CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Linguistics may be defined as the scientific study of of language. Linguistics is concerned with the nature of language and communication. It deals both with the study of particular languages, and the search for general properties common to all languages or large groups of languages. Linguistics is the study of human language. There are many languages in the world like Mandarin Chinese, Spanish, Arabic, Malay, Russian, Bengali, and others. One of them is English.

English is one of language which is used by almost all countries in this world. Many people who come from different country can get interaction each other by using English. Beside that, English is used in technologies, industries, and sciences, all the procedures are written in English. In trading, the seller and the buyer also speak in English. English has so many purposes in daily life, so it is taught in the world included in Indonesia.

In Indonesia, English becomes the first foreign language which is taught in many schools started from elementary to university level. Learning teaching must be relevant based on the curriculum from the goverment. Nowadays, curriculum in Universitas HKBP Nommensen is *kurikulum KKNI 2016*. There are many courses provided such as syntax, sociolinguistics, semantics, pragmatics, psycholinguistics and others. One of them is morphology.

Morphology 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 can be needed in all four skills. one of them is writing skills.

Writing skill is basic one in learning English process. Teaching writing for students can improve language learning, because students start from what they think to write. The purpose of teaching writing is to help the students' writing skill to express their idea. There are some genres in English writing such us Joke, Yarn, Occount, Analysis, Headlines, Amusement, Narration, Process, Description, Persuasion, Elucidation, Argument, Summation, and assessment.

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has structure, like identification and description.

Based on the author's experience, the author face the some problem with her friends on Morphology course when they were at semester 1. The author did not understand how a sentence was formed and had difficulty writing sentences with correct grammar. Sometimes words written in excessive letters, sometimes words that are written lack letters. Laying out their sentence arrangements also did not understand. Finally when the author was commanded by the lecturer to write a paragraph, the sentence was not in accordance with the correct grammar.

According to James (1998:154) as a morphology error one which involves a failure to comply with the norm in supplying any part of any instance of these word classes: ... are noun morphology errors; ... are verb morphology errors; ... adverb morphology error; and ... an adjective morphology error. Prepositions happen to have no morphology.

TABLE 1.1.1

The result of the pre-observation

NO	Student's Name	Score
1	Anggi Yolanda	45
2	Blandina	50
3	Christi	55
4	Christy	60
5	Debora	55
6	Desi	35
7	Inka	45
8	Joshua	45
9	Laura	55
10	Maria	55
11	Mega	60
12	Narambean	55
13	Nova	65
14	Pittauli	65
15	Sarah	45
16	Sarinalba	50
17	Sartika	55
18	Sere	70
19	Sri Mersi	65
20	Stevani	60

Total Score = 1.135

Total data = 20

Mean = 1.135/20= 56,75

From the analysis of the student's writing test, they still lack in writing skill. And the observation above the writer found that 60% the students got 45-55 score and 40% the students got 60-70 score. Based on the background of the study above, the writer will conduct study titled: **"Morphological Errors Analysis on Descriptive Writing of the Second Semester English Department Students at Universitas HKBP Nommensen in Medan**".

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study formulated as following:

1. What word classes of morphological errors was on Descriptive Text Writing of the Second Semester English Department Students at Universitas HKBP Nommensen in Medan?

2. What was the dominant word classes of morphological errors on Descriptive Text Writing of the Second Semester English Department Students at Universitas HKBP Nommensen in Medan?

1.3 The Objectives of the Study

The study analysis has some focuses of intention in doing the study, it is stated as following:

1. To find out the word classes of morphological errors on Descriptive Text Writing of the second semester English Department Students at Universitas HKBP Nommensen in Medan.

2. To find out the dominant word classes of morphological errors on Descriptive Text Writing of the second semester English Department Students at Universitas HKBP Nommensen in Medan.

1.4 The Scope of the Study

In this study, there are 2 grammar errors, they are morphological errors and syntax errors. The writer would be focused on morphological errors on Descriptive Text Writing of the Second Semester English Department Students at Universitas HKBP Nommensen in Medan. There are

four word classes of morphological errors, they are: noun morphology errors, verb morphology errors, adverb morphology errors, and an adjective morphology errors.

1.5 The Significances of the Study

There were two kinds of significances in a scientific study. The two significances of the study were stated as the following:

1.5.1   Theoritically,

1. The result of the research can be used as a choise in English teaching and learning procedures.

2. The result of the research can be used as the model for those who want to conduct a research in teaching English.

1.5.2   Practically,

1. The writer knows more about teaching word classes of morphological error.

2. The students of English deparment, to enrich their knowledge about the word classes of morphological error in writing descriptive text.

3. The English lecturers improve the teaching and learning process more interesting.

4. The next researchers who are interested with the same topic can used   as a reference.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoritical Framework

In conducting a study, there are some theories are needed to explain some concept and terms applied in the research concerned. This study also uses some concerns and terms that need to the theoritical explained. The theoritical elaboration on the concepts and terms used will be presented in this following part.

2.2 Linguistic

Linguistics is a field that studies language used every day in life as well as used in various actions-language and linguistic ways of solving problems. According to Lyons (1995:1) Linguistics can be broadly broken into three categories or subfields of study: language in context, language meaning, and language form. Linguistics can be broadly broken into three categories or subfields of study: language in context, language meaning, and language form. Language in its broader context includes: language acquisition, neurolinguistics, psycholingustics, sociolinguistics, historical linguistics, and evolutionary linguistics. The study of language meaning is concerned with how languages employ logical structure and real-world references to convey, process and assign meaning, as well as to manage and resolve ambiguity. A lot of authors emphasize that ``by scientific study of language is meant its investigation by means of controlled and empirically verifiable observations.

According to Carnie (2002:4) Linguistics is also a branch of cognitive science. Cognitive science is a term for a group of disciplines that have the same goal: defining and analyzing human being`s ability to think. Some scholars emphasize that ``the discipline of linguistics, along with psychology, philosophy, and computer science thus forms an important subdiscipline within cognitive science.

The writer concludes that linguistic is Linguistics is a branch of cognitive science that addresses the structure or form of language, focusing on a system of rules followed by speakers (or listeners) of a language

2.3 English

English ia a global language and used in education, technology, social, atatus, and modernization. Wierbicka (2014:4) English is a language of global significance, it is not a neutral instrument or one that, unlike other languages, carves nature at its joints and that if this is not recognized, English can at times become a conceptual prison". According to Brown (2000:118) English is not frequently learned as a tool for understanding and teaching US or British cultural values. Instead, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research".

Based on the explanations above, they can be concluded that English is one of language shich used worldwide to connect people of various regions and diserve background.

English has four skills, they are listening, speaking, reading, and writing skills. All the skills should be simultaneously achieved by the students.

2.4 Writing

Writing is one of English basic skill which is important besides listening, speaking and reading. It is way for communicating with others. Sometimes the act of writing helps writer to clarify their own thoughts and organize ideas becomes a text or a paragraph. According to Michael (2003:9), writing is an activity which can seriously damage your health. It can consume huge amounts of time and energy, but writing is the truth about your chances of success when you bang your head against the brick wall of publishers' indifference. Siahaan (2014:2) stated that writing is a written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers.

Based on the explanations above, the writer concludes that writing is a meaningful and useful way of communication in order to state or transferring knowledge or information in written form.

2.4.1 Criteria of a Good Writing

In order to measure how should be a good writing is, it is important for learners to know what is the criteria or characteristic of a good writing is itself. Siahaan (2014:105) stated that a good writing has the important elements of unity and coherence as the following :

1) Unity

Unity is one of the logical aspects of a good writing. It refers to the type of the supporting senetences used in the paragraph. It refers to the relevant data used in the paragraph. This aspect can be improved before, while and after writing the draft of the paragraph. The writer must be aware of this aspect to write a good paragraph well.

2) Coherence

The paragraph coherence refers to the smooth flow of ideas in a paragraph that can be achieved in two ways. The first way is from the logical arrangement of the sentences in the paragraph. The second way is by using structural words. By using these ways, the paragraph is easy to read and comprehend because the supporting sentences are in logical order and idea is connected using appropriate transition signals.

Based on the explanations above, they can be concluded that the criteria of a good writing should include unity and coherence, so it can be called as a good writing.

2.4.2 Writing Process

Writing is one of the language skills which informs ideas, opinions, and soon in the written form. It is one of the communication means and it is also one of the language skills that

should be known for learning language. Writing can also enable to express feelings and observations to others. In writing, there are always process and product. The process writing activity will encourage the ideas that learning to write correctness and completeness. From the process, a product will be created that is writing itself.

Harmer (2004:4) stated that the writing process is the stage that a writer goes through in order to produce something (a written text) before to be final draft, they are :

1) Planning

At this stage, the writer must think about main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or the argument.

2) Drafting

After finishing the planning, the next step is drafting. Do not worry if you stray off topic in places even the greatest writer produces their finished manuscript. As you write, the first on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to :

1)) Begin with a topic sentence that states the main ideas, include several senetences that support the main idea.

2)) Stick the topic does not include information that does not directly support the main idea.

3)) Arrange the sentences so that the other ideas make sense.

4)) Use original words to help the reader understands how the ideas in your paragraph are connected.

3) Editing (Revising)

Editing is an extremely entailed process and its best when performed by a professional. It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edits the own or their peer's work for grammar, punctuation, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

2.4.3 Teaching Writing

The aim of teaching writing is to help students deal with writing in their real life. Yet there is a huge variety of types of writing in our real life. It is suggested the teachers choose some of the writing situations that largely feature the students' daily activities. Harmer (2004:12) stated that to create a well-formed and effective text, sudents should know how text are organized, and the lexicogrammatical patterns used. It involves the social purposes of the text type, the kinds of situation, who the probable audience is, what readers are likely to know, and the roles and relationships of the text users, the types of textual variation, and how the genre is related to the target context.

In teaching writing, the teacher should be to make the students write their ideas well. The teacher should consider writing skills that the students have to master.

2.4.4 Paragraph

Paragraph is is a short part of a text, consiting of a least one sentence and beginning on a new line. It usually deals with a single event, description, idea, etc. According to Sanggam siahaan (2015:4) a paragraph is a piece of written text. It contains several sentences.

Those sentences can be classified into three parts. They are the beginning, the body, and the ending. As a text, a paragraph contains several sentences which can be classified into the three parts:

1) The first part of a paragrapgh is called the beginning. It commonly has only one sentence. It is the most important sentence in the paragraph. It functions as the introductory sentence. Technically it is also called as the topic sentence (TS).

2) The second part is called the body. It contains several supporting sentences (SS). Each of them elaborates the topic sentence. Writers usually classify them into some types according to their function. The first type is called the major supporting sentences (MjSS). Each of them is about the main point of the elaboration of the topic sentence. They are directly relateds to the topic sentence. A good paragraph has several major supporting sentences. The second type is called the minor supporting sentence (MnSS). A major supporting sentences May have one or more than one minor supporting sentences. Each of them is about the major supporting sentence they elaborate. They directly to the major supporting sentence. They also elaborate the topic sentence, but they indirectly relate to it. In a complicated paragraph, a minor supporting sentence may also have one or more tha n one sub-minor supporting sentences.

3) The third part is called the ending. It is a complete sentence. It concludes the development. It closes the paragraph. As the ending it is always at the end of the paragraph. Technically, is is also called as the concluding sentence (CS). It can be defined then that a

paragraph is a piece of writing, which contains a topic sentence, some supporting sentences, and a concluding sentence.

2.4.5 Genre of Writing

Genre or genre theory as it has been develop in literacy education is an organizing concept for cultural practice. Genre, in this model, refers to "classifications according to external sociocultural evidence", whereas text type is classified 'according to [the] internal linguistic features of a text' (ibid.: 149).

According to Sanggam Siahaan (2007:1) there are some kinds of genres of text, they are:

1) Spoof

In the English culture , people often use a series of events in a certain process to tell a spoof. They do it by twisting some of the event in the process. The purpose of twisting the event is to create a humor accordingly, people twist a series of event in a process to create text.

2) Yarn

Yarn is written out to make a report about an experience of a series of related event. Theorytically, the technique to write a yarn is similar to the way a narration is written. Specifically, a yarn is written out to inform an event or to entertain people.

3) Occount

An occount is a text which can be written out with a descriptive technique. It describes an onject to the readers. The length of the text depends on the specific details of the object being described.

4) Analysis

Analysis is expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expost the truth of

the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object.

5) Headlines

A headline is neither a paragraph nor an essay. In stead this conforms to any written English text containing one more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important.

6) Amusement

Amusement is any written English text in which the writer shares with the others an account of an unnusual or amusing incident.

7) Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

8) Process

Process is any written English text in which the writer describes how something is accomplihed through a sequence of action or step.

9) Descriptive

Descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or house, or camping. It can be about any topic.

10) Persuasion

Persuasion is a written English text in which the writer persuades people that something should or not be the case.

11) Elucidation

Elucidation is a written English text in which the writer explains the processes involved in the information or workings of natural or social cultural phenomena.

12) Argument

Argument is a written English text in which the writer presents some points of view about an issue.

13) Summation

Summation refers to a written English text in which the writer makes a critique on an artwork or event for the public readers.

14) Assessment

Assessment is a written English text in which the writer explains the process, which involves in the information (evolution) of a sociocultural phenomenon as a natural phenomenon.

From the various kind of genre in writing, this study focuses on narrative text.

2.5 Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

According to Siahaan (2014:90) Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or house, or camping. It can be about any topic.

According to Knapp and Watkins (2005:97). Describing is also a central feature of narrative texts providing the means for developing characterisation, sense of place and key themes. Students describe when they are: talking or writing about a picture, writing about a character or place in a story, and reporting on an animal.

The writer concludes that descriptive text is a text that describe about something like picture, animal, a concrete or abstract object.

2.5.1 The Social Function of Descriptive Text

The goal of The purpose of descriptive text is to to describe everything that is human, animal, plant or inanimate object with the properties attached to it such as size, type, color, etc. so that the reader or reader can know what something is from the picture that we convey even though he has not never seen it.

2.5.2 Generic Structure of Descriptive Text

Each genre or type of text, surely cannot be passed with the term generic structure. This term is used to show how the author of the text composes his writing so that the message and its meaning are more easily conveyed to the reader. The following is a generic structure of descriptive text in English.

1) Identification

   Identification identifies certain phenomena or objects or objects that want to be described paragraph.

2) Description

   Description describes the appearance and characteristics of the things previously explained. In general, what is a benchmark for the description of this type of text is the

parts of the object (part), the object quality (quality), or the characteristics of the characteristics (characteristics).

Table 2.5.2.1

Example of Descriptive Text

Title	My Cat Gregory
Identification	Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.
Description	He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers.Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

2.5.3 Langguage Features of Descriptive Text

Language features literary means analyzing language. Language feature helps you to understand what the writer is saying. Descriptive text has some langguage future, they are:

1) Using specific nouns, such as my cat, my girlfriend, National Monument, besides, often using adjectives (adjectives) to clarify the use of nouns or nouns, such as big houses, smart students, independent women.

2) Simple present tense: uses a basic verb or first form (verb 1) and uses a verb that can indicate ownership or state of an object. Descriptive text uses the present present tense because descriptive text explains a fact from the object described. As an office I have 22 floors, beautiful Azka, and others.

3) Action verbs: Use verbs that show activities or activities that can be seen. For example, sleeping, walking, singing, dancing, etc.

4) Figurative language: Using language that describes something, uses language to give a picture to the reader.

For example:

- My love for you is as big as the ocean.

2.6 Morphology

According to Aronoff Mark (2011:11) Morphology is a distinct component of languages or grammars. If there are languages that don't have morphology, then morphology is not a property of all languages and of Language, and morphological phenomena should be treated in syntax or phonology. One piece of evidence that morphology is separate from syntax, phonology, and other branches of linguistics is that words in some languages are grouped into largely arbitrary classes that determine their forms in different environments. Latin nouns fall into five distinct classes, called declensions, which have little or nothing to do with syntax or phonology and cannot be explained by either. They are purely morphological in their significance. The uniquely

morphological nature of these classes is truly brought home by the fact that Latin nouns also fall into syntactic agreement classes (usually called genders), and the two systems cross-cut one another: two nouns may belong to the same gender but to different declensions and vice versa. We'll examine cases like these in later chapters, but their mere existence in many languages shows that morphology must be given some independent status in linguistics. Morphology, probably more than any other component of language, interacts with all the rest, but it still has properties of its own. Morphologies are systems. This is a very old observation. Because of it, it is impossible to talk about isolated facts in a language – everything holds together.

2.7 Errors

Errors happens because the use of the incorrect system. In learning langguage, the learners often make error in writing, speaking, listening and etc. According to Corder (1981:36) "Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners. According to Edge in James (1998:80), "Errors are wrong forms that the pupil could not correct even if their wrongness were to be pointed out. However we can recognise what the students wanted to produce and the class is familiar with that form".

The appearance of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and inteligence. It is a relationship with the learner's language competence. Error is the flawed side of the learner speech or writing. It is a part of conversation or composition that deviates from some selected norms of nature language performance. As a matter of fact, errors are different from mistake as explained by (Corder in James 1998:78).

Based on the explanations above, the writer concludes that errors are something wrong that have been done by the learners in learning language, especially in learning the second language.

2.7.1 Error Analysis

Error analysis is a study in linguistics focusing on error made by learners. James (1998:1) states that Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. which means error analysis aims to identify or interpret systematically the mistakes made by students who are learning a foreign language or second place by using a foreign language or a second language by using linguistic theories or procedures. With the analysis, educators can know what language errors are done by the learner, as well as the factors that influence the emergence of these errors.

Corder (1981:35) proposes five steps, they are: collection of sample of learner's language, identification of errors, description of errors, explanation of errors, and evaluation of errors. Errors provide information for the teacher about how much the learner has learnt, provide the researcher with evience of how language was learnt, and served as devices by which the learners discovered the rules of the target language.

The writer concludes that error analysis is a studies in linguistics that determine the events, characteristics, causes and discussion of unsuccessful languages.

2.7.2 Types of Errors

Following are types of errors according to linguists:

1) **Dulay, Burt and Krashen's**

1) Omission

The omission erros are characterized by the absence of an item that must appear in a well-formed utterance and the content of morphemes (nominal, verb, adjectives, adverbs) which should be in the correct expressions.

Ex: *He born in England* for *He was born in England*

To be is omitted in passive sentence form.

2) Addition (Overinclusion)

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. According to Dulay, Burt and Krashen in James (1998:107), addition usually occurs in later stage of second language acquisitionor when the learner has acquitted some target language rule. There are three subtypes of addition as follows:

1)) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic items is erroneously added to exceptions that can be found in English. Regularization which involves overlooking exceptions and spreading rules to domains where they do not apply.

Ex: *The book was readed by Mira.*

The verb read in past form is read not readed.

2)) Double Marking

An error in which a concept is expressed twice when the language requires its expression only once. The failure to delete certain items which are required in some linguistics contraction but not in others.

Ex: *He does loves his girlfriend*

The auxiliary "does" is unnecessary

3)) Simple Addition

Simple addition error is an error that does not belong to double marking or regularization. Simple addition is the subcategory of addition. It is called simple addition, if an error is neither

a double marking nor regularization. According to Dulay in James (1998:107), no particular features characterize simple additions other than those that characterize all addition errors. The use of an itemwhich should not appear in a well-formed utterance.

Ex: *In over there*

   The preposition in is never used while we say over there.

3) Misformation (Misselection)

   Misformation error is a type of error that is characterized by the use of incorrect morpheme or structure. Misformation error is characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation error :

1)) Regularization

   Regularization is an item in which a regular marker is used in an irregular one.

Ex: *Womans for women*

2)) Archie-Form

   The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Ex: *That dogs for those dogs*

   That instead of *those*

3)) Alternating Form

   In this type of error, the students know a lot more about various members of a class of words and the different usages among them. However this fact sometimes confuses him to which one to use.

Ex: *He has saw them.*

   Saw instead of seen.

4) Misordering

Misordering error is error that is charaterized by the incorrect placement of a morpheme or group morphemes in an uttarence. Misordering error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The students often do misaddresing on the group of morphemes.

Ex: *What Daddy is doing?*

The word order is confusing. It should be *what is Daddy doing?*

2) **James**

Based on James (1998), "errors are divided into five principal categories in which learners modify target forms, in other words, five ways in which IL and TL diverge in specific and systematic ways" These 5 categories include (1) omission, (2) addition, (3) misselection (misformation), (4) misordering, and (5) blends.

1) Omission

Omission is an error in which an item which must be present in a well-formed utterance is absent. The auxiliary verb 'is' and the indefinite article 'a' are omitted in (1) below.

1.*My father

2) Addition

Addition refers to the presence of an extra item which must not be present in a well formed utterance. Such errors are divided into three categories: (a) regularization, e.g.* sheeps, *cutted, (b) double markings, as in *Did you went there?, and (c) simple addition.

3) Misselection

Misselection refers to "the use of the wrong form of the morpheme or structure" (Dulay, Burt & Krashen, 1982, p. 158). Misselection errors tend to be the most frequent type of

errors, because they affect all possible language structures such as morphology, syntax, words, phrase, and clause. It is clear that seen for saw, crying for to cry, herself for himself, and books for book are the wrong selected forms.

4) Misordering

Misordering is the fourth and relatively the most uncontroversial category among scholars. Part of linguistic competence, in addition to selecting the right forms to use in the right context, is to arrange them in the right order. Some languages have stricter word order regulation than others. Russian is freer than English. Modern English is less free in its word order than the Old English. In English, certain word classes seem to be specially sensitive to misordering, for instance adverbials (2), interrogatives (3), and adjectives (4) (Akmajian, Demres, Farmer, & Harnish, 1997).

2. *I get up at 6 o'clock always.

3. * Tell me where did you go.

4. *The words little.

5)) Blends

Blends This error is typical of situations where there is not just one well-defined target, but two or more. The learner is not sure about which of these categories he has in mind. In such situations, the type of error that materializes is the blend error, sometimes called the contamination or cross-association or hybridization error. Blending is exemplified in *according to Ali's opinion which arises when two alternative grammatical forms are combined to produce an ungrammatical blend. In this example according to Ali and in Ali's opinion seem to have blended.

According to James (1998:142), errors in langguage writing are divided into lexical errors and grammar error.

2.7.3 Errors Classification

According to James (1998:142), errors in langguage wriitng are divided into lexical errors and grammar error.

1) Lexical Errors

James classifies lexical errors into two categories: formal errors and semantic errors: formal error, for example: a misselection occurs when the lexeme is confusable, and if these are pairs (or triples) of words that look and sound similar, like:considerable/considerate,competition/competitiveness,reserve/preserve,consumption/resumption/assumption (when some lexemes have the same root but different suffixes and prefixes). Semantic errors, for example: a more general term is used where a spesific one is needed, such as the flower had a special *smell (*scent/perfume*).

2) Grammar Errors

James classifies grammar errors into two categories: morphology errors and syntax errors. Morphology errors, for example: six book*, (plural-s is needed in the sentence). Syntax errors, for example: (He is) *a cleverest boy in the class (misselection of the article at position modifier in noun phrase). In this study, the writer takes the errors classification from James (1998) as his framework and limits his study only in term of morphological errors. Therefore, if it is found syntax errors, it will be neglected.

2.7.4 Morphological Errors

Morphological error is part of grammatical errors. It is a failure to follow the norm or rules of word classes. According to James (1998:154), a morphology error one which involves a

failure to comply with the norm in supplying any part of any instance of these word classes: six book*, aboli*shment (~-tion) are noun morphology errors; *bringed, was drink*en (~-ing) are verb morphology errors; visit me soon* ly is an adverb morphology error; and a colourfull*er scene, an adjective morphology error. Prepositions happen to have no morphology.

This research framework for morphological error classification is mainly drawn from James's (1998) morphological error taxonomy. The classifications are drawn as bellow:

Table 2.7.4.1

Classification of Morphological Errors based on James (1998) Taxonomy

Noun Morphology Errors	Verb Morphological Errors	Adverb Morphological Errors	Adjective Morphological Errors
a. Omission	a. Omission	a. Omission	a. Omission
b. Addition	b. Addition	b. Addition	b. Addition
c. Misselection	c. Misselection	c. Misselection	c. Misselection
d. Misplacement	d. Misplacement	d. Misplacement	d. Misplacement

1. **Noun Morphological Errors**

   a. Omission

Omission is indicated by the absence of certain item that must appear in sentences. In noun morphological error, omission is in noun.

For example: There are some lake

This sentence was uncomplete. In this sentence, alphabet "s" in noun "lake" was omitted. Alphabet "s" in noun "lake" must be added. Because in this sentence there are many lakes. The sentence must be "There are some lakes".

b. Addition

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance.This happens when the learners overuse certain grammatical rules of the target language. In noun morphological error, Addition was in noun.

For example: It only cost seventy five thousand rupiahs

This sentence was uncomplete. In this sentence, alphabet "s" in noun "feets" was overincluded. Alphabet "s" in noun "feet" must be deleted. The sentence should be "It only cost seventy five thousand rupiah"

c. Misselection

It is a use of the wrong from of a structure of morpheme. It could be caused by the difficulties os spesific characteristic of the English words which were significantly different with the first langguage of the agents. In noun morphological error, Misselection is in noun.

For example: I think she is one of the most beautiful girl in my classmate

This sentence was uncomplete. In this sentence, Noun"classmate" was misselected. This sentence didn't has meaning. Noun "classmate" must be changed with noun "class". This sentence should be "I think she is one of the most beautiful girl in my <u>class</u>".

d. Misplacement

Misplacement/misordering is in addition to selecting the right forms to use in the right context, is to arrange them in the right order. In noun morphological error, Misplacement was in noun.

For example: It's <u>only cost</u> seventy five thousand rupiahs

This sentence was uncomplete. In this sentence, "it only cost" was misplacement. The position of Noun "cost" must be changed after subject pronoun "it". The sentence should be "It's <u>cost only</u> seventy five thousand rupiahs".

2. **Verb Morphological Errors**

a. Omission

Omission is indicated by the absence of certain item that must appear in sentences. In verb morphological error, omission is in verb.

For example: She always <u>give</u> her advice for me

This sentence was uncomplete. In this sentence, alphabet "s" in verb "give" was omitted. Alphabet "s" must be added. Because in simple present, es/s must be added in last verb based on the subject. Because the subject was singular and the last alphabet in verb "give" was "e", alphabet "s" must be added. The sentence should be "She always <u>gives </u>her advice for me"

b. Addition

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance.This happens when the learners overuse certain grammatical rules of the target language. In verb morphological error, Addition was in verb.

For example: Every two days in a week, He <u>buyes</u> some shoes

This sentence was uncomplete. In this sentence, alphabet "e" in verb "buyes" was overincluded. Alphabet "e" in verb "buyes" was unnecesary. Alphabet "e" must be deleted. The sentence should be "Every two days in a week, He <u>buys</u> some shoes"

c. Misselection

It is a use of the wrong from of a structure of morpheme. It could be caused by the difficulties os spesific characteristic of the English words which were significantly different with the first langguage of the agents. Misselection was in noun. In verb morphological error, misselection is in verb.

For example: He is someone who can <u>made</u> me to think

This sentence was uncomplete. In this sentence verb "made" was misselected. because there was modal, modal was followed by V-1. Verb "made" must be changed with "make". The sentence should be "He is someone who can <u>make</u> me to think"

d. Misplacement

Misplacement/misordering is in addition to selecting the right forms to use in the right context, is to arrange them in the right order. In verb morphological error, misplacement was in verb.

For example: She always <u>hard work </u>for our

This sentence was uncomplete. "hard work" was misplacement. This sentence didn't has good meaning. "hard work" must changed in to "work hard". The sentence should be "She always work hard for our"

3. **Adverb Morphological Errors**

   a. Omission

   Omission is indicated by the absence of certain item that must appear in sentences. In adverb morphological error, omission is in adverb.

For example: My desk actualy light brown

This sentence was uncomplete. In this sentence, alphabet "l" in adverb "actualy" was omitted. This sentence didn't has meaning. Alphabet "l" in adverb "actualy" must be added. The sentence should be "My desk actually light brown"

   b. Addition

   Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance.This happens when the learners overuse certain grammatical rules of the target language. In adverb morphological error, Addition was in adverb.

For example: Manybe all people want to go to Paris to see Eiffel Tower

This sentence was uncomplete. In this sentence, alphabet "n" in adverb "manybe" was overincluded. This sentence didn't has meaning. Alphabet "n" in adverb "manybe" must be deleted. The sentence should be "Maybe all people want to go to Paris to see Eiffel Tower"

   c. Misselection

It is a use of the wrong from of a structure of morpheme. It could be caused by the difficulties os spesific characteristic of the English words which were significantly different with the first langguage of the agents. In adverb morphological error, misselection is in adverb.

For example: My village <u>in </u>the most beautiful place for me

This sentence was uncomplete. In this sentence preposition "in" was misselected. Preposition "in" was unnecesary. Preposition in must be changed with to be "is". The sentence should be "My village <u>is </u>the most beautiful place for me"

4. **Adjective Morphological Errors**

   a. Omission

   Omission is indicated by the absence of certain item that must appear in sentences. In adjective morphological error, omission is in adjective.

For example: Susi is my <u>beatiful</u> gray persian cat

This sentence was uncomplete. In this sentence alphabet "u" in adjective "beatiful" was omitted. This sentence didn't has meaning. Alphabet "u" must be added in adjective "beatiful". This sentence should be "Zedua is my <u>beautiful</u> gray persian cat"

   b. Addition

   Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance.This happens when the learners overuse certain grammatical rules of the target language. In adjective morphological error, Addition was in adjective.

For example: They are <u>handsomes</u>

This sentence was uncomplete. In this sentence alphabet "s" in adjective "handsomes" was overincluded. This sentence didn't has meaning. Alphabet "s" must be deleted in adjective "handsomes". This sentence should be "They are handsome"

c. Misselection

It is a use of the wrong from of a structure of morpheme. It could be caused by the difficulties os spesific characteristic of the English words which were significantly different with the first langguage of the agents. In adjective morphological error, misselection is in adjective.

For example: She is very lovely

This sentence was uncomplete. In this sentence adjective "lovely" was misselected. This sentence didn't has good meaning. Adjective "lovely" must be changed with adjective "loving". The sentence should be "She is very loving"

d. Misplacement/misordering is in addition to selecting the right forms to use in the right context, is to arrange them in the right order. In adjective morphological error, misplacement was in adjective.

For example: It is animal cute

This sentence was uncomplete. In this sentence adjective "animal cute" was missplacement". This sentence didn't has good meaning. Adjective "animal cute" must be changed in to position "cute animal". The sentence should be "It is cute animal".

2.8 Previous Research

The writer took two previous researches that related to this research which the title was Morphological Errors Analysis on Descriptive Writing of the Second semester English
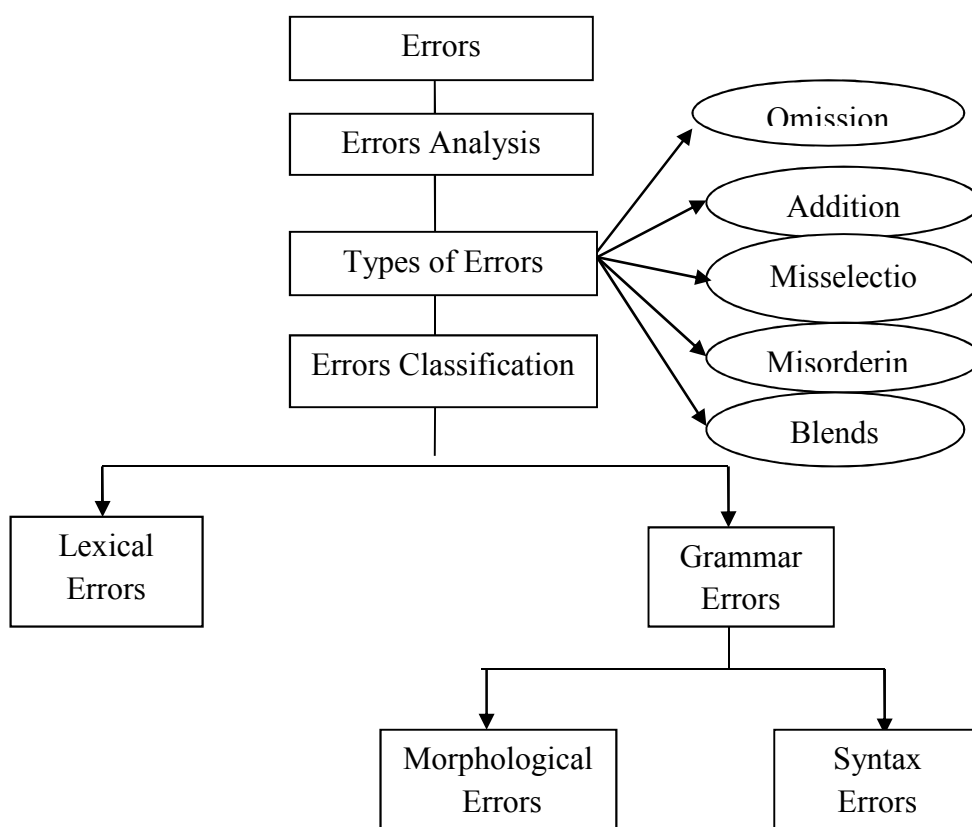
Department Students at Universitas HKBP Nommensen in Medan. All of them would be explained the following.

The first was written by Anwar, entititled "Analysing Morphological Errors On Students' Composition At Centre Of Learning Lingua (Coll) In Mamuju". This research was carried out to describe the kinds of errors encountered by the students in writing composition and factors caused the errors in writing composition. The population of the research was the students of Centre of Learning Lingua (COLL). The problem statements of this research was formulated into research question as follows: (1) What kind of morphological errors made by the student at Centre of learning Lingua in writing composition? (2) How many morphological errors did the students in writing composition (3) What factors that cause morphological errors that the students made in writing composition? The research employed descriptive method. To obtain the data needed, research employed writing as the instrument of the research. The text of writing required the students to make narrative composition based on the folklore using that they like most by their own words. The conclussion of the research was as follows: Generally, the student made same errors in writing composittion. The kind of errors made by the student in writing sentence through composition are: (1) most of the students cannot write word perfectly, (2) they wrote free, bound morpheme, affix, prefix, suffix, wrong compound and ungrammatical in word. There were problems that caused the students to make errors in writing composition, they are: (1) the students still had low their comprehend about morphology, (2) they wrote as their teacher pronounced, while the spilling of the English words are not exactly the same as their pronounciation and (3) the students had low interest in studying English, especially in writing narrative composition.

The second writer took the previous researches from journal was written by Saleh Ramadan entitled "Morphological Errors Made By Jordanian University Students. This study tries to identify, classify, describe and find out the causes of the morphological errors made by the fourth year university students majoring in English in Jordan. After analyzing the errors, the study shows that (a) the students' competence in English morphology is poor and (b) The errors are caused by some factors such as the inconsistency in English as well as misapplication of rules. Interference and overgeneralization are also other causes.

The previous research equation with this thesis was to find the type of error found in students. The difference is that previous research looked for the causes of errors. The advantages from these previous research to help the writer to complete the theory of thesis and add references in doing her research.

2.9 Conceptual Framework

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                    ┌─────────────┐
                    │   Errors    │
                    └──────┬──────┘
                           │                    ╭──────────────╮
                    ┌──────┴──────┐             │   Omission   │
                    │Errors Analysis│           ╰──────────────╯
                    └──────┬──────┘          ╭──────────────╮
                           │                 │   Addition   │
                    ┌──────┴──────┐          ╰──────────────╯
                    │Types of Errors│───────╮ ╭──────────────╮
                    └──────┬──────┘          │ │  Misselectio │
                           │                  ╰──────────────╯
                    ┌──────┴──────┐          ╭──────────────╮
                    │Errors Classification│  │  Misorderin  │
                    └──────┬──────┘          ╰──────────────╯
                           │                 ╭──────────────╮
                           │                 │    Blends    │
         ┌─────────────────┴─────────────┐   ╰──────────────╯
    ┌────┴────┐                      ┌────┴────┐
    │ Lexical │                      │ Grammar │
    │ Errors  │                      │ Errors  │
    └─────────┘                      └────┬────┘
                              ┌───────────┴───────────┐
                         ┌────┴─────┐           ┌──────┴───┐
                         │Morphological│        │  Syntax  │
                         │  Errors   │          │  Errors  │
                         └──────────┘           └──────────┘
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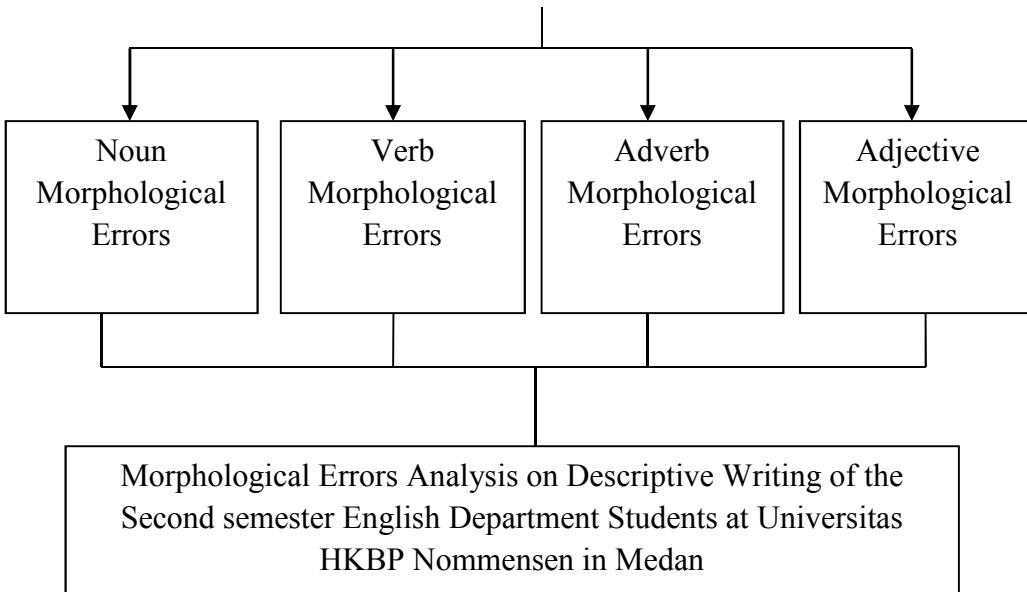
Figure 2.9.1 Morphological Errors Analysis on Descriptive Writing of the Second semester English Department Students at Universitas HKBP Nommensen in Medan (Dian Sitanggang 2019)

CHAPTER III
RESEARCH METHODOLOGY

3.1. Research Design

Research design is a plan and the procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. There are three types of research design, they are; qualitative, quantitative, and mixed methods. The research designed of this study was qualitative method. According to Creswel (2009:193) a qualitative study is to develop descriptions to present these descriptions and themes that convey multiple perspectives

from participants and detailed descriptions of the setting or individuals. This study would be applied with qualitative method.

3.2. The Subject the Study

The subject of this study would be the second semester English Department Students of Universitas HKBP Nommensen in Medan. There were three parralel groups and each group consists of 34 students.

The writer would select one class of three parralel groups as sample randomly. According to Arikunto (2017:180) random sampling can be done by sweepstakes, ordinal, and using random number tables. The writer would use the sweepstakes to get the sample randomly. Because the population was 3 classes, then only 1class sample is taken. Then all the classes was given a number, namely numbers 1 to 3. The writer made small pieces of paper that read 1 digit each paper from 1-3. Without prejudice, the writer took 1 roll of paper, so that the numbers printed on the sweepstakes paper roll were the subject numbers of the study sample.

3.3. The Instrument of Collecting Data

In collecting data, the writer would apply one instrument to elicit students' grammatical errors. The instrument was writing test. The test used to find out the word classes of morphological errors on students' writing a narrative.

3.4. The Technique of Collecting Data

The data would be analyzed to find out Morphological error on Narrative Text writing. The writer would apply some procedures, they are :

1. Asked the students to write a descriptive text

2. Collected the students' work to find out the word classes morphological errors.

3. Underlined each word classes errors from the students descriptive text.

3.5. The Technique of Analyzing Data

After collecting the data from the students, the writer analyzes the students' errors as following :

1. Classified the errors based on noun morphological errors, verb morphological errors, adjective morphological errors, and adverb morphological errors.

2. Described of the data what data includes part of the four parts of morphological errors, of which noun morphological errors consist of plural-s (omission, redundant, addition), and misselection. verb morphological error consists of singular third person (omission, misplacement), past tense-ed (omission, addition), progresive -ing (omission, addition), and misselection. morphological adver consists of omission, addition, andd misselection. adjetive morphological errors consist of past tense-ed (omission, addition), progressive (omission, addition) and misselection.

3. Made the percentage each types of morphological errors, in orders to know the most frequent.

4. Made conclusion

3.6 The Triangulation

In this research, the writer used triangulation technique. According to Cohen (2000:112) triangulation may be defined as the use of two or more methods of data collection in the study osf some aspects of human behavior. According to Denzil (2009) there are four techniques in triangulation namely: source triangulation, investor triangulation, methodological triangulation, theoritical triangulation. The purpose of triangulation is to increase the credibility and validity of the findings.

The writer would use methodological triangulation to get validity of data. Methodological triangulation refers to the writer used more than one method in the research. According to Cohen (2000:113) methodological triangulation is using the same method on different occassions or different methods on the same object of the study. Thus, methodological triangulation is made different method to get validity of data. Besides, the writer collects the data by using observation which is supported by documentation which can give evidence if the participants are people that is proper to used as subject of researcher.