

CHAPTER II

REVIEW OF RELATED LITERATUR

This part covers some previous research findings and some pertinent ideas.

2.1 Previous Related Research Findings

Related to this research, some previous studies are similar or in line with this study. Some of them are:

The previous study has been done by Juriah and Fitri Palupi Kusumawati (English Study Program of FKIP Muhammadiyah University of Metro, 2015) entitled "Students' Morphological Errors in Writing Recount Text at Muhammadiyah University of Metro". This study employed a descriptive qualitative. In their research, they found that the number of students' omission and misformation errors is high. The highest students' errors made in misformation are about 51, 19 %. Most of the students used the wrong form of morphological in their writing. The second is the students' errors made in omission are around 32, 74 %. On the other hand, according to table 4.2, the researcher conclude that the number of error is five or 31, 25 % students made error in global error and 11 or 68, 75 % students made in local error¹.

The second research was conducted by Paramita Kusumawardhani (AKADEMI BAHASA ASING BSI Jakarta, 2015), entitled "The Analysis of Morphology in Writing an English Narrative Composition". The writer of this research explained to analyze morphology in writing an English narrative composition. Morphology is the study of morphemes which are the smallest

¹Juriah and Palupi Kusumawati, "Students' Morphological Errors in Writing Recount Text at Muhammadiyah University of Metro", *Premise Journal Vol 4 No 1* (April 2015), p. 285 <http://ojs.fkip.ummetro.ac.id/index.php/english/article/view/285>(accessed 16 march 2019).

significant units of grammar. She described the morphology itself sometimes gives some difficulties to the learners when they are studying about writing².

Another supporting finding is a research conducted by Andi Santoso (Program of English Education, Faculty of Language and Art, University of Indraprasta PGRI, 2017) entitled "Morphological Error Analysis On Student's English Narrative Composition: A Survey at Private University in East Jakarta". The method used in this research is descriptive method. The writer of this research explained to know the errors made by the learners in their English narrative composition; to identify the factors the learners made the errors; to identify the errors made by the learners; to correct the errors which have been made; to improve the teaching quality which is appropriate with the curriculum and the syllabus; as well as to get the data and the explanation about the difficulties in studying English especially in arranging the English narrative composition. Research was carried out by conducting a written test about English narrative composition to the learners. After analyzing the data, the findings point out that the errors of derivational morphology are 10.3% and the inflectional morphology releases in 89.7 %³.

Anwar (UIN Alauddin Makassar, 2010) entitled "Analysing Morphological Errors on Students' Composition at Centre of Learning Lingua (COLL) in Mamuju" The research employed descriptive method. In his research, he focused describe the kinds of errors encountered by the students in writing composition and factors caused

²Paramita Kusumawardhani, "The Analysis Of Morphology In Writing An English Narrative Composition", *WANASTRA Vol. VII No. 01* March 2015, p. 32. (https://www.researchgate.net/publication/320585198_THE_ANALYSIS_OF_MORPHOLOGY_IN_WRITING_AN_ENGLISH_NARRATIVE_COMPOSITION) (accessed 6 June 2019).

³Andi Santoso, "Morphological Error Analysis on Student's English Narrative Composition: A Survey at Private University In East Jakarta", *Scope: Journal of English Language Teaching Volume 01, Issue 02*, March 2017, p. 101-120. (<https://journal.lppmunindra.ac.id/index.php/SCOPE/article/viewFile/2256/1726>) (accessed 1 April 2019).

the errors in writing composition. The writer of this research explained There were problems that caused the students to make errors in writing composition, they are: (1) the students still had low their comprehend about morphology, (2) they wrote as their teacher pronounced, while the spelling of the English words are not exactly the same as their pronunciation and (3) the students had low interest in studying English, especially in writing narrative composition.⁴

Research conducted by the writer have differences with previous research on the object of the research and research method. the method used in previous research only uses tests while this research adds interviews as instrument of the research. Besides, the technique of analysis data previous research often used Surface Strategy Taxonomy classification or Error Analysis (EA) classification to find morphological errors, while this study categorized morphological errors that were often done by students.

From all those previous studies, they seems that there are still morphological errors made by students, and it's important to know. In this study, the researcher analyzes the errors made by college students in writing narrative. The researcher was analyze the data. The researcher wants to know students' morphological error in writing narrative composition at the fifth-semester of English Education Program IAIN Parepare. Also, the researcher expects that the research result can give a contribution to IAIN Parepare.

⁴Anwar, “Analysing Morphological Errors on Students’ Composition at Centre of Learning Lingua (COLL) in Mamuju”, *Unpublished Bachelor Thesis*, (Makassar:Alauddin State Islamic University of Makassar, 2010).

2.2 Some Pertinent Ideas

2.2.1 The Concept of Writing

Writing is considered as a complex skill for language learners since they have to produce a text using English. It takes a long time to master since it takes to study and practice to develop this skill. Writing is the expression of language in the forms of a letter, symbols, or words. According to Celce-Murcia, writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement⁵. It means that in writing, one expresses ideas, opinions, feeling or experience into the written thus that his writing can be understood and read concern with the language, meaning, and the structure of context related to the English language.

Gloria stated, The writing is good when it gives information or messages clearly and creates an effective verbal dialogue to readers. It aims to give a point of view of the ideas in the text where it organizes in a different way of writing such as narration, description, exposition, and argumentation⁶.

Meyers states that writing is a way to produce language you do naturally when you speak. Writing is also an action – a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them⁷. In addition, Harmer states that writing is a process and that we write is often heavily influenced

⁵Lulu Meilina Alfiyani, "An Analysis Of Grammatical Errors In Writing Among The Second Semester Students Of English Department Of Yogyakarta State University In The Academic Year Of 2011/2012" (*A Thesis, English Education: Yogyakarta*, 2013) p. 15.

⁶Paramita Kusumawardhani, "The Analysis Of Errors Of Omission In English Narrative Composition Made By Efl Students", *Journal of English Language and Education*, Vol 3. No. 2 (December 2017) h. 84 (<http://ejurnal.mercubuana-yogya.ac.id/index.php/jele/article/download/257/311>) (Accesed 28 July 2019)

⁷Allan Meyers, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay* (https://www.goodreads.com/book/show/1920768.Gateways_to_Academic_Writing) (Accesed 21 October 2019) p. 2

by constraints of genres, then these elements have to be present in learning activities⁸.

Based on all those definitions above, we can conclude that writing is a cognitive process to express thoughts to others in writing. Writing is important for some people who want to pour their soul expression or ideas into a piece of paper, it may as a creation that like by many people.

2.2.2 Aspect in Writing

Some aspects are used in writing ability. According to Tribble, five aspects in writing namely content, organization, vocabulary, language and mechanics⁹.

1. Content

Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. The content paragraph does the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis. It can be identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the whole paragraph.

2. Organization

It refers to the organization of the content or coherence. This aspect relates from one main idea to another main idea so, the main ideas connect each other. It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts, it may still be searching for order, trying to make out

⁸J. Harmer, *How to Teach Writing*. (Harlow : Pearson Education Limited, 2004) p. 86

⁹H,jacobs . l., zinkgraf, s. a., wormuth, d. r., hartfiel, v. f., & hughey, j. b. testing esl composition; a practical approach..(rowley, ma: newbury house 1981). p.90

patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary in this aspect means select words that are suitable to the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language

Like the vocabulary, in writing an evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, words order/function, articles, pronouns, and preposition. It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing. The writer has to choose the correct grammar to make a sentence well-formed.

5. Mechanics

It refers to the use of graphic conventional of the language such as punctuation, spelling, and capitalization in the written products. For example the steps of arranging letters, words sentences, paragraphs by using knowledge of the structure and some others related to one another. It is as basic of the evaluation in the profile of composition.

2.2.3 Process of Writing

Writing is an imagination process or real process based on experience and from an object that a writer wants to write. Writers usually share their experience and every idea that they think into a piece of papers started with writing simple sentence

to complex sentence, then from complex sentence to paragraph, and the collection of paragraph become an essay. The writer writes an essay should follow by some stages of writing. The stage of writing is useful for someone who makes good writing.

Harmer explained that there are four main processes of writing:

1. Planning

Firstly, writers plan what they are going to write. Before starting to write of writing product they try and decide what they are going to say. Some writers may involve process detailed notes. When in the planning process, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce but also the language they use, and the information they choose to include.

Secondly, writers think to the audience they are writing for since this will influence not only the shapes of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language; for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. The first go“ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

3. Editing (reflecting and revising)

Once writers have produced a draft they usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. Reflecting and revising are often helped by others readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. However the writer is now ready to send the written text to its intended audience.

The process of writing is recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, re-edit. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing. Only when the final version has the process reached its finale.¹⁰

¹⁰E-book: Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p. 4-6

2.2.4 Types of Writing

According to Wishon and Burks, writing has several types; narration, description, exposition, and argumentation.¹¹

2.2.4.1 Narration

Narration is kind of writing form that relate to story of acts or events and It tells the event according to natural time sequence. Narration is written to amuse readers and to make them enjoy the story. Types of narration are short story, novel and news stories. Narrative writing is best used to illustrate the "personal developmental path" a person (often yourself) has taken to reach a particular point in his/her life. As a result, it is normally written in a first person point of view. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that is overcome.

2.2.4.2 Description

Description is writing form that gives a visual image of people, places, or unit of time (such as day or seasons). For describing people, Description is not only describing appearance of people, but it also may tell about character or personality of people. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings. It is usually concerned with creating a verbal picture of what we experience and feel at one moment, and it will use many rich and vivid adjectives and adverbs.

¹¹George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, Inc. 1980), p. 378-383.

2.2.4.3 Exposition

Exposition is writing form to give information, make explanation and interpret meaning. It might be used to give explanation of a process or to tell how to make or do something. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts, and statistical information, cause and effect relationships, or examples.

2.2.4.4 Argumentation

Argumentation is writing form that has purpose for persuading and convincing. It contains of some evidence to support writers' statement. It used to make a case to prove or disapprove a statement. Argumentative writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented.

2.2.5 The Characteristics of Good Writing

The characteristic of good writing is showed by the quality of the writer to create good writing and it is used to determine the success level of writing. Boardman and Frydenberg explained that there are three characteristics of good writing: coherence, cohesion, and unity¹².

¹²E-book: Cynthia A. Boardman and Jia Frydenberg, *Writingto Communicate, Paragraphs and Essays, Third Edition*, (New York: Pearson Education, 2008), p. 18-25.

1. Coherence

Paragraph has coherence when the supporting sentences are arranged according to a principle. The sentences are put in good arrangement that reader can understand your ideas easily. The principles of arrangement depend on the type of paragraph that you are writing.

There are three main types of paragraphs; narrative text that tells a story, descriptive text is describing something looks like, and expository text explains something. For narrative text, the writers must use good arrangement of sentences. This means that the supporting sentences tell the events of a story that happened, and the events must be arranged according to time. A descriptive paragraphs use visible object such as, persons' body, a book, or animal, to make easy for readers by describing object that you look directly from all parts of the object. In the expository paragraphs, coherence is based on logic and reason. This called logical arrangement. The logic depends on a person's view so the arrangement of supporting sentences is easy. The writer should make decisions about what is a logical way of presenting your ideas.

2. Cohesion

The other characteristic of good paragraphs is cohesion. When a paragraph has cohesion, all the supporting sentences should connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. There are four important of cohesive devices: connectors, definite articles, personal pronouns, and demonstrative pronouns.

3. Unity

The final characteristic of a well-written paragraph is unity. This means that all supporting sentences and concluding sentences should relate to the topic sentence with the one main topic. A sentence that does not belong to paragraph is called an irrelevant sentence.

The quality of writing is looked from three characteristic of good writings; such as, coherence, cohesion, and unity. These characters are used to make continuity of a writing product. If writer uses these three characters, they can make readers understand their writing topic easily.

It can different when writer writes story not followed by this three writing characters. So, writer should concern to this three characteristics when they write story or something.¹³

2.2.4 Narrative Writing

2.2.4.1 Understanding of Narrative

Narrative writing can be defined as a story writing in the form of imaginary stories, real-life story, or fable that has a purpose to entertain the reader. Narrative text tells a story that has series of interconnected chronological event. According to Hasan and Wijaya, writing narrative text must be written in sequent¹⁴. It means that narrative tells an event in natural time sequence. It is written in sequence to make readers understand the time of events that occur in the story.

¹³Chilmi Zakaria “The Influence of Students’ Morphological Awareness toward Students’ Writing Ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017” (A Thesis, English Education : Semarang, 2017) p. 37

¹⁴Dewi Nashri Hasan and M. Sayid Wijaya, (2016), “Storyboard in Teaching Writing Narrative Text”, English Education: jurnal Tadris Bahasa Inggris, Vol. 9(2), pp. 265.

In addition, Masiello stated that narrative is a written text which is useful for describing critical elements that build a story such as setting, character, sequence of events, and resolution¹⁵. That statement explains that narration has some elements that have function as parts of the story. Those elements are really important to make the story interesting and entertaining to the reader.

From those definitions, narrative writing can be synthesized as a story writing that tells about fiction or personal experience in the past and it has character, setting, and plot written by sequence as elements to build the story.

2.2.4.2 Types of Narratives

There are many variations of narrative have been subject to classification by literary theorists, in particular during the 1950s, a period which has been described metaphorically as the Linnaean period in the study of narrative¹⁶. They are Biography, Fable, Fantasy, Legend, Myth, Short story, Personal Experience, etc.

2.2.4.3 Generic Structure of Narrative

In narrative text, there are three genetic structure that should be known. They are orientation, complication, and resolution.

1. Orientation

It is an introduction part of the content in the text. What the text is talking about in the general part, who involves in the text and when or where it happened. It is about the opening paragraph where the characters of the story are introduced. In this part, the reader will know the main characters of the story because sometimes the main character is introduced at the first.

¹⁵Lea Masiello, *Writing in Action: A Collaborative Rhetoric for Collage Writers*, (New York: Mcmillan Publishing Company, 1986), p. 108.

¹⁶F. K Stanzel, *A theory of narrative*, (Cambridge University Press, 1984). p. 1. https://en.wikipedia.org/wiki/List_of_narrative_forms (accessed 30 october 2019)

2. Complication

In this part, the problem in the story developed. The story tells us about something that will begin in a series of events. A series of events in which the main characters attempt to solve the problem happened. This event will influence one or some characters. It is content of conflict that happened in the story. Complication is the main part of narrative text.

3. Resolution

It is the ending of the story which is containing the solution of the problem in the story. The problem is solved by the main characters in the text. Many people are waiting for this part because they want to know how the conflict is ending. Is that story a happy ending or the story sad ending. Sometimes, the reader will be disappointed when the story is ending and it is not suitable for their expectations.

2.2.4.4 Characteristics of Narrative Text

In narrative text, there are several characteristics including the following¹⁷:

1. Using action verb in the past tense. For example: climbed, turned, brought, etc.
2. Using certain Nouns as pronouns for people, animals and certain things in the story. For example the king, the queen, etc.
3. Using Adjectives that form noun phrases. For example long black hair, two red apples, etc.
4. Use Time Connectives and Conjunctions to sort events. For example: then, before, after, soon, etc.
5. Use Adverbs and Adverbial Phrases to indicate the location of events or events. Forexample: here, in the mountain, happily ever after, etc.

¹⁷K. Brown, & Hood, S. Writing Matters Writing Skills and Strategies for Students of English (1993)

2.2.5 Concept of Grammar

Purpura stated that grammar is defined as a systematic way accounting for predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language¹⁸. It means, In language, grammar can be defined as rules of form a word or grammar is concerned as a language structure. Talking about structure, grammar can make conversation between speaker and hearer, writer and reader easier and understandable.

According to Thornbury, grammar is a description of the rules that govern how a language's sentence is formed¹⁹. Therefore, grammar is the study about constructed a word (morphology) or sentence (syntax) in speaking or writing to make a language understandable. On the other say both word-form and sentence-form are used to make a language correct.

In line with Thornbury, Greenbaum, and Nelson define the grammar. Both of them say grammar refers to the set of rules that allow us to combine words in our language into larger units'.²⁰. Therefore, grammar is partly a study of structure that allows speakers or writers to unite word by word. For example, the word "talk" can add or combine with other words, so it can be "talking to my sister".

In conclusion, grammar is a part of a study about a way to set our language to understand. Grammar does not only affect how units of language are combined to look right; it also affects their meaning. On the other hand, grammar also means rules in language to make our language have the correct meaning.

¹⁸James E. Purpura, *Assessing Grammar*, (Cambridge: Cambridge University Press, 2004), p.6.

¹⁹Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), p.1.

²⁰Sydney Greenbaum, Gerald Nelson, *An Introduction to English Grammar*, (2nd Ed) (Malaysia: Pearson Education Limited, 2002), p.1.

2.2.6 Morphology

2.2.6.1 Definition of Morphology

Morphology is the study of morphemes which are the smallest significant units of grammar²¹. It explains that morphology is a study of morphemes which are the smallest unit of the word. 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 language²². 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 formation, that is the word grammar²³.

According to Baurer, morphology deals with the internal structure of words – not with their structure in terms of the sounds that make them up, but their structure where form and meaning seem inextricably entwined²⁴. In morphology, the study of internal words deals with the forms of lexemes (inflectional) and with how lexemes are formed (word-formation). Word walk, walked, and walking can be qualified as a word form of the lexeme walk. Morphology identifies and classifies the morphemes and describes the types of combinations that build words in the language²⁵.

²¹Ebook: Todd Loreto, *An Introduction to Linguistics*, (London : Longman York Press, 1987),p. 41

²²Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language (Eighth edition)*, (Australia: Thomson Wadsworth, 2007), p.77.

²³Geert Booij, *The Grammar of Words*, (New York: Oxford University Press, 2005), p. 23.

²⁴Laurie Bauer, *The Linguistics Student’s Handbook*, (Edinburgh: Edinburgh University Press Ltd, 2007), p. 12.

²⁵Robert Lado, *Language Teaching: A Scientific Approach*, (New York: McGraw Hill, 1986), p. 13.

1. Word

When people share information with others, they use some sequences of words from their language. Word is made from a collection of letter that corresponds, or it has correct structure and also it has a particular meaning. The words are important part of linguistic knowledge. The group of words is used to make a sentence or paragraph corrected by grammatical rules. Words can be analyzed by the study of morphology. Cristal state that words are utterance unit which has a universal intuitive recognition by the native speaker, either in spoken language or written language²⁶. But there are some difficulties to reach the consistent use of the term in terms of other categories of linguistic description and in the comparison with other languages which has a different structural typed. This problem is related to the identification and definition of the word.

2. Morpheme

According to Haspelmath, morpheme can be defined as the smallest meaningful constituents of a linguistic expression²⁷. As stated by Katamba and Stonham, the term morpheme is used to refer to the smallest, indivisible units of semantic content or grammatical function from which word are made up²⁸. In support of this, the word flowers, for example, can be broken up into individually meaningful parts: flower + s. It means that morpheme is knowledge about the smallest meaningful of a word. There are two types of morphemes, Free Morphemes and Bound Morphemes.

²⁶Abdul Haris Sunubi, *Introduction To Linguistics*, (Parepare: Dirah, 2016), p. 31.

²⁷Martin Haspelmath, *Understanding Morphology*, (Great Britain: Arnold Publisher, 2002), p.16.

²⁸ Francis Katamba, John Stonham, *Morphology*, (2nd Ed) (New York: Palgrave Macmillan, 2006), p. 20.

a. Free Morphemes

Free morphemes are morphemes that can stand on their own as a word because they carry meaning. 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.*

b. Bound Morphemes

Bound morphemes are morphemes that cannot stand on their own as a word. It means that a bound morpheme cannot 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.*

3. Allomorph

Allomorphs are variants of morphemes. For Example, The variant /s/ occurs after voiceless stops (books, nuts, taps), the variant /z/ occurs after vowels, voiced stops, laterals, and nasals (cars, balls, rings, potatoes, bags,), and the variant /Iz/ occurs after fricatives and affricates (glasses, watches, dishes). Therefore, allomorphs relate to the pronunciation or the realization of bound morphemes. These variants of morphemes are in complementary distribution where one form appears the others are excluded²⁹. Other examples of allomorphs of the English plural morphemes are: /en/ (schwa) in oxen, change of vowel in: man/men, mouse/mice, and the last is “zero” in deer/pl-deer, sheep/pl-sheep.

4. Affix

In linguistics, an affix is a morpheme that is attached to a word stem to form a new word or word form. Affixes are divided into many categories, depending on

²⁹Jean Aitchison, *Linguistics*, Teaching yourself books, (LA: Hodder and Stoughton, 1990)

their position with reference to the stem. According to Aitchison (1990), bound morphemes may be classified as affixes, which are subdivided into prefixes, suffixes, and infixes.

a. Prefix

A prefix is an affix that is placed before the stem of a word. Adding it to the beginning of one word changes it into another word. For example, when the prefix *un-* is added to the word *happy*, it creates the word *unhappy*. Particularly in the study of languages, a prefix is also called a preformative, because it alters the form of the words to which it is affixed.

b. Suffix

In linguistics, a suffix (sometimes termed postfix) is an affix that is placed after the stem of a word. Common examples are case endings, which indicate the grammatical case of nouns or adjectives, and verb endings, which form the conjugation of verbs. An inflectional suffix is sometimes called a desinence or a grammatical suffix or ending. Examples for suffixes are: beautiful (*ly*), sing (*er*), vocal (*ist*), etc.

c. Infix

An infix is an affix inserted inside a word stem (an existing word or the core of a family of words). It contrasts with affix, a rare term for an affix attached to the outside of a stem such as a prefix or a suffix. But Aitchison states that it is not found infix in the English language.

5. Compound (compounding).

Compound is Combining two or more words to make a single word, such as bookcase or hearsay, hotdog, blackboard, butterfly, etc. A stem that contains more than one root is called a compound. Compounding can be considered a special type

of derivational morphology. Kroeger (2005:248). A compound is a combination of two free forms, which exist in all word classes, for example, nouns: doorknob, playboy, cut-throat, madman, software, background, outcast, drop-out. Adjectives: narrow-minded, midnight blue, bittersweet, back-street, towaway, easygoing. Verbs: to house-break, to tape-record, to babysit, to overcook.

6. Inflection and Derivation morphemes

a. Inflection

In the study of word formation, morphology has two types of morphological operation, they are inflection and derivation are used to process word formation based on grammatical rules and also derive words into new words. There are some distinguished explanations of the two types of morphological operation.

Inflectional morphemes are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word³⁰. It refers to morphemes that does not change category 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. It means, Inflectional are used to show if a word is a plural or singular, it is past or not, it is comparative or possessive form, for example, the suffix “-ed” is used to change a verb in past tense form, and “-ing” indicates the verb is progressive.

In other words, the function of inflectional morphemes is largely to help indicate the structure of a sentence as expressed by DeCapua who asserts that

³⁰George Yule, *the Study of Language*, (4th Ed) (Cambridge: Cambridge University Press, 2010), p. 67.

inflectional morphemes serve only grammatical functions such as marking plurality or tense³¹.

Table 2.1 Eight English Inflectional Morphemes

Morpheme	Grammatical Function	Attaches to	Example
-s/es	Plural	Noun	Desks, Chairs, Boxes
-‘s	Possessive	Noun	The Girls’s bag. The Dog’s bone
-s	Third person singular	Verb present tense	He drives. She walks.
-ed	Regular past tense	Verb	He talked
-ed	Regular Past participle	Verb	She has walked
-ing	Present participle	Verb	She is driving
-er	Comparative	Adjective/adverb	Taller, faster
-est	Superlative	Adjective/adverb	Tallest, fastest

(Source: DeCapua, 2008:38)

Table 2.1 shows the eight English inflectional morphemes. The first morpheme *-s* in the above table functions to show plurality when it is attached to a noun such as ‘*desk*’ which is a singular noun to change it into a plural noun ‘*desks*’. The second morpheme *-s* in the above table, however, is used to show possessive when it is attached to a noun. For example; a) ‘*The girls’s bag*’ shows that the bag belongs to one girls, while b) ‘*Girls bag*’ shows that the bag is a type of bag that is usually worn by many girls. The third morpheme *-s* will change the verb into its present tense form like ‘*He drives*’. The *-s* at the end of the word ‘*drive*’ shows that the subject *he* is singular. The fourth and fifth morphemes *-ed* function to change

³¹A. DeCapua, “*Grammar for Teachers: A Guide to American English for Native and Non-Native Speaker*”.(Springer 2008).

verbs into their regular past tense and also regular past participle forms respectively. Next, the morpheme *-ing* functions to indicate the present participle form of a verb. Lastly, *-er* and *-est* serve to change adjectives and adverbs into their comparative and superlative form respectively.

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 words³². Derivational morphemes exhibit complex patterns of affixation and can be very irregular in a language. In other words, Derivational morphology fulfills two main functions in English. Morphemes can be used to form new words. Derivational morphemes make new words from old ones. Thus creation is formed from creating, but they are two separate words.

Derivational morphemes make new words from old ones. Thus creation is formed from creating, but they are two separate words.

Derivational morphemes generally are Change the part of speech or the basic meaning of a word. Thus *-ment* added to a verb forms a noun (judg-ment). *re-activate* means "activate again." Are not required by syntactic relations outside the word. Thus *un-kind* combines *un-* and *kind* into a single new word, but has no particular syntactic connections outside the word -- we can say he is unkind or he is kind or they are unkind or they are kind, depending on what we mean. Are often not productive -- derivational morphemes can be selective about what they'll combine with, and may also have erratic effects on meaning. Thus the suffix *-hood* occurs with just a few nouns such as *brother*, *neighbor*, and *knight*, but not with most others.

³²Dr.Harrison Adeniyi, "*English Morphology*", (Nigeria: National Open University of Nigeria, 2010), p. 11

e.g., *friendhood, *daughterhood, or *candlewood. Furthermore "brotherhood" can mean "the state or relationship of being brothers," but "neighborhood" cannot mean "the state or relationship of being neighbors." Typically occur between the stem and any inflectional affixes. Thus in governments, -ment, a derivational suffix, precedes -s, an inflectional suffix. In English, it may appear either as prefixes or suffixes: pre-arrange, arrange-ment.

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 2.2 below³³:

Table 2.2 the Differences between Inflectional and Derivational Morphemes

NO	Inflectional Morphemes	Derivational Morphemes
1.	Do not change meanings or word class. For example, <i>big- bigger</i> .	Change meaning or word class. For example, <i>-ment</i> forms noun <i>judgment</i> from verb <i>judge</i> .
2	Typically indicate syntactic or semantic relations between different words in a sentence. For example, the present tense morpheme <i>-s</i> in <i>waits</i> shows agreement with the subject of the verb.	Typically indicate semantic relations with the word. For example, morpheme <i>-ful</i> in <i>painful</i> has no particular connection with any other morpheme beyond the word <i>painful</i> .

³³Thomas E. Payne, *Exploring Language Structure*, (New York: Cambridge University Press, 2006), p.39.

3	Typically occur with all members of some large class of morpheme. For example, the plural <i>-s</i> occurs with most nouns	Typically occur with only some members of morpheme. For example, The suffix <i>-hood</i> occurs such as <i>brother, knight, and neighbor</i> but not with most others. For example, <i>friend, daughter</i> and so on.
4	Typically occur at the margin of words. For example, the plural morpheme <i>-s</i> always comes last in a word, as in <i>babysitters</i> .	Typically occur before inflectional suffixes. For example, <i>teachers</i> the derivational suffix <i>-er</i> comes before the inflectional suffix <i>-s</i> .

2.2.7 Definition of Errors

The process of language learning involves the making of errors. Errors are the flawed side of learners' speech or writing. The learners tend to produce inappropriate sentences. This phenomenon is actually something which is normal as Dulay believes that anyone cannot learn language without first systematically committing errors.³⁴

Errors are deviations committed by the language learners during their learning process that is considered normal. However, in order that there will be no misconception or misperception upon the meaning of the error, the writer uses the definition concluded by Dulay. Dulay et al conclude that error is actually any deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be³⁵. This is due to the fact that it is

³⁴Dulay et al., *Language Two*, (New York: Oxford University Press, 1982), p.138.

³⁵Charas Ubol, *An Error Analysis of English Compositions by Thai Students*, (Singapore: Seameo Regional Language, 1981), p. 5.

difficult to determine the nature of error classification as performance or competence.

2.2.8 Causes of Error

In the target language learning process, students cannot 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.

2.2.8.1 Interlingual errors

Interlingual errors are caused by the interference of the learners' native or background language³⁶. It happened because the features of the two languages are different. To identify interlingual errors, the learners translate the phrase or sentence of the target language into the learners' first language to see many similarities.

For examples: Car red (It should be red car)

Book new (It should be new book)

Bag blue (It should be Blue bag)

From the examples, the learner translates noun phrases of English into noun phrases of Indonesian. In English rule, it should be modifier precedes head.

2.2.8.2 Intralingual errors

Intralingual errors are caused by interference within the target language. Richards states that the causes of intralingual errors are as follows³⁷:

³⁶D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd, 1980), p. 97

³⁷Jack C. Richards, *Error Analysis: Perspectives on Second Language Acquisition*, (London: Longman, 1974), p.174-181

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*).

2. Ignorance of Rules Restriction

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

For examples: *Make him to do it* (It should be *Ask him to do it*).

He asked to me (It should be *He asked me*).

3. Incomplete Application of Rules

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

For examples: *Does she read much? Yes, she read much* (It should be *Yes, I do*).

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: *I am boring of that film* (It should be *I am bored of that film*).

She is inviting by her classmate (It should be *She is invited by her classmate*).

2.2.9 Morphological Errors

Morphological error is a part of grammatical errors. It is a failure to follow the norm of the rule of word classes. According to James, morphology error is one that involves a failure to comply with the norm is supplying any part of the instance of these word classes³⁸.

The morphological errors of English by second language learners have been studied by various scholars. Duskova gives an account of the morphological errors of 50 postgraduate students of Czech background learning English. She has found 166 morphological errors in the performance data of these learners and noted that the highest difficulty is faced by these learners in English plural formation³⁹.

The morphological errors committed by the undergraduate students at the collegiate levels are categorized and interpreted⁴⁰.

1. Formation of Negative Forms

At the morphological level, the students get confused with the bound forms. They make errors while trying to negative forms. In adding a prefix, they commit errors due to the lack of knowledge in the target language. For examples :

³⁸ C. James, *Errors in language learning and use: Exploring error analysis*. (New York, NY: Longman, 1998). p. 154

³⁹ Sabahuddin Ahmad “ *Analysis of the Errors Commonly Committed by the URDU-Hindi Speaking Children Learning English*” (thesis Department of Linguistics Aligarh Muslim University : India, 1996) p. 69

⁴⁰J.PREETHI, “Analysis Of The Errors In Learning English At Collegiate Level” , (Madurai Kamaraj University : Madurai, June 2015) P. 97. [Http://hdl.handle.net/10603/133183](http://hdl.handle.net/10603/133183) Accessed (31 October 2019)

Incorrect	Correct
Innecessary Irrelevant Inavailability non-sensitive	Unnecessary Non-relevant Unavailability Insensitive

The suffixes –un, in-, im-, and non- are all interchanged. The majority of the Students have no thorough knowledge of the rule of affixing ‘un’ or ‘in’ to form an opposite.

2. Inconsistency of the target language

The students commit errors due to the inconsistency of the English language whereas in their mother tongue, they do not find this kind of inconsistency. They look the paradigm of other words and use their own idea which leads to create a wrong word. This is explained by the following examples. Students from rural say, *The one who cooks is called cooker*

Word	Correct	Incorrect
Write	Writer	
Cook	Cook	Cooker
Drink	Drunkard	Drinker
Stitch	Tailor	Stitcher

The students often commit errors in adding the suffix ‘er’ to the verb in order to get the noun form. The students from rural background frame the word ‘cooker’ to refer the word ‘cook’ by looking at the pattern of noun forms such as ‘writer, singer, dancer’ which are derived from the verbs such as ‘write, sing, dance’ by simply adding ‘-er’ after the verb stems. Similarly many forms are listed below related to this. They commit errors due to the analogical creation. Analogical creation means looking at the pattern, and framing some nouns from the verbs which exist. Many nouns in English are formed by adding suffix -er to the verb and thus we have the noun forms.

3. Irregularity in Plural

The students from rural back ground lack the knowledge in the target language even though they learnt English as a second language from third standard onwards. They are unaware of the irregular forms of plural. They do not memorize the rules of the grammar.

For example, they frame sentences wrongly.

*The room must be kept free of **dusts** and dirt.

*Many **peoples** have mobile phones.

In pairs such as *man-men, child-children, and cattle-cattle, deer-deer*, in which, a few students went wrong.

The forms such as *sheep, deer, cattle* have the same singular and the plural. However, the linguist, for the sake of uniformity assumes that the plural morpheme is present but its phonetic representation is zero. It has no visible marker in the environment.

In the pairs of *goose-geese, mouse-mice, louse-lice*, the plural vowel /i:/ replaces the /u:/ . Such a morpheme is called 'replative' morpheme, because it involves the replacement of a vowel. This is not understood by the learners. So they commit errors.

4. Irregularity in Tense markers

The students are unaware of the English language exceptions in morphological rules. This is due to deficient teaching / learning of the second language.

Correct			Incorrect		
Pre.	Pa.	Pa.Part	Pre.	Pa.	Pa.Pre
Go	Went	Gone	Go	Went	Went
Cut	Cut	Cut	Cut	Cuttet	Cuttet
Keep	Kept	Kept	Keep	Keeped	Keeped

The main cause of morphological errors is due to deficient teaching/learning. Inconsistency of the English language patterns also contributes this condition since the students and teachers do not find such patterns in their mother tongue.

5. Wrong Usage of Confused pair words

The students often commit errors while they use words that are similar in appearance in spelling (orthography) in a sentence. This leads to misinterpretation in an understanding of a listener. The given below sentences will convey this.

Our house is **arounded** by many trees. - **Incorrect**

Our house is **surrounded** by many trees - **Correct**

We **serviced** here for twenty years - **Incorrect**

We **served** here for twenty years. - **Correct**

These errors are caused by confusion between formally similar vocabularies. The learner is confused between terms of which are similar in form but different in meaning. The learner may be unable to distinguish between different grammatical functions of similar items. When the learners lack adequate knowledge of vocabulary, they are confused between two related items.

6. Confusion in Usage of vocabulary

Some errors have occurred due to their lack of knowledge of target language in using vocabulary while framing sentences.

I **lost** your class.-**Incorrect**

I **missed** your class.-**Correct**

I have been **describing** the girl for the last twenty years.-**Incorrect**

I have been **admiring** the girl for the last twenty years.-**Correct**

The students do not know the usage of vocabulary. They lack knowledge in understanding where to use certain vocabulary and how to use. This is because they use Indonesia-English Dictionary or Google Translate to learn vocabulary. The meaning which is given in the dictionary leads them to the wrong usage. They should be trained to frame sentences appropriately. They may be advised to use standard dictionaries which have sentence formation. Learning words in any second or foreign language program involves not only learning the meanings of the words, but also learning how these words are used appropriately in linguistic, sociolinguistic, and cultural contexts.

One way to learn the meaning of unfamiliar words is to observe how they are used and make intelligent guesses. Over time the guesses are refined and the meaning comes to be specific. As Nation points out, “in addition to learning new vocabulary, learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation.”⁴¹

7. Errors made by wrong insertion of past tense markers

The students are not thorough with the Past tense and Past participle of irregular forms. They must be trained to memorize the three forms of the verbs which are the basis for framing grammatically correct sentences. Many students commit errors on these because they add –ed after the stem simply. They feel that the morph ‘-ed’ stands for all past tense marker. They are not aware of the irregular forms.

⁴¹ Paul Nation Ed, “*New Ways in Teaching Vocabulary*” (Alexandria, Virginia: Teachers of English to Speakers of Other Languages, Inc. 1994.) p.8

Word	Correct	Incorrect
Say	Said	Sayed
Cry	Cried	Cryed
Telecast	Telecast	Telecasted

8. Errors arising from making uncountable nouns into countable nouns

The students commit errors in adding the plural marker –s to uncountable nouns also. They have deficient learning in this. They know the rule of insertion of -s to a singular word to make a plural. But they fail to understand that the uncountable nouns will not take the plural marker –s.

Word	Incorrect	Correct
Rice	Rices	Rice
Vocabulary	Vocabularies	vocabulary
Glossary	Glossaries	Glossary

9. Confusion distinguish word class with a slight difference

The errors are committed by the under graduate students when they are compelled to use certain nouns and verbs which has a slight difference in spelling.

Verbs	Nouns	Incorrect
Advises	Advice	Advices
Packs	Packages	Packages
Performs	Performance	Performances

10. Errors caused by the wrong use of suffixes in degrees of comparison

The students confuse the rule that adjectives of one syllable take -er and -est and other adjectives will take 'most'. They make errors difficulter, and beautifuler. This is caused when the learners adopt simplification of rules.

Great - greater

Difficult –difficulter

Beautiful – beautifuller

11. Errors caused by the wrong use of suffix by adding ‘-ly’

The students memorize the rule that adjectives take –ly in all places. Thus they commit errors in some of the words. When the suffix ‘-ly’ is added to the form, the noun class becomes adjective. The learners keep this in their mind, they apply the same for all the forms.

Incorrect	Correct
Fastly joyily boyly	Fast joyfully boyish

These errors are due to applying the same rule for irregular forms also.

12. Compound words

A compound is a lexical unit in which two or more lexical morphemes (free roots) are juxtaposed. A compound word, as it is seen already, is a combination of two morphemes like post office (post office). Such a compound word is open when the words are written separately as fire engine, red hot, etc. It may be hyphenated as in far -fetched. But these rules are unfamiliar to the students and hence they make errors. The errors are,

Incorrect	Correct
Text books Black board Break down	Textbooks blackboard breakdown

These errors indicate that the students do not have a good knowledge of rules of compound words. The conversion of singular into plural of compound words

is also wrong and they are unfamiliar hence we have a morphological error – as brothers-in-law.

2.3 Conceptual Framework

The conceptual framework underlying this research given in the following diagram.

