



MORPHOLOGICAL ERRORS ANALYSIS IN GUIDED COMPOSITIONS OF THE SECOND YEAR STUDENTS OF SMU ISLAM KEPANJEN MALANG CAWU I 2000/2001 ACADEMIC YEAR

THESIS

Presented as One of Requirements to Obtain the S1 Degree at the English Education Program of the Language and Art Department of the Faculty of Teacher Training and Education Jember University



Asal : Hatan	Klass 415 ZUH m
Terima Tgl: 15 Feb 2001	
No. Induk : 102 335 162	

by :

Chclimatus Zuhro

BIGI 5284

SRS

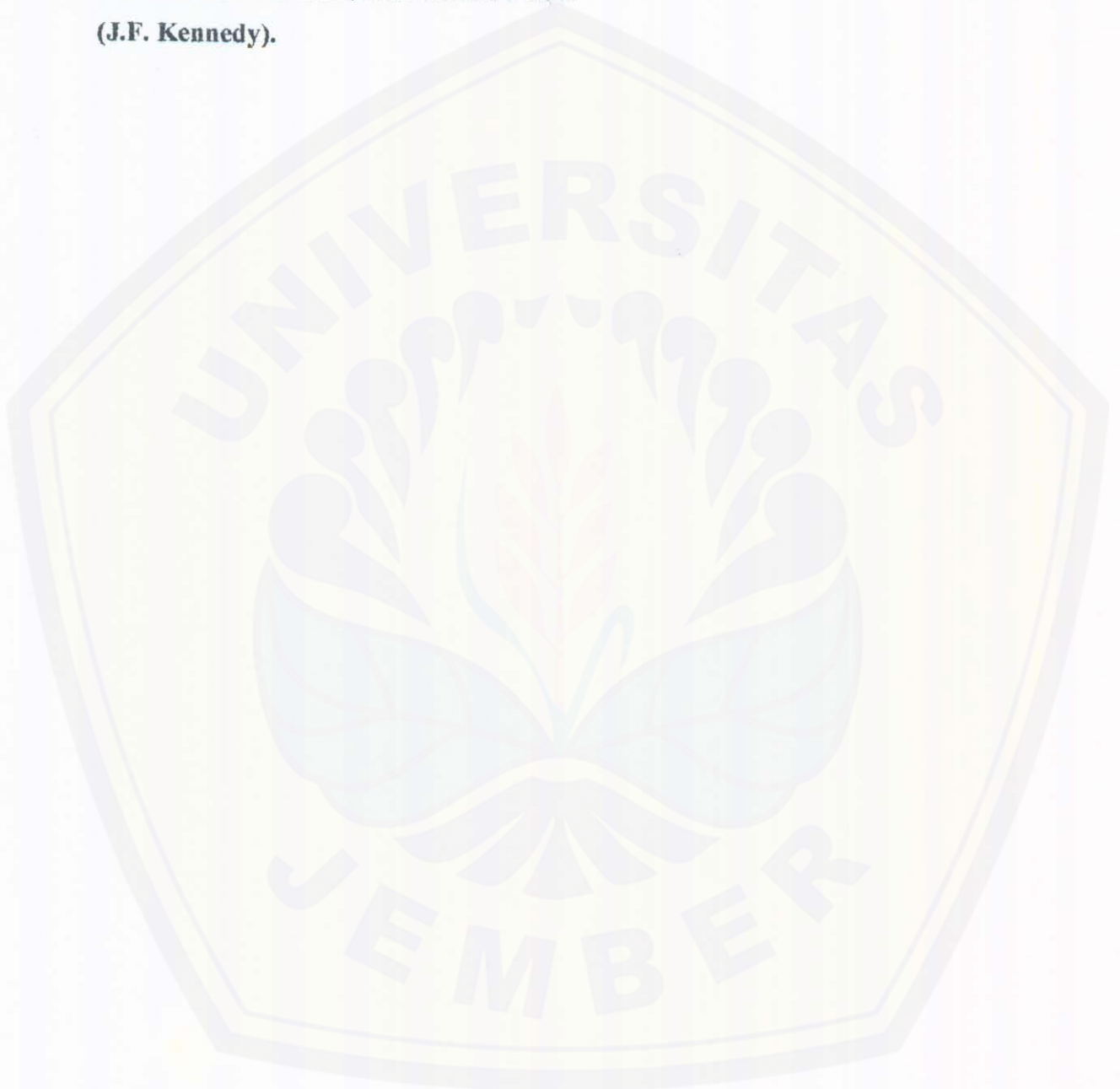
ed

FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2000

MOTTO:

LIFE IS STRUGGLE, NEVER SAY DIE

(J.F. Kennedy).



Dedication:

This thesis is honourably dedicated to:

- ♥ My beloved **Mom and Dad**.
- ♥ **Mas Anto**, thanks for the motivation.
- ♥ **Miftahul Qum**, thank you for your help.
- ♥ **Yuli Kristanti**, I will never forget the sweet days, the nice talks and the memories in our lodging.
- ♥ My friends at EPRO'95 especially for **Evin, Dany, Santi, Ucha, Yoyok, Sofan, Memed, and Mbak Olan**. Thanks for our beautiful friendship.

Approval

The Morphological Errors Analysis in Guided Composition of the Second Year Students of SMU Islam Kapanjen Malang in Cawu I 2000/2001 Academic Year.

THESIS

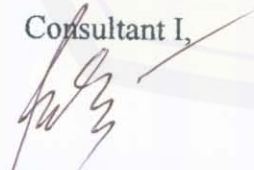
Proposed for being defended to the examiner team as one of the requirements to obtain the degree of S-1 at the English Program, Language and Art Department, Teacher Training and Education Faculty, Jember University

by

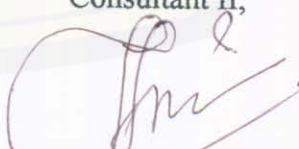
Name : Cholimatus Zuhro
Identification Number : BIGI 95283
Level : 1995
Department : Language and Art
Programme : English Education
Place of Birth : Malang
Date of Birth : January 29th, 1976

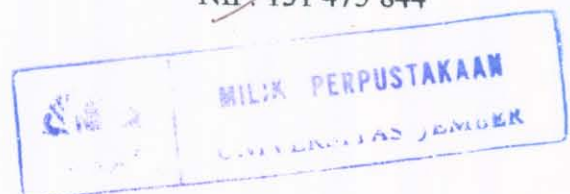
Approved by:

Consultant I,


Drs. Budi Setyono, MA
NIP. 131 877 579

Consultant II,


Dra. Siti Sundari, MA
NIP. 131 475 844




APPROVAL OF EXAMINERS' TEAM

This Thesis is defended in front of the examiner team and received by the
Teacher Training and Education Faculty, Jember University

On date : 30th October 2000

Place : Teacher Training and Education Faculty

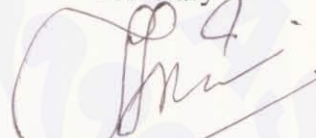
Chairman



Dra. Wiwiek Istianah, M.Kes, M.Ed

NIP. 131 472 785

Secretary



Dra. Siti Sundari, M.A

NIP. 131 759 842

Members

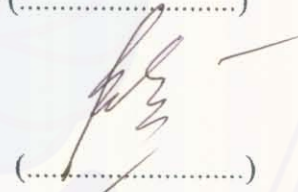
1. Dra. Wiwiek Eko Bindarti, M.Pd

NIP. 131 475 844

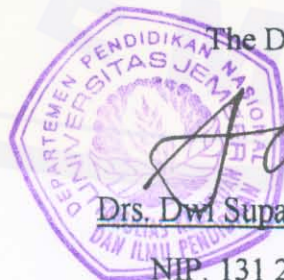

(.....)

2. Drs. Budi Setyono, M.A

NIP. 131 877 579


(.....)

The Dean,


Drs. Dwi Suparno, M.Hum

NIP. 131 274 727

ACKNOWLEDGEMENTS

Fisrt of all, I would like to express my greatest gratitude to Allah SWT who always gives His blessing, so that I can finish doing this thesis without any great difficulties.

My deepest appreciation is also due to:

1. The Dean of the Teacher Training and Education Faculty, Jember University.
2. The Chairwoman of the Language and Art Department of the Teacher Training and Education Faculty, Jember University.
3. The Chairman of the English Education Programme of the Teacher Training and Education Faculty, Jember University.
4. My fisrt consultant and second consultant for their valuable guidance, advice and corrections in the writing of this thesis.
5. The principal, the teachers, all administrative staff and the students of SMU Islam Kepanjen Malang who were involved in this research.

Finally, I expect that this thesis will be useful for myself and the readers. Nevertheless, the constructive criticism is expected to make the writing of this thesis better.

Jember, August 2000

The Writer

TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
APPROVAL	iv
APPROVAL OF EXAMINERS TEAM	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	vii
ABSTRACT	ix
I. INTRODUCTION	1
1.1. Background of the Study	1
1.2. The Problem Formulation	2
1.3. Operational Definitions	3
1.4. Objective of the Study	4
1.5. Significances of the Study	5
II. REVIEW OF LITERATURE	6
2.1. The Definition of Errors	6
2.2. Errors Analysis in Language Learning	7
2.3. Source of Errors.....	8
2.4. The Errors Analysis Taxonomy.....	11
2.5. The Meaning of Morphology.....	12
2.6. The Object of Morphological Errors.....	14
2.7. The Teaching of Writing at SMU.....	18

III. RESEARCH METHODS	19
3.1. The Research Design.....	19
3.2. The Area Determination Method.....	19
3.3. The Respondent Determination Method.....	20
3.4. Data Collection Methods	20
3.5. Procedures of Errors Analysis.....	22
IV. RESULTS AND DATA ANALYSIS.....	25
4.1. Supporting Data.....	25
4.1.1. Result of Interview.....	25
4.1.2. Result of Documentation	26
4.2. Result of Guided Writing Test.....	27
4.3. Data Analysis	28
4.4. Discussion	30
V. CONCLUSION AND SUGGESTIONS	32
5.1. Conclusion.....	32
5.2. Suggestions.....	32

BIBLIOGRAPHY

Appendices:

1. Matrix
2. Test
3. Instrument
4. The Personnel of SMU Islam Kepanjen Malang
5. The Name of Respondents
6. The Data of Errors
7. The Facilities of SMU Islam Kepanjen Malang
8. Surat Ijin Penelitian
9. Surat Keterangan Penelitian

LIST OF TABELS

No	Names of Tables	PAGE
1	The Number of Population And Samples Taken by Proportional Random Sampling by Lottery	20
2	Te Classification of Students' Errors	24
3	The Amount of Sample And The Porpotion of Each Class	26
4	The Result of Students' Morphological Errors Frequency	27
5	The Number of Morphological Errors of Each Components Made by The Students	28
6	The Percentage of Morphological Errors Made by The Students	29
7	The Category of The Students' Errors	30

LIST OF FIGURE

No	Name of Figure	Page
1	The Percentage of Morphological Errors Made by The Students	29

ABSTRACT

Cholimatus Zuhro, 2000, THE MORPHOLOGICAL ERRORS ANALYSIS IN GUIDED COMPOSITIONS OF THE SECOND YEAR STUDENTS OF SMU ISLAM KEPANJEN MALANG IN CAWU I 2000/2001 ACADEMIC YEAR.

Faculty of Teacher Training and Education, English Education Program, Jember University.

The consultants: (1) Drs. Budi Setyono, MA

(2) Dra. Siti Sundari, MA

Learners of a foreign language often make errors in the process of language acquisition. The errors are generally caused by the interference of the first language to the second one, and the difference of linguistic system between the native language and the foreign language. The objective of this research was to describe the percentage of morphological errors in guided composition of the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year. The problem is what is the highest percentage of morphological errors on the use of plural inflectional errors, third person singular verb inflectional errors, past tense inflectional errors, and possessive inflectional errors made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year. The samples of this research were taken by proportional random sampling by lottery. The methods of collecting data were test, interview and documentation. The data which were used to get the students morphological errors was analyzed by applying descriptive statistics.

The results of the data analysis it showed that the percentage of the students' errors on the use of (1) Plural inflection was 19,65% , it was categorized as "*good*". (2) Third Person Singular Verb Inflection was 15,60%, it was categorized as "*good*". (3) Past Tense inflection was 33, 52%, it was categorized as "*fair*" and (4) Possessive inflection was 31,21%, it was categorized as "*fair*".

Based on the results it can be concluded that the highest of morphological errors made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year was Past tense inflectional errors. It was 33,52% from the whole errors. The results suggest that students should study English harder and practice a lot of writing to develop their writing skill.

Key Words : Morphological Errors, Guided Compositions

CHAPTER I INTRODUCTION

1.1. Background of the Study

In Indonesia, English is learned formally as a foreign language at schools beginning from Junior High School up to the university level. The English teaching at secondary schools adapts meaning-based approach to achieve its goal. Based on this approach, the goal of teaching English is to make the language learners be able to use English in oral and written communication. Specifically, in the 1994 Curriculum of Senior High School, teaching English covers the teaching of the four English skills, namely reading, listening, speaking and writing. These four skills are taught integratedly with the four language elements, such as vocabulary, grammar, spelling, and pronunciation (Depdikbud 1994 : 1). In teaching all of these skills and the language components integratedly, themes are used as the umbrella.

Although the emphasis of teaching English at Senior High School is gaining the competence in the reading skill, it does not mean that the other skills are neglected and much easier. For example, as one of the language skills, writing is considered to be difficult. It is because writing is a complex skill which involves skills of organizing ideas, writing grammatical correct sentences, and applying mechanics.

Since English is as a foreign language, in learning English the students usually have many problems. One of them is that the students make a number of errors, on account of their lack of understanding English rules. The errors are found both in their oral or written communication and in some language components, such as grammar, pronunciations, spellings and vocabulary. According to Dulay et. al (1982:138), making errors is an inevitable part of the language learning process, because the learner cannot learn without first sistematically making errors.

Specially in writing, the students often find difficulties and make errors in producing grammatically correct sentences. To be able to produce grammatically correct sentences, the students must be able to apply their structure ability to form meaningful utterances. Because of their lack of the structure mastery, they might make errors in the area of grammar in the field of (morphology and syntax), semantics and lexicon (meaning and vocabulary).

Generally, the students at SMU still find some difficulties in applying morphology. Therefore, most of the sentences they compose are not grammatically correct sentences. Morphology is the study which analyze the structure, form, and classification of words. (Al wasilah 1993:110). Meanwhile Nida (1949:1) says that morphology is the study of morphemes and their arrangements in forming words. From the two definitions, it can be concluded that morphology is the study of the structure of words, or the formation of words.

Considering the students' difficulties in writing grammatically correct sentences in doing the writing task, it is important to analyze morphological errors made by the students in guided compositions to improve their writing skill.

Based on the general descriptions above, it is necessary to conduct a research entitled "The Morphological Errors Analysis in Guided Composition of the Second Year Students of SMU Islam Kepanjen Malang in Cawu the 2000/2001 Academic Year".

1.2. The Problem Formulation

In this study, the research problem can be formulated as follows :

a) The Main Problem

What is the highest percentage of morphological errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year ?

b) Minor Problems

1. What is the percentage of plural inflectional errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year ?
2. What is the percentage of third person singular verb inflectional errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year ?
3. What is the percentage of past tense inflectional errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year ?
4. What is the percentage of possessive inflectional errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year ?

1.3. Operational Definitions

An operational definition will serve a guideline to understand the concept and the indicators used in this research. It focuses the topic of the research on morphological errors in guided compositions. The terms that are necessary to be defined operationally are :

a) Morphological Errors

Morphological errors in this study means the systematic deviation of English morphological inflections found in the students' guided composition test. The object of the errors of the morphological inflections are limited to :

- a) Plural Inflectional Errors, in this study means the sistematic deviation of plural inflections found in the students' guided composition test.
- b) Third Person Singular Verb Inflectional Errors, means the sistematic deviation of third person singular verb inflections found in the students' guided composition test.
- c) Past Tense Inflectional Errors, means the sistematic deviation of past tense inflections found in the students' guided composition test.

- d) Possesive Inflectional Errors, means the sistematic deviation of possesive inflectios found in the students' guided composition teast.

b. Guided Compositions

Guided compositions in this study means a controlled writing activity in the form of gaps - filling compositions. In this occassion, the students are asked to do the task which consists of the use of plural inflection, third person singular verb inflection, past tense inflection and possesive inflection.

1.4. Objective of the Study

Based on the title and the problems of this study, the objectives of this research can be formulated as follows :

1.4.1. The General Objective

The general objective of this research is to describe the highest percentage of morphological errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year

1.4.2. The Specific Objectives

- a. to describe the percentage of plural inflectional errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year.
- b. to describe the percentage of third person singular verb inflectional errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year.
- c. to describe the percentage of past tense inflectional errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year.
- d. to describe the percentage of possesive inflectional errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year.

1.5 Significance of the Study

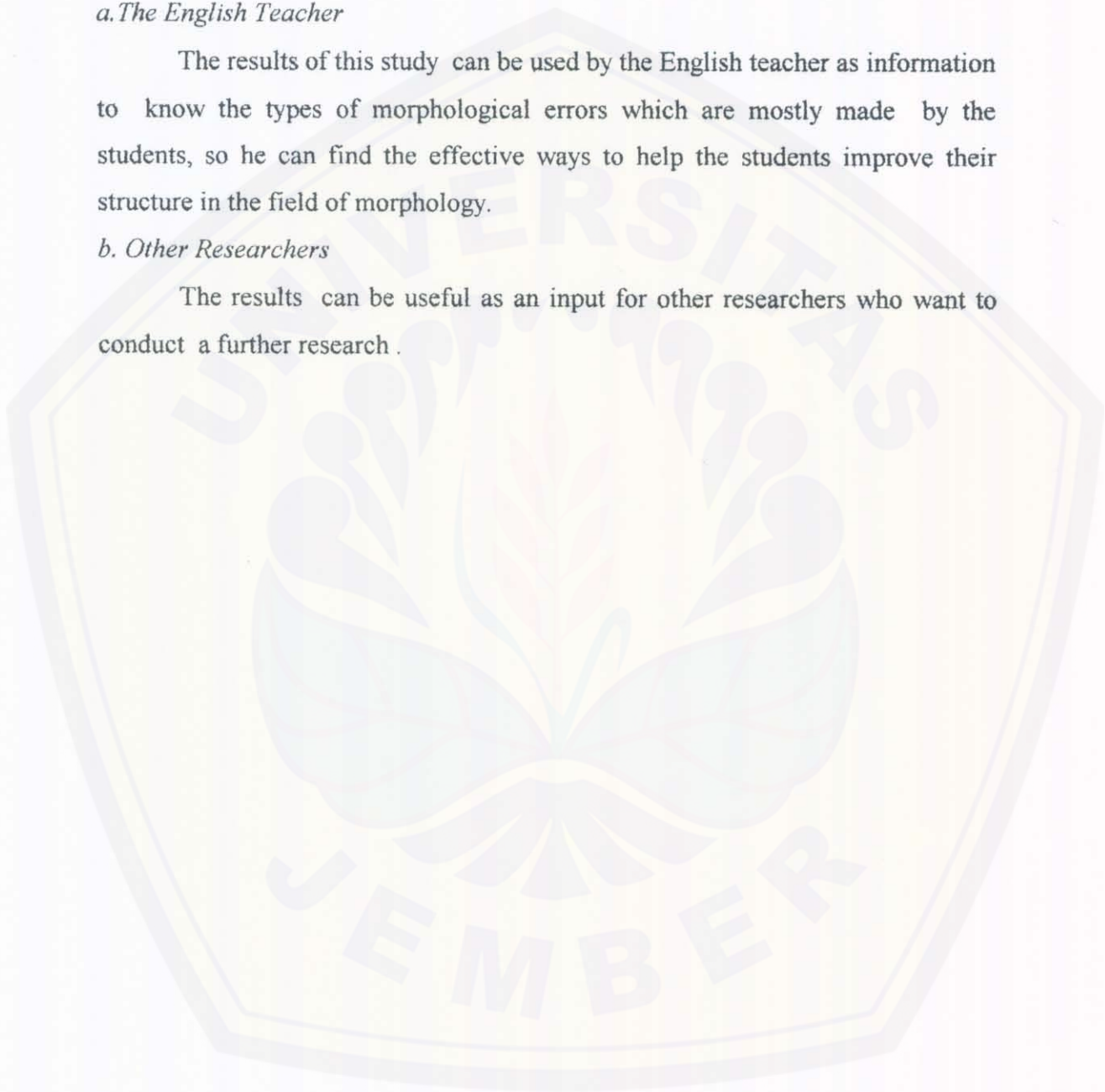
The results of this study are expected to be useful for the following persons

a. The English Teacher

The results of this study can be used by the English teacher as information to know the types of morphological errors which are mostly made by the students, so he can find the effective ways to help the students improve their structure in the field of morphology.

b. Other Researchers

The results can be useful as an input for other researchers who want to conduct a further research .



CHAPTER II

REVIEW OF LITERATURE

Actually, making errors is an inevitable part of the language learning process, since the learner cannot learn without systematically making errors. Those errors should not be ignored, but they should be analyzed to lead us to examine our teaching materials for evidence of the language learning assumption that underline them. However, firstly it should be known about the definition of errors, error analysis in language learning, sources of errors, error analysis taxonomy, the study of morphology, and morphological errors.

2.1. The Definition of Errors

It is essential to know the term of errors when we are discussing them. In this case, Dulay et al. (1982:138), state that "errors are parts of a conversation or composition that deviate from some selected norm of mature language performance". Meanwhile, Brown (1987:70) defines errors as noticeable systematic deviation from the adult grammar of a native speaker reflecting the interlanguage competence of a learner. From these ideas, it can be restated that errors are sistematic deviation that can be found in both oral and written language and they can be caused by competence factors or performance factors.

Sometimes researchers distinguish errors caused by factors, such as fatigue and inattention which is called "performance factors" and errors resulting from lack of the rules of the language which is called "competence factors" (Corder, in Dulay et al.,1982:139). Further, Corder states that performance errors are known as mistakes. Supporting this statement, Tarigan and Tarigan (1988:75) state that generally, mistakes are caused by performance factors. The limitation of remembering the rules of language causes mistake in pronouncing language sounds, words, word orders, stressing words or sentences, and so on. These mistakes can take place at every linguistic level. They can usually be corrected by the students themselves when they concentrated their mind. In this case, the

students really know the rules of language used, but he forgets the system, because of forgetfulness. This forgetfulness usually happens temporally.

On the other hand, Tarigan and Tarigan (1988:76) state that errors are caused by competence factors. It means that the students do not have good understanding of the linguistic system of the language used. The errors usually happen consistently or systematically. Those errors happen in a long time, if they are not corrected. The correction is usually done by the teacher through remedial teaching. It is often said that errors are the reflection of the students' comprehension of the language system they learn.

As a matter of fact, it is not easy to decide whether a learner makes a mistake or an error when he writes a sentence. For example : When he states "*He don't has a book*", while, another learner writes "*I writes a letter*", and so forth. Of course, we decide that he commits errors. In this case, we can appreciate the subjectivity of distinguishing between an error or a mistake in the learner's writing. Since this study will not distinguish between errors and mistakes, this research uses the term errors to analyze the students' English compositions.

2.2. Error Analysis in Language Learning

Language teaching progress can be reached by moving up from the teacher who masters all problem solving (teacher centered/ oriented) toward the students' ability to get a success in communication (students centered/oriented). A considerable attention to control and analyze the students' language achievement are the result of the moving. The best way to reach the purpose is by analyzing the errors. According to Tarigan (1988:67), error analysis is a series of methods to analyze the students' language errors which aim at making the language teaching run more effectively and efficiently. A teacher, of course, should know the way to analyze the students' language errors.

Teachers who have waged long battles againsts their students' language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors

(Dulay et al.,1982:138). Further, Dulay et.al state that studying learners' errors serve two major purposes. First, it provides data from which inferences about the nature of the language learning process can be made. Second, it indicates the teachers and curriculum developers which part of the target language students have most difficult producing correctly and which errors types detract most learners' ability to communicate effectively (Dulay 1982;138).

Based on the opinion above, it can be concluded that studying learners' errors will be useful for the teachers, the learners , and the researcher. It is expected that the learners' errors can help (a) the teachers judge the effectiveness of certain methods in language teaching, (b) the students get feedback and improve their mastery of language, and (c) the researchers get an evidence of how the students learn or acquire the language.

2.3. Sources of Errors

Richard notes that some errors are caused by the interference of the learners' mother tongue, called interlingual errors ; while some others reflect the learners' competence at a particular stages and illustrate some of general characteristics of language acquisition, called intralingual and developmental errors (1985 : 46). Both kinds of errors will be discussed further in the following parts.

2.3.1. Interlanguage Errors

Dulay et al. (1982 : 123) state :

“ Interlanguage errors are similar in structure to a systematically equivalent phrase or sentence in the learners' native language. Those errors are frequently found at the beginning process or stage of learning a foreign language. The interlingual erros are caused by the interference of mother tongue or a previously learned language “. Meanwhile Richard (1974 : 173) defines interlanguage errors as errors caused by interference of the learners' mother tongue.

From those descriptions above, it can be interpreted that interlanguage errors happen because there is interference of the learners' native language construction of phrases and sentences to the usage of English. The interlanguage errors are often found at the beginning process of the learners' foreign language.

Some examples in the usage of English both in oral or in written forms are often found in the interference of the Indonesian construction. These two instances are the omission of plural inflection in the following forms :” *some toy* “, “*many book* “, etc. This happened because plural inflection does not occur in Indonesian as it happens in English. Indonesian in most cases does not express its plurality by such an inflectional suffix, but by reduplicating the singular form or by plural quantity expression such as “ *bapak-bapak, ibu-ibu, beberapa*”, “*banyak*”, “*para*”, etc.

2.3.2. Intralanguage and Developmental Errors

According to Richard (1971:174) intralingual errors are those which reflect the general characteristics of learning rules and failure to learn condition under which rules apply. Further, he states that developmental errors illustrate the learners' attempt to build up hypothesis about the English language from his limited experience of it in the classroom or textbook. Briefly, developmental errors happen because the learner has limited experience of attempting to build up hypothesis about the English language. The causes of intralingual and developmental errors are a) overgeneralization, b) ignorance of rule restrictions, c) incomplete application of rules, and d) false concepts hypothesized.

a. Overgeneralization

Richard (1985: 174) defines overgeneralization as the use of previously available strategies in new situation. It refers to the learner who creates a deviant structure on the basis of his experience of the other structure in the target language. It generally involves the creation of one deviant structure of two

regular structures. It may be the result of the learner reducing his linguistic burden.

Richard gives the following examples :

The student learned the structure of these two sentences

(1) *They come from* (2) *We come from*

Based on the structure, the learner may produce the sentences (4 and 5)

(4) *He come from* (5) *She come from*

In English, all grammatical persons take the same zero verbal ending except the third person singular in the Present Tense. The omission of the “-s” in the third person singular may be caused by heavy pressure of all other ending forms.

b. Ignorance of Rule Restrictions

Another type of deviant structure is failure to observe the restrictions of existing structures, that is the application of rules to the contexts where they do not apply (Richard, 1985 : 175).

Richard gives the following examples :

1) *I seed a white dog yesterday (see)*

I saw a white dog yesterday

2) *I goed to Bali last week (go)*

I went to Bali last week

From the examples above, it can be known that the learners produce the morphological errors of the past tense. In the two sentences above, the correct forms of the verbs used in the past tense are *saw* for *seed* and *went* for *goed*.

c. Incomplete Application of Rules

Richard (1985 : 177) states that this category refers to the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterance. For instance, a statement form may be

used as a question, one of transformations in a sentence may be omitted or a question word may simply be added to the statement form.

Richard gives the following examples :

Teacher's questions

1) *How much does it cost ?*

2) *Does he go to the mosque ?*

Student's responses

- *it cost five dollars*

- *Yes, he go to the mosque*

From the examples above, it seems that the student's responses get the influence from the teacher's questions. To answer these questions, he just transforms the end of the questions by omitting some words and applying an incomplete structure rule. In this way, he ignores the rules. As a result, the students produce morphological errors of the third person singular inflection, such as the sentences below ;

Wrong

- *It cost five dollars.*

- *Yes, he go to the mosque*

Right

- *It costs five dollars.*

- *Yes, he goes to the mosque.*

2.4. The Error Analysis Taxonomy

There is no error categorization which is simple and agreed upon by all analysts. Every analyst seems to have his own approach. This may make researchers have different finding for the same data which respect to the ways in categorizing errors.

Considering the difficulties of categorizing and classifying errors, this research limits the study on descriptive aspects of error taxonomies based on the assumption made by Dulay et al. (1982 : 149). The accurate description of errors is a separate activity from the task of inferring the sources of those errors which are called "descriptive taxonomies". The descriptive classifications of errors are : Linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. This study will concern with linguistic category taxonomy.

Linguistic category taxonomy classifies the errors based on the language components and the particular linguistic constituents the errors effect. The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style) (Dulay et al, . 1982 :147).

This study, focuses on morphological errors, that is a part of grammar. Before discussing morphological errors, the meaning of morphology will be clarified.

2.5. The Meaning of Morphology

Morphology is a branch of descriptive linguistics. It is the study of composition of words (Nasr, 1980:59). Meanwhile Nida (1949:1) states that morphology is the study of morphemes and their arrangements in forming words. From these definitions, it can be restated that morphology is the branch of linguistics that deals with the arrangement of morphemes in forming words.

To understand the area of morphology someone has to know the concept of a morpheme, and its types.

A morpheme is the meaningful unit which may constitute words parts of words (Nida, 1949: 1). Meanwhile, Wardaugh (1977 : 76) states that a morpheme is defined as a minimal unit of meaning. For example, the word “ **cats** “ is composed of two units, namely “ **cat** “ and “ **s** “. The first refers to the animal and the second refers to the number of animal (more than one), but “ **cat** “ itself cannot be broken down further into “ **c** “ or /k/ and “ **at** “. although ‘ **at** ‘ itself has a meaning.

Morphemes can be classified into : free - bound morphemes, lexical - grammatical morphemes, and content - function morphemes.

According to Nasr (1980 :53), there are two major types of morphemes. The first one is a morpheme which can stand by itself, such as ; *pen, live, man*, etc. Those morphemes are called independent morphemes or free morphemes. The second is a morpheme which cannot stand by itself, such as affixes. Those

must be attached to other morphemes. Those morphemes are called dependent morpheme or bound morpheme. The inflectional morphemes, for examples, are plural, third person singular, possessive, and past tense morphemes. For example, the word “**bags**” has two morphemes, a free morpheme “**bag**” and a bound morpheme “**s**”. In the word “**liked**” there are also two morphemes, a free morpheme “**like**” and a bound morpheme “**d**”.

Nikelas (1988 : 113) makes a distinction between lexical and grammatical morphemes. He states that most of independent grammatical morphemes can be said to be lexical morphemes because they carry lexical meanings. The meanings can be found in the dictionary. On the other hand, the meanings of grammatical morphemes will emerge in their grammatical functions in morphological construction. Thus, dependent or bound morphemes can be said to be grammatical morphemes. For example, the word “**walks**” has two morphemes, namely lexical morpheme “**walk**” and a grammatical morpheme “**s**” which is called the third person singular morpheme. Then, the word “**player**” also has two morphemes, a lexical morpheme “**play**” and a grammatical morpheme “**er**” which means performer or doer or the agentive morpheme.

Mc. Manis (1987 : 131) differentiates morpheme into two types, content morphemes and function morphemes. Content morphemes are morphemes which have some kinds of independent, identifiable meanings, or indicate or change in meanings when added to words. While function morphemes are morphemes which serve only to provide information about grammatical functions by relating certain words in a sentence to each other. For example, the word “*friendly*” has two morphemes namely “*friend*” and “*ly*”. Both of them are content morphemes because they have a semantic content that is the noun making a change in meaning from “*friend*” (companion) to “*friendly*” (expression of kindness). It is different from the word “*called*” which also has two morphemes ; a content morpheme “*call*” and a function morpheme “*ed*”. The morpheme “*ed*” is a function morpheme, because it does not change the meaning, but only serve a grammatical function which relates the past time of the action in a sentence. In

brief, it can be said that all roots and derivational affixes, such as prepositions, articles, pronouns, and conjunctions are function morphemes.

2.6. The Object of Morphological Errors

After discussing errors and morphology, it is necessary to limit the objects or the elements of morphological errors investigated in this study. This study specifies the objects of the morphological inflection as follows : 1) *plural inflection*, 2) *third person singular verb inflection*, 3) *past tense marker inflection*, and 4) *possesive inflection*.

2.6.1. Plural Marker inflections

The general rule of writing the plural of English nouns is to add **-s** or **es** to the singular forms (such as : **boy - boys, chair - chairs**, etc), but there are many ways to form plurality of nouns. Frank (1972 : 13-14), in this case, states the formation of the plural nouns.

a. After the letter **y** preceded by consonant, it is changed into **i** then added by **es**.

examples :

<i>lady</i>	-	<i>ladies</i>
<i>country</i>	-	<i>countries etc</i>

b. in one syllable word, final letter **f** or **fe** changes into **ves** in plural form.

examples :

<i>wife</i>	-	<i>wives</i>
<i>leaf</i>	-	<i>leaves</i>

c. after final **o**, **es** is sometime added, especially in some common words, such as : (*hero - heroes, negro - negroes*), but if a vowel precedes the final **o** or the word is a term used in music only - **s** is added.

example

<i>zoo</i>	-	<i>zoos,</i>
------------	---	--------------

studio - *studios,*
piano - *pianos.*

d. irregular plural takes the form of :

- an internal change (*man* - *men*, *foot* - *feet*).
- an ending change (*child* - *children*, *ox* - *oxen*).

e. the plural has the same form as the singular.

examples :

- *sheep* - *sheep*
 - *deer* - *deer*

2.6.2. Third Person Singular Verb Inflections

Third person singular inflections in English are used for expressing the third singular subject of the verbs when the verb in the present tense are not preceded by any modals. Rebecca et al. (1956 : 59-60) state the formation of the third person singular inflections as follows :

a. the ending *es* is added in the following case :

1. to simple form ending in the letters **ch, s, sh, or x.**

examples :

pass - *passes*
push - *pushes*
box - *boxes*
watch - *watches*

2. to a simple form ending *y*, preceded by a consonant (after changing *y* to *oi*)

examples :

study - *studies*
cry - *cries*
worry - *worries*

3. to a simple form ending *o*

examples :

do - *does*
go - *goes*

b. the ending *s* is added to the simple forms of all other verbs (except *have*).

examples :

<i>see</i>	-	<i>sees</i>
<i>get</i>	-	<i>gets</i>
<i>want</i>	-	<i>wants</i>
<i>take</i>	-	<i>takes</i>

2.6.3. Possessive Inflections

The system of English possessive inflections is usually marked by apostrophe with (*'s*) or apostrophe alone (*'*). The clear descriptions of possessive inflections are proposed by Frank (1972 ; 14-15), as follows ;

a). a singular noun is changed to a possessive form by the addition of (*-'s*).

examples :

- *a boy's mother*
- *a woman's long dress*

b). a plural noun become possessive by adding (*'*) itself to the final *s*.

examples :

- *ladies' T-shirt*
- *boys' mother*

c). if an irregular plural noun does not already end in *s*, (*-'s*) is added for the possessive.

examples :

- *children's toys*
- *women's shoes*

d). proper nouns ending in (*s*) may take either (*'*) or (*'s*).

examples :

- *Dickens' novels* or *Dickens's novels*

2.6.4. Past Tense Inflections

The system of English past tense has a certain rule. In learning English, the students often make errors when they form verbs in the simple past tense.

The following are the examples of forming simple past tense according to Rebecca et al. (1956 : 61).

a. The simple past tense is the same as the part form of the verb. The form is the same for all singular and plural person. **Be** is an exception.

examples :

The verb 'need'

Singular person

- *I needed*
- *he needed*

Plural person

- *we needed*
- *they needed*

The form of be

Singular person

- *I was*
- *he was*

Plural person

- *we were*
- *they were*

b. The past form of all regular verbs is formed by adding **d** or **ed** to the simple of the verb.

1. The ending **d** is added when the simple form ends in **e** or **ed**.

examples :

- *hope* - *hoped*
- *change* - *changed*

2. the ending **ed** is added to all other verbs. The following changes in spelling occur as below.

a) A final **y** preceded by a consonant is changed to **I** before added **ed**.

examples :

- *study* - *studied*
- *cry* - *cried*

b) A final consonant letter (except, **h, w, x, y**) preceded by a single vowel letter is doubled in word accented on the last syllable.

examples :

- *permit* - *permitted*

- *occur* - *occurred*

c) A final consonant letter (except, *h, w, x, y*) preceded by a single vowel letter is doubled in words of one syllable.

examples ;

- *beg* - *begged*
- *stop* - *stopped*

Some verbs have irregular forms of the past tense.

examples :

same forms

cost - *cost*
put - *put*
cut - *cut etc*

Different forms

bring - *brought*
find - *found*
go - *went etc*

2.7. The Teaching of Writing at SMU

The teaching writing at SMU is based on the 1994 Curriclum. Especially for the second year students, a set of teaching writing activities have been listed in the curriculum. Those activities are stated below :

d. Writing

1. Writing a descriptive paragaraph
2. Writing a narative paragraph
3. Writing a text summary
4. Writing the end of story
5. Completing dialogue/composition
6. Writing naration based on the dialogue
7. Writing comprehension on questions of text with their own words

(adopted from GBPP 1994:15)

From those listed activities, we can analyze that the teaching o writing to the second year students tend to lead the students express their own ideas in the form of paragraph, dialogue, answering questions, and completing compositions.

CHAPTER III RESEARCH METHODS

3.1. The Research Design

As this research aimed at describing the morphological errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang, the appropriate research design chosen was descriptive research. According to Yousda (1993:21) a descriptive study is a study designed to find out phenomena that happen when the research is conducted.

The procedures for doing the research were as follows :

1. Determining the title
2. Studying the references
3. Formulating the research problem
4. Choosing the research design
5. Determining the area and data resources
6. Constructing the test items
7. Collecting the primary data
8. Analyzing the collected primary data
9. Making a conclusion and writing the report

3.2. The Area Determination Method

This research used purposive method to determine the place where the research were conducted. According to Hadi (1991:82) purposive method is used based on the specific characteristics that have been known before.

Based on this idea, SMU Islam Kepanjen Malang was chosen as the area for conducting this research. It is used because of some reasons. First, SMU Islam Kepanjen Malang had all the data and sufficient facilities needed in conducting the research. Second, it is based on the consideration of the technical reasons, such as time, energy, the school permission, aids and fund.

3.3. The Respondent Determination Method

This was a sampling research because the data were taken from the sample of population. The population of this research were the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year. There were 159 students of the second year which was divided into 4 classes. The technique used to take the respondents was proportional random sampling. The samples were taken randomly from 20% of the population. The number of samples taken was 32 students. The number of the samples taken randomly and proportionally is presented in the following table.

Table 1.

The Number of Population And Samples Taken by Using Proportional Random Sampling by Lottery

No	Class	Population	Sample
1	II 1	40 students	$40/159 \times 32 = 8$ students
2	II 2	40 students	$40/159 \times 32 = 8$ students
3	II 3	40 students	$40/159 \times 32 = 8$ students
4	II 4	39 students	$39/159 \times 32 = 8$ students
	Total	159 students	32 students

3.4. Data Collection Methods

There were two kinds of data that were collected in this research, namely primary data and supporting data. The supporting data were gathered through interview and documentation, whereas the primary data were gathered through writing test.

3.4.1. Interview

Kartono (1990:187) says that interview is a way of collecting data in which two persons or more do face to face communication (Questioning-Answering) systematically and based on the research objective. This means that interview means a way of collecting data that is done by asking some questions orally to the data resources. In this study interview was used to get the supporting data about the teaching of writing.

The interview method used in this study was free guided interview. It means that the interviewer prepared a series of questions. During the interview, the questions were developed to get the information needed. The interview was conducted with the English teacher. The Questions of interview could be seen on Appendix 3.

3.4.2 Documentation

Documentation method is used to get the data from documents such as books, magazines, newspaper, regulations, diaries, charts, etc. In this research, this method was used to get the supporting data about the personnel of SMU Islam Kepanjen Malang, the list of respondents, and the school facilities.

3.4.3 Writing Test

In this research, writing test is used to collect the primary data about the errors of the students' English compositions. According to Hughes (1989:9) there are four types of test : 1) proficiency test, 2) achievement test, 3) diagnostic test, and 4) placement test.

In this research, the test given is achievement test, because the test is intended to know the students' achievement in English writing based on the materials stated in the 1994 English curriculum. The instrument of the test is a teacher made test which is matched with the English curriculum 1994. The test used

in this study consists of 40 items in the form of gaps filling composition. 10 items dealt with plural inflection, 10 items dealt with third person singular verb inflection, 10 items dealt with past tense inflection and 10 items dealt with possessive inflection. All the items are presented in the form of paragraph.

Validity of test chosen is content validity. This is due to the test given was achievement test which was matched to 1994 English Curriculum for SMU. Moreover a test is said to have content validity if its content constitutes a representative sample of language, structure etc, which it is meant to be concerned (Hughes, 1989:22).

In addition to test, Saukah (1997) says that reliability refers to the consistency of the scores, while Hughes (1989:42) explains, if the test is valid, it must be reliable. Based upon those opinion, the reliability of the test in this research is not established because if the test is valid then it must be reliable.

3.5. Procedures of Error Analysis

There are some steps of errors analysis : (1) collecting errors data, (2) identifying errors data, (3) classifying and explaining errors data, and (4) evaluating errors data. (Tarigan and Tarigan, 1988:70). The objective of using these steps are to obtain feedback that could be used as a point of departure to improve the English teaching. It is hoped that errors analysis of the students' English compositions will be able to avoid and reduce morphological errors made by the students. The details of each step will be explained below.

3.5.1. Collecting Errors Data

To obtain the students' morphological errors, they are asked to do the writing test. Then, their works are checked to analyze the morphological errors that they made.

3.5.2. Identifying Errors Data

The identification of errors data was done by listing the morphological aspects that deviate from the rules of standard English. The aspects of morphological errors are classified into four : a) plural inflection, b) third person singular verb inflection, c) past tense inflection, and d) possessive inflection.

3.5.3. Classifying and Explaining Errors Data

In this procedure, the students' morphological errors are classified and explained based on the four categories. They are : a) errors data of the omission of the plural markers; b) errors data of the omission of the third person singular markers; c) errors data of the omission of the past tense markers; and d) errors data of the omission of possessive markers.

3.5.4. Evaluating Errors Data

This research used quantitative statistical method to calculate the frequency and the percentage on the morphological errors. The students' morphological errors were grouped into four categories. By grouping the errors, it could be seen the total morphoogical errors of each component. Then, the highest and the lowest percentage of morphological errors could be analyzed. The data analysis method employed in this research was based on Ali's theory. This method was used for calculating the percentage of morphological errors, and the statistical formula used was as follows :

$$E = \frac{n}{N} \times 100\%$$

Where ;

E : the percentage of each component of morphological errors made by the students

n : the frequency of morphological errors of each component

N : the total of morphological errors

(Adopted from Ali, 1987:84)

After the data of morphological errors of each component is analyzed statistically in the percentage, they are categorized based on the following category:

Table 2. The Classification of Students' Errors

Grade of errors	Interpretation
1. 0% - 25%	Good
2. 26% - 50%	Fair
3. 51% - 75%	Poor
4. 75% - 100%	Very poor

(Adopted from Mardiati,1988;50)

CHAPTER IV

RESULTS AND DATA ANALYSIS

This chapter presents the results of the supporting data collected by using interview, documentation and the primary data collected by using guided writing test.

4.1. Supporting Data

4.1.1. Results of Interview

The interview was conducted with the English teacher. The teacher was interviewed about the method and the students' activities in the English teaching learning process, evaluation, and the books used in the ELT.

When interviewing the English teacher, the researcher got the information about the teaching of writing in the class. The teacher applied Meaningfulness Approach or Communicative Approach. In English teaching learning process, the activities were centered on the students. It meant that the students should be active in learning English. They were asked to do the tasks from the books used in the classroom. Besides, they were given homework. The teacher developed the material, according to the objective of teaching English. The materials of the teaching of writing were developed based on the 1994 curriculum. The required books used for the English subject at SMU Islam Kepanjen Malang are "English for Senior High School" written by DR. Ali Saukah, published by Educational and Culture Department of Indonesia, and "English for SMU" written by Dra. Maria Ulfah, published by Karunia Surabaya. The reasons of using those books is that there are many writing activities and the teacher also used them to evaluate the students' writing ability.

4.1.2. Results of Documentation

a. *The Location and the facilities of SMU Islam Kepanjen Malang*

SMU Islam Kepanjen Malang lies at Jalan Diponegoro 152 Ardirejo Kepanjen Malang. The detailed descriptions about the facilities of SMU Islam Kepanjen Malang can be seen in Appendix 7.

b. *The Personnel of SMU Islam Kepanjen Malang*

The personnel of SMU Islam Kepanjen Malang in the 2000/2001 academic year were the principal, the teachers, the administrative staffs and the workers. There were 41 teachers, 4 persons of the administrative staff, and 2 workers, so there were 47 staff at SMU Islam Kepanjen Malang. The detailed information about the school personnel can be seen in Appendix 4.

c. *The Respondents of the Research*

In determining the respondents, Suharsimi Arikunto (1989:107) states if the subject are less than 100, we can take all of them as the respondents, it is called population reserch. While if the subjects are more than 100, we take 10%-15%, 20%-25%, or more as sample and it is called sample research.

The population of this research was 159 students of the second year students of SMU Islam Kepanjen Malang in the 2000/2001 academic year. The students were divided into 4 classes. The sample was 20 % of total population or 32 students out of 159 students. The way of collecting the sample was done by using proportional random sampling by lottery, and the number of the sample of each class is presented in table 3.

Table 3. The Number of Samples and the Proportion of Each Class.

Class	Respondents			Samples		
	Male	Female	Total	Male	Female	Total
II - 1	14	26	40	3	5	8
II - 2	18	22	40	4	4	8
II - 3	15	25	40	3	5	8
II - 4	12	27	39	2	6	8

4.2 Results of Guided Writing Test

Test was intended to describe the students' morphological errors. The test was given to 32 students of the second year students of SMU Islam Kepanjen Malang in the 2000/2001 academic year. The test consisted of the items dealing with plural inflection (10 items), third person singular verb inflection (10 items), past tense inflection (10 items), and possessive inflection (10 items). Then, to analyze the students' morphological errors, the percentage formula described in Chapter III was used.

The results of the test that showed the students' morphological errors of the misuse of plural inflection, the misuse of third person singular verb inflection, the misuse of past tense inflection and the misuse of possessive inflection are presented in Table 4 below.

Table 4. The Results of Students' Morphological Errors

No. of students	The misuse of plural inflection	The misuse of third person singular inflection	The misuse of past tense inflection	The misuse of possessive inflection
1	2	1	2	1
2	1	2	2	1
3	0	1	1	0
4	1	0	2	1
5	1	2	2	3
6	0	0	1	2
7	2	2	3	1
8	1	2	2	2
9	0	0	1	2
10	0	1	2	2
11	0	0	1	1
12	2	1	2	3
13	1	1	3	2
14	1	2	4	2
15	1	0	1	1
16	0	0	2	2
17	2	1	2	2
18	1	1	2	2
19	2	2	4	4
20	3	2	1	2
21	2	1	2	2

22	1	0	1	2
23	2	2	2	3
24	1	0	1	2
25	1	0	1	1
26	0	1	2	1.
27	3	1	3	1
28	0	0	0	0
29	0	0	0	0
30	1	0	3	1
31	0	0	2	1
32	2	1	1	2
Total	34	27	58	54

To make it clearer, the number of morphological errors of each components made by the students are shown in Table 5.

Table 5. The Number of Morphological Errors of each Component Made by the Students.

No	Components	Number of Errors
1	the misuse of plural inflection	34
2	the misuse of third person singular verb	27
3	inflection	58
4	the misuse of past tense inflection	54
	the misuse of possessive inflection	
	The total number of morphological errors	173

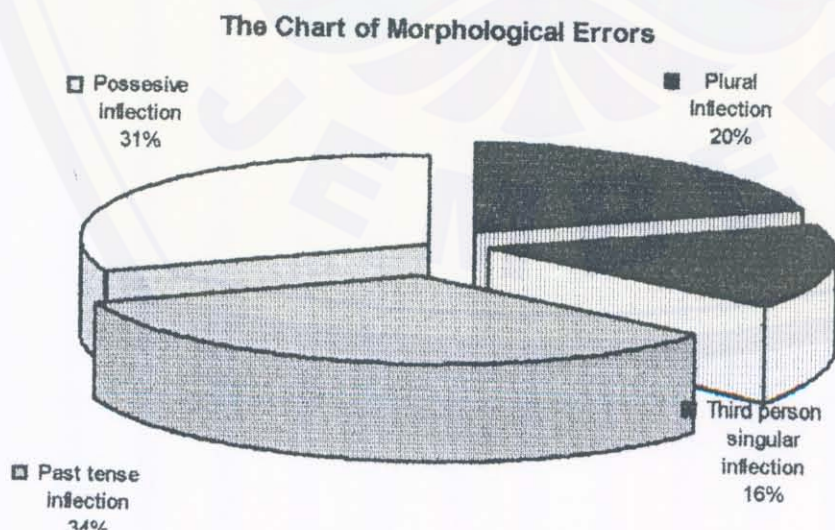
4.3. Data Analysis

Having acquired the main data that dealt with the students' morphological errors of the use of plural inflection, third person singular verb inflection, past tense inflection, and possessive inflection, they were analyzed quantitatively by using the percentage formula described in Chapter III. The results of the data analysis are presented in Table 6.

Table 6. The Percentage of Morphological Errors Made by the Students.

No	Components	Total	Percentage
1.	Plural inflection	34	19,65%
2.	Third person singular verb inflection	27	15,60%
3.	Past tense inflection	54	33,52%
4.	Possesive inflection	58	31,21%
	Total	173	100%

From the table above, it can be known the results as follows : (1) the percentage of plural inflectional errors was 19,65% of the whole errors, (2) the percentage of third person singular verb inflectional errors was 15,60% of the whole errors, (3) the percentage of past tense inflectional errors was 33,52 % of the whole errors, and (4) the percentage of possessive inflectional errors was 31,21 of the whole errors. It can be concluded that the highest percentage of the morphological errors was the percentage of past tense inflectional errors (33,52%), while the lowest percentage of morphological errors was the percentage of the third person singular verb inflectional errors (15.60%). The following figure in pie diagram shows the percentage of the morphological errors of each component.

FIGURE 1. The Percentage of Morphological Errors Made by the Students

Based on the result of the data analysis, it could be interpreted that (1) the percentage of students' errors in the use of plural inflection was 19,65%. It was categorized as "*good*" because having been consulted with the grade of errors, it belongs to 0% - 25%. (2) The percentage of students' errors in the use of third person singular verb inflection was 15,60%. It was categorized as "*good*" because it belonged to 0% - 5%. (3) The percentage of students' errors in the use of past tense inflection was 33,52%. It was categorized as "*fair*" because it belonged to 26% - 50%. (4) The percentage of students' errors in the use of possessive inflection was 31,21%. It was categorized as "*fair*" because it belonged to 26% - 50%. The following table shows how to categorize the students' errors.

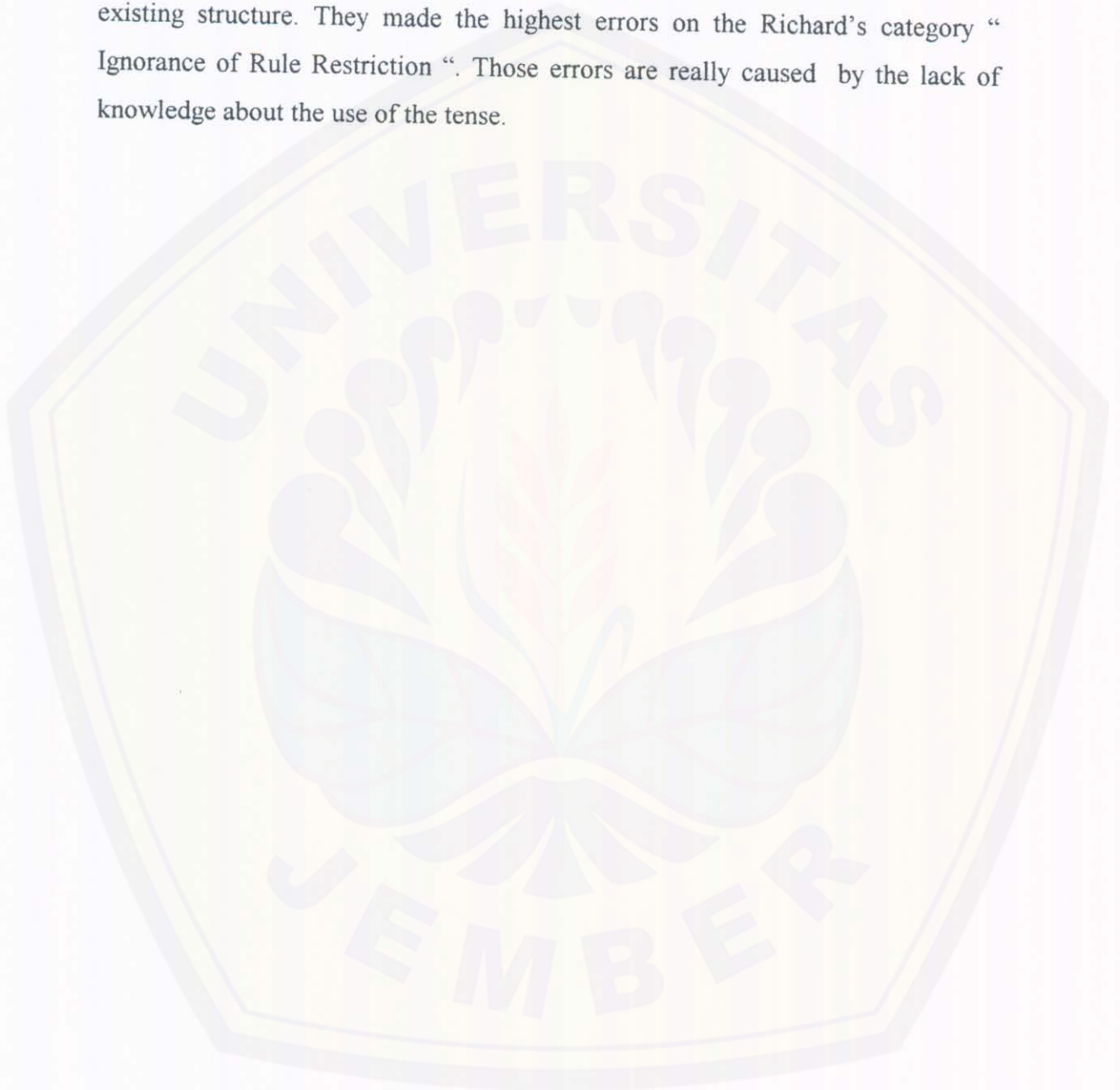
Table 7. The Category of the Students' Errors

No	Components	Percentage	Grade of Errors	Category
1	Plural inflection	19,65%	0% - 25%	Good
2	Third person singular verb inflection	15,60%	0% - 25%	Good
3	Past tense inflection	33,53%	26% - 50%	Fair
4	Possessive inflection	31,21%	26% - 50%	Fair

4.5. Discussion

Based on the categories of errors above, it is revealed that the highest percentage of morphological errors was the misuse of past tense inflection (33,52%). Those errors occur because the students had difficulties to apply the past tense inflection. It can be understood, because there is no tense of past tense inflection in Indonesian, for example "*Johan, Andi, and Sam go to Pangandaran last Sunday morning*" it can be accepted. It means that the Indonesian system is not influenced by the time signals, or in other words, there is no influence of applying the tense related to the time. Another example of the students' errors based on the test results are, many students write "*goed*" for "

went “, “ rided ‘ for ‘ rode “, “ feeled ‘ for “ felt” and “ enjoed “ for enjoyed”. In this case the students make errors on the deviant structure, it means that it deviates from the rules of standard English. They fail to observe the restriction of existing structure. They made the highest errors on the Richard’s category “ Ignorance of Rule Restriction “. Those errors are really caused by the lack of knowledge about the use of the tense.



CHAPTER V

CONCLUSSION AND SUGGESTION

5.1. Conclusion

Based on the results and discussion presented in chapter IV, it could be concluded that the highest percentage of morphological errors in guided compositions made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 academic year was the past tense inflectional errors. It was 33,52% from the whole errors. The detailed information of those errors are as follows :

1. The percentage of the plural inflectional errors was 19,65% which was categorized as good.
2. The percentage of the third person singular verb inflectional errors was 15,60% which was categorized as good.
3. The percentage of the past tense inflectional errors was 33,52% which was categorized as fair.
4. The percentage of possessive inflectional errors was 31,21% which was categorized as fair

5.2. Suggestions

Based on the results of the data analysis and the facts that morphological aspects were very important in learning English, especially in forming words to express the ideas in writing. Some suggestions are given to the English teacher and the students. For the students, It is suggested that the students should study English harder and practice a lot of writing to develop their writing skill in order not to make a lot of morphological errors. This research recommends the English teacher to give the students more practice in writing to develop their writing skill. It is also expected that the teacher discusses the morphological aspects, especially past tense inflection, possessive inflection, plural inflection, and third person singular verb inflection.

REFERENCES

- Ali, Muhammad. 1987, *Penelitian Kependidikan Prosedur dan Strategi*. Bandung : Angkasa.
- Alwasilah, A. Chaedar. 1993, *Linguistik Suatu Pengantar*. Bandung, Angkasa.
- Brown, H. Douglas, 1980, *Principles of Language Learning and Teaching*. Prentice Hall, Inc. Englewood Clift. New Jersey, USA.
- Depdikbud, 1994, *Kurikulum SMU (GBPP)*. Jakarta.
- Dulay, Heidi. Marina Burt and Stephen Karsen. 1982, *Language Two*. New York, Oxford University.
- FKIP. Universitas Jember. 1994, *Pedoman Penulisan Skripsi Mahasiswa FKIP Universitas Jember*. Jember University.
- Frank, Marcella, 1972, *Modern English : A Practical Reference Guide*, Prentice Hall Inc. Englewood Clift, New Jersey.
- Hadi, sutrisno, 1991, *Metodologi Research Jilid II*. Yogyakarta, Andi Offset.
- Heyden, Rebecca E. Dorothy W. Pilgrim, Aurora Quiras H., 1956, *Mastering American English Grammar*, Prentice Hall Inc. Englewood Clifts. New Jersey.
- Hughes, Arthur, 1989, *Testing for Language Teachers*. New York. Cambridge.
- Kartono, K. 1990, *Pengantar Metodologi Riset Sosial*. Bandung : Mandar maju.
- Mc. Manis, Carolyn, 1987, *Material for An Intoduction to Language*, Advocate Publishing Group, Reynoldsburg, Ohio.
- Nasr, Raja T, 1980, *The Major Grammatical Morphemes of English*, Longman Ltd. Group, London, england.
- Nida, Eugene A. 1949. *Morphology : The Descriptive Analysis of Word*. Ann Arbor The University of Michigan Press.
- Nikelas, Syahwin, 1988, *Pengantar Linguistik Untuk Guru Bahasa*, Depdikbud Jakarta.
- Richards, Jack c. 1971, *A non - Constranstive Approach to errors Analysis In ELT*. Volume 25 (june, 1986). London : Oxford University press. Page 173.

- Richads, Jack C. 1974, *Errors Analysis : Prospective on Second Language Acquisition*, Longman Group Ltd. London.
- Richads, Jack C. 1985, *Errors Analysis ; Prospective on Second language Acquisition* Singapore : Ban Wah Press.
- Tarigan H. G and D. Tarigan, 1988, *Pengajaran Analisis Kesalahan Berbahasa*. Bandung Angkasa.
- Thomson, A. J. A. V. Martinet, 1969, *A Practical English Grammar (second edition)*, Oxford University Press, london.
- Wardough, Ronald, 1977, *Introduction to Linguistic*, MC Glaw Hill Inc. USA.
- Yayuk Mardiaty, 1988, *Penelitian descriptif tentang Error pada Spelling dan Dictation Mahasiswa FKIP Progran bahasa Inggris Angkatan 1988/1989* Universitas Jember.
- Yousda, I.I.A and Zaenal A., 1993, *Penelitian dan Statistik Pendidikan*. Bumi Aksara.

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
<p>Morphological Errors Analysis in Guided Composition of the Second Year Students of SMU Islam Kepanjen Malang in cawu I 2000/2001 Academic Year.</p>	<p>What is the highest percentage of morphological errors in guided composition made by the second year students of SMU Islam Kepanjen Malang in cawu I 2000/2001 Academic Year ?</p> <p>- What is the percentage of plural inflectional errors ?</p> <p>- What is the percentage third person singular verb inflectional errors ?</p> <p>- What is the percentage of past tense inflectional errors ?</p> <p>- What s the percentage of possessive inflectional errors ?</p>	<p>Morphological Errors</p>	<ol style="list-style-type: none"> 1. Plural inflectional errors 2. The third person singular inflectional errors 3. Past tense inflectional errors 4. Possesive inflectional errors 	<p>Respondents: The second year students of SMU Islam Kepanjen Malang in the 2000/2001 academic year</p> <p>Informant The English teacher of the second year students of SMU Islam Kepanjen Malang</p> <p>Documents</p>	<ol style="list-style-type: none"> 1. Research Design Descriptive Research 2. Area determination purposive method 3. Respondent determination method proportional random sampling 4. Data collection methods <ol style="list-style-type: none"> a. primary data Guided Writing Test b. supporting data <ul style="list-style-type: none"> - Interview - Documentation 5. Data analysis method Descriptive quantitative <p>$E = \frac{n}{N} \times 100 \%$</p> <p>explanations: E= the percentage of each error component made by the students in the guided compositions n= the frequency of each error component made by the students in the guided composition N= the total morphological errors made by the students in the guided composition (Adapted from : Ali, 1987 : 84)</p>

Appendix 2

Name :

Class :

WRITING TEST

Class : II

Level : SMU

Time : 90 minutes

GENERAL INSTRUCTIONS

- Read the instructions carefully.
- Write your name on the left top corner.
- Do not open dictionary, books, or other resources.
- Do individually

I. Fill in the blanks with the appropriate words !

Johan, Andi, and Sam ¹ _____ to Pangandaran last Sunday morning. They ² _____ to spend the weekend on the beach. They ³ _____ motorbikes in order to enjoy several beautiful scenery along the way.

The street ⁴ _____ not very busy. The weather was so nice. They ⁵ _____ there at 11 o'clock. There ⁶ _____ lots of people on the beach. They were swimming on the seashore and some were watching a beach volleyball match.

While Johan was sitting on the sand and drinking cola, Andi and Sam were swimming on the seashore. They were swimming in turn to keep the motorbikes. When they ⁷ _____ tired they were lying on ⁸ _____ travelling bags. In the mid-day they ⁹ _____ their lunch in the Sea Food Restaurant near the beach.

They ¹⁰ _____ the sunset in the evening. Andi tried to take some pictures around the seashore for ¹¹ _____ younger sister. Then they ¹² _____ for a cottage to stay over the night.

II. Fill in the blanks with the appropriate words.

a) I have a younger sister, ¹³ _____ name is Nina. She ¹⁴ _____ listening to music, especially pop music. She ¹⁵ _____ many collections of record players and gramophone records. Nina ¹⁶ _____ a lot of ¹⁷ _____ money on records. She ¹⁸ _____ one or two new records every week. She never ¹⁹ _____ to the cinema or theatre. She ²⁰ _____ at home every evening and ²¹ _____ to the music.

Today is Nina ²² _____ birthday. ²³ _____ father gives her a beautiful cat. ²⁴ _____ tail is very short. Nina ²⁵ _____ her cat "Sandy". She ²⁶ _____ very

happy. She ²⁷ _____ Sandy very much and feeds him every day. She also combs Sandy ²⁸ _____ fur every morning.

b) I like watching basketball competition every Sunday morning, actually I want to play basketball but I don't know how to play it. I asked ²⁹ _____ classmate Andi to train me every Saturday afternoon. He is a good basketball player. He joins the basketball club in ³⁰ _____ school.

III. Change the nouns in parenthesis with the correct noun forms !

a) Lots of ³¹ _____ (hotel) which have been built in many big ³² _____ (city), such as Hilton, Sari Pacific, Borobudur and President Hotel, Nusa Dua and Puri Bali Hotel, and many ³³ _____ (other) are completed by convention meeting rooms, ³⁴ _____ (swimming pool), tennis courts and restaurants.

Generally, travellers, ³⁵ _____ (businessman) and guests choose the best hotel to take a rest or negotiate. They can enjoy comfortable bedrooms, delicious food and modern classical musics.

b) Three quarters of Indonesian inhabitants are among others rural life. The people in a rural area are most farmers. They always go to the ricefields early in the morning. They cultivate their farmlands. They also go to their ponds to show various ³⁶ _____ (fish). They keep and catch them to consume for their ³⁷ _____ (family). Some are sold in the traditional markets as additional income.

The ³⁸ _____ (fisherman) live nearby the sea. Therefore they can go sailing to catch the fish in the sea easily. They always sail by the vessels or motor boats. They use nylon fishing nets as their equipments. They sail in the sea at midnight and return in the morning. They get a lot of fish to sell by auction in the traditional markets.

The urban life differs from the rural life. The urban people work in the ³⁹ _____ (factory) and government institutions. They are mechanics, ⁴⁰ _____ (businessman and businesswoman), teachers, labours, drivers, lawyers etc. Most of them earn weekly or monthly salary.

ANSWER KEYS

I.

- | | |
|------------|-------------|
| 1. went | 7. felt |
| 2. wanted | 8. their |
| 3. rode | 9. had |
| 4. was | 10. enjoyed |
| 5. arrived | 11. his |
| 6. were | 12. looked |

II.

- | | |
|-------------|-------------------|
| 13. her | 22. 's |
| 14. likes | 23. our |
| 15. has | 24. its |
| 16. spends | 25. names |
| 17. her | 26. is / feels |
| 18. buys | 27. loves / likes |
| 19. goes | 28. 's |
| 20. stays | 29. my |
| 21. listens | 30. our |

III.

- | | |
|--------------------|------------------------------------|
| 31. hotels | 36. fish |
| 32. cities | 37. families |
| 33. others | 38. fishermen |
| 34. swimming pools | 39. factories |
| 35. businessmen | 40. businessmen and businesswomen. |

GUIDE OF THE TEST ITEMS

The test consists of 40 items which covers four components: Plural Inflection, Third Person Singular Inflection, Past Tense inflection and Possessive Inflection. Each component consists of ten items. The item numbers of each component can be seen below ;

Plural Inflection

31. hotels
32. cities
33. others
34. swimming pools
35. businessmen
36. fish
37. families
38. fishermen
39. factories
40. businessmen and businesswoman

Third Person Singular Inflection

14. likes
15. has
16. spends
18. buys
19. goes
20. stays
21. listens
25. names
26. is/ feels
27. loves/likes

Past Tense Inflection

1. went
2. wanted
3. rode
4. was
5. arrived
6. were
7. felt
9. had
10. enjoyed
12. looked

Possessive Inflection

8. their
11. his
13. her
17. her
22. 's
23. our
24. its
28. 's
29. my
30. our

Appendix 4

THE PERSONNEL OF SMU ISLAM KEPANJEN MALANG IN THE 2000/2001 ACADEMIC YEAR

I. The Teachers of SMU Islam Kapanjen Malang

NO	NAME	SUBJECT
1	Drs. Musoli Haris	Principal/Biology
2	Karnoto	Religion/Fiqih
3	Drs. Edi Kuncoro	Arts
4	Drs. Heriyantoyo	PPKN/Tata Negara
5	Drs. Pudianto	Geography
6	Dra. Anik Amah	English
7	Dra. Fatimah	Chemistry
8	Bambang Prayitno	Economics
9	Dra. Zaenab Fadli	Religion/Akhlak
10	Drs. Moh. Yasin	Sociology
11	Dra. Dyah Sawitri	Physics
12	Drs. Sulkanaji	History
13	Drs. Kusnan	Mathematics
14	Drs. Suprianto	Economics
15	Dyah Lussi, SPd	Biology
16	Karsiyam, SPd	History/Tata negara
17	Drs. Ali Afan	PPKN
18	Firman Prayogo	Computer
19	Drs. Agus Tomi	Sports
20	Dra. Allies Kholifah	Indonesian
21	Imaduddin, SPd	Chemistry
22	Moh. Rosuli, SPd	Sports

23	Drs. Endik Sujatniko	Indonesian
24	Dra. Maftuhah	Indonesian
25	Drs. Surianto	Mathematics
26	Dra. Dewi Kartika A.R.	Dutch
27	Drs. Dwi Purwohadi	Mathematics
28	Drs. Yudo Setiono	BP/BK
29	Sunaryo, SPd	Sports
30	Puspo Handoko, SPd	English
31	Churotunnisa, SPd	Physics
32	Dra. Kustiani	Mathematics
33	Drs. Farid Fauzi	Religion/Al Qur'an
34	Jujuk Narmi, SPd	History/Antrophology
35	Zubaidah, N. aini, SPd	Geography
36	Drs. Asnawi Nur	Arabic
37	Pudya Oktiana R.	English
38	Dewi Masruroh	Al Qur'an
39	Siti Mursidah, SPd	Biology
40	Drs. Moh. Munir	Al Qur'an
41	Drs, Jakfar Shodiq	Arabic

STAFF OF SMU ISLAM KEPANJEN MALANG

NO	NAME	POSITION
1	Nyoto AS	Staff
2	Bambang Supeno	Staff
3	Siti Mutmainah	Staff
4	Gatot Priyojiono	Staff
5	Kusnadi	Worker
6	Sugianto	Worker

Appendix 5

THE NAMES OF RESPONDENTS

NO	NAME	KELAS
1	Irwan Sugiarto	II-1
2	Novas Dega Yonathan	II-1
3	Agus Eko Prasetyo	II-1
4	Desy Anjarwati	II-1
5	Ana Mufidah	II-1
6	Maria Puspita	II-1
7	Nur Azizah	II-1
8	Sillia Hanika	II-1
9	Alif Dedi Irianto	II-2
10	Dodik Dwi Cahyanto	II-2
11	Yulis Adi Daniel	II-2
12	Samsul Arifin	II-2
13	Yulis Novianti	II-2
14	Tyas Ariani	II-2
15	Avia Ningsih	II-2
16	Julaika	II-2
17	Fani Adibrata	II-3
18	Juniar Fidianto	II-3
19	Prambudi santoso	II-3
20	Fitria	II-3
21	Alfiatul Lailiah	II-3
22	Aprilia Kartini	II-3
23	Rini Yekti	II-3
24	Sri Leastari	II-3

Appendix 6

**THE DATA OF THE MORPHOLOGICAL ERRORS MADE BY THE
RESPONDENTS IN GUIDED COMPOSITIONS**

A. The Students' Errors on the Use of Plural inflection

(in the brackets is the correct answers)

1. Lots of **hotel**
(lots of **hotels**)
2. in many big **citys**
in many big **citious**
(in many big **cities**)
3. and many **other**
and many **otheres**
(and many **others**)
4. are opleted by convention meeting rooms, **swimming pool**
(are complete by convention meeting rooms, **swimming pools**)
5. Generally, travellers, **bussnessmans**
(Generally, travellers, **bussnessmen**)
6. to show various **fishes**
(to show various **fish**)
7. to consume for their **familys**
to consume for their **familious**
8. **The fishermans** live near by the sea
(**The fishermen** live near b the sea)
9. The urban people work in the **factorys**
(The urban people work in the **factories**)
10. They are mechanics, **bussnessmans** anb **bussnesswomans**
(they are mechanics, **bussnessmen** and **bssineswomen**)

**B. The Students' Errors On The Use Of Third Person Singular Verb In
Flection.**

(in the brackets is the correct answer)

1. She **like** listening to music
(She **likes** listening to music)
2. She **have** many collections of records player
(she **has** many collection of records player)
3. Nina **spend** a lot of her money on records
(Nina **spends** a lot of her money on records)
4. She **buyes** one or two records every week
(She **buys** one or two records every week)
5. She never **gos** to the cinema
She never **go** to the cinema
(She never **goes** to the cinema)
6. She **stay** at home every evening
(She **stays** at home every evening)
7. and **listen** to the music
(and **listens** to the music)
8. Nina **name** her cat "Sandy"
(Nina **names** her cat "Sandy")
9. She **felt** very happy
She **feel** very happy
(She **feels** very happy)
10. She **love** Sandy very much
(She **loves** Sandy very much)

C. The Students' Errors on the Use of Past Tense Inflection
(in the brackets is the correct answer)

1. Johan Andi, and Sam **go** to Pangandaran last Sunday morning
Johan, Andi, and Sam **goed** to Pangandaran last Sunday morning
(Johan, Andi, and sam **went** to Pangandaran last Sunday morning)
2. They **want** to spend the weekend
(They **wanted** to spend the weekend)
3. They **rided** the motorbikes
(They **rode** the motorbikes)
4. The street **is** not very busy
The street **were** not very busy
(The street **was** not very busy)
5. There **was** a lot of people on the beach
(There **were** a lot of people on the beach)
6. When they **feeled** tired
(When they **felt** tired)
7. In the midday they **has** their luch in Sea Food Restaurant
(In the midday they **had** their lunch in Sea Food Restaurant)
8. They **enjoed** the sunset in the evening
(They **enjoyed** the sunset in the evening)

D. The Students' Errors on the use of Possesive inflection
(in the bracket is the correct answer)

1. they were lying on **ther** travelling bags
(they were lying on **their** travelling bags)
2. Andi tried to take some pictures for **him** younger sister
Andi tried to take some pictures for **her** younger sister
(Andi tried to take some pictures for **his** younger sister)

3. **his** name is Nina

(**her** name is Nina)

4. Today is **Ninas** birthday

Today is **Nina is** birthday

(Today is **Nina's** birthday)

5. **My** father gives her a cat

(**Our** father gives her a cat)

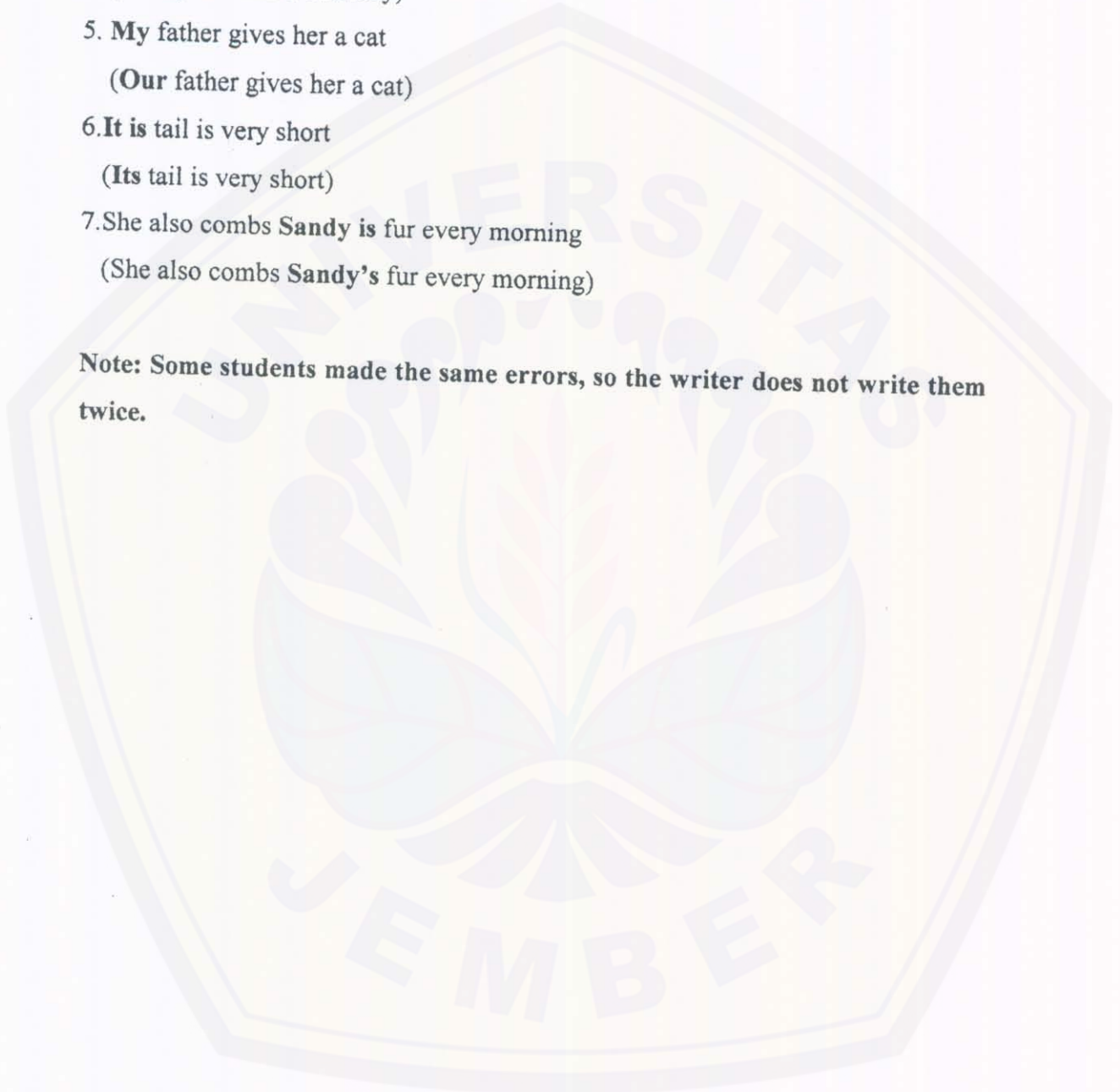
6. **It is** tail is very short

(**Its** tail is very short)

7. She also combs **Sandy is** fur every morning

(She also combs **Sandy's** fur every morning)

Note: Some students made the same errors, so the writer does not write them twice.



Appendix 7

THE FACILITIES OF SMU ISLAM KEPANJEN MALANG

NO	Kinds of Facilities	Number
1	Principal room	1
2	Teachers room	1
3	Administrative staffs room	1
4	Library	1
5	Physic laboratory	1
6	Biology laboratory	1
7	Chemistry laboratory	1
8	Computer room	1
9	Classroom	15
10	OSIS room	1
11	Hall	1
12	Teacher's toilet	1
13	Student's toilet	2
14	Parking area	1
15	Praying room	1
16	UKS room	1
17	Praying room/Mosque	1
18	Cafetaria	2

Hal : Permohonan Penelitian

Kepada

Yth .Kepala SMU Islam Kapanjen Malang
di tempat .

Dengan Hormat ,

Saya yang bertanda tangan di bawah ini :

Nama : Cholimatus Zuhro
Mahasiswa : FKIP Universitas Jember
Jurusan / Program : Pendidikan Bahasa dan Seni / Bahasa Inggris
Angkatan : 1995

Bermaksud mengadakan Penelitian di SMU Islam Kapanjen Malang dalam rangka
menyusun Skripsi dengan judul :

**"A Morphological Errors Analysis In Writing composition Of The Second
Year Student Of SMU Islam Kapanjen Malang In The 1999/2000 Academic
Year"**

Sehubungan dengan hal tersebut di atas, saya mengajukan permohonan ijin
untuk mengadakan penelitian di sekolah yang bapak pimpin .

Demikian surat permohonan ini saya buat, atas berkenannya Bapak
memberikan ijin, saya ucapkan banyak terima kasih .

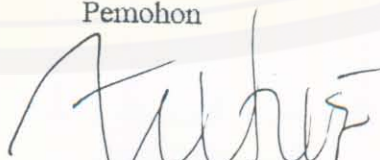


Kepala SMU Islam Kapanjen


Musholi Harris

Malang, 29 Februari 2000

Pemohon



Cholimatus Zuhro
Nim : BIGI 95 . 283



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 354983

Nomor : 466 /J25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

29 JUN 2000

Kepada : Yth. Sdr. Bpk. Kepala SMU Islam
Kepanjen Malang
di
Tempat

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : CHOLIMATUS ZUHRO

Nim : BIGI 95283

Program/Jurusan : ~~Pend.~~ Bahasa dan Seni / Pend. Bahasa Inggris

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

THE MORPHOLOGICAL ERRORS ANALYSIS IN ENGLISH COMPOSITION
OF THE SECOND YEAR STUDENTS OF SMU ISLAM KEPANJEN MALANG
IN THE 2000/2001 ACADEMIC YEAR.

Pada lembaga yang saudara pimpin.

Selubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.



a.n. Dekan
Bantu Dekan I,

Drs. HOKO SUHUD

NP. 130 355 407

SEKOLAH MENENGAH UMUM ISLAM
SMU ISLAM KEPANJEN
STATUS : DIAKUI

NSS.: 304051821062 NDS.: E.13.214005

ALAMAT: JL. DIPONEGORO 152 TELP.(0341) 395840 ARDIREJO - KEPANJEN - MALANG

SURAT KETERANGAN

Nomor : 123/104.26/SMUM14/O/2000

Yang bertanda tangan di bawah ini :

Nama : Drs. MUSOLI HARIS
Jabatan : Kepala Sekolah
Unit Kerja : SMU ISLAM
Alamat : Jl. Diponegoro 152 Telp.(0341) 395840 Ardirejo - Kapanjen
Malang

menerangkan bahwa :

Nama : CHOLIMATUS ZUHRO
Tempat/ Tgl. lahir : Malang, 29 Januari 1976
N I M : BIGI 95.283
A l a m a t : Jl. Adi Utomo No.3 RT.03 RW.02 Kapanjen - Malang
Pekerjaan : Mahasiswa Program Pendidikan Bahasa Inggris FKIP Universitas
Jember

telah mengadakan penelitian di SMU Islam Kapanjen Malang mulai tanggal 5 Agustus sampai dengan 8 Agustus 2000 dengan judul :

“ THE MORPHOLOGICAL ERRORS ANALYSIS IN ENGLISH COMPOSITION OF THE SECOND YEAR STUDENTS OF SMU ISLAM KEPANJEN MALANG IN THE 2000/2001 ACADEMIC YEAR “.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 8 Agustus 2000

SMU Islam Kapanjen Malang



Drs. MUSOLI HARIS

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : CHOLIMATUS ZUHRO
 Nim / Jurusan / Angkatan : BIGI 95-283/ Pend. BAHSA INGGRIS/
 Judul Skripsi : THE MORPHOLOGICAL ERRORS ANALYSIS OF THE
ENGLISH WRITING OF THE SECOND YEAR STUDENTS
OF SMU ISLAM KEPANJEN MALANG IN THE 1999/
2000 ACADEMIC YEAR.
 Pembimbing I : Drs. BUDI SETYONO MA.
 Pembimbing II : _____

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Senin, 27-09-1999	Konsultasi judul/Matrix	
2.	Selasa, 26-10-1999	ACC MATRIX	
3.	Senin, 24-01-2000	Konsultasi BAB I	
4.	Selasa, 22-02-2000	ACC BAB I	
5.	Kamis, 09-03-2000	Konsultasi BAB II	
6.	Jum'at, 07-04-2000	ACC BAB II	
7.	Sabtu, 15-04-2000	Konsultasi BAB III	
8.	Sabtu, 20-05-2000	ACC BAB III	
9.	Senin, 26-06-2000	Seminar Proposal	
10.	Senin, 10-07-2000	Revisi Seminar Proposal	
11.	Sabtu, 19-08-2000	Konsul. Bab IV, V	
12.	Sabtu, 16-09-2000	Revisi Bab IV dan V	
13.	Sabtu, 07-10-2000	Revisi I, II, III, IV, V	
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PPA SKRIPSI dan UJIAN SKRIPSI.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : CHOLIMATUS ZUHRO
 Nim / Jurusan / Angkatan : BIGI 95-283/ Pend. BAHASA INGGRIS/ 1995
 Judul Skripsi : THE MORPHOLOGICAL ERRORS ANALYSIS OF THE ENGLISH WRITING OF THE SECOND YEAR STUDENTS OF SMI ISLAM KEPAN, IN MALANG IN THE 1999/ 2000 ACADEMIC YEAR.
 Pembimbing I : _____
 Pembimbing II : Dra. SITI MUNDARI MA.

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Selasa, 02-11-1999	Konsultasi Matrix/ ACC	
2.	Selasa, 22-02-2000	Konsultasi BAB I	
3.	Sabtu, 27-05-2000	Konsultasi BAB I, II, III	
4.	Sabtu, 17-06-2000	Revisi BAB I, II, III	
5.	Rabu, 27-06-2000	Seminar Proposal	
6.	Rabu, 03-08-2000	Revisi Instrument	
7.	Sabtu, 09-09-2000	Revisi Bab IV dan V	
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.