ERROR ANALYSIS OF INFLECTIONAL MORPHEME IN TEXT WRITTEN

BY SECOND-YEAR STUDENTS OF SMK PAB MEDAN ESTATE

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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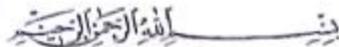
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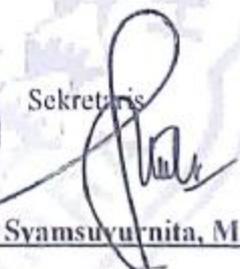
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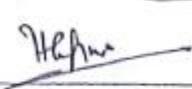
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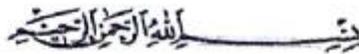
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
23/02 2018	Chapter I, II, III IV & V. Add your theory in chapter II	
8/03 2018	Check again; Chapter I, II, III IV and V. Add your theory in chapter II. add your discussion in chapter IV. Chapter IV must in 45 pages	
21/03 2018	abstract, content, acknowledgement. Chapter I, II, III, IV and V. Reference. Appendix. acc	

Medan,   Februari 2018

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

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SURAT PERNYATAAN

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Putri Novryanty

Diketahui oleh Ketua Program Studi
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Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Novryanty, Putri. 140205003 "Error Analysis of Inflectional Morpheme in Text Written By Second-Year Students of SMK PAB Medan Estate". Skripsi. English Department of Teacher and Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2018.

This study deals with the students' error analysis in inflectional morpheme, the objectives of this study were to find out the types of students' errors identifying inflectional morpheme, to find out the dominant of errors made by the students in inflectional morpheme. This research was conducted at SMK PAB Medan Estate academic year 2016/2017.There were two classes as the population of this research, that is class X-AP consisted at 20 sttudents and class X-AK consisted at 25 students. The number of population were 45 students. The sample was taken randomly that 31 students. This research design was related to the descriptive qualitative. Based on the analysis of the data the total error was 353. The error percentage of the students error in inflectional morpheme was omission type there were 162 or 45.89%, addition were 98 or 27.76%, misordering were 53 or 15.01%, and misformation were 40 or 11,33%. The dominant type of error is omission were 162 or 45,89 %.

Keywords : Inflectional morpheme, error, mistake.

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CHAPTER I

INTRODUCTION

A.   Background of Study

People are always confused of using the term of mistake and error. In order to analyze learner's acquicisition in English, it is important to make deference between them, because basically both of them are very different. Mistake refers to the errors performance that is unsystematic on the other side as Gass Selinker (2008: 120 in Hendriwanto & Sugeng, 2013: 58) explains, error is systematic and likely to occur repeatedly and it does not recognized by the language learners as an error. The term of systematic refers to the mistakes which appear over and over. If a mistake appears only once in students 'writing, then it should be calls by mistake because it is unsystematic. If the mistake appears three times or more, it can be called by errors because it is unsystematic.

The beginner students sometimes found to make mistakes or errors I n writing a text which use inflectional morphemes. For instance, they were more likely found to make a sentence of "the girl walk alone in the corner of the street". We could see form the sentence that he made a mistake in the use of 'walk' which should be replaced by 'walks'. The addition of '-s' as the inflected morpheme to indicate that the verb was used by the third singular subject was sometimes avoided by students.

An inflection is a change that signals the grammatical function of nouns, verbs, adjectives, adverbs and pronouns. An inflectional morpheme is used to create a variant form of a word in order to signal grammatical information. Inflectional

morphemes do not change grammatical category of the base to which they are attached. They do not change the meaning of the base. The only carry relevant grammatical information. E.g. plural (book – books) are both nouns referring to the same kind of entity.

There are several studies related to the inflectional morphemes errors which are useful as their existences as data for supporting the researcher's study. Thesis related does not have same form but those can give contribution in explaining about errors which are often occurred in the students' writing. Those formers study can give more information and knowledge about the errors in inflectional morphemes through their findings. In SMK PAB Medan estate, there was no such research conducted before a research will be the first conducted there.

B.   Identification of Problems

Based on the background of the study, the problem of the study can be formulated as follows:

1.   There were still many mistake in their writing made by second-year students of SMK PAB Medan Estate

2.   The student made errors in inflectional morpheme.

C.   Scope and Limitation

The scope of this study was the product in a text written by second-year students of SMK PAB Medan Estate. The limitation of the study was in inflectional morphemes errors found on students' writing, which specially clustered into omission when the learners omitted a certain inflectional morpheme from the sentences,

addition when the learners added which must not appear in a well-formed sentence and malformation when the learners supplied certain inflectional morpheme although it was incorrect.

D.   The Formulation of Problem

This problem of this research is formulated as follow:

1. What kind of inflectional morphemes errors appeared in the writing made by second-year students of SMK PAB Medan Estate?

2. What were the dominant of errors made by the students in inflectional morpheme?

E.   The Objectives of Study

In line with problem, this study intended to find out:

1. To find out the types of errors made by the students in inflectional morpheme.

2. To find out the dominat of errors made by the students in inflectional morpheme.

F. Significance of Study

The result of this study is expected not only to be merely data aggregation but something more advantageous theoretically and practically. It can be described as follows:

Theoretically, the result of this study can be reference for those who are interested in errors analysis of inflectional morphemes.

Practically, the writer expects this study will be useful for:

1. The students: hopefully this study can help students in realizing inflectional morphemes errors made by them on their writing and increase their awareness about inflectional morphemes errors in the text to avoid other errors in future.

2. The teachers: this study is aimed to help teachers find advantageous information based on the contents and findings of this study, which related to the inflectional morphemes errors in students' writing mostly made by students and the solution for the problem.

3. The other researchers: this study is intended to be one of their resources to make other inflectional morphemes errors analysis in the text, and give additional information for the next related study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Error and Mistake

In learning a language, learners make errors partly because of inter lingual transfer or over generalization within the target language itself. Errors can occur in grammatical, phonological, and semantic level. Foreign language teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis.

Brown (1994: 206) identifies the fact that learners make errors 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 called error analysis. Whereas, according to Richard (2004:29) error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in the 8 sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

The study of errors is carried out by means of Error Analysis (EA). In the 1970s, EA supplanted Contrastive Analysis (CA), which sought to predict the errors that learners make by identifying the linguistic differences their L1 and target language. The underlying assumption of CA was that errors occurred primarily as a result of interference when the learners transferred native language habits into the L2. Interference was believed to take place whenever the habits of the native language

differed from those of the target language. CA gave way EA as this assumption came to be challenged. Whereas CA looked at only the learner's native language and target language (i.e. fully formed language), EA provided a methodology for investigating learner language. For this reason EA constitutes an appropriate starting point for the study of learner L2 acquisition (Richard, 2004:47-48).

Some people have overlapping perception between error and mistake, so do some teachers. Then further dealing with error and mistake becomes inappropriate treated and then it gives negative impact to the students to know and to measure the competence in language learning process while Brown (2007:89) stated that, learning is fundamentally a process that involves the making of mistakes erroneous assumptions form and important aspect of learning virtually and skill or acquiring information.

It concluded that making mistakes and errors are naturally happened for learner because it is a part of learning in language acquisition process. Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner and reveals the learner's knowledge of the target language, while mistake is the learner's temporary impediment or imperfection in process of utilizing the language

According to Brown (2007:217 in Hendriwanto and Sugeng, 2013:58), a "mistake" refers to a performance error in that it is a failure to utilize a known system correctly. While an error" is a noticeable deviation from the adult grammar of a

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native speaker, reflecting the interlanguage competence of the learner (in Fang, X and Xue-mei J: 2007).

According to Dulay, et.al (1982:141), the description of an error refers to the product of language acquisition, whereas the explanation of an error-the determination of its origins-refers to the language of acquisition process. From many explanations served above, it can be concluded that error is systematic. It is called an error when it is not recognized and cannot be self-corrected by the speaker or the writer. They do not even know that it is an error. It can be happened over and over as long of someone's language acquisition or the lack of prior knowledge related to the utterance/writing.

Mistake refers to the errors performance that is unsystematic, on the other side as Gass and Selinker 9 2008; 102 in Hendriwanto & Sugeng, 2013: 58) says, error is systematic and likely to occur repeatedly and is not recognized by the learner as an error. Mistakes can be caused of less concentration, so the slips of tongue, ear, and pen can be happened. Mistakes can be self-corrected by the learner themselves, on the other side cannot be self-corrected by the learners. If the mistake appears once in students' writing, it is called unsystematic so it must be a mistake. But if the mistake appears more three times, it is systematic and it is called by an error.

1.1 The Differences between Error and Mistake

In order to get the proper perception between errors and mistakes, it is crucial to make a distinction between them.

a. Definition of Error

Brown (1987: 125) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner. While Richards (1997: 25) states that a learner's errors provides evidence of the system of the language that he is using (i.e. has learned) at aparticular point in the course (and it must be repeated that he is using some systems, although it is not yet the right system).

The appearance of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and intelligence. It has a relationship with the learner's language competence. In learning a second language, some errors appear because the learners have not yet understood the grammar of the second language.

b. Definition of Mistake

A mistake occurs when learners fail to perform their competence. Ellis states on journal that mistake reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows. While according to Brown (1987:165) a mistake refers to performance error that either random guess or slip, it is a failure to utilize a known system 10

correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of deficiency in competence but the result of some sort of breakdown in process of producing speech.

Brown said that a 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. (1987:165) From the explanation above, it can be concluded that erroneous expressions are divided into two kinds; they are mistakes and errors themselves. Errors refer to the competence, whereas mistakes refer to the performance.

In analyzing student's erroneous expressions there is a way to check the difference between mistakes and errors based on student's consistency. Ellis on journal proposes one way to check the consistency of learner's performance, that is, ask learners to try to correct their own deviant utterances. Where they are unable to correct their own deviant utterances, the deviations are errors; where they are successful, they are mistakes.

1.2 Types of Errors

Dulay et. al (1982: 146) explain that there are some descriptive classification of errors, they can be described as follow:

1. Linguistic category, it classifies errors according to either or both the language component and the particular linguistic constituent the error affects.

2. Surface strategy, it highlights the ways surface structure are altered: learners may omit necessary items or add unnecessary ones: they may misform items or misordr them.

3. Comparative analysis, it is based on comparisons between the structures of l2 errors and certain other types of constrictions.

4. Communicative effect, it deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not.

Dulay et. Al (1982) state the discussion of those descriptive taxonomies is guided by two major purposes: to present error categories which rely solely on observable (rather than inferred) characteristics for their definition: and to report the finding of research conducted to date with respect to error types observed. Further they say (in Syarifah Nasution 2015: 20) that surface strategy taxonomy classifies errors into four types as follows:

a). Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For instance:

1. My father always tell me to be a doctor. (Omission of the kind person present tense morpheme).

My father always tells me to be a doctor.

2. A ate the lunch and clean my plate yesterday. (Omission of past tense morpheme).

   I ate the lunch and cleaned my plate yesterday.

b). Additions the opposite omission

   Addition is characterized by the presence of an item which must not appear in a well-formed utterance. Al-Sa'idat (2012:25)

1. They want to repair their teeths. (The addition of 's' after the plural noun form of 'teeth').

   They want to repair their teeth.

2. My mother and my father wants me a teacher sciences. (The addition of 's' to the verb for plural person).

   My mother and my father want me a teacher sciences.

c). Misformation

   Misformation is characterized by the of the wrong form of the morpheme or structure. Error of misformations is marked by the use of wrong morphemes and structures where the user is used one grammatical form of another grammatical form. Misformations indicate that some learning has transpired and that barring certain attitudes or environmental circumstances, the learned is on his or her way to acquire target language proficiency. There are three types of misformmation, they are:

1. Regularization

These types of error that fall under misformation category are those in which a regular used in place of an irregular one. For example:

a) My father eated a pie last night

b) I runned with my cousins yesterday

2. Archy-form

These types of errors are characterized by the selection of one number of classes of forms to represent others. For examples:

a) That cats

b) This books

3. Alternating-form

This type is the result of the students' vocabulary limitation and lack of grammatical rules knowledge. For example:

a) Those fish

b) This pigs

c) He studys history that night

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in the utterance. For example:

1) He go downs (he goes down)

2) Where Danny is going? (Where is Danny going?)

Comparative Taxonomy ,Errors in this taxonomy are classified based on the comparison between the structure of target language errors and certain other types of construction (Dulay, 2002: 189). There three types of errors.

1) Developmental Errors

These errors are errors similar to those made by children learning the target language (Dulay, Burt, and Krashen, 1982:189).

2) Interlingual Errors

Interlingual errors are similar in structure to semantically equivalent phrases or sentences in the L2 learner's L1. The sources of interlingual errors are all conditions that result in the premature use of the L2 by the language learner. These would include pressure to perform in the L2, living in an environment where the use of the L2 is very limited, conscious L2 language processing and so forth (Shaffer, 2005).

3) Ambiguous Errors

Ambiguous errors are those that could be classified as either development or interlingual errors because they reflect errors that L1 learners commonly make while at the same time reflect the structure of the L2 learner's mother tongue (Shaffer, 2005).

Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the

overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication. It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learner's speaking or writing errors can be comprehended because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended. Burt and Kiparsky in Dulay *et al* discover two types of errors based on communicative effect taxonomy.

1) Global Error

Errors that affect overall sentence organization significantly hinder communication. It means that *Global Error* is happened in the sentence

which has a big portion of violation therefore it's difficult to be comprehended. The most systematic global errors include: 46

a)Wrong order of major constituents

e.g. *English language use many people*

b) Missing, wrong, or misplaced sentence connectors

e.g. *(if) not take this bus, we late for school*

He will be rich until he marry.

(when)

c) Missing cues to signal obligatory exceptions to pervasive

syntactic rules

e.g. *the student's proposal (was) looked into (by) the principal*

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d) Regularization of pervasive syntactic rules to exceptions

e.g. *We amused that movie very much*

(*That movie amused us very much*) 47

    2) Local Error

Errors that effect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers. It means that *Local Error* is the error that can be comprehended by the hearer or reader by guessing the intended meaning because there is a bit violation in a part of the sentence.

a. Singular-Plural

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have one *pen*. Plural number is a noun denotes more than one object e.g. I have two *pens*. In addition, singular can be identified by putting *a* or *an* before noun e.g. I has a bird. Generally, plural nouns can be added by –*s* (as in friends) or –*es* (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g. *child-children, ox-oxen, foot-feet, man-men, wife-wives.*

b. Word Form

Word form is the phonological or orthographic sound or appearance of a word that can be used to describe or identify something; the inflected forms of a word can be represented by a stem and a list of inflections to be attached. It means that word

form is the change form of word based on the grammatical rules, for example, *beautiful* (adjective), *beautifully*

(adverb)

c. Word choice (Diction)

Diction will be effective only when the words you choose are appropriate for the audience and purpose, when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable. Word choice is to use the word that suits to the context of utterance, the error in word choice for example in the sentence; *I am looking at you.*

d. Verb tense

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. In addition to denoting time relationship, the verbs tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress. Verb tense indicates the relationship between an action or state of being and the passage of time. The present tense indicates that something is taking place now. The past indicates that something was completed in the past. The future indicates that something will take in the future. It means that verb tense is the changing form of verb as symbol which expresses or tells about activity or condition and statement happened in the past, present and future.

e. Add a word

Add a word has slight similar example with the term of *Omission* in Dulay, *et al*. According to Dulay *et al, Omission* is the absence of an item of morphemes that must appear in a sentence or utterance56, e.g. *They want go to the museum.* The absence preposition is *to*, the sentence called Omission Error of preposition *to* according to Dulay *et al,* while according to Betty S. Azzar e.g. *They want go to the museum* is categorized as error *Add a word*, because the preposition *to* must be added in the sentence.

f. Omit a word

Omit a word is same as *Addition* in Dulay *et al* theory in the term of example. Betty S. Azzar gives example the error of Omit a word e.g. *She entered **to** the university.* The preposition *to* is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called as Error of Omit a Word. While according to Dulay *et al* e.g. *She entered **to** the university* is categorized as Addition Error which the preposition *to* considered as a morpheme that mustn't be added in the sentence.

g. Word Order

In linguistic, word order typology refers to the study of the order of the syntactic constituents of a language, and how different language can employ different orders. It means that word order is to place the word correctly based on the rules, the error in word order e.g. I saw *five times that movie*

h. Incomplete Sentence

Incomplete sentences are missing necessary words or phrases. The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance. There are causes and examples of incomplete sentences:

1) In a compound construction, a word that functions *as* but differs grammatically from a preceding word should not be omitted. For example,

The car was given an oil change, and its wheels (?)

aligned.

2) An incomplete sentence also results when a comparison is made completely or illogically. For example,

*My car is faster (?)*59

i. Spelling

Spelling rules apply to a relatively small number of words, and unfortunately almost all rules have exceptions. Nevertheless, some of

the rules may help you to spell common words especially those words

form with suffixes.

1) Final Silent

Drop a final silent *–e* before suffixes beginning with a

vowel (*ing, age, able*). Keep a final silent *–e* before suffixes

beginning with a consonant (*ful, ly, ness*).

Hope + ing = Hoping Hope + ful = Hopeful

Dot + age = Dotage Late + ly = Lately

Love + able = Loveable Pale + ness = Paleness

Learn the following exceptions: *dyeing, hoeing, gluey,*

awful, ninth, truly, duly, wholly.

The *-e* is retained in such words as the following in

order to keep them soft sound of *c* and *g*: *noticeable,*

peaceable, courageous, and *outrageous*.

2) Doubling Final Consonant

When adding a suffix beginning with a vowel to words ending in one

consonant proceed by one vowel (*Red, Redder*), notice where the word is accented. If

it is accented on the last syllable or if it is a monosyllable, *double* the final consonant.

Prefer + ed = Preferred Benefit + ed = Benefited

Omit + ing = Omitting Profit + ing = Profiting

Occur + ance = Occurrence Differ + ence =Difference

Red + er = Redder Travel + er = Traveler

Note that in some words the accent shifts when the suffix is added.

Referred Reference

Preferring Preference

There are a few exceptions to this rule, like *transferable* and *excellent*; and

many words that should follow the rule have alternate spellings: either *worshiped* or

worshipped; *traveling* or *travelling*; *traveler* or *traveler*.

3) Words Ending in –y

If the *–y* is preceded by a consonant, change the *–y* to *–i*before any suffix

except *–ing*.

Lady + es = Ladies   Lonely + ness = Loneliness

Try + ed = Tried   Accompany + es = Accompanies

Another example,

He won the game successfully.

So the study will focus on surface strategy taxonomy of the descriptive writing and the errors will be identified based on the diagram as follows:

1.3   The Causes of Errors

Erdogan (2005:265 in Syarifah Nasution, 2015:22-23) defines some causes of errors served as follows:

a)   Interlingual transfer

According to Gass and Selinker (2001:79), interlingual errors are those that can be attributed to the native language (i.e., they involve cross-linguistic comparison).

Erdogran says (2005:265) that it caused by interlingual transfer if it is affected by the learners' first language. It may occur at different levels such as transfer of phonological, grammatical and lexical semantic elements of the native language into the target language.

b)   Intralingual transfer

According to Erdogan (2005), if an error caused by the influence of one target language item upon another, then it is called by intralingual transfer.

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Gass and Selinker (2001:80) also state that intralingual errors are those that and due to the language being learned, independent of the native language.

Further Erdogan (2005) explain that as example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say 'he is comes here' instead of 'he comes here'. It is happened because the singularity of the third person requires 'is' in present continuous and '-s' at the end of a verb in simple preset tense. The case is called by over-generalization. In short, intralingual errors occur as a result of learner's effort in building up concepts and hypotheses about the target language from their limited experience with it.

So, the cause of errors will be identified based on the diagram served as follows:

c. Carelessness

It is often closely related to lack of motivation. One way of reducing the number of carelessness errors in written work is to get students to check others works. It caused the students to make the errors in learning English in answer the test. Sometime they did not care about the questions. Students didnt care to the question and they changes the meaning. For example :

a. grey car

b. hey translated the sentence become mobil hijau, where the good translation is mobilabu-abu.

2   Morpheme

A morpheme is the smallest unit of language that has its own meaning. All morphemes bear a meaning. In other words, it is the smallest meaningful unit of a language. The linguistics field of study dedicated to morphemes is called morphology. A morpheme is not identical to a word, and the principal difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition, is freestanding. When a morpheme stands by itself, it is considered as a root because it has a meaning of its own (e.g. the morpheme *cat*) and when it depends on another morpheme to express an idea, it is an affix because it has a grammatical function (e.g. the *–s* in *cats* to indicate that it is plural). Every word comprises one or more morphemes. A morpheme can be defined as a minimal unit having more or less constantmeaning and more of less constant form. ('More or less' because... see below.)For example, linguists say that the word buyers is made up of three morphemes {buy}+{er}+{s}. The evidence for this is that each can occur in other combinations of morphemes without changing its meaning. We can find {buy} in buying, buys,and {er} in seller,fisher, as well as buyer. And {s} can be found in boys, girls, and dogs.The more combinations a morpheme is found in, the more productiveit is said tobe. Roll your mouse over the words below to see how many morphemes there are.

Read	Redo	culture
unexpectedly	storehouse	footballer

In addition, each of these units is ordered based on their level. Agung Prasetyo Wibowo and Ichwan Suyudi (2015: 1) Morpheme is the smallest level from these five units. As Nida (1949, p. 1) has stated, "Morphemes are the minimal meaningful units which may constitute words or parts of words".

According to Leonard Bloomfield morpheme is the study of words, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology also looks at parts of speech, intonation and stress, and the ways context can change a word's pronunciation and meaning.

2.2 Free Morpheme

Morphemes that can stand alone to function as words are called free morphemes. They comprise simple words (i.e. words made up of one free morpheme) and compound words (i.e. words made up of two free morphemes).

Examples:

Simple words: the, run, on, well

Compound words: keyboard, greenhouse, bloodshed, Smartphone

a. Root

A root is the base form of a word which cannot be further analyse without total loss of identity. It is that part of the word left without total loss of identity. It is that part of the word leftwhen all thewhen all theaffixes are removed.affixes are removed.Audience Participation: Identify the roots:Audience Participation:

Identify the roots:knowingly, brainlessness, ministerially, untainted, actions, parknowingly, brainlessness, ministerially, untainted, actions, paranormality, anormality,unreheated, rediscover, insufferable, disinheritedunreheated, rediscover, insufferable, disinherited Knowknowingly ,ingly, brainbrain lessness,lessness, ministerminister ially, unially, untainttainted,ed, actactions, ions, parapara normnormality, unreality, unreheatheated, reed, rediscoverdiscover (arguably! more to come!), (arguably! more to come!),ininsuffersufferable, disable, disinheritinheriteded.

b. Stem

Stem is a form to which affixes can be attached Thus, in this usage, the English word friendships contains the stem friend, to which the derivational suffix -ship is attached to form a new stem friendship, to which the inflectional suffix -s is attached. In a variant of this usage, the root of the word (in the example, friend) is not counted as a stem. In a slightly different usage, which is adopted in the remainder of this article, a word has a single stem, namely the part of the word that is common to all its inflected variants. Thus, in this usage, all derivational affixes are part of the stem. For example, the stem of friendships is friendship, to which the inflectional suffix -s is attached. Stems may be a root, e.g. run, or they may be morphologically complex, as in compound words (e.g. the compound nouns meat ball or bottle opener) or words with derivational morphemes (e.g. the derived verbs black-en or standard-ize). Hence, the stem of

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the complex English noun photographer is photo·graph·er, but not photo. For another example, the root of the English verb form destabilized is stabil-, a form of stable that does not occur alone; the stem is de·stabil·ize, which includes the derivational affixes de- and -ize, but not the inflectional past tense suffix -(e)d. That is, a stem is that part of a word that inflectional affixes attach to.

c. Base

A base is the form of a word to which prefixes and suffixes can be added to create new words. For example, instruct is the base for forming instruction, instructor, and reinstruct. Also called a root or stem. Put another way, base forms are words that are not derived from or made up of other words. According to Ingo Plag, "The term 'root' is used when we want to explicitly refer to the indivisible central part of a complex word. In all other cases, where the status of a form as indivisible or not is not an issue, we can just speak of bases (or, if the base is a word, base words

2.3   Bound Morpheme

Morphemes that can only be attached to another part of a word (cannot stand alone) are called bound morphemes.

Examples:

pre-, dis-, in-, un-, -ful, -able, -ment, -ly, -ise

pretest, discontent, intolerable, receive

a. Affix

Affix is a morpheme that is attached to a word stem to form a new word or word form. Affixes may be derivational, like English -ness and pre-, or inflectional, like English plural -s and past tense -ed. They are bound morphemes by definition; prefixes and suffixes may be separable affixes. Affixations, the linguistic process speakers use form different words by adding morphemes (affixes) at the beginning (prefixation), the middle (infixation) or the end (suffixation) of words.

b. Prefix

Prefix is an affix which is placed before the stem of a word. Adding it to the beginning of one word changes it into another word. For example, when the prefix *un-* is added to the word *happy*, it creates the word *unhappy*. Particularly in the study of languages, a prefix is also called a preformative, because it alters the form of the words to which it is affixed. Prefixes, like other affixes, can be either inflectional, creating a new form of the word with the same basic meaning and same lexical category (but playing a different role in the sentence), or derivational, creating a new word with a new semantic meaning and sometimes also a different lexical category. Prefixes, like all other affixes, are usually bound morphemes.

Table 2.1 A Short List of Prefixes

PREFIX	MEANING	EXAMPLES
de-	from, down, away reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	Not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	Not	nonfiction, nonsense
pre-	Before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

c. Suffix

Suffix (sometimes termed postfix) is an affix which is placed after the stem of a word. Common examples are case endings, which indicate the grammatical case of nouns or adjectives, and verb endings, which form the conjugation of verbs. Particularly in the study of Semitic languages, suffixes are called

afformatives, as they can alter the form of the words. In Indo-European studies, a distinction is made between suffixes and endings (see Proto-Indo-European root). Suffixes can carry grammatical information or lexical information. An *inflectional suffix* is sometimes called a desinence or a grammatical suffix or ending. Inflection changes the grammatical properties of a word within its syntactic category

Table 2.2 A Short List of Suffixes

SUFFIX	MEANING	EXAMPLES
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual, comical
-er	Comparative	bigger, stronger
-est	Superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adjective	clearly, hourly
-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a	glory, messy, victory,

diminutive	

3   Derivational Morpheme

English has so many common derivational affixes, and there is no theoretical limit to their number. Derivational have a ,low functional load, in the sense that each single derivation occurs rarely and is limited to a few specific combinations with particular stems (Jackson and Amvela, 2002: 74).

Examples:

Negative: deactivate, disconnect, inability, impossible, misunderstanding,

Unclassified

Size /degree: enlarge, underachieving, overestimated

Space /time: prerequisite, postgraduate, reuse

Change to adjective: manageable, faithful, anonymous

Change to noun: enjoyment, eagerness

Change to verb: privatize

Change to adverb: absolutely

4   Inflectional Morpheme

According to Aronoff and Fudeman (2001:2), morphemes often defined as the smallest linguistic pieces with a grammatical function. Further they said that a morpheme may consist of a word, such as hand, or a meaningful piece of word, such as the –ed of looked, that cannot be divide into smaller meaningful parts. The term

'morpheme' is used to refer to the smallest unit that has meaning or serves a grammatical function in a language. Morphemes are the atoms with which words are built (Katamba, 2005:20). Further explains that 'when we classify morphemes in terms of where they are followed to appear, we find that they fall into two major groupings, some morphemes are capable of occurring on their own as words, while other morphemes are only allowed to occur in combination with some other morpheme(s) but that can be used by themselves as independent words. Those morphemes that are allowed to occur on their own in sentences as words are called FREE MORPHEMES while those morphemes that must occur in the company of some other morphemes are called BOUND MORPHEMES.

For instances:

Pest   pest (i)-icide

Modern   post-modern-ist

Child   child-ish

Pack   pre-pack-ed

Laugh   laugh-ing

 The bound morphemes are italicized. (Katamba, 2005:27)

Katamba (2005:401) states that word – building fall into two board categories. Inflection and derivation. Further he explains that typically inflection contributes a morpheme that is required in order to ensure that the word has a form that id appropriate for the grammatical context in which it is used. For instance, if we

have a third person subject, a present tense verb agreeing with it must take -s ending: anything else is forbidden. Whereas inflection is driven by the requirement to form a word with the appropriate form in particular grammatical context, derivation is motivated by the desire to create new lexical items using pre-existing morphemes and words. When you need a new word (in the sense of vocabulary item), you do not usually need to make it up from scratch. It is possible to create new lexical items by recycling pre-existing materials. This is derivation.

For instead:

Teach/er/s americ (a) an/is/ation govern/ment/al.

The morphemes –er, -an, -is, -ation, -ment, and –al are called by derivational morphemes.

Moreover Aronoff and Fudeman (2001:7) state: 'the morphological grammar of English tells us that we have to put an –s on melon whenever we are talking about more than one'. Further they explain that 'we have now observed something about English morphology. If a word is plural, it takes the suffix –s'.

There are some examples of inflectional morphemes stated by Arnoff and Fudeman (2001:159). They are:

Examples of word=inflectional morphemes

1. Nouns: book + s

                      Fox + es

2. Verbs   read + s

Load + ed

See + n

Drink + ing

Beard (1995:58) states the distinction of inflectional form lexical categories as:

a. Word formation may change the syntactic class of the base: inflection may not.

b. Word formation markers attach to the base: inflectional marks attach outside derivational markers.

c. Word formation is marginally productive: inflection is completely productive.

d. Word formation is subject to semantic idiomatization

e. Inflectional morphology is grammatically consistent.

Aronoff and Fudeman (2001:6) explain about inflectional morphemes and differences between the use of English and Indonesian. They state : 'however, if we were speaking Indonesian or Japanese, we would say the equivalent of two melon (three melon, four melon, etc) because these languages do not use morphological plurals in sentences like this:

Indonesian:

Saya makan dua buah semangka (se)tiaphari

I eat two fruit melon everyday

" I eat two melons everyday"

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Based on the description above, errors on inflectional morphemes will include noun (s/es) and verb (s+ed+n+ing) as described in the following diagram.
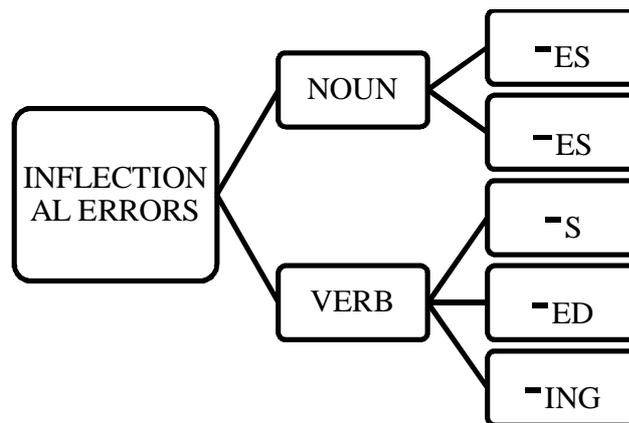
Figure 2.3 Errors Found In Inflectional Morphemes

5   Writing

Writing is one of the basic English skills. Brown (2001:336) states that writing is indeed a thinking process. It is a process of discovery and organizes the ideas, develop ideas, convey them into paper and reshape and revise them. Coulmays (2005) says that there are at least six meaning of 'writing' can be distinguished: (1) a system of recording language by mean of visible or tactile marks: (2) the activity of putting such a system to use: (3) the result of such activity writing: (5) artistic composition: (6) a professional occupation.

Writing is considered as the most difficult skill. Hyland (2002:31) states that writing does not stand alone as the discrete act of a writer, but it emerges as a confluence of many stems of activities such as reading, speaking, observing, acting, thinking, and feeling and also transcribing words on paper. Besides, there are a lot of components which should be mastered well by students to create such a good writing.

According to Llach and Pilar (2011:43), learning to write for the process approach involves going through the stages of the composing process: planning and outlining the writing, generating idea, writing several drafts, re-reading the text, revising, restructuring, editing and being able to call on any of these cognitive sub processes whenever they are acquired.

Raimes (1983:56) says that components of writing are (1) purpose, the reason of writing, (2) content which is wanted to express (relevancy, clarity, originality, and logic), (3) the understanding of readers, (4) writing process (ideas attaining, budget writing, etc), (5) grammar (the using of verb, pronoun,article,etc), (7) diction, (8) writing technique, and (9) ideas organization.

B.   Conceptual framework

Error is considered natural in the process of learning. Errors show the lack of learners' knowledge and language acquisition. Errors are sometimes occurred in students' writing. Mistake refers to the errors performance that is unsystematic, on the other side as Gass and Selinker (2008:102 in Hendriwanti & Sugeng, 2013:58) say, error is systematic and likely to occur repeatedly and is not recognized by the

learner as an error. If the mistake appears once in students' writing, it is called unsystematic so it must be a mistake. But if the mistake appears more than three times, it is systematic and it is called by an error. They can be seen directly through the text itself. When we read their writing, we can obviously and errors classification, e can understand about errors. What exactly the error is, types of errors, and causes of errors.

Writing is considered difficult because when someone wants to write, they should appropriately turn their ideas into written text. It needs a good target language acquisition, prior knowledge about the generic structure and language features, background knowledge about the topic they are going to write, and the ability to apply the rues and structures of the target language. In writing, words and sentences should be coupled coherently and be united each other in order to make the message inside the text is converted well.

Surface structure strategy taxonomy classifies errors into omission, addition, misformation, and misordering. Misformation errors have three types: regulazation. Archy-form and alternating-form. Based on the description served before about inflectional morphemes, errors on inflectional morphemes will include noun (s/es) and verb (s+ed+n+ing).

There are two types of errors' causes, they are interlingual transfer ad intralingual transfer. It is caused by interlingual transfer if it affect by learners 'first language. If errors caused by the influence of one target language item upon another, then it is called by intralingual transfer.

CHAPTER III

RESEARCH METHODOLOGY

A.   Location of Research

The research was conducted at second year of SMK PAB MEDAN ESTATE. This research focused in the year of 2018. The reason for choosing this school because there were still many students that found difficulties in inflectional morpheme, the student made errors in inflectional morpheme.

B.   Population and Sample

    1.   Population

Population of this research was taken from the 2018 second year of SMK PAB MEDAN ESTATE. There are two classes which consist of 45 students. The researcher took class as the sample. It was X-AP class that consists of twenty students. To got the sample in this research, the researcher used Simple Random Sampling

Table 3.1

Population

Classes	Population of Students
X-AP	20
X-AK	25
Total	45 students

2. Sample

According to Sugiono (2010). Sample was a part or the number of and characteristic possessed by the population. This research used simple Random Sampling as a technique sampling. Simple Random Sampling was a way by taking the sample members based on a rule and a certain technique. The researcher used solvents theory and there are two classes. The researcher took 10% of the population .So, decision of sample was countable by using pattern.

$$n = \frac{n}{1+n(\theta)^2}$$

$$n = \frac{45}{1+45\,(0,1)^2}$$

$$= \frac{45}{1+45(0,01)}$$

$$= \frac{45}{1,45} = 31$$

And the result of the pattern was divided with two classes. So, the sample of the population would get around 15 and16 students for each class

Table 3.2

Sample

Classes	Sample of Students
X-AP	15
X-AK	16
Total	31 Students

C. Research Design

This research used descriptive qualitative design to describe their past experiences in linguistic expression's error that made by students. According to Strauss and Corbin (2003:23) qualitative research purposed as kind of research that the result did not get through statistic procedure or form arithmetic. This mean qualitative approach chosen in this research, because the researcher did a research that base on experience and method of qualitative that could give detail more complex than quantitative research. Since this study purely described what errors on the use inflectional morphemes in students' writing and what the causes of errors were.

D. Instrument of the Research

The instrument of the research was written text. The text was written by the students based on the topic. The student was composited a text based on the topic by their own word.

E. Technique of Collecting the Data

To get the data of this researcher, twenty students of X-AP of SMK PAB MEDAN SETATE Medan asked to write three texts in different time based on a topic provided by the researcher. Students were free to write anything that want, any genre they could, because its study only focus on errors appeared not with the generic structure of one kind of genre.

After students' writing was collected, it used as the data to be analyzed and the focuses are only directed to the inflectional morphemes errors appeared. The errors identified systematically, meaning that defined as an error if it appeared more than on time. The analysis would as in the following table:

F. Technique of Analyzing Data

The data analyzed base on the classification of errors. Here were the steps of the errors procedure according to Gass and Selinker (2008:103).

1. Classifying the type of students errors were made by the students in inflectional morpheme.

Table 3.3

Analysis of Errors 'Classification

No.	Types of errors	Examples
1.	Omission	
2.	Addition	
3.	Misformation	
4.	Misordering	

2. Calculating the percentage of students errors to the determine the dominant type of error made by the students.

The technique of data analysis used by the researcher in this research was descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with the number of cases (Sudijono, 2012:43). The formula is

$$P = FNX\ 100\ \%$$

Where:

P = Percentage

F = frequency of wrong answer

N = Number of Sample which is observed

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

This research was based on the descriptive qualitative was based on the descriptive qualitative method, which only analyzing on variable. In the subject of the research has been discussed. The data were identified and classified into their types of errors based on Surface Strategy Taxonomy by Dulay et. Al. based on the that theory, errors are classified into four types : omission, addition, misordering and misformation. The pulation was all the eleventh grade students of SMK PAB Medan Estate which consist 45 students, and the sample was taken 31students. The sample was tested research in order to get the data. The following data was taken from error analysis of inflectional morpheme in text written. The description types of students' error are made by the students in text written that made by the students can be shown in the table below:

Table 4.1 **Description Type of Students Error are Made By the Students in Inflectional Morphemes.**

No	Students' initial name	OM	AD	OR	FO	Total
1	A	7	4	3	-	14
2	AFN	4	5	4	1	13

3	DP	2	-	5	-	7
4	DA	3	5	1	-	9
5	DS	6	2	-	3	10
6	DF	8	3	5	4	20
7	EWR	7	4	3	1	15
8	IS	9	6	5	3	23
9	IR	6	2	1	-	9
10	MSB	7	3	4	1	15
11	NA	3	2	-	-	5
12	PC	4	-	1	-	5
13	RS	8	4	1	2	15
14	R	4	6	-	1	11
15	RGN	4	3	2	1	10
16	RA	3	2	-	-	5
17	AP	8	3	2	3	16
18	A	5	3	2	2	12
19	A	5	4	1	1	11
20	B	6	3	2	2	12
21	DKL	5	4	1	1	11
22	DW	6	2	-	1	9
23	HL	4	3	1	1	9

24	PM	3	2	1	1	7
25	RD	7	5	2	3	17
26	SS	3	5	-	-	8
27	S	6	2	2	2	12
28	T	4	3	-	1	8
29	WH	5	3	2	3	13
30	WD	4	3	1	2	10
31	ZA	6	2	1	-	9
	Total	162	98	53	40	350

Note:

OM: Omission

AD: Addition

OR: Misordering

FO: Misformation

From the table above, the researcher found the total errors made by students were 350 by each types of error as the following table, it shown that the occurrences of error omission was 162, the occurrences of error addition was 98 , the occurrences of misordering was 53, and the error misformation was 40 occurrences which totaled 330.

B. Data Analysis

In analyzing the data above, the researcher used to mean points of calculating as the following:

1. The type the students' errors were made by the students in inflectional morpheme.

Based on the table above, it was showed that students made errors in inflectional morpheme. It mean eleventh grade student of SMK PAB Medan Estate. There were Got errors by inflectional morpheme. The explanation before, it showed of many errors made by the students in each items and every items had different types of error.

1. Omission

Omission was the type of error which got the highest total percentage of errors in inflectional morphemes errors occurred. There were 162 errors found. Based on the analysis, the errors of omission occurred in three parts of inflectional morphemes errors. They were: plural, third singular person and past tense.

Examples

Some people and student consider that … (correction: some peoples and students consider that...). (**PC**)

Home schooling make the students... (Correction: home schooling makes the students…). (**NA**)

2. Addition

The errors of addition got 98 cases. This kind of errors occurred because students added progressive tense inflectional morpheme to the words which did not need it or need it.

Example

…*and we can getting indomi so easy*, (correction: …and we can get instants noodles so easy…) (**A**)

3. Misformation

This kind of error got 40 cases. The errors occurred because students misformed the words by ignoring the rules forming each word into a sentence. It was found that students just misformed the past tense verbs. The errors which were made by students occurred because they used the regular form of verb in past instead of the irregular one.

Examples

… *and after that we drived to lunch*. (Correction: …and after that we drove to lunch). (**DKL**)

…*there we also runed in the beach*. (Correction: …there we also ran in the beach. (**WH**)

4. Misordering

This kind of error got 53 cases. The errors occurred because students misordering the words by ignoring the rules forming each words into a sentence. It was found that students just misordering errors was characterized

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by the incorrect placement of a morpheme or a group of morphemes in the utterance.

He goes far to the shop. (Correction: he goes away to the shop) (**DW**)

The occurrences of error can be shown in the table below.

Table 4.2

The Occurrences of Error Made by the Students

No	Types of Error	Number of Occurrences
1	Omission	162
2	Addition	98
4	Misordering	53
5	Misformation	40
	Total	353

The table showed the total errors made by students were 353 by each types of error as the following table. It showed that the occurrences of error omission were 162, the occurrences of error addition were 98 the occurrences error ordering were 53 and error misformation were 40 occurrences which total was 353 occurrences.

2. The percentage of students' Error in inflectional morpheme. After founded the types of error, the researcher made the percentage types of error. The percentage of students error uses the

Formula:

$$p = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = frequency of wrong answer

N = Number of sample which is observed

Table 4.3

The student's Error Percentage

No	Types of Error	Number of Occurrences	Percentage $P = \frac{F}{N} \times 100\%$
1	Omission	162	$\frac{162}{353} \times 100\% = 45,89\%$
2	Addition	98	$\frac{98}{353} \times 100\% = 27,76\%$
4	Misordering	53	$\frac{53}{353} \times 100\% = 15,01\%$
5	Misformation	40	$\frac{40}{353} \times 100\% = 11,33\%$
	Total	353	75.06%

The table showed the students error in inflectional morpheme was 162 occurrences or 45,89% in item of omission error. Then the addition error was 98

47

occurrences or 27,76%. The next was misordering error which was 1 53 occurentage or 15,01%. And the last was misformation error which was 40 occurentage or 11,33%.

The dominant error was analyzed by consulting the type of error that were often occurred. If it was consulting to the table 4.3, so we could conclude that the most dominant error made by students was error of omission which was 162 occurrences or about 45,89%. So, the most often occurrences of error was the error of omission.

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C. Research Finding

By consulting to the analyzing of data, it can be explained the result of this study, that was occurrences of error omission was 162, the occurrences of error addition was 98, the occurrences of error misordering was 53, and the occurrences of error misformation was 40 which totaled 353. The most dominant error made by students was the error of omission which was 162 occurrences and it was about 45,89%. So, the, most often occurrences of error was the error of omission.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the data, some conclusion could be state as the following.

1. Based on the result of Error Analysis of Inflectional Morphemes in Text Written by Second-Year Students of SMK PAB Medan Estate, it was found that four types of error were found in this research.

2. The most dominant error made by students was the error of omission which 162 occurrences or 45,89%.

B. Suggestions

In relation to the conclusion above, some suggestion can be stage as in the following.

1. Teacher should be used an additional reference to design better teaching material and to improve a technique used in teaching inflectional morpheme.

2. Students should be used an additional reference to improve their ability in the case of inflectional morpheme.

3. The other researcher should be used as an additional knowledge in doing further research on inflectional morpheme.

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