

IOGRAPHY

- Adeniyi, Harrison. 2010. *English Morphology*. Nigeria: National Open University of Nigeria.
- Ahmad, Sabahuddin. 1996. Analysis of the Errors Commonly Committed by the URDU-Hindi Speaking Children Learning English. Thesis Department of Linguistics Aligarh Muslim University : India.
- Aitchison, Jean. 1990. *Linguistics*. Teaching yourself books. LA: Hodder and Stoughton.
- Alfiyani, Lulu Meilina. 2013. "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.
- Anwar. 2010. "Analysing Morphological Errors on Students' Composition at Centre of Learning Lingua (COLL) in Mamuju". Unpublished Bachelor Thesis, Makassar:Alauddin State Islamic University of Makassar.
- Arifin, Zainal. 2012. *Penelitian Pendidikan Metode dan Paradigma Baru*. Bandung: Remaja Rosdakarya.
- Aronoff, Mark and Kirsten Fudeman. 2011. *What is Morphology?*. New Jersey: Wiley Blackwell.
- Basirah Zaid, Safawati, et al., eds., 2017. "Factors Affecting the Morphological Errors in Young ESL Learners' Writing". *International Journal of Academic Research in Progressive Education and Development* Vol. 6, No. 3. (http://hrmars.com/hrmars_papers/Factors_Affecting_the_Morphological_Errors_in_Young_ESL_Learners%E2%80%99_Writing.pdf) (accessed 28 July 2019).
- Bauer, Laurie. 2007. *The Linguistics Student's Handbook*. Edinburgh: Edinburgh University Press Ltd.
- Booij, Geert. 2005. *The Grammar of Words*. New York: Oxford University Press.
- Brown, K & Hood, S. 1993. *Writing Matters Writing Skills and Strategies for Students of English*.

- Creswell, J. 1998. *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. Thousand Oaks, CA: Sage.
- Data Students of English Program IAIN Parepare in Academic Year 2019/2020* (Parepare Kantor Fakultas Tarbiyah IAIN Parepare, 04 november 2019).
- DeCapua, A. 2008. "Grammar for Teachers: A Guide to American English for Native and Non-Native Speaker". (Springer).
- Dulay et al. 1982. *Language Two*. New York: Oxford University Pres.
- E. Payne, Thomas. *Exploring Language Structure*. New York: Cambridge University Press.
- Fromkin, Victoria, Robert Rodman, and Nina Hyams. 2007. *An Introduction to Language (Eighth edition)*. Australia: Thomson Wadsworth.
- G. D, Caruth. 2013. "Demystifying Mixed Methods Research Design: A Review of the Literature". *Melvana International Journal of Education, Vol. 3, No. 2*. (https://www.researchgate.net/publication/282529137_Mixed_Methods_Research_in_Education_Capturing_the_Complexity_of_the_Profession) Accessed 12 January 2020
- Greenbaum, Sydney and Gerald Nelson. 2002. *An Introduction to English Grammar, (2nd Ed)*. Malaysia: Pearson Education Limited.
- Harmer, J. 2004. *How to Teach Writing*. Harlow : Pearson Education Limited.
- Hasan, DewiNashri and M. Sayid Wijaya. 2016. "Storyboard in Teaching Writing Narrative Text". *English Education: jurna lTadris Bahasa Inggris, Vol. 9(2)*.
- Haspelmath, Martin. 2002. "Understanding Morphology". Great Britain: Arnold Publisher. <http://journal.unnes.ac.id/sju/index.php/eej/article/download/32388/14055/>. (Accesed 18 october 2019).
- Hadi. 2011. *Membaca Cepat dan Efektif*. Bandung: Sinar Baru.
- Idris, Nur Ilyani. 2015. "Misuse of English morphology in writing among TESL students". Masters thesis: University of Malaya. (<http://studentsrepo.um.edu.my/6033/>)
- James, C. 1998. *Errors in language learning and use: Exploring error analysis*. New York, NY: Longman.

- Juriah and PalupiKusumawati. 2015."Students' Morphological Errors in Writing Recount Text at Muhammadiyah University of Metro". *Premise Journal* Vol 4 No 1. (<http://ojs.fkip.ummetro.ac.id/index.php/english/article/view/285>) (accessed 16 march 2019).
- Katamba, Francis and John Stonham. 2006. *Morphology* (2nd Ed) .New York: Palgrave Macmillan.
- Kusumawardhani, Paramita. 2015. "The Analysis Of Morphology In Writing An English Narrative Composition", *WANASTRA* Vol. VII No. 01 (https://www.researchgate.net/publication/320585198_THE_ANALYSIS_OF_MORPHOLOGY_IN_WRITING_AN_ENGLISH_NARRATIVE_COMPOSITION) (accessed 6 June 2019).
2017. "The Analysis Of Errors Of Omission In English Narrative Composition Made By Efl Students". *Journal of English Language and Education*, Vol 3. No.2.(<http://ejurnal.mercubuana-yogya.ac.id/index.php/jele/article/download/257/311>) (Accesed 28 July 2019)
- Lado, Robert. 1986. *Language Teaching: A Scientific Approach*. New York: McGraw Hill.
- Loreto, Todd. 1987. *An Introduction to Linguistics*. London : Longman York Press.
- M. Pumilia-Gnarini, Paolo , et al., eds. 2012. *Handbook of Research on Didactic Strategies and Technologies for Education: Incorporating Advancements (2 Volumes)*. (IGI Global: USA).(https://www.igi-global.com/book/handbook-research-didactic-strategies-technologies/66392)
- Masiello, Lea. 1986. *Writing in Action: A Collaborative Rhetoric for Collage Writers*. New York: Mcmillan Publishing Company.
- Meyers, Allan. 2004. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. Pearson Education ESL. (https://www.goodreads.com/book/show/1920768.Gateways_to_Academic_Writing)
- Nation Ed, Paul. 1994. *New Ways in Teaching Vocabulary*. Alexan-dria, Virginia: Teachers of English to Speakers of Other Languages, Inc.
- Ning, MI. 2012. "Implications of Interlanguage Error Analysis and Research on English Language Testing and Teaching". *Higher Education of Social Science* Vol. 2, No. 2. (<https://pdfs.semanticscholar.org/668b/0ad51899-ad6f8886ef7edbe6979514802aa5.pdf>) (accessed 11 June 2019)

- Patel, M. E, and P. M. Jain. 2008. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors.
- PREETHI, J. 2015. *Analysis Of The Errors In Learning English At Collegiate Level*. (Madurai Kamaraj University : Madurai [Http://Hdl.Handle.Net/10603/133183](http://hdl.handle.net/10603/133183) Accessed (31 October 2019)
- Priangan, Aulia, Mursid Saleh and Dwi Rukmini. 2019. "Cohesion and Coherence in Undergraduate Students' Argumentative Essays". *English Education Journal*, vol. 10 no. 1
- Purpura, James E. 2004. *Assessing Grammar*. Cambridge: Cambridge University Press.
- Richard, Jack C and Willy AREnandya. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, Jack C. 1974. *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
- Saepudin, et al., eds. 2013. *PodomanPenulisanKaryaIlmiah (Makalah dan Skripsi)*. Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare.
- Santoso, Andi. 2017. "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*. (<https://journal.lppmunindra.ac.id/index.php/SCOPE/article/viewFile/2256/1726>) (accessed 1 April 2019).
- Stanzel, F. K. 1984. *A theory of narrative*. Cambridge University Press (https://en.wikipedia.org/wiki/List_of_narrative_forms) (accessed 30 october 2019)
- Subasini. M, and B.Kokilavani. 2013. "Significance of grammar in technical English". *Academic Research Journals Vol. 1. No. 3* (<https://www.academic-researchjournals.org/IJELC/PDF/2013/December/Subasini%20and%20Kokilavani.pdf>) (accessed 15 July 2019).
- Sugiono. 2008. *Metode penelitian keantitatif, kualitatif dan R&d*. Bandung: Alfabeta.
- Sunubi, Abdul Haris. 2016. *Introduction To Linguistics*. Parepare: Dirah
- Teribble, Christohper. 1996. *Writing*. New York: Oxford University Press.

- Thronbury, Scott. 1999. *How to Teach Grammar*. England: Pearson Education Limited.
- Touchie, Hanna Y. 1986. "Second Language Learning Errors Their Types, Causes, And Treatment". *JALT Journal, Volume 8, No. 1* (https://jalt-publications.org/sites/default/files/pdf-article/art5_8.pdf) (accessed 10 August 2019).
- Ubol, Charas. 1981. *An Error Analysis of English Compositions by Thai Students*. Singapore: Seameo Regional Language.
- W. Best, John. 1998. *Research in education*. 4th Ed. New Jersey : prentice Hill, Inc
- Wilkins, D. A. 1980. *Linguistics in Language Teaching*. Great Britain: Chaucer Press Ltd.
- Yule, George. 2010. *The Study of Language*, (4th Ed). Cambridge: Cambridge University Press.
- Zakaria, Chilmi. 2017. "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.



PAREPARE

APPENDICES



The data of Students' Morphological Errors

NO	INITIAL	SENTENCE	Correction	Morphological Errors
1	FMA	The first time I entered Elementary school 1 st grade I <u>feel</u> very strange	The first time I entered Elementary school at 1st grade I <u>felt</u> very strange	Irregularity in Tense markers
		my mother always <u>take</u> and <u>pick</u> me up to school	my mother always <u>took</u> and <u>picked</u> me up to school	Irregularity in Tense markers
		I <u>am</u> getting more and more <u>relrzed</u> that she was my best friend	I <u>was</u> getting more and more <u>realized</u> that she was my best friend.	Irregularity in Tense markers and Wrong Usage of Similar looking Words
		We <u>are</u> looking forward to it I wish sinta would <u>meet</u> me in third grade	We <u>were</u> looking forward to it I wish Sinta <u>met</u> me in third grade	Irregularity in Tense markers
		...we rarely <u>meet</u> only to study and <u>prepare</u> to <u>face</u> the National Examination.	...we <u>met</u> only to study and <u>prepared</u> to <u>confront</u> the National Examination	Irregularity in Tense markers and Confusion in Usage of vocabulary
		...after all the <u>test</u> we have faced us too get together play and get back together	...after all the <u>tests</u> we have faced us too get together play and get back together	Singular-Plural suffix Markers
2	DB	There is One Thing that I learn so much From there is the <u>Brother hood</u> .	There is One Thing that I learn so much From there is the <u>Brotherhood</u> .	Compound words
		When I was graduated from high school, I <u>registrated</u> on STAIN Parepare and then I <u>am</u> lucky to get in there.	When I was graduated from high school, I <u>registered</u> on STAIN Parepare and then I <u>was</u> lucky to get in there	Similar looking Words and Irregularity in Tense markers
		....Many things that <u>makes</u> LIBAM like that..	....Many things that <u>made</u> LIBAM like that...	Irregularity in Tense markers

		Togetherness is our <u>Breach</u> .	Togetherness is our <u>Breath</u> .	Similar looking Words
		The <u>Experienced</u> that I have <u>learn</u> from LIBAM <u>is Makes</u> Myself always Improve all the time	The <u>Experience</u> that I <u>learned</u> from LIBAM <u>was made</u> Me always Improve	Verbs and the nouns with a slight difference and Irregularity in Tense markers
3	NS	My experience <u>join</u> in the organization HPMM Korwi Parepare	My experience <u>joined</u> in the organization HPMM Korwi Parepare.	Irregularity in Tense markers
		I <u>want</u> make my village <u>more good</u> .	because I want to make my village <u>better</u>	Confusion in Usage of vocabulary
		we <u>study</u> about congregational Methods and <u>thetoric</u> .	we <u>studied</u> about congregational Methods and <u>rhetoric</u> .	Irregularity in Tense markers and Confusion in Usage of vocabulary
		Last day, about evaluation about material given and there nine postal, eight <u>group</u> . I am in the five <u>group</u> and have 7 <u>person</u>	Last day, about the evaluation of material given and there nine postal, eight <u>groups</u> . I am in the five <u>groups</u> and have 7 <u>people</u>	Singular-Plural suffix Markers
4	IF	Five <u>year</u> ago, my parents and <u>me</u> went to my aunt's house.	Five <u>years</u> ago, my parents and <u>I</u> went to my aunt's house	Singular-Plural suffix Markers
		I <u>feel</u> , gathering with my family <u>is</u> a very awaited time by most people out there.	I <u>felt</u> gathering with family <u>was</u> a very awaited time by most people out there	Irregularity in Tense markers
5	NDP	..... I had shameful moment with my <u>bestfriend</u>.	..... I had shameful moment with my <u>best friend</u> .	Compound words

		I always went home with Auliya and my other <i>bestfriends</i> but we were <i>separate</i> cause we only used motorcycles.	I always went home with Auliya and my other <i>best friends</i> but we <i>separated</i> cause we only used motorcycles.	Compound words and Irregularity in Tense markers
6	APW	It was <i>januari</i> 18 2018 it just some <i>regual</i> day like <i>usuall</i> and also its' my birthday	It was <i>January</i> 18, 2018, it was just some <i>regular</i> day like <i>usual</i> and also its' my birthday	Similar looking Words
		....I already <i>know</i> that everyone <i>is</i> forgotten about it...	I already <i>knew</i> that everyone <i>was</i> forgotten about it	Irregularity in Tense markers
		I can't blame them though it <i>is</i> kind a long time since we <i>celebrate</i> my birthday	I can't blame them though it <i>was</i> a kind long time since we <i>celebrated</i> my birthday	Irregularity in Tense markers
		.....my brother and his wife burst to my room with donat with <i>birth day candel</i> on it...	....my brother and his wife burst into my room with donat and a <i>birthday candle</i> on it....	Similar looking Words and Irregularity in Tense markers
7	JW	When I played with my other friends he always drubbed and <i>say</i> in a harsh when I lose. He always <i>think</i> that I was better then my friends.	When I played with my other friends he always drubbed and <i>said</i> in a harsh when I lose. He always <i>thinks</i> that I was better than my friends.	Irregularity in Tense markers
8	AT	The day when I was very <i>happy is</i> when my <i>grand mother</i> had <i>died</i> .	The day when I was very <i>sad was</i> when my <i>grandmother</i> had <i>passed away</i> .	Compound words and Confusion in Usage of vocabulary
		.....when I <i>miss</i> can only <i>stave</i> at the photos on the wall of the house.	....when I <i>missed</i> her, only <i>stare</i> at the photos on the wall of the house.	Irregularity in Tense markers

9	MF	I went to "marawis" with my friends for an event in the <u>collage's</u> mosque	I went to "marawis" with my friends for an event in the <u>college's</u> mosque	Similar looking Words
		It <u>makes</u> me <u>feel</u> more spirit, with all of my spirit and energy I ran slowly	It <u>made</u> me <u>felt</u> more spirit, with all of my spirit and energy I ran slowly.....	Irregularity in Tense markers
		I saw the key on the table, and I really <u>relized</u> that at the time a lost my lovely bike.	I saw the key on the table, and I really <u>realized</u> that at the time a lost my lovely bike.	Similar looking Words
10	JR	I graduated from elementary school 213 Pinrang. Junior high school 4 Pinrang and vocational high school 1 Pinrang, that's <u>Introduce</u> from me.	I graduated from elementary school 213 Pinrang. Junior high school 4 Pinrang and vocational high school 1 Pinrang, that's <u>Introduction</u> from me.	Verbs and the nouns with a slight difference
		When I was 5th years old I lived with my aunt not with my parents because my parents went to Malaysia to <u>hard work</u> for my future	When I was 5th years old I lived with my aunt not with my parents because my parents went to Malaysia to <u>work hard</u> for my future	Confusion in Usage of vocabulary
		I felt sad because I had <u>many experience</u> with my aunt.	I felt sad because I had many <u>memories</u> with my aunt.	Confusion in Usage of vocabulary
		When I was 9tn years old I lived with my <u>grand mother</u> and <u>grand father</u> same with when I 5th years old	When I was 9tn years old I lived with my <u>grandmother</u> and <u>grandfather</u> the same as when I 5th years old	Compound words
		.....my parents usually came back to <u>saw</u> me.	.....my parents usually came back to <u>met</u> me.	Confusion in Usage of vocabulary
11	FM	<u>I ordinary mountain climbing</u>	<u>I usually climb a mountain</u>	Irregularity in Tense markers

		.....which exists in around village me, <u>that</u> is <u>precisely</u> in Pinrang.	....that exists around my village, <u>which</u> is <u>exactly</u> in Pinrang.	Confusion in Usage of vocabulary
		<u>Many among friend maybe</u> want <u>mountain climbing</u> but sometimes not achieved, because they <u>think</u> that mountain climbing is a difficult thing to do.	<u>Maybe, many friends</u> want to <u>climb a mountain</u> but sometimes were not achieved, because they <u>thought</u> that climbing a mountain is a difficult thing to do.	Irregularity in Tense markers
		<u>Yesterday friends</u> and I <u>go</u> to mountain climbing only carry such simple tools	Yesterday, <u>my friends</u> and I <u>went</u> climbing a mountain only such simple tools	Irregularity in Tense markers
12	MY	<u>Father are people</u> who are willing to work hard for their three children and are willing to go home <u>slowly</u> for the sake of their children's education	<u>Father is the one who is</u> willing to work hard for three children and willing to go home <u>late</u> for the sake of his children's education.	Irregularity in Tense markers and Confusion in Usage of vocabulary
		....two younger <u>siblings</u> , will live long be <u>healty</u>,	.....two younger <u>brothers</u> will live long and <u>healthy</u> .	Confusion in Usage of vocabulary
13	RFM	My Mother is a strong woman. She always <u>fight</u> her children	My mother is a strong woman. She always <u>inspirits</u> her children.	Confusion in Usage of vocabulary
		I hope you are always in good condition. <u>Facilitated</u> by all <u>mattes</u> , and always happy	I hope you always in good condition. <u>Facilitate</u> by all <u>matters</u> , and always happy.	Irregularity in Tense markers
		.....but wait me until I <u>succed</u> I will always try to make you happy.	....but wait for me until I <u>succeed</u> I will always try to make you happy.	Similar looking Words

14	MN	After finishing elementary school, I continued to study outside of my <u>residence</u> .	After finishing elementary school, I continued to study outside of my <u>hometown</u> .	Confusion in Usage of vocabulary
15	WH	Eight years ago I felt <u>sadness</u> because my family had to leave a large family in central java.	Eight years ago I felt <u>sad</u> because my family had to leave a large family in central java	Confusion in Usage of vocabulary
		I left them all and went with my parents to <u>sout sulawesi</u> , I am sad to leave central java.	I left them all and went with my parents to <u>South Sulawesi</u> , I <u>was</u> sad to leave central java.	Compound words
16	AA	The most important thing in my life is my mother. She is a strong <u>women</u> that I ever met in the world.	The most important thing in my life is my mother. She is a strong <u>woman</u> that I ever met in the world.	Irregularity in Plural suffix
		...when I was child until I <u>grow</u> up and now I am twenty years old.	When I was a child until I <u>grew</u> up and now I am twenty years old	Irregularity in Tense markers
		I <u>face</u> a situation that <u>make</u> me down and <u>feel</u> that I am very pity one	I <u>faced</u> a situation that <u>made</u> me down and <u>felt</u> that I am a very pity one	Irregularity in Tense markers
		My mother got a job as a <u>taylor</u> . She worked in <u>my friend house</u> and she made <u>many t-shirt, uniform</u> , etc.	My mother got a job as a <u>taylor</u> . She worked at <u>my friend's house</u> and she made <u>many t-shirts, uniforms</u> , etc.	Confusion in Usage of vocabulary and Singular-Plural suffix Markers
		she <u>given</u> me big <u>motivate</u> , she always beside me in all <u>situation</u> that I faced	she <u>gave</u> me a big <u>motivation</u> , she always beside me in all <u>situations</u> that I faced.	Irregularity in Tense markers, Verbs and the nouns with a slight difference, and Singular-Plural suffix Markers

17	PW	My mother <u>is</u> never tired is everything she <u>does</u> both in my family and <u>work</u> matters	My mother <u>was</u> never tired of everything she <u>did</u> both in my family and <u>worked</u> matters.	Irregularity in Tense markers
18	RR	Although I often <u>fight</u> my brother often helped me when I was having problems, because he <u>have</u> a job so he always <u>give</u> me some money.	Although I often <u>fought</u> my brother, he often helped me when I was having problems because he <u>had</u> a job so he always <u>gave</u> me some money.	Irregularity in Tense markers
		Honestly my mom <u>pass away</u> when I was Junior high school, but I still <u>have</u> many sweet memories with her <u>everyday</u> .	Honestly, my mom <u>passed away</u> when I was in Junior high school, but I still <u>had</u> many sweet memories with her <u>every day</u> .	Irregularity in Tense markers and Compound words
19	RR	After Eid al-Fitr, precisely at 8.30 in the morning, my family and <u>me</u> too a <u>vocation</u> to lowita beach	After Eid al-Fitr, precisely at 8.30 in the morning, my family and <u>I</u> took a <u>vacation</u> to Lowita beach.	Similar looking Words
		<u>Me and my family</u> prepared some <u>food</u> and drinks for us to <u>enjoy</u> there	my family prepared some <u>foods</u> and <u>drinks</u> to be <u>enjoyed</u> there	Singular-Plural suffix Markers and Irregularity in Tense markers
		Arriving at the beach, we <u>immadiately</u> looked for a <u>shade</u> place.	Arriving at the beach, we <u>immediately</u> looked for a <u>shaded</u> place.	Similar looking Words
		My parent's asked us to be careful when we <u>swim</u> the beach because it can be dangerous.	My parent's asked us to be careful when we <u>swam</u> at the beach because it can be dangerous.	Irregularity in Tense markers

		After everyone was <u>satisried</u> playing, we decided to go home <u>immadiently</u> .	After everyone was <u>satisfied</u> playing, we decided to go home <u>impatiently</u>	Similar looking Words
		I hope we can back again in this place with my family or my <u>friend's</u> .	I hope we can back again in this place with my family or <u>my friends</u> .	Singular-Plural suffix Markers
20	RR	<u>All the member</u> of leon-Cs are from kanang at the first time <u>that</u> course built....	<u>All the members</u> of Leon-Cs are from Kanang when the first time <u>whose</u> course was built	Singular-Plural suffix Markers and Confusion in Usage of vocabulary
		When the first time I come to Leon-Cs, I <u>enter</u> in dormitory and <u>much study</u> about everything in a day.	When the first time I came to Leon-Cs, I <u>entered</u> the dormitory and <u>studied</u> everything in a day.	Irregularity in Tense markers
		There was 5time so study English like a <u>memorize</u> vocabulary and <u>ekspressions</u> ,....	There was a 5-time study English like <u>memorized</u> vocabulary and <u>expressions</u> ,...	Irregularity in Tense markers and Similar looking Words
		I <u>learn</u> English at Leon-Cs around 2 months, and I <u>was be</u> a coach there and yah it's really <u>make</u> me happy.	I <u>learned</u> English at Leon-Cs for 2 months and I <u>became</u> a coach there and it really <u>made</u> me happy.	Irregularity in Tense markers
21	RAS	Education is important for us to know more everything you don't know we can <u>say</u> so many people <u>try</u> or work hard to enter their favorite <u>university</u> ...	Education is important for us to know more than everything we can <u>talk</u> to many people to <u>tried</u> or work hard to enter their favorite <u>college</u>	Irregularity in Tense markers and Confusion in Usage of vocabulary
		....sometime I <u>feel</u> <u>nervouse</u> , worry and anything because I <u>don't know</u> , and at the time I met with my friends...	sometime I <u>felt</u> <u>nervous</u> , worry and anything because I <u>did not</u> know, and at the time I met with	Irregularity in Tense markers and Similar looking Words

			my friends ...	
		Almost every week, I and way friends step by step <u>looked</u> for about English start from grammar, <u>try</u> to writing etc.	Almost every week, I and way friends step by step <u>learned</u> for English start from grammar, <u>trying</u> to writing, etc.	Irregularity in Tense markers
		We each <u>learn</u> and <u>sharing</u> what we know and <u>untill know</u> we <u>fight</u> to always improve our skills to prove we can do it.	We <u>learned</u> and <u>shared</u> what we <u>knew</u> and <u>fought</u> to always improve our skills to prove we can do it.	Irregularity in Tense markers
22	JR	December- 5- 2019 is day very <u>happier</u> because was the day I had <u>my sister's first niece</u> .	December- 5- 2019 is a day very <u>happy</u> because the day I had <u>the first niece from my sister's</u> .	Similar looking Words
		All families were <u>tense</u> when my brother entered the operation room.	All families were <u>anxious</u> when my brother entered the operation room.	Confusion in Usage of vocabulary
		All family to <u>say</u> Alhamdulillah, be grateful to Allah SWT. For the favors given to our family.	All family to <u>said</u> Alhamdulillah, be grateful to Allah SWT. For the favors given to our family.	Irregularity in Tense markers
		her husband <u>not</u> present to <u>accompany</u> his wife.	....her husband <u>did not</u> present to <u>accompanied</u> his wife.	Irregularity in Tense markers
23	AR	This was the first time our school went to study tour in out of <u>southsulawesi</u>	This was the first time our school went to study tour out of <u>south Sulawesi</u> .	Compound words
		<u>For the first day</u> we went to one of <u>school</u> in Bali called SMAN 2 TABANAN	<u>On the first day</u> , we went to one of <u>the schools</u> in Bali called SMAN 2	Singular-Plural suffix Markers

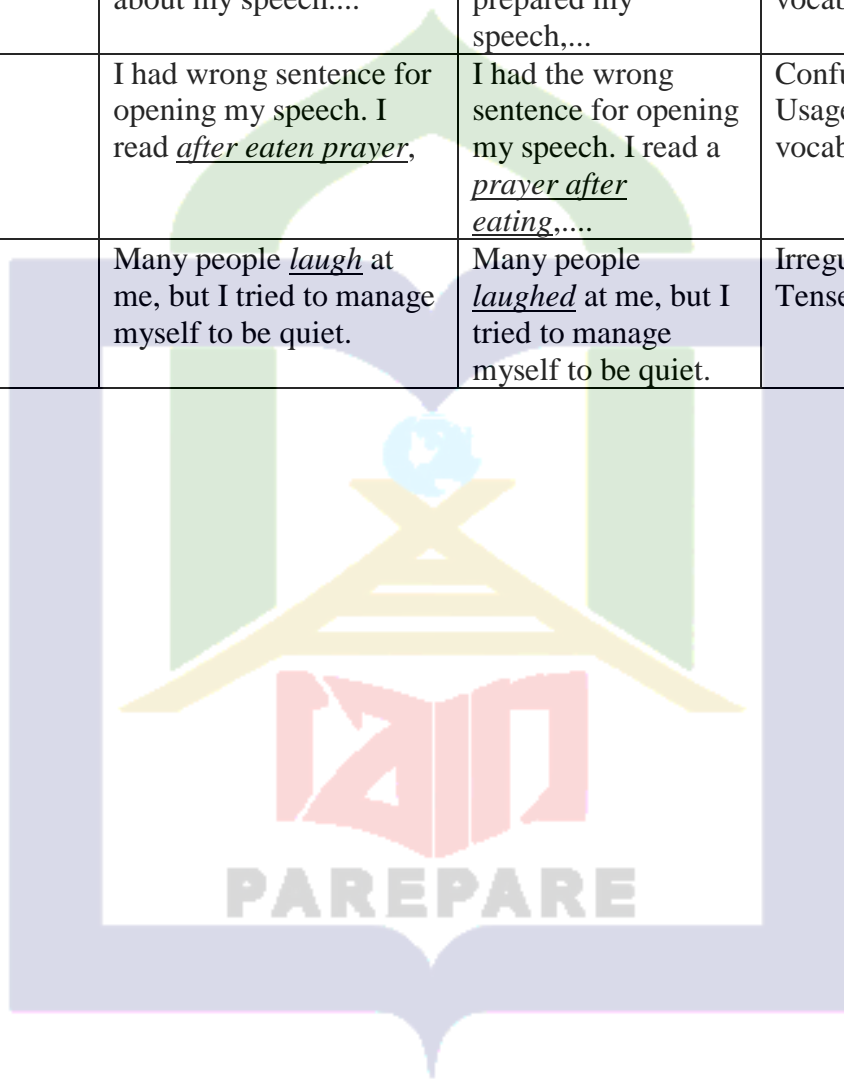
			TABANAN	
		It was very fun in there because we <u>sharing</u> a lot about organization and also about the <u>differnose</u> culture.	It was very fun there because we <u>shared</u> a lot about the organization and also about <u>the differences in culture</u> .	Irregularity in Tense markers and Similar looking Words
		For me they has a unique and beautiful culture started from their daily life into the their <u>traditional</u> .	<u>For me</u> , they had a unique and beautiful culture that started from their daily life into their <u>traditions</u> .	Verbs and the nouns with a slight difference
		And the second day until the third day, I went to <u>a lot of tourism place</u> , it so beautiful and it a lot of <u>tourist</u> taking a picture	And the second day until the third day, I went to <u>a lot of tourism places</u> , beautiful and <u>a lot of tourists</u> taking a picture	Singular-Plural suffix Markers
24	SRA	First, after I registered in my <u>collage</u> , that is in IAIN Parepare.	First, after I registered in the <u>college</u> , that is in IAIN Parepare.	Similar looking Words
		We just <u>knowing</u> each other. But ajeng directly <u>ask me</u> , can I borrow your phone. I want to <u>opened</u> Instagram to look for my Instagram and then you have to follow me.	We <u>just knew</u> each other. But Ajeng directly <u>asked</u> me, can I borrow your phone?. I want to <u>open</u> my Instagram and then you have to follow me.	Irregularity in Tense markers
		beside me yani <u>is</u> really sleepy and she <u>takes</u> a rest in mosque. So I just always <u>spoke</u> with ajeng.	.....beside me Yani was really sleepy and she took a rest in the mosque. So I just always <u>talked</u> with Ajeng.	Irregularity in Tense markers and Confusion in Usage of vocabulary

		..... in first we stepped in our <u>collage</u> and then sure we are <u>face to face</u> again.	the first day we stepped into the <u>college</u> and then I was sure we <u>met</u> again.	Confusion in Usage of vocabulary and Similar looking Words
		Until <u>know</u> , we always same class and we have a lot of stories that <u>we can talking it</u> .	Until <u>now</u> , we have the same class and we have a lot of stories that <u>we can be talking about it</u> .	Similar looking Words
25	NFH	Talking about family, all of children <u>loves</u> their family. Because <u>family very important</u> in our life especially for children.	Talking about family, all of the children <u>loved</u> their family. Because the <u>family was important</u> in our life.	Irregularity in Tense markers
		And give their impact positive and <u>negatif</u> development children determined from parents.	And their impact on positive and <u>negative</u> development of children determined by parents.	Similar looking Words
		Parents must <u>ear</u> what the children want no pass what the children unlike.	Parents must <u>listen</u> to what the children dislike especially for education.	Confusion in Usage of vocabulary
		My parents can be my friends, my motivator, and also <u>make</u> me happy every day, <u>make</u> me smile and I am always talking about other especially in campus, or my friends I am always <u>laughing</u> for my parents and always <u>cheat chat</u> about <u>another</u> .	My parents can be my friends, my motivator, and also made me happy every day, made me smile and I am always talking about others especially on campus, I <u>laughed</u> with my parents and we always <u>talked</u> about <u>whatever</u> .	Irregularity in Tense markers and Confusion in Usage of vocabulary
26	NPG	This year I learned to much in my campus <u>star</u> from <u>get</u> a new knowladge....	This year I learned too much on my campus <u>start</u> from <u>getting</u> new knowladge....	Irregularity in Tense markers and Similar looking Words

		I <u>am take</u> English department in IAIN Parepare.	I <u>took</u> the English department in IAIN Parepare.	Irregularity in Tense markers
		In the future if we want to <u>looking</u> for a job we can easy....	In the future, if we want to <u>look</u> for a job it will be easy	Irregularity in Tense markers
		.....we can speak English as <u>master in English</u> , then <u>point</u> is we can <u>comunicate</u> with many people around the world.	...we can speak English like a <u>native speaker</u> , then the <u>point</u> is we can <u>communicate</u> with many people around the world.	Confusion in Usage of vocabulary and Similar looking Words
27	AW	When I was <u>graduade</u> in senior high school, I has <u>been thing</u> to continue my studied at IAIN Parepare.	When I was a <u>graduate</u> in senior high school, I <u>had decided</u> to continue my studies at IAIN Parepare.	Similar looking Words and Confusion in Usage of vocabulary
		..all of my family <u>support</u> me to continue my <u>studi</u> , and I will try so before <u>happy newyear</u> in 2017. I <u>go</u> to Parepare to <u>register</u> and <u>follow</u> the test.	...all of my family supported me to continue my <u>study</u> , and I will try so before the <u>new year</u> in 2017. I <u>went</u> to Parepare to <u>registered</u> and <u>followed</u> the test.	Similar looking Words, Compound words, and Irregularity in Tense markers
		....I and she <u>be come</u> to <u>friendly</u>.	...I and she <u>become</u> a <u>best friend</u> .	Similar looking Words, suffix by adding '-ly', and Confusion in Usage of vocabulary
28	SN	I was very diligent to campus at 7am, inside class already there are some friends who <u>come</u> , I <u>see</u> their smiles, standing <u>next to</u> me while nudging	I was very diligent to campus at 7 am, inside class some friends <u>came</u> , I <u>saw</u> their smiles and standing <u>beside</u> me while nudging	Irregularity in Tense markers and Confusion in Usage of vocabulary

		..friday night, <u>friend my room</u> in the <u>hostel</u> as if nervous but for <u>some reason</u> , suddenly one of my study group friends came,.....	....Friday night <u>my roommate</u> in the <u>Dormitory</u> was looked nervous for <u>something</u> , suddenly one of my study group friends came,....	Confusion in Usage of vocabulary
		I was <u>call</u> by my guiding brother, it seems I got a <u>violation</u> , before I went down I opened room...	I was <u>called</u> by my guiding brother, it seems I was <u>pranked</u> before I went down and I opened room...	Confusion in Usage of vocabulary and Wrong Insertion of Past Tense Markers
29	EN	When I woke up on Monday, I was very surprised to see the clock has been demonstrated at 6.30. I quickly got up and shower. After a shower, I eat breakfast, then go to school by <u>public transport</u> .	When I woke up on Monday, I was very surprised to see the clock, has been demonstrated at 6.30. I quickly got up and shower. After a shower, I eat breakfast, then go to school by <u>public transportation</u> .	Verbs and the nouns with a slight difference
		We were told to clean up the <u>parade ground</u> . We <u>watched</u> one of my teachers.	We were told to clean up the <u>field ground</u> . We were <u>supervised</u> by one of my teachers.	Confusion in Usage of vocabulary
		Finish my job right in the <u>recess</u> . I gather with friends. I feel relieved. From experience, I always <u>take</u> my hat into the bag.	Finally my job finish right at the <u>first break</u> . I gather with friends. I feel relieved. I learned from each previous experience, so I always <u>bring</u> my hat into the bag.	Confusion in Usage of vocabulary
		I used it to write a sentence that is <u>gave</u> to the task by my teacher.	I used it to write a sentence that is <u>given</u> to the task by my teacher.	Wrong Insertion of Past Tense Markers

30	AA	My speech was in front of the <u>teacher</u> and students in my school.	My speech was in front of the <u>teachers</u> and students in my school.	Singular-Plural suffix Markers
		First, before I was going to <u>speech</u> , I prepared about my speech....	First, before I was going to <u>speak</u> , I prepared my speech,...	Confusion in Usage of vocabulary
		I had wrong sentence for opening my speech. I read <u>after eaten prayer</u> ,	I had the wrong sentence for opening my speech. I read a <u>prayer after eating</u> ,....	Confusion in Usage of vocabulary
		Many people <u>laugh</u> at me, but I tried to manage myself to be quiet.	Many people <u>laughed</u> at me, but I tried to manage myself to be quiet.	Irregularity in Tense markers





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln Amal Bakri No 8 Soreang, Kota Parepare 91213 Telpon (0421) 21307. Fax. (0421) 24404
 POBox 909 Parepare 91100, website : www.iainparepare.ac.id, email : mail@iainpare.ac.id

VALIDASI INSTRUMENT PENELITIAN SKRIPSI

Name of the Student : Nurdiana Agus
 NIM : 15.1300.135
 FACULTY : Tarbiyah
 STUDY PROGRAM : English Education
 THE TITLE OF SKRIPSI : Students' Morphological Errors in Writing Narrative Composition at the Third-Semester of English Education Program of IAIN Parepare in Academic Year 2019/2020

Instrument of the Research:

1. Writing Test.

Personal Narrative Writing Menu

Directions: Personal Narratives allow you to share your life with others and vicariously experience the things that happen around you. Your job as a writer is to put the reader in the midst of the action letting him or her live through an experience. Please select one of the Personal Narrative Writing Prompts from the menu, or select one of your own. (minimum of 4 paragraphs)

Think about a family friend or relation that you admire. It should be someone who is a role model for you. Think of a time when they did something that showed their kindness or other good qualities.	Think about a time when you had to do something you didn't really want to do. It could be a chore, a family day, or something in the college. Write about one time when you were surprised at how much fun you had doing this.	Think about a time you did something special with a brother, sister, family member, or friend. Sharing this event made you realize how close you were. Write about what made this time special.
Think about a time you were surprised about	You have learned many things since you started	Think about a day when you were very happy or

something that happened to you. It could be a happy surprise or a disappointment. Write about the event.	college. Tell a story about one thing you learned in the college that you have used this year.	sad. Write about what happened.
--	--	---------------------------------

Or your choice:

2. Interview.

The interview was done with fifth-semester students. The interview was done after the students finish the test given by the researcher. This interview would conduct to gain a spoken response from the participants.

Since this is qualitative study, it is a very possible researcher to add or develop more questions in the field of setting to explore more the phenomenon naturally even though the interview outline has already been arranged.

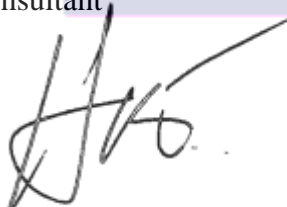
The content outline of the interview is described in table 3.2 with the number of items for each topic.

Table Content Outline of Interview

No	Object Observed
1.	The activities and process is done by students in writing the narrative composition.
2.	The perception of the Students on the problem faced in writing the narrative composition.

Parepare, 26 December 2019

Consultant



Dr. Abdul Haris Sunubi, S.S.,M.Pd.
Nip. 19750308 200604 1 001

Co-Consultant



Dr. Magdahalena Tjalla, M. Hum.
Nip. 19700320 200501 2 006


DOCUMENTATION










KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 6 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: iain@iainparepare.ac.id

Nomor : B. 200 /In.39.5.1/PP.00.9/01/2020
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. WALIKOTA PAREPARE
 C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di-
 KOTA PAREPARE

Assalamu Alaikum Wr. Wb.
 Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Nurdiana Agus
Tempat/Tgl. Lahir	: Pinrang, 31 Oktober 1995
NIM	: 15.1300.135
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. Bakung Kel. Pacongkan Kec. Paleteang Kab. Pinrang

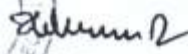
Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam Rangka penyusunan skripsi yang berjudul :


"Students' Morphological Errors In Writing Narrative Composition at the Fifth-Semester iain Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Pebruari Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 24 Januari 2020
 Wakil Dekan I,

 Muh. Dahlan Thalib





SRN IP0000091

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23394 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 91/IP/DPM-PTSP/2/2020

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA
 UNIVERSITAS/ LEMBAGA
 Jurusan
 ALAMAT
 UNTUK

: NURDIANA AGUS
: INSTITUT AGAMA ISLAM NEGERI
: PENDIDIKAN BAHASA INGGRIS
: JL. BAKUNG, KEC. PALETEANG, KAB. PINRANG
 ; melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **STUDENTS' MORPHOLOGICAL ERROR IN WRITING NARRATIVE COMPOSITION AT THE FIFTH-SEMESTER OF ENGLISH EDUCATION PROGRAM IAIN PAREPARE**

LOKASI PENELITIAN : **FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **03 Pebruari 2020 s.d 14 Pebruari 2020**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal : **05 Februari 2020**

**KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 KOTA PAREPARE**



Hj. ANDI RUSIA, SH.MH

Pangkat : **Pembina Utama Muda, (IV/c)**

NIP : **19620915 198101 2 001**

Biaya : Rp. 0.00



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PAREPARE
 FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mak@iainparepare.ac.id

SURAT KETERANGAN PENELITIAN
 NOMOR : B.604 /In.39.5/PP.00.9/03/2020

Yang bertanda tangan di bawah ini,

Nama : Dr. H. Saepudin, S.Ag., M.Pd.
 NIP : 19721216 199903 1 001
 Jabatan : Dekan
 Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Nurdiana Agus
 NIM : 15.1300.135
 Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
 Alamat : Jl. Bakung Kel. Pacongong Kec. Paleteang Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri Parepare mulai bulan Januari sampai dengan bulan Februari 2020, dengan judul penelitian " *Students' Morphological Errors In Writing Narrative Composition at the Fifth-Semester IAIN Parepare* "

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 02 Maret 2020

Dekan,



H. Saepudin

CURRICULUM VITAE



NURDIANA AGUS. The writer was born on October 31th 1995 at Pinrang South Sulawesi. She is the first child in her Family. She has a Sister named Nursarlina. Her father's name Agussalim Abbas and her mother's name is I Tanri. Her educational background, she began her study 2001 in SDN 247 Pinrang and graduated on 2007, at the same year she registered at SMP Negeri 2 Pinrang and graduated in 2010 at the same year she registered in SMK Negeri 1 Pinrang and graduated in 2013. In 2015, she registered at State Islamic Institute (IAIN) Parepare at English Education Program and finish her study by title of skripsi "Students' Morphological Errors in Writing Narrative Composition at the fifth Semester of English Education Program of IAIN Parepare".

IAIN
PAREPARE