CHAPTER I

INTRODUCTION

1.1 The Background of the Study

A language is a tool that is used to communicate in social life. Especially, English is the International language learning by the students since they were at the basic level of education. When students learn English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Among the basic skills, writing is considered to be the most complicated skill because in writing the writer able to combine and express her/his opinions or ideas in well-written form. Ansyar et.al (2011:4) states that in writing, the writer would not neglect the language components (structure, vocabulary, and spelling) because the content of writing could understand if those language components were written incorrectly form.

One of the existences of the language in writing a text does not suddenly emerge, but it experiences morphological processes to make various forms such as words, phrases, clauses, and sentences. According to Syarifah (2015:15), word formation is fundamental that should be known well before using the more complex language units. And one of the ways in forming words is through affixation.

Affixation was one or more bound morpheme (prefix and suffix) is attached to a free morpheme (root or stem) which change the meaning, category or grammatical function of the word have errors were:

1) It make me happy to tell you about my vacation. (It makes me happy to tell you about my vacation) In this sentence, suffix –s must be added to indicate a verb for the third singular person.

2) I have some friend in Jakarta. Katamba (2005:40-48) states that affixation is divided into two forms; derivation and inflectional. The affixation which changes the word class or creates new lexeme from the basic lexeme is called derivation. While the affixation which creates new word formations from the basic lexeme is called inflectional. In this study, the writer only focused on the inflectional form. As the writer's preliminary observation of the eleventh-grade students at SMA Negeri 5 Medan, the writer found some inflectional affixes errors in their English writing.

3) I always studied with my sister in the evening. (I always study with my sister in the evening) The suffix –ed in the sentence must be deleted to indicate a verb for a simple present tense.

4) Our English teacher, Miss Renita teaches us patient. (Our English teacher, Miss Renita teaches us patiently) In this sentence, the word patient must be added with the suffix –ly to indicate adverb. Affixation also becomes a problem for foreign students in Bandung international school. Based on the study, Indonesian affixation was a subject which is difficult to understand by the foreign students. The study was about English mastery finds that the dominant errors produced by the students were morphological aspects of language. Affixes, verbs, prepositions are some of the categories that students find the problem. The study which was conducted by Hariri (2012:48) in Iran indicated that this happens because of the different morphological structures between the learner's L1 and L2. Furthermore, the research found substitution type of errors is the most frequently found. The facts above indicate that affixation still becomes a problem for the students in language use, but some teachers were not aware of correcting the students' errors in writing. They think that the error correction spends their time. This situation makes the

students did mistakes repeatedly because they did not get an understanding of error correction from the teacher. Erdogan (2005:265-266) stated that error analysis enables teachers to find out the sources of errors and takes pedagogical precautions towards them. Error analysis is an activity to identify, classify, or describe the errors made by someone in speaking or in writing. In this study, it can mention as an activity done by the teacher to correct the students' errors in writing.

Based on the preliminary observation of the English teacher of SMA Negeri 5 Medan, the writer asks the teacher about the students' writing score list for the first semester. The writer saws the minimum criteria mastery *(KKM or Kriteria Ketuntasan Minimum)* is applied 75 meanwhile the students' writing score is still low. Most students did not exceed the minimum criteria mastery (KKM) will apply by school for English lessons. For more detail, the students' accumulated score is shown on the table.

Table 1.1
Table of rubric score

No.	Initial students' Name	Score
1	HS	89
2	ST	75
3	FBS	70
4	IS	45
5	RN	50
6	CR	60
7	RS	50
8	AC	30

9	ALT	40
10	YA	70
11	MS	80
12	WN	60
13	RSR	30
14	LS	30
15	DS	30

Total Students: 15

Total Score: 809

Mean: 53,93/54

From the data above, the writer concluded that the students' ability in writing was still low. It can be seen from the most of students' score percentages were under the KKM. Referring to the Educational Unit Oriented Curriculum *(Kurikulum Tingkat Satuan: KTSP) 2*006 of Senior High School, the students were required to be able to write various types of writing genres, such as descriptive, narrative, recount, procedure, spoof, report, and anecdote. But in this study, the writer only used the recount text as the writing genre. Recount text is one of the kinds of the text which is purposed to inform the reader or people about the last experience in the past that describe events or sequence.

The analysis of students' errors in inflectional affixes was important, especially in writing. Some advantages of error analysis were to show the inflectional error made by the students, to know the cause of the error, and to know students' needs then finding the solution for it. The writer hopes that the findings in the analysis of students' errors in Inflectional affixation can be useful for educational progress.

1.2 The Problems of the Study

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

1. What are the types of inflectional morphological structure errors found in writing recount text by the eleventh-grade students at SMA NEGERI 5 MEDAN?

2. What are the causes of inflectional morphological structure errors found in writing recount text by the eleventh-grade students at SMA NEGERI 5 Medan?

1.3 The Objectives of Study

Related to the problems, the objectives of this study were:

1. To find out the types of inflectional morphological structure errors that found in writing recount text by the eleventh-grade students at SMA NEGERI 5 Medan.

2. To find out the causes of inflectional morphological structure errors that found in writing recount text by the eleventh-grade students at SMA NEGERI 5 Medan.

1.4 The Scope of Study

Morphology is an area of linguistics that focuses on words. The morpheme is the basic unit of morphology, and morphology is divided into two branches: inflectional and derivational. Inflectional morphology is a change in word form. This usually means the use of endings

The study deals with error analysis. The study focuses on inflectional morphological structures error and the causes of errors on using inflectional morphological structures in recount writing by the eleventh-grade students in four schools at SMA N 5 Medan

1.5 The Significances of the Study

This study is expected to have both theoretical and practical perspectives.

Theoretical Perspectives

1) The result of this study can be useful for teaching the inflectional morphological structure in recount writing.

2) The result of this study can be used as a reference for those who want to conduct research about the inflectional morphological structure in recount writing.

Practical Perspectives

1) For the teachers

The writer hopes that this study gives advantageous information and will be inspiring for English teachers to give correction and more exercises about inflectional morphological structure.

2) For the readers

The students can increase their awareness about inflectional morphological structure in writing recount text to avoid making the errors.

3) For other researchers

It is expected that this finding can be a reference for them to conduct the similar research about inflectional morphology strategy.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a study, theories were needs to explain and clarify some concepts or terms used in the study to avoid miss-understanding and make the writer and the reader may have similar perceptions. The theoretical elaboration on the concepts and terms will be presented in the following.

2.2 Morphology

In linguistics, morphology is the branch of linguistics that deals with words and word-formation. According to Aronoff & Fudeman (2012:45) morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. From the statement of the expert above the writer concluded that morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyzed the structure of words, such as stems, root words, prefixes, and suffixes. It was important to comprehend the term root, stem, and base which is related to words. According to Zainuddin & Manullang (2012:33), those three terms will be explained below.

A root is a form that is not further analyzed, either in terms of derivational and inflectional morphology. It is that part of a word-form that remains when all inflectional and derivational affixes have been removed. A root is a basic part that always presents in a lexeme.

In the form of untouchable for example the root is touch, to which first the suffix -able than the prefix un-and finally the suffix -s have been added. In a compound word like a wheelchair, there are two roots, wheel, and chair.

A stem concerns only when dealing with inflectional morphology. Inflectional (but not derivational) affixes are added to it: it is the part of the word form which remains when all inflectional affixes have been removed. In the form untouchables, the stem is touch; in the form of wheelchairs, the stem is wheelchair even though the stem contains two roots.

A base is any form to which affixes of any kind can be added. This means that any root or any stem can be termed a base, but a set of bases is not exhausted by the union of the set of roots and the set of stems; a derivationally analyzable form to which derivational affixes are added can only be referred to as the base. The explanation of the expert above word is the result of the morphological process.

2.2.1 Morpheme

A morpheme is the object of study of morphology which is defined as the smallest unit of language utterances that has meaning. According to Katamba (2005:22), a morpheme is the smallest difference in the shape of a word that correlates with the smallest difference in word or sentence meaning or grammatical structure. Besides, Jackson & Amvela (2002:2) states that morphemes are the smallest meaningful units which may constitute word or parts of words. Based on these two definitions the writer conclude that morpheme is the smallest unit of a word that has the function to differentiate one word to another that influences meaning and its role.

Indeed, most complex words consist of some combination of stems, prefixes, and suffixes, each of which is a morpheme. Here are some several more examples, Clark & Clark (1977:23)

Blackboard : black + board

Inactivity : in + activity

Bloodiness : blood + y + ness

Steelworker : steel + work + er

Disabled : dis + able + ed

Antidisestablishmentarianism : anti + dis + establish + ment + ari + an + ism

A morpheme can be divided into two, they are free morpheme and bound morpheme, Zainuddin & Manullang (2012:9) which will be explained below:

1) Free Morpheme

Free morphemes are morphemes that can stand by themselves (i.e. they are what we conventionally call words) and either tell us something about the world (free lexical morphemes) or play a role in grammar (free grammatical morphemes). Man, pizza, run, and happy are instances of free lexical morphemes, while *and, but, the*, and to are examples for {ice grammatical morphemes. Furthermore, the morpheme is divided into two, they are lexical morphemes and functional morphemes (Zainuddin & Manullang 2012:64).

a) Lexical Morphemes

Lexical morphemes carry most of the content of a sentence. Usually, people more focus on lexical morphemes to convey the gist of the message than in function words. Noun, verb, adjective, and adverb belong to lexical morphemes (i.e. man, pizza, run, and happy).

b) Functional Morphemes

Functional morphemes generally perform some kind of grammatical role, carrying little meaning of their own. Functional morphemes include determiner, auxiliary, pronoun, and preposition. (i.e. while, and, but, the and to).

From the explanation of the expert above the writer concluded that free morpheme is commonly referred to as a base word and is the smallest unit of meaning that can stand alone, such as shout and march.

2) Bound Morpheme

Not all morphemes can be used independently. A bound morpheme is a morpheme that cannot stand alone (dependent). In English, the information "plural number" is attached to a word that refers to some person, creature, concept, or other nameable entity (in other words, to a noun) when encoded in a morpheme and cannot stand alone. Bound morpheme in English, is generally divided into prefix and suffix.

a) Prefix

Prefix is a kind of bound morpheme which is attached at the beginning of the initial part of a free morpheme. According to Katamba (2005:39), prefixes are affixes attached before a root or stem or base. A prefix can be divided into six types, they are involvement prefixes, judgment prefixes, locative prefixes, measurement prefixes, negative prefixes, and temporal prefixes, Zainuddin & Manullang (2012:76). Here are some commonly used prefixes Saragih et.al, (2011:34)

Table 2.1
Example of Prefix

Prefix	Root	Suffix (es)	Combination
Pre-	Test	-	Pre-test
Pre-	War	-	Pre-war

Pre-	Arrange	-	Pre-arrange
(pre)	Arrange	-ment	(pre)arrangement
(pre)	Allot	-ment	(pre)allotment
Un-	Happy	-	Unhappy
(un-)	Happy	-ness	(un)happiness
(un-)	Happy	-ly	(un)happily
(un-)	Certain	-	Uncertain
(un-)	Certain	-ly	(un)certainly
(un-)	Will	-ing(-nes)	(un)willing(ness)
(re)	Act	(-ion)	(re)act(ion)
(re)	Tell	(-ing)	(re)tell(ing)
(re)	Adjust	(-ment)	(re)adjust(ment)
(re)	Arrange	(-ment)	(re)arrange(ment)
Dis-	Able	-	Disable
(dis-)	Able	-ity	(dis)ability
(dis-)	Affect	-ion	(dis)affexion
(dis-)	Honest	(-ly)	(dis)honest(ly)
(dis-)	Agree	(-ment)	(dis)agree(ment)
Mis-	Conduct	-	Misconduct
Mis-	Behave	-	Misbehave
(mis-)	Lead	(-ing)	(mis)lead(ing)

b) Suffix

Suffix is a kind of bound morpheme which is attached at the end of free morpheme. Basically suffix can be divided into 4 types; they are deriving adjectives from nouns and verbs, forming agentive nouns, forming verbs from roots and stems, (Zainuddin & Manullang 2012:82). Here are some commonly used suffixes:

Table 2.2
Example of Suffixes

Suffixes	Origin	Missing
-age	French	Noun – marker
-ance	French	Noun – marker
-ess	French	Noun – marker (to form feminine noun)
-full	Anglo – Saxon	1. Adjective marker denoting full of, abounding in 2. Noun marker denoting quantity that would fill
-ism	French	Noun – marker (act of doing manner of action or conduct; state, condition or fact being; characteristic of)
-ly	Anglo – Saxon	1. Adjective marker (like in appearance, manner, or nature; characteristic of 2. Adverb marker
-ship	Anglo – Saxon	Noun – marker denoting state, condition

From the explanation above that morpheme divided into two types; the 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.* Suffix is an affix which is placed after the stem of a word, for example; when *ness* added in the back of the word *sad*, it creates the word *sadness.*

c) Affixation

Affixation is a morpheme which only occurs when attached to some other morphemes such as a root or stem or base. According to Jackson & Anvele (2002:44), affixation involves the

use of prefixes and suffixes to form new words. Here are some examples: celebrate – ion, duck-ling, forget-full, green-ish, un-know able. The main classes of affixes are the prefix and suffix. English, however, just recognized two types of affixes; prefix and suffix (Zainuddin & Manullang 2012:7).

Both of the explanations of the expert above can be concluded prefix is the affix which is added to the beginning of root while suffix is the affix which is added to the end of a moot. This process of bound morphemes' attachment to free morpheme changes the meaning, category (class), or the grammatical function of the word which is further known as Derivational and Inflectional morpheme.

1) Derivation

The affixation which changes the word class or creates a new lexeme is called Derivation. According to Jackson & Amvele (2002:70), derivational is a lexical process that forms a new root out of an existing one by the addition of derivational affixes. Derivational affixes are of two kinds: class-maintaining and class-maintaining. Class changing derivational change the word class of the word to which they are added. Thus *resign*, a verb + - *ation* gives *resignation*, a noun. Class maintaining derivational affixes do not change the word class of the word but change the meaning of derivative (i.e. the word which results from the derivation). Thus *child* a noun + ~*hood* gives *childhood* still a noun, but now an 'abstract' rather than a 'concrete' noun.

2) Inflection

The affixation which creates new word-formation from the basic lexeme is called inflection. According to Jackson & Amvele (2002:70) inflection is a general grammatical process that combines words and affixes (always suffixes in English) to produce alternative

grammatical forms of words. When suffixes are added to words to realize morphemes such as present, past, present participle, plural, they are said as inflectional.

Inflectional modifies word from suitable with language grammatical system. Inflection consists of three parts; they are noun inflection, verb inflection, and adjective inflection (Katamba 2005:43).

Table 2.3
English Inflection

Suffix	Stem	Function	Example
Noun Inflection			
-s/-es	N	Plural	Book-s
-'s	N	Possessive	Faith's book
Verb Inflection			
-s	V	3rd person, singular, present tense	Sleep-s
-ed	V	Past tense	Walk-ed
-ing	V	Progressive (incomplete action)	Walk-ing
-en	V	Past participle	Has eat-en
Adjective Inflection			
-er	Adj	Comparative degree	Tall-er
-est	Adj	Superlative degree	Tall-est

2.3 Writing

Writing is one activity that useful to express ideas, opinions, and perceptions to other people in written language. According to Syarifah (2015:6), writing is one of the language skills which is about the change of oral language to written language.

Writing is one of the skills that college students have to master in learning a language, in addition to listening, speaking, and reading. It is a productive skill in the written mode that involves not just the graphic representation of Speech, but the development and presentation of thoughts in a structured way, which make it complicated than it seems at first. Furthermore, Mansur (2008:52) states that it is important for the students to learn writing, first, as it reinforces the grammatical structures, idioms, and vocabulary that teacher has been teaching their students; second, it gives students a chance to be adventurous with the language, to go beyond what they have just learned to say and to take risks while they are writing; and third, it makes students very involved with the new language since the effort to express ideas and the constant use of eye, hand, and brain when they write is a unique way to reinforce learning.

2.3.1 Recount Text

A recount is one of the texts which is learned by students, especially in senior high school level. Gerot and Wignell (1994: 194) reveal the social function of the recount is to retell events to inform or entertain. Hyland (2003:20) explains more about the social function of recount by distinguishing the social function of factual and literary recounts. In factual recount, the purpose is to document a series of events and evaluate it. Besides, the purpose of a literary recount is to tell a sequence of events to entertain the reader.

a) Generic Structure

Knapp and Watkins (2012:149) state that there are three text elements of recount text which have been arranged based on the rhetorical structures, they are:

l) Orientation: introducing the participants, place, and time. It provides information about the setting (when and where) and introduces participants/ characters (who).

2) Events: describing a series of events that happen in the past.

3) Reorientation: it is optimal that states a personal comment of the writer to the story.

b) Language Features

There are the language features that must be used in recount text, Knapp and Watkins (2012:40):

1) Simple past tense is to locate events with the speaker's or writer's time.

2) Noun and pronoun to identify people, animals, or things involved.

3) Introducing specific participants: my friend, he, etc.

4) Action verb: spent, visited, decided, etc.

5) Linking verb: were, was, etc.

6) Using chronological order: first, second, then, after, etc.

To make a good and effective writing recount text, the writer shows an example of recount text, Knap and Watkins (2012:225) as follows:

Table 2.4
Example of Recount Text

Title	My 18' Birthday Party
Orientation	The day that I never will forget in my life is my birthday. I celebrated my 18th birthday last month; it was fun and really unforgettable.
Sequences of events	It was very fun when I had my birthday party. I invited some friends over. When the time for the party came, I began to put on my fancy dress, which was special to have been designed. I went into the room where everybody was waiting for me. It was lots of smiles and heard

	hands clapping while singing 'Happy Birthday to You'. In addition, I saw many lovely Presents on the table with colorful tapes on. While I was standing in the middle of the room, some girls gave nice kisses on my Cheeks alter the song was over. I was really happy then.
	A few minutes later, my parents who were very nice their smiles brought me a nice birthday cake with 18 grow up now. Before I cut the cake, i blew up the candles. Though I felt uneasy as many eyes were staring on me, I could manage to blow them out. While some friends were waiting to taste, I cut the cake into some pieces for them.
	The music was played and few friends came up walking into the middle of the room. One by one, they began to sing different song to me. I was very happy when my boyfriend sang me a love song; 'The Power of Love', and gave me soft kisses on my fingers and my cheeks.
Reorientation	It was really fun, although I had to spend much money. It was really glad and will never forget it. I hope that I can do the more in the coming celebration.

2.4 Error Analysis

Errors in foreign language teaching especially in English are the cases that are difficult enough to avoid. Brown (2007:75) states error analysis is the process to observe, analyze, and classify the derivation of the rules of the second language or foreign language and then to reveal the systems operated by the learner. Studying learners' errors serves two major purposes: (1) it provides data from Which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have the most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

Error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them, Erdogan (2005:262). It can be concluded that error analysis is an activity to identify, classify and describe the errors which are found in students' writing to be guidance in knowing and analyzing types and causes of errors and its solution.

2.5 Errors and Mistakes

Error is a different phenomenon from a mistake. According to Brown (2007: 22-57) states that 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 mistakes, in both native and second language situation. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of deficiency incompetence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech. Mistakes, when attention is called to them, can be self-corrected.

Mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Learners of English who ask "Does John can sing?" are in all likelihood reflecting a competence level in which all verbs require a pre-posed do auxiliary for question formation. As such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner's competence in the target language.

An error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker. But the learner's capacity for self-correction is objectively observable only if the learner self-corrects; therefore if no such self-correction occurs, we are still left with no means to identify error and mistake. If, on one or two occasions, an English learner says "John cans sing." But on other occasions says "John can sing." It is difficult to determine whether "cans" is a mistake or an error. If, however, further examination of the learner's speech

consistently reveals such utterances as "John wills go." "Johns mays come." And so forth, with very few instances of correct third-person singular usage of modal auxiliaries, you might safely conclude that "cans", "wills", "mays", and other such forms are errors indicating that the learners have not distinguished modals from other verbs. But it is possible, because of the few correct instances of production of this form that the learner is on the verge of making the necessary differentiation between the two types of verbs.

2.6 Advantages of Error Analysis

According to Emmaryana (2010:5), there are some advantages of error analysis as follows:

1. To show the students in what aspect that was difficult from their results.

2. To show the errors which were made by the student.

3. To know the source of the cause of errors and how the students can learn   from their mistakes to avoid they make the mistake repeatedly.

4. It is required to evaluate the teachers whether they are successful or not in teaching English.

2.7 Types of Errors

Valero et.al (2008:91) states that the types of errors may be viewed as a global and local error. Global error is caused an utterance to be difficult to understand, while local errors do not. In the example, "I angry" would be a local error, since the meaning is apparent. He also states that the kinds of error are divided into four categories omission, addition, substitution, and miss-ordering that will be explained as follows.

2.7.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example: *"Last week I visit my grandfather"*. In this sentence, the learner omits -ed. The correct form: *"Last week I visited my grandfather"*.

2.7.2 Addition

As the opposite omission, addition is characterized by the presence of an item which must not appear in a well-formed utterance. For example: *"I swims"*, and *"my books was here"*. The correct form: *"I swim"* and "*my book was here*".

2.7.3 Substitution

Learners commit errors in pronunciation, morphology, syntax, and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary items. For example: *"Fika was smartest than Femy"*. The correct form *"Fika is smarter that Femy"*.

2.7.4 Miss-ordering

Miss-ordering can occur at the morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example "He was got upping yesterday", the learner attaches the inflection - ing to the particle of the two word verb *"got up "*.

2.8 Causes of Errors

Some cause the influence of errors. According to Erdogan (2005:65), the causes of errors are divided into two part, they are Inter-lingual transfer and intra-lingual transfer.

2.8.1 Inter-lingual Transfer

It is caused by the learners' first language. It may occur at different levels such as the transfer of phonological, morphological, grammatical, and lexical-semantic elements of the

native language into the target language. At the phonological the learner tent to place a vowel between them as in the example of "situation, instead of "station". At morphological, students tend to omit the plural suffix at the end of a word such as "three book", and "three student is coming", Instead of "three book ", and "three students is coming". At the lexical transfer, the learners use the wrong item in the second language. For example, "the clock is ten now", instead "the time is ten now".

2.8.2 Intra-lingual Transfer

It is caused by the influence of one target language item upon another. For 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 because the singularity of the third person requires *"is"* in present continuous, and *"-s"* at the end of a verb in the simple present tense. The case is called overgeneralization. In short, intra-lingual errors occur as a result of learners' attempts to build up concepts and hypotheses about the target language from their limited experience with it.

2.9 Previous Studies

There are several studies related to this study, which are useful in their existence as data for supporting the researcher's thesis. The studies that are explained below have a relationship with this thesis.

Verawati (2002) in her research entitled Error analysis of the inflectional Morphemes Produced by Speaking I Student of the English Department of Petra Christian University found that there were three types of errors occurred, those were omission error, overgeneralization error, and transfer error. This study showed that omission error is the most type of error that was found in the research. There were only two types of error in overgeneralization which did not

occur, namely overgeneralization in a possessive and superlative adjective or adverb, and there were three types of errors that did not occur in the omission error, those were in omission in progressive, omission in a comparative adjective or adverb and omission in superlative adjective or adverb. This study gives useful information especially to support the writer's thesis. Syarifah (2015) in her research entitled Error analysis of affixation *Eleventh Grade Students in Writing Analytical Exposition Text* found that there were three types of affixation errors in analytical exposition that occurred; those were omission, addition, and miss formation. In addition, the errors frequently occurred because of the presence of suffix -s to form plural nouns which should be in the singular. In omission, errors dominantly occurred because of the absence of suffix -s to form a plural. In miss-formation, the dominant error that occurred was the miss-formation more + *1 syllable* word in the comparative degree. And the causes of errors were intra-lingual transfer and inter-lingual transfer.

Emmaryana (2010) analyzed the grammatical errors in students writing recount text. In grammatical, she analyzed tense, spelling, punctuation, sentence pattern, preposition, and pronoun. In this study, the researcher did not choose a specific problem and did not have a focus one. But her thesis found the highest percentage of grammatical errors in students' writing recount text. This study gives an expensive explanation about some types of errors in writing recount text.

In summary, these studies show that the studies related to the error analysis particularly in analyzing inflectional morphological structure errors need to be conducted. Meanwhile, this thesis has the purpose to analyze the errors of students in inflectional morphological structure by the eleventh-grade students. The writer believes that analyzing error in inflectional morphological structure is one of the effective ways to find out the types of errors, the causes of

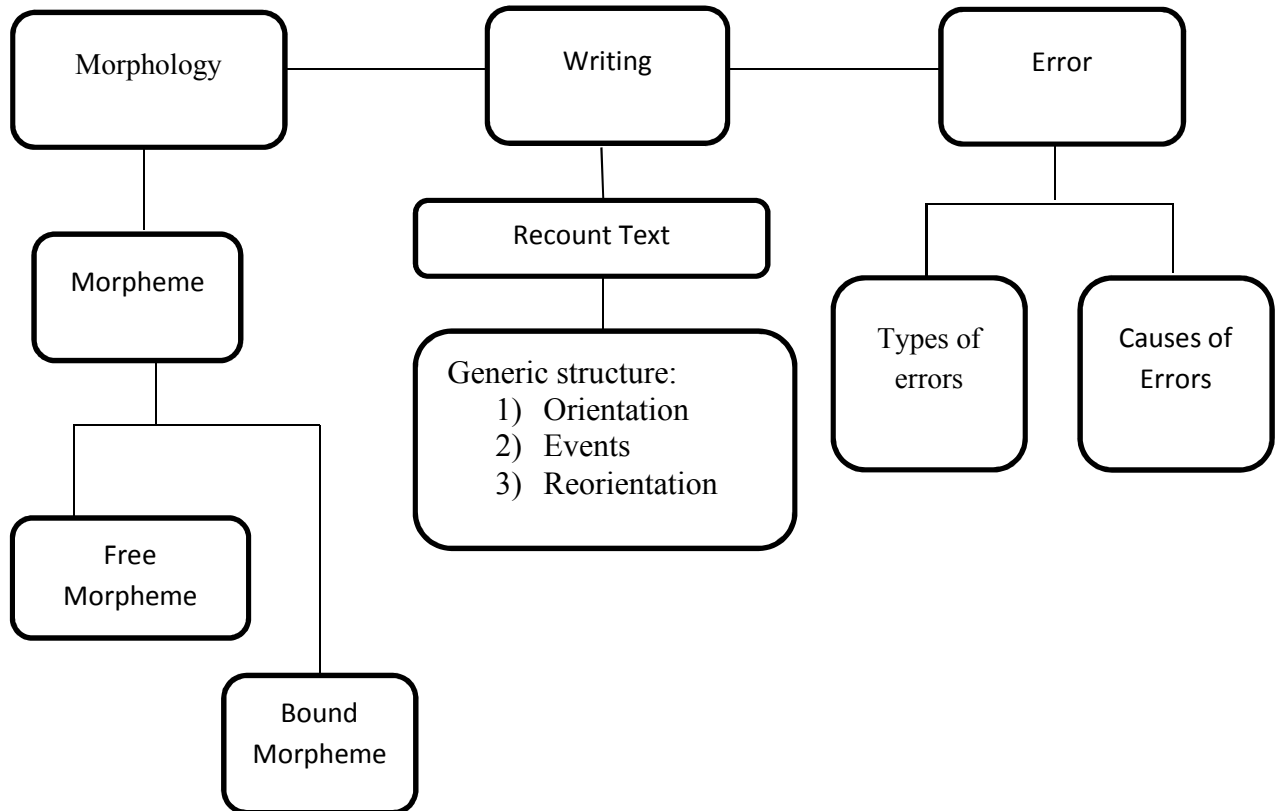errors and its solution to help students to use inflectional morphological structure well in their writing.

2.10 Conceptual Framework

Errors naturally exist in the learning process; they systematically happen and show the lack of learners' knowledge. Errors are found in every language skill such as English especially in writing, which needs complex knowledge about the language. Writing is considered the most difficult skill for language learners because they need to be able to apply the rules and structures of the language which are complicated. In writing, every single word should be in the correct form to create effective sentences. The aspects of writing such as word choice of vocabulary, grammar, and coherency to express the content should be correctly organized.

In students' writing, some errors in an inflectional morphological structure are found. Errors can be understood by reading the materials about the error analysis and classifying the errors based on the types or analyzing the causes of errors that occurred.

In this case, the writer will choose the recount texts written by the eleventh-grade students in four schools at Medan as the data source for the writer in searching for the errors that occurred. They are types and causes of errors. Therefore, by learning the errors that occurred in writing, this study can be guided in knowing and analyzing the errors which are made by students in various writing in English. So, it is helpful to know students' problem in inflectional affixation to give appropriate emphasize towards the errors in learning English and it can help students to avoid the occurrence of errors anymore

2.11 Theoretical Framework

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┌──────────────┐        ┌──────────────┐        ┌──────────────┐
│  Morphology  │────────│   Writing    │────────│    Error     │
└──────┬───────┘        └──────┬───────┘        └──────┬───────┘
       │                       │                       │
       │                ┌──────┴───────┐        ┌──────┴───────┐
┌──────┴───────┐        │ Recount Text │        │              │
│   Morpheme   │        └──────┬───────┘  ┌───────────┐  ┌───────────┐
└──────┬───────┘               │          │ Types of  │  │ Causes of │
       │          ┌──────────────────────┐│  errors   │  │  Errors   │
┌──────┴──────────┴─┐          │Generic structure:    │└───────────┘  └───────────┘
│                   │          │  1) Orientation      │
┌───────────┐  ┌───────────┐   │  2) Events           │
│   Free    │  │  Bound    │   │  3) Reorientation    │
│ Morpheme  │  │ Morpheme  │   └──────────────────────┘
└───────────┘  └───────────┘
```

Morphology — Morpheme — Free Morpheme / Bound Morpheme

Writing — Recount Text — Generic structure:
1) Orientation
2) Events
3) Reorientation

Error — Types of errors / Causes of Errors

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, descriptive qualitative design was used to describe inflectional morphological structure errors by students in the form of words. Ary et.al (2010:453) states that the qualitative study seeks to understand a phenomenon by focusing on the total picture rather than breaking down into variables. One of the characteristics of descriptive research is no control or treatment as in experimental research. This study described what errors in the use of inflectional morphological structure in students' writing recount text and what the causes of errors are. The writer will conclude that descriptive qualitative research is appropriate in this study.

3.2 The Subject of the Study

The subject of the study was taken from the eleventh-grade students at senior high school of SMA NEGERI 5 Medan. The data is 25 students as the sample. The school is chosen to be analyzed to know inflectional affixation problems. The data will be taken from students' errors of using inflectional morphological structure in recount writings. As senior high school students who have been learning English for many years, writing is a familiar activity for them. In writing, they used some inflection affixes   and the use of inflection affixes is something unavoidable, and committing errors on it will be affected the quality of writing. This consideration encouraged the writer to analyze the inflectional morphological structure in writing recount text which is written by eleventh-grade students.

3.3 The Object of the Study

The objective of the study was inflectional affixation to get the result of the research. It was from eleventh-grade students from the school in SMA Negeri 5 Medan. The focus of the writer in this study was students' inflectional affixation in their recount writing.

3.4 Instrument of collecting data

The data is taken by doing observation. And the writer will be given attacks to the student to get the data from the student's result.

3.5 The Technique of Collecting Data

In collecting the data, the eleventh-grade students in the school at Medan will be asked to write recount text. And the data will be allocated 60 minutes for writing text. The techniques of collecting data are:

1. Taking 10 minutes to explain more about the recount text.

2. Asking every student to write a recount text about their own experience.

3. The number of the data is 8

4. The kind of the data is text

5. The students are given 60 minutes for doing test writing text.

6. The text will be composed based on the generic structure and the text consists of 4 paragraphs which are one orientation, two events, and one reorientation.

7. Collecting the data.

3.6 The Technique of Analyzing Data

In analyzing the data, some steps for getting errors occurred in students' affixations are done. Here are the steps of the errors procedure Gass et.a1 (2008:103):

The technique of analyzing data:

1. Identifying errors. What is the error (e.g. incorrect sequences of tenses, wrong verb form, and singular verb form with the plural subject)?

2. Classifying errors. Is it an error of inflection affixation?

3. Quantifying errors. How many errors of inflection occurred?

4. Analyzing the cause of errors.

5. Making conclusion

3.7 Validity (Triangulation)

The trustworthiness of the data needs to be checked to examine the validity of the data. In this study, the writer used the triangulation technique to observe the validity of the data. According to SusanStainback and Sugiyono (2007:330) triangulation, the aim is not determine the truth about the same social phenomenon, rather than the purpose of triangulation is to increase one understanding of whatever being investigated. William Wiersma in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It assists the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Norman Denzim in Hales identify triangulation into four types, they are:

1. Data triangulation

   Data triangulation relates to the use of a variety of data or information including time, space, and person in research. Data triangulation is the process rechecking and comparing information by the writer which is obtained in a different source, to get the data, the writer will compare observation data with and interview data.

2. Time Triangulation

Time triangulation relates to the use of time in getting more valid data. The writer needs to do the observation more than once to make sure the validity of the data.

3. Theory Triangulation

Theory Triangulation relates to the use of two or more theories which is combined when examining situations and phenomena. Some theories support both of way of collecting and analyzing data need to be created more complete to give more comprehensive data.

4. Methodology triangulation.

Methodology Triangulation relates to the effort of checking the data or data results. The aim is to conduct a situation and phenomenon by using some methods. Methodology Triangulation is similar to the mix of method approaches to use in social science research, where the result from one method is used to enhance, argument, and clarify the results of others.

In this study, the writer used the data triangulation. The observation will not do once. The writer also will compare the finding of data observation, and the writer compared some theories to support this study and make sure the data is valid.