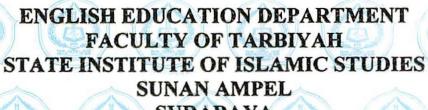




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SURABAYA 2012















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SMK YASMU MANYAR GRESIK

Menyatakan bahwa karya ilmiah ini adalah hasil karya penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebgai persyaratan penyelesaian studi di perguruan tinggi ini maupun diperguruan tinggi lain, kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Surabaya July 9<sup>th</sup>, 2011

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iv

# 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.

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#### **ABSTRACT**

Afthoniyah, Nihlah. 2012. An Error Analysis of English Morphological Inflection Made by the First year Students of SMK YASMU Manyar Gresik. English Department, Tarbiyah Faculty, State Institute of Islamic Studies. Advisor: Dr. Phil. Khoirun Niam & Hilda Izzati Madjid M.A.

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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#### CHAPTER I

### INTRODUCTION

### 1.1.Background of the Study

In the process of English learning, there are four skills that should be mastered. They are listening, speaking, reading, and writing. Beside that, there are four elements that should be taught to support the development of four skills. They are pronunciation, spelling, vocabulary, and structure.

Language structure is divided into three parts. They are phonology, syntax, and semantics. Syntax is divided into grammar and morphology. In morphology, there are inflectional and derivational morphemes.<sup>1</sup>

Most people have a notion that learning English morphological inflection is difficult. In addition, Prevost & White have proven that L2 (second language) learners have difficulties in the realization of inflectional morphology in the L2 (second language).<sup>2</sup>

Beside that, based on the researcher's experience during teaching English, most of the students have difficulties in learning grammar. The most common of the students' difficulties in learning grammar is about English morphological inflection although the teacher has explained English morphological inflections to the students and the grammatical rules about it in the process of English

<sup>&</sup>lt;sup>1</sup>George Yule, *The Study of Language (Third Edition)*, (Cambridge: Cambridge University Press, 2006), 64.

<sup>&</sup>lt;sup>2</sup>Fu-Tsai Hsieh, *The Acquisition of English Agreement /Tense Morphology and Copula be by L1-Chinese-Speaking Learners*, (China: University of York, 2009), vol. 3, 46.

learning. They still don't understand how to use English morphological inflections well, not only in speaking but also in writing. For example, when the teacher asks students to speak (in conversations) and to write (writing a letter, writing a diary, writing about their experience, etc), most of the students' error is dealing with English morphological inflection.

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 <u>book</u> (I have three story <u>books</u>), 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.

Morphology refers to the process of how the words of a language are formed to create meaningful messages.<sup>3</sup> Morphology identifies and classifies the morphemes and describes the types of combinations that build words in the language.<sup>4</sup> A morpheme is a minimal unit of meaning or grammatical function.<sup>5</sup> A morpheme has two types. They are free morphemes and bound morphemes. In bound morphemes, there are two categories. Those are derivational morphemes and inflectional morphemes. Derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from the root. Whereas inflectional morphemes are not used to produce new words in English language, but rather to indicate aspects of grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is a past tense or not, if it is comparative or superlative, etc.<sup>6</sup>

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.<sup>7</sup>

<sup>&</sup>lt;sup>3</sup>Sharon Wynne, Texes English as a Second Language (ESL), (Boston: XAMonline, Inc., 2010), 4.

<sup>&</sup>lt;sup>4</sup>Robert Lado, Language Teaching: A Scientific Approach, (New York: McGraw-Hill, 1986), 13.

<sup>&</sup>lt;sup>5</sup>George Yule, *The Study of Language... 63* 

<sup>&</sup>lt;sup>6</sup>*Ibid*, 64.

<sup>&</sup>lt;sup>7</sup>Juliane, English Morphology: Inflection and Derivation, (Munich: GRIN Publishing GMBH, 2009),

English presupposes that inflectional morphemes have a kind of priority over derivational.<sup>8</sup> Inflections, on the other hand, have a rather more complicated status.<sup>9</sup> 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.

<sup>&</sup>lt;sup>8</sup>Andrew Carstairs McCarthy, *An Introduction to English Morphology: Words and Their Structure*, (Edinburgh: Edinburgh University press, 2002), 116.

<sup>&</sup>lt;sup>9</sup>Richard Hudson, *An Introduction to Word Grammar*, (Cambridge: Cambridge University Press, 2010), 123.

The problem, of course, will cause the reoccurring of errors or mistakes. However, making errors in the process of learning is natural because we can't understand the lesson before we try to understand and make errors. Errors in the process of foreign language learning are caused by the interference of mother tongue. Moreover, every language has different patterns and rules that should be paid attention to by the target language learners. So that's why, errors in foreign language learning especially English are the cases which are difficult enough to avoid. Dulay et al pointed out that people can not learn language without making systematically errors. As a matter of fact, making error is a part of learning. Moreover, errors could be served as an indicator of progress and success in mastering language. 11

In this study, the researcher chooses SMK YASMU Manyar Gresik because based on the research and observation, it is one of good and famous schools especially in Gresik. It has a good method in the process of learning, a complete facility for learning process, the professional and expert teachers, the first year students are more than 200 students every year, and the students often win the competitions/ olympiads (e.g. scientific work of youth, machine-tool, welding machine, electric welding, football, volleyball, etc). So that's why, the researcher is interested in conducting research that school because the researcher wants to know the students' capability of good and famous school in mastering

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<sup>&</sup>lt;sup>10</sup>D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd, 1980), 197.

<sup>&</sup>lt;sup>11</sup>Dulay et al, *Language Two*, (New York: Oxford University Press, 1982), 138.

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. <sup>12</sup> In Indonesia, most children speak Indonesian as a second language while their first

<sup>12</sup>Danny 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 lifes. 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.<sup>13</sup> 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. <sup>14</sup> 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. <sup>15</sup> Inflection adds a suffix to a word and it doesn't change meaning or word class, but it just changes grammatical function.

<sup>13</sup>Dulay et al., *Language Two*... 193.

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

<sup>&</sup>lt;sup>15</sup>Jack C. Richard, 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.<sup>16</sup> 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. <sup>17</sup> Morphological inflection never changes the grammatical category of a word morphologically.

<sup>16</sup>Rochelle Lieber, *Introducing Morphology*, (New York: Cambridge Universty Press, 2009), 2. <sup>17</sup>Andrew Carstairs McCarthy, *An Introduction to English Morphology*... 144.

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#### 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.<sup>1</sup> 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.<sup>2</sup> 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

<sup>&</sup>lt;sup>1</sup>Ralph Fasold, Jeff Connor-Linton, *An Introduction to Language and Linguistics*, (New York: Cambridge University Press, 2006), 59.

<sup>&</sup>lt;sup>2</sup>Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language (Eighth edition)*, (Australia: Thomson Wadsworth, 2007), 77.

formation, that is the word grammar.<sup>3</sup> Morphology and syntax is essential to successful communication whether in writing or in speech.<sup>4</sup>

One of the most important functions of morphology is to distinguish the roles played by various participants in an event; we could not interpret language without this information.<sup>5</sup> Morphology identifies and classifies the morphemes and describes the types of combinations that build words in the language.<sup>6</sup>

# 2.1.1.1. <u>Morpheme</u>

The study of morpheme is an interesting endeavour in the sense that it is an attempt to study how humans come about word usage which is the foundation of any human language. It is also very interesting to note that morphemes form the foundation of words even though they themselves do not tell us meaning, but they have a way of contributing to meaning when they are used in specific contexts. This is because they are made up of phonemes which in turn combine to give words. The morpheme is necessary to make the sentence grammatically correct. So that's why, it is

<sup>3</sup>Geert Booij, *The Grammar of Words*, (New York: Oxford University Press, 2005), 23.

<sup>&</sup>lt;sup>4</sup>Jeremy Harmer, *The Practice of English Language Teaching (Third Edition)*, (New York: Longman, 2006), 13.

<sup>&</sup>lt;sup>5</sup>Ralph Fasold, Jeff Connor-Linton, An Introduction to Language ... 61.

<sup>&</sup>lt;sup>6</sup>Robert Lado, Language Teaching: A Scientific Approach, (New York: McGraw-Hill, 1986), 13.

<sup>&</sup>lt;sup>7</sup>Dr. Harrison Adeniyi, *English Morphology*, (Nigeria: National Open University of Nigeria, 2010), 8.

<sup>&</sup>lt;sup>8</sup>Patsy M. Lightbown, Nina Spada, *How Language are Learned: Third Edition*, (New York: Oxford University Press, 2007), 83.

important to learn morphemes in order that we can master English skill.

Morpheme comes from the Greek, "morphe" that is form or shape. Morphemes can be thought of as minimal units of morphology. A Morpheme is the smallest unit of a language system which has meaning. For example: the word reopened in the sentence the police reopened the investigation consists of three morphemes. They are open, re-, and -ed.

There are two types of morphemes:

### 1. Free Morphemes

Free morphemes are morphemes that can stand on their own as a word because they carry meaning. 11 It means that a free morpheme can occur independently and have meaning. The examples of free morphemes are *cat*, *text*, *book*, *quick*, *school*, *boy*, *girl*, *teach*, *examine*, *church*, *mosque*, etc.

Some linguists refer to the free morphemes as full morphemes. Most free morphemes are content or lexical words. 12 There are two categories of free morphemes:

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<sup>&</sup>lt;sup>9</sup>Andrew Carstairs McCarthy, *An Introduction to English Morphology: Words and Their Structure*, (Edinburgh: Edinburgh University press, 2002), 16.

<sup>&</sup>lt;sup>10</sup>Sharon Wynne, *Texes English as a Second Language (ESL)*, (Boston: XAMonline, Inc., 2010), 4.

<sup>&</sup>lt;sup>11</sup>Andrew Carstairs McCarthy, An Introduction to English Morphology... 143.

<sup>&</sup>lt;sup>12</sup>Dr. Harrison Adeniyi, English Morphology... 9.

# a. Lexical morphemes

Lexical morphemes are a set of ordinary nouns, adjectives, and verbs that we think of as the words that carry the 'content' of the messages we convey. In addition, lexical morphemes are morphemes that can be given affix. So that's why, they are treated as an open class of words meaning that it can make new meaning or word class. For example, beauty (beautiful), pen (pens), agree (agreement), happy (happiness), listen (listened), etc.

### b. Functional morphemes

Functional morphemes are a set of conjunctions, prepositions, articles, and pronouns which consist largely of the functional words in the language. In addition, functional morphemes are morphemes that can not be given affix. So that's why, they are described as a closed class of words meaning that it can't make new meaning or word class. <sup>14</sup> For example, *after*, *before*, *when*, *while*, *at*, *under*, *the*, *we*, *you*, *on*, *because*, *above*, *it*, etc.

<sup>&</sup>lt;sup>13</sup>George Yule, *The Study of Language (Third Edition)*, (Cambridge: Cambridge University Press, 2006). 64.

<sup>&</sup>lt;sup>14</sup>Ibid.

### 2. Bound Morphemes

Bound morphemes are morphemes that can not stand on their own as a word.<sup>15</sup> It means that a bound morpheme can not occur independently. It has to be attached to a free morpheme to have a clear meaning.

The examples of bound morphemes are -ment, -en, -ing, -ed, -ness, -ful, mis-, en-, un-, im-, in-, -anti, -less, etc in the words 'government', 'dancing', 'accepted', 'happiness', etc.

Bound morphemes have two categories. They are derivational morphemes and inflectional morphemes. Derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from the root. Whereas inflectional morphemes are not used to produce new words in the English language, but rather to indicate aspects of grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is a past tense or not, etc.<sup>16</sup>

Another name for the bound morphemes is empty morphemes. They can also be called grammatical indicators

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<sup>&</sup>lt;sup>15</sup>Andrew Carstairs. McCarthy, An Introduction to English Morphology... 141.

<sup>&</sup>lt;sup>16</sup>George Yule, *The Study of Language*... 64.

because they have the tendency to affect grammar.<sup>17</sup> 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. <sup>18</sup> 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.<sup>19</sup> 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.

<sup>18</sup>Sharon Wynne, Texes English as a Second Language... 4

 $^{19}Ihid$ 

<sup>&</sup>lt;sup>17</sup>Dr. Harrison Adeniyi, *English Morphology*... 9

-able in the word readable.

-ing in the word reading.

### 2.1.1.2. <u>Inflection and Derivation morphemes</u>

a. Inflectional Morphemes

Inflectional morphemes refer to morphemes that do not change category and do not create new lexemes, but rather change the form of lexemes so that they fit into different grammatical contexts or meanings. Grammatical contexts can include information about number (singular and plural), person (first, second, third), tense (past and present), etc.<sup>20</sup> There are many types of inflectional morphemes:

- 1. Inflectional morphemes (...s/...es) to show plural inflection, such as in *books* (additional -s), *boxes* (additional -es).
- 2. Inflectional morphemes (...'s/ ...s') to show possessive inflection, such as in John's hat (additional 's), Charles' son (additional s').
- 3. Inflectional morphemes (....ing) to show progressive inflection, such as in is studying, am eating, are playing (additional ....ing).
- 4. Inflectional morphemes (...ed) to show past tense inflection, such as in worked, washed (additional -ed).

<sup>&</sup>lt;sup>20</sup>Rochelle Lieber, *Introducing Morphology*, (New York: Cambridge University Press, 2009), 88.

5. Inflectional morphemes (...s/...es) to show third person singular inflection, such as in *drinks* (additional –s), *goes* (additional es).

6. Inflectional morphemes (...er) to show comparative inflection, such as in *smarter*, *faster* (additional –er).

7. Inflectional morphemes (...est) to show superlative inflection, such as in *largest* (additional –est).

8. Inflectional morphemes (...th) to show ordinal inflection, such as in *sixth*, *seventh* (additional –th).

### b. Derivational Morphemes

Derivational morphemes are a type of bound morphemes which generate or create new words by either changing the class of word or forming new words.<sup>21</sup> Derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from the stem.<sup>22</sup> There are many kinds of derivational morphemes, for example:

#### 1. Noun Affix

Noun affix is an affix that forms noun.

For example: *-age* forms noun *breakage* from verb *break*.

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<sup>&</sup>lt;sup>21</sup>Dr. Harrison Adeniyi, English Morphology... 11

<sup>&</sup>lt;sup>22</sup>George Yule, *The Study of Language*... 61

-dom forms noun freedom from adjective free.

# 2. Adjective Affix

Adjective affix is an affix that forms adjective.

For example: -ful forms adjective careful from verb care.

*–less* forms adjective *fruitless* from noun *fruit*.

#### 3. Verb Affix

Verb affix is an affix that forms verb.

For example: -en forms verb brighten from adjective bright.

-ize forms verb liquidize from noun liquid.

From the study above, it can be concluded that inflectional morphemes are different from derivational morphemes. Inflectional morphemes change grammatical function, such as plural, past tense, possessive, etc. On the contrary, derivational morphemes generally change meaning or part of speech. For the detail explanation about the differences between inflectional and derivational morphemes, it can be seen in the table 2.1 below: <sup>23</sup>

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<sup>&</sup>lt;sup>23</sup>Thomas E. Payne, *Exploring Language Structure*, (New York: Cambridge University Press, 2006), 39.

 $\label{eq:table 2.1} The \ Differences \ between \ Inflectional \ and \ Derivational$   $\ Morphemes$ 

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

	occurs with most	and neighbour but not with
	nouns.	most others. For example,
		friend, daughter and so on.
4.	Typically occur at the	Typically occur before
	margin of words. For	inflectional suffixes. For
	example, the plural	example, teachers the
	morpheme –s always	derivational suffix -er comes
	comes last in a word, as	before the infectional suffix $-s$ .
	in babysitters.	

### 2.1.2. Definition of Errors

The process of language learning involves the making of errors. Errors are the flawed side of learners' speech or writing.<sup>24</sup> The learners tend to produce inappropriate sentences. This phenomenon is actually something which is normal as Dulay believes that anyone can not learn language without first systematically committing errors.<sup>25</sup>

Corder states that errors are divided into two kinds. They are systematic error and unsystematic errors. Systematic errors are caused by a lack of knowledge of the language, whereas unsystematic errors are caused by memory lapses, physical states such as tiredness, and physical condition

<sup>&</sup>lt;sup>24</sup>Dulay et al., *Language Two*, (New York: Oxford University Press, 1982), 138. <sup>25</sup>*Ibid*, 138.

such as strong emotion. Richard further also classifies learner's error into error of performance and error of competence. Errors of competence resulted from the application of rules which do not correspond to the target language norm is characteristically systematic, whereas errors of performance which are the result of mistake in language and manifest themselves as repeats, false starts, correction or slips of the tongue is characteristically unsystematic.<sup>26</sup>

Errors are deviations committed by the language learners during their learning process that are considered normal. However, in order that there will be no misconception or misperception upon the meaning of error, the writer uses the definition concluded by Dulay. Dulay et al concludes that error is actually any deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be.<sup>27</sup> This is due to the fact that it is difficult to determine the nature of error classification as performance or competence.

### 2.1.3. The Significance of Errors

A number of studies about errors have been conducted for over decades. Such research is done both in host and in foreign language environment to find out difficulties that learners face in learning or acquiring a language and to give the researchers some evidences of how the

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<sup>&</sup>lt;sup>26</sup>Charas Ubol, *An Error Analysis of English Compositions by Thai Students*, (Singapore: Seameo Regional Language, 1981), 5.

<sup>&</sup>lt;sup>27</sup>Dulay et al, *Language Two...*193.

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.<sup>28</sup> Beside that, error is an inevitable and positive part of the language learning.<sup>29</sup> 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.<sup>30</sup> 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.<sup>31</sup> 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 interference 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 communicative effectively. The study learners' error also has become important and has many

<sup>&</sup>lt;sup>28</sup>Danny D. Steinberg, Hiroshi Nagata, David P. Aline, *Psycholinguistics: Language, Mind and Word*, (England: Pearson Education, 2001), 236.

<sup>&</sup>lt;sup>29</sup>Tirica Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University Press, 2000), 15.

<sup>&</sup>lt;sup>30</sup>Patsy M. Lightbown, Nina Spada, *How Language are Learned...* 77.

<sup>&</sup>lt;sup>31</sup>Charas Ubol, An Error Analysis of English Compositions... 6.

advantages for the teacher because it has been used as indicator of learning a guide in teaching and helping the teacher to establish some solutions of the problem in language learning." <sup>32</sup>

Corder added that studying learners' errors also has immediate practical applications for foreign language teacher because errors provide feedback. They tell the teacher something about the effectiveness of his/her teaching materials and his/her teaching techniques, and show him/her what parts of the syllabus he/ she has been following inadequately learned or taught and need further attention.<sup>33</sup>

Errors are significant in three different ways. The first is to the teacher. By analyzing the learners' errors, the teacher knows how far the goals of the learners have progressed and what he/ she should do to eliminate the learners' errors. The second, the learners' errors are very significant as an evidence of how language is learned and acquired and what strategies or procedures the learners used in studying the target language. The third, the learners' errors are very significant for the learners themselves because by making errors, they know what they have to do next and how to overcome the errors by learning more the target language that they learned.<sup>34</sup>

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<sup>&</sup>lt;sup>32</sup>Dulay et al, *Language Two...* 138.

<sup>&</sup>lt;sup>33</sup>James Hendrickson, Error Analysis and Error Correction in Language Teaching, (Singapore: Seameo Regional Language, 1981), 3.

<sup>&</sup>lt;sup>34</sup>Jack C. Richards, *Error Analysis: Perspectives on Second Language Acquisition*, (London: Longman, 1974), 25.

# 2.1.4. Error Analysis

The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors, called error analysis.<sup>35</sup>

One of the presuppositions of error analysis is that the making of errors indicates learning difficulty.<sup>36</sup> It is assumed that when the learners make errors, they have difficulties in learning. This statement is supported by Brown.

"Learning foreign language (in this case, English) often meets a lot of difficulties. When the learners learn the target, (he/she) might face more problems than they learn his/ her own mother tongue, although (he/she) understand and can apply his/ her own language easily. It does not mean that (he/she) will be able to comprehend the target language easily. Sometimes the difficulties appear because of the differences the target language and the native language". 37

In addition, it would be quite unreasonable to expect the learner of a target language not to exhibit such slip of the tongue, since he/ she is subject to similar external and internal condition when performing in his/ her first or second language.<sup>38</sup> Mostly, the learners can not avoid making errors in learning the target language. The errors happen because of interference from the first or the second language of the learners.

<sup>&</sup>lt;sup>35</sup>H. Douglas Brown, *Principles of Language Learning And Teaching*, (London: Prentice-Hall, 1980), 166

<sup>&</sup>lt;sup>36</sup>Hakan Ringbom, *The Role of the First Language in Foreign language learning*, (England: Multilingual Matters, 1987), 69.

<sup>&</sup>lt;sup>37</sup>H. Douglas Brown, *Principles of Language Learning*... 41

<sup>&</sup>lt;sup>38</sup>S. P. Corder, *Error Analysis and Interlanguage*, (London: Oxford University Press, 1982), 10.

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". <sup>39</sup>

In addition, Johansson has pointed out that an analysis of the learner's errors gives us evidence of his/ her competence in the foreign language. We also gain valuable information concerning learners' difficulties at different stages. Such information is important for the planning of courses and the construction of teaching materials.<sup>40</sup>

From the descriptions above, it is concluded that analyzing errors in the process of learning is an important aspect because by knowing the errors, we can know the learners' difficulties in the process of learning. Therefore, it can also help the progress and the success of learning.

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<sup>&</sup>lt;sup>39</sup>H. Douglas Brown, *Principles of Language Learning And Teaching*, (Longman: San Fransisco State University, 2000), 217.

<sup>&</sup>lt;sup>40</sup>Charas Ubol, An Error Analysis of English Compositions... 8

## 2.1.5. Procedures of Error Analysis

Ellis has designed procedures to analyze learners' errors which include three stages<sup>41</sup>:

#### 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

<sup>41</sup>Rod 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 <u>books</u> (regular form, additional –s)

There are five <u>boxes</u> (regular form, additional –es)

My uncle has four <u>sheep</u> (irregular form)

## 2. Possessive Inflection

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

For examples:

<u>Tom's car is new</u> (singular, additional 's)

<u>Boys'</u> 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 <u>played</u> football yesterday (regular verb, additional -ed)

I <u>went</u> to Malang last month (irregular verb)

## 5. Third Person Singular Inflection

Third person singular inflection is the inflection –s or –es to express third person singular subject (he, she, it). The verb is present tense and it is not preceded by any modals.

For examples:

*She sweeps every morning* (additional –s)

Miss Rina <u>teaches</u> English (additional –es)

#### 2.1.7. Causes of Error

In the target language learning process, learners can not avoid making considerable errors. In the fact, the target language errors made by learners are important for understanding of the process of target language acquisition. Many researchers are interested in analyzing the causes of target language learning errors. As revealed by Richard and Corder, the major causes of errors in second language learning are interlingual errors and intralingual errors.<sup>42</sup>

## 1. Interlingual errors

Interlingual errors are caused by the interference of the learners' native or background language. 43 It happened because the features of the two languages are different. To identify interlingual errors, the learners

<sup>42</sup>Charas Ubol, An Error Analysis of English Compositions... 8

<sup>&</sup>lt;sup>43</sup>D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd, 1980), 97.

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)

From the examples, the learner translates noun phrase of English into noun phrase of Javanese. In English rule, it should be modifier precedes head. On the contrary, In Javanese rule, head precedes modifier.

## 2. Intralingual errors

Intralingual errors are caused by the interference within the target language.<sup>44</sup>

Richards states that the causes of intralingual errors are as follows<sup>45</sup>:

## 1) Over Generalization

It covers instance where the learner creates a deviant structure on the basis of his/ her experience of other structure in the target language. It involves the creation of the deviant structure in place of two target language structures.

For example:

*He can sings* (it should be *He can sing* or *He sings*).

<sup>45</sup>Jack C. Richards, Error Analysis: Perspectives... 174-181

<sup>&</sup>lt;sup>44</sup>Charas Ubol, An Error Analysis of English Compositions... 8

## 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:

- a. Make him to do it (It should be Ask him to do it).
- b. 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).

## 4) False Concept Hypothesized

It is class of development errors which are derived from faulty comprehension of distinction of the target language because the learner does not fully comprehend a distinction in the target language.

#### For examples:

- a. *I am boring of that film* (It should be *I am bored of that film*).
- b. She is inviting by her classmate (It should be She is invited by her classmate).

## 2.2. Review of Previous Studies

In the research, it is necessary to find review of previous studies to avoid the reduplication. The previous study has been done by Ning Mulia (State University of Surabaya, 2010), entitled "An Analysis of the Errors on the Derivational Affixes Found in the Students' Writing". In her research, she focused on the types of derivational affix errors and the causes that are factors which have influenced to the occurrence of derivational affix errors. She described and counted the errors based on the causes of derivational affix errors. To collect the data, she only used students' test.<sup>46</sup>

The second research was conducted by Nur Hidayah (IAIN Sunan Ampel Surabaya, 2010), entitled "An Analysis of Grammatical Errors in the Translation

<sup>&</sup>lt;sup>46</sup>Ning Mulia, "An analysis of the Errors on the Derivational Affixes Found in the Students' Writing", Unpublished Bachelor Thesis, (Surabaya: State University of Surabaya, 2010).

of English Phrases into Indonesian by Students of English Education Department of IAIN Sunan Ampel Surabaya". In her research, she focused on the types and the causes of grammatical errors in the translation of English phrases into Indonesian. She only used students' test to collect the data.<sup>47</sup>

The third research was conducted by Febrian Antyaswuri (State University of Surabaya, 2010), entitled "An Error Analysis on the Use of Simple Past Tense in Recount Text Made by the Tenth Graders of SMA Negeri 1 Probolinggo". 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. She counted the errors based on the causes of error. She used students' test and documentation to collect the data.<sup>48</sup>

The fourth research was conducted by Jannatul Laily Noviabahari (IAIN Sunan Ampel Surabaya, 2010), entitled "The Analysis of Grammatical Errors in Recount Text by The First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo". She focused on the types and the causes of grammatical errors in recount text. Beside that, she also explained the strategies that are used by

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<sup>&</sup>lt;sup>47</sup>Nur Hidayah, "An Analysis of Grammatical Errors in the Translation of English Phrases Into Indonesian by Students of English Education Department of IAIN Sunan Ampel Surabaya", Unpublished Bachelor Thesis, (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2010).

<sup>&</sup>lt;sup>48</sup>Febrian Antyaswuri, "An Error Analysis on the Use of Simple Past Tense In Recount Text Made by The Tenth Graders of SMA Negeri 1 Probolinggo, Unpublished Bachelor Thesis, (Surabaya: State University of Surabaya, 2010).

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

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. <sup>50</sup>

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. <sup>51</sup>

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<sup>&</sup>lt;sup>49</sup>Jannatul 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).

<sup>&</sup>lt;sup>50</sup>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).

<sup>&</sup>lt;sup>51</sup>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).

The seventh research was conducted by Evi Asmarawati (State University of Malang, 2009), entitled "Examining the Grammatical Errors in Descriptive Texts Made by The Second Grade Students of SMPN 5 Malang in 2009/2010 Academic Year". In her research, she focused on the kinds of grammatical errors in descriptive text. She mentioned detailed grammatical errors in descriptive text made by the students. To get the data, she used students' test and students' checklist. 52

The eighth research was conducted by Siti Rohani (IKIP Malang, 1994), entitled "An Analysis of Errors on Derivational Affixes Made by First Year Students of the English Department of IKIP Malang". In her research, she focused on the types and the frequency of errors on derivational affixes. Actually, there are many types of derivational affix errors made by the students, but she only limited the errors into three types of error. She used many ways to collect the data. They are students' test and checklist, observation, questionnaire, and documentation.<sup>53</sup>

Overall, this research is different from those research above. The previous studies focused on error analysis of derivational affixes and grammatical tenses, but in this study, the researcher focuses on error analysis of English morphological inflection (inflectional affixes). The researcher explains the types,

<sup>52</sup>Evi Asmarawati, "Examining the Grammatical Errors in Descriptive Texts Made by the Second grade Students of SMPN 5 Malang in 2009/ 2010 Academic Year", Unpublished Bachelor Thesis, (Malang: State University of Malang, 2009).

<sup>&</sup>lt;sup>53</sup>Siti Rohani, "An Analysis of Errors on Derivational Affixes Made by First Year Students of the English Department of IKIP Malang', Unpublished Bachelor Thesis, (Malang: State University of Malang, 1994).

the frequency, and the causes of English morphological inflection errors. The researcher describes the types of errors based on Ellis theory. Then, the researcher identifies and counts the frequency of each type of English morphological inflection errors. Beside that, the researcher also identifies and counts the frequency of the factors that cause English morphological inflection errors based on Richard and Corder theory.

#### **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. Ary supported that descriptive qualitative is designed to obtain information concerning to the current status of phenomena. 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

<sup>&</sup>lt;sup>1</sup>Nana Sudjana, *Penelitian dan Penilaian Pendidikan* (Bandung: Sinar Baru Algensindo, 2009), 65.

<sup>&</sup>lt;sup>2</sup>Donald 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 Reseach

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 30<sup>th</sup> May up to 09<sup>th</sup> 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.<sup>3</sup> 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.<sup>4</sup> 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.
- 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

Ca

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

<sup>&</sup>lt;sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (the thirteenth edition)*, (Jakarta: PT Rineka Cipta, 2006), 134.

<sup>&</sup>lt;sup>4</sup>Sugiono, 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.

## 2. Document Study

The document is used to support and to complete the students' test because document is also needed in this research. They are profile of school, syllabus, the teacher lesson plan, the data of the students' English score, the list of students' names, and all of the media that are used by the teacher and the students.

#### 3.7. Research Procedure

The researcher uses some procedures to collect the data. The procedures are as follow:

## 1. Preparation Steps

Preparation steps are the steps which are done before doing the research

- a. Making the research proposal
- b. Choosing the research setting and subjects. The researcher has chosen the research in SMK YASMU Manyar Gresik and the subjects are the students of class 1 TPm 1 which consist of 35 students.
- c. Making research instrument. Here, the instruments are test and document study. The test is about five morphological inflections. The document study is also needed to complete and support the students' test.
- d. Asking headmaster's permission whose school will be used as place of the research, especially class 1 TPm 1.
- e. Consulting with English teacher of class 1 TPm 1 about English morphological inflection test that will be used in the research and the time

for doing the research. The researcher also asks the English teacher to conduct the research.

## 2. The Research Implementation Steps

- a. The English teacher distributes the test about five morphological inflections to the students of class 1 TPm 1 and asks the students to answer the test, the time is an hour.
- b. The English teacher takes the result of students' test after the students finished the test.
- c. The researcher takes the result of students' test from English teacher.
- d. The researcher also asks the teachers about documents that are needed.

  They are profile of school, the teacher lesson plan, the data of the students'

  English score, the list of students' names, and all of the media that are used by the teacher and the students.

#### 3. The Last Step

The last step is analyzing the result of students' test. The researcher analyzes the result of students' test by using some procedures that are explained in technique of analyzing data.

## 3.8. Technique of Analyzing Data

After collecting the data, the further step is analyzing the result of students' test about five English morphological inflection errors. The researcher applies the procedures as follows:

## 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:

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

overgeneralization, ignorance of rules restriction, incomplete application of rules, and false concept hypothesized. Then, the researcher also calculates the percentage of interlingual and intralingual errors (overgeneralization, ignorance of rules restriction, incomplete application of rules, and false concept hypothesized) by using the formula below:

F — X 100 N

F = number of errors of each cause

N = total number of errors

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

#### CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher analyzes the data that had been collected during the research. This chapter presents the result of the study based on the problems stated in Chapter I related to the error frequencies of each type of English morphological inflection and the causes of English morphological inflection errors made by the first year students at SMK YASMU Manyar Gresik. It deals with the interpretative analysis of the data which was obtained from the result of students' test.

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. General Description of SMK YASMU Manyar Gresik

#### 4.1.1. Profile of School

SMK YASMU Manyar Gresik is one of favorite Vocational High Schools in Gresik although it is a private school. This school was established in 1999. It is located on Jl. Kyai Sahlan I/24 Manyarejo Manyar Gresik.

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:

- 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.
- 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

## 4.1.2. Vision, Missions, and Motto of School

## A. Vision of SMK YASMU Manyar

"Through professional education and training process, we create SMK YASMU Manyar as an excellent educational school."

## B. Missions of SMK YASMU Manyar

- 1. Implementing a good moral and behavior to the students through a training program cohesively.
- 2. Conducting the training program with a good discipline.
- 3. Building up cooperation with many factories to increase professionalism of teachers and students
- 4. Developing religious activities in school
- 5. Conducting training program through extracurricular activities
- Increasing abilities of the teachers through education, upgrading, training, seminar, etc
- 7. Developing social sensitivity for all of teachers, students, and staffs to care about environment, not only in school but also in society
- 8. Helping the alumnus get the jobs.

## C. Motto of SMK YASMU Manyar

"The discipline is the key of success and achievement."

#### 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,

volleyball, football, badminton, journalistic, and *Karya Ilmiah Remaja* (scientific work of youth).

## **4.2.** The Types of English Morphological Inflection Errors

The researcher identifies the types of English morphological inflection errors made by the first year students of SMK YASMU Manyar Gresik into five types, namely plural inflection errors, possessive inflection errors, progressive inflection errors, past tense inflection errors, and third person singular inflection errors.

## 4.2.1. Plural Inflection Errors

The learners have made errors in plural inflection. The questions related to plural inflection are number 1, 2, 3, 4, 21, and 26. The description of errors in plural inflection can be seen in the table 4.2 below:

Table 4.2

The Description of Errors in Plural Inflection

Number of	Types of Errors	The Correct form
Question		
1	There are many student's in the	There are many
	class.	students in the class.

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

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 <u>persons/ people</u> 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".

## **4.2.2. Possessive Inflection Errors**

The learners have made errors in possessive inflection. The questions related to possessive inflection are number 5, 6, 7, 8, 22, and 27. The description of errors in possessive inflection can be seen in the table 4.3 below:

Table 4.3

The Description of Errors in Possessive Inflection

Number of	Types of Errors	The Correct form
Question		
5	_	The girl's book is on
		the table.
6	The <u>boys</u> hats are red.	The <u>boys'</u> hats are
	The <u>boy's</u> hats are red.	red.
7	John and Bob are married. Their	John and Bob are
	wife names are Cindy and Jane.	married. Their <u>wives'</u>
	John and Bob are married. Their	names are Cindy and
	wives names are Cindy and Jane.	Jane.
	John and Bob are married. Their	
	wives's names are Cindy and	

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

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 houses 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

# The Description of Errors in Progressive Inflection

Number of	Types of Errors	The Correct form
Question		
9	They <u>are play</u> volleyball in	They <u>are playing</u> volleyball
	the yard at present.	in the yard at present.
12	_	My uncle is swimming in the
		swimming pool at this
		moment.
13	-	My father <u>is sleeping</u> in the
		bedroom now.
18	I am study English with my	I am studying English with
	sister now.	my sister now.
23	Anton is not works in the	Anton is not working in the
	office at present.	office at present.
	Anton doesn't works in the	
	office at present.	
28	What's gardener doing? He	What's gardener doing? He
	waters the flowers.	is watering the flowers.
	What's gardener doing? He	
	<u>is water</u> the flowers.	

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

description of errors in past tense inflection can be seen in the table 4.5 below:

Table 4.5

The Description of Errors in Past Tense Inflection

Number of	Types of Errors	The Correct form
Question		
10	Budi <u>want</u> to Surabaya last week.	Budi <u>went</u> to Surabaya
		last week.
	Budi <u>are going</u> to Surabaya last	
	week.	
15	Rudi <u>listenent</u> to the radio	Rudi <u>listened</u> to the
	yesterday.	radio yesterday.
	Rudi <u>is listening</u> to the radio	
	yesterday.	
	Rudi <u>listen</u> to the radio yesterday.	
	Rudi <u>listens</u> to the radio	
	yesterday.	
17	My uncle <u>is buying</u> a new car two	My uncle <u>bought</u> a
	days ago.	new car two days ago.
	My uncle <u>are buying</u> a new car	

	two days ago.	
	My uncle <u>buyed</u> a new car two	
	days ago.	
	My uncle was buy a new car two	
	days ago.	
20	Sam is cooking dinner for his	Sam <u>cooked</u> dinner for
	family last night.	his family last night.
	Sam was cooked dinner for his	
	family last night.	
24	Did you study last night? Yes, I	Did you study last
	study.	night? Yes, <u>I did</u> .
29	My young sister didn't studied last	My young sister <u>didn't</u>
	night.	study last night.
	My young sister was not studied	
	last night.	
	My young sister was not study last	
	night.	

The table 4.5 describes the students' errors in the use of past tense inflection. In item number 10, there are two types of errors. They are "Budi want to Surabaya last week" and "Budi are going to Surabaya last week".

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 <u>listens</u> to the radio yesterday". The correct sentence should be "Rudi <u>listened</u> 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 <u>cooked</u> 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".

# 4.2.5. Third Person Singular Inflection Errors

The learners have made errors in third person singular inflection. The questions related to third person singular inflection are number 11, 14, 16, 19, 25, and 30. The description of errors in third person singular inflection can be seen in the table 4.6 below:

Table 4.6

The Description of Errors in Third Person Singular Inflection

	1		
d	Number of	Types of Errors	The Correct form
1	Question		
	11	My young brother often is walks	My young brother
		to school.	often <u>walks</u> to school
		My young brother often <u>is</u>	
		walking to school.	
	14	My mother <u>is sweeps</u> the floor	My mother <u>sweeps</u> the
		every morning.	floor every morning.
		My mother <u>is sweeping</u> the floor	
		every morning.	
	16	My aunt <u>is watching</u> television in	My aunt <u>watches</u>

	the living room every night.	television in the living
	My aunt <u>is watches</u> television in the living room every night.	room every night.
19	Dita is comes to my house twice a	Dita <u>comes</u> to my
	week.	house twice a week.
25	My sister always water the	My sister always
	flowers in the garden every	waters the flowers in
	morning.	the garden every
	My sister always <u>is water</u> the	morning.
	flowers in the garden every	
	morning.	
30	Does he want to eat now? No, he	Does he want to eat
	<u>is not want</u> .	now? <u>Yes, he does</u> .
	Does he want to eat now? Yes, he	
	<u>is</u> .	
	Does he want to eat now? Yes, he	
	want.	

The table 4.6 describes the students' errors in the use of third person singular inflection. In item number 11, there are two types of errors. They

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	The Error
	Inflection	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
0	Duo quossivo Treflaction	2
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
L	1	1

29	Past Tense Inflection	32
30	Third Person Singular Inflection	7
	Total Errors	229

There are three columns in the table 4.7 above. The first column is the number of question. The second column is types of English morphological inflection showing the error types of English morphological inflection that the students make. The last column is the error frequency showing the total of students who committed error.

In item number 1, there is one student committing error in the use of plural inflection. In item number 2, there are three students committing errors in the use of plural inflection. In item number 3, there are two students committing errors in the use of plural inflection. In item number 4, there are two students committing errors in the use of plural inflection. In item number 5, there are no students who make errors in the use of possessive inflection. In item number 6, there are twenty-one students committing errors in the use of possessive inflection. In item number 7, there are eighteen students committing errors in the use of possessive inflection. In item number 8, there are nine students committing errors in the use of possessive inflection. In item number 9, there are two students committing errors in the use of progressive inflection. In item number 10, there are eight students committing errors in the use of past tense

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 students committing errors in the use of past tense inflection. In item number 30, there are seven students committing errors in the use of third person singular inflection. The researcher calculated that the total number of errors in thirty items was 229 errors.

Furthermore, the researcher calculated the percentage of each error type of English morphological inflection made by the first year students at SMK YASMU Manyar Gresik which was done by using the formula below:

F = number of errors of each type

N = total number of errors

The result of percentage of each error type of English morphological inflection can be seen in the table 4.8 below:

Table 4.8

The Percentage of Each Error Type of English Morphological Inflection

No.	Types of Errors	Total of	Percentage
		Errors	
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 <u>water</u> the flowers in the garden every morning (It should be My sister always <u>waters</u> 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 <u>listen</u> to the radio yesterday (It should be Rudi <u>listened</u> 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 <u>are play</u> volleyball in the yard at present (It should be They <u>are playing</u> volleyball in the yard at present)
- d. I <u>am study</u> English with my sister now (It should be I <u>am studying</u> English with my sister now)
- e. What's gardener doing? He <u>is water</u> the flowers (It should be What's gardener doing? He <u>is watering</u> 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 <u>listen</u> to the radio yesterday (It should be Rudi <u>listened</u> 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 <u>bus</u> (It should be Tono has two <u>buses/ busses</u>)
- d. That house has five <u>bed</u> (It should be That house has five <u>beds</u>)
- e. The student buys four <u>pencil</u> in the book store (It should be The student buys four <u>pencils</u> 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

Another cause of learners' errors is ignorance of rules restriction in which the learners fail to observe the restriction of existing structure. In this case, the learners ignore the restriction of existing structure that is the application of rules to context where they do not apply.

The data which show ignorance of rules restriction are:

- a. They <u>are play</u> volleyball in the yard at present (It should be They <u>are playing</u> volleyball in the yard at present)
- b. I <u>am study</u> English with my sister now (It should be I <u>am studying</u>

  English with my sister now)
- c. What's gardener doing? He <u>is water</u> the flowers (It should be What's gardener doing? He <u>is watering</u> the flowers)

From the examples, the learners fail to observe the restriction of existing structure because they don't give suffix *-ing* in the verb. They think that present progressive is just shown by auxiliary verb (*is*, *am*, and *are*). The rule of present progressive in verbal sentence should be added suffix *-ing* in the verb.

3. Incomplete Application of Rules

Another cause of learners' errors is incomplete application of rules in which the learners fail to learn more complex types in the use of questions to create an acceptable utterance so that the errors occurred.

The data which show incomplete application of rules are:

- a. Does he want to eat now? Yes, <u>he want</u> (It should be Does he want to eat now? Yes, <u>he does</u>)
- b. Does he want to eat now? No, he is not want (It should be Does he want to eat now? No, he does not/ No, he doesn't)

From those examples, the learners fail to learn the use of questions because they think that the answer of the interrogative sentence uses verb (*want*) to indicate the type of sentence required. The rule of the answer in interrogative sentence should use auxiliary verb (*does* for positive and *doesn't* for negative in present tense).

c. Did you study last night? Yes, <u>I study</u> (It should be Did you study last night? Yes, <u>I did</u>)

From the example, the learners fail to learn the use of questions because they think that the answer of the interrogative sentence uses verb (*study*) to indicate the type of sentence required. The rule of

the answer in interrogative sentence should use auxiliary verb (*did* for positive sentence in past tense).

d. What's gardener doing? He <u>waters</u> the flowers (It should be What's gardener doing? He <u>is watering</u> the flowers)

From the example, the learners fail to learn the use of question. They think that the answer of the question uses the verb *waters* to indicate the type of sentence required because the question uses *what's*. They don't think that the question is present progressive. The rule of the answer should use auxiliary verb *is* before the verb and suffix *-ing* in the verb because it is present progressive question.

# 4. False Concept Hypothesized

Another cause of learners' errors is false concept hypothesized in which the learners' errors are derived from faulty comprehension of distinction in the target language.

The data which show false concept hypothesized are:

- a. My young brother often <u>is walks</u> to school (It should be My young brother often <u>walks</u> to school)
- b. My mother <u>is sweeps</u> the floor every morning (It should be My mother <u>sweeps</u> the floor every morning)

- c. My aunt <u>is watches</u> television in the living room every night (It should be My aunt <u>watches</u> television in the living room every night)
- d. *Dita* <u>is comes</u> to my house twice a week (It should be *Dita* <u>comes</u> to my house twice a week)

From those examples, the learners' errors are derived from faulty comprehension because they think that present tense for third person singular inflection in verbal sentence is not only added -s or -es in the verb but also signed by auxiliary verb (is for third person singular) before the verb. The rule for third person singular inflection in present tense should be only added -s or -es in the verb for verbal sentence.

- e. Sam <u>was cooked</u> dinner for his family last night (It should be Sam <u>cooked</u> dinner for his family last night)
- f. My young sister was not studied last night (It should be My young sister did not studied last night)

From those examples, the learners' errors are derived from faulty comprehension because they think that past tense in verbal sentence is not only added *-ed* in the verb but also signed by auxiliary verb (*was* for third person singular) before the verb. The

rule for third person singular inflection in present tense should be only added *-ed* in the verb for positive sentence, and negative sentence is added auxiliary verb *didn't* or *did not* before the verb and the verb is verb bare infinitive (*study*).

Furthermore, the researcher calculated the percentage of the factors that cause English morphological inflection errors into interlingual and intralingual errors made by the first year students at SMK YASMU Manyar Gresik which was done by using the formula below:

F

— X 100

N

F = number of errors of each cause

N = total number of errors

The result of percentage of each error cause of English morphological inflection can be seen in the table 4.9 below:

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.

## **CHAPTER V**

# **CONCLUSION AND SUGGESTION**

This chapter presents the general conclusion of the study of English morphological inflection errors made by the first year students of SMK YASMU Manyar Gresik.

## **5.1. Conclusion**

Based on the research finding and discussion, the researcher draws several conclusions related to this study:

- 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 Researcher

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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