



Types of Morphological Error Committed by EFL Students on Their Essay Writing Assignments

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Abstrak: Penelitian ini mengungkap jenis-jenis kesalahan morfologi yang dilakukan oleh mahasiswa EFL dalam tugas menulis esai mereka. Kesalahan morfologi fosil didefinisikan sebagai kesalahan yang terbentuk atau dibuat dari aspek morfologis yang tercemar atau salah informasi pada siswa EFL yang mengambil mata pelajaran menulis dan telah diserahkan dan diposting tugas esai mereka dari 22 November hingga 18 Desember 2017. Jenis penelitian ini adalah penelitian deskriptif. Data penelitian ini adalah setiap kesalahan morfologi pada morfem infleksional yang dilakukan oleh siswa. Populasinya adalah 90 mahasiswa yang sudah menyerahkan esainya dan sampelnya adalah 9 mahasiswa (10%) dari seluruh populasi. Dalam menganalisis data, teori yang dikemukakan oleh Selinker (1972), Dullay, Burt, dan Krashen (1982), dan Carstairs-McCarthy (2002) digunakan untuk mengetahui dan mendeskripsikan kesalahan morfologi bahasa Inggris dalam penulisan. Hasil penelitian menunjukkan bahwa siswa EFL masih melakukan kesalahan morfologis dalam menghasilkan tulisan esai. Kesalahan morfologis yang dilakukan oleh mahasiswa EFL antara lain morfem *-s/-es* pada kata benda jamak, morfem *-s/es* pada orang ketiga tunggal dalam simple present, morfem *-ed* pada past tense, dan morfem *-ing* pada progresif. Selanjutnya, morfem *-est* dalam superlatif tidak dimanifestasikan sebagai kesalahan yang membatu.

Kata Kunci: *kesalahan morfologi, penulisan esai, siswa EFL.*

Abstract: This research exposed types of morphological error committed by EFL students in their essay writing assignments. Fossilized morphological error is defined as errors formed or made of morphological aspect are being tainted or misinform in EFL students who were taking writing subject and have been submitted and posted their essays assignment from November 22nd until December 18th, 2017. This research is descriptive research. The data of this research is every morphological error in inflectional morphemes committed by the students. The population is 90 students who had submitted their essays and the sample is 9 students (10%) of the whole population. In analyzing data, the theory proposed by Selinker (1972), Dullay, Burt, and Krashen (1982), and Carstairs-McCarthy (2002) is used to find out and describe English morphological errors in writing. The result revealed that EFL students still committed morphological errors in producing essay writing. The morphological errors committed by EFL students are including morpheme *-s/-es* in plural noun, morpheme *-s/es* in third singular person in simple present, morpheme *-ed* in past tense, and morpheme *-ing* in progressive. Furthermore, morpheme *-est* in superlative was not manifested as fossilized errors.

Keywords: *morphological error, essay writing, EFL students.*

1. INTRODUCTION

English writing is considered as one of the difficult subjects. There are many

components in writing e.g. grammar, vocabulary, and spelling. Also, writing is a complex process that allows the writer to explore their thoughts and ideas, and to

make them visible and concrete for the readers. Writing is not only the matter of producing sequences of words and sentences but also on how to communicate the information or idea to the readers. In writing, students do not only expect to produce the authentic texts but also to generate effective texts to communicate the information and their ideas to the readers.

Furthermore, there are many aspects that should be mastered by EFL students to prevent errors in writing in English. The accuracy in English is one aspect that the writer should be paid attention for. It means that a writer has to produce good sentences in order to produce good writing. The accuracy in English is imperative since it will influence the meaning of what the writers want to express in their writings. In fact, less proficiency in English is one of the biggest problems of EFL students because English has some rules which are entirely different from their native languages which make it hard to understand even though they have learned English for many years. It is understandable that errors were still found in their learning process. Many EFL students cannot avoid the errors because of lack of proficiency in English. However, the errors are usually reduced and disappeared after they practice their English regularly.

EFL students' errors in writing may occur in the various aspects of language i.e. morphology, phonology, syntax, semantic, and pragmatic. In general, the errors are considered as an inevitable sign of human weaknesses e.g. students' lack of attention during the lesson, poor memory, limited English knowledge, or teachers' inadequacy in explaining the materials. Teachers need to consider students' errors from the beginner level because errors in the beginner level could become permanent and fossilized. In this case, the chances to notice and correct the errors are limited because for EFL students, English is only used for particular purposes and in certain situations.

Based on a brief observation, many English Foreign language students (EFL students) deal with trouble in acquiring the correct forms of words. Morphological errors express that the EFL students have misconception about the meaning and function of morpheme and morphological rules. It means, the EFL students committed many deviances, whereas they are categorized as mistake, errors, or fossilized error. In this research, the researcher investigated students' morphological errors in writing. The worst condition is that students still

committed persistent permanent errors dealing with morphology in writing.

Based on the observation to the writing essays of the EFL students that collected from www.syayidss.com, an academic blog of a writing lecturer those records students' assessments, West Sumatra, on June 2017, many EFL students still committed morphological errors in writing. During the observation, the researcher also interviewed the English lecturer. The lecturer explained that the students had difficulties in constructing sentences correctly. There are some problems found in the preliminary research: 1) students committed certain errors because they usually focus on generating ideas; 2) students were confused in transforming the rules because English has different patterns with Indonesian ones; 3) some students do not have adequate knowledge in English morphology.

For the example, in a simple case, most students still commit error in third person singular (e.g. *Andy read book in the morning* for *Andy reads book in the morning*). The verb (*read*) should be ended by *-s* (*reads*) because the subject of sentence is a third person singular.

Another error is regarding to the past form (e.g. *Rantiask Andy to help her yesterday* for *Rantiasked Andy to help her yesterday*). In this sentence, the verb (*ask*) should be ended by *-ed* because of the activity or situation happened in the past.

This research identified students' morphological error in writing. In more specific, here, the research analyzed the bound morpheme errors, especially inflectional morpheme in writing of EFL students that collected from www.syayidss.com, an academic blog of a writing lecturer those records students' assessments.

2. MORPHOLOGICAL ERROR

Definition of Error

Dulay, Burt, and Krashen (1982:130) distinguish errors based on the causes: 1) performance error, caused by factors such as fatigue and inattention and 2) competence error, caused by lack of knowledge of certain language. Performance errors are categorized as mistake. The definition above shows that mistake is students 'fault in this stage they can make correction. Meanwhile, error is a fault which is committed by the students but they cannot to make correction. In learning process, teacher should identify

students' problems in arranging words into correct utterances or sentences.

Mistake is error in performance since it happened because of e.g. slip of tongue, nervousness, clumsiness, or random guess. Scovel (2001:48) states mistakes as any inaccuracies in linguistic production in either L1 or L2 by speaker or writer. In addition Gas and Selinker (2001) in Abushihab (2014: 214) explain that a mistake can be self corrected, but an error is systematic deviant. In the other words, mistakes cannot be separated from language learning process. In learning process, students make some mistakes in utters sentence, then teacher corrects them and the students will memorizes it. Next time, the students will make fewer mistakes, even they make mistake but they already know correct ones. In this case, students usually realize their mistake that they make and they are able to reproduce the correct ones.

Brown (1993:205) defines errors as a noticeable deviation which reflects the competence of the learner. In addition, Norrish (1987:7) states that an error is a systematic deviation when the learner has not learnt something and consistently gets it wrong. From the explanation above, we can define error occur when students cannot produce target language correctly because of lack of knowledge in the target language. It represents the language

competence of the students. Most of the errors are caused by the influence of their mother tongue.

Patel (2015) in Gulo& Rahmawelly (2018: 55) argued that students commit errors either because of inappropriate knowledge or wrong knowledge in the target language. Dulay, Burt, and Krashen (1982:145) state that the accurate description of error is a separate activity from the task of inferring the sources of those errors. It means error is considered as a failure in teaching processed that must be avoided by the students. In other words, the students not master yet what they have been learned. Even though error appears in all linguistic aspect, but in this research the researcher only focuses on morphological errors.

Type of Error

James (1998) in Rezai and Hesmatian (2013: 124) classified four categories of error into taxonomies first, linguistic category classification, second surface structure taxonomy, third comparative taxonomy, and last communicative effect taxonomy. For the academic reasons, this research discusses morphological errors in term of surface structure taxonomy. Based on structure taxonomy James (1998) in Rezai (2013: 124) categorized errors into five types based on how students modify the target language form. The types of errors include omission, addition,

misselection misformation, misordering, and blends. In line, In Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982) in Ellis and Barkhuizen (2005: 61) proposed four types of errors based on how students change the surface structure of sentences from the correct forms. Those types are: addition, omission, misformation, misordering, and blend. Using these types of errors, the researcher will find out the students' errors whether there are some, omission, addition and misformation, on inflectional morpheme in students' writing.

Based on explanation above, it can define types of errors can divided into **Omission** as the absence of an item that must appear in a well formed utterance e.g. *Liza is tall than me* (correction: *Liza is taller than me*). **Addition**, in the other hand, is indicated by the presence of 'unwanted' item in sentences. This item does not appear in well formed utterance e.g. *I will buying that book* (correction: *I will buy that book*). **Misformation** is the use of wrong forms of certain morphemes or structures e.g. *Mary cuted her hair last night* (correction: *Mary cut her hair last night*). **Misordering** is indicated by the incorrect placement of certain morphemes e.g. *John meets every Sunday his mother* (correction: *John meets his mother every Sunday*).

Morphological Errors

In linguistics, morphology is the study of words, how they are formed, and their relationship to other words in the same language. In the other words, morphology is the study of the smallest meaningful units, their formation into words. According to Aronoff and Fudeman (2011:2), 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. This idea supported by Carstairs-McCarthy (2002:16), who mentions that morphology is the area of grammar concerned with the structure of words involving the morphemes that compose them. Morphology is concerned with word formations where the word can be constructed from the smallest unit in appropriate form which usually called as morpheme

There are several ways in which words are formed in English. The most obvious way is to add something at the beginning or at the end of the word. For example, we can add *-ed* at the end of the word to show a past action (e.g. *focus* becomes *focus + ed*.) The other example is in the word *unbreakable*.

The first two letters *un-* is independently meaningful in a way that just the first letter, *u-* is not. Morpheme *un-* means ‘not’ or to express negative or opposite force in adjectives and their derivative adverbs and nouns. The word *-break-* is a free morpheme. It means that break can be meaningful and stand alone as a word. The last part of the word, *-able* means capable of, susceptible of, fit for, tending to, or given to. *-able* is also a free morpheme because it can stand alone. So, *unbreakable* has three morphemes: *un-break-able*. However, there are other ways of forming a word, such as by changing the root form of the words. For example *drive* becomes *drove* in the past form, and *woman* becomes *women* in the plural form. Some words just have one morpheme and cannot be separated into smaller meaningful sub-parts.

Morpheme is sometimes a single syllable, but other time a morpheme may have several syllables. Aronoff and Fudeman (2011:2) state that a morpheme may consist of a word, such as *hand*, or a meaningful piece of a word, such as the *-ed* of *looked*, that cannot be divided into smaller

meaningful parts. As morphology deal with the formation and alteration of words, it determines the way words combine into phrases and sentences. In morphology, a meaningful unit is called a morpheme. Morpheme may be represented by a single or two sounds or syllables. English morphology can be classified into free and bound morphemes.

In morphology, morpheme is classified into two types known as free morpheme and bound morpheme. The morpheme that can stand by itself is called free morpheme and the one that cannot stand alone is called bound morpheme. Bound morpheme must be attached to some other unit (affixes) i.e. prefix, suffix, and infix. Furthermore, Affixes are classified according to whether they are attached before or after the base form. The affixes that come before the base form are called prefixes; the ones that come in the middle of base form are called infixes; and the ones after the base form are called suffixes.

English morphemes can be divided into two categories i.e. derivational and inflectional morpheme. They have different functions: derivational

morpheme creates new words from the root and it can change the meaning significantly while inflectional morpheme serves some grammatical function and create new forms of the same word, the meaning is still the same. However, English has almost no true infixes. For example, the addition of *-er* is derivational suffix to change a verb into a noun: *teach* (v) + *-er* =

teacher (n). Inflectional morphemes are added to create new forms of the same word class in order to indicate grammatical properties. For example, the addition of *-s* to a noun based word: *book* (n) + *-s* = *books* (n). English has many inflectional morphemes as shown in the table below:

Table 1: English Inflectional Morpheme

English Inflectional Morphemes	Added to	Examples
-s/-es Plural maker	Nouns	He has two English books. The heroes are hungry.
-s Possessive maker	Nouns	It is Tomi's book
-er Comparative	Adjectives	Danu's book is thicker than Tomi
-est Superlative	Adjectives	Beni has the thickest book
-s/-es 3rd person sg. present tense	Verbs	Tomi arrives at the library
-ed Past tense	Verbs	We arrived in Paris two days ago
-ed/ -en Passive or perfect Participle	Verbs	The killed animals are buried near the coconut tree. We have watched the film. Danu has written a message for Tomi The boy eaten by the monster is my friend.
-ing Progressive participle	Verbs	Beni is running a fifty miles an hour

Source: Adopted from Carstairs-McCarthy (2002).

Ramadhan (2015: 40-49) classified errors in inflectional morpheme are: 1) Omission of Noun Plural *-S* Morpheme; 2) Addition of Noun Plural *-S* Morpheme; 3) Wrong Formation of Past Form of Irregular Verbs; 4) Omission of the Possessive *-s* Morpheme; 5) Misuse of Possessive *'s* Morpheme; 6) Omission of the 3rd Person

Present Tense Morpheme. Moreover, Santoso (2017: 110-120) categorized errors in inflectional morpheme Inflectional in plural form Inflectional in singular form Inflectional in present tense.

Morphological errors affect a word's affixes. It affects both derivational and inflectional affixes (Whitaker 2010:227).

The morphological errors that made by the EFL students usually appear in their interlanguage. In relation with the English language, the errors usually appears because of the interference from the first language (L1) of the EFL students and they do not understand the systems of inflectional morpheme of English language. Some morphological errors that commonly occur include plural marker (-s), possessive marker (-s), third singular marker (-s), past tense marker (-ed), progressive marker (-ing), perfect and past participle markers (-ed and -en), and comparative and superlative adjective makers (-er and -est). Therefore, morphological errors committed by students could create a change in features and lead disruption of the readers' in interpreting the essays.

From the explanation above, errors in inflectional morpheme can distinguish include:

1. Omission of noun plural -s/-es morpheme as the absence of the -s plural suffix that must be attached to singular noun e.g. Luna has three cat (correction: Luna has three cats);
2. Addition of noun plural -s/-es morpheme which indicated by the presence of -s morpheme to singular noun e.g. can you lend me a books? (Correction: Can you lend me a book?). The similar case also appears in double mark plurality by adding the -s morpheme to irregular plural nouns e.g. children are playing football (correction: children are playing football). The other case is overgeneralization by adding the -s plural morpheme to uncountable noun e.g. can you give me some information about Padang? (correction: can you give me some information about Padang?).
3. Wrong formation of past form of irregular verbs is the wrong use of -ed past morpheme by adding the -ed past suffix to irregular main verb. It also can be recognized as overgeneralization e.g. Sarah meeted Rizal yesterday (correction: Sarah met Rizal yesterday).
4. Omission of the possessive -s morpheme that could be divided into two types of errors: a) in which students omitting the apostrophe e.g. those girls room (correction: those girls' room); a girls room (correction: a girl's room) and b) in which students omit the apostrophe and the -s morpheme e.g. my father glasses (correction: my father's glasses).
5. Misuse of possessive -'s morpheme by adding the -'s morpheme e.g. writing's class (correction: writing class).

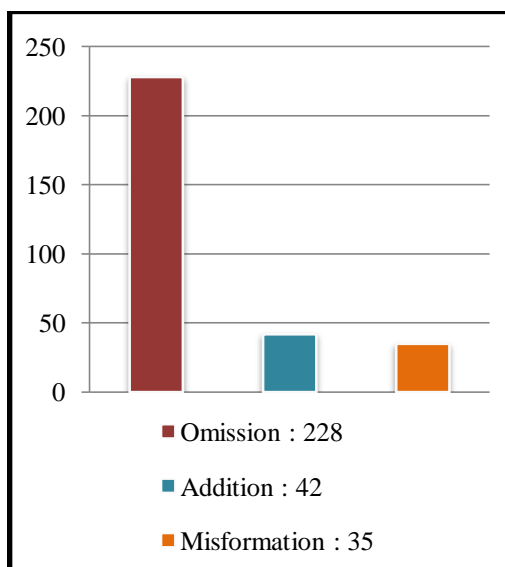
6. Omission of the 3rd person present tense morpheme as the absence of –s morpheme that is added to the 3rd person verb in the present simple tense e.g. she paint the wall (correction: she paints the wall).
7. Omission of the morpheme –er in comparative adjective e.g. Maria is strong than Wendy (correction: Maria is stronger than Wendy);
8. Omission of the morpheme –est in superlative adjective e.g. you are the rich among us (correction: you are the richest among us);
9. Misformation of the morpheme –er in comparative adjective e.g. this book is cheaper but that one is expensiver(correction: this book is cheaper but that one is more expensive);
10. Misformation of the morpheme –est in superlative adjective e.g. Gerry is the carefulest student in our school (correction: Gerry is the most careful student in our school);
11. Addition of the morpheme –est in non-superlative adjective e.g. I know he can help you because he is smartest (correction: I know he can help you because he is smart).

3. TYPES OF MORPHOLOGICAL ERRORS COMMITTED BY EFL STUDENTS IN ESSAY WRITING ASSIGNMENTS

The researcher classified the errors seen by word and phrase, so more detail errors could be found out (see Appendix 1). The frequency of the occurrences of these errors could be seen in the following table:

No.	Types of Morphological Errors	Error Frequencies
1.	Omission	228
2.	Addition	42
3.	Misformation	35
Total		305

From the table above, it can be seen that all students committed 305 morphological errors. The errors occurred in all aspects of morphology. The prominent types with the highest frequency of the error are omission. Of 305 of morphological errors, 228 errors were committed in omission followed by addition with 42 errors committed by all students. The fewest errors committed by students are misformation with 35 errors. The illustration can be seen through this following chart:



Based on the analysis, all students committed more than 3 morphological errors. The least morphological errors was represented by student number 5 and 9 that consist of 3 to 5 morphological errors. In contrast, 7 students committed more than 5 morphological errors (Appendix 2). Each of students' errors lies in many types. The distribution of errors of each sample student can be seen in the table below:

Types of Error		Errors Distribution in Each Student									Total Errors	
		S1	S2	S3	S4	S5	S6	S7	S8	S9		
Omission	-s/-es in plural noun	7	11	11	6	7	11	22	14	4	93	228
	-s/-es in third singular person	5	7	5	3	3	3	18	12	1	57	
	-ed in simple past	6	-	1	4	-	9	2	8	-	30	
	-ed in perfect and passive form	4	-	3	1	-	-	1	2	-	11	
	-ing in progressive	6	-	9	1	13	3	1	2	-	35	
	-s in possessive marker	-	1	-	-	-	-	1	-	-	2	
Addition	-s/-es in singular noun	2	3	-	3	-	2	2	1	4	17	42
	-s/-es in non-third singular person	-	-	-	-	3	-	-	-	1	4	
	-ed in infinitive verb	1	-	-	-	-	2	-	-	-	3	
	-ing in infinitive verb	3	1	2	-	-	10	2	-	-	18	
Misformation	-ed irregular verb	3	1	2	3	-	5	3	6	1	24	35
	-ing	8	2	-	-	-	-	-	-	-	10	
	-est in comparative degree	-	-	1	-	-	-	-	-	-	1	
Total Morphological Errors		45	26	34	21	26	45	52	45	11	305	305

Based on the data analysis, all participants committed morphological errors in writing. Most of them have the ability to write English essay, but there are many mistakes in their essays. They committed errors in many different levels. Among 9 students observed, all students had committed repeated mistakes and errors in which some stay as mistakes, some are classified as errors, and the most repetitive errors or persistent errors has become fossilized

errors. In this research, the errors classified into several types; omission, (the absence of an item that must appear in well written form), addition (the presence of an item which must not appear in a well written form), misformation (the use of wrong form of morpheme). Here are the explanations of each type:

a. Omission

1) Omission of morpheme –s /–es in countable plural noun

Omission errors are characterized by the absence of an item that must appear in a well-formed written. In this case, the researcher finds 93 errors committed by the students. These errors are committed by 9 students. There are so many errors committed by students in forming plural forms. Generally, to show plurality of nouns in English number system is used –s and –es morphemes. There are two ways in forming plurals. First, regular plural noun called overt morphemes, by adding –s and –es. e.g. student-students, story-stories. Second, irregular plural noun called zero morphemes, such as man-men, child-children. Here are the examples of Omission of morpheme –s and –es occurred in plural form:

- S1 There are three effect of consuming junk food too often

Based on the data above, the error occurs in the form of using plural form of noun. In this case, P1 wants to write “adatigaefek” in Bahasa, but S1 wrote “there are three effect”. The word “effect” must be written in the plural form, “effects”. The consideration is it refers to the previous word “three” that explains the plurality but S1 put the singular form “effect”. S1 made an error because S1 omitted the morpheme

–s in the word “effect”, it should be “three effects”.

The same condition is also found in many other cases include:

- S6 As a big country Indonesia has five big islands...not only big island but also thousands little island
 S7 Many place to get education...
 S9 For me all of the advice that was given it as encouragement and motivation in pursuing higher education

Here, the underline words are errors because the participants did not write in the well-form structure. The words many, all, various, some, a lot of, etc, must be followed by plural noun. Here are the reconstructions:

- S6 As a big country Indonesia has five big islands...not only big islands but also thousands little islands
 S7 Many places to get education...
 S9 For me all of the advices that was given it as encouragement and motivation in pursuing higher education

In this research, researcher also found errors in using irregular plural noun as called as zero morphemes:

- S5 They are beard is not liked by women, looks like oldman
 S9 We as achild always love parents and respect both parents

In this case, the researcher counts those sentence as errors due to its relation to the

previous words. The word “they” and “we” from the sentence above indicate more than one. From the data, it is seen that (S5) also committed other grammatical mistakes. Here are the reconstructions:

- S5 Their *beards* are not liked by women, they look like *old men*
 S9 We as *a children* always love parents and respect both parents

Based on the data above, there are many errors that the students committed in writing essay. From the data above, show that the students are not able to change automatically singular noun into plural noun.

2) Omission of morpheme *-s / -es* in *third person singular in present tense*

Omission in inflectional morpheme *-e* and *-es* is also found in verb, especially in regular verb to form a simple present tense in third person singular. It called subject-verb agreement where a singular subject requires a singular verb and a plural verb requires a plural verb. In present tense third person singular (she/he/it) take a singular verb that verb ends in *-s* or *-es*. All of the students being investigated in this research omitted *-s/-es* for third person singular verb form in present tense. 8 of 9 students omitted the errors of this form. In this case, the researcher finds 52 errors committed by the students. The following data show the errors that they produced:

- S1 ...while housewife *work* only take care of child home and husband
 S2 It will *bring* negative to ourselves and other out lives will feel comfortable
 S3 As long as the listener *enjoy* to listening it and the rhythm is good to hear

The use subject third singular person (*she/he/it*) in simple present tense must be followed by singular verb. The data above prove that the students omitted errors because they omitted morpheme *-s* or *-es* in singular verb. Here are the reconstructions:

- S1 ...while housewife *works* only take care of child home and husband
 S2 It will *brings* negative to ourselves and other out lives will feel comfortable
 S3 As long as the listener *enjoys* to listening it and the rhythm is good to hear

There are also base form of verb that are considered to be irregular as they change the form when add the morpheme *-s*, do, does, have-has, etc. From the data, many students omit errors:

- S6 Every students usually *have* media social account...
 S7 The man from London *do* not speak in exactly the same way

Here are the reconstructions:

- S6 Every students usually *has* media social account...
 S7 The man from London *does* not

170 speak in exactly the same way

3) *Omission of morpheme –ed in simple past tense*

When students wrote the activity or the situation began and ended at particular time in past, many of them did not memorize to change the verb into the past form. It is happen because they did not find the tenses in Indonesian language. The simple past tense in regular verb is formed by adding suffix *-ed* to the verb 1. In this case, the researcher finds 30 errors committed by the 6 students. The following data show the errors that they produced:

Datum 162 After that we *continue* our trip to our village together (S6)

Datum 170 After I *wait* three days , the third test come.(S8)

Datum 173 Then we *gather* in the rekha room for sahur...(S9)

Based on the data above, the errors occurred in the form of using simple past tense verb. In this case, the researcher counted those sentences as errors because the students wrote in the form of narrative essay. Logically, in narrative essay, students will write the activity or the situation began and ended at particular time in past. Here are the reconstructions:

Datum 162 After that we *continued* our trip to our village together (S6)

Datum After I *waited* three days , the

170 third test come.(S8)

Datum 173 Then we *gathered* in the rekha's room for sahur...(S9)

From the data, it is seen that S9 also committed other error. S9 also omit possessive marker (-'s) in the sentence. The word "rekha room" should be "Rekha's room".

4) *Omission of morpheme –ed in passive voice*

Passive voice or passive construction is used when writer wants to emphasize either the action (the verb) or the object of a sentence rather than subject. Passive voice is also used when writer do not know who or what the subjects. When writer know the subject is, it can be put at the end of sentence with by. Each tense has its own passive voice which is created by using a form of subject + to be + V3 (past participle). In this case, the researcher finds 30 errors committed by the 6 students. The following data show the errors that they produced:

S3 especially in Bandung and Surabaya which is *produce* of Indonesian jazz musicians

S4 Therefore Grab Bike applicationn are *present*in helping you in overcoming the bottleneck

S7 Language is a tool *use* communication each other

Based on the data above, the errors occurred in the form of using passive voice

or passive construction. In this case, the researcher counted those sentences as errors because none of the sentences above are written in passive voice. The students committed errors because the students wrote the verb in form of infinitive verb. The verb in the sentences above must be written in form of past participle. Here are the reconstructions:

- S3 especially in Bandung and Surabaya which is *produced* of Indonesian jazz musicians
 S4 Therefore Grab Bike application are *presented* in helping you in overcoming the traffic jam
 S7 Language is *used* as a tool in communication each other

From the data, it is seen that S4 and S7 committed other error.

5) *Omission of morpheme -ing in progressive*

In this term, the error of omission is related to suffix *-ing* especially when the word is attached to verb. In this case, the researcher found 42 errors committed by the 8 students. Form the data, it could be seen all those main verbs above are not in the right form:

- S1 Nowadays there are so many people *consume* junk food especially teenagers
 S3 He was the first person that was *impress*me with his world...
 S5 The people who are *worship* will be easier to get possessed

In this case, students use verbs in simple present or V1 instead. The correct form of the verb should be in present participle or main verb + *-ing*. From the data, the students have already used *are*, and was to indicate that actions carried by following verbs are in progress but they failed to recognize that the verbs should be in correct form. Here are the reconstructions:

- S1 Nowadays there are so many people *consuming* junk food especially teenagers
 S3 He was the first person that was *impressing*me with his world...
 S5 The people who are *worshipping* will be easier to get possessed

Based on the data above, 8 students still committed errors in applying progressive tense in writing essay.

6) *Omission of morpheme -s in possessive*

The possessive form is used to shows a relationship of belonging between one thing and another. To form the possessive, add apostrophe + *s* to the noun. The possessive of singular noun is formed by adding an apostrophe and *-s*. the possessive of plural noun is formed by adding only an apostrophe, and by adding both an apostrophe and *-s* when it ends in a letter other than *s*. the researcher only found 2 sentences that contain errors of omission of *-s* in possessive case committed by the 2 students.

b. Addition

1) Addition of morpheme *-s/-es* in singular noun

As the opposite of omission, addition is characterized by the presence of an item which must not appear in a well-formed written. In this case, the researcher finds 17 errors committed by 7 students. There are some errors committed by students in forming singular noun forms. A singular noun is noun that refers to one person, one place, one thing, or one idea. Singular noun do not need attached with morpheme *-s/-es*. Here are the examples of errors of addition morpheme *-s/-es* in singular form:

- S1 Every *teenagers* who graduated from junior high school...
- S2 After I know and feel to be a *students*
- S6 Many tourist visit Indonesia every *years* usually they come to Indonesia for holiday

In example above, the students added morpheme *-s* in the end of singular noun (*teenagers, students, years*). In this case, morpheme *-s* should be omitted in the end of singular noun (*teenager, student, year*). Here are the reconstructions:

- S1 Every *teenager* who graduated from junior high school...
- S2 After I know and feel to be a *student*
- S6 Many tourist visit Indonesia every *year* usually they come to Indonesia for holiday

2) Addition of morpheme *-s/-es* in non-third person singular in simple present tense

Error in addition of inflectional morpheme *-e / -es* is also found in verb. In this case, some students add morpheme *-s/-es* in infinitive verb after the plural subject in simple present tense. Singular subject requires a singular verb and a plural verb requires a plural verb. From 9 students being investigated, only 3 students committed the errors, S4, S5, and S9 in this research.

3) Addition of morpheme *-ed* in Infinitive Verb

After analyzing students writing, students' errors happened in additional inflectional -ed after to infinitive errors in verb after modal. The students wrote V2 after modal and to infinitive in their sentences, but the correct form of verb after to infinitive and modal is V1. From 9 students being investigated, only 2 students committed the errors, S1, and S6, in this research. From the data, it is seen that P1 and P6 also committed other grammatical mistakes.

4) Addition of morpheme *-ing* in Infinitive Verb

In this term, the error is related to additional suffix *-ingin* verb. In this case, the students use verb +suffix *-ing* (present participle) in present tense. Form the data,

it could be seen that all those form of verb are not in the right form.

S6 They just need to *searching* on google...

From the data above, S6 omit error because P6 used verb + suffix -ing after “to searching”. The correct form of the verb should be infinitive verb or main verb “to search”. The reconstruction is:

S6 They just need to *search* on google...

In other cases, some students also committed errors in putting verb after modals auxiliary (*can, could, may, might, will, shall, would, should* and *must*). They put present participle after modal instead infinitive verb. Modal auxiliary only can be followed by infinitive verb. Here is the data show the errors that they produced:

S9 And, now we can *entering* the Istana Pagaruyung until floor three

The word “entering” must be written in infinitive verb, “enter”. The consideration is it refers to modals “can” in the previous verb “entering”. It should be ‘enter’. Here is the construction:

S9 And, now we can *enter* the Istana Pagaruyung until floor three

In this case, the researcher finds 19 errors committed by the students. These errors are committed by 6students.

c. Misformation

1) Misformation of morpheme -ed in Irregular verb

Misfromation error occurs when the students chose the wrong form of morpheme. In this case, the students commit some errors in choosing tenses. The students tend to chose present tense instead of past tense or past participle especially irregular verb. In this category, the researcher finds 9 students commit this error. The researcher finds 24 errors made by the students. . The following data show the errors that they produced:

S1 Besides that, the factor that *make*me lazy to learn is students in that class

S2 As the time passed, we *become*closer, and I learn life from him

S6 ...but whenlookon around me, I *don't* show anything

Based on the data above, the errors occurred in the form of using simple past tense verb. In this case, the researcher counted those sentences as errors because the students wrote in the form of narrative essay. Logically, in narrative essay, students will write the activity or the situation began and ended at particular time in past. Here are the reconstructions:

S1 Besides that, the factor that *mad*me lazy to learn is students in that class

S2 As the time passed, we *became*closer, and I learn life from

him

S6 ...but when look on around me, I *did not* show anything

From the data, it is seen that S1 also committed other error. S1 omit an item (are) which must not appear in that sentence "that made me lazy to learn is students are in that class should be "that made me lazy to learn is students in that class". Thus, S1 also omitted spelling error in word "lazy" it should be "lazy".

2) *Misformation of morpheme –ing in verb*

In this case, the students commit some errors in choosing tenses. The students tend to chose present participle instead of simple present tense or past tense. The students confused in constructing the sentences consist of tenses. It is happen because they did not find the tenses in Indonesian language. In this category, the researcher finds 11 errors made by 4 students. In this case, S1 and S9 committed errors in several times. The following data show the errors that they produced:

S1 I *registering* in some famous school because I felt that my score enough to get into the schools

S6 ...than I *stopping* them and asked a help...

S9 Because at the time my window was open and the key just *hanging* on the door

In this case, the researcher counted those sentences as errors because the students do not master tenses. Here are the reconstructions:

S1 I *registered* in some famous school because I felt that my score enough to get into the schools

S6 ...than I *stopped* them and asked a help...

S9 Because at the time my window was open and the key just *hung* on the door

3) *Misformation of morpheme –est in comparative adjective*

Comparative degrees express a higher or lower of quality relative to another. When compare one thing with another, degrees of comparison are can be used. They have special forms to show degrees of comparison, by adding morphemes –er after adjective which is one syllable. In this category, the researcher only finds 1 student commit this error.

4. CONCLUSION

Based on findings and discussions as already discussed in the previous chapter, the researcher drew the following conclusions:

1. The students committed morphological errors especially in using inflectional morpheme. There are 3 types that students

committed in morphological errors: omission, addition and misformation.

2. The students committed morphological errors on the use of morpheme –s/-es in plural noun. There were many errors committed by students in forming plural noun. The students did not realize their errors and they did the same repetitive of error. The students committed errors because the students really did not know the correct form and the errors still committed although the corrections have been given.
3. Mother tongue interference is the most fundamental problem. It obstructs English in such a way that gives a serious impact to the language produced. Hence, the students often produced twisty sentences and forget the rules of inflectional morphology. They might familiar with the grammar, but the knowledge does not come to mind when they write. Besides, linguistic competence or pedagogic intervention, lack of opportunity to use English, also contributed as the prominent

causes of fossilized errors the student's committed.

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