CHAPTER II
REVIEW OF RELATED LITERATURE

In a research, it is important to describe the theories related to the problems of the study, which are used as foundation and reference in order to give relevant knowledge in the field. In this chapter, the researcher discussed some important theories related to this research. The researcher revealed some important aspects such as error, error analysis, word formation, affixation and derivational suffix. In addition, some previous studies related to this linguistic field also will be revealed.

A. Error

Error is familiar for foreign language learner because it is part of learning process.[1] However, some people cannot define it in the proper meaning. Therefore, the researcher explained further definition of error according to some theories.

1. Definition of Error

Dulay defined error as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.[2] It means that the area of learner's errors can be found in the speech such as in their conversation and writing. Further, the teachers have responsibility to overcome their students' language errors. The teacher have come to realize that making error is an inevitable part of learning, because to achieve English acquisition, the students must get through some errors first, and the they can learn from their own errors.

Brown said that in order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between mistake and errors, which are technically two very different phenomena. A learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance.[3] Mistakes can be self-corrected when attention is called.

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[1] Rod Ellis, *Second Language acquisition*, (Oxford: Oxford University Press, 1997), p. 13
[2] Heidi C. Dulay, *Language Two* (New York: Oxford University, 1982) p. 138
[3] H. Douglas Brown, *Principles of Language Learning and Teaching* (San Fransisco State University: Longman, 2000), p. 170

Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

From the statements above, it can be concluded that errors is caused by lack of knowledge about her target language or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory or confusion. Another way to differentiate between error and mistake is if the learners can correct themselves, it is probably mistake, but if they can not, it is an error.

B. Error Analysis

Error analysis is one of the important topics in this research. Error analysis is very famous for many researchers because it is one of study field in language learning. The researcher explaines the part of error analysis such as the definition of error analysis and procedure of error analysis.

1. Definition of Error Analysis

Error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner.[4] Brown claims that it can keep too closely focused on specific languages rather than viewing universal aspects of language.

One of the presuppositions of error analysis is that the making of errors indicates learning difficulty. 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, they might face more problems than they learn their own mother tongue, although they understand and can apply their own language easily. It does not mean that they will be able to comprehend the target language easily. Sometimes the difficulties

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[4] Ibid, p. 216

appear because of the differences the target language and the native language".[5]

In addition, it would be quite unreasonable to expect the learners of a target language not to exhibit such slip of the tongue, since they are subject to similar external and internal condition when performing in their first or second language. 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.

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"[6]

In addition, Johansson stated that an analysis of the learner's errors gives us evidence of their 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.[7]

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.

2. **Procedures of Error Analysis**

Error analysis is the process of analyzing the learners' error in acquiring a language. Thus, there are some steps

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[5] Ibid, p. 41
[6] Ibid, p. 217
[7] David Johansson and Roger T, "*Learning Together Alone, Cooperation, Competition, and Individualization".* (New Jersey: Practice Hall. Inc, 1975), p. 248

that should be followed by the researcher. Ellis has designed that there are are stages in doing the error analysis namely identifying error, describing error and explaining error. Those points will be explained briefly.[8]

a) Identification of Errors

The first step in analyzing learners' errors is to identify the errors. To identify the error, we have to take note or write out the sentences which contain the error, and then mark or underline the error word or phrase. Identification of error is needed to compare the error word or phrase produced by the learners with correct one in the target language. For example, a learner produces *Her mental is strong*. It is clear that the sentence contains error, the correct sentence should be *Her mentality is strong*. By comparing the two sentences, we can see that the learners used a word *mental* instead of *mentality*. The error is due to omission error in using derivational suffixes *–ity*.

b) Description of Errors

The second step in analyzing learners' errors is to describe the errors. In this step, the researcher describes the error by classifying first the error of derivational suffix in form of table, which consist the error words or phrases produced by the learners. All of errors that have been identified can be described into two ways. The first technique is to classify the errors based on grammatical categories. All the suffix errors are gathered and described based on the types of derivational suffix. The second way is describing error based on the surface structure taxonomy.

Surface strategy taxonomy highlights the ways surface structure are altered. Dulay noted:

> *"Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them."[9]*

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[8] Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 1997), p. 57
[9] Heidi C. Dulay, *Language Two* (New York: Oxford University, 1982) p. 150

Classifying errors using surface strategy taxonomy can give a clear description about cognitive processes that underline the learners's reconstruction of the new language or language being learned. It also make us aware that learners' errors are the result of their active way in using the temporary principles to produce the target language. Here is the detailed description of each category used in surface strategy taxonomy. There are omission, addition, misformation and misordering.

Omission is a type of error which is characterizes by the absence of an item that must appear in a well-formed utterance.[10] it is divided into two major sub divisions: omission of content morphemes [(e.g *Her ... will be unforgettable)*. In this sentence the learner omits 'kindness'. This sentence should be reconctructed as : *Her kindness will be unforgettable*]; omission of grammatical morphemes [(e.g *Moana is a very beauty girl).* This example shows the omission of grammatical morpheme *–ful* which is characterized as derivational morpheme of the word "*beauty"*].

Addition is a type of errors which are characterized by the presence of an item which must not appear in a well-formed utterance.[11] It usually occurs in the later stages of second language acquisition or learning. In this stage, learners usually have already acquired target language rules. Learners are often too faithful to use certain rules which result in errors. At least there are three types of addition errors have been observed in speech of both first language and second language learners: 'Double Markings' are described as the failure to delete certain items which are required in some linguistic construction but not in other. [(e.g *Moana doesn't goes to school*). This sentence has double marking of both auxiliary '*does'* and an inflectional affixes '*–es'*

[10] Ibid, p. 154
[11] Ibid, p. 156

in goes]; 'Reguralization' is when there are both regular and irregular forms in language, learners sometimes get confused to apply the correct rule in a certain construction. Sometimes they apply the rule used to produce the regular ones to those that irregular. [(e.g *She drinked a tea last night).* In this case, the learner regularizes the rule of irreguler word. She considers the past participle word '*drink'* is '*drinked'* instead of '*drunk'*]. 'Simple Addition' is neither a double marking nor regularization. [(e.g *The cat doesn't live in the water).* The addition of auxiliary marker '*does'* is not appropriate used in that sentence, because there is the plural subject. The reconstructed sentence is *'The dogs don't live in the water'*].

Misformation is a type of error which are characterized by the use of the wrong form of the morpheme or structure.[12] There are ususally three types of misformation which have been frequently reported in the literature: 'Regularization' (e.g *She likes talking herself*); 'Archi-forms' (e.g *I met her last night. Her brought many books)*; 'Alternating forms' (e.g *I seen his yesterday).*

Misordering is type of errors which are characterized by the incorrect placement of a morpheme or group of a morpheme in an utterance. In other word, misordering error happens when the learner misplaces an item or group of item in a sentence. [(e.g *They not do work here).* The sentence should be: '*The do not work here'*.]

In describing the learners' errors, the researcher 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 errors. In this step, after analyzing error words in the table, the researcher explain the result of the error words or phrases more complex and

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[12] Ibid, p. 158

classifies the dominant errors which occur in students' writing. Therefore, the reader can comprehend the error words clearly by themselves.

C. Affixation

The process of affixation in morphology can be divided into prefixes, infixes and suffixes. Quirk et al states that affixation is adding a prefix or a suffix to the base with or without a change of word class.[13] An affix is a bound morpheme which may be attached at the beginning or end of a base word. In this case, as affix is a morpheme, with only occurs when attached to some other morpheme, or morphemes such as root of stem or base. It is a morpheme that cannot stand alone or bound morphemes. The process of affixation in morphology can be divided into:

1. Prefixes

Prefix is a syllable or syllables which appear in front of the root and change the meaning of the root.[14] 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.

All prefixes in English are derivational so that they create new meaning or new words.[15] Most prefixes do not change part of speech but change the meaning. The prefix which changes the part of speech, for example:

- prefix *a-* changes noun and verb into adjective: *ablaze, asleep, astir, astride, abed, abroad*
- prefix *be-* changes noun into verb: *befriend, bedeck, becalm, besmirch*
- prefix *en-* changes adjective and noun into verb: *enlarge, ensure, encircle, encase, entrap.*

There are many kinds of prefixes like *re-, un-, in-, dis-, mis-, ex-, en-, im-, il-, sub-, tele-, hyper-, neo-, inter-, kilo-, mega-, mini-, fore-, co-, bi-, auto-, counter-, anti-,*

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[13]Randolph Quirk, Sidney Greenbaum, *A University Grammar of English, (*Longman: University of London, 1973), p. 430

[14]Sharon Wynne, *Texes English as a Second Language (ESL)*, (Boston: XAMonline, Inc., 2010), p. 4

[15]Thomas E. Payne, *Exploring Language Structure*, (New York: Cambridge University Press, 2006) p. 39

poly-, *under-*, *super-*and *etc*. Those kinds of prefixes of English can be classified semantically into some groups, such as: negative prefixes (*un-, in- , im-, il-, ir-, non-, a- , de-, dis-, mis-, anti-, dys-*), prefixes of repetition (*re-*), locative prefixes (*super-, sub-, inter-, intra-, trans-)*, prefixes of time and order (*fore-, pre-, post-, neo-, ex-*), prefixes of quantity (*uni-, bi-, tri-, multi-, semi-, omni-, micro-, macro-, hyper-, over-*).[16]

2. **Infixes**

Infixes are bound morphemes that are inserted within the words. There are no infixes in the English language, but in the languages such as Tagalog and Bontoc (in the Philippines), Infixes are represented by the morphemes preceded and followed by a hyphen; e.g., *-um-*.

3. **Suffixes**

Suffix is a letter or letters added to the end of the root that can change the word class and also the meaning of the root.[17] It means that suffix is affix that follows the root and can change the word class and the meaning of the root. Suffix can be used for derivational morphemes and inflectional morphemes.

Such as: -ance in the word appearance.
-able in the word understandable.
–ing in the word singing.

Mostly, the derivational morphemes are affixes. An affix is a morpheme which only occurs when attached to some other morpheme or morpheme such as a root or stem or base.[18] On the other said affixes are morphemes that cannot stand alone or bound morphemes. English derivational adds morphemes principally by prefixing or suffixing.

Katamba explains that derivational morphemes form new words, first by changing the meaning of the base to which they are attached. In English, it is usually called derivational prefix, for example '*kind'* vs '*unkind'* (both

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[16]http://www.unizd.hr/Portals/36/kolegiji/morphology/Morphology 5 [Compatibility Mode].pdf
[17] Ibid.
[18]Francis Katamba, Morphology, (New Tork: St. Martin's Press, 1993), p. 44

are adjectives but with opposite meanings). Second by changing the word-class that a base belong to. In English it is usually called derivational suffix, for example the addition of *-ly* to the adjective '*kind*' produce the adverb '*kindly*'. As rule, it is possible to derive an adverbs by adding the suffix *–ly* to an adjectival base.[19]

D. Derivational Suffixes

A suffix is a group of letters at the end of a word which changes the word's meaning and often part of speech. However, there are some suffixes that do not change part of speech but the meaning, such as suffix *–ship, -hood, -ity, -let, -ist, -ian* do not change part of speech (noun).[20]

There are many kinds of suffix such as *-al, -ance, -ation, -ence, -er, -ist, -ion, -dom, -ment, -ish, -ous, -an, -esque, -ate, -ful, -ic, -like, -able, -less, -ly, -ise, -ize, -ate, -en, -ify, -ness, -ism, -ive, -ory, -y, -ship, and –ity*. According to form class of derivatives that they produce, suffixes are classified into: suffixes forming noun (nominal suffixes), suffixes forming verbs (verbal suffixes), suffixes forming adjectives (adjectival suffixes) and suffixes forming adverbs (adverbial suffixes).[21]

1. Nominal Suffixes

Nominal suffix is a suffix which is added at the end of the base and changes the base into noun. In other word, the suffix is placed in the end of the base and from this combination produces a new lexeme. In English, there are some suffixes that can be used in forming nouns from verb and adjective base form. They are mentioned on the table bellow.

Table 2.1: Example of Nominal Suffixes

Original Word Class	Suffix	Base Word	Derived Word
Verb	*-ation*	Explain	Explanation
	-ion	Predict	Prediction
	-ure	Close	Closure
	-al	Refuse	Refusal

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[19]Ibid. p.47
[20]Peter Thomas Bauer, *English Word Formation.* (City of Cambridge : Cambridge University Press, 1983), p. 220
[21]Ibid.

	-er/-or	Sing	Singer
	-ment	Develop	Development
	-ee	Employ	Employee
	-y	Injure	Injury
	-age	Marry	Marriage
	-ance	Perform	Performance
	-ant	Account	Accountant
Adjective	*-cy*	Excellent	Excellency
	-ness	Happy	Happiness
	-y	Jealous	Jealousy
	-dom	Free	Freedom
	-th	Warm	Warmth
	-ity	Specific	Specificity
Noun	*- ship*	Friend	Friendship
	- hood	Mother	Motherhood
	-ity	Human	Humanity
	-let	Book	Booklet
	-ist	Economy	Economist
	-ian	History	Historian

Note: Suffix –al has two function, to form noun from verb base and to form adjectives from noun base. Suffix–y also has two functions, to form noun from verbs or adjectives base and to forms adjectives from noun bases.

Based on the table above, nominal suffix can be formed from verb and adjective word class. The suffix that can form noun from verb word class are –*ation, -ion, -ure, -al, -er/-or, -ment, -ee, -y, -age, -ance* and *-ant.* Besides that, the suffix that can form noun from adjective word class are –*cy, -ness, -y, -dom, -th*, and *-ity*. However, there are also some nominal suffix that do not change the word class, such as suffix –*ship, -hood, -ity, -let, -ist, -ian.*

2. **Verbal Suffixes**

Verbal suffix is a suffix which is added at the end of the base and changes the base into verb. In English, there are five types of suffixes that belong to suffixes forming verb. They are suffix –*ify*, suffix –*ize*, suffix –*en*, suffix –*ate* and suffix –*ish*.

Table 2.2: Example of Verbal Suffixes

Original Word Class	Suffix	Based Word	Derived Word
Noun	*-ify*	Pure	Purify
	-ise/-ize	Hospital	Hospitalize
	-en	White	Whiten
	-ate	Vaccine	Vaccinate
	-ish	Brand	Bandish
Adjective	*-en*	Sweet	Sweeten
	-ize	Modern	Modernize

Note: Suffix *–en* has two functions, to form verb from adjectives and to form adjective from noun base.

Based on the table above, verbal suffix can be formed from noun and adjective word class. The suffix that can form verb from noun word class are *–ify,-ise/-ize, -en, -ate,* and *-ish*. Besides that, the siffix that ca form verb from adjective word class are only *–en* and *–ize*.

3. **Adjectival Suffixes**

Adjectival suffix is a suffix which is added at the end of the base and changes the base into adjective. It is the same with other suffix becaise it change the words meaning and part of speech. In English, there are some suffixes that can be form adjectives such as in the following table.

Table 2.3: Example of Adjectival Suffixes

Original Word Class	Suffix	Based Word	Derived Word
Noun	*-ish*	Child	Childish
	-ous	Danger	Dangerous
	-en	Wood	Wooden
	-ful	Health	Healthful
	-ic	Alcohol	Alcoholic
	-less	Home	Homeless
	-al	Person	Personal
	-esque	Picture	Picturesque
	-ary	Legend	Legendary
	-y	Rain	Rainy
Verb	*-able*	Read	Readable
	-ive	Create	Creative

Based on the table above, the adjectival suffix can be formed from noun and verb word class. The suffix that can

form adjective from noun word class are *–ish, -ous, -en, -ful, -ic, -less, -al, -esque , -ary* and *-y.* Besides that, the suffix that can form adjective from verb word class are only *–able* and *–ive.*

4. **Adverbial Suffixes**

Adverbial suffixes is a suffix which is added at the end of the base and changes the base into adveb. The main derivational suffixes in forming adverb are *–ly, -wise, –ward(s)* and *-ways.* The example of those suffixes can be seen in the following table below.

Table 2.4: Example of Advertbial Suffixes

Original Word Class	Suffix	Based Word	Derived Word
Adjective	*-ly/-y*	Slow	Slowly
Noun	*-wise*	Length	Lengthwise
	-ward	Back	Backward
	-ways	Side	Sideways

Based on the table above, the adverbial suffix can be formed from adjective and noun word class. The suffix that can form adverb from adjective word class is only *–ly.* Besides that, the suffix that can form adverb from noun word class are *–wise, -ward* and *–ways.*

In adverbial suffix, there are some rules adding –ly to words forming adverb, such as adding –ly to words ending in consonant (*stupid → stupidly);* If the root word ends in a *'y',* change the *'y'* to an *'i'* and then add *'ly'* (angry → *angrily);* If the root word ends in *'-le',* the *'e'* is changed to *'-y'* (*gentle → gently).* If the root word ends in *'-ic',* add *'-ally'* (*magic → magically).*

E. **Previous Studies**

Here, the researcher reviews some previous studies which are related to this study as follows:

1. The first previous study was done by Nihlah Afthoniyah (UIN Sunan Ampel Surabaya, 2012), entitled "*An Error Analysis of English Morphological Inflection Made by The First Year Students of SMK Yasmu Manyar Gresik*". In her research, she focused on analyzing the error frequency of English morphological inflection and the cause of the English morphological inflection errors made by the students. It was conducted by descriptive qualitative

research. To colect the data, she usedstudents' test and documentation. The result shows that students made error in English morphological inflaction. 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) shows that possessive inflection erroris on the first rank (78 or 34,06%). 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%).[22]

2. The second previous study was done by Siti Almaidah (UIN Sunan Ampel Surabaya, 2015), entitled "*Misformation Error in Using Negative Prefixes by Students of English Teacher Education Department at Uinsa Surabaya*". In her research, she focused on students' mistake in changing the words into negative qualities by using prefix *and* the most frequent misformation errors made by the students. *She limit the* negative prefixes only six categories of prefixes such as *in -, un-, non-, a, dis-, and mis-*. It was conducted by descriptive quantitative research. To colect the data, she only used students' test. The result shows that the varieties of students' mastery of negative prefix still fail, because the total number of error was 248 in misformation of negative prefixes and the most frequent misformation error is in prefix *un-* 124 error (50,21%).[23]

3. The third previous study was done by Bahjatul Uyun (UIN Sunan Ampel Surabaya, 2014), entitled, "*An Analysis of Collocation Errors in Students' Writing 3 of English Teacher Education Department at Uin Sunan Ampel Surabaya*". In her research, she focused on the types of collocations error which are commonly used by the students. It was conducted by descriptive qualitative

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[22]Nihlah Afthoniyah), *An Error Analysis of English Morphological Inflection Made by The First Year Students of SMK Yasmu Manyar Gresik*".(Undergraduate Thesis, UIN Sunan Ampel Surabaya, 2012)

[23]Siti Almaidah, *Misformation Error in Using Negative Prefixes by Students of English Teacher Education Department at Uinsa Surabaya.*(Undergraduate Thesis, UIN Sunan Ampel Surabaya, 2015)

research. To colect the data, she only used documentation students' writing product. The result shows that there are many collocation errors found on students' writing product. The most collocation used by students in their writing is (1) Verb-Preposition, with 44 error collocations. (2) Verb-Noun, with 43 error collocation (3) Adjective-Noun, with 22 error collocations (4) Noun-Preposition, with 17 error collocation. (5) Adjective-Preposition, there are 32 error collocations (6) Adverb-Adjective, there are 9 error collocation.[24]

4. The fourth previous study was wroten by Alifa Nurul Barokah (IKIP PGRI Semarang, 2011), entitled "*Analysis Derivational Words Found in Articles of Cool and Smart Magazine Published on May, 2011 as a Contribution in Teaching Morphology".* His study was conducted to find out the derivational words found in the articles of Cool and Smart Magazine published on May, 2011, to find out the word class of derivational words, and to find out the meaning of derivational words. The result of the study shows that there are 36 derivational words from of noun, such as *civilization*, *signature*, *freedom*, *making* and *user*; 6 derivational words from of verb, such as, *dissolve*, *decorate*; 30 derivational words from of adjective, for example, *African*, *dangerous*, *personalandamazing*; 15 words from of adverb such as, *generally*, *usually*, *appropriately*, and *easily.*[25]

5. The fifth previous study was done by Sri Romadhon Eko Yuliyanti (Sate Islamic Studies Institute STAIN Salatiga, 2012), entitled "*The Analysis of Derivational Process of English Nouns as Found in some of the Jakarta Post Articles (Published on January, 2nd 2012)*". In her research she is eager to analyze derivational process of English nouns as found in some of the Jakarta post articles

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[24]Bahjatul Uyun), *An Analysis of Collocation Errors in Students' Writing 3 of English Teacher Education Department at Uin Sunan Ampel Surabaya.*(UIN Sunan Ampel Surabaya, 2014)

[25]Alifanurul Barokah, "*Analysis Derivational Words Found in Articles of Cool and Smart Magazine Published on May, 2011 as a Contribution in Teaching Morphology*", (Undergraduate Thesis, IKIP PGRI Semarang, 2011)

(published on January, 2nd 2012). This research discussed about the process of English noun words that added by derivational affixes in the some of the Jakarta post articles. This research used library research. Focusing on the problem statements, there are five cases. They are what are the derived nouns found in some of the Jakarta post articles, does the process of affixation change the category of the base words, do the new derived words change in the meaning, do the affixations occur in the specific root and what are the categories of the derived noun. The result of her study is she found 90 English nouns add trough derivational process. There are *megawatt*, *disincentives**, *discontent*, *non-European*, *immigrant*, *undertaking*, and *etc*. A lot of number word of verbs, adjective, and nouns which derives a new English noun. And the last the derivational processes of English nouns have changes the meaning all of the new words from the original words.[26]

6. The sixth 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.[27]

7. The seventh previous study is a research concerning Morphology by Ririn Kusumawati (Universitas Islam Negri Malang. 2010), entitled "*Morphological Error Found in the English Essays of the Fifth Semester Students of English Letters and Language*". This study investigates morphological error in the essays of the fifth semester students of English Letters and Language Department of UIN Malang in 2008. The objectives of this study are to

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[26]Sri Romadhon Eko Yuliyanti, "*The Analysis of Derivational Process of English Nouns as Found in Some of the Jakarta Post Articles,(Published on January,2nd 2012)*",
(Ungraduated Thesis, Sate Islamic Studies Institute STAIN Salatiga, 2012)
[27]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)

find out the kinds of morphological error in The result of this study shows that there are several morphological errors in are; Omission, addition, misformation and misordering except contain morpheme and article which belong to the branch of omission. The total number of morphological errors is 61 times. Based on the findings, she found that the most dominant kind of morphological error is omission with 25 times used or 40.98 %.[28]

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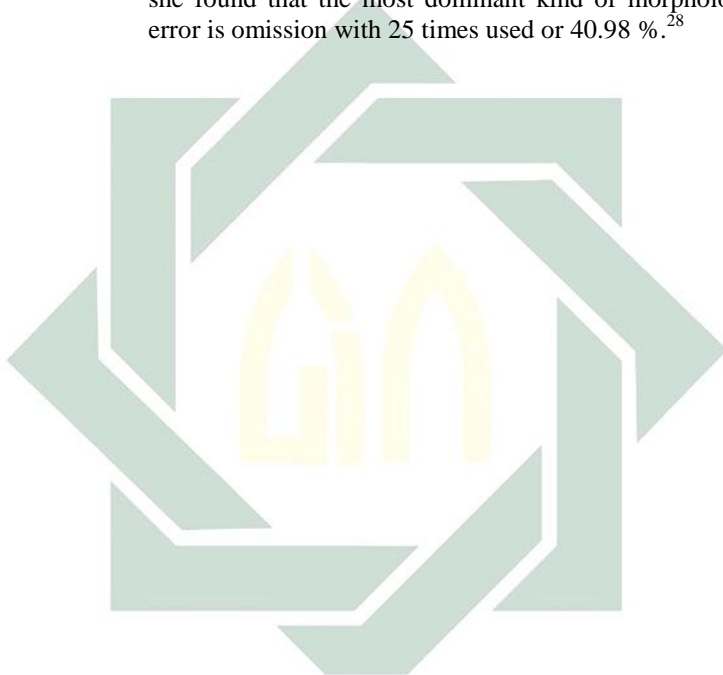
[28]Ririn Kusumawati, "*Morphological Error Found in the English Essays of the Fifth Semester Students of English Letters and Language".*(Undergraduate Thesis, Universitas Islam Negri Malang. 2010)