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**Judul skripsi : AN ERROR ANALYSIS OF ENGLISH MORPHOLOGICAL
INFLECTION MADE BY THE FIRST YEAR STUDENTS OF
SMK YASMU MANYAR GRESIK**

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APPROVAL SHEET

This thesis by NIHLAH AFTHONIYAH entitled AN ERROR ANALYSIS OF ENGLISH MORPHOLOGICAL INFLECTION MADE BY THE FIRST YEAR STUDENTS OF SMK YASMU MANYAR GRESIK has been approved by the thesis advisors and could be proposed to fulfill the requirement of graduated degree in English Teaching of Tarbiyah Faculty State of Islamic Studies Surabaya.

Surabaya, July 19th 2012

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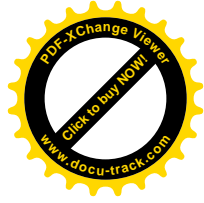
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ABSTRACT

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Keyword: *Error, English Morphological Inflection.*

Students often face many difficulties and problems to master English. Therefore, it will cause errors in learning the target language. Errors are good indicator to indicate the students' progress and success in the process of English learning.

Because of the above reason, the researcher intends to conduct a study about the students' errors. The researcher focuses on analyzing errors in the use five English morphological inflections (plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular inflection) made by the first year students at SMK YASMU Manyar Gresik. The researcher chooses those morphological inflection errors because those are the common morphological inflections that are oftenly used for students, not only in speaking but also in writing. The objectives of this study are to know the error frequencies of each type of English morphological inflection errors and to find out the causes of English morphological inflection errors.

The design of this research is descriptive qualitative method. The instruments used to collect the data are test and document study. Test is used to identify the error frequencies of each type and the factors causing English morphological inflection errors. Document study is used to support and to complete the students' test.

In the implementation of study, the researcher is as non participant. The researcher gave the test to the teacher and the teacher conducted the test. Then, the researcher took the students' test from English teacher and analyzed the result of students' test.

From the analysis, it shows that possessive inflection error is on the first rank (78 or 34,06%), then it is followed by past tense inflection error on the second rank (58 or 25,33%), on the third rank is plural inflection error (49 or 21,4%), on the fourth rank is third person singular inflection error (32 or 13,97%), and the last is progressive inflection error on the fifth rank (12 or 5,24%).

The factors causing errors show that false concept hypothesized is on the first rank (50 or 48,54%), then it is followed by over generalization on the second rank (28 or 27,18%), on the third rank is incomplete application of rules (10 or 9,71%), on the fourth rank is interlingual errors (9 or 8,74%), and the last is ignorance of rules restriction on the fifth rank (6 or 5,83%).

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INTRODUCTION

Some examples of English morphological inflection errors that are made by the students in the process of English learning based on the researcher's experience during teaching English are error in plural inflection, e. g: *I have three story book (I have three story books)*, error in possessive inflection, e. g: *Indah book is new (Indah's book is new)*, error in progressive inflection, e. g: *I am write a letter (I am writing a letter)*, error in past tense inflection, e. g: *My friends and I study English yesterday (My friends and I studied English yesterday)*, error in third person singular inflection, e.g: *My sister always go to school by bike (My sister always goes to school by bike)*, error in comparative inflection, e. g: *My book is small than her book (My book is smaller than her book)*, error in superlative inflection, e.g: *Rudi is tall student in my class (Rudi is the tallest student in my class)*, error in passive inflection, e.g: *The letter is write by Desy (The letter is written by Desy)*, error in perfect tense inflection, e.g: *My father has already watch television (My father has already watched television)* and error in ordinal inflection, e.g: *A book store is in the six floor (A book store is in the sixth floor)*, etc.

Inflectional morphemes whose process for relating such word forms play their central role. Inflection is very important in oral or written English, to express time, as a definite point or a period. Furthermore, inflection is used to give the number of persons or objects involved and marks possession. These things are presented as grammatical categories.⁷

⁷Juliane, *English Morphology: Inflection and Derivation*, (Munich: GRIN Publishing GMBH, 2009), 6.

English presupposes that inflectional morphemes have a kind of priority over derivational.⁸ Inflections, on the other hand, have a rather more complicated status.⁹ Therefore, many students have difficulties in learning English morphological inflection. The students have difficulties because there are many grammatical rules of English morphological inflection that should be understood and there are many exceptions that should be memorized. For example, for third person singular inflection, it should be added by *-s/-es*. To know that it should be added by *-s/-es*, there are many rules about it. For past tense inflection, it should be added by *-ed*, but there are many exception because of irregular verb which can not be added by *-ed*.

The grammatical rules of English morphological inflection are sometimes easy enough for the students to understand. Although the grammatical rules are easy enough for the students, some students still have problems because they are not careful, they do the task carelessly. For example, they don't add *-ing* for the progressive inflection. Beside that, there are some difficult grammatical rules that make the students don't understand and they are confused when they learn about it. For example, they are confused to compare between plural inflection and third person singular inflection. From those explanations, it can be inferred that many students have problems when they learn English morphological inflection.

⁸Andrew Carstairs McCarthy, *An Introduction to English Morphology: Words and Their Structure*, (Edinburgh: Edinburgh University press, 2002), 116.

⁹Richard Hudson, *An Introduction to Word Grammar*, (Cambridge: Cambridge University Press, 2010), 123.

English especially English morphological inflection. Then, learning English morphological inflection is more suitable for the first year students than the second or the third year students because it has been taught in Junior high school, even in elementary school. Beside that, based on the researcher's observation, many books of the first year students in Senior high school explain about English morphological inflection, such as *Headlight* composed by Dra. Emalia Iragiliati Lukman, M. pd. (et al), *Look Ahead* composed by Th. M. Sudarwati and Eudia Grace, *Interlanguage* composed by Joko Priyana, Virga Renitasari, and Arnys Rahayu Irjayanti, *Developing English Competencies* composed by Ahmad Doddy, Ahmad Sugeng, and Effendi, *Progress* composed by Zumakhsin and Yulia Mufarichah.

The first year students at SMK YASMU Manyar Gresik are homogeneous. They have the same background in terms of age and education level. Beside that, most of them live in the same neighborhood and they speak in the same mother tongue that is Javanese.

The fact that Javanese is the students' first language makes the researcher assumes that it interferes their second or foreign language acquisition. This is also supported by the fact that when one wants to produce something in a new language, a more established second (or third) language may be accessed.¹² In Indonesia, most children speak Indonesian as a second language while their first

¹²Danny D. Steinberg, Hiroshi Nagata, David P. Aline, *Psycholinguistics: Language, Mind and Word*, (England: Pearson Education, 2001), 235.

language is usually based on their ethnic groups, such as Javanese, Sundanese, Madurese, etc. Only few of Indonesian children speak Indonesian as a first language and another language such as English as a second language in their daily lives. They are usually from modern family who live in the big cities. Therefore, their ethnic group languages are not used anymore and their second language acquisition are often interfered by their first language.

English which is the target language learned by the Javanese students at SMK YASMU Manyar Gresik has a system of morphological inflection which is different from their Javanese as their native language. Consequently, the first year students of SMK YASMU Manyar Gresik make errors about it. The system of English morphological inflection which they learn is different from the morphological inflection in Javanese as their native language.

From the phenomenon above, most of students have difficulties and problems, then they make error in using English Morphological inflections when they learn English especially grammar. So that's why, the researcher is interested in conducting the research about English Morphological inflection errors.

1.2. Statement of the Problems

Based on the background above, the problems of this research are:

1. What are the error frequencies of English morphological inflection made by the first year students of SMK YASMU Manyar Gresik?
2. What are the causes of English morphological inflection errors made by the first year students of SMK YASMU Manyar Gresik?

1.3. Objectives of the Study

The purposes of this research are:

1. To describe the error frequencies of each type of English morphological inflection made by the first year students at SMK YASMU Manyar Gresik.
2. To describe the causes of English morphological inflection errors made by the first year students at SMK YASMU Manyar Gresik.

1.4. Significance of the Study

This research is hoped to be useful for:

- a. The teacher

The research can be used for measuring the students' ability in learning English morphological inflection. The teacher has to be aware of the students' error. The teacher should give a better and clearer explanation especially about the students' difficulties in learning English morphological inflection. Then, the teacher should design and improve more appropriate method in the next teaching so that the students could reach the learning goal much easier.

- b. The students

The research can be used to know the students' ability in learning English morphological inflection. It also can motivate the students to be able to study well, especially English morphological inflection that is difficult for students so they can write and speak English correctly.

c. The reader

The research can be used to help the readers' understanding of English morphological inflection.

d. The researcher

The research can be used to expand knowledge and experience of the researcher about English morphological inflection.

1.5. Scope and Limitation of the Study

The scope of the study is focused on error analysis. The researcher is interested in analyzing the English morphological inflection errors. As we know that there are many kinds of English morphological inflection errors, such as plural inflection, possessive inflection, progressive inflection, past tense inflection, third person singular inflection, comparative inflection, superlative inflection, passive inflection, perfect tense inflection, ordinal inflection, etc.

The researcher limits the study to five English morphological inflection errors, namely: plural inflection (...s/...es), possessive inflection (...’s/....s’), progressive inflection (...ing), past tense inflection (...ed), and third person singular inflection (...s/...es). The researcher chooses those morphological inflection errors because those are the common morphological inflections that are oftenly used for students, not only for speaking but also for writing.

1.6. Definition of Key Terms

1. Error

Error is any deviation from a selected norm of language performance, no matter what the characteristics of causes of the deviation might be.¹³ Error deals with producing or making inappropriate words, phrases, or sentences of the learner's speech or writing.

2. Error Analysis

Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.¹⁴ Error analysis deals with collecting samples of learner's language, identifying the errors according to their hypothesized causes, and evaluating the errors.

3. Inflection

Inflection is the process of adding an affix to a word or changing it in some other ways according to the rules of the grammar of a language.¹⁵ Inflection adds a suffix to a word and it doesn't change meaning or word class, but it just changes grammatical function.

¹³Dulay et al., *Language Two*... 193.

¹⁴Sunardi Hasyim, *Error analysis in the Teaching of English*, vol. 4, no. 1 (June:2002), 43.

¹⁵ Jack C. Richards, Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (London: Pearson Education, 2002), 257.

4. Morphology

Morphology is the study of word formation, including the ways new words are coined in the languages of the world and the way forms of words are varied depending on how they are used in sentences.¹⁶ Morphology can change shape, meaning, function, and class of the word.

5. Morphological inflection

Morphological inflection is an area of morphology concerned with changes in word shape (e.g. through affixation) that are determined by, or potentially affect, the grammatical context in which a word appears.¹⁷ Morphological inflection never changes the grammatical category of a word morphologically.

¹⁶Rochelle Lieber, *Introducing Morphology*, (New York: Cambridge University Press, 2009), 2.

¹⁷Andrew Carstairs McCarthy, *An Introduction to English Morphology*... 144.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Review of Related Theories

This chapter presents the review of some related theories concerning morphology, definition of errors, the significance of errors, error analysis, procedures of error analysis, types of English morphological inflection, and causes of errors.

2.1.1. Morphology

Morphology is the branch of linguistics that is concerned with the relation between meaning and form, within words and between words.¹

The word morphology consists of two morphemes, *morph* + *ology*. The suffix *-ology* means “science of” or “branch of knowledge concerning.”

Thus, the meaning of morphology is “the science of word forms.”

Morphology is part of our grammatical knowledge of a language.² So

that's why, morphology can be used in two ways: it refers to a sub

discipline of linguistics, but it may also be used to refer to a part of the

grammar of a language that contains the rules for inflection and word

¹Ralph Fasold, Jeff Connor-Linton, *An Introduction to Language and Linguistics*, (New York: Cambridge University Press, 2006), 59.

²Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language (Eighth edition)*, (Australia: Thomson Wadsworth, 2007), 77.

because they have the tendency to affect grammar.¹⁷ In addition, bound morphemes are commonly called affix. There are two kinds of affix:

a. Prefix

Prefix is a syllable or syllables which appear in front of the root and can alter the meaning of the root.¹⁸ It means that prefix is affix that precedes the root and can change the meaning of the root. Prefix can be used only for derivational morphemes.

Such as: *-en* in the word *enlarge*.

-*im* in the word *impatient*.

-*un* in the word *unhappy*.

b. Suffix

Suffix is a letter or letters which are added to the end of the root and can alter the original tense or meaning of the root.¹⁹

It means that suffix is affix that follows the root and can change the original tense or meaning of the root. Suffix can be used for derivational morphemes and inflectional morphemes.

Such as: *-ance* in the word *performance*.

¹⁷Dr. Harrison Adeniyi, *English Morphology...* 9

¹⁸Sharon Wynne, *Texas English as a Second Language...* 4

¹⁹ *Ibid.*

Table 2.1

The Differences between Inflectional and Derivational Morphemes

No.	Inflectional Morphemes	Derivational Morphemes
1.	Do not change meanings or word class. For example, <i>big-bigger</i> .	Change meaning or word class. For example, <i>-ment</i> forms noun <i>judgement</i> from verb <i>judge</i> .
2.	Typically indicate syntactic or semantic relations between different words in a sentence. For example, the present tense morpheme <i>-s</i> in <i>waits</i> shows agreement with the subject of the verb.	Typically indicate semantic relations with the word. For example, morpheme <i>-ful</i> in <i>painful</i> has no particular connection with any other morpheme beyond the word <i>painful</i> .
3.	Typically occur with all members of some large class of morpheme. For example, the plural <i>-s</i>	Typically occur with only some members of morpheme. For example, The suffix <i>-hood</i> occurs such as <i>brother, knight,</i>

language is acquired and to assist curriculum developers in developing strategies.

Errors are easy to observe and are good indicators of a person's level of second-language knowledge.²⁸ Beside that, error is an inevitable and positive part of the language learning.²⁹ New error may be based on an emerging ability to extend a particular grammatical form beyond the specific items with which it was first learned. In this sense, an increase in error may be an indication of progress.³⁰ It means that making errors has many positive effects for the learners because it can be a good way to know their ability and their progress.

Corder firmly believes that errors are not to be regarded as signs of inhibition, but simply as evidence of his/ her strategies of learning. French also states that errors are accidents directly attributable to honest endeavour to get it right.³¹ In relation to the significance of learners' error, Dulay et al stated that,

“Studying learners’ errors serve two major purposes: (1) it provides data from which inference about the nature of language learning process can be made; and (2) it indicates to the teachers and curriculum developers which part of the target language students has most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively. The study learners’ error also has become important and has many

²⁸Danny D. Steinberg, Hiroshi Nagata, David P. Aline, *Psycholinguistics: Language, Mind and Word*, (England: Pearson Education, 2001), 236.

²⁹Tirica Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University Press, 2000), 15.

³⁰Patsy M. Lightbown, Nina Spada, *How Language are Learned...* 77.

³¹Charas Ubol, *An Error Analysis of English Compositions...* 6.

Researchers and teachers of second language soon came to realize that the errors made by the learners in the process of constructing a new system of language needs to be analyzed carefully because it can be used for the keys to the understanding of the process of second language acquisition.

Corder noted,

“A learner’s errors.....are significant in (that) they provide the researcher evidence of how language is learned or acquired what strategies and procedures the learners is employing in the discovery of the language”.³⁹

2.1.5. Procedures of Error Analysis

Ellis has designed procedures to analyze learners' errors which include three stages⁴¹:

a. Identification of Errors

The first step in analyzing learners' errors is identification of errors. To identify the error, we have to write out the sentences which contain the error, and then underline the word or phrase which shows the error. Identification of error is needed to compare the sentences produced by the learners with correct sentences in the target language. For example, a learner produces *My sister study English yesterday*. It is clear that the sentence contains error, the correct sentence should be *My sister studied English yesterday*. By comparing the two sentences, we can see that the learners used a word *study* instead of *studied*. The verb tense error is due to error in the use of past tense inflection.

b. Description of Errors

The second step in analyzing learners' errors is description of errors. All of the errors have been identified, they can be described into two ways. The first way is describing errors based on grammatical categories. All of the verb tense errors are gathered and identified based on the different kind of verb errors. The second way is describing errors based on surface structure taxonomy, such as omission (leaving out an

⁴¹Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 1997), 15.

item that is required for an utterance to be considered grammatical), misinformation (using one grammatical form in place of another grammatical form), and misordering (putting them in a sentence in the wrong word order). In describing the learners' errors, the writer applies the first way, which is describing errors based on grammatical categories.

c. Explanation of Errors

The last step in analyzing the learners' errors is explaining the different types of errors. There are three ways in explaining the learners' errors in terms of grammatical analysis. The first is stating the grammatical rule which has been violated. The second is stating the correct form to show contrast with inappropriate form. The third is giving examples which show the rule in action. The error explanation of this study is explained in grammatical terms.

2.1.6. Types of English Morphological Inflection

As we know that there are many kinds of English morphological inflection, but the researcher just limits the study into five morphological inflections. They are plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular inflection.

1. Plural Inflection

Plural inflection is the inflection –s or –es to express plurality. Some nouns have irregular plurals that we should memorize and understand.

For examples:

My sister has two books (regular form, additional –s)

There are five boxes (regular form, additional –es)

My uncle has four sheep (irregular form)

2. Possessive Inflection

Possessive inflection is the inflection 's or s' to express possessive.

For examples:

Tom's car is new (singular, additional 's')

Boys' bike is broken (plural, additional s)

3. Progressive Inflection

Progressive inflection is the inflection be (auxiliary verb) + present participle (verb ing) to express something that is happening.

For examples:

We are listening to the radio

I am studying English

He is speaking Arabic

4. Past tense Inflection

Past tense inflection is the inflection -ed to express something that happened in the past. Some verbs have irregular verb of past tense, so we should memorize.

For examples:

He played football yesterday (regular verb, additional -ed)

translate the phrase or sentence of target language into the learners' first language to see any similarities.

For examples:

- a. *Car red* (It should be *red car*)
- b. *Book new* (It should be *new book*)
- c. *Bag blue* (It should be *Blue bag*)

2) Ignorance of Rules Restriction

Error in this type is the application of rules to context where the learners do not apply. It is the learners' failure to observe the restriction of existing structures. Some rule restriction errors may be described in terms of analogy.

For examples:

- Make him to do it* (It should be *Ask him to do it*).
- He asked to me* (It should be *He asked me*).

3) Incomplete Application of Rules

It involves a failure to learn the more complex type of structure because the learner finds that he/ she can achieve effective communication by using relatively simple rules. For example, in teaching foreign language, teacher often uses question as a teaching device to get the learner's responses. The learners neglect the rules of the target language in answering or giving response to the teacher's questions due to their incomplete knowledge of the target language.

For examples:

- a. *Does she read much? Yes, she read much* (It should be *Yes, I do*).
- b. *What does she tell him? She tell him to hurry* (It should be *She tells him to hurry*).

teacher to solve the problem. She used students' test and observation to collect the data.⁴⁹

The fifth research was conducted by Anisah Herwati (IAIN Sunan Ampel Surabaya, 2009), entitled “A Study of Error Analysis of Second Class of SMA Muhammadiyah 2 Pucang Surabaya in Paragraph Writing”. In her research, she focused on the types and the frequency of errors in paragraph writing. She described the types of students’ errors in paragraph writing which are not only grammatical categories, but also elements of writing. To collect the data, she used students’ test and documentation.⁵⁰

The sixth research was conducted by Rahmawati (State University of Surabaya, 2009), entitled “An Error Analysis on the Use of Simple Present Tense Made by the Seventh Grade Students in Writing a Descriptive text”. In her research, she focused on the types and the causes of errors. She mentioned not only the types of errors, but also the causes that are factors which have influenced to the occurrence of using simple past tense errors. To collect the data, she used students’ checklist and documentation.⁵¹

⁴⁹Jannatul Laily Noviabahari, “*The Analysis of Grammatical Errors in Recount Text by the First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo*”, Unpublished Bachelor Thesis, (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2010).

⁵⁰ Anisah Herwati, “A Study on Error Analysis of Second Class of SMA Muhammadiyah 2 Pucang Surabaya in Paragraph Writing”, Unpublished Bachelor Thesis, (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2009).

⁵¹ Rahmawati, "An Error Analysis on the Use of Simple Present Tense Made by the Seventh Grade Students in Writing a Descriptive Text", Unpublished Bachelor Thesis, (Surabaya: State University of Surabaya, 2009).

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses research methodologies that are used in this study. First, this chapter discusses about research design and it is continued with setting and time of the research. Next, it discusses about subject of the research, source of the data, data collection technique, research instrument, research procedure, and the last is data analysis technique.

3.1. Research Design

This study uses descriptive qualitative which is designed to obtain information to determine the nature of a situation and to describe what exists in a current study objectively. Ibrahim stated that descriptive research is a research which controls and interprets about condition and phenomena such as relation, point of view, attitudes, process, and the influences of condition.¹ Ary supported that descriptive qualitative is designed to obtain information concerning to the current status of phenomena.² It includes collecting data to answer the problems dealing with the current status of people being faced at this moment. We usually call them subject of the study.

In this research, the researcher chooses descriptive qualitative method because learning English morphological inflection is already taught in SMK

¹Nana Sudjana, *Penelitian dan Penilaian Pendidikan* (Bandung: Sinar Baru Algensindo, 2009), 65.

²Donald Ary, *An Introduction to Research in Education*, (New York: Holt Rinchard & Winston, 1972), 259.

YASMU Manyar Gresik. The researcher just gives the test that is conducted by the teacher and describes all of the data that the researcher gets. This research is intended to identify the frequency and the causes of English morphological inflection errors made by the students. The error exists in the students' answer in the written test.

3.2. Setting and Time of the Research

1. Setting of the Research

This research is conducted in SMK YASMU Manyar Gresik in the academic year of 2011/2012. It is located in Jl. Kyai Sahlan I No. 24 Manyarejo Manyar Gresik.

2. Time of the Research

This research is conducted from 30th May up to 09th June 2012.

3.3. Subject of the Research

The population of this research is the first year students of SMK YASMU Manyar Gresik. There are around 200 students of the first year which is divided into 6 classes (class 1 TPm 1, class 1 TPm 2, class 1 TPm 3, class 1 TKr 1, class 1 TKr 2, and class 1 TKr 3).

Among six classes in the first year students, one of them is chosen non-randomly as the sample of the study. To take the sample, the researcher is guided by the statements of Suharsimi Arikunto. He stated that if the research subject is less than 100 people, it's better to take all of them. Therefore, the research subject is all research population. If the subject is more than 100 people, it is

allowed to take sample 10% - 15% or 20% - 25% or more.³ As a result, class 1 TPm 1 which consists of 35 students is chosen as the sample of this study. This study used purposive sampling. Sugiono stated that the purposive sampling is certainty sample technique by consideration.⁴ The class 1 TPm 1 is chosen because it is a superior class. So that's why, the researcher wants to know the capability of the students in superior class to master English, especially English morphological inflection.

3.4. Source of the Data

Source of the data is the important thing in a field research. The sources of the data of this research are as follow:

1. The documents, books, and references.
2. The English teacher of class 1 TPm 1 at SMK YASMU Manyar Gresik,
Faidiyatul Indah, S. Pd.
3. The thirty five Students of class 1 TPm 1 at SMK YASMU Manyar Gresik.

3.5. Data Collection Technique

To make the process of observation easier, the researcher formulates the observation steps systematically as outlined below:

- ## 1. Test

Test is an important in teaching and learning process in order to know the capability of the learners, including the capability in learning English

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (the thirteenth edition)*, (Jakarta: PT Rineka Cipta, 2006), 134.

⁴Sugiono, *Metode Penelitian Kuantitatif Kualitatif*, (IKAPI: CV ALVABETA, 2008), 85.

morphological inflection. The progress of the students' achievement is known from the result of the students' test. The test uses five morphological inflections to know the frequency of each type of English morphological inflection errors and the causes of English morphological inflection errors made by the first year students at SMK YASMU Manyar Gresik.

2. Documentation

The researcher also uses documentation. The researcher gets the data from the teachers' documents. The documents are needed to find out information about the students' English score and the list of students' name.

3.6. Research Instrument

The researcher arranges and makes the instrument of the study that will be used to collect the data. All of instruments of study are composed using English. Instruments of study are used in this research as follows:

1. Test

The researcher uses test about five morphological inflections (plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular inflection). The test sheet is divided into four parts. The first part consists of 4 items, the second part consists of 4 items, the third part consists of 12 items, and the fourth part consists of 10 items. The first, the second, and the third part are completion test, meaning that the students are asked to complete unfinished sentences. The fourth part is an objective test in the form of multiple choices.

1. Identification the Types of Errors

The researcher identifies the types of English morphological inflection errors into five types, namely plural inflection errors, possessive inflection errors, progressive inflection errors, past tense inflection errors, and third person singular inflection errors. The students are considered making errors if the answer doesn't match with the result found from the answer on answer key.

2. Calculating of Errors

After the researcher identifies the type of errors, the researcher calculates the frequency of each type of English morphological inflection errors by using the formula below:

$$\frac{F}{N} \times 100$$

F = number of errors of each type

N = total number of errors

By using the formula above, the researcher can find out the frequent percentage of each English morphological inflection error type more clearly.

3. Evaluating of Errors

After the researcher identifies and calculates the types of errors, the last procedure is evaluating of errors. From the result of students' test, the researcher evaluates the causes of errors Based on Richard and Corder theory into interlingual and intralingual error. The causes of intralingual error are

RESEARCH FINDING AND DISCUSSION

Before the researcher explains the result of students' test, the researcher is going to describe the general description of SMK YASMU Manyar Gresik based on the result of documented study. The general description is described as follows:

4.1.1. Profile of School

Initially, SMK YASMU Manyar Gresik got “A” accreditation since 2009. Furthermore, in 2012 it got the certification of quality management system of international standard (*Sertifikasi Sistem Manajemen Mutu bertaraf Internasional*) that is ISO 9001:2008.

The important information related to SMK YASMU Manyar Gresik is:

1. This school has many regular classes and one superior class every year. The superior class has working practice twice more than that in regular class.
2. The overall number of students in SMK YASMU Manyar Gresik is 625 students which consist of 18 classes and each grade has 6 classes. Each class contains 30 to 35 students.
3. This school has two departments. They are machinery technique (*Teknik Pemesinan*) and light vehicle technique (*Teknik Kendaraan Ringan*). At the beginning of 2012, there are two new departments. They are multimedia and office administration.
4. This school has production unit that gives driving course until the students get A driving license (*SIM-A*) and this unit is completed with four cars.
5. This school has many workshops and standard practice equipment. It means that the equipment can cover the needs of the total of the students.
6. This school helps the students and alumni to get the jobs because it builds up relationship and cooperation with many factories, such as *PT. Maspion Industrial Estate*, *PT. Alstom Power Engineering*, *PT. Tambang Batubara Bukit Asam (Persero)*, *PT. PAL Surabaya*, *PT.*

Barata Indonesia, PT. Petrokopindo, PT. Swadaya Graha, PT. Varia Usaha, PT. Karunia Alam Segar (KAS), etc.

7. This school gives new applications of computer skill based on technological development and current job.
8. This school gives six hours theological subject per week (*Qur'an Hadits, Syari'ah, and Aqidah akhlak*).
9. This school applies TOEIC and emphasizes the students to speak English in the process of English learning.
10. It is also supported by the qualified English teachers. The English teachers of SMK YASMU Manyar Gresik and their qualifications can be seen on the table 4.1 below:

Table 4.1

The English Teachers of SMK YASMU Manyar Gresik and Their Qualifications

NO.	NAME	M/F	QUALIFICATION
1.	Faidiyatul Indah S.Pd	F	UNESA SURABAYA
2.	Nur Faizah S. Pd	F	UNISMA MALANG
3.	Isfatul Aini S. S	F	UNITOMO SURABAYA

4.1.3. Curriculum of School

The curriculum adopted is a blend of the national curriculum based on Education Unit Level Curriculum (KTSP) and based on science and technology with the understanding of IMTAQ. Competency-based curriculum and CTL (Contextual Teaching and Learning) to all levels of the class.

4.1.4. Facilities of School

In SMK YASMU Manyar Gresik, there are many facilities built to support learning process. They are 20 classrooms, 3 cars for driving course, language laboratory, computer and internet laboratory, science laboratory, hotspot/ internet wireless connection (Notebook/ PC), machinery workshop, automotive workshop, acetylin welding workshop, electrical welding workshop, library, digital/ multimedia room, mushalla/ mosque, and AL- AMIN Islamic boarding school.

4.1.5. Extracurricular of School

In SMK YASMU Manyar Gresik, there are many kinds of extra curricular built to develop students' potential. They are driving course, Nasyid group band, Karawitan art, Pencak Silat or Tapak Suci, climbing club, PRAMUKA and PMR, photography, study club, basketball,

2	<p><i>My mother asks me to buy five <u>tomatos</u>.</i></p> <p><i>My mother asks me to buy five <u>tomates</u>.</i></p>	<p><i>My mother asks me to buy five <u>tomatoes</u>.</i></p>
3	<p><i>Mr. Tono has two <u>bus</u>.</i></p> <p><i>Mr. Tono has two <u>buss</u>.</i></p>	<p><i>Mr. Tono has two <u>busses/ buses</u>.</i></p>
4	<p><i>There are many <u>person's</u> came to my party last night.</i></p>	<p><i>There are many <u>persons/ people</u> came to my party last night.</i></p>
21	<p><i>That house has five <u>bed's</u>.</i></p> <p><i>That house has five <u>bed</u>.</i></p> <p><i>That house has five <u>beds'</u>.</i></p>	<p><i>That house has five <u>beds</u>.</i></p>
26	<p><i>The student buys four <u>pencil</u> in the bookstore.</i></p> <p><i>The student buys four <u>pencil's</u> in the bookstore.</i></p> <p><i>The student buys four <u>penciles</u> in the bookstore.</i></p> <p><i>The student buys four <u>penciless</u> in the bookstore.</i></p>	<p><i>The student buys four <u>pencils</u> in the bookstore.</i></p>

The table 4.2 describes the students' errors in the use of plural inflection. In item number 1, there is one type of error. It is "*There are many student's in the class*". The correct sentence should be "*There are many students in the class*". In item number 2, there are two types of errors. They are "*My mother asks me to buy five tomatos*" and "*My mother asks me to buy five tomates*". The correct sentence should be "*My mother asks me to buy five tomatoes*". In item number 3, there are two types of errors. They are "*Mr. Tono has two bus*" and "*Mr. Tono has two buss*". The correct sentence should be "*Mr. Tono has two busses/ buses*". In item number 4, there is one type of error. It is "*There are many person's came to my party last night*". The correct sentence should be "*There are many persons/ people came to my party last night*". In item number 21, there are three types of errors. They are "*That house has five bed's*", "*That house has five bed*", and "*That house has five beds'*". The correct sentence should be "*That house has five beds*". In item number 26, there are four types of errors. They are "*The student buys four pencil in the bookstore*", "*The student buys four pencil's in the bookstore*", "*The student buys four penciles in the bookstore*", and "*The student buys four penciless in the bookstore*". The correct sentence should be "*The student buys four pencils in the bookstore*".

	<i>Jane.</i> <i>John and Bob are married. Their</i> <u>wives'es</u> <i>names are Cindy and</i> <i>Jane.</i>	
8	<u>Thomas</u> <i>car is very expensive.</i> <u>Thomases</u> <i>car is very expensive.</i> <u>Thomas'es</u> <i>car is very expensive.</i>	<u>Thomas' / Thomas's</u> <i>car is very expensive.</i>
22	<i>Andre has three houses. Andre</i> <u>houses</u> <i>are good.</i> <i>Andre has three houses. Andre's</i> <u>house</u> <i>are good.</i>	<i>Andre has three</i> <u>houses. Andre's</u> <u>houses</u> <i>are good.</i>
27	—	<i>Whose car is that?</i> <i>That's Tom's car.</i>

The table 4.3 describes the students' errors in the use of possessive inflection. In item number 5, "*The girl's book is on the table*", there are no students who make errors. In item number 6, there are two types of errors. They are "*The boys hats are red*" and "*The boy's hats are red*". The correct sentence should be "*The boys' hats are red*". In item number 7, there are four types of errors. They are "*John and Bob are married. Their wife names are Cindy and Jane*", "*John and Bob are married. Their wives*

names are Cindy and Jane”, “John and Bob are married. Their wives’s names are Cindy and Jane” and “John and Bob are married. Their wives’es names are Cindy and Jane”. The correct sentence should be “John and Bob are married. Their wives’ names are Cindy and Jane”. In item number 8, there are three types of errors. They are “Thomas car is very expensive”, “Thomases car is very expensive”, and “Thomas’es car is very expensive”. The correct sentence should be “Thomas’/ Thomas’s car is very expensive”. In item number 22, there are two types of errors. They are “Andre has three houses. Andre houses are good” and “Andre has three houses. Andre’s house are good”. The correct sentence should be “Andre has three houses. Andre’s houses are good”. In item number 27, “Whose car is that? That’s Tom’s car”, there are no students who make errors.

4.2.3. Progressive Inflection Errors

The learners have made errors in progressive inflection. The questions related to progressive inflection are number 9, 12, 13, 18, 23, and 28. The description of errors in progressive inflection can be seen in the table 4.4 below:

Table 4.4

Table 4.4 describes the students' errors in the use of progressive inflection. In item number 9, there is one type of error. It is "*They are play volleyball in the yard at present*". The correct sentence should be "*They are playing volleyball in the yard at present*". In item number 12, "*My uncle is swimming in the swimming pool at this moment*", there are no students who make errors. In item number 13, "*My father is sleeping in the bedroom now*", there are no students who make errors. In item number 18, there is one type of error. It is "*I am study English with my sister now*". The correct sentence should be "*I am studying English with my sister now*". In item number 23, there are two types of errors. They are "*Anton is not works in the office at present*" and "*Anton doesn't works in the office at present*". The correct sentence should be "*Anton is not working in the office at present*". In item number 28, there are two types of errors. They are "*What's gardener doing? He waters the flowers*" and "*What's gardener doing? He is water the flowers*". The correct sentence should be "*What's gardener doing? He is watering the flowers*".

4.2.4. Past Tense Inflection Errors

The learners have made errors in past tense inflection. The questions related to past tense inflection are number 10, 15, 17, 20, 24, and 29. The

The correct sentence should be “Budi went to Surabaya last week”. In item number 15, there are four types of errors. They are “Rudi listenent to the radio yesterday”, “Rudi is listening to the radio yesterday”, “Rudi listen to the radio yesterday”, and “Rudi listens to the radio yesterday”. The correct sentence should be “Rudi listened to the radio yesterday”. In item number 17, there are four types of errors. They are “My uncle is buying a new car two days ago”, “My uncle are buying a new car two days ago”, “My uncle buyed a new car two days ago”, and “My uncle was buy a new car two days ago”. The correct sentence should be “My uncle bought a new car two days ago”. In item number 20, there are two types of errors. They are “Sam is cooking dinner for his family last night” and “Sam was cooked dinner for his family last night”. The correct sentence should be “Sam cooked dinner for his family last night”. In item number 24, there is one type of error. It is “Did you study last night? Yes, I study”. The correct sentence should be “Did you study last night? Yes, I did”. In item number 29, there are three types of errors. They are “My young sister didn’t studied last night”, “My young sister was not studied last night”, and “My young sister was not study last night”. The correct sentence should be “My young sister didn’t study last night”.

are “My young brother often is walks to school” and “My young brother often is walking to school”. The correct sentence should be “My young brother often walks to school”. In item number 14, there are two types of errors. They are “My mother is sweeps the floor every morning” and “My mother is sweeping the floor every morning”. The correct sentence should be “My mother sweeps the floor every morning”. In item number 16, there are two types of errors. They are “My aunt is watching television in the living room every night” and “My aunt is watches television in the living room every night”. The correct sentence should be “My aunt watches television in the living room every night”. In item number 19, there is one type of error. It is “Dita is comes to my house twice a week”. The correct sentence should be “Dita comes to my house twice a week”. In item number 25, there are two types of errors. They are “My sister always water the flowers in the garden every morning” and “My sister always is water the flowers in the garden every morning”. The correct sentence should be “My sister always waters the flowers in the garden every morning”. In item number 30, there are three types of errors. They are “Does he want to eat now? No, he is not want”, “Does he want to eat now? Yes, he is”, and “Does he want to eat now? Yes, he want”. The correct sentence should be “Does he want to eat now? Yes, he does”.

4.3. The Error Frequencies of English Morphological Inflection

After the researcher identified each type of English morphological inflection errors, the researcher calculated all of English morphological inflection errors that occurred in each item. To get the number of errors in each item, the researcher calculated the number of students who didn't answer correctly. The result of all of English morphological inflection errors that occurred in each item made by the first year students at SMK YASMU Manyar Gresik can be seen on the table 4.7 below:

Table 4.7

The Table of Error Frequency in English Morphological Inflection

Item Number	Types of English Morphological Inflection	The Error Frequency
1	Plural Inflection	1
2	Plural Inflection	3
3	Plural Inflection	2
4	Plural Inflection	2
5	Possessive Inflection	-
6	Possessive Inflection	21
7	Possessive Inflection	18

8	Possessive Inflection	9
9	Progressive Inflection	2
10	Past Tense Inflection	8
11	Third Person Singular Inflection	9
12	Progressive Inflection	-
13	Progressive Inflection	-
14	Third Person Singular Inflection	7
15	Past Tense Inflection	4
16	Third Person Singular Inflection	6
17	Past Tense Inflection	7
18	Progressive Inflection	1
19	Third Person Singular Inflection	1
20	Past Tense Inflection	6
21	Plural Inflection	18
22	Possessive Inflection	30
23	Progressive Inflection	3
24	Past Tense Inflection	1
25	Third Person Singular Inflection	2
26	Plural Inflection	23
27	Possessive Inflection	-
28	Progressive Inflection	6

inflection. In item number 11, there are nine students committing errors in the use of third person singular inflection. In item number 12 and 13, there are no students who make errors in the use of progressive inflection. In item number 14, there are seven students committing errors in the use of third person singular inflection. In item number 15, there are four students committing errors in the use of past tense inflection. In item number 16, there are six students committing errors in the use of third person singular inflection. In item number 17, there are seven students committing errors in the use of past tense inflection. In item number 18, there are no students who make errors in the use of progressive inflection. In item number 19, there is one student committing error in the use of third person inflection. In item number 20, there are six students committing errors in the use of past tense inflection. In item number 21, there are eighteen students committing errors in the use of plural inflection. In item number 22, there are thirty students committing errors in the use of possessive inflection. In item number 23, there are three students committing errors in the use of progressive inflection. In item number 24, there is one student committing error in the use of past tense inflection. In item number 25, there are two students committing errors in the use of third person singular inflection. In item number 26, there are twenty-three students committing errors in the use of plural inflection. In item number 27, there are no students who make errors in the use of possessive inflection. In item number 28, there are six students committing errors in the use of progressive inflection. In item number 29, there are thirty-two

Table 4.8

The Percentage of Each Error Type of English Morphological Inflection

No.	Types of Errors	Total of Errors	Percentage
1.	Plural inflection errors	49	21,4%
2.	Possessive inflection errors	78	34,06%
3.	Progressive inflection errors	12	5,24%
4.	Past Tense inflection errors	58	25,33%
5.	Third Person Singular inflection errors	32	13,97%
TOTAL		229	

The table 4.8 describes the percentage of each error type of English morphological inflection which has been made by the first year students of SMK YASMU Manyar Gresik. It can be seen that possessive inflection errors is on the first rank (78 or 34,06%), then it is followed by past tense inflection errors on the second rank (58 or 25,33%), on the third rank is plural inflection errors (49 or 21,4%), on the fourth rank is third person singular inflection errors (32 or 13,97%), and the last is progressive inflection errors on the fifth rank (12 or 5,24%). To sum up, the highest percentage of error types is possessive inflection error and the lowest percentage of error types is progressive inflection error.

4.4. The Causes of English Morphological Inflection Errors

The researcher analyzed the causes of English morphological inflection errors from the students' test result. It is divided into interlingual errors and intralingual errors as revealed by Richard and Corder.

4.4.1. Interlingual Error

Errors made by the first year students at SMK YASMU Manyar Gresik can be caused by the interference of their native language (Javanese) because the system of English morphological inflection is different from Javanese morphological inflection. This interference of the students' native language is shown by their committing errors reflected from the data:

- a. My sister always water the flowers in the garden every morning (It should be My sister always waters the flowers in the garden every morning)

From the example, the learners don't give suffix *-s* in the verb because in Javanese, third person singular of present tense doesn't change the verb, such as in sentence *Budi tuku tas*. On the contrary, in English, third person singular of present tense should be added suffix *-s* or *-es* in the verb.

- b. Rudi listen to the radio yesterday (It should be Rudi listened to the radio yesterday)

From the example, the learners don't give suffix *-ed* in the verb because in Javanese, past tense doesn't change the verb. It only uses adverb of time '*wingi*' before the verb without any changes to the verb itself, such as in the sentence *Sinta wingi sinau bahasa Inggris*. On the contrary, in English, past tense should be added suffix *-ed* in the verb for regular verb.

- c. They are play volleyball in the yard at present (It should be They are playing volleyball in the yard at present)
- d. I am study English with my sister now (It should be I am studying English with my sister now)
- e. What's gardener doing? He is water the flowers (It should be What's gardener doing? He is watering the flowers)

From the examples, the learners don't give suffix *-ing* in the verb because in Javanese, present progressive doesn't change the verb. It only uses a modifier '*lagi*' before the verb without any changes to the verb itself, such as in sentence *Maya lagi turu*. On the contrary, in English, present progressive should be added suffix *-ing* in the verb.

4.4.2. Intralingual Error

Errors made by the first year students at SMK YASMU Manyar Gresik can be caused by the interference within the target language. The researcher analyzes the causes of intralingual errors from the result of students' test based on Richard's theory as follows:

1. Over Generalization

One cause of learners' errors is overgeneralization in which the learners tend to use the simple rules to generalize the other uses and to apply the previous strategies of the target language in a new situation. Therefore, it leads them to create a new deviant structure on the basis of their experience of other structures in the target language.

The data which show over generalization are:

- a. *Rudi listen to the radio yesterday* (It should be *Rudi listened to the radio yesterday*)

From the example, the learners use the simple rules to generalize the other uses and apply the previous strategies of the target language in a new situation because they eliminate suffix *-ed* in the verb. The rule of past tense in verbal sentence should be added suffix *-ed* in the verb for regular verb.

- b. *My sister always water the flowers in the garden every morning* (It should be *My sister always waters the flowers in the garden every morning*)

From the example, the learners use the simple rules to generalize the other uses and apply the previous strategies of the target language in a new situation because they eliminate suffix *-s* in the verb. The rule for third person singular inflection in present tense should be added *-s* or *-es* in the verb for verbal sentence.

- c. *Tono has two bus* (It should be *Tono has two buses/ busses*)
- d. *That house has five bed* (It should be *That house has five beds*)
- e. *The student buys four pencil in the book store* (It should be *The student buys four pencils in the book store*)

From those examples, the learners use the simple rules to generalize the other uses and apply the previous strategies of the target language in a new situation because they eliminate suffix *-s* and *-es*. The rule for countable plural nouns should be added *-s* or *-es*.

2. Ignorance of Rules Restriction

Table 4.9

The Percentage of Each Error Cause of English Morphological Inflection

No.	Causes of Errors	Total of Errors	Percentage
1.	Interlingual errors	9	8,74%
2.	Intralingual errors		
	a. Over Generalization	28	27,18%
	b. Ignorance of Rules Restriction	6	5,83%
	c. Incomplete Application of Rules	10	9,71%
	d. False Concept Hypothesized	50	48,54%
TOTAL		103	100%

The table 4.9 describes the percentage of each error cause of English morphological inflection which has been made by the first year students of SMK YASMU Manyar Gresik. It can be seen that false concept hypothesized is on the first rank (50 or 48,54%), then it is followed by over generalization on the second rank (28 or 27,18%), on the third rank is incomplete application of rules (10 or 9,71%), on the fourth rank is interlingual errors (9 or 8,74%), and the last is ignorance of rules restriction on the fifth rank (6 or 5,83%). To sum up, the highest percentage of error causes is false concept hypothesized and the lowest percentage of error causes is ignorance of rules restriction.

CONCLUSION AND SUGGESTION

5.1. Conclusion

a. The types of errors in the use of five English morphological inflections (plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular inflection) show that possessive inflection error is on the first rank (78 or 34,06%), then it is followed by past tense inflection error on the second rank (58 or 25,33%), on the third rank is plural inflection error (49 or 21,4%), on the fourth rank is third person singular inflection error (32 or 13,97%), and the last is progressive inflection error on the fifth rank (12 or 5,24%).

b. The factors causing errors in the use of five English morphological inflections show that false concept hypothesized is on the first rank (50 or 48,54%), then it is followed by over generalization on the second rank (28 or 27,18%), on the third rank is incomplete application of rules (10 or 9,71%), on the fourth

rank is interlingual errors (9 or 8,74%), and the last is ignorance of rules restriction on the fifth rank (6 or 5,83%).

All those mean that the first year students of SMK YASMU Manyar Gresik still had problems and weaknesses in applying and understanding the English grammar especially English morphological inflection. From the result of study, it shows that the highest percentage of error types is possessive inflection error and the lowest percentage of error types is progressive inflection error. And then, the highest percentage of error causes is false concept hypothesized and the lowest percentage of error causes is ignorance of rules restriction.

5.2. Suggestion

All the end of this study, the researcher would like to give some suggestions related to the result of this study. They are as follow:

5.2.1. For the English Teacher

The teacher should know the result of this research and he/ she should give a special attention to the students' grammar difficulties especially in English morphological inflection in his/ her teaching activity to anticipate the errors in the future. Although the curriculum of SMK is focused on genre and not grammar, the students need to study grammar well because grammar is an important thing to master English skill.

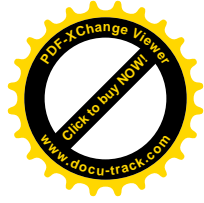
5.2.2. For the Students

The students should learn from the errors that they have made and have more practices in English morphological inflection, so that they

could avoid repeating the same errors in the future. They should pay attention to English grammatical rule, and should aim at becoming serious foreign language learners. It means that they should follow the teachers' instructions carefully and apply the given patterns accurately.

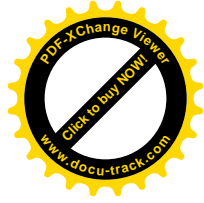
5.2.3. For Further Research

The researcher realizes that this study is not perfect enough to overcome the problem of errors made by the students because of the researcher's limited knowledge, instruments, and references used in analyzing the problem. She expects a further study implements a better technique in order to get a better result.

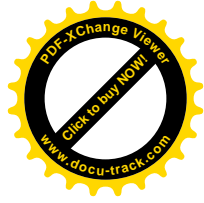


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