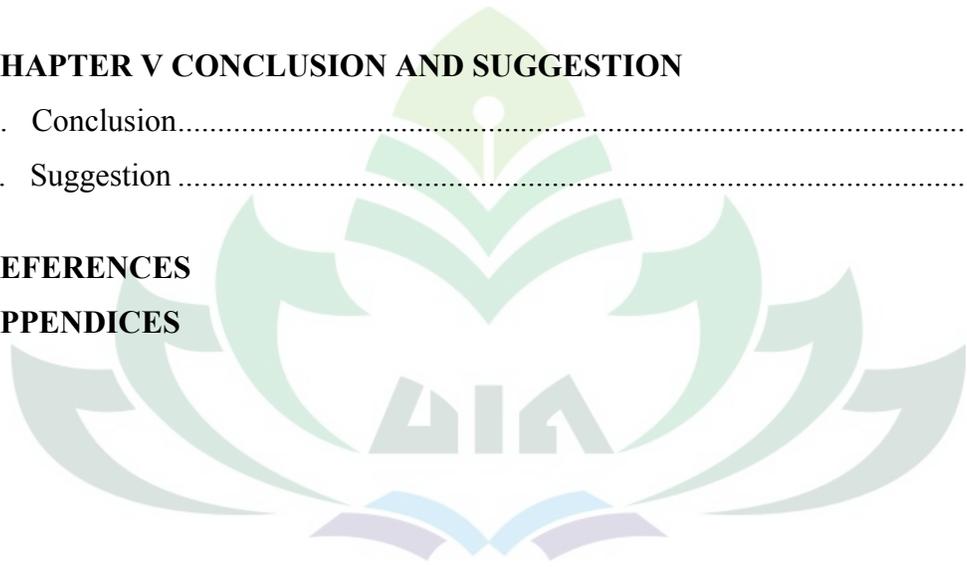
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**ADMISSION**

A thesis entitle : **“GRAMMATICAL ERRORS IN USING INFLECTIONAL MORPHEMES IN WRITING AT THE FIFTH SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTEMENT BASED ON SURFACE STRATEGY TAXONOMY”**. By: **ATIKA AMALINA, NPM:1311040263**, Study Program: **English Education** was tested and defended in the examination session on Wednesday, June 21<sup>th</sup> 2017.

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