

A THESIS

**STUDENTS' MORPHOLOGICAL ERRORS IN WRITING
NARRATIVE COMPOSITION AT THE FIFTH SEMESTER
OF ENGLISH EDUCATION PROGRAM
OF IAIN PAREPARE IN ACADEMIC
YEAR 2019/2020**



By

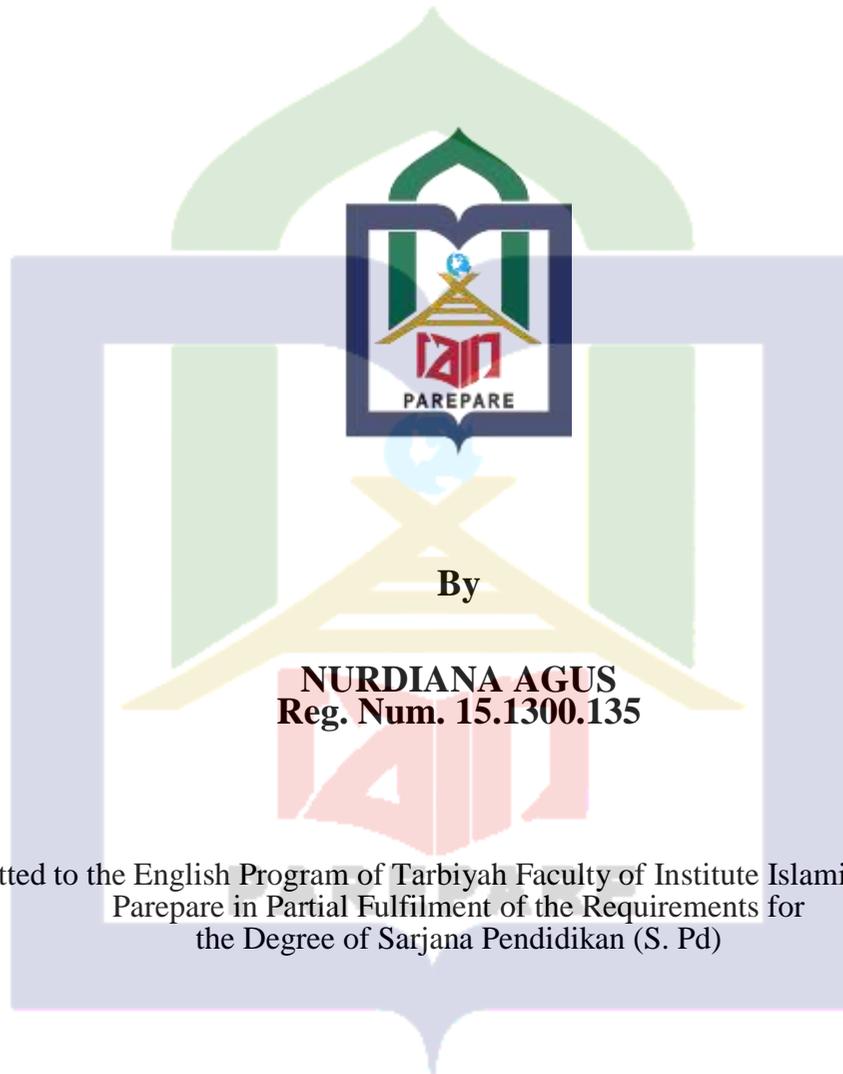
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Reg. Num. 15.1300.135

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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By

NURDIANA AGUS
Reg. Num. 15.1300.135

Submitted to the English Program of Tarbiyah Faculty of Institute Islamic Collage of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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**As a Part of Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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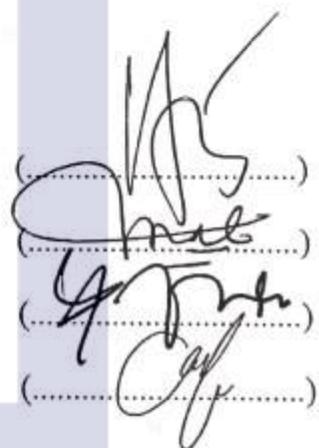
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Finally, the writer realized that this thesis still has any weakness and still far from being perfect. Therefore he hopes criticism, a suggestion for its perfection and he hopes this final project will be useful for the reader.

May the Almighty Allah SWT, Always blesses us now and forever. Aamiin.

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DECLARATION ON THE AUTHENTICITY OF THE THESIS

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ABSTRACT

Nurdiana Agus. *Students' Morphological Error In Writing Narrative Composition At The Fifth-Semester of English Education Program IAIN Parepare In Academic Years 2019/202.* (Supervised by Abdul Haris Sunubi and Magdhalena Tjalla)

Writing is generally assumed as the most essential activity for measuring student achievement. Students sometimes made errors in writing; they are often using the way of thinking and concept from their mother tongue to express their ideas. Few studies found that many students difficulty in understanding the morphological system of a language. Morphological competence is one of the essential elements that determine a higher level of proficiency in ESL or EFL. Morphology is that it helps us to have better writing skills. It can be noted that knowledge about morphology also has a significant role in writing. This research tried to find these morphological errors by focusing on descriptive qualitative research by answering two research questions: (1) What are the most common morphological errors made by students in writing a narrative composition; (2) Why do the Students make morphological errors in writing a narrative composition. In this study, the researcher implemented descriptive qualitative research by using writing test, textual analysis, and interview. This research conducted at State Islamic Institute (IAIN) Parepare. The sample of the research which was the fifth-year students from the English Education Program IAIN Parepare in the academic year 2018/2019.

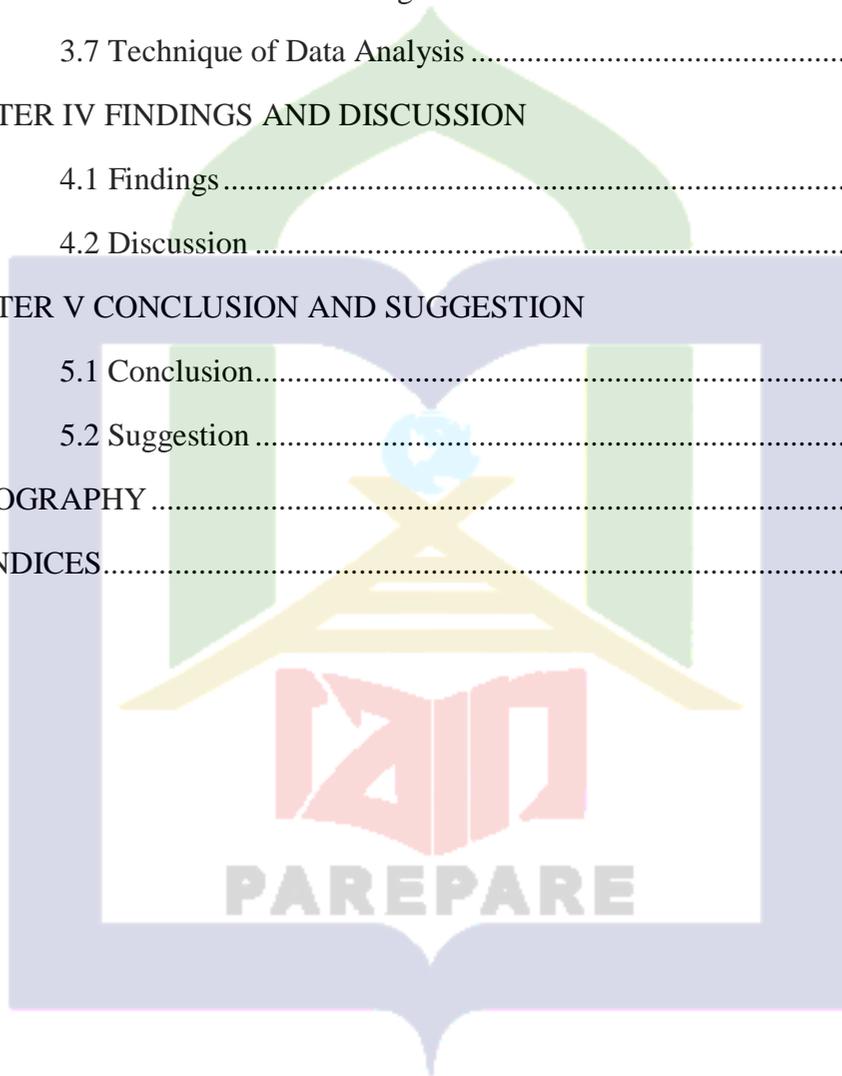
Based on the analysis, the researcher found that the types of morphological errors that were made by the students in writing a narrative from the highest to the lowest average percentage were Irregularity Tense Marker, in which the error is 120 or 48.39%. The second is the confusion in usage of vocabulary, in which the error is 48 or 19.35%. The third is the wrong usage of similar looking words has 32 errors or 12.90%. The students made an error 25 or 10.08% Irregularity in markers. The Confusion distinguish word class with a slight difference have 5 or 2.02% and the wrong insertion of past tense markers has 2 or 0.81%. The students made morphological errors in writing a narrative because of the influence of interlingual errors and intralingual errors. The interlingual is the highest case the common source of the error made by students in which the result is 154 or 62.10%. While the intralingual transfer is the second-highest common source of the error made by the student in which the total result is 94 or 37.90% error.

Keywords: Writing, Morphological Errors, Interlingual and Intralingual Error

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