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MORPHOLOGICAL ERROR ANALYSIS IN NARRATIVE WRITING MADE BY THE FIRST YEAR STUDENTS OF SMA NEGERI 2 JEMBER IN THE 2004/2005 ACADEMIC YEAR

THESIS

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UNIVERSITAS JEMBER

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program of the Language and Arts Education Department,
of the Faculty of Teacher Training and Education,
The University of Jember

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2005

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MOTTO

Surely, there is a difficulty that will be followed by ease.

(QS. Al-Insyirah:5-6)

Errors is a hardly plant, it flourishes in every soil.

(Martin F. Tupper)

From the errors of others, a wise man corrects his own.

(Syrus)

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents Muryadi B.S. and Nur Sri Sugiharti, thank you for the affection, great motivation, and the advice. You are my greatest spirit in my life. I hope I can do the best for you someday. I do love you.
2. My dearest younger brother, Agung Puja Darmawan, thank you for the support and the joyful day.
3. My soul provider, Ugik Udiyanto, I am grateful to you for your love, support, and togetherness.
4. All my friends in 2000 level, thank you for help.
5. My Almamater

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the Almighty, who always leads and provides blessing, mercy, and guidance to me, so I can accomplish this thesis smoothly. I convince that without His mercies, it will be very difficult for me to accomplish this thesis.

In relation to the writing and finishing sthis thesis, I am willing to convey my sincere gratitude to:

1. The Dean of Faculty of Teacher Training and Education, Jember University.
2. The first consultant and the second consultant, who have given me valuable guidance and careful correction in the process of writing this thesis.
3. All the lectures of English Education Program of Faculty of Teacher Training and Education, Jember University.
4. The principal and vice principal of SMAN 2 Jember, the English teachers, the administration staff and the students who helped me obtain the research data.

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

Jember, June 2005 The Writer,

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CONSULTANTS' APPROVAL

MORPHOLOGICAL ERROR ANALYSIS IN NARRATIVE WRITING MADE BY THE FIRST YEAR STUDENTS OF SMA NEGERI 2 JEMBER IN THE 2004/2005 ACADEMIC YEAR

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ABSTRACT

Ika Puji Rahayu, Juni 2005. *Morphological Error Analysis in Narrative Writing Made by the Second Year Students of SMA Negeri 2 Jember in the 2004/2005 Academic Year*

Thesis, English Education Program, Language and Arts Education Department of the Faculty of Teacher, Training and Education of the University of Jember

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The Keywords : Morphological Errors Analysis, Narrative Writing

The objectives of this research were to describe the types and the sources of morphological errors and to describe the percentage of each type of morphological errors made by the second year students of SMAN 2 Jember in the 2004/2005 academic year in their narrative writing. The problems were (1) what types of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004/2005 academic year, (2) what is the percentage of each type of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004/2005 academic year, and (3) what sources of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004/2005 academic year. The samples of this research were 48 students which were taken by proportional random sampling by lottery (15 % of the population). The methods of collecting data were test, interview, and documentation. Narrative writing test was used to get the main data about the students' morphological errors in writing. The collected main data were analyzed by applying descriptive quantitative method. Interview and documentation were used to get the supporting data. By analyzing the students' data and consulting the results of the data analysis, it was found that the students ability in the use of the third person singular inflection in the sentences was categorized as "good" (errors made were 7,74%); the students' ability in the use of past tense inflection in the sentences was categorized as "fair" (errors made were 39,03%); the students' ability in the use of plural inflection in the sentences was categorized as "fair" (errors made were 41,29%); and the students' ability in the use of possessive ('s) inflection in the sentences was categorized as "good" (errors made were 11,94%). The students' morphological errors were caused by Incomplete Application of Rules (86,45%), False Concept Hypothesis (6,13%), Over-generalization (5,81%), and Ignorance of Rule of Restriction (1,61%). The results suggest that the English teacher should give the students more practice in writing to develop their writing skill by applying the structure that has been learnt and give feedback to the students' writing dealing with grammatical errors and morphological errors, so that the students will not make the same errors in writing English in the future.

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I. INTRODUCTION

This chapter presents the general background of the study, the problems formulation of the study, the operational definition of the terms, the objectives of the study, and the significances of the study.

1.1 Background of the Study

English as an international language functions as a bridge of communication among people all over the world. It has important roles in human life such as science, education, political affairs, tourism industries, and so forth. In Indonesia, English is stated in the curriculum of education as the compulsory subject at schools, which is taught to the students from Junior High School to University and as a local content in Elementary School.

The newest English curriculum states the use of Communicative Based Teaching in the English teaching learning process, which implies life skill integration. In this case, the English teaching aims at making students able to have abilities in listening, speaking reading, and writing in English (Depdikbud, 2003:2). In addition, the students should also acquire vocabulary, structure, and pronunciation to gain the abilities of those English skills.

At Indonesian schools, English is learnt by the students as a foreign language. It means that the process of learning English is done after the mother tongue and the basic of native language has been acquired. As a foreign language, of course, English is rarely used as a means of communication outside the classroom. Since, English has different language system from students' mother tongue or native language, this leads students to make numerous errors in their English communication either in speaking or in writing. In this case, Corder, in Richards, (1974:82) agrees that an interference from habits of the first language which is not identical to the second language will cause errors. Even, some errors sometimes annoy and distract the communication they make.

In learning English, the students are demanded to master four language skills, they are listening, speaking, reading, and writing. As a matter of fact,

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writing is one of the English skills, which is considered as the most difficult skill by the students. Writing is difficult for the students because in writing, there is no direct interaction between the writer and the reader and the whole process of communication is sustained through words alone (Bryne, 1979:3). In addition, in order to make an effective communication in writing, the writer has to acquire certain structures, which are less used in speech, or may not be used at all. Heaton (1988:135) states that writing skill is complex and difficult to be mastered because it requires certain skills, such as grammatical skills, stylistic skills, mechanical skills, and judgment skills. In this case, Morsey, in Tarigan and Tarigan (1988:4) says that in writing, the writer needs good writing ability to make the readers understand his ideas. The messages in written language can only be understood if the writer can tell, arrange, explain, and convince his ideas orderly and briefly and this explanation depends on the organization, diction, and good structure.

Referring to the ideas above, grammar becomes one of the English components that is closely related to writing skill. In writing, the writer should express his ideas in correct and appropriate sentences so that the reader understands what he means. Since English grammar has different systematic rules from Indonesian grammar, the students often produce grammatical errors in their English writing. The grammatical errors made by the students cover syntactical or morphological errors (Politzer and Remirez, in Dulay et. al., 1982:247).

Concerning with this problem, the findings of the previous researchers are worthwhile to be used as the reference to decide the grammar problem. The study conducted by Sundari (1998:48) reported that the students in writing English made grammatical errors covering syntactical errors and morphological errors. Another study conducted by Effendy (2000:44) reported 375 errors the students made in their compositions based on the surface strategy taxonomy. The identification shows misformation errors at the highest number (162 errors), followed by omission errors (126 errors), addition errors (69 errors) and ordering errors (18 errors). Those studies were as evidence that grammatical errors often happened in the students' English writing. Those errors can happen because the students do not really master the grammar used in their writing although they have

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learnt English grammar since they were in Junior High School or even since they were in Elementary School.

Due to the fact that the correct grammar is important for the students to express their ideas in writing, morphological errors are essential to get attention to since there are different rules between English morphology and Indonesian morphology. For example, in Indonesian, the student may write 'buku-buku' in the plural form of 'book', but in English he has to put –s at the end of 'book' to show plural form. Therefore, it becomes 'books'.

Based on the descriptions above, it was necessary to conduct a research entitled "Morphological Error Analysis in Narrative Writing Made by the First Year Students of SMAN 2 Jember in the 2004 / 2005 Academic Year".

1.2 Problems Formulation of the Study

Based on the background of the study above, the problems of the study were as follows:

1. What types of morphological errors in narrative writing are made by the first year students of SMAN 2 Jember in the 2004 / 2005 academic year?
2. What is the percentage of each type of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004 / 2005 academic year?
3. What sources of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004 / 2005 academic year?

1.3 The Objectives of the Study

Based on the problem formulations above, the objectives of the research were as follows:

1. To describe the types of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004 / 2005 academic year.

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2. To describe the percentage of each type of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004 / 2005 academic year.
3. To describe the sources of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004 / 2005 academic year.

1.4 Operational Definition of the Terms

An operational definition is needed to avoid different perspective between the writer and the readers about the terms or the concepts used in the title. The concepts that were necessary to be defined were error analysis, morphological errors, and narrative writing.

1.3.1 Error Analysis

In this research, error analysis means a systematic description and explanation of errors made by the first year students of SMAN 2 Jember in writing a narrative composition in English. The analysis was focused on analyzing morphological errors that appear in the students' narrative writing.

1.3.2 Morphological Errors

Morphological errors, in this research, mean the systematic deviation of morphological norms, which were found in the students' narrative writing. The morphological errors in this research were focused on the morphological inflection errors. Morphological inflection errors refer to any errors that the students made in applying inflection morphemes in the words. In this case, the morphological inflection errors included: (1) errors of omission of plural morphemes, (2) errors of omission of the third person singular morphemes, (3) errors of omission of past tense morphemes, (4) errors of omission of possessive morphemes.

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1.3.3 Narrative Writing

Narrative writing in this study was an English composition in the form of narration of personal experience, which was written by the first year students of SMAN 2 Jember in the 2004/2005 academic year. They composed words into sentences and linked those sentences to form a piece of narration about their personal experience by following the written instruction provided by the researcher.

1.5 The Significances of the Study

The results of this study are expected to give significances to the following people:

1. The English Teachers

   The results of this study are expected to be useful for the English teachers to understand the students' difficulties in English writing in order to help the students solve their problems with morphological errors they may made in narrative writing. The research results are also useful as feedback for the English teachers to know the students' weaknesses in writing a narrative composition so that the teachers could develop their quality of teaching writing by giving feedback to the students' morphological errors in their English writing.

2. The Students

   The results of the test are hoped to be useful for the students as information to know their ability in writing narrative, and as motivation to improve their writing skill by increasing the mastery of applying morphological rules in writing.

3. Other Researchers

   The results of this study are expected to be useful for other researchers as a reference to conduct a further research with a similar problem by another research design, such as a classroom action research to improve the students' grammatical mastery, especially morphological rules mastery by using the appropriate alternative teaching technique.

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II. LITERATURE REVIEW

This chapter presents the literature review related to the study. They are the basic concept of error that covers the distinction between error and mistakes, error analysis in language learning, and the sources of error. Then, it reviews about the study of morphology, the object of morphological error, and narrative writing.

2.1. The Basic Concept of Error

2.1.1. The Distinction between Error and Mistake

Errors and mistakes are the major problems that positively influence the English learners in learning the target language. People may think that errors are mistakes and mistakes are errors. As a matter of fact, those two terms are linguistically quite different. In order to avoid the readers' misunderstanding, it is necessary to redefine the concept of errors and mistakes.

According to Ellis (1994:51), an error is any deviation from the norm of the target language and it arises as a result of lack of knowledge or competence, while mistake is performance phenomenon and the reflection of the processing failures that arise as a result of memory limitations, and lack of automaticity. Tarigan and Tarigan (1988:76) make a list of their ideas about the differences between errors and mistakes as follows:

Table 1. The Differences between Errors and Mistakes

No	Point of View	Errors	Mistakes
1.	Resources	Competence	Performance
2.	Characteristics	Systematic	Non-systematic
3.	Linguistic system	Not yet mastered	Has been mastered
4.	Result	Deviation	Deviation
5.	Improvement	Remedial teaching	Students concentration
6.	Duration	Rather long	Temporally

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Based on Table 1 above, it is known that errors are caused by competence factors. The errors arise because the learners have not mastered the linguistic system yet. Those errors happen consistently or systematically and tend to occur in long time, if they are not corrected immediately. The correction is usually done by the teacher through remedial teaching. So, it can be said that errors are the reflection of the students' comprehension of the language system they learn. On the other hand, Tarigan and Tarigan (1988:76) assume that mistakes are caused by performance factors. Mistakes can take place at every linguistic level. In this case, the learners really have known the language system used but they forget it and this forgetfulness just happen temporally. It means that if they concentrate on their mind, they can make correction of their work by themselves. So, remedial teaching is not necessary to be done. From the definitions above, it can be concluded that errors occur when learners deviate from the rules of the target language consistently because of their lack of the target language competence, and mistakes occur when learners have mastered the rules of the target language but because of the inattention or forgetfulness, they cannot use the rules properly. For example, a student writes "*I goed to Surabaya yesterday*". In this case, he writes "*goed*" instead of "*went*". If the student always write sentences in past without paying attention to the standard rules of past tense consistently in his writing and he cannot correct it by himself, we may assume that the student made "error" in the use of past tense form. But, if in the other occasions, the student writes sentences in past correctly such as, "*I walked*", "*He came back*", or "*She wrote*", it can be assumed that he made "mistake" because he deviate from the standard rules temporally and he can correct his mistakes by himself.

Nevertheless, we cannot always distinguish between an error and a mistake. Learners sometimes use a correct target form and sometimes an incorrect target form, it cannot necessarily be concluded that the learner "knows" the target form and that the use of the non-target form represent a mistake. It is possible that the learners' knowledge of the target form is only partial, he may not have learnt all the contexts. For this reason, Dulay et.al (1982:218) give an example. Sometimes on one or two occasions, an English learner makes a sentence "John

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cans sing" but on the other occasions, he writes "John can sing". However, it is difficult to determine whether "cans" is a mistake or an error. But, in further examination, the learner consistently reveals such sentences as "John wills go", "John mays come", and so forth, with very few instances of correct third-person singular usage of modal auxiliaries, we may safely conclude that "cans", "wills", "mays", and other such forms are errors. It means that the learner cannot distinguish the use of modals in a sentence from other verbs.

In this case, we can appreciate the subjectivity of distinguishing between an error or a mistake in the learners' writing. Corder, in Ellis (1994:51) notes that the error analysis should be restricted to the study of errors and the mistakes should be eliminated from the analysis. Thus, this research would use the term "errors" to analyze the students' English narrative writing instead of "mistakes" because the errors that the students made were the results of their lack of competence of English rules. They did not realize of making them, so they could not make self-correction for the errors.

2.1.2. Error Analysis in Language Learning

It cannot be denied that people learn language systematically committing errors at the early stage of learning. Those errors can be observed, analyzed, and classified to reveal the system operating within the learner and the study of errors is carried out by means of error analysis (EA). Tarigan and Tarigan (1988:67) state that error analysis is a series of methods to analyze the students' language errors and it aims to make the language teaching process run more effectively and efficiently. In other words, error analysis constitutes the first attempt to investigate learners' language in order to discover how learners acquire the target language.

Dulay et.al (1982:138) say that there are two major purposes of studying learners' errors. First, the study can be used to get data from which inference about the nature of the language learning can be made. Second, the study shows the teachers and curriculum developers which part of the target language that the learners have errors and which type they are weak in. Thus, error analysis is valuable for (1) the teachers to judge the effectiveness of certain methods in

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language teaching, (2) the learners to get feedback and improve their mastery of the target language they learn, and (3) the researchers to get an evidence of how the learners learn or acquire the language.

2.1.3. The Sources of Errors

According to Richard (1985:134), the major source of errors in a foreign language is interference from native language. The error is called "interlanguage errors". Another one is interference from the target language that is called "intralingual and developmental errors".

2.1.3.1 Interlanguage Errors

Interlanguage errors are errors caused by the interference of the learners' mother tongue (Richard, 1985:173). Dulay et.al (1982:217) say that interlanguage errors are similar to structure to a systematically equivalent phrase or sentence in the learners' native language. These errors are frequently found at the beginning process or stage of learning a foreign language. In this case, Brown (1980:1173) explains that it happens because before the learners are familiar with the system of the foreign language, the native language is the only linguistic system in previous experience in which the learners can acquire.

The learners are often confused to differentiate the target language form from the native language form. Sometimes, in order to make it easier for them to produce sentences in the target language, they generalize the target rules or forms or make it similar to their native language form. So, later they produce some errors. We can take the example of the English usage, which is influenced by the Indonesian language. For instance, the omission of plural inflection in the following forms; some toy, many book, etc. This happens, because there is no plural inflection in Indonesian construction. Indonesian, in most cases, does not express its plurality by such an inflectional suffix, but by reduplicating the singular form, such as "anak-anak", "tempat-tempat", etc, or by plural quantity expression, such as "beberapa", "banyak", "para", etc.

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2.1.3.2 Intralingual and Developmental Errors

According to Richard, in Ellis (1994:58), intralingual errors reflect the general characteristics of rule learning, such as, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Intralingual errors occur if the first language does not have rules as they have in the second language, so the learners apply the rule of second language and as the result there occurs errors (Lo Coco in Tarigan, 1988:304).

Further, Richard, in Ellis (1994:58) also defines developmental errors as errors, which occur when the learners attempt to build up hypothesis about the target language on the basis of limited experience.

From those statements above, it can be concluded that intralingual and developmental errors are caused by over generalization, ignorance of rule restriction, incomplete application of rules, false concept hypothesized. The following will discuss the causes of intralingual and developmental errors one by one in turn.

1). Over – generalization

Richard (1985:174) states that over–generalization is the use of previously available strategies in new situations. Tarigan (1988:301) defines it as an error caused by the spreading of the target language rule on incorrect context. It covers some examples that the learner creates deviant structure based on his experience about the other structures 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. For examples: The student learned the structure of these two sentences:

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

Later, based on the structure, the learner may produce the sentences:

(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 present tense. The omission of the "-s" in the third person singular may be caused by heavy pressure of all other ending forms.

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2). Ignorance of Rule Restrictions

This source of error comes from the students' failure to observe the restrictions of existing structures that is the application of rules to the contexts where they do not apply (Richards, 1985:175). It is still related to generalization or transfer, since the students use a previous acquired rule in a new situation.

Examples:
- *There are many **bookshelfs** in the library*
  (Correct: *There are many **bookshelves** in the library*)
- *She reads the **students's compositions***
  (Correct: *She reads the **students' composition***).

From the examples above, in the first sentence, the student ignores the use ***-es*** in the word "*bookshelf*" to indicate plural form. In the second sentence, the student does not put ***(')*** in the word "*students*" to indicate possessive. These errors happen because the students ignore the rule restriction of plural form and possessive form.

3). Incomplete Application of Rules

This source of errors is categorized as the occurrence of structure that is deviant represents the degree of development of the rule required to produce acceptable utterances (Richards, 1985:177). For instance, a statement form may be used as a question, one of the transformations in a series may be omitted or a question word may simply be added to a statement form. For examples:

Teacher's questions	Student's responses
*1) How much does it **cost**?*	*-It **cost** ten dollars.*
*2) Does he **go** to school today?*	*- Yes, he **go** to school today.*

Because of the influence of the questions, the answers are transferred from the questions without paying attention to the rules. In the first example, in the verb "***cost***", **-s** is missing. The response should be ***"It costs ten dollars"***. In the second example, in the verb ***"go"***, **-es** is missing and the response should be ***"Yes, he goes to school today"***.

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4). False Concepts Hypothesized

These errors are derived from the learners' faulty comprehension of distinction in the target language (Richard, 1985:178). These are sometimes due to poor gradation of teaching items. For example, the form ***–ed*** may be interpreted as marker of the past tense. So, when the students make a passive sentence in present form, they omit ***–ed*** after be + participle verb stem, as follow:

- *The sky is **cover** with clouds* (Correct: *The sky is **covered** with clouds*)
- *Some trees are **uproot*** (Correct: *Some trees are **uprooted***)

Elsewhere, the students may assume that 'is/am/are' are present tense marker and 'was/were' are past tense marker such as the following examples:

- *He **is speaks** French* (Correct: *He speaks French*)
- *One day it **was happened*** (Correct: *One day it happened*)

Based on the explanation above, in this research, the morphological errors made by the students in their narrative writings were identified based on the intralanguage and developmental sources of errors.

2.2 The Study of Morphology

2.2.1 The Definition of Morphology

Sari (1988:78) defines morphology as the study of word formation. While Matthews (1991:3) points out that morphology is a term for that branch of linguistics, which is concerned with the forms of words in different uses and construction (1991:3). In this case, Crystal (1997:90) defines it as a branch of grammar that studies the structure of words. From those definitions above, it can be concluded that morphology is the branch of linguistics that deals with the forming of words.

2.2.2 The Definition of Morphemes

A morpheme is a minimal unit of meaning or grammatical function (Yule, 1996:75). Then, Crystal (1997:90) defines morphemes as the smallest meaningful elements in which words can be analyzed and the way morphemes operate in language provides the subject matter of morphology. For example, the word

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"cats" is composed of two units: "cat" and "s". The first unit refers to the kind of animal and the second unit refers to the number of the animal. It means that the animal is more than one. So, the word "cats" consists of two morphemes, namely 'cat' (root or stem) and '-s' (plural morpheme). However, the word "cat" itself cannot be broken down into "c" or /k/ and "at" although "at" itself has a meaning.

2.2.3 The Types of Morphemes

Yule (1996:75) makes a broad distinction between two types of morphemes. The first type is free morphemes (independent morphemes), that is, morphemes which can stand by themselves as single words, such as 'open', 'live', 'tour', etc. The second type is bound morphemes (dependent morphemes), that is, morphemes which cannot normally stand alone, but they are typically attached to other forms, such as '-ed', '-s', '-er', etc. For example, the word "bags" has two morphemes, a free morpheme "bag" and a bound morpheme "-s". The word "worked" has two morphemes, a free morpheme "work" and a bound morpheme "ed" (past tense morpheme).

Sari (1988:81) makes a distinction between lexical and grammatical morphemes. She says that lexical morphemes have a sense (meaning) in and of themselves. Lexical morphemes carry the lexical meaning and its meaning can be found in the dictionary. Nouns, verbs, and adjectives are typical of lexical morphemes. On the other hand, grammatical morphemes do not really have a sense in and of themselves instead, they express some sort of relationship between lexical morphemes. The meaning 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 morphemes 'walk' and a grammatical morphemes '-s', which is called the third person singular morphemes. Another example can be found in the word "boys". The word consists of two morphemes, namely the lexical morpheme 'boy' and '-s' as the grammatical morpheme or plural morpheme.

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Sari (1988:82) also states that both lexical and grammatical morphemes can be in the form of free and bound morphemes. For examples, free lexical morphemes come up to the word *boy, house, tiger, long, yellow, look, break*, etc while bound lexical morphemes can be found in the word '*clude*' as in *exclude, include*, or *preclude*. The examples of free grammatical morphemes are prepositions, articles, and conjunctions. Next, bound grammatical morphemes are still divided into two, namely inflectional and derivational morphemes.

According to Sari (1988:83), derivational morphemes are morphemes, which derive (create) new words by either changing the meaning or the part of speech. For example, the word 'good' (adjective) is added by suffix –ness becomes 'goodness' (noun). So, -ness in the word 'goodness' is a derivational morpheme because it changes the part of speech (from adjective to noun). According to Crystal (1997:90), inflectional morpheme is a morpheme, which vary or inflect to another morpheme in order to express grammatical contrasts in sentences. Thus, these morphemes purely serve grammatical function, never creating a different word, but only a different form of the same word. Tense, person, case and number can be termed inflectional categories in languages, which mark with ending (suffix). For example, the word 'finish' (verb) is added by suffix –ed becomes 'finished' (verb). So, -ed in the word 'finished' is an inflectional morpheme, which indicates past tense morpheme. Both of words above have the same function as verb.

English has eight inflectional morphemes and all of them are in form of inflectional affixes. There are two of the inflections –'s (possessive) and –s (plural) are attached to nouns. There are four inflections that are attached to verbs, -s (3rd person present singular), -ing (present participle), -ed (past tense), and –ed or –en (past participle). There are two inflections, -er (comparative) and –est (superlative) attached to adjectives or adverbs.

Table 2 below illustrates the classification of morphemes that has been explained above.

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Table2. Classification of Morphemes Based on The Expert's Name

No.	Experts	Classification	Examples
1.	George Yule	1. Free morpheme (independent morphemes)	*Open, live, tour, etc.*
		a. Free lexical morphemes	*Open, live, tour, etc.*
		b. Free grammatical morphemes	*In, at, on, the, and, etc.*
		2. Bound morpheme (dependent morpheme)	*Bags, worked, walks, etc.*
2.	Nirmala Sari	1. Lexical morphemes:	
		a. Free lexical morphemes	*Boy, house, look, etc.*
		b. Bound lexical morphemes	*Exclude, include, preclude, etc.*
		2. Grammatical morphemes:	
		a. Free grammatical morphemes	*In, on, a / an, and, etc.*
		b. Bound grammatical morphemes:	
		- Derivational morphemes	*Goodness, useful, disagree.*
		- Inflectional morphemes:	
		1. possessive (-'s)	*John's bag, Ann's hair, etc.*
		2. plural nouns (-s)	*two books, many students*
		3. 3rd person singular (-s)	*He calls me, She cries, etc.*
		4. past tense (-ed)	*He visited me, I walked, etc.*
		5. present part (-ing)	*I'm studying, He is working.*
		6. past part (-ed / -en)	*They've finished, It is taken...*
		7. comparative (-er)	*Older, larger, smaller, etc.*
		8. superlative (-est)	*The oldest, the biggest, etc.*

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Based on the types of morphemes described above, this research was focused on analyzing inflectional morpheme errors that the students made in their narrative writings. They were chosen because inflectional morphemes were more productive than derivational morphemes and most of them applied to word classes (parts of speech).

2.3 The Object of Morphological Errors Analysis

After discussing errors and morphology, it is necessary to limit the objects or the elements of morphological errors, which will be investigated in this study. In this study, the objects of the morphological errors were focused on the morphological inflection errors, as follows: 1) third person singular verb inflection errors, 2) past tense inflection errors, 3) plural inflection errors, 4) possessive inflection errors, 5) present participle inflection errors, 6) past participle inflection errors, 7) comparative inflection errors, and 8) superlative inflection errors. The errors would be reviewed in the following parts:

2.3.1 Third Person Singular Inflection Errors

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

(1) The ending **-es** is added to the following cases:

a. To a simple form ending in the letters **ch, s, sh, x**, or **z**

Examples: *pass* - *passes* *catch* - *catches*
push - *pushes* *tax* - *taxes*

b. To a simple form ending in y, preceded by a consonant (after changing y to i):

Examples: *study* - *studies* *try* - *tries*
cry - *cries* *carry* - *carries*

c. To a simple ending with -o

Examples: *do* - *does*
go - goes

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(2) The ending **-s** is added to the simple form of all other verbs (except **have**)

Examples:	*see*	-	*sees*	*get*	-	*gets*
	like	-	*likes*	*buy*	-	*buys*

However, the learners make errors in the following sentences:

- *I **likes** reading books* (wrong)
- *I **like** reading book* (correct)
- *Fun bike **make** the body healthy* (wrong)
- *Fun bike **makes** the body healthy* (correct)

2.3.2 Past Tense Inflection Errors

The system of English past tense has a certain rule. In learning English, the students often make some errors if they form the verb in the simple past tense mainly those belong to the irregular verbs. However, this research focused on the past tense form of regular verbs because these consist of past tense inflection (-ed) morphemes, while the past tense with irregular verbs were ignored because they were not classified into inflectional morphemes (Sari, 1988:85).

The following are the examples of forming simple past tense verbs according to Rebecca et. al. (1959:61):

(1) The simple past tense is the same as the past form of a verb. The form is the same for all persons, singular and plural. **be** is an exception. For examples:

The verb "want"

Singular person	**Plural person**
- *I wanted*	- *We wanted*
- *He wanted*	- *They wanted*

The verb "be"

Singular Person	**Plural Person**
- *I was*	- *We were*
- *She was*	- *They were*

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(2) The past form of all regular verbs is made by adding –**d**, -**ed** to the simple form of the verb.

a. The ending -***d*** is added when the simple form ends in -***e*** or -***ee***.

- Final -***y***, preceded by a consonant, is changed to -***i*** before adding -***ed***.

Examples: *study* - *studied*

fry - *fried*

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

Examples: *stop* - *stopped*

beg - *begged*

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

Examples: *permit* - *permitted*

occur - *occurred*

The learners sometimes produce errors in the following sentences:

- ***I'm visited*** *my friend in Yogyakarta* (wrong)
- *I* ***visited*** *my friend in Yogyakarta* (correct)
- *He* ***was pass*** *the exam in SMU* (wrong)
- *He* ***passed*** *the exam in SMU* (correct)

2.3.3 Plural Inflection Errors

To express plurality, English nouns do not only end with '-***s***' or '-***es***', but there are some considerations that must be known to form plurality. However, this research focused on analyzing the errors of plural inflection, that was, nouns which were added with –***s*** or –***es***, while the irregular plural forms were ignored on the analysis since they were not classified into plural inflection morphemes (Sari, 1988:84). In this case, Frank (1972:13-14) explains the formation of the plural nouns.

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(1) After the letter -y preceded by a consonant, it is changed into -i then added by -es.

Examples: *lady* - *ladies*

country - *countries*

(2) In one syllable word, final letter -f or -fe becomes -ves in the plural form.

Examples: *wife* - *wives*

leaf - *leaves*

However, some words take the regular -s ending.

Examples: *chief* - *chiefs*

roof - *roofs*

(3) After final -o, -es is sometimes added, especially in some common words.

Examples: *hero* - *heroes*

potato - *potatoes*

If a vowel precedes the final -o, or if the word is a term of music, only s is added. For examples:

zoo - *zoos* *studio* - *studios*

memo - *memos* *piano* - *pianos*

Some nouns that end in -o add either -es or -s to form the plural.

Examples: *mosquito* - *mosquitos/mosquitoes*

tornado - *tornados/tornadoes*

However,the students make errors in the following sentences:

- *There are four bus for us* (wrong)
- *There are four buses for us* (correct)
- *We buy some ticket every Sunday* (wrong)
- *We buy some tickets every Sunday* (correct)

2.3.4 Possessive ('s) Inflection Errors

The system of English possessive inflections can be seen from the following description. Noun inflection is needed in English to express possessive. Frank (1972:14-15) describes it as follows:

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

Examples: - *The girl's father* - *The student's book*

(2) A plural noun becomes possessive by adding (') to the final -s.

Examples: - *two boys' mothers*

- *the learners' language style*

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

Examples: - *men's shoes*

- *children's toys*

(4) Proper nouns ending in s may take either (-'s) or (')

Examples: - Dicken's novels or Dickens' novels

The following is the examples of sentence error made by the learners:

- ***Harris house*** *is next to my house* (wrong)
- ***Harris' house*** *is next to my house* (correct)
- *He is my* ***brother friend*** (wrong)
- *He is my* ***brother's friend*** (correct)

2.3.5 Present Participle Inflection Errors

According to Krohn (1982:36), the present participle made with a form of ***be*** and the ***–ing*** form of the main verb. It indicates an action or event, which is actually in progress at this moment. The following changes in spelling occur when the adding ***–ing*** is added to the simple form of the verbs:

a. a final *e* that is not pronounced is dropped.

examples: write - writing

take - taking

but, a final ***ee*** is retained.

Examples: free - freeing

agree - agreeing

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

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Examples: beg - begging
stop - stopping
but, fix (ends in x) - fixing
greet (two vowel letters before consonant) - greeting

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

Examples: begin - beginning
permit - permitting
But, suffer (accent on first syllable) - suffering

d. a few verbs end in ***ie***. The ie in some of these verb changes to y when the –ing ending is added.

Examples: die - dying
lie - lying

Here are some examples of students' errors:

- *Anita is reads a newspaper now* (wrong)
- *Anita is reading a newspaper now* (correct)
- *Look, the boy is busy. He is cuts the grass in the field* (wrong)
- *Look, the boy is busy. He is cutting the grass in the field* (correct)

2.3.6 Past Participle Inflection Errors

All past participles in English can be represented morphologically as consisting ***"a root + -ed"***. In a simple active sentence, a past participle always follows the auxiliary verb ***have*** and in passive sentence it occurs after ***be***. Past participles have many variations in their spelling, most of them are formed by adding ***–ed*** to the simple form of the verb (the same as the "past form"), but some are added with ***-en***.

Examples:	visit	-	visited	take	-	taken
	study	-	studied	give	-	given
	occur	-	occurred			

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Further, Krohn (1982:202-203) argues that there are certain rules to apply past participle:

a. the simple form and the past form are the same, but the past participle is different.

   Examples: beat - beat - beaten

b. the simple form and the past participle of certain verb are the same, but the past form is different.

   Examples: become - became - become
   come - came - come

c. the past tense and past participle of certain verb are the same

   Examples: bring - brought - brought
   buy - bought - bought

d. the simple verb form, past verb form and past participle of certain verb are different.

   Example: arise - arose - arisen
   begin - began - begun

The following are the examples of students' errors:

- *My mother has already watch TV* (wrong)
- *My mother has already watched TV* (correct)
- *Professor Jones is a famous scholar, he has write a lot of books* (wrong)
- *Professor Jones is a famous scholar, he has written a lot of book* (correct)

2.3.7 Comparative Inflection Errors

Comparative form is used to make comparison between two things or persons. It can be in form of adjectives or adverbs. In this case, the comparative adjectives or adverbs using "*more*" are ignored since they are not classified in the inflectional morphemes proposed by Sari (1988:84). Instead, the comparative adjectives or adverbs (-er) are categorized in inflectional morphemes.

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According to Krohn (1982:164), there are some rules in adding comparative (-er) inflection:

a. the ending *–er* is added to most one syllable adjectives or adverbs.

Examples:	large	-	larger
	big	-	bigger

b. the ending *–er* is also added to some two syllables adjectives or adverbs, which end with ***er, ow***, and ***y***.

Examples:	pretty	-	prettier
	lovely	-	lovelier

c. the ending *–er* is added to a few adverbs that have the same form as adjectives.

Examples:	slow	-	slower
	loud	-	louder

The following are the examples of students' errors:

- *Abi is* <u>*short*</u> *than Doni* (wrong)
- *Abi is* <u>*shorter*</u> *than Doni* (correct).
- *The hill is* <u>*small*</u> *than the mountain.* (wrong)
- *The hill is* <u>*smaller*</u> *than the mountain* (correct)

2.3.8 Superlative Inflection Errors

Superlative form is used to compare one thing among others. It is formed from adjectives or adverbs. It is marked by attaching suffix *–est* at the adjectives or adverbs. In this case, the superlative adjectives or adverbs using "***most***" are ignored since they are not classified in the inflectional morphemes proposed by Sari (1988:84). Krohn (1982:166-167) states that superlative adjectives and adverbs are formed with:

a. the ending *–est* adds to most one syllable adjective or adverb.

Examples:	large	-	the largest
	small	-	the smallest

b. the ending *–est* is added to some two syllables of adjective or adverb, particularly those ending in letter ***er, ow***, and ***y***.

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Examples: narrow - the narrowest

clever - the cleverest

The following are the examples of students' errors:

- *Jakarta is the big city in Indonesia* (wrong)
- *Jakarta is the biggest city in Indonesia* (correct)
- *I am the young person in my family* (wrong)
- *I am the youngest person in my family* (correct)

However, this research would only use four inflectional morphemes errors from the eight inflectional morphemes errors as described above, they were: (1) the third person singular inflection errors, (2) past tense inflection errors, (3) plural inflection errors, and (4) possessive inflection errors. They were chosen because they were common applied in narrative writing (Based on the 2004 Curriculum for SMA). Besides that, the students had learnt those materials from Elementary School or Junior High School, and even they were considered as the English grammar materials that were/ taught in the first year level of SMA.

2.3 Narrative Writing

One of the functions of language is as a means of communication. People can use two kinds of communication, they are speaking and writing. As this study deals with the aspects of writing, the writer would like to emphasize on the writing skill only. As stated by Chaffee (1999:5), writing is an active, purposeful process that uses a system of written symbols for thinking and communicating. Then, Wingersky et.al (1999:4) say that writing is a process thought, which the writer discovers, organizes, and communicates his thoughts to a reader. Based on the ideas, writing can be defined as an active process of communicating with others in which the writer sends his ideas in written symbols to the readers.

A piece of continuous writing may take the form of a narrative, descriptive, survey, record, report, discussion, or argument (Heaton, 1989:136). In this research, narrative writing will be used as a medium to analyze the students' morphological errors. According to Hornby (1973:648), narrative means story or orderly account of events. It consists of the act of following a sequence of actions

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or events in time. D'Angelo (1980:196) says that narrative recounts the facts or some incidents or experiences. In addition, he states that in narrative writing, the emphasis is usually on the action or the connected series of events that take place in chronological order. Of course, a description is often included in narrative writing in order to present the action in the most vivid terms. In line with this, Winshon and Burks (1996:378) say that narration places occurrences in time and tells what happened according to natural time sequence. Meanwhile, Stanley (1992:103) explains that a narrative is often a personal story, so the pronoun "I" (first person pronoun) may be used throughout the story. If the writer decides to tell the story about someone else, he will be writing in the third person form. In this case, if the students write narrative composition in the third person form, the researcher will know the students' ability in the use of third person inflection form in writing a narrative composition. Based on the explanation above, it can be said that narration is a piece of writing in which the writer should write the actions or events happened sin chronological order.

Narrative must have a purpose or make a special point. Narration can be used to achieve any aim: to inform or to instruct, to convince or persuade, to entertain or please, or to express strong feelings and emotions (D'Angelo, 1980:196). It can be found in numerous kinds of writing: the narration of personal experience, biographies, autobiographies, diaries, memoirs, records, newspaper stories, magazine ads, short stories, novels, anecdotes. Besides, in writing a narration, the learners do not have to spend hours doing the researches gathering information since they already know the material and can concentrate on shaping it (Karim, 1996:155). So, it can be said that narrative writing will be useful to express someone's ideas because it is closely related to a large part of our everyday social interchange. In other words, it can be really enjoyable to write and to read.

In this research, the narrative writing would be presented in the form of writing a composition to analyze the students' language errors. It is because the composition writing ability may deal with the linguistic ability. The composition writing focuses on the production of grammatically correct sentences, the

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appropriate vocabulary, and orthography. According to Meras (1962:248), a composition can be used as a device for correcting general errors which students make, particularly for directing their correction before the composition is handed in. In addition, Heaton (1988:144) says that composition can be used to provide not only high motivation for writing but also an excellent backwash effect on teaching. Besides, it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. Therefore, a written composition is a good way to detect students' errors and it is the most effective method of teaching writing skill in a foreign language.

In this research, a guided narrative composition was applied. It was chosen from selected topics of writing related to learners' personal experience. The topic included general ideas about the sorts of details that the students should write in their composition. Further, from that piece of composition, the students' morphological errors could be detected.

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III. RESEARCH METHODOLOGY

This chapter presents the methods that were used for conducting the research. It covers the research design, area determination method, respondent determination method, and data collection methods. The data collection methods used in this research covered test, interview, and documentation.

3.1 Research Design

This research belonged to a descriptive quantitative research which had the main purpose to describe the morphological errors of narrative writing made by the first year students of SMAN 2 Jember in the 2004/2005 academic year. According to Mc Millan's idea (1992:144), a descriptive quantitative research describes a phenomenon and usually in the form of statistics, such as frequencies or percentages, averages, and sometimes variability. Then, it was described qualitatively.

The procedures of this research design were as follows:

1. Determining the research area by purposive method.
2. Determining the research respondents by proportional random sampling.
3. Constructing the instrument (the narrative writing test)
4. Constructing the interview guide and documentation guide to get the supporting data.
5. Collecting the primary data by giving narrative writing test to the respondents.
6. Collecting the supporting data through interview and documentation.
7. Analyzing the collected primary data quantitatively in the percentage.
8. Classifying the quantitative data results qualitatively.
9. Describing the results of interview to complete the primary data.
10. Drawing a conclusion to answer the research problems.

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3.2 Area Determination Method

In this research, the area was determined by using purposive method. As stated by Hadi (1991:82), a purposive method is used based on the specific characteristics that have been known before, such as the limited time, the available fund, and the available energy for conducting the research.

This research was conducted at SMAN 2 Jember. It was chosen as the research area because of some considerations. First, from the informal interview with the English teachers of SMAN 2 Jember, it was known that narrative writing had been taught to the students and they still made grammatical errors in English writing. Second, the research dealing with the analysis of students' grammatical errors had not been conducted in this school. Third, the researcher had got permission to conduct the research in this school.

3.3 Respondent Determination Method

The population of this research was all of the first year students of SMAN 2 Jember in the 2004/2005 academic year. The number of population was 336 students, which was divided into 8 classes. Each class consisted of 42 students. Acording to Arikunto (1996:120), if the number of the population is more than 100 persons, the sampling research can be conducted and the samples can be taken 10% - 15%, 20% - 25%, or more of the population. Therefore, it was possible to take samples for the research. To take the samples, the proportional random sampling was applied. The sample was taken randomly by lottery as many as 15% from the population. Thus, the number of samples taken was 48 students. The number of the samples taken randomly and proportionally was presented in the following Table 3.

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Table 3. The Number of Population and Samples Taken by Using Proportional Random Sampling by lottery

No.	Class	Population	Sample
1.	X.1	42 students	15/100 X 42 students = 6 students
2.	X.2	42 students	15/100 X 42 students = 6 students
3.	X.3	42 students	15/100 X 42 students = 6 students
4.	X.4	42 students	15/100 X 42 students = 6 students
5.	X.5	42 students	15/100 X 42 students = 6 students
6.	X.6	42 students	15/100 X 42 students = 6 students
7.	X.7	42 students	15/100 X 42 students = 6 students
8.	X.8	42 students	15/100 X 42 students = 6 students
Total		336 students	48 students

3.4 Data Collection Methods

Dulay et. al (1982:247) propose that the elicitation technique can be used to get the data of errors that the students make. This technique involves two dimensions, the task mode and the task focus. The task mode refers to how the language mode is tapped: speaking, writing, or reading comprehension. However, the task focus indicates to what kind of focus is required from the respondents when they are performing the task: content-message, idea or opinion, or linguistic forms or rules of the language used in the task. Based on this technique, the research used writing as the task mode and linguistic forms or the rules of the language were used in the task as the task focus. In this case, the linguistic form was limited to the morphological inflection errors.

There were two kinds of data collected in this research, namely primary data and secondary data. The primary data was the data in which the main data was collected, while the secondary data were the data which were used to support the results of the primary data collected. The primary data were gathered through narrative writing test to get the data about morphological errors made by the first year students of SMAN 2 Jember in their narrative writings, whereas the

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supporting data were gathered through interview and documentation. The following sections will discuss the data collection methods used in this research.

3.4.1 Narrative writing test

Test refers to a set of questions that can be used as the instrument to measure the students' intelligence, ability, or achievement (Arikunto, 1996:120). Test, in this research, was narrative writing test that was intended to find the students' morphological errors in their narrative writing. The test was called diagnostic test. As stated by Hughes (1989:13), diagnostic test is used to identify the students' strengths and weaknesses. It is intended primarily to ascertain what further teaching is necessary. Thus, by giving the diagnostic writing test, the researcher could find the useful data about the students' morphological errors in their narrative writing.

In writing test, the students were asked to write a narrative composition. It was based on Meras' explanation (1962:274) that written composition is one of the effective ways to eliminate errors of the language. The narrative composition test was in the form of guided composition. In this test, the respondents were given the same topics about their habits, customs, and facts in spending special holidays, which included sort of general ideas as the guidance for the respondents in writing the narrative composition. The researcher provided three special holidays that were mostly celebrated by the students, namely: New Year day, Christmas day, and Lebaran day. Then, the respondents were asked to write a narrative composition about 150 – 200 words by choosing one of the special holidays provided.

The test was tried out to other students who had the same level as the respondents. In this case, the respondents of the try out were the first year students of SMAN 2 Jember who were not taken as the respondents of the research. They were taken proportionally and randomly from 15% of the students. The result of the try out was used as a consideration to decide whether the time given was enough or not, and to know whether the instruction was understandable or not. The time for the try out test was 60 minutes.

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Dealing with the scoring system, firstly, the morphological errors that the students made was elicited from their narrative composition and classified into four morphological inflection errors that had been described above. Then, analytical scoring method was used to score the morphological errors in the students' narrative composition. The analytical scoring method is a method of scoring which requires a separate score for each number of aspects of the task (Hughes, 1989:91). In this case, the morphological errors were scored separately based on the classification of errors. Each morphological error that the students made was scored 1 point. Here, the collected scores were counted based on each indicator of morphological errors. Then, the morphological errors of each indicator was counted by using the percentage formula described in chapter III.

Dealing with the validity and reliability, Hughes (1989:22) states that test is said to be valid if it measures what it is intended to measure. This research used content validity because the test was constructed based on the 2004 curriculum for SMA. Further, Hughes (1989:42) states that a valid test must be reliable because it provides consistently accurate measurement. Based on the idea, since the test was valid based on its content, it was reliable as well. So, the reliability test was not established.

3.4.2 Interview

Arikunto (1996:144) said that interview is a dialog, which is done by the interviewer to get some information from the interviewee.

There are three kinds of interview (Arikunto, 1996:165), namely:

a. Unstructured interview. In this case, the interviewer asks some questions to the interviewee without systematic plan of questions in an interview.
b. Structured interview. In this case, the interviewer asks some questions to the interviewee with systematic plan or questions in an interview.
c. Semi structured interview. It is an interview in which the interviewer makes a list of main questions for the interviewee, and the questions can be developed to obtain data.

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In this research, semi structured interview was used to get the supporting data about the technique used by the English teachers in teaching English, such as the method used in teaching grammar and writing, the problems that their students face in learning grammar and writing, and how they solve the problems. The interview was conducted with the first year English teachers. The interview guide in the form of a list of questions was used during the process of interview. The interview guide was enclosed on Appendix 3.

3.4.3 Documentation

Documentation method is used to get the data from documents such as notes, books, magazines, newspaper, regulations, diaries, charts, etc (Arikunto, 1996:202). In this research, documents were used to get the supporting data about, the school facilities and the names of the respondents. The document guide was enclosed on Appendix 4.

3.5 Data Analysis Method

Ellis (1994:50) proposes some steps of error analysis: (1) collecting errors data, (2) identifying errors data, (3) classifying and explaining errors data, and (4) evaluating errors data. The main purpose of using these steps is to obtain feedback that could be used as a reference to improve the English teaching. It is hoped that error analysis of the students' English writing will be able to find out and reduce morphological errors made by the students. The further description of the steps of analyzing the data would be discussed in the following parts.

3.5.1 Collecting Error Data

To obtain the students' morphological errors, the respondents were given narrative writing test. Then, their work was checked and their morphological errors in their narrative writing were collected.

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3.5.2 Identifying Error 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 were identified based on the four categories of inflection morphemes errors, they were: a) third person singular inflection errors, b) past tense inflection errors, c) plural inflection errors, and d) possessive ('s) inflection errors. Besides, the students' morphological errors were also identified based on the intralingual and the developmental errors to know the sources of morphological errors made by the students in their narrative writing.

3.5.3 Classifying and Explaining Error Data

In this step, the students' morphological errors that were collected, then, they were classified into four inflectional morphemes that had been described above. The explanation of errors data was carried out by showing the kinds of morphological errors made by the students in their narrative writing according to the four categories. Then, the explanations of the sources of morphological errors that were made by the students in their narrative writing based on the intralingual and developmental sources of errors proposed by Richard, in Ellis (1994:58) were done.

3.5.4 Evaluating Error Data

This research used a quantitative statistical method to calculate the frequency and the percentage of the students' morphological errors in their narrative writing. The students' morphological errors were grouped according to four categories as mentioned above. By grouping the errors, it could be seen the total number of errors of each component. It was calculated by using the percentage formula. The data analysis method employed in this research was the percentage formula by Ali (1987:184). The formula for calculating the percentage of morphological errors was as follows:

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$$E = \frac{n}{N} X100\%$$

Notes:

E = The percentage of the students' morphological errors of narrative writing of each indicator

n = The number of the students' morphological errors of narrative writing of each indicator

N = The number of the whole morphological errors

(Adapted from Ali, 1987:184)

From the calculation above, it was known the less and the most common morphological errors made by the students. Then, the results of the data analysis in the form of percentage were classified based on the classification of the students' errors proposed by Mardiati (1989:50). Here is the classification.

Table 4. The Classification of the Students' Errors.

[illegible]	[illegible]
0 – 25	Good
26 – 50	Fair
51 – 75	Poor
76 - 100	Very Poor

(Adapted from Mardiati, 1989:50)

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IV. RESULTS, DATA ANALYSIS AND DISCUSSION

This chapter presents the results of the try out, the results of the primary data analysis collected by using narrative writing test and the results of the supporting data collected by using interview and documentation.

4.1 The Results of the Try-out Test

The try-out test was intended to know whether the instruction of the writing test was understandable or not and the time allocation for doing the test was enough or not. The try-out was conducted on March 1st, 2005 and was given to 48 students of the first year of SMAN 2 Jember in the 2004/2005 academic year who were not taken as the research respondents by using proportional random sampling by lottery. The results of the try-out test showed that the students understood the instruction stated. There were only three students who asked the researcher whether they should answer the questions first then write the composition, or write the composition directly. Related to the time allocation, it showed that the students could finish their work in 60 minutes. It was the same as the time allocation provided by the researcher.

From the explanation above, it could be said that it was not necessary to revise the instruction of the test as well as the time allocation for doing the test.

4.2 The Primary Data

4.2.1 The Results and the Data Analysis of the Narrative Writing Test

The narrative writing test was intended to get the data about the students' morphological errors in their writing. The test was conducted on March 2nd, 2005. The test was given to 48 students of the first year of SMAN 2 Jember in the 2004/2005 academic year who were selected by proportional random sampling. The test was in the form of guided composition. Here, the students were asked to choose one of the three topics provided by the researcher and write a narrative composition in 150 – 200 words in 60 minutes by answering the questions provided as the guidance for their work. Then, morphological errors they made

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were identified from their narrative compositions. The results of test showed that the students made morphological errors in the category of morphological inflection errors, namely: the third person singular inflection errors, past tense inflection errors, plural inflection errors, and possessive ('s) inflection errors. The results and the analysis of the morphological errors made by the students in their narrative writing are presented in the following part.

4.2.2 The Results and the Analysis of the Students' Morphological Errors

4.2.2.1 Identifying Data of Morphological Errors

The results of writing test were examined by the researcher and the students' morphological errors were identified based on the morphological inflection errors. The identification was focused on four categories of morphological inflectional errors, namely: 1). Third person singular inflection errors, 2). Past tense inflection errors, 3). Plural inflection errors, and 4). Possessive ('s) inflection errors. In this case, the morphological inflection errors means the errors in the use of s / -es morphemes attached to the single verbs after third person singular subject to indicate simple present tense, –d / -ed morphemes attached to the single verbs to indicate past tense, -s / -es morphemes attached to the single nouns to indicate plural forms, and –'s morphemes attached to the single nouns to indicate possessive adjectives. However, the errors in the use of irregular verbs and nouns in the students' sentences were ignored because they were not classified into morphological inflection (Sari, 1988:84-85). Besides, the students' morphological errors were also identified based on the intralingual and the developmental errors to know the sources of morphological errors made by the students in their narrative writing.

The identification of errors was done by listing the morphological aspects that deviate from the rules of standard English. The results of the identification of morphological errors made by the students in their narrative writings are enclosed on Appendix 5.

The following table shows the results of the number of the morphological errors made by the students in their narrative writings which had been identified.

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Table 5. The Results of the Students' Morphological Errors

No.	Categories of Morphological Errors			
	(a)	(b)	(c)	(d)
1.	0	3	3	0
2.	0	3	1	0
3.	0	2	1	4
4.	1	2	4	0
5.	2	3	2	0
6.	0	7	2	0
7.	2	1	0	2
8.	0	0	2	0
9.	2	0	4	6
10.	0	3	3	2
11.	0	5	1	0
12.	0	5	4	0
13.	0	3	2	0
14.	4	2	2	2
15.	0	1	5	2
16.	0	0	2	0
17.	0	5	0	1
18.	0	4	2	0
19.	0	1	2	0
20.	3	2	3	0
21.	0	0	7	0
22.	0	0	1	2
23.	0	5	2	4
24.	1	0	4	0
25.	1	1	2	1
26.	0	0	1	0
27.	0	3	4	0
28.	0	2	4	0
29.	1	1	3	0
30.	0	6	1	0
31.	0	4	5	0
32.	0	3	0	0
33.	0	0	3	0
34.	0	6	7	0
35.	0	9	0	1
36.	4	2	1	3
37.	0	1	2	0
38.	2	0	0	0
39.	0	0	8	0
40.	0	0	2	0
41.	0	2	3	1

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42.	0	2	4	2
43.	0	6	5	1
44.	0	11	2	0
45.	1	0	3	1
46.	0	2	1	0
47.	0	2	3	0
48.	0	1	5	2
Total	24	121	128	37

Note:

(1) The misuse and the omission of 3rd person singular inflection errors

(2): The misuse and the omission of past tense inflection errors

(3): The omission and the misuse of plural inflection errors

(4): The misuse and the omission of possessive ('s) inflection errors

To make it clearer, the number of morphological errors of each component made by the students in their narrative writings can be summarized in the following Table.

Table 6. The Data of the Number of Morphological Errors of Each Component Made by the Students in Their Narrative Writings

No.	Components	Number of Errors
1.	The misuse and the omission of 3rd person singular inflection	24
2.	The misuse and the omission of past tense inflection	121
3.	The misuse and the omission of plural inflection	128
4.	The omission of possessive inflection	37
	The total number of morphological errors	310

From Table 6 above, it could be seen that the number of morphological errors made by the students in their narrative writing was 310 errors that covered 24 errors of the misuse and the omission of third person singular inflection errors, 121 errors of the misuse and the omission of past tense inflection errors, 128 errors of the misuse and the omission of plural inflection errors, and 37 errors of the omission of possessive inflection errors.

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4.2.2.2 Classifying and Explaining Data of Morphological Errors

In this part, the students' morphological errors were classified into four categories of morphological inflection errors as described above. The classification also included the sources of morphological errors made by the students in their narrative writings which were categorized into the intralingual and developmental sources of errors. The results of classifying data of morphological errors made by the students in their narrative writings are presented on Appendix 6.

The results of the classification of morphological errors made by the students in their narrative writings can be summarized in the following Table.

Table 7. The kinds, the Number, and the Sources of Morphological Errors Made by the Students in Their Narrative Writing

No.	[illegible]	Number of Errors	[illegible]
1.	Over-generalization a) The omission of the 3rd person singular inflection errors	18	
	Subtotal	18	5,81%
2.	Ignorance of Rules of Restriction a) The misuse of plural inflection errors b) The misuse of the possessive ('s) inflection errors	3 2	
	Subtotal	5	1,61%
3.	Incomplete Application of Rules a) The omission of past tense inflection errors b) The omission of plural inflection errors c) The omission of possessive ('s) inflection errors	108 125 35	
	Subtotal	268	86,45%
4.	False Concept Hypothesis a) The misuse of the concept of the simple present tense errors b) The misuse of the concept of simple past tense errors	6 13	
	Subtotal	19	6,13%
	Total	310	100%

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By looking at Table 7 above, it was known that the students made morphological errors in the types of (1) the misuse and the omission of the third person singular inflection errors, (2) the misuse and the omission of the past tense inflection errors, (3) the misuse and the omission of plural inflection errors, and (4) the misuse and omission of possessive ('s) inflection errors. Those morphological errors were caused by some kinds of sources of errors that covered over-generalization, ignorance of rules of restriction, incomplete application of rules, and false concept hypothesis. The morphological errors that the students made the most were derived from incomplete application of rules (86,45%). Here, the students omitted *–d/-ed* in the past tense form, *-s/-es* in the plural and the 3rd person singular form, and – '*s*/-' for possessive form in the sentences.

4.2.2.3 Evaluating Data of Morphological Errors

This research used quantitative statistical method to calculate the frequency and the percentage of the students' morphological errors in their narrative writings. It was calculated by using the percentage formula. The percentage of morphological errors in each component was calculated by using the following formula:

$$E = \frac{n}{N} X100\%$$

Notes:

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

n = the number of morphological errors of each component made by the students

N = the number of the whole morphological errors made by the students

The following is the calculation of the percentage of the students' morphological errors of each component.

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⇨ Third person singular inflection errors made by the students in their narrative writings $= \frac{n}{N} X100\% = \frac{24}{310} X100\% = 7{,}74\%$

⇨ Past tense inflection errors made by the students in their narrative writings $= \frac{n}{N} X100\% = \frac{121}{310} X100\% = 39{,}03\%$

⇨ Plural inflection errors made by the students in their narrative writings $= \frac{n}{N} X100\% = \frac{128}{310} X100\% = 41{,}29\%$

⇨ Possessive ('s) inflection errors made by the students in their narrative writings $= \frac{n}{N} X100\% = \frac{37}{310} X100\% = 11{,}94\%$

The results of the calculation above could be seen in the Table 8 below.

Table 8. The Percentage of the Morphological Errors of Each Component Made by the Students

No.	Morphological Components	Percentage
1.	The misuse and the omission of the 3rd person singular inflection errors	7,74%
2.	The misuse and the omission of past tense inflection errors	39,03%
3.	The misuse and the omission of plural inflection errors	41,29%
4.	The omission of possessive ('s) inflection errors	11,94%
	Total of Percentage	100%

From Table 8 above, it was known that the highest percentage of the morphological errors made by the students in their narrative writing was the percentage of the misuse and the omission of plural inflection errors (41,29%), while the lowest percentage of morphological errors was the percentage of the misuse and the omission of the 3rd person singular inflection errors (7,74%).

Having been consulted with the grade of errors adapted from Mardiati (1989:50), it could be interpreted that (1) by having 7,74% of the third person singular inflection errors, it means that the students' ability in the use of the third

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person singular inflection in their narrative writings was categorized as "***good***" (2) by having 39,03% of past tense inflection errors, it means that the students' ability in the use of past tense inflection in their narrative writings was categorized as "***fair***", (3) by having 41,29% of plural inflection errors, it means that the students' ability in the use of plural inflection in their narrative writings was categorized as "***fair***", and (4) by having 11,94% of possessive ('s) inflection errors, it means that the students' ability in the use of possessive ('s) inflection in their narrative writings was categorized as "***good***".

The following Table shows the categories of the students' morphological errors of each component.

Table 9. The Category of the Students' Morphological Errors of Each Component

1.	The 3rd person singular inflection errors	7,74%	0% - 25%	Good
2.	Past tense inflection errors	39,03%	26% - 50%	Fair
3.	Plural inflection errors	41,29%	26% - 50%	Fair
4.	Possessive ('s) inflection errors	11,94%	0% - 25%	Good

4.3 The Supporting Data

4.3.1 The Results of Interview

The interview was conducted with the English teachers. There were two English teachers who taught the first year students of SMAN 2 Jember in the 2004/2005 academic year. The teachers were interviewed about the method they used in teaching grammar and writing, the problems faced by the students in learning grammar and writing, and how the teachers solved that problems.

From the interview, the researcher got information that both teachers taught the four language skills and the language components integratedly, which focused on reading skill. They taught grammar and writing in integratedly with reading skill. In the English teaching, both teachers used English all the time orally and in writing, including when they taught grammar and writing. The

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materials of the teaching of writing and grammar were developed based on the 2004 curriculum.

The teachers said that they used deductive method and meaningfulness or Communicative Approach in teaching grammar. In this case, the teachers provided a reading text related to the grammar they would discuss. Then, they took some sentences from which the grammar would be discussed. From those sentences, the teachers started to explain the form and the use of that grammar and tried to encourage the students to make other examples and draw a conclusion about the grammar material they learnt. Later, they gave the students some grammar exercises related to that material and discussed together with the students. The teachers also said that the students made grammatical errors very often. The grammatical errors that the students made consisted of word order, tenses, and active and passive sentence. The simple present tense and past tense were the tenses considered difficult by the students.

Besides, in teaching writing, the teachers also applied Communicative Approach. In this case, the students were active in learning English. The students were asked to do the task from the books used in the classroom. Besides, they were given a take-home assignment. In writing practice, the teachers gave guided writing such as completing the blank spaces with the correct verbs or by giving sentences, which would be developed by the students into a good paragraph. From the writing practice, the teachers knew the students' problems in making grammatical correct sentences. The teachers had different ways to solve their students' problems. The first teacher explained that she usually discussed together the common errors that the students made in front of the class. The second teacher said that she corrected the students' written work by marking the students' grammatical errors and gave some comments and short explanations related to the students' errors, either in writing (under the students' written work) or orally one by one. Besides, she usually asked one student, who had many errors in his writing, and one student, who wrote correctly, to rewrite their writing on the whiteboard. Then, from that writing, she showed and discussed the students' errors by comparing the good and the bad writing. However, generally both

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teachers always conducted remedial teaching for the students in the afternoon in order to discuss the students' common problems in learning English, especially in learning grammar.

4.3.2 The Results of Documentation

In this research, documentation was used to get the supporting data about the names of the respondents and the school facilities. The school facilities of SMAN 2 Jember which were used to support the English teaching learning process included a set of computer, a set television, OHP, whiteboard, multimedia room, the installation room of multimedia, language laboratory, library, and room speaker. For the clearer information, the list of the facilities of SMAN 2 Jember could be seen on Appendix 8 and the names of the respondents could be seen on Appendix 7.

4.4. Discussion

Based on the results of data analysis of morphological errors made by the students in their narrative writings, it was found that the misuse and the omission of plural inflection errors was the type of errors that was the most made by the students in their narrative writings. It reached 128 errors or 41,29% of the whole errors. Those errors occurred because the students had difficulties to apply the plural inflection in the sentences. Most morphological errors they made were sourced from Incomplete Application of Rules. Here, the students omitted the plural (-s/-es) morphemes which should be attached to the plural countable nouns. For examples, the students wrote *"three day"* for *"three days"*, *"two sister"* for *"two sisters"*, or *"shake hand"* for *"shake hands"*. Besides, in some cases, the students just put "Quantifiers" such as some, many, a few, all, and a lot of to indicate plurality and they ignored the use of *–s / -es* morphemes that should be attached to the single nouns. For example, many students wrote *"all of moslem"* for *"all of moslems"*, or *"some place"* for *"some places"*, or *"a lot of beautiful scenery"* for *"a lot of beautiful sceneries"*. From the examples above, the students applied the rules of forming plural incompletely or they deviated from the

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standard rules of English plural forms. As a result, they made errors in forming plurality in the sentences.

The students' plural inflection errors were also caused by Ignorance of rules of restriction. For example, the student wrote "*I and my family prepared cloths, meals, and others to carried*". Here, the student tried to analogue his previous acquired rule he learnt in a new situation. He inflected "*-s*" morpheme to the word "*cloth*" to indicate plural form while actually he should inflect "*-es*" morpheme to that word. In other words, the student failed to observe the restriction of existing structures he had learnt. Consequently, he made errors in the type of plural inflection. The sentence should be "*My family and I prepared clothes, meals, and others to be carried*".

Then, the second common morphological errors that the students made based on the results above was the misuse and the omission of past tense inflection errors. It reached 121 errors or 39,03% of the whole errors. The number of those errors was a little bit lower than the morphological errors they made in the type of plural inflection errors. It means that the students still made a great number of errors in the use of past tense although their teachers had taught the materials in the class and even they had got remedial teaching about the use of past tense in sentences. Those errors occurred because there was no tense marker in Indonesian. In other words, Indonesian system was not influenced by the time signals or there was no influence of applying the tense related to the time. These different language systems often made the students have difficulties in learning English (Tarigan and Tarigan, 1988:58).

Most of the students' past tense inflection errors were caused by "Incomplete Application of Rules". In this case, they omitted *–d/-ed* morphemes that should be attached to the verbs to indicate past actions. For example, some students wrote the sentence: "*Last year, I celebrate Lebaran day in my grandmother's house*". This sentence was not correct. This sentence indicated the action in the past, so the students had to use verb II in that sentence. The correct sentence should be "*Last year, I celebrated Lebaran day in my grandmother's house*". The other examples of the students' errors in the use of past tense were,

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many students wrote *"visit"* for *"visited"* or *"look"* for *"looked"* or *"like"* for *"liked"*, etc.

Besides, the students' past tense inflection errors were also caused by the false concept in interpreting the use of *be "was/were"* in the sentences. For example the student wrote "*It was happen because there was a wave what hit me*". In this sentence, the student interpreted "*was*" as the past tense marker, so he omitted *'-ed'* morpheme that should be attached to the verb and he doubled mark *'be (was)'* and *verb* (*happen*) in the sentence. The sentence should be "*It happened because there was a wave that hit me*". Referring to the example, Richard (1975:178) said that the students' errors could be derived from faulty comprehension of distinction in the target language. The form '*was*', for example, may be interpreted as a marker of the past tense. In other words, by having false concept in interpreting *'be' (was/were)* in the sentences, the students made errors in the use of past tense inflection.

Moreover, in other cases, there were some students who had false concept of the use of past tense. Some of them used present tense in their sentences, such as *"'Why?' I am ask him"* or *"I looked at a corn fried seller, it looks very delicious"*. Those sentences should be *"'Why?' I asked him"* and "*I looked at a corn seller, it looked very delicious*". Some of the students also used present continuous in their sentences, such as *"In that time I helping my sister"* or *"My brother crying very loudly"*. Those sentences should be *"In that time I helped my sister"* and *"My brother cried very loudly"*.

The third range of morphological errors that the students made in their narrative writing was the omission of possessive inflection errors. The errors reached 37 errors or 11, 94% of the whole errors. These errors were also caused by the "Incomplete Application of Rules". Here, the students also omitted the –*'s* morphemes (apostrophe s) to the nouns to indicate possession. For example, many students wrote *"grandma home"* for *"grandma's home"* or *"grandmother village"* for *"grandmother's village"* or *"aunt house"* for *"aunt's house"*. Some of them also ignored the use of –' (apostrophe) to indicate possession for plural nouns, so they made errors in the type of possessive inflection. For examples, the

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students wrote *"grandparent's house"* for *"grandparents' house"*. According to Richard, in Ellis (1994:85), this error was caused by Ignorance of Rules of Restriction because they failed to observe the restriction of existing structure they had learnt.

Finally, the least morphological errors that the students made in their narrative writing were the misuse and the omission of the third person singular inflection errors. It only reached 24 errors or 7,74% of the whole errors. These errors commonly occurred because the students over-generalized the use of previously available rules of present tense in new situation. For example, the student wrote the sentence *"Lebaran day is a day what make me and my family happy"*. In this sentence, the student omitted *–s* morphemes that should be attached to the verb '*make*' because the sentence used third person singular (lebaran day = it) as the subject. The correct sentence should be *"Lebaran day is a day that makes me and my family happy"*. Besides, some of the students made false concept of the use of simple present tense. Here, they used verbs which were used in past tense to indicate present tense. For examples, they wrote *"prepared"* for *"prepares"* or *"bought"* for *"buys"* and *"wanted"* for *"wants"*.

In other examples, the students interpreted the use of be *'is/am/are'* in the sentences wrongly. They interpreted *'is/am/are'* as the present tense marker. As Richard (1975:178) stated before that the students' errors could be derived from faulty comprehension of distinction in the target language. The form '*is*' may be understood to be corresponding marker of the present tense. In this case, the students wrote the sentences *"It is in Situbondo just take two hours"* or *"We say Minal Aidzin Walfaidzin, that's mean 'Please forgive me' "*. In these sentences, the students assumed that "*is*" referred to the simple present tense marker, so he omitted '*-s*' morphemes that should be attached to the verbs '*take*' and '*mean*' and he doubled mark '*be (is)*' and *verb (take/mean)* in the sentences. The sentences should be "*It just takes two hours to go to Situbondo*" and *"We say Minal Aidzin Walfaidzin, that means 'Please forgive me' "*.

Based on the results of morphological errors made by the students in their narrative writing, it could be concluded that in general, the students still made

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morphological errors in their narrative writing. It was found 310 morphological inflection errors that covered the misuse and the omission of third person singular inflection errors, the misuse and omission of past tense inflection errors, the misuse and the omission of plural inflection errors, and the omission of possessive ('s) inflection errors. Those morphological errors were sourced from 4 kinds of sources of errors which were categorized into intralingual and developmental errors. Incomplete Application of Rules was the most sources of the morphological errors made by the students in their narrative writing. It reached 86,45% of the whole sources of morphological errors. Here, the students made errors the most by omitting the use of –s/-es that should inflect to the single verbs (simple present tense inflection) and nouns (plural inflection), -e/-ed that should inflect to the single verbs (past tense inflection), and –'s/-' that should inflect to the single nouns (possessive inflection). In line with this, Dulay et. al. (1982:155) explained that omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of the second language acquisition. It means that in the process of acquiring the second language, the students tend to make omission errors or applied the grammar rules incompletely. The students' morphological errors were also sourced from the Over-generalization (5,81%), False Concept Hypothesis (6,13%), and Ignorance of Rules of Restriction (1,61%). These errors may happen since the teachers tried to speak English as the communication media in the English teaching learning activities and the students sometimes do not understand what the teachers was talking about and they were shy to ask their problems. Therefore, it will be better for the teachers to simplify their English words or translate some important points of the material, so the students will understand the teachers' explanations more clearly. Besides, remedial teaching that was conducted at school in the afternoon sometimes was not quite successful because there were many students in the class who took it and the teacher could not focus on their attention. Here, the teachers can divide the students into two classes which contain not more than 20 students in each class so that the remedial teaching program can run effectively. However, the students need to improve their structure mastery by themselves mainly related to the

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morphological rules in order to produce better writing and the same errors will not happen again in the future. So, in this case, both the teachers and the students should be active in solving their English problems.

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V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research discussion and some suggestions related to the research results.

5.1 Conclusions

Based on the results of data analysis and the discussion presented in chapter IV, it could be concluded the results as follows:

1. The types of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004/2005 academic year were as follows:
   a. The misuse and the omission of the third person singular inflection errors.
   b. The misuse and the omission of past tense inflection errors.
   c. The misuse and the omission of plural inflection errors.
   d. The misuse and the omission of possessive ('s) inflection errors.
2. The percentage of each type of morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004/2005 academic year were as follows:
   a. The percentage of the misuse and the omission of the third person singular inflection errors was 7,74%. It means that the students' ability in the use of 3rd person singular verb inflection in the sentences was categorized as good.
   b. The percentage of the misuse and the omission of past tense inflection errors was 39,03%. It means that the students' ability in the use of past tense inflection in the sentences was categorized as fair.
   c. The percentage of the misuse and the omission of plural inflection errors was 41,29%. It means that the students' ability in the use of plural inflection in the sentences was categorized as fair.

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d. The percentage of the omission of possessive ('s) inflection errors was 11,94%. It means that the students' ability in the use of possessive ('s) inflection in the sentences was categorized as good.

3. Those morphological errors in narrative writing made by the first year students of SMAN 2 Jember in the 2004/2005 academic year were caused by the Incomplete Application of Rules (86,45%), False Concept Hypothesis (6,13%), Over-generalization (5,81%), and Ignorance of the Rule Restriction (1,61%).

5.2. Suggestions

Based on the results of the research, some suggestions are given to the students, the teachers, and the future researchers as follows:

5.2.1 For the teachers

It is suggested to the English teachers to give the students more practice in writing to develop their writing skill by applying the structure that has been learned. The teachers can maximize the use of lots of good facilities provided in the school to give more interesting and challenging exercises or experiences in writing English, such as writing a short stories or anecdote by using multimedia facilities. Moreover, they should give feedback to the students' writing dealing with grammar errors and morphological errors, so that in the next time, the students will not make the same errors in writing English.

5.2.2 For the students

It is suggested that the students should study structure harder, for example getting grammar exercise using media or games, or learning grammar through playing puzzles, so that they can comprehend the grammar rules well and can apply them in the sentences properly. They also have to get practice writing more often to develop their writing skill, not only in narrative writing but also in other types of writing, without making a lot of errors, especially morphological errors.

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5.2.3 For the future researchers

The other researchers are suggested to conduct a further research dealing with a similar study with a different research design, such as a classroom action research in order to improve the students' morphological mastery through morphological drilling, or similar study with different language skills or components, such as speaking or pronunciation.

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