MORPHOLOGICAL ERROR IN ENGLISH ESSAYS

(A Descriptive Study at the Fifth Semester Students of English Department Muhammadiyah University of Makassar)

A Thesis

Submitted to the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Education in English Department

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4. Apa bila saya melanggar perjanjian pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang Membuat perjanjian

SARINAH

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MOTTO:

- ➢ **I am not as good as you say. But I also was not as bad as what comes in your heart.** *(Ali bin Abu Thalib)*

- ➢ **Every person in this world is a guest, and the money was a loan. The guests will surely go, sooner or later, and the loan shall be returned.** *(Unknown)*

I dedicate this thesis especially for my lovely parents, my little brothers and sisters, and all my best friends for their sacrifices, praying,

ABSTRACT

SARINAH, 2018. *Morphological Error in English Essays (A Descriptive Study at the fifth Semester Students of English Department, Muhammadiyah University of Makassar).*

Consultant I: Dr. Andi Tenri Ampa, M.Hum

Consultant II: Dra. Hanawati Latief, M.Pd

Keyword: *Error, Essays, Morphology.*

This research aimed to find out the errors in the used of inflectional suffix and derivational suffix made by the students of English Department in English Essays based on the Dulay strategy taxonomy.

The researcher used descriptive research. The research had conducted with writing English essays. The students were asked to write essays in the form of descriptive. The location of this research was done at the fifth semester students of English department in Muhammadiyah University of Makassar. The population was 364 students and the sample were 914 students (25% of 364 students) which were selected by random sampling.

Findings indicated that the types of errors are found are ommision, addition and misfalmormation. In inflectional suffix, errors found in ommision was 52,41%, addition 11,64%, misformation 22,31% and misordering 0%. In derivational suffix, errors found in ommision was 5,82%, addition 1,94%, misformation 9,7% and misordering 0%. Finally she suggest to next researcher to cunduct further research of English composition of various native from various countries and compare them.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
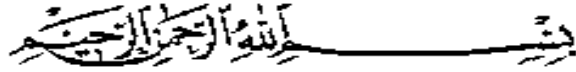
Alhamdullilahi Robbil 'Alamin, no other words worthy enough to express the writer's highest gratitude to the almighty God, Allah SWT, the only substance that must be worshipped in this world who has given her guidance, chance, mercy and blessing in completing this thesis. Salam and Shalawat are delivered to the final chosen, religious messenger, the prophet Muhammad S.A.W.

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Makassar,   September 2018

Writer,

SARINAH

CHAPTER I

INTRODUCTION

A. Background

Language is the most important thing for people as means of communication. It is basically a means of both oral and written communication. People use language to express their ideas and wishes to others' people such as when they need others help so that close relation among members of the group can be carried. Considering that language as means of communication, English is one of languages which is essential to be learnt. It is important to learn English because it is an international language which is used in many countries over the world and widely used in many sectors such as information, trade, education, etc.

In Indonesia, English has an important role especially in education. Therefore, English is taught as the first foreign language in all levels of schools and language courses. In school, English has been taught as a local content. As we know that the objective of learning English is to develop students' communication ability in the context of school. It means that the students are expected to be able to make simple transactional and interpersonal conversation which is potentially needed to communicate in the context of school.

In English learning, there are four abilities that should be mastered by students, namely listening, speaking, reading and writing. Harmer (2002) states that listening, speaking, reading and writing are the basic language skill, especially in English learning as foreign language. Eventhough, all of abilities are very important, but speaking is considering the most important ability in English learning.

As the learner of foreign language, students especially from English department expect to master English not only in one skill but also in any kinds of skills, as in listening, speaking, and writing. However they still have some difficulties using it, something like error in applying their second language as like English. Corder (1987:20) said" we live in an imperfect world; consequently errors will always occur in spite of our best effort. It seems reasonable they make some errors.

Students' errors may occur in different components of language: in

Grammar, lexicon or pronunciation. In other words, students' errors occur in

different linguistics categories such as phonology, morphology, syntax, and discourse.

One language component which is crucial to be considered is grammatical structure. One of which is morphology. Morphological item is one of the important things dealing with word formation, as said in (Frank Palmer, 1984: 99) in Ririn (2010) morphology is essentially the grammar of words and deal with form of words, the relation between take and took, dog and dogs and etc.

Matthews (1986:55) stated "Morphology is the subfield of linguistics that studies the internal structure of words and the interrelationships among words." Morphology is study of how words are structured and how they are put together from smaller parts called as morpheme. Morpheme is the smallest meaningful part of word. Morpheme may either free or bound morphemes. Free morphemes can stand by themselves, while bound morphemes never occur in isolation. Free morphemes are usually bases, whereas bound morphemes are usually affixes.

Akmajian et. al. (1984: 119) said "Both derivational and inflectional are bound morphemes forms and are called *affixes*". It shows that there are two kinds of affixes, inflectional and derivational. Both inflectional and derivational are important factors of making grammatical sentences. In addition, derivational affixes are one of efficient way in enlarging ones' vocabulary. Yet, students often face difficulties in using them appropriately. The difficulties in applying those affixes show the students' grammatical competence in producing the language. Thus, the students' difficulty in learning inflectional and derivational affixes needs more attention. One way to know the students' difficulty is by analyzing their errors. As Corder said "what has come to be known as 'error analysis' has to do with the investigation of the language of second-language learner.

Due to the fact that students commonly face the problems in learning the target language and considers the importance of teaching learning strategy in producing well-formed sentences. Most of the previous studies studied about some component of morphological items such as affixes, Inflectional and derivational dealing with linguistics categories such as phonology and syntax. Here the researcher wants to focus on analyzing the component of Morphological item only not dealing with other linguistics study as like phonology and syntax; they are about inflectional affixes and the things related with functional morpheme. It all will be analyzed by using the theory taxonomy of Dulay.

In fact learning writing is difficult for the students. Based on the researcher's experience when learning writing subject in Makassar Muhammadiyah University, she and some of her friends, has low ability in mastering the structure of word and has less vocabulary in writing text. Therefore, the researcher conducted that morphology as the one of the factors which affects the students' achievement of English Department in Muhammadiyah University of Makassar.

The writer conducted this study to find the answer whether or not the students of English Department Muhammadiyah University of Makassar who were in the fifth semester face the problem in learning English as the target language, in learning morphological item as the word formation. Considering the fact after observe in Muhammadiyah University of Makassar that there are still many errors committed by the students of English Department in writing subject, the writer interest to research about "Morphological Error in English Essays *(A Descriptive Study at the Fifth Semester Students of English Department of Muhammadiyah University of Makassar)"*

B. Problem Statements

Based on the background above, the writer formulates the problem statement as follows:

1. What types of error in the use of inflectional suffix are in the students' essay?

2. What types of error in the use of derivational suffix are in the students' essays?

3. Objectives of The Study

The objectives of the studies are:

1. To find out the types of errors in the use of inflectional suffix in the students' essay.

 2. To find out the types of errors in the use of derivational suffix in the students' essay.

4. Significances of The Study

Hopefully this study can give contribution to the related study both theoretically and practically.

1. Theoretical Significance

The result of this study is expected to enlarge the view on linguistics especially on morphology.

2. Practical Significance

Besides the theoretical, the result of this study is also expected to be more practical.

a. For the students:

➢ The students who interested on morphology are expected to recognize the well-formed or ill-formed word to make understanding and good sentences in their writing.

b. For the lecturers:

➢ Lecturers understand the score of the errors so that he / she can be aware on giving explanation and example errors on morphology as appear in finding.

➢ Errors tell the teacher how far toward the goal the learner has progressed and what remains for him to clean (Corder, 1987). It is useful to measure and evaluate successful of his / her teaching process.

5. Scope of the Study

To be well focused, the scope and limitation of this study needs to be classified especially the specific aspects discussed. This study focuses on the morphological error analysis especially in inflectional suffix and derivational suffix in essay writing based in the form of Descriptive text. The theory of error used in this study proposed by Dulay strategy taxonomy. This study conducted for the students' of English Department at Muhammadiyah University of Makassar who were in the fifth semester.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. The Concept of error

According to Croft (1980) error and mistake are two terms which similar, although in the context linguistic those are different. Mistake is a random performance slip because by fatigue, excitement etc., and error is systematic deviation made by the learners who have not only caused by the students mastering in the subject but also caused by students' condition in face their subject so that they made errors.

Conceptual of error above we can conclude that error in learning process important distribution to understand the language learning process. When investigating the learner's error, it is essential to know the kinds of error. We often find in normal adult, speech the errors of one sort or another. Those errors are usually caused by memory lapses, physical states, such as tiredness, physical; conditions, and a strong emotion. The previous causes of error are not related to the knowledge of language, but it can be said as the errors of performance. The learners will immediately be aware and correct those errors.

1. Error and Mistake

Error will be defined as an act involving an unintentional deviation from truth or accuracy. It will different from mistaken, which defined as to misunderstand the meaning or intention. Error will more unintentional than mistaken, which can be made on purpose.

According to James cited by Brown (2007) the learner is not able to self-correct the errors while mistakes if called, can be corrected by the learner. Then error correction can be used as a means for identifications of errors and mistakes. However, Brown noted that making a distinction between errors and mistakes is difficult because if no such error correction occurs, we are not able to distinguish those (2007: 257-258)

Brown (2007: 217) Mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly. All people make mistake, in both of native and second language situation. Douglas states that all people have possibility to make an error and mistake that is

either native speaker or a second language, it because they failure using the language system correctly. So, everybody will get failure in using language if they don't want to know language system exactly.

Brown (2007: 219-220) we can't always tell the differences between error and mistake. An error cannot be self-corrected while mistakes can be self-corrected if the deviation is pointed out the speaker. But the learner's capacity for self-correction is objectively observable only if the learner actually self-corrects; therefore if no such self-correction occurs, we are still left with no means to identity error vs. mistake.

As previous above we can conclude that mistake is an error, a goof, a slip-up. When we make mistake, it means we have done something incorrectly. Mistake a lot of uses, but they have to do with doing the wrong thing. Making mistakes is a common thing in human learning, particularly in language learning. It is not possible to avoid errors when learning language skills. The certain language learners often find the difficulties when learning a foreign language.

2. Types of Error

In this stage of identifying and describing the errors in this research, the research will use the surface strategy taxonomy (Dulay et. al. 1982 154). Based on the taxonomy, errors are classified this taxonomy into four categories

a. Omission

Omission errors are characterized by the absence of an item that must appear in a wall – formed phrases utterance. Any morpheme or word in a sentence is a potential candidate for omission; some types of morphemes are omitted more than others.

Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs.

Examples:

1. She eating *)

    She *is* eating.

2. English use as second language *)

English *is* use as second language.

b. Addition

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in a well – formed utterance.

Examples:

1. She *is* eats banana. *)

    She eats banana.

2. It is o*n* a picture of elephant. *)

    It is a picture of elephant.

c. Malformation

Malformation errors are characterized by the use of the wrong form or morpheme of structure. While in omission error, the item is not supplied at all. In the malformation errors the learner supplies something, although it is incorrect.

Examples:

1. Along *eat* a banana. *)

    Along eats a banana.

2. It is *the bird*. *)

    It is a bird.

d. Misordering

It is characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

Examples:

1. Giraffe has a neck *long*. *)

    Giraffe has a *long* neck.

2. *Indonesian flag he colours is red and white.* *)

    Indonesian flag's colors are red and white.

B. Concept of Error Analysis

Brown (2007:75-78) gives the definition of error analysis as follow, "The fact that leaners do make errors and these errors can be observed, analyzed and

classified to reveal something of the system operating within the learner led to a surge of study of leaners `errors, called errors analysis". Brown states that the real way to find out students error by observe, analyzed and classified each errors according to each types of error. Learner errors are produced by leaners making faulty inferences about the rules of the new language.

Brown (2007: 220) the fact learners do make, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.

1.Steps of Error Analysis

According to linguist Corder,the following steps in any typical error analysis research are: collecting samples of learner language, identifying the errors, describing the errors, explaining the errors, and evaluating/correcting the errors.

Ellis & Barkhuizen in Taher (2011: 8) stated that when conducting an *Error Analysis* there are some steps that are included in the process:

a. *Collection of a sample of learner language*, when collecting data one has to consider what the purpose of the study is and then try to collect relevant data for the study's aim and research questions that needs to be answered.

b. *Identification of errors*, before analyzing a text it is important to define what an error is beforehand. For example when identifying grammatical errors in English learners" texts one has to compare them to what is grammatically correct in English grammar books which we will do in the study. However, if the aim is to analyze learner's errors in oral production one has to take into count which English variety the learners are exposed to when identifying their errors.

c.*Description of errors*, Corder writes that in order to describe an error one has to specify how the English learners' error differs from the native speaker. Therefore a categorization of the grammatical errors needs to be developed, as these five following principles below show.

C. The Concepts of Morphology

According to Crystal (1980: 232-233), morphology is a branch of grammar that studies the structure or the form of words, particularly through the use of morpheme. In general, morphology is divided into two fields: the study of inflection (inflectional morphology) and the study of word formation (lexical or derivational morphology). If the emphasis is on the technique of analyzing words into morphemes, especially as practiced by American structural linguist in the 1940 and 1950's, then the term morphemic is used. Morphemic analysis is in this sense is a part of the study of synchronic linguistics; morphological analysis is a more general term that is also applied to historical or diachronically study. Morphological analysis can be done in various forms. One approach is to make a distributional study of morphemes and morphemic variants that appear in words (the analysis of morph tactical arrangement), as in the description model called item and arrangement, that is, a description model in which a word is considered as a linear sequence (arrangement) of morphs (items), for example *The boy kicked the ball*. The other approach determines of constructs morphological processes or operations, as in the model called item and process that is a description model in which the relation between words is considered as a derivation process that arranges the change of vowel. In generative linguistics, morphology and syntax are not seen as two separate levels; the rules of grammar also apply for the structure of words, and for phrase and sentence, and the morphological concepts only occur as points where the output of syntactical component must be given phonological representation through morphological rules.

According to Bauer (1983: 33), morphology studies the internal structures of words form. In morphology, the analyst divides word form into its constituent

formatives (most of which are morphs in the form of rules or affixes), and attempts to explain the occurrence of each formative. Morphology can divided into two main branches, namely, inflectional morphology and word formation (also called lexical morphology). Inflectional morphology studies various forms or lexeme, while word formation studies new lexemes from certain bases. Word formation can be further divided into derivation and compounding (or composition). Derivation is concerned with the formation of the formation of new lexemes from two or more potential stems. Derivation can also sometimes be divided into class-maintaining derivation and class-changing derivation. Class-maintaining derivation is the derivation of new lexemes whose class is the same as the base from which the lexeme is formed, while class-changing derivation produce lexemes whose class is different from its base. Compounding is usually divided according to the class or category of words of the compound words that are produced into compound nouns, compound verbs, compound adjectives, etc.

O'Grady & Dobrovolsky (1989: 89-90) state that morphology is a component of generative transformational grammar which studies the internal structure of words, especially complex words. Furthermore, they distinguish between *general morphology* which applies for all languages and *specific morphology* which only applies for a particular language. The theory of general morphology is concerned with accurate discussion of what kinds of morphological rules that can be found in natural languages. On the other hand, specific morphology is a set of rules having double functions. First, these rules are concerned with the formation of new words. Second, these rules represent the unconscious knowledge of native speaker about the internal structure of words in his language.

1) Words and Morphemes

What is a word? O'Grady and Dobrovolsky (1989: 90-91) state that word is best defined in terms of the way in which it patterns syntactically. In this way, the word can be defined as a minimal free form. A free form is an element that can occur in isolation and/or whose position with respect to neighboring elements is not fixed. In traditional grammar, words are the basic units of analysis. Grammarians classify words according to their parts of speech and identify ad list

the forms that words can show up in. although the matter is really very complex, for the sake of simplicity we will begin with the assumption that we are all generally able to distinguish words from other linguistic units. It will be sufficient for our initial purposes if we assume that words are the main units used for entries in dictionaries. In a later section, we will briefly describe some of their distinctive characteristics.

Words, though they may definable as minimal free forms, are not minimal meaningful units of language we are looking for, since they are often broken down further. In linguistics, these minimal meaningful units are called morphemes. A word may consist of one or more morphemes. The word *friendly* consists of two morphemes; and the word *friendliness* consists of three morphemes. Thus, the difference between words and morphemes can be stated that all (single) words are morphemes, but not all morphemes are words. The word *friend* is also a morpheme; the word *friendly* consists of two morphemes, namely: *friend* and *–ly*, and the word *friendliness* consists of three morphemes, namely: *friend, -ly,* and *–ness*. The morphemes *–ly* and *–ness* are not words.

Like syllables and sentences, word has an internal structure consisting of smaller units organized with respect to each other in a particular way. The most important component of word structure is the morpheme, the smallest unit of language that carries information about meaning or function. The word *builder*, for example, consists of two morphemes: *build* (with the meaning of '*construct*') and *–er* (which indicates that the entire word functions as a noun with the meaning 'one who builds'). Similarly, the word *houses* is made up of the morphemes *house* (with the meaning '*dwelling*') and *–s* (with the meaning 'more than one').

Some words consist of a single morpheme. For example, the word *train* cannot be divided into smaller parts (say, *tr* and *ain* or *t* and *rain*) that carry information about its meaning or function. Such words are said to be simple and are distinguished from complex words, which contain two or more morphemes.

For example, it can be seen in the table below:

One	Two	Three	More than three
And Boy Hunt Act Man	Boy-s Hunt-er Act-ive Gentle-man	Hunter-er-s Act-iv-ate Gentle-man-ly	Re-act-iv-ate Gentle-man-li-ness

Table 2.1 sample morpheme in word

(Bauer, 1998)

A morphemes is the smallest part of a word that has grammatical function or meaning (NB not the smallest unit of meaning); we will designate them in braces−{ }. For example, *sawed, sawn, sawing,* and *saws* can all be analyzed into the morphemes {saw} + {-ed}, {-n}, {-ing}, and {-s}, respectively. None of these last four can be further divided into meaningful units and each occurs in many other words, such as *looked*, *mown, coughing, bakes* {Saw} can occur on its own as a word; it does not have to be attached to another morpheme. It is a free morpheme. However, none of the other morphemes listed just above is free. Each must be affixed (attached) to some other unit; each can only occur as a part og a word. Morphemes that must be attached as word parts are said to be bound.

2) Free and Bound Morphemes

A morpheme that can be a word by itself is called free whereas a morpheme that must be attached to another element is said to be bound. The morphemes *boy, for* example, is free since it can be used as a word on its own; plural *–s*, on the other hand, is bound.

According to whether they can stand alone or not, morphemes can be divided into free morphemes and bound morphemes. Free morphemes are all morphemes that can stand alone, namely, morphemes which can constitute words by themselves; and bound morphemes are all morphemes which must attach to other elements. Roots or stems usually belong to free morphemes: whereas affixes belong to bound morphemes.

Akmajian et. al.(1984: 8) classify all morphemes as follows:

```
                              Morphemes
                    /                         \
          Free Morphemes                 Bound Morphemes
          /         \                  /        |        \
   Content      Function          Affixes   Bound Bases  Contracted
   Words        Words                                     Forms


   Nouns        Conjunctions (and, or)   re-       cran-        -t
   Verbs        Articles (the, a)        un-        -           -d
   Adjectives   Demonstratives (this, that)  dis-   -           -ve
   Adverbs      Preposition (on, in, at)
                Comparatives (more, less)
```
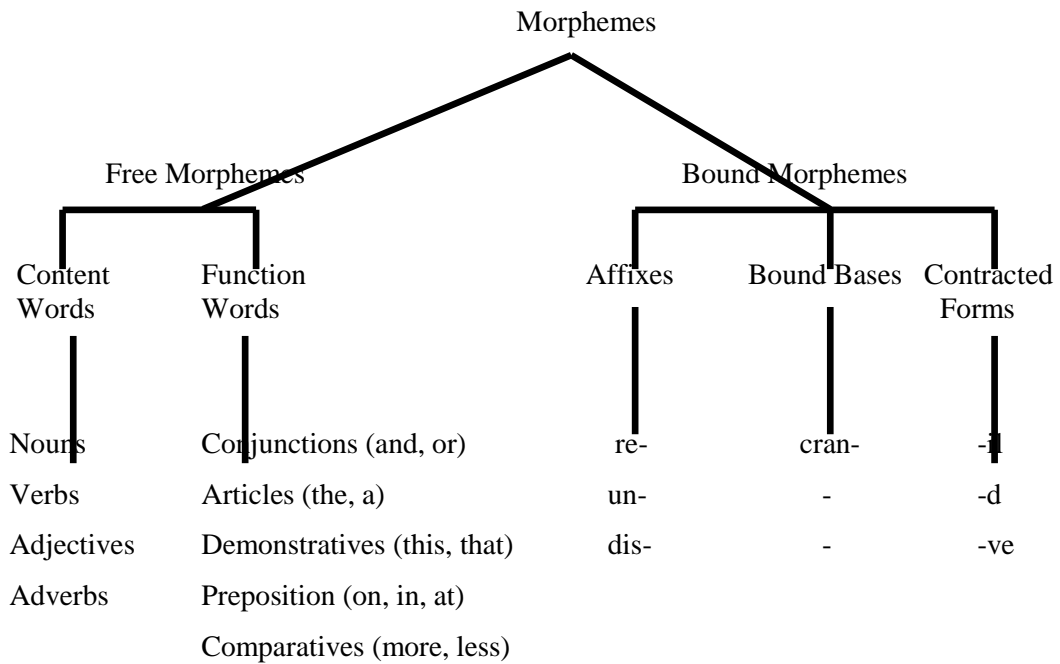
Figure 2.1 Diagrams of Morphemes

3) Inflection and Derivation

To understand the meaning of these two morphological processes and their differences, some views of linguists are given in the following:

According to Bickford et. al. (1991: 17-18) in Ba'dulu (2008) morphology is often divided into two main categories, namely, derivational morphology and inflectional morphology. Derivational morphology takes a word and changes it to another word that is, creating new lexical entries. In the clearest cases, derivational morphology creates a new word from other syntactical categories.

On the other hand, inflectional morphology does not change word to another word and never changes syntactical categories; on the contrary, it produces other forms from same word.

According to O'Grady and Dobrovolsky (1989:108-109), the differences between inflection and derivation are as follows:

First, inflection does not change the grammatical category of the word to which it applies, whereas derivation changes the category and/or the meaning form to which it applies.

Examples:

Book (noun) + *-s* = *Books* (noun)

Hospital (noun) + *-ize* = *Hospitalize* (verb)

Second, a derivational affix (DA) must be closer to the root than an inflectional affix (IA).

Example:

Neighborhoods = Neighbor (root), hood (DA), s (IA)

The example shows that inflectional takes place after all word formation processes, including derivation.

Third, based on their productivity, inflectional affixes typically have very few exceptions, whereas derivational affixes characterscally apply to restricted classes of stem. The suffix *–s*, for example, can combine virtually with any noun that allows a plural form; whereas the suffix *–ize* can combine with only certain nouns and adjectives to form a verb.

4) Suffix

A suffix is a bound morpheme that attaches to the end of the stem of a word to form either a new word or a new form of the same word. Suffixes in English may be derivational, meaning the suffixes create new words, or inflectional, meaning the suffixes create new forms of the same word. A suffix is a group of letters placed at the end of a word to make a new word. A suffix can make a new word in one of two ways:

a) Inflectional suffix

Inflectional (grammatical) : for example, changing singular to plural, like *dog* to *dogs*, or changing present to past tense, like *walk* to *walked*. In this case, the basic meaning of the word does not changing. Inflectional suffixes had

- ➢ *-s/-es* (third person singular present). Example: eats, washes.

- ➢ *-ed* (simple past, regular past, past participle). Examples: called, smiled.

- ➢ *-n/ -en* (irregular past participle). Examples: eaten, written.

- ➢ *-ing* (present participle). Examples: marking, arguing, writing.

- ➢ *-s/-es* (plural). Examples: cats, dogs, watches, axes.

- ➢ *-'s/-s'* (possessive). Examples: Heather's, daughters'.

> *-er* (comparative). Examples: fast<u>er</u>, pretti<u>er</u>.

> *-est* (predicative adjective, superlative). Examples: fast<u>est</u>, pretti<u>est</u>.

b) Derivational suffix

Derivational (the new word has a new meaning, "derived" from the original word). For example, *teach* to *teacher* or *care* to *careful*.

There are bound morphemes which change the grammatical category of syntactic class of words when added to other morphemes. Notice the following examples:

i. From Nouns to Adjectives

> Suffix *–y: Cloud* [n] => *Cloudy* [adj.]

> Suffix *–ly: Friend* [n] => *Friendly* [adj.]

> Suffix *–al*: *Person* [n] => *Personal* [adj.]

> Suffix *–ous*: *Danger* [n] => *Dangerous* [adj.]

> Suffix *–ary*: *Honor* [n] => *Honorary* [adj.]

> Suffix *–ic*: *History* [n] => *Historic* [adj.]

> Suffix *–less*: *Home* [n] => *Homeless* [adj.]

> Suffix *–ful*: *Success* [n] => *Successful* [adj.]

> Suffix *–an: victoria* [n] => *Victorian* [adj.]

> Suffix *–ate: Fortune* [n] => *Fortunate* [adj.]

> Suffix *–ish: Child* [n] => *Childish* [adj.]

> Suffix *–esque: Picture* [n] => *Picturesque* [adj.]

> Suffix *–ern: East* [n] => *Eastern* [adj.]

ii. From Verbs to Adjectives

> Suffix *–ive: Attract* [v] => *Attractive* [adj.]

> Suffix *–ent/ -ant: - Excel* [v] => *Excellent* [adj.]

　　　　　　　　　　　　- *Please* [v] => *Pleasant* [adj.]

> Suffix *–able/ -ible:*   - *Remark* [v] => *Remarkable* [adj.]

>   - *Sense* [v] => *Sensible* [adj.]

> Suffix *–ing: Tire* [v] => *Tiring* [adj.]

> Suffix *–ed: Interest* [v] => *Interested* [adj.]

iii.   From Verbs to Nouns

> Suffix *–age: Break* [v] => *Breakage* [n]

> Suffix *–al: Approve* [v] => *Approval* [n]

> Suffix *–ance/ -ence:*   - *Annoy* [v] => *Annoyance* [n]

>   - *Prefer* [v] => *Preference* [n]

> Suffix *–ant: Assist* [v] => *Assistant* [n]

> Suffix *–ation/ -tion/ -sion:*   - *Admire* [v] => *Admiration* [n]

>   - *Confuse* [v] => *Confusion* [n]

>   - *Revise* [v] => *Revision* [n]

> Suffix *–ee*: *Employ* [v] => *Employee* [n]

> Suffix *–er/ -or/ -ar:*   - *Boil*[v] => *Boiler* [n]

>   - *Contribute* [v] => *Contributor* [n]

>   - *Lie* [v] => *Liar* [n]

> Suffix *–ment: Agree* [v] => *Agreement* [n]

> Suffix *–ure: Depart* [v] => *Departure* [n]

> Suffix *–y: Arm* [v] => *Army* [n]

> Suffix *–ist: Conform* [v] => *Conformist* [n]

> Suffix *–ing: Meet* [v] => *Meeting* [n]

iv.   From Adjectives to Nouns

> Suffix *–ce: Important* [adj.] => *Importance* [n]

> Suffix *–cy: Consistence* [adj.] => *Consistency* [n]

> Suffix *–ism: Ideal* [adj.] => *Idealism* [n]

- ➢ Suffix –*ity: Real* [adj.] => *Reality* [n]

- ➢ Suffix –*ster: Young* [adj.] => *Youngster* [n]

- ➢ Suffix –*th: Young* [adj.] => => *Youth* [n]

- ➢ Suffix –*ness: Sweet* [adj.] => *Sweetness* [n]

- ➢ Suffix –*dom: Free* [adj.] => *Freedom* [n]

v. From Nouns to Verbs

- ➢ Suffix –*ize: Moral* [n] => *Moralize* [v]

- ➢ Suffix –*en: Height* [n] => *Heighten* [v]

- ➢ Suffix –*ate: Vaccine* [n] => *Vaccinate* [v]

- ➢ Suffix –*(i)fy: Beauty* [n] => *Beautify* [v]

- ➢ Suffix –*ish: Van* [n] => *Vanish* [v]

vi. From Adjectives to Verbs

- ➢ Suffix –*ize: Real* [adj.]=> *Realize* [v]

- ➢ Suffix –*en: Deep* [adj.] => *Deepen* [v]

- ➢ Suffix –*ify: Just* [adj.] => *Justify* [v]

vii. From Adjectives to Adverbs

- ➢ Suffix –*ly: Kind* [adj.] => *Kindly* [adv.]

viii. From Nouns to Nouns

- ➢ Suffix –*cy: Advocate* [n] => *Advocacy* [n]

- ➢ Suffix –*er: Life* [n] => *Lifer* [n]

- ➢ Suffix –*an: Library* [n] => *Librarian* [n]

- ➢ Suffix –*ade: Lemon* [n] => *Lemonade* [n]

- ➢ Suffix –*ism: Hero* [n] => *Heroism* [n]

- ➢ Suffix –*ist: Motor* [n] => *Motorist* [n]

- ➢ Suffix –*ship: Friend* [n] => *Friendship* [n]

- ➢ Suffix –*ster: Gang* [n] => *Gangster* [n]

- ➢ Suffix –*hood: Brother* [n] => *Brotherhood* [n]

- ➢ Suffix –*dom: King* [n] => *Kingdom* [n]

- ➢ Suffix –*let: Book* [n] => *Booklet* [n]

- ➢ Suffix –*age: Pack* [n] => *Package* [n]

- ➢ Suffix –*ache: Stomach* [n] => *Stomachache* [n]

Universitas Muhammadiyah Makassar (2011: 4-16)

D.   Concept of Essay

a) Definitions of Essay

Oshima and Hogue (1997: 76) stated that an essay is a piece of several paragraph long instead of just one or two paragraph. Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if the writer can write a good paragraph, the writer can write a good essay.

b) Kinds of Essay

According to Meyers (2005), kinds of essays classify as follows:

1.Expository Essay

An expository essay is specific kind of essay that involves investigating an idea, evaluating the evidence, presenting the idea, and supporting the presentation with an argument. Expository essays are usually written through presentation with comparison and contrast, definition, example, and the analysis of cause and effect.

2.Descriptive Essay

A descriptive essay is exactly what it sounds like. In this type of essay, you will be asked to describe something. Unlike the expository essay, this type of essay allows for much more artistic freedom as the main idea is to create an image in the reader's mind.

3.Persuasive Essay

A persuasive essay is also known as an argumentative essay. This type of essay will be similar to an expository essay in that you will be exploring a topic and collecting and evaluating evidence. However, unlike an expository essay, you will be taking a stand for against this topic.

4.Narrative Essay

A narrative essay usually involves the telling of some kind of story. There are two common types of narrative essay-short stories and book reports.

c) Structure of Essay

1.Introduction beginning

An effective captures the reader's interest and gives them a sense of the topic and purpose. There are many ways to write an introduction, depending on the subject, audience and intent. The opening paragraphs, however always an essential component of any writing. Since it is the first thing reader will see and will often determine whatever the reader continue reading.

2. Body (middle)

In the body, or central parts of the essay, the writer present and develop the writer main point. Each the body of paragraph focuses on one main point-either a previous point that the writers want to explore or a new point supporting the thesis.

3.Conclusion (end)

An effective conclusion reemphasize the importance of the writer's thesis, reflect on than larger significance of the writers topic, and bright the essay to a logical and satisfying close. It is a very important part of the essay. In this paragraph the writers tell the readers that the writers have completed essay.

The concluding of paragraph consists of:

1. A summary of the main point, of a restatement of the writers' thesis in different words.

2. The writers final comment on the subject based on the information writers have provide.

E. Conceptual Framework

```
                    ┌─────────────────────┐
                    │    Essay Writing    │
                    └──────────┬──────────┘
                               │
                    ┌──────────┴──────────┐
                    │       Errors        │
                    │      Analysis       │
                    └──────────┬──────────┘
                               │
                    ┌──────────┴──────────┐
                    │   Types of errors:  │
                    │                     │
                    │   1.  Omission      │
                    │   2.  Addition      │
                    │   3.  Malformation  │
                    └─────────────────────┘
```

Inflectional Suffixes	Derivational Suffixes
Plural	Verbs to Nouns
Comparative	Nouns to Verbs
Irregular Past Participle	Verbs to Adjectives
Predicative Adjective, Superlative	Nouns to Nouns
Simple Past, Regular Past, Past Participle	Nouns to Adjectives
Third Person Singular	Adjectives to Adverbs
Present Participle	Adjectives to Nouns
	Adjectives to Verbs

CHAPTER III
RESEARCH METHOD

This chapter presents the methodological research which is practiced by the writer in this research. The explanations in each aspect of appropriate methodology will be explained specifically.

A. Research Design

This research was descriptive study used mixed method that analyzed the errors in writing a paragraph. Mixed methods research combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone (Gay, 2006: 481). This study was conducted at the third semester students of English Department in Makassar Muhammadiyah University.

This design is chosen because it is intended to describe the morphological error and the dominant error found in student's writing. In analyzing the data, the researcher used the theory of taxonomy by Dulay.

B. Research variable and indicators

1) Variable

The variable of this research were morphological error in inflectional and derivational affixes.

2) Indicators

a. The indicator of derivational affixes is derivational suffixes

b. The indicator of inflectional affixes is inflectional suffixes.

C. Subject of the Research

1. Population

The population of this study was the fifth semester students of English Department in Muhammadiyah University of Makassar in academic year

2017/2018. There are 10 classes and the total of the students were 346 students. The researcher chose them to be population of this research because they have already learnt Morphology subject and writing skill and how to write well. Based on this consideration, the writer concluded they had basic knowledge in writing skill.

2. Sample

The sample represents the whole population in this research. The sample of this research was selected by random sampling. There were 364 students of fifth semester in academic year 2017/2018 and the sample were 91 students (25% of 346 students). The researcher used lottery technique. The research took the sample by giving the students number, then researcher took the number until 91 students. This is the table of sample:

No.	Class	Random Sampling	Sample
1.	A		9
2.	B		9
3.	C		9
4.	D	25%	9
5.	E		9
6.	F		9
7.	G		9
8.	H		9
9.	I		9

10.	**J**		**10**
TOTAL			**91**

Table 3.1: list of sample

D. Research Instrument

The instrument of this study was writing test. The test was writing a descriptive paragraph. The students were freely to choose the title that given by researcher and expressed their idea in a piece of paper. The students were given 60 minutes to finish their writing.

E. Procedures of Data Collection

The first step will prepare the research instrument. The second step will implement the test. In this step; the researcher will ask the students to make an essay.

Then, the researcher collects the tests that should be done by the students. The researcher analyzes the students writing in order that could see what the students make in their writing, focused in morphological errors.

F. Technique of Data Analysis

This study dealt with the purpose of knowing writing problems encountered by the students. In analyzing the students written work, the researcher started with read the entire test. It helped the researcher to find some errors. In addition, the procedures of the error analysis in collecting the data were included the following four steps:

1. Identification of errors form the students writing

2. Classification of errors whether in omission, addition, malformation, or disordering.

3. Errors description and explanation

4. Errors correction

5. Statement of error frequency

The frequency of error which was found in the paragraph writing of the students was calculated using the following formula.

$$P = \frac{Fx}{N} \times 100$$

Where:

P = Percentage of errors

F = Frequency of wrong answer/number of error

N = Number of sample/error items

(Sudjiono 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings of the research and discussion that contain of data analysis in detail. The finding covers the result of the data from error analysis and discussion covers the description of the findings in details.

A. Finding

In this part, the researcher presents the university students errors in derivational and inflectional affixes, and the types of their errors in derivational and inflectional affixes.

1. The Types of Error in the Use of Inflectional Suffix on the Students' Essays.

No.	Variable	Kinds of error			
		Omission %	Addition %	Misformation %	Misordering %
1.	-s/-es	14,56	4,85	5,82	0
2.	-ed	15,53	0,97	2,91	0
3.	-en	2,91	0	0	0
4.	-ing	15,53	3,88	5,82	0
5.	-s/-es (plural)	2,91	1,94	5,82	0
6.	-'s/-s'	0	0	1,94	0
7.	-er	0,97	0	0	0
8.	-est	0	0	0	0
	Total	52,41	11,64	22,31	0

Table 4.1 the Types of Error in the Use of Inflectional Suffix on the Students' Essays.

2. The Types of Error in the Use of Derivational Suffix on the Students' Essays.

No.	Variable	Kinds of error			
		Omission	Addition	Misformation	Misordering
1.	*-y*	2,91	0	1,94	0
2.	*-ly*	2,91	0,97	0	0
3.	*-al*	0	0	0,97	0
4.	*-ie*	0	0,97	0	0
5.	*-ance/ -ence*	0	0	0,97	0
6.	*-er/ or/ -ar*	0	0	0,97	0
7.	*-ity*	0	0	0,97	0
8.	*-ness*	0	0	1,94	0
9.	*-ache*	0	0	1,94	0
TOTAL		5,82	1,94	9,7	0

1. *Table 4.2 The Types of Error in the Use of Derivational Suffix on the Students' Essays.*

2. For using suffixes in derivational suffix; *-ous, -let, -hood, -ship, -ade, -ify, -en, -ize, -dom, -th, -ster, -ism, -cy, -ce, -ist, -ure, -ment, -ernb, -ee, -ation/ -tion/ sion, -age, -ed, -ing, -able/ -ible, -ant/ -ant, -ive, -esque, -ish, -ate, -an, -ful, -less, -ary* the researcher didn't found any errors, and or the suffix didn't used by students' in their essay.

The researcher presents the percentage of errors in chart. This chart can show which errors are highest and which errors are lowest. The percentage of errors in paragraph organization can be seen in figure 4.2 below:
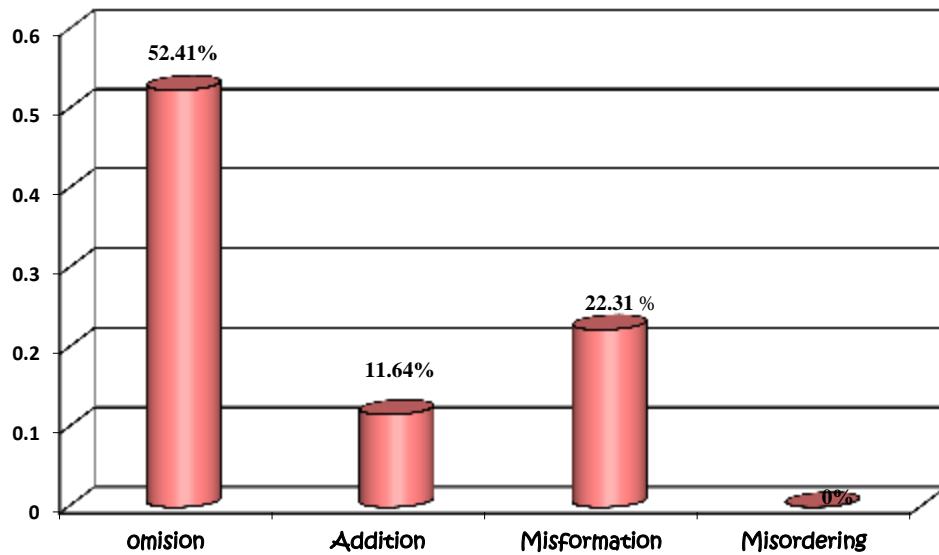

Figure 4.1 *Percentage Types of Error of Inflectional Suffix on Students' Essays.*
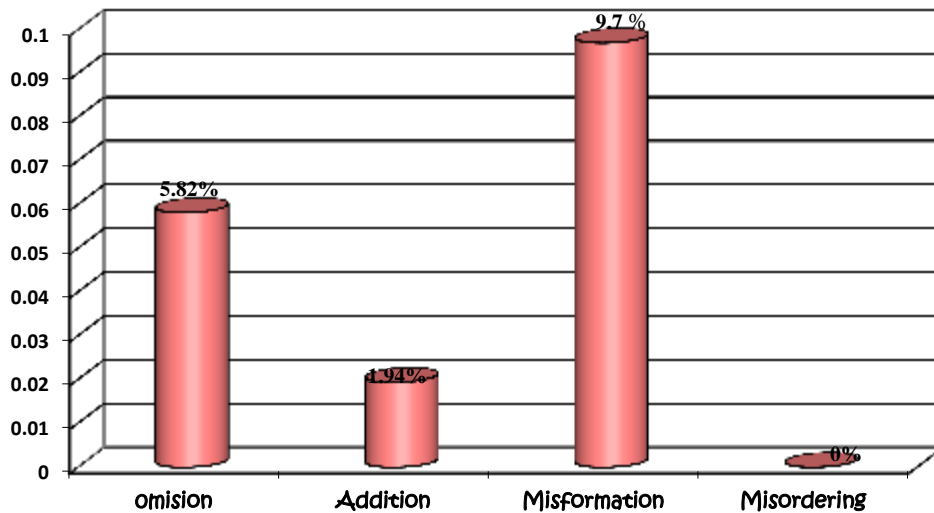

Figure 4.2 *Percentage Types of Error of Derivational Suffix on Students' Essays.*

B. Discussion

Based on the presentation of the findings in the table above, the researcher presents the interpretation of each finding in order to have them clear, as in the following.

The students of fifth semester of English Department of University Muhammadiyah Makassar made morphological error in writing descriptive essay. The categories of error which made the students were omission, addition, malformation and disordering.

1. Omission

Omission is the type of errors which are characterized by the absence of an item that must appear in a well-formed utterance. Omission often happen in to be/ copular verb, article, plural marker, -'s as possessive –s in verb of the third singular person of present tense.

In descriptive paragraph there were some students making omission. When the researcher analyzed the students' writing she found the students miss several words in their writing. Since, she should add some words to complete their writing, in this case the students miss several words in their writing are 52.41% in inflection suffixes and 5,82% in derivational suffixes. Here are some examples of errors from some samples:

There is two *type of cigarette   (types)

*Warn smoker about the danger.....   (warning)

Any factor still need to be *improve... (improved)

So many negative effectd we was *know (known)

It has *complete facility   (competed)

2. Addition

Addition is a type which characterized by the presence of item which must not appear in a well-formed utterance. Error of addition: double markins, regularization, and simple addition.

In addition there were some students making addition. Sometimes, the students in their writing added some useless words in a sentence that had better be omitted. In this case the students added useless word or letter in a sentence are

11.64% in inflectional suffix and 1,94% in derivational suffix. Here are some examples of errors from some samples:

*The *dangerous of smoking*	(danger)
*So *starty for today*	(start)
*In order we can *breathed it in...*	(breath)
*You will can *making any kinds...*	(make)

3. Misformation

Malformation is those characterized by the use of the wrong form of the morpheme or structure. Error of selection often happen morpheme, structure, syntax and vocabulary.

There were some students making malformation. In malformation most of students made malformation because of the learner wrong in select the structure, morpheme, syntax and vocabulary item. In this case the student difficulties in used good structure, morpheme, syntax and vocabulary are 22.31% in inlection suffixes and 9,7% in derivation suffixes.

Here are some examples of errors in misformation from some samples:

*Smoke is one of *causes disease in the world*	(cause's)
*Hong Kong and Macau as separated *country*	(countries)
*He is the best *motivate in my life*	(motivator)
*I have *try to*	(tried)

4. Misordering

Disordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.

There were some students making disordering of errors. In disordering, learner shifting the position of certain phonemes but rarely students make disordering in writing essays. In this case the student difficulties in used word order both of inflectional suffix and derivational suffix are 0%. There is nothing erros was found here.

The description of the data collected through writing test explained that students of the first semester of English depaartment of University Muhammadiyah Makassar made morphological error in writing descriptive essays.

The error can be chronological omission, addition, malformation, disordering. Error analysis is part of the methodology of language learning that is learned to help the student's difficulties. By analyzing the learner's errors, it will be found the description of errors by which it can be used as feedback by the teacher to decide the follow up. From the dicussion above, it can be conclude that students of the fifth semester of English Department of University Muhammadiyah Makassar made some errors like omisssion, addition, malformation and disordering in writing descriptive essays.

CHAPTER V

CONCLUSSION AND SUGGESTION

This research has attempted to analyze morphological errors and in writing a descriptive essays made by the fifth semester students of English Education Department at Makassar Muhammadiyah University during the year of 2017 - 2018. In this chapter, the researcher lists some conclusions and suggestions based on the findings.

A. Conclussions

Based on the findings and discussions of the research concluded that there was the types of error in the use of inflectional suffix in the students' essay was ommision, addition and misformation. And the types of error in the use of derivational suffix in the students' essay was ommision, addition and misformation.

B. Suggestions

After conducting this research, the writer has some suggestions for the students, the lecturers, and Makassar Muhammadiyah University.

1. For the students at the Fifth Semester English Education Department of Muhammadiyah University of Makassar academic year 2017/2018 the writer suggests that the students improve their writing skill and reduce the errors like in this research because beside listening, speaking, and reading skill, writing also has important roles in English teaching and learning. Also the students suggests to giving more attention in learning about morphology. Mastering English morphology is so recommended for the students order they can more master in English. Because it is their major.

2. To the lecturers at the Fifth Semester English Education Department of Muhammadiyah University of Makassar academic year 2017/2018 suggested to pay more attention to the students' understanding about the

particular subjets which they learn about, so that the errors can be reduced. Besides, they must provide any method or technique to improve their basic skills in English, especially writing skill.

3. To the next researcher. Based on the result of this research in the analysis of error on morphology, it can be suggested that this research can be discussed from other topics by the next researcher, for instance using other writing, not the essays from Indonesians' students but foreign students like Indian, Japan even English. And it will be more attractive if you compare them.

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APPENDICES

E. Research Instrument

Name   :

Reg. Number :

Class   :

Instruction   :

Make a descriptive essay at least 3 paragraphs, according to theme below. Choose minimal 2 themes.

Education

Healthy

Economy

Religion

Politic

F. Students' Paper

Research Instrument

Name : Fahminawati

Reg. Number : 1053566315

Class : 5 J

Instruction :

Make a descriptive essay at least 3 paragraphs, according to theme below. Choose minimal 2 themes.

Education Economy Healthy Religion Politic
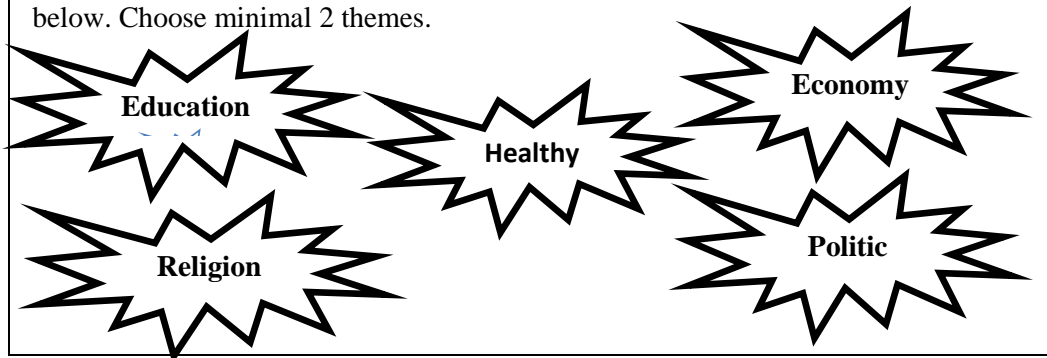
Theme : Healthy

Tittle : The dangerous of smoking

Smoking is one of causes in disease in the world, why because the number one killer is a smoking, the content of tar on cigarettes will be attached to the lungs, and cause a brown color on the teeth and nails. the danger of smoking for future health is that it can cause heart disease and heart attacks. Because, the carbon monoxide content in cigarette smok is inhaled into the bloodstream.

women who smoke or who don't smoke are often exposed to tobacco smoke tend to give birth to low weight babies and there is an increased risk of premature birth. so, cigarettes are something that is very dangerous to do whether it is for smokers or just such the cigarette smoke.

Research Instrument

Name : SELM SOFTIANI
Reg. Number : 105315911?
Class : []

Instruction :

Make a descriptive essay at least 3 paragraphs, according to theme below. Choose minimal 2 themes.

1.) Education

education is major key To get a better state order. Education also means helping people to ~~lear how~~ learn how to do things and encouraging them to think about what they learn. It is also Important for educators to teach ways to find and use Information.

~~Trough~~ Through education, the knowledge of society, country, and of the world is passed on from generation to generation. In democracies, through education, children and adults are supposed to learn how to be active and effective citizens.

~~Mor~~ More specific, education helps and gide Individuas to transform from one class to other. Empowered Individuas, societies, countries by education are having edge over Individuas stand on bottom Pyramid of growth.

G. Data Analysis

C.1. Identification of Error

No.	Sample	Errors
1.	001	**1.1)**.....there are many <u>job</u> to need education. **1.2)** Religion is <u>conected</u> with a politic.
2.	002	**2.1)** .....education system always make a <u>students</u> in Indonesia confused. **2.3)** .....attitude in education are very <u>differents</u> in our country.
3.	003	*(Did not used a suffix)*
4.	004	**4.1)** ..... during the timeIndonesia has <u>develop</u> himself in..... **4.2)** It <u>make</u> he became bullshit.
5.	005	*(Did not used a suffix)*
6.	006	*(Did not used a suffix)*
7.	007	*(Did not used a suffix)*
8.	008	**8.1)** So <u>starty</u> for today..... **8.2) .....** we have <u>stay</u> healthy.
9.	009	**(Did not used a prefix or suffix)**
10.	010	**10.1)** The <u>dangerous</u> of smoking.
11.	011	**(Did not used a prefix or suffix)**
12.	012	**(Did not used a prefix or suffix)**
13.	013	**(Did not used a prefix or suffix)**
14.	014	**14.1)** ..... if you let eat much your <u>stomach sick.</u> **14.2** ..... and if your <u>stomach sick</u>.....
15.	015	**15.1)** ..... to many <u>history</u> of..... **15.2)** There are 5 <u>obligation</u> in Islam. **15.3)** ..... saying 2 syahadah <u>sentence.</u> **15.4)** In 1906, Finland <u>become</u> the first modern country.

16.	016	**(Did not used a prefix or suffix)**
17.	017	**17.1)** ..... we *risk to get* heart disese and.....
18.	018	**18.1)** Education has thaught us many <u>thing.</u>
19.	019	**19.1)** There is two <u>type</u> of cigarette **19.2)** We <u>knowing</u> the cigarette there is specific character.
20.	020	**20.1)** Radar Malang sometimes <u>make</u> mistake in writing some words.
21.	021	**21.1)** In order we can breathed it in other tip.
22.	022	22.1) <u>Warn</u> smoker about the danger of health That causes smoking, for example; lung cancer or heart attack.
23.	023	23.1) On contrary if someone start to smoke at adolescent age.
24.	024	24.1) Most of <u>mans</u> have to smoking.
25.	025	25.1) The danger of smoke still <u>become</u> marginal issue. 25.2) Government event elite figure also still confused to make low from this <u>phenomenal.</u>
26.	026	26.1) Most Moslem scholar in Indonesia only giving <u>advices.</u> 26.2) That smoking <u>forbid.</u>
27.	027	27.1) To manage their <u>familys'</u> harmony.
28.	028	28.1) Parents get difficulties in <u>protected</u> their children because globalization
29.	029	**29.1)** You *will can* make any kinds of food.
30.	030	**30.1)** *It will caused* the diseases attack our body.
31.	031	**31.1)** Any factor still need to be <u>improve</u> by the government.
32.	032	**32.1)** The people afraid to <u>loosing</u> their daily working.
33.	033	**33.1)** For the child who always <u>watch</u> TV, he less in their memory. **33.2)** It will <u>making</u> her lazy
34.	034	**34.1)** It <u>lie</u> to us and make us in great imagination

35.	**035**	**35.2)** So many negative effects we was <u>know.</u>
36.	**036**	**36.1)** It is cannot <u>stopping</u> the habit. **36.2)** We must stopping to <u>smoke.</u>
37.	**037**	**37.1)** Dr. Yusuf Qordhawi <u>making an</u> statement that cigarette proscribed. **37.2)** It <u>add</u> of research of badness from habitually of smoke. **37.3)** At journal of Anna Internal of medicine <u>conclud</u>that…
38.	**038**	**38.1)** because that, the smoking is danger in our <u>healththness</u>
39.	**039**	**39.1)** Most of <u>audience</u> enjoy the program
40.	**040**	**40.1)** They <u>assuming</u> that boxing important for their children.,
41.	**041**	**41.1)** The food will <u>placed </u>in the free market.
42.	**042**	**42.1)** We have <u>know</u> that TV is a box which produce good **42.2)** We have know that TV is a box which <u>produce </u>good.
43.	**043**	**43.1)** it has <u>complete </u>facility
44.	**044**	**44.1)** Education is take edge over <u>individualis.</u> **44.2)** Children and adult are <u>suppose</u> to learn how...
45.	**045**	**45.1)** Always <u>look</u>ing for from human
46.	**046**	**46.1)** To give <u>happyness i</u>n the activity
47.	**047**	**47.1)** Education in Indonesia is very <u>complicate</u>
48.	**048**	**48.1)** <u>Comparing </u>to other country. . .
49.	**049**	**49.1)** <u>Talk </u>about education. . . **49.2)** That must be <u>solve</u>. . .
50.	**050**	**50.1)** Many <u>country </u>angry for. .
51.	**051**	**51.1)** Escort for <u>learn</u> process
52.	**052**	**52.1)** <u>Talk </u>about Islam. . .
53.	**053**	**53.1)** Keeping skin <u>health </u>and beauty.

54.	054	**54.1)** Should <u>keep</u> eat and live.
55.	055	**55.1)** Hongkong and macau as separate <u>country.</u>
56.	056	**56.1)** If i was <u>talk</u> abaout how. . .
57.	057	**57.1)** What is the <u>mean</u> of our perfect in. . . .
58.	058	**58.1)** An <u>essentialing</u> personal element
59.	059	**59.1)** Some <u>politic</u> actor.
60.	060	**60.1)** Should be <u>noteceing</u>
61.	061	**61.1)** Most muslim <u>neglect</u> their obligations. . .
62.	062	**62.1)** *Smoke* is one of <u>causes</u> disease in the world.
63.	063	**63.1)** Can life without <u>suffer</u> from any aches.
64.	064	**64.1)** When we are <u>talk</u> of health. **64.1)** It is not just about <u>health</u> body.
65.	065	**65.1)** <u>Accord</u> to some doctors. . . **65.2)** To drink eight <u>glass</u> of water a day.
66.	066	**66.1)** Teach <u>write</u> skill in school
67.	067	**67.1)** Most of <u>challanges</u> face in life.
68.	068	**68.1)** Good health can be <u>describe</u> as the condition where. . . .
69.	069	**69.1)** In east indonesia still <u>lacked</u> of education
70.	070	**70.1)** Is not directly <u>receive</u> by the human. **70.2)** They get a seppres of the very <u>harder</u> from...
71.	071	**71.1)** Generally a family <u>represent</u> a dinasty.
72.	072	**72.1)** To restore <u>natural</u> for healthy. . .
73.	073	**73.1)** Have a <u>protect</u> effect againts cancer.
74.	074	**74.1)** In many western <u>country</u> the read score was down.
75.	075	**75.1)** ...many potential <u>leader.</u>

76.	076	**76.1)** ...the government remains <u>commit</u> to education free.
77.	077	**77.1)** ...the culture is <u>preserve</u>....
78.	078	**78.1)** ...all come from <u>simple</u>...
79.	079	**79.1)** ...the price <u>offer</u> of...
80.	080	**80.1)** They are <u>drive</u> at the same time.
81.	081	**81.1)** ...has spread <u>wide</u> in Indonesia.
82.	082	**82.1)** Videos easily <u>download</u>...
83.	083	**83.1)** ...use the internet <u>wise</u>...
84.	084	**84.1)** He is the best <u>motivate</u> in my life.
85.	085	**85.1)** ...go to <u>board</u> school.
86.	086	**86.1)** My <u>wish</u> change my life. **86.2)** My wish <u>change</u> my life.
87.	087	**87.1)** ...<u>live</u> in there.
88.	088	**88.1)** I have <u>try</u> to...
89.	089	**89.1)** Dormitory is <u>scare.</u>
90.	090	**90.1)** ...media to be understand on <u>deliver</u> information for our students.
91.	091	**91.1)** I still <u>studying</u> in English Department of...

C.2 Classification of Error

1. Inflection suffix

No.	Variable	Omission	Addition	Misformation	Misordering
1.	-s/ -es (3rd person)	1.1) *job => jobs 4.2) *make => makes 15.2) *obligation => obligations 15.3) *sentence => sentences 15.4) *become => becomes 18.1) *thing => things 21.1) *make => makes 25.1) *become => becomes 34.1 *lie => lies 42.2) *produce => produces 59.1) *politic => politics 61.1) *neglect => neglects 71.1) *repersent => represents	19.1) *type => types	2.3) *differents => different 15.1) *history => histories 67.1) *challanges => challenges	
2.	-ed	1.2) *connected => connect 4.1) *develop =>	21.1) *breathed => breathe	28.1) *protected => protecting 69.1) *lacked =>	

		developed	30.1) *caused => cause	lacks	
		8.2) *stay => stayed	36.2) *smoked => smoke	88.1) *try => tried	
		31.1) *improve => improved	37.3) *concluded => conclude		
		43.1) *complete => completed	41.1) *placed => place		
		44.2) *suppose => supposed	73.1) *protected => protect		
		47.1) *complicate => complicated			
		49.2) *solve => solved			
		56.1) *talk => talked			
		68.1) *describe => described			
		70.1) *receive => received			
		76.1) *commit => committed			
		77.1) *preserve => preserved			
		79.1) *offer => offered			
		82.1) *download => downloaded			
		86.2) *change => changed			
3.	**-n/ -en**	26.2) *forbid => forbidden			

		35.1) *knowing => known 42.1) *know => known			
4.	**-ing**	17.1) *risl to get => risk getting 22.1) *warn => warning 33.1) *watch => watching 40.1) *assuming => are assuming 49.1) *talk => talking 51.1) *learn => learning 52.1) *talk => talking 54.1) *keep => keeping 64.1) *talk => talking 65.1) *accord => according 66.1) *write => writing 80.1) *drive => driving 85.1) *board => boarding 87.1) *live =>	19.2) *knowing => know 29.1) *making => make 33.2) *making=> make 36.1) *stopping => stop 57.1) *meaning => mean	32.1) *loosing => losing 37.1) *making an => making a 45.1) *loking => looking 48.1) *comparing => compare with 58.1) *essentialing => essentially 60.1) *noticeing => noticing	

		living 91.1) *studying => study			
5.	**-s/ es** (plural)	1.3) *students => student's 39.1) *audience => audiences 65.2) i*dlass => glasses	24.1) *mans =>men 44.1 *individualis => individuals	26.1) *advices => advises 50.1) *country => countries 55.1) *country => countries 74.1) *country => countries 75.1) *leader => leraders 86.1) *wish => wishes	
6.	**-s'/ -'s**			27.1) *familys => family's 62.1) *causes => cause's	
7.	**-er**		70.2) *harder => hard		

2. Derivational Suffix

No.	Variable	Omission	Addition	Misformation	Misordering
1.	-y	8.1) *starty => start 89.1) *scare => scary 90.1) *deliver =-> delivery		53.1) *health => healthy 64.2) *health => healthy	
2.	-ous		10.1) *dangerous => danger		
3.	-ache			14.1) *stomach sick => stomachache 14.2) *stomach sick => stomachache	
4.	-ence			23.1) *adolescence => adolescent	
5.	-al			25.2) *phenomenal => phenomenon	
6.	-ness			38.1) *healthness => healthiness 46.1) *happyness => happiness	
7.	-ly	72.1) *natural => naturally 81.1) *wide => widely 83.1) *wise => wisely	63.1) *sufferingly => suffering		
8.	-or/ -er/ -ar			84.1) *motivate => motivator	
9.	-ity			78.1) *simple => simplicity	

C.3 Explanation of Error

No.	Errors	Explanation
1.	**1.1)** .....there are many *job to need education.	It should be "*jobs*", because if the last word is a noun, it should probably be in the plural.
2.	**1.2)** Religion is *conected with a politic.	It should be "*connected*", spelling error detected.
3.	**2.1)** .....education system always make a *students in Indonesia confused.	It should be "*student's*" because if you are using a possessive, then the apostrophe should probably come before"s".
4.	**2.3)** .....attitude in education are very *differents in our country.	It should be "*different*". Spelling error detected in the word "differents", plural form for word "different" was "differences".
5.	**4.1)** ..... during the timeIndonesia has *develop himself in.....	It should be "*developed*", the last word is a verb, it need to be in the past.
6.	**4.2)** It *make he became bullshit.	It should be *"makes",* the verb should probably end in 's'.
7.	**8.1)** So *starty for today.....	It should be "*start*", because spelling error was detected. There is no word 'starty' in English.
8.	**8.2)** ..... we have *stay healthy.	It should be *"stayed"* because the last word is a verb.
9.	**10.1)** The *dangerous of smoking.	It should be *"danger",* should probably use a noun, not an adjective between 'the' and 'of'.
10.	**14.1)** ..... if you let eat much your *stomach sick.	It should be *"stomachache"*.
11.	**14.2** ..... and if your *stomach sick.....	It should be *"stomachache"*.
12.	**15.1)** ..... to many *history of.....	It should be "*histories*", the writer means excessively, and then he should write 'too'. And the noun 'history' seems to be countable, so it should probably to use 'many histories'.
13.	**15.2)** There are 5 *obligation in Islam.	It should be "*obligations*" because the last word is noun.

14.	**15.3)** ..... saying 2 syahadah *sentence.	It should be *"sentences"* seems to be countable, so it should probably to use 'sentences'.
15.	**15.4)** In 1906, Finland *become the first modern country.	It should be *"becomes",* the verb should probably end in 's'.
16.	**17.1)** ..... we *risk to get heart disese and.....	It should be "*risk getting*", the word 'risk' is used with the gerrund.
17.	**18.1)** Education has thaught us many *thing.	It should be "*things*", the second word should be plural.
18.	**19.1)** There is two *type of cigarette	It should be **"*types*"** because in front of the verb there is a plural word.
19.	**19.2)** We *knowing the cigarette there are specific character.	It should be **"know"**. The base form of verb should be used here.
20.	**20.1)** Radar Malang sometimes *make mistake in writing some words.	It should be *"makes".*
21.	**21.1)** In order we can *breathed it in other tip.	It should be *"breathe"* because the verb 'can' requires the base form of the verb 'breathe'.
22.	**22.1)** *Warn smoker about the danger of health that causes smoking, for example; lung cancer or heart attack.	It should be *"warning".* Consider to using a apst participle here.
23.	**23.1)** On contrary if someone start to smoke at *adolescence age.	It should be *"adolescent"* because it should use an adjective.
24.	**24.1)** Most of *mans have to smoking.	It should be *"men"* because it should be a plural.
25.	**25.1)** The danger of smoke still *become marginal issue.	It should be *"becomes".* Consider to using a past participle here.
26.	**25.2)** Government event elite figure also still confused to make low from this *phenomena.	It should be *"phenomenon".* Error in using vocabulary.
27.	**26.1)** Most Moslem scholar in Indonesia only give *advices.	It should be *"advises."* Consider to using a plural form.
28.	**26.2)** That smoking *forbid.	It should be *"forbidden".* Consider to using a past participle.
29.	**27.1)** To manage their *familys' harmony.	It should be *"family's".* Using of apostrophe is wrong, here.
30.	**28.1)** Parents get difficulties in *protected their children because globalization.	It should be *"protecting".* Consider to using a past form
31.	**29.1)** You will can *making any kinds of	It should be *'make".* It should be

	food.	used a bare infinitive.
32.	**30.1)** It will *caused the diseases attack our body.	It should be *"cause"*.
33.	**31.1)** Any factors still need to be *improve by the government.	It should be *"improved"*. It should use a past form.
34.	**32.1)** The people afraid to_*loosing their daily working.	It should be *"losing"*. Error in using a vocabulary
35.	**33.1)** For the child who always *watch TV, he less in their memory.	It should be *"watching"*. It should be used a past participle.
36.	**33.2)** It will *making her lazy	It should be *"make"*. It should be used a bare infinitive.
37.	**34.1)** It *lie to us and make us in great imagination	It should be *"lies"*. It should be used a 3rd person form.
38.	**35.1)** So many negative effects we was *know.	It should be *"known"*. It should be used a past form.
39.	**36.1)** It is cannot *stopping the habit.	It should be "stop". It should be used a past form.
40.	**36.2)** We must stoppin*g* to *smoked.	It should be *"smoke"*. It should be used a past form.
41.	**37.1)** Dr. Yusuf Qordhawi *making an statement that cigarette proscribed.	It should be "*making a…*" It probably adding *a*.
42.	**37.2)** It *add of research of badness from habit of smoke.	It should be *"adds"*. Because the subject is singular.
43.	**37.3)** At journal of Anna Internal of medicine *conclud_that…	It should be *"conclude"*. Misspelling detection.
44.	**38.1)** because that, the smoked is danger in our *healthness.	It should be *"healthiness"*. Misspelling detection.
45.	**39.1)** Most of *audience enjoy the program.	It should be **"***audiences*". It should be used a 3rd person form.
46.	**40.1)** They *assuming that boxing *i*mportant for their child.	It should be *"are assuming"*. It probably needs to add a form of to be (am, is, are) after subject..
47.	**41.1)** The food will *placed in the free market.	It should be *"place"*. *I*t should be used a past form.

48.	42.1) We have *know* that TV is a box which produce good.	It should be *"known"*. *I*t should be used a past form.
49.	42.2) We have know that TV is a box which *produce* good.	It should be *"produces"*. It should be used a 3rd person form.
50.	43.1) It has *complete* facility.	It should be *"completed.* It should be used a past form.
51.	44.1) Education is take edge over *individualis.*	It should be *"individualize".* Misspelling detection.
52.	44.2) Children and adult are *suppose* to learn how...	It should be *"supposed"*. It should be used a past form.
53.	45.1) Always *loking* for from human	It should be *"looking"*. It should be used a past participle.
54.	46.1) To give *happyness* in the activity	It should be *"happiness"*. It should be used an adjectives.
55.	47.1) Education in Indonesia is very *complicate*	It should be *"complicated"*. It should be used a past form.
56.	48.1) *Comparing* to others country. . .	It should be *"compare with"*. Past participle using in wrong form.
57.	49.1) *Talk* about education. . .	It should be *"talking"*. It should be used a past participle.
58.	49.2) That must be *solve*. . .	It should be *"solved"*. It probably uses a past form.
59.	50.1) Many *country* angry for.	It should be used plural form *"countries"*
60.	51.1) Escort for *learn* process	It should be *"learning"*. It should be used a past participle.
65.	52.1) *Talk* about Islam. . .	It should be *"Talking"*. It should be used a past participle.
61.	53.1) Keeping skin *health* and beauty.	It should be *"healthy"*. Misspelling detection.
62.	54.1) …should *keep* eat and live.	It should be *"keeping"*. It should be used a past participle.
63.	55.1) Hongkong and macau as separate *country.*	It should be *"countries"*. the noun 'country' seems to be countable, so it should probably to use 'many

		countries'.
64.	**56.1)** If i was *talk abaout how. . .	It should be *"talked"*. It should be used a past form.
65.	**57.1)** What is the *mean of our perfect in. . . .	It should be *"meaning"*. It should be used a past participle.
66.	**58.1)** An *essentialing personal element	It should be *"essentially"*. Considering to using an adjectives.
67.	**59.1)** Some *politic actor.	It should be "p*olitics*". Consider to using 3rd person form.
68.	**60.1)** Should be *noticeing.	It should be *"noticing"*. Misspelling detection.
69.	**61.1)** Most muslim *neglect their obligations. . .	It should be *"neglects"*. Misspelling detection.
70.	**62.1)** *Smoke* is one of *causes disease in the world.	It should be *"cause's"*.
71.	**63.1)** Can life without *sufferingly from any aches.	It should be *"suffering"*. It should be used a past pasrticiple.
72.	**64.1)** When we are *talk of health.	It should be *"talking"*. It should be used a past participle.
73.	**64.2)** It is not just about *health body.	It should be *"healthy"*. Consider to using an adjectives.
74.	**65.1)** *Accord to some doctors. . .	It should be "*according*" It should be used a past pasrticiple.
75.	**65.2)** To drink eight *glass of water a day.	It should be "*glasses*". It should be a plural word.
76.	**66.1)** Teach *write skill in school	It should be *"writing"*. It should be used a past participle.
77.	**67.1)** Most of *challanges face in life.	It should be *"challenges"*. Misspelling mistake found.
78.	**68.1)** Good health can be *describe as the condition where. . . .	It should be **"described"**. It should be used a past form.
79.	**69.1)** In east indonesia still *lacked of education	It should be "*lacks or lack*". The word of lack is not usually followed by 'of'.

80.	**70.1)** Is not directly *receive* by the human.	It should be "*received*". It should be used a past form.
81.	**70.2)** They get a seppres of the very *harder*	It should be "*hard*". It's not a comparative.
82.	**71.1)** Generally a family *represent* a dinasty.	It should be "*represents*". It should be used a 3rd person form.
83.	**72.1)** To restore *natural* for healthy. . .	It should be "*naturally*"
84.	**73.1)** Have a *protected* effect againts cancer.	It should be "*protect*". It should be used a past form.
85.	**74.1)** In many western *country* the read score was down.	It should be "*countries*" the noun 'country' seems to be countable, so it should probably to use 'many countries'.
86.	**75.1)** ...many potential *leader*.	It should be "*leaders*". It should be used a plural.
87.	**76.1)** ...the government remains *commit* to education free.	It should be "*committed*". It should be used a past form.
88.	**77.1)** ...the culture is *preserve*....	It should be "*preserved*". It should be used a past form.
89.	**78.1)** ...all come from *simple*...	It should be "*simplicity*". Consider to using a noun.
90.	**79.1)** ...the price *offer* of...	It should be "*offered*". It should be used a past form.
91.	**80.1)** They are *drive* at the same time.	It should be "*driving*" Consider using a past participle here.
92.	**81.1)** ...has spread *wide* in Indonesia.	It should be "*widely*". It should be used an adverb.
93.	**82.1)** Videos easily *download*...	It should be "*downloaded*" Consider to using a past form.
94.	**83.1)** ...use the internet *wise*...	It should be "*wisely*". It should be used an adverb.
95.	**84.1)** He is the best *motivate* in my life.	It should be "*motivator*". It should be used a noun..
96.	**85.1)** ...go to* *board* school.	It should be "*boarding*". It should be used a past participle.

97.	**86.1)** My *wish* change my life.	It should be *"wishes"*. It should be used a plural.
98.	**86.2)** My wish *change* my life.	It should be *"changed"*. Consider to using a past form.
99.	**87.1)** ... *live* in there.	It should be *"living"* Consider to using a past form
100.	**88.1)** I have *try* to...	It should be *"tried"*. It should be to use a past participle here.
101.	**89.1)** Dormitory is *scare*.	It should be *"scary"*. Consider to using an adjectives.
102.	**90.1)** ...media to be understand on *deliver* information for our students.	It should be *"delivery"*. Consider using a past participle here.
103.	**91.1)** I still *studying* in English Department of...	It should be *"study"*. The base form of the verb should be used here.

Table c.2 explanation of errors

H. Recapitulation types of error of derivational and inflectional affixes

No.	Sample	Types of Error				Total
		Omission	Addition	Malformation	Misordering	
1.	001	2	-	-	-	2
2.	002	1	-	1	-	2
3.	003	-	-	-	-	-
4.	004	2	-	-	-	2
5.	005	-	-	-	-	-
6.	006	-	-	-	-	-
7.	007	-	-	-	-	-
8.	008	1	1	-	-	2
9.	009	-	-	-	-	-
10.	010	-	1	-	-	1
11.	011	-	-	-	-	-
12.	012	-	-	-	-	-
13.	013	-	-	-	-	-
14.	014	-	-	2	-	2
15.	015	3	-	1	-	4
16.	016	-	-	-	-	-
17.	017	1	-	-	-	1
18. .	018	1	-	-	-	1
19.	019	1	1	-	-	2
20.	020	1	-	-	-	1
21.	021	-	1	-	-	1
22.	022	1	-	-	-	1
23.	023	-	-	1	-	1

24.	024	-	1	-	-	1
25.	025	1	-	1	-	2
26.	026	1	-	1	-	2
27.	027	-	-	1	-	1
28.	028	-	-	1	-	1
29.	029	-	1	-	-	1
30.	030	-	1	-	-	1
31.	031	1	-	-	-	1
32.	032	-	-	1	-	1
33.	033	1	1	-	-	2
34.	034	1	-	-	-	1
35.	035	1	-	-	-	1
36.	036	-	2	-	-	2
37.	037	1	1	1	-	3
38.	038	-	-	1	-	1
39.	039	1	-	-	-	1
40.	040	1	-	-	-	1
41.	041	-	1	-	-	1
42.	042	2	-	-	-	2
43.	043	1	-	-	-	1
44.	044	1	-	1	-	2
45.	045	-	-	1	-	1
46.	046	-	-	1	-	1
47.	047	1	-	-	-	1
48.	048	-	-	1	-	1
49.	049	2	-	-	-	2
50.	050	-	-	1	-	1

51.	051	1	-	-	-	1
52.	052	1	-	-	-	1
53.	053	-	-	1	-	1
54.	054	1	-	-	-	1
55.	055	-	-	1	-	1
56.	056	1	-	-	-	1
57.	057	1	-	-	-	1
58.	058	-	-	1	-	1
59.	059	1	-	-	-	1
60.	060	-	-	1	-	1
61.	061	1	-	-	-	1
62.	062	-	-	1	-	1
63.	063	-	1	-	-	1
64.	064	2	-	-	-	2
65.	065	2	-	-	-	2
66.	066	1	-	-	-	1
67.	067	-	-	1	-	1
68.	068	1	-	-	-	1
69.	069	-	-	1	-	1
70.	070	1	1	-	-	2
71.	071	1	-	-	-	1
72.	072	1	-	-	-	1
73.	073	-	1	-	-	1
74.	074	-	-	1	-	1
75. \	075	1	-	-	-	1
76.	076	1	-	-	-	1
77.	077	1	-	-	-	1

78.	078	-	-	1	-	1
79.	079	1	-	-	-	1
80.	080	1	-	-	-	1
81.	081	1	-	-	-	1
82.	082	1	-	-	-	1
83.	083	1	-	-	-	1
84.	084	-	-	1	-	1
85.	085	1	-	-	-	1
86.	086	2	-	-	-	2
87.	087	1	-	-	-	1
88.	088	-	-	1	-	1
89.	089	-	-	1	-	1
90.	090	1	-	-	-	1
91.	091	1	-	-	-	1
Total		**59**	**15**	**29**	**0**	**103**
Percentage		**57,30%**	**14,70%**	**28%**	**0%**	**100**

Percentage of error formula:

$$P = \frac{F}{N} \times 100$$

P   =   Percentage of errors

F   =   Frequency of wrong answer/number of error

N   =   Number of sample/error items observed

By applying this formula, if we subtitute the total of combine the inflectional and derivational errors, we will get:

The total of error frequency=   103

Omission   = $\frac{60}{103} x100$

                  =   58.23%

Addition   = $\frac{12}{103} x100$

                  =   11.65 %

Misformation   = $\frac{31}{103} x100$

                  =   30 %

Misordering   = $\frac{0}{103} x100$

                  =   0 %

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I. List of Participants

No.	Students Initial	Students Code
1.	Student 01	001
2.	Student 02	002
3.	Student 03	003
4.	Student 04	004
5.	Student 05	005
6.	Student 06	006
7.	Student 07	007
8.	Student 08	008
9.	Student 09	009
10.	Student 010	010
11.	Student 011	011
12.	Student 012	012
13.	Student 013	013
14.	Student 014	014
15.	Student 015	015
16.	Student 016	016
17.	Student 017	017
18.	Student 018	018
19.	Student 019	019
20.	Student 020	020
21.	Student 021	021
22.	Student 022	022
23.	Student 023	023
24.	Student 024	024
25.	Student 025	025
26.	Student 026	026
27.	Student 027	027
28.	Student 028	028
29.	Student 029	029
30.	Student 030	030
31.	Student 031	031
32.	Student 032	032
33.	Student 033	033

34.	Student 034	034
35.	Student 035	035
36.	Student 036	036
37.	Student 037	037
38.	Student 038	038
39.	Student 039	039
40.	Student 040	040
41.	Student 041	041
42.	Student 042	042
43.	Student 043	043
44.	Student 044	044
45.	Student 045	045
46.	Student 046	046
47.	Student 047	047
48.	Student 048	048
49.	Student 049	049
50.	Student 050	050`
51.	Student 051	051
52.	Student 052	052
53.	Student 053	053
54.	Student 054	054
55.	Student 055	055
56.	Student 056	056
57.	Student 057	057
58.	Student 058	058
59.	Student 059	059
60.	Student 060	060
61.	Student 061	061
62.	Student 062	062
63.	Student 063	063
64.	Student 064	064
65.	Student 065	065
66.	Student 066	066
67.	Student 067	067
68.	Student 068	068
69.	Student 069	069

70.	Student 070	070
71.	Student 071	071
72.	Student 072	072
73.	Student 073	073
74.	Student 074	074
75.	Student 075	075
76.	Student 076	076
77.	Student 077	077
78.	Student 078	078
79.	Student 079	079
80.	Student 080	080
81.	Student 081	081
82.	Student 082	082
83.	Student 083	083
84.	Student 084	084
85.	Student 085	085
86.	Student 086	086
87.	Student 087	087
88.	Student 088	088
89.	Student 089	089
90.	Student 090	090
91.	Student 091	091

CURRICULUM VITAE

Sarinah, was born in Tawau, on March 08th 1992. She is the first from three children. Her father is Johansyah S.Pd and her mother is Kurniati Beddu. In 2000 she registered as an elementary student at SK Cenderawasih Lhd. Datu, Sabah until 2003 and graduated her elementary school in 2004 at SDN.Inp Kasambang, Tapalang, Kab. Mamuju. She continued her study at SMPN 1 Mamuju in 2004. Her senior high school was at SMA Neg. 1 Tinambung, Kab.Polewali Mandar, graduated in 2010. At 2011, she was accepted at Makassar Muhammadiyah University as a student of English Education Department.

At the end of her study, she could finish her thesis with the title *Morphological Error in English Essays (A Descriptive Study at the fifth semester students of English Department Muhammadiyah University of Makassar) in academic year 2018-2019.*