

**MORPHOLOGICAL ERRORS IN NARRATIVE WRITING OF
ELEVENTH GRADE STUDENTS AT MADRASAH ALIYAH
NEGERI 2 PALEMBANG**



UNDERGRADUATE THESIS

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**MORPHOLOGICAL ERRORS IN NARRATIVE WRITING OF
ELEVENTH GRADE STUDENTS AT MADRASAH ALIYAH NEGERI 2
PALEMBANG**

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“MORPHOLOGICAL ERRORS IN NARRATIVE WRITING OF ELEVENTH GRADE STUDENTS AT MADRASAH ALIYAH NEGERI 2 PALEMBANG”** adalah hasil saya sendiri. Apabila ternyata bukan hasil sendiri, saya bersedia dengan pasal 70 Undang-undang No. 20 Tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau avokasi sebagaimana dimaksud pada pasal 25 ayat (2) terbukti merupakan jiplakan, maka akan di pidana dengan penjara paling lama dua tahun penjara atau denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

Demikianlah pernyataan ini saya buat dengan sebenarnya.

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DEDICATION

This thesis is dedicated to:

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ABSTRACT

The objectives of the study are 1) to find out the types of morphological errors in students of MAN 2 Palembang in writing narrative composition, 2) to find out the most frequent type of morphological errors made by eleventh grade students of MAN 2 Palembang in their narrative compositions. Thirty nine students of the eleventh grade students at MAN 2 Palembang were assigned to write narrative text in English based on the topic provided by the researcher. They were asked to write text in 60 minutes. The frequencies of errors were calculated as percentage. In this thesis, the researcher used morphological errors taxonomy based on James to identify the English composition of eleventh grade students of MAN 2 Palembang. This study revealed: 1) The participants contributed noun morphology errors, verb morphology errors, and adjective morphology errors. 2) The most frequent type of morphological errors contributed by participants were 'misselection'. The identified sources of errors were mainly from first language (L1) transfer rather than second language (L2) intrinsic difficulty. From this study, the writer believe that students' L1 interferes their L2 in their second language learning.

Key words : morphological errors, narrative composition

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CHAPTER I

INTRODUCTION

This chapter presents: (a) background, (b) problems of the study, (c) objectives of the study, (d) significance of the study.

1. Background

People use language to communicate one another. Meyer (2009, p. 1) says that language is one of many different systems of communication, a system that is unique to human beings and different from, for instance, the systems of communication that animals employ. It can also be used to express the ideas, opinions, thought and feeling either written or oral. Therefore, language is very useful for people.

In learning English, there are four skills; listening, speaking, reading, and writing. From those skills, writing is the most difficult skill among them. As stated by Choudhury (2013, p. 27), the four core language skills are listening, speaking, reading and writing where writing is obviously the most difficult skill for second and foreign language learners to master. He asserts that main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable.

However, writing should be learnt by everyone. So, it is possible that everyone can master writing skill. As Hamza (2009, p. 3) states writing is a trade in which every educated man, woman, and child should be skillful and any one

can master it if he goes about it in the right way. Therefore, writing is important skill that needs to be mastered.

There are many types of text writing. They are descriptive, narrative, expository, and so on. From those texts, narrative is easier to be analyzed. According to Norrish in Hendriwanto and Sugeng (2013, p.61), narrative text is easy to investigate grammatical errors. Therefore, in this study, narrative is chosen as the instrument to investigate the errors, especially for EFL students.

In Indonesia, which English is considered as a foreign language, it is not easy to master writing skill because the students sometimes make errors because of their weaknesses in writing. According to Sarfaz (2011, p.30), the students being weak in English, especially in their writing skills, commit multiple errors as they have been inadequately exposed to learning of L2. She also asserts that committing errors is a reflection of a cognitive activity of a learner and tells us a great deal about the internalize process of language production.

Errors in writing come from misunderstanding in constructing the component of language. James (1998, p. 142) asserts, text errors arise from ignorance and misapplication of the 'lexico-grammatical' rules of the language. He also says that it would be appropriate to be content to account for lexical and grammatical (sub) system separately.

Grammar exists in every language including English. According to Subasini and Kokilavani, (2013, p. 56), all languages have grammar, and each language has its own grammar but grammar of English is more complex and difficult to be taught. According to Shiu (2011, p. 2), English grammar is

complex, regardless of how “complexity” is defined, it stands to reason that the more complex a grammar structure is, the more difficult it would be for L2 learners to learn. Therefore, learning English grammar is commonly not easy and need long process.

Most research analysis in writing revealed that most students contribute errors in grammatical aspects in writing than other aspect, such as lexical or discourse. According to Ning, (2012, p.7), in making text errors, there are more grammatical error that is found in students’ composition than other errors, such as lexical error. Therefore, grammar error in writing process needs more attention and awareness.

Grammar is divided in two aspects called morphology and syntax. As stated by James (1998, p. 154), grammar has traditionally been discussed in terms of morphology and syntax, the former handling word structure, the latter handling structures ‘larger’ than the word. So, these two aspects have different function and need different comprehension.

From those aspects of grammatical errors (morphology and syntax), morphological errors are the most frequent category that occur in students’ writing. Kovac in his journal reports (2011, p. 25), from the total number of 3518 errors recorded, morphological errors were the most frequent ones, followed by syntactic and lexical errors which occurred in approximately equal proportion and phonological errors constituted in the error corpus.

Based on researcher’s preliminary visit, when he did an informal interview to the teacher of English and the students of MAN 2 Palembang, the teacher said

that the students had some difficulties to write paragraphs, especially the paragraphs that describe past event, because of the alteration of verb/auxiliary verb from present to past tense. Furthermore, the students said it was hard to choose the types of verb when making paragraphs in past event, such as narrative text. Therefore, it can be concluded that morphological errors become a serious problem in learning writing especially for the foreign language learners such as MAN 2 Palembang students.

Based on the reasons mentioned above, **Morphological Errors in Narrative Compositions of Eleventh Grade Students at Madrasah Aliyah Negeri 2 Palembang** became the main concern in this study.

2. Problems of the Study

The main problems of this study are formulated in the following question:

1. What are morphological errors made by eleventh grade students of MAN 2 Palembang in writing narrative writing?
2. Which are the most frequent types of morphological errors made by eleventh grade students of MAN 2 Palembang in their narrative writing?

3. Objectives of The Study

The objectives of the study are:

1. To find out morphological errors made by eleventh grade students of MAN 2 Palembang in writing narrative compositions.

2. To find out the most frequent types of morphological errors made by eleventh grade students' of MAN 2 Palembang in their narrative compositions.

4. Significance of The Study

The researcher expects this study would be useful for:

1. For Teachers of English, the results of this study are expected to be useful for the teachers of English in MAN 2 Palembang in term of language aspect (morphological) that is commonly difficult for students. This study might contain valuable information on the learning and teaching of English. The teachers of English at MAN 2 Palembang can focus on their teaching on the frequent errors especially in morphological or vocabulary mastery that they found in the process of learning English.

2. Students

This study expects to give valuable information for student of MAN 2 Palembang in term of students' morphological errors in writing. Therefore, students can get information for generating their awareness of their errors in writing and helping student revise their writing more efficiently.

3. The writer

This study is expected to give valuable experience for the researcher. By conducting this research, researcher develops his understanding in language aspect in term of grammar. Therefore, researcher gets more awareness in teaching English as foreign language especially in term of grammar.

4. To the Other Researchers

This study found that students contributed several types of morphological errors, especially in verb misselection errors. Therefore, the writer hopes that the results of this study can help other researchers who conduct research at the same subject and gives treatment for students to solve those problems as their experiment research. Hopefully, this study can be useful and can be reference for their research.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (a) theoretical framework and (b) previous related studies.

1. Theoretical Framework

In this part, it deals with; (1) concept of error, (2) concept of error analysis, (3) concept of morphological errors, (4) concept of writing (5) concept of narrative compositions.

1.1. Concept of Error

1.1.1. Definition

Many definitions of errors are presented by the experts. Mostly, they have same meaning. So that, the definitions of error in this research are taken from online journal from Hasyim (2002, p.45). They are; (1) error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong' and (2) errors are systematic deviations from the norms of the language being learned. It seems that the phrase 'systematic deviation' in these definitions is a keyword which can be interpreted as the deviation which happens repeatedly.

Error is different from mistake. According to Brown (2000, p.219), mistakes and errors are technically two very different phenomena. A mistake refers to performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. And error is something that can be observed, analyzed, and classified the deviations of the rules of the second

language and then to reveal the systems operated by learner, which is called by error analysis.

However, errors cannot be committed by native speakers. According to James (1998, p. 83), native speakers (NS) do not and cannot commit errors (of competence) since they know their language perfectly and comprehensively: they can only make mistake, when they are distracted and tired. He also asserts that the clearest and most practical deviances are divided into four types:

- a. Slip, or alternatively lapses of the tongue or pen, or even fingers on a keyboard, can quickly be detected and self-corrected by their author unaided.
- b. Mistake, can only corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of exact location and some hint as to the nature of the deviance, and we have a second-order mistake.
- c. Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they be self corrected.
- d. Solecisms are breaches of the rules of correctness as laid down by purists and usually taught in school, for example: 'split infinitives' and 'dangling participle'

1.1.2. Factors Causing Errors

There are some factors that cause errors. Norrish (1983, p. 21-26) in Hasyim (2002, p. 47) classifies causes of error into three types, those are carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below:

- 1) Carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- 2) First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.
- 3) Translation. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

In the other hand, there are some assumptions stated that the influence of first language or mother tongue is the most influencing factor of error towards foreign language learners. According to Ellis (1985, p. 19), it is a popular belief that second language acquisition (SLA) is strongly influenced by the learner's first language, the clearest support for this belief comes from "foreign accents" in the second language (L2) speech of learner. She also gave an example when a Frenchman speaks English, his English sound French. The learner L1 also affects the other language level vocabulary and grammar. In addition, James (1998, p.

179) asserts that similarities in the L1 and FL will be easier to learn than those that are different: in the first case, the learner benefit from positive L1 transfer, in the second case they are encumbered by negative transfer or interference (L1).

1.1.3. Errors Classifications

Following are classification of errors according to linguists:

a) Dulay, Burth and Crashen's Classification

According to Dulay, Burth and Crashen cited in James (1998, p. 106), errors are divided to four categories, they are:

- (1) Omission, this error is where some elements are omitted which should be present for example: *He'll pass the exam but I won't (pass the exam)*
- (2) Addition, this error is where some element is present which should not be there e.g. *he doesn't know*s me*; (this sentence contains redundant third person –s on the main verb *know*, redundant because the auxiliary *do* already carries that marker ”)
- (3) Misformation, it is as use of the wrong form of a structure of morpheme, for example: *I *seen her yesterday* (this sentence contains misuse of the structure of verb, *seen* should be *saw*)
- (4) Misordering, this error is where some elements presented are correct but wrongly sequenced for example: *He every time comes late home*, (“everytime” is not in exact position, the position should be in the last or in the first sentence as adverb of time).

b) Ellis and Barkhuizen's Classification

Classification of errors according to Ellis and Barkhuizen (2005) cited in Amani (2011, p. 8) classified error into:

- (1) Errors of omission: when the learner has left out a word e.g. "My sister * happy" (verb is omitted in this sentence, auxiliary verb (is) is needed to make the sentence correct).
- (2) Errors of addition: when the learner has added a word or an ending to another words which is grammatically incorrect e.g. "I have *eated*" ("*eated*" is grammatically incorrect, the past participle of eat must be eaten, the correct sentence must be "I have eaten").
- (3) Misformation/Substitution: when the learner uses the wrong form of a morpheme or structure e.g. when they use the wrong preposition in a sentence such as "It was the hardest time *in* my life" (the preposition "*in*" is not exact preposition in the sentence, "*in*" must be "*of*")
- (4) Misordering, when the learner places a morpheme incorrectly in a grammatical construction such as "*She fights all the time her brother*" (the position of the object of the sentence is in wrong position, the sentence must be "*She fight her brother all the time*")
- (5) Blends: when the learner is uncertain of which word to use and blends two different phrases e.g. "*The only one* thing I want*"

c) James's Classification

According to James (1998, p. 142), errors in language writing are divided into lexical errors and grammar error.

1) Lexical Errors

James classifies lexical errors into two categories: formal errors and semantic errors: Formal Error, for example: a misselection occurs when the lexeme is confusable, and if these are pairs (or triples) of words that look and sound similar, such as: *considerable/considerate, competition/ competitiveness, reserve/preserve, Consumption/resumption/ assumption* (when some lexemes have the same root but different suffixes and prefixes). Semantic Errors, for example: a more general term is used where a specific one is needed, such as *The flower had a special *smell (scent/perfume)*.

2) Grammar Errors

James classifies grammar errors into two categories: morphology errors and syntax errors. Morphology Errors, for example: *six book**, (plural -s is needed in the sentence). Syntax errors, for example: (He is) **a cleverest boy in the class* (misselection of the article at position modifier in noun phrase).

In this study, researcher takes the errors classification from James (1998) as his framework and limits his study only in term of morphological errors. Therefore, if it is found syntax errors, it will be neglected.

1.2. Concept of Error Analysis

1.2.1 Definition

Error analysis is an activity to reveal errors found in writing and speaking. James (1998, p.1) defines “error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Besides, Richards et.al (1985, p.96) in Hasyim (2002, p.43) state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

1.2.2. Scope of Error Analysis

According to James (1998, p.25) “the scope of EA is wide and widening and fall into two categories; first, those relevant to native speakers of English, issues concerning these include; the perennial debate about “good english” and the purported decline in standards of correctness.” The second groups are those which concern people who speak English as a second language (EL2) either as a second or as a foreign language.

1.3. Concept of Morphology

Morpheme is the smallest unit in language that has meaning. According to Zapata (2007, p.1) morpheme is the smallest units of language that have a

meaning or a grammatical function and form words or parts of words. Similarly, Hayes (2010, p.13) says a morpheme is the smallest linguistic unit that bears a meaning.

Morpheme is different from lexeme. According to Iriskulov (2006, p. 6) morphemes are structure units and lexemes are communicative unit. Morphemes are built of phonemes and they are used to build words-lexemes. Lexemes take an immediate part in shaping the thoughts in building sentences. Lexemes may consist of one morpheme. For example the lexeme “tree” consists of one morpheme while the lexeme “ungentlemanly” consists of four morphemes: un-gentle- man- ly”.

Some experts explain the types of morpheme in different ways, yet contain the same meaning. Therefore, the explanation from Zapata (2007, p.1-3) are taken. They are:

1. Free Morpheme (Independent morpheme)

Free or independent morphemes are those morphemes which can occur alone as words and have a meaning or fulfill a grammatical function; e.g., *man*, *run*, *and*. There are two types of Free morpheme;

- a. *Lexical (content or referential) morphemes* are free morphemes that have semantic content (or meaning) and usually refer to a thing, quality, state or action. For instance, in a language, these morphemes generally take the forms of nouns, verbs, adjectives and adverbs; e.g., *dog*, *Peter*, *house*, *build*, *stay*, *happy*, *intelligent*, *quickly*, *always*. Actually, lexical morphemes constitute the larger class of morphemes. They form the open class of words (or content

words) in a language, i.e., a class of words likely to grow due to the incorporation of new members into it.

- b. *Function(al) or grammatical morphemes* are free morphemes which have little or no meaning on their own, but which show grammatical relationships in and between sentences. For instance, in a language, these morphemes are represented by prepositions, conjunctions, articles, demonstratives, auxiliary verbs, pronouns; e.g., *with, but, the, this, can, who, me*. It should be said that function words are almost always used in their unstressed form.

2. Bound (or dependent) morphemes

Bound morphemes are those morphemes which never occur alone as words but as parts of words; they must be attached to another morpheme (usually a free morpheme) in order to have a distinct meaning; e.g., *-er* in *worker*, *-er* in *taller*, *-s* in *walks*, *-ed* in *passed*, *re-* as in *reappear*, *un-* in *unhappy*, *undo*, *-ness* in *readiness*, *-able* in *adjustable*; *-ceive* in *conceive*, *receive*, *-tain* in *contain*, *obtain*, etc. There are two types of bound morphemes: bound roots and affixes.

- a. *Bound roots* are those bound morphemes which have lexical meaning when they are attached to other bound morphemes to form content words; e.g., *-ceive* in *receive*, *conceive*; *-tain* in *retain*, *contain*; *plac-* in *implacable*, *placate*; *cran-* in *cranberry*, etc. Notice that bound roots can be prefixed or suffixed to other affixes.
- b. *Affixes* are bound morphemes which are usually marginally attached to words and which change the meaning or function of those words; e.g., *-ment* in *development*, *en-* in *enlarge*; *'s* in *John's*; *-s* in *claps*, *-ing* in *studying*, etc.

Table.1
Zapata’s Classification of Morpheme

Morpheme		
Free Morpheme	Bound Morpheme	
1. Lexical Morpheme 2. Grammatical Morpheme	Bound Roots	Affixes
		1. Prefix 2. Infix 3. Suffix

1.4. Concept of Morphological Error

Morphological error is a part of grammatical errors. It is a failure to follow the norm or rules of word classes. According to James (1998, p.154) :

“Morphology error is one which involves a failure to comply with the norm in supplying any part of any instance of these word classes; *six book**, *aboli*shment* ($\sqrt{-tion}$) are noun morphology errors; **bringed*, *was drink*en* ($\sqrt{-ing}$) are verb morphology errors; *visit me soon*ly* is an adverb morphology error; and *a colourfull*er scene*, an adjective morphology error. Prepositions happen to have no morphology.”

This research framework for morphological error classification is mainly drawn from James’s (1998) morphological error taxonomy. The classifications are drawn as bellow:

Table. 2
Classification of Morphological Errors Based on James (1998) Taxonomy

Noun Morphology Errors	Verb Morphology Errors	Adverb Morphology Errors	Adjective Morphology Errors
1. Plural –s a. Omission	1. Third Person singular –s (suffix –	1. Omission 2. Addition	1. Past Tense –ed a. Omission

<p>b. Redundant (Numerals / Quantifier)</p> <p>c. Overinclusion (addition)</p> <p>2. Misselection</p>	<p>s)</p> <p>a. Omission</p> <p>b. Misplacement</p> <p>2. Past Tense –ed</p> <p>a. Omission</p> <p>b. Overused (addition)</p> <p>3. Progressive –ing</p> <p>c. Omission</p> <p>d. Overused (addition)</p> <p>4. Misselection</p>	<p>3. Misselection</p>	<p>b. Addition</p> <p>2. Progressive –ing</p> <p>c. Omission</p> <p>d. Addition</p> <p>3. Misselection</p>
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a. Noun Morphology Errors

1. Plural –s

It is one of the morphology errors. it appears (1) Redundancy when preceded by numerals and other quantifiers. e.g; **six book*, **several tree* , (2) overinclusion e.g; **every teachers* , (3) Omission, e.g; **one of my friend*∅*

2. Misselection

It is a use of the wrong form of a structure of morpheme. it could be caused by the difficulties of specific characteristic of the English words which were significantly different with the first language of the agents E.g; *he didn't know his real *dessent (dessent should be descent)*

b. Verb morphology Errors

1. Third person singular –s (suffix –s)

It is a facet of concord and is suffixed to lexical verb (*drinks*) and to auxiliaries (*has, is, does*). This applies (1) Omission, e.g; *They do what √pleases them which *make life great*, and (2) Misplacement e.g; *He*s open the hot water, He*s get up and open it.*

2. Past tense –ed

Past tense –ed is both omitted and overused. It is multifunctional. E.g; *yesterday, he accept* Ø the Nobel* (omission), *He *can walked* (false analogy/overused)

3. Progressive –ing

It contains omission (*she was *do homework*), and overused/addition (*he didn't giving the answer*), and also Misselection

c. Adverb Morphology Errors

1. Addition e.g; *visit me soon*ly*

2. Misselection e.g; *he takes the stick *direkly*

d. Adjective Morphology Errors

a. Past tense –ed e.g; *a *cook dinner* (it should be *a cooked dinner*)

b. Progressive –ing e.g; *a *bored time* (it should be *a boring time*)

1.5. Concept of Narrative Writing

1.5.1. Definition of Writing

Writing is an activity which has close relation with spoken language. According to Brown (2001, p. 335), writing is the representation of spoken language, written language is almost same with spoken language, the difference is the performance of written language is conveyed in graphical. Besides Brown also mentioned that written products are the result of thinking, drafting, and revising procedures, specialized skills is required in written language, and that not every speaker develops naturally.

The conclusion based on statements above that writing is a process of expressing the idea into a written form, and it needs specialized skills that not every students can develop it naturally, it needs the teacher who is able to motivate and encourage the students to develop their writing skills, and they are expected to be able to develop their writing skills and make a good composition.

Writing is complex process that cannot be acquired constantly. According to Heaton (1990, p. 13) "writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements". He asserts that the kind of skills necessary for good writing are categorized into five general component or main areas as follow: (a) Language use, the ability to write correct and appropriate sentences. (b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language .e.g. punctuation and spelling. (c) Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information. (d) Stylistic skill: the ability to manipulate sentences and paragraph, and use language effectively. (e) Judgment skill: the ability to write in an

appropriate manner for a particular purposes with a particular audience in mind, together with ability to select, organize and order relevant information.

In order to acquire those skills students need long exercises and follow some stages in writing process. Oshima and Haque (2007, p. 3) state that there are four main stages in writing process: prewriting, planning, writing and revising draft, and writing the final copy to hand in. They also assert that writing is never complete, it always possible to review and revise, and review and revise again because writing is not simply as the other skill of English.

Writing a good paragraph is not only about a good grammar and structure, but also considering the organization of paragraph. Organizing paragraph is very important aspect in writing. According to Hogue (2008, p. 2) “Academic writing requires contain skills. These skill include sentence structure (how to arrange word in a sentence), organization (how to arrange ideas in a paragraph), and of course grammar and punctuation.” She also asserts that a well-organized paragraph is easy to read and understand because the ideas are in a recognizable pattern.

1.5.2. Concept of Narrative

Narrative text is texts that contains past event and it is used to entertain the reader. According to Rebecca (2003, p.5), a narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. It is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways.

The generic structure of narrative text: Anderson, M. & Anderson, K. (2003, p.6) explained 3 (three) steps in constructing a narrative text. They are orientation, complication, and resolution.

1. Orientation, the writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening.
2. Complication, the writer tells about something that will begin a chain of events.
3. Resolution is the ending of the story, it shows how the characters deal with the problem.

1.5.3. Concept of Narrative Writing

Narrative writing is an activity of the writers to tell the story (fiction/non-fiction) or experience to express their feelings. According to Gaetz and Phadke (2011, p.1), narrative writing tells a story in which the writers talk about their feelings, thoughts, or actions. In narrative writing, the writer creates a story that will not only entertain the readers, but will have a concluding point or message. Because narrative writing is the telling of personal stories, the writer is able to be more creative with the structure and organization.

2. Previous Related Studies

There are some previous studies which are related to the present study. First, “An Analysis of Phonetic, Morphological and Syntactic Errors in English: A Case Study of Saudi BA Students at King Khalid University” written by Al-Badawi (2012). This study was carried out to find out the common of phonetic, morphological, and syntactical error of students in Saudi Arabia. The results of the study confirm; (1) Regarding phonological, that of /b/ for /p/ among native Arabic-speaking learners of English. Such misarticulation can be attributed to the absence of /v/ and /p/ in the Arabic phonological system, leading L2 learners to substitute Arabic equivalents for them that are imperfect in that they have a different manner of articulation. In contrast, L2 learners cannot substitute Arabic equivalents for English vowels that are absent from the Arabic phonological system because no such vowels are available, and must thus rely on their often-imperfect knowledge of English vowels. (2) Regarding morphological errors, the results indicate that a failure to use or a tendency to misuse certain morphemes arises from lack of knowledge of English morphemes, whereas (3) syntactic errors tend to arise from negative L1 interference on L2 structures. The findings of this study demonstrate the utility of employing error analysis in identifying phonetic, morphological and syntactic errors among L2 learners to gain understanding of their causes.

Second, “Morphological Errors in the English Usage of Some Nigerian Learners: Causes and Remedies” written by Akande (2005) in Department of English, Obafemi Awolowo University, Ile-Ife, Nigeria. This study found some

morphological errors in the English of some Nigerian secondary school pupils. This paper among other things reveals that the causes of these errors are numerous, and they range from the inconsistency inherent in English itself, overgeneralization of rules, misapplication of rules to L1 interference. What the paper has clearly shown is that the level of competence of Nigerian SSS pupils in English morphology is very low. On the basis of this, certain measures are suggested as a way of minimizing the errors. The similarity of previous study and present study is both of the study focus on morphological errors. the differences of previous study and present study are; (1) previous study focuses on morphological errors in spoken and written, present study only focuses on the written. (2) the participants; this study compared the contribution of morphological errors by the samples with different background.

CHAPTER III

METHOD AND PROCEDURES

This chapter discusses (a) method of research, (b) operational definitions, (c) participants, (d) technique for collecting data, and (e) techniques for analyzing data.

1. Method of the Research

This study was drawn in descriptive method. This method was used to describe the collected data. According to Knufer and McLellan (n.d. p. 1196), descriptive research refers to the types of research question, design, and data analysis that will be applied to a given topic and tells what is, while inferential statistics try to determine cause and effect.

Descriptive research method is related to qualitative research. According to Lambert (2012, p. 255)

There are a number of researchers who believe and support the fact that 'qualitative descriptive' is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.

Whereas, In analyzing the data, this study employed inferential statistics; this is a kind of quantitative data analysis which one of the purposes was to find out the data's frequencies (Cohen et all, 2007, p. 503).

2. Operational Definition

Morphological errors are the errors consist of noun morphology error, verb morphology error, adverb morphology error, and adjective morphology error, which made by the students because of the failure in following the norm of morphological aspects that mostly caused by students' first language interference.

Narrative writing is a students' activity in writing narrative text to measure whether they contribute morphological errors, to analyze what kind of morphological errors, and to count how many errors they make in their narrative paragraphs.

3. Participant

Population and Sample

1. Population

According to Creswell (2012, p.142) population is a group of individuals who have the same characteristic. In addition, Watt and Van den Berg (2002, p.62) define a population is the full set of all the possible units of analysis, and the population is also sometimes called the universe of observations.

The population of this study are the eleventh grade students of Madrasah Aliyah Negeri (MAN) 2 Palembang, in academic year of 2015/2016. There are 7 classes of the eleventh year of the students, they are XI IPA AKS, XI MIA 1, XI MIA 2, XI MIA 3, XI MIA 4, XI IIS 1, and XI IIS 2.

The distribution of the population in term of classes can be seen in table:

Table.3

No	Class	Total
1	XI IPA AKS	26

2	XI MIA 1	43
3	XI MIA 2	44
4	XI MIA 3	45
5	XI MIA 4	45
6	XI IIS 1	45
7	XI IIS 2	45
Total		293

Source : Administration of MAN 2 Palembang academic year of 2015/2016

2. *Samples*

According to Creswell (2012, p.142) sample is a subgroup of a target population that the researcher plans to study for generalizing about the target population. In this study, convenience sampling is used. This sampling is appropriate for this research since the population is large but only one class is available by the teacher. According to Fraenkel and Wallen (2009, p. 98), A convenience sample is a group of individuals who (conveniently) are available for study. Thus, a researcher might decide to study classes at a nearby school because the principal or the teacher asks for help in evaluating students' ability.

The sample of this study is class XI. MIA 1 in academic year of 2015/2016 of MAN 2 Palembang. The total number of the students are 44.

4. **Technique for Collecting the Data**

In order to get the data, the test was used as a technique to collect the data in this research. Corder (1981, p.209) states a test is a method of measuring a person ability or knowledge in a given area. In addition, Riduan (2009, p.30) states

the test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability or aptitude of the individual or group.

In this research, before doing the test, the researcher gave a short explanation just to remind the students about narrative text that they had studied and to make sure that if the students contributed errors not mistakes. Then, the students were asked to write a narrative composition about 120 - 150 words within sixty minutes. four topics are provided; 1). Roro Jonggrang 2). The Legend of Malin Kundang 3). The legend of Toba Lake 4). Sangkuriang. The participants are suggested to choose one of the provided. In addition, the researcher allowed students to open their dictionary to make sure that they wrote each word correctly. But, the researcher did not allow students to open google translate.

In doing this assignment, the students did not need specific preparation. The students completed the writing work under their present condition at the time when the researcher came to the class to give the assignment. This spontaneous production was expected to produce authentic data.

5. Technique for Analyzing the Data

In conducting this research, researcher followed the procedures in Error Analysis. According to Ellis (1989, pp. 51-52) the procedures for error analysis are as follow (1) corpus of language is selected, (2) the errors in the corpus are identified. (3) the errors are classified (4) the errors are explained. (5) the errors are evaluated. It is supported by Rustipa (2011, p. 18-19) who states that the

methodology of Error Analysis can be said to have followed steps: collection of data, identification of errors, classification into error types, statement of relative frequency of error types and identification of the areas of difficulty in the target language, therapy (remedial drills, lessons, etc.)

5.1. Identification and Classification of Morphological Errors

After collecting the data, researcher identified and classified errors. In order to determine what morphological errors are made by the participants, their compositions are corrected by three experienced teachers of English (Raters). One of them is a teacher of English at MAN 2 Palembang itself and two others are the lecturers of English department at UIN Raden Fatah Palembang. The raters are found to agree on the identification of almost all of the morphological errors based on the surface strategy taxonomy.

To identify and classify morphological errors in students' composition, researcher applies following steps:

- a. Selecting the sentences which contain morphological errors in the students' composition, and then underlining them.
- b. Rewriting down the error sentences on the table 3 provided below.
- c. Analyzing and classifying the kinds of those errors based on the James classification.

Table.4
Identification of Morphological Errors

No.	Sentences or Phrases	Kinds of Error
1		
2		

3		
4		

5.2. Counting Morphological Errors

After doing identification and classification process, researcher applies following steps:

- a. Counting the total of each type of morphological errors from the identification table.
- b. Counting the total number of all types of morphological errors
- c. Making percentage each type of morphological errors, in order to know the most frequent morphological errors, it is done by dividing the total number of each type by the total number of all types morphological errors and then multiplying with one hundred.

$$\text{Percentage} = \frac{\text{Total number of a type grammatical errors}}{\text{Total number of all types grammatical errors}} \times 100$$

The classification and counting of those errors figure out in table below:

Table.5

The Frequency and Percentage of Morphological Errors

NOUN MORPHOLOGY ERRORS	Plural-s	Type	Frequency	Percentage
		Omission		
		Redundancy		
		Overinclusion (addition)		
Misselection				
MORPHOLOGY ERRORS	Third Person Singular r-s	Omission		
		Misplacement		

	Past Tense – ed	Omission		
		Overused (addition)		
	Progressive –ing	Omission		
		Overused (addition)		
	Misselection			
ADVERB MORPHOLOGICAL ERRORS	Omission			
	Additions			
	Misselection			
ADJECTIVE MORPHOLOGY ERRORS	Omission			
	Addition			
	Misselection			
Total Number of Morphological Errors				

Adapted from : James (1998)

CHAPTER IV FINDINGS AND INTERPRETATIONS

This chapter discusses (a) findings of the study and (b) interpretation

1. Findings

The finding of the study were (1) identifications and classifications of morphological errors (2) the percentage of each amount morphological errors

1.1. Identifications and Classifications of Morphological Errors

After collecting the data from the students, writer analyzed, underlined and identified student's sentences that contained morphological errors. The identified sentences were figured out in following table:

Table. 6
Identifications and Classifications of Morphological Errors

Type of Errors	Identified Sentences
A. Noun Morphology Errors	1. After some <i>*year</i> , Malin <i>*suces</i>
1. Plural –s	
a. Omission	
b. Redundancy	1. They had two <i>*daughter</i>
c. Overinclusion (addition)	1. They asked <i>*peoples</i> to join
2. Misselection	1. The fish begged <i>*his</i> to set it free 2. <i>*his</i> <i>*wont</i> to go to ocean 3. He <i>*live</i> with <i>*she</i> 4. <i>*Their</i> Malin kundang and his mother 5. Malin kundang agree with it and left <i>*he</i> mother 6. With <i>*angry</i> , her mother Sangkuriang head hit hard 7. His <i>*named</i> is Toba

B. Verb Morphology Errors 1. Third person singular –s (suffix –s) a. Omission	
b. Misplacement	
2. Past Tense –ed a. Omission	1. Then, he *receive fish at lake 2. His father *promis not to say 3. This daughter *help to bring 4. They found their mother and *talk about it 5. The fish *change to girl 6. He *was *wait a few time 7. They *live in old house 8. His mother *feel not *admitted and *curse Malin Kundang 9. He *like to help his mother 10. She *agree about anything 11. Malin finally *travel to country side 12. Malin also *mary the beautiful girl 13. Malin and his wife *travel to his village 14. His mother also *hear about the happy news 15. His mother *recognize him and then hugged and *kiss him 16. God *answer her prayer 17. The Malin’s body *turn into big stone 18. The process *continue to the upper of his body 19. He *live with *she 20. His mother *follow Malin 21. Main kundang *pity his mother 22. His mother *curse Malin 23. Malin kundang *agree with it 24. Dayang sumbi *regret after hitting Sangkuriang 25. Sangkuriang *want to hunt and *ask Dayang Sumbi 26. Many ladies *are mandate 27. Sangkuriang *answer
b. Overused (addition)	1. He *was cut the fish 2. He *was lifed alone 3. He was *was feeled hungry 4. He *was thoughted to catch fish 5. He *was *wait a few time

	<ol style="list-style-type: none"> 6. Please don't *killed me 7. The beautiful girl *was prepared a dinner 8. A farmer *was feeled happy 9. They *were *fall in love 10. His mother *is cried 11. His mother *cryed to *listened it 12. He *was went for *nomade 13. Where do you *lived Malin?
<ol style="list-style-type: none"> 3. Progressive -ing <ol style="list-style-type: none"> a. Omission b. Overused (addition) 	
<ol style="list-style-type: none"> 4. Misselection 	<ol style="list-style-type: none"> 1. The fish *say 2. They *have a children 3. Bataraguru *feel in love 4. He *can't control his mad 5. He *go to *searced a fish 6. Her husband had *broke his promise 7. Bang toba *direkly *take the stick 8. You Ø not *said to the child 9. They *were *fall in love 10. His son found his mother and *tell about it 11. His mother *go to beach 12. Malin Kundang *speak to his mother 13. *his *wont to go to ocean 14. Malin and his mother *meet old grand mother 15. Malin *speak, "No, this grandmother *don't my mother" 16. Malin *leaved his mother 17. She *life with a son 18. He *to help his mother 19. Malin kundang *go to make a way 20. He *leaved his mother alone 21. He *to become a wealthy very rich 22. He there *find women 23. They *become happy family 24. Malin kundang and wife *go to market 25. They *meet old women and *sayed 26. His mother *cryed to *listened it 27. His mother Ø angry and *feel sad 28. His mother *feel not *admitted and *curse Malin Kundang 29. There *lives the mother and her son

	30. So, he *lives only with his mother 31. When he *turning home 32. He *success in the country side 33. She really *missing her son 34. The mother *praying to God 35. His mother *have news 36. They *meet up 37. Malin kundang *get permission to his mother 38. His mother *leaved Malin kundang 39. His mother *to think about Malin kundang 40. His mother *seeked Malin kundang 41. His mother *meet with Malin kundang 42. His mother *feeling not admitted 43. His mother *cryed to *listened it 44. His life *to be happy 45. He *get a beautiful wife 46. Malin *did not go home 47. He *was not know about her 48. Sangkuriang also *feel frustrated and *go hiking 49. He *meet a beautiful women 50. Sangkuriang also *feel *frustaited 51. Sangkuriang *go away
C. Adverb Morphology Errors	
1. Omission	
2. Addition	
3. Misselection	
D. Adjective Morphology Errors	
1. Omission	1. Suddenly, there Ø *biger wave
2. Addition	
3. Misselection	1. There was a little *pour boy

*identified morphological errors

From the table above it could be said that in writing sentences, some students did not only contribute one type error, but there were found double errors in a sentence for example: *His mother *feel <felt> not admitted and *curse <cursed>*

Malin Kundang. It indicated that the agent contributed misselection (*felt*) and omission *-ed* (*cursed*) of verb morphology error in using verb which was in past form . It could be caused by the carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit them.

There was also found double errors in using words such as; "*His mother *cried to *listened it*" instead of "*His mother cried to listen it*" . It showed that the agent contributed misselection of letter (y) instead of letter (i). It indicated that the agent made "false analogy" in forming past tense *-ed* (Shaungnessy, 1977 in James, 1998, p.156). the agent also contributed overinclusion in making word "*to listened*" which verb (to) infinitive should be in present form.

On the other hand, there also found incorrect of misselection the auxiliary verb in simple present "is" which should be in past form "was" and also article "a" instead of "an", but it belonged to syntactical errors (James, 1998, p. 157) that were not included from this study.

1.2. Percentage of Morphological Errors

From the table 5, it could be concluded that the total amount of sentences that indicated as morphological errors were 102 morphological errors and they were divided into particular type of noun morphology errors, verb morphology errors, adverb morphology errors, and adjective morphology errors. The classification and percentage of all amount identified sentence of morphological errors were figured out in table below:

Table. 7
Percentage of Morphological Errors

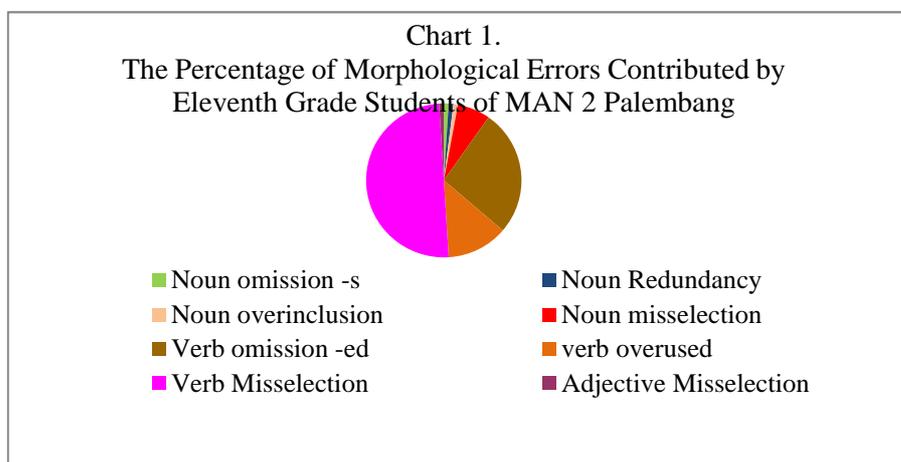
NOUN MORPHOLOGY ERRORS	Plural-s	Type	Frequency	Percentage (%)
		Omission	1	0.98%
		Redundancy	1	0.98%
		Overinclusion (addition)	1	0.98%
Misselection			7	6.86%
VERB MORPHOLOGY ERRORS	Third Person Singular -s	Omission	-	-
		Misplacement	-	-
	Past Tense -ed	Omission	27	26.47%
		Overused (addition)	13	12.74%
	Progressive -ing	Omission	-	-
		Overused (addition)	-	-
	Misselection			51
ADVERB MORPHOLOGY ERRORS	Omission		-	-
	Addition		-	-
	Misselection		-	-
ADJECTIVE MORPHOLOGY ERRORS	Omission		-	-
	Addition		-	-

	Misseletion	1	0.98%
Total Number of Morphological Errors		102	100%

Based on the table above, it could be said that the most frequent type of errors that occur in students' compositions were verb morphology errors (89.21%). Among four kinds of verb morphology errors, misselection of verb were the most frequent category (50%) then followed by past tense -ed: omission (26.47%), overused (12.74%).

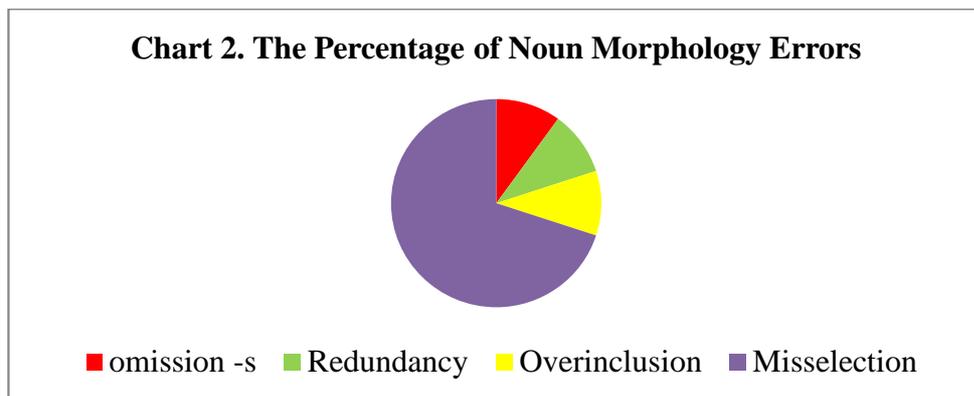
Next, in noun morphology errors, misselection errors of noun were the most frequent. The identification table shows 16 sentences of misselection errors of noun (6.86%). Whereas, in plural -s, there were 3 sentences identified; 1 for omission -s (0.98%), 1 for redundancy (0.98%), and 1 for overinclusion (0.98%). Meanwhile, adjective morphology errors were found only 1 sentence in misselection (2.30%)

The percentage of amount identified morphological errors could be illustrated in chart below:



1. Noun Morphology Errors

Table 6 showed that 9.8% the total amount of morphological errors were identified as noun morphology errors. Between two kinds of morphology errors (Plural –s and misselection), misselection of noun morphology errors were the most frequent categories of noun morphology errors (6.86%). Whereas, plural –s errors were only three sentences for each type (1 for omission –s (0.98%), 1 for redundancy (0.98%), and 1 for overinclusion (0.98%)). The percentage of noun morphology errors were illustrated in chart below:



The types of noun morphology errors and identified sentences are below:

a. Plural –s

The identification table showed that 3 of 10 errors in Noun morphology errors were plural –s errors. They were ; (1) Omission –s (*After some *year <years>, Malin *sucses <succeed>*) omission –s was found in phrase “*some *year <years>*” . (2) Redundancy ; it is almost similar with omission, but redundancy only appears in numerals/quantifier phrases. The identified sentence were “*They had two *daughter <daughters>*” , where the word *two* as a numeral word. (3) Overinclusion (*They asked *peoples <people> to join*).

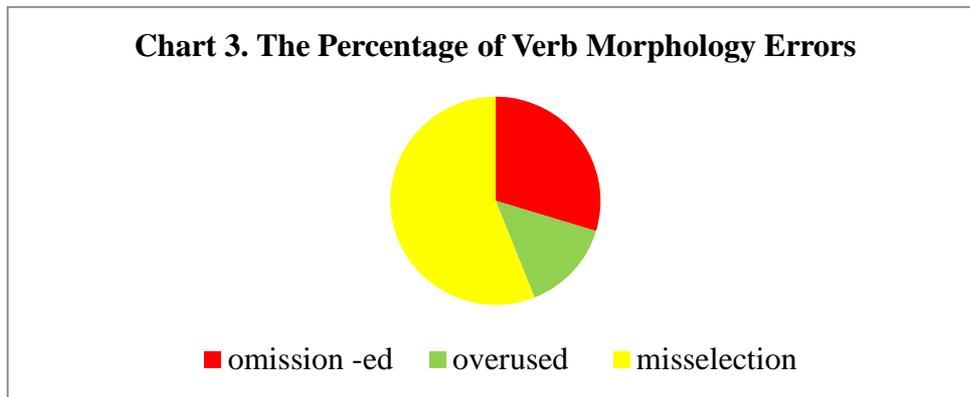
b. Misselection

Based on the identification table, misselection errors were the most frequent errors in noun morphology errors. There were 7 of 10 sentences identified (6.86%). This error indicated that the students found confusion in using suffix and/or the confusion of choosing the right word classes in the sentences. For example; *The fish begged *his <him> to set it free, Malin kundang agree with it and left *he <his> mother, *his <he> *wont <wanted> to go to ocean, He *live with *she <her>.*

2. Verb Morphology Errors

Based on the percentage table, Verb morphology errors were the most frequent error among other errors. there were 91 sentences reported (89.21%). It indicated that verb morphology errors were the most problematic. Among four kinds of verb morphology errors (third person singular –s, past tense –ed, progressive –ing, and misselection), misselection still became the most frequent category with 51 sentences (50%), then, followed by past tense –ed (omission 24 sentences (26.47%), overused 13 sentences (12.74%)). Whereas, third person singular –s and progressive –ing were not found because the test was in narrative text which used past form. The percentages of verb morphology errors were illustrated in chart below:

Chart 3. The Percentage of Verb Morphology Errors



a. Past tense –ed

1) Omission –ed

The data showed that students committed omission errors because they missed suffix –ed and/or some letters in writing regular verb which was in past form. It could be caused by the lack of knowledge in making narrative writing. For example; *Then, he *receive <received> fish at lake, he *like <liked> to help his mother, God *answer <answered> her prayer, This daughter *help <helped> to bring, They found their mother and *talk <talked> about it*

2) Overused

Identified sentences showed that students made overused errors in writing; in this case they wrote more letters in writing a word, and also put the letters or word which should not be there. It could be because the agent generalized all types of verb. for example; *He *was cut the fish, He *was lifed alone, He was *was feeled <felt> hungry, He *was thinked <thought> to catch fish, He *was *wait a few time, Please don't *killed <kill> me.*

b. Misselection

Identified sentences showed that students made misselection errors in writing, it could be caused by the difficulties of specific characteristic of the English words which were significantly different with the first language of the agents, some of the identified sentences were: *he there *find <found>women, Bataraguru *feel <felt> in love, He *can't <couldn't> control his mad, Her husband had *broke <broken> his promise, his mother *have <had> news.*

3. Adjective Morphology Errors

Table 6 showed there were 4 sentences of adjective morphology errors. There was 1 sentence of misselection. Misselection of the adjective was found in this sentence; *There was a little *pou <poor> boy.*

2. Interpretation

Based on the finding of the study, it could be said that: the noun morphology errors that occurred in participants' compositions were: 1) Plural –s, including omission –s, redundancy, and overinclusion. 2) Misselection.

On the other hands, Verb morphology errors that occurred in participants' compositions were: 1) Past tense –ed including omission –ed, overused. 2) Misselection. Whereas, adverb morphology errors only contributed one sentence in misselection type, and adjective morphology errors contributed two types of errors, they were; omission and misselection, where misselection were found higher frequency than omission.

Based on the findings above, this study revealed that the most frequent category of morphological errors contributed by participants were misselection of verb. Misselection indicated that participants faced difficulties of specific characteristic of the English words which were significantly different from the first language of the agents. It was followed by omission –ed of verb, misselection of noun, overuse of verb, misselection of adjective, and the fewest category of errors were found only one sentence for each of omission of noun, overinclusion of noun, redundancy, misselection of adverb, and omission of adjective.

This finding was generally similar with Al-Badawi (2012) in his research in Saudi Arabian students which also found the most frequent errors of Arabian students were the failure to use or a tendency to misuse certain morphemes arises from lack of knowledge of English morphemes. It indicated that there were the same contribution between Arabian and Indonesian learners in terms of morphological errors.

There were some characteristics of the occurrences of errors in misselection type (vowel based type errors, consonant based type errors, suffix errors) made by the participants in their narrative compositions. The occurrences of formal misselection errors (consonant based type errors, vowel based type errors, suffix errors) were also the influence of L1, this is in line with Ellis (1985, p. 19) who said that it is a popular belief that second language acquisition (SLA) is strongly influenced by the learner's first language, the clearest support for this belief comes from "foreign accents" in the second language (L2) speech of learner.

Firstly, the causes of occurrences of vowel based type and consonants based types were mainly caused by interferences of the first language sound, the agents contributed this type of errors mainly because of the sound of the English word that were written in Indonesian way of writing, for example in writing verb “succeed”, the sound of this word could be listened as “sukses” in Indonesian, then the agent wrote it “sucses”, as in the sentence “*After some year*, Malin sucses <succeed>*”. It seemed right for the agent because of the sound.

Secondly, the cause of suffix type errors was misselection of a particular word classes, where the students found confusion in selecting the part of speech of the words in the sentences, for example: *She *life <lived> with a son*. This finding was consistent with Hemchua and Schmitt (2006) as their findings suggested that the similarity of form and parts of speech (for example, verb, noun, adjective and so on) remained a serious problem in the Thai students’ writing. On the other hand, the cause of suffix type errors was the confusion of similar forms. For example: *His wife didn’t know Malin’s real *doesent <descent>*. Therefore, the possible reasons for the formal misselection errors were lack of knowledge of words.

Next, possible cause why the participants contributed morphological errors were the learners wrongly assume that the new item B behaves like A: they know that *daughter* (A) has its plural *daughters* and assume that *child* (B) behaves likewise, so pluralize to **childs* and also *people* (plural) was thought as singular, so pluralize to **peoples*. This phenomena is called false analogy (James, 1998, p.185). the morphological errors that caused by this source is called overinclusion.

Morphological errors that occurred because of difficulties of the target language were depended on students' knowledge and understanding toward target language itself, for example the occurrence of verb morphology errors (omission errors, misselection and overused) it could be caused by some characteristics of the words from target language which could not be remembered easily by the learners because of strong differences of accent between first language and target language, for example: a participant wrote "even throught" instead of "even though. In understanding this word, the students were expected to use this word frequently and tried to write it without any aids (dictionary or goggle translate) in order she/he knew how to write this word correctly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer concludes the results based on the findings and the interpretation that were presented in the previous chapter. The writer also offers some suggestions which are hopefully useful and helpful for teachers and the students in teaching and learning English

1. Conclusions

The study has collected some important information from the eleventh grade students of MAN 2 Palembang narrative compositions in term of morphological errors using James classifications lexical errors. Based on the findings and interpretations, researcher concluded that:

Firstly, from the four types of morphology errors, the participants (eleventh grade students of MAN 2 Palembang) contributed three types, they are noun morphology errors, verb morphology errors, and adjective morphology errors. The noun morphology errors that occurred in participants' composition were: 1) plural –s, including: omission, redundancy, and overinclusion 2) misselection. The verb morphology errors that occurred in participants' composition were: 1) third person singular –s, including: omission and misplacement where both were not found in this study. 2) past tense –ed, including: omission and overused. 3) progressive –ing, including omission and overused, were not found in this study. 4) misselection. Adjective morphology errors that occurred in this study were: 1) suffix –ed, including: omission and addition, where addition was not found in this

study. 2) suffix –ing, including: omission and addition, where both were not found in this study. 3) misselection.

Secondly, this study revealed that the most frequent category of morphological errors contributed by participants were verb misselection. Misselection indicated that that participants faced difficulties of specific characteristic of the English words which significantly different from the first language of the agents. The frequency of misselection was (45.80%) of all types of morphology errors, and followed by omission (25.96%), and overused (9.93%).

2. SUGGESTION

Based on the study that has been done, the writer would like to give some suggestion to English teacher and to the students.

1. For the teachers of English, it is expected to make corrections and give further explanations toward students' errors during learning process in students writing when they make errors especially in term of misselection and other type morphological errors.
2. For the students, it is expected to practice more in writing especially in morphological lesson, try to understand vocabularies (noun, verb, adverb, adjective), meaning and context. The students are also expected to reduce the addiction in using the dictionary or online dictionary (google translate) in doing writing exercises.
3. For the other researchers, in order to improve the English learning and teaching at senior high schools in Palembang, the researcher hopes that there will be

researches focusing on some experimental researches or action researches to solve students' problem in terms of morphological errors, so that the students will improve their writing skills with some strategies available and can reduce morphological errors significantly.

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