A Thesis

AN ANALYSIS OF MORPHOLOGYCAL ERROR IN WRITING ANALYTICAL EXPOSITION 12TH GRADE SMA N 3 BUKITTINGGI

Submitted as partian fulfillment of requirements to obtain Strata One (S1) Degree in English Education Section



AFIFAH MARDHIYAH

2316.074

ADVISOR

HILMA PAMI PUTRI, M.Pd
NIP : 198605112015032003

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUT OF BUKITTINGGI
1442 H/2021 M

LETTER OF ADVISOR LEGITIMACY

A thesis entitle: "**An Analysis Of Morphologycal Error Inwriting Analytical Exposition 12th Grade Sma N 3 Bukittinggi."** Written by **Afifah Mardhiyah Nim 2316074** has fulfilled the requirements to be tested and has been considered and approved to be preseted and retained in Thesis Examination

Bukittinggi, October 2021

Pembimbing

HILMA PAMI PUTRI, M.Pd

NIP : 198605112015032003

ABSTRACT

Afifah Mardhiyah (2316072) "An Analysis of Morphological Error in Writing Analytical Exposition Grade XI SMA N 3 Bukittinggi, A Thesis, State Islamic Institute of Bukittinggi, 2021.

This research background was trigerred by students' error at Grade XII of SMA N 3 Bukittinggi. Firstly, some of students had error morphologycal in writing especially in affixes, sentence structure and grammar. There were type of error in writing, such as omission, addition, misformation, and misordering for example : one of the students' has error in omission. She has write "fast food is not good for **healthy**" she put bound morpheme "y" at the end of the word "health". It was wrong because it was not appropriate in the sentence and changed the meaning of the sentence. Secondly, the students cannot place the morpheme "the, a, an, or of" correctly. For example, "a hour" instead of "an hour" or "a student" instead of "the student". The research questions of this research were what was the morphological error that students made in their analytical exposition text and what were the dominant errors that students made in their analytical exposition text. The purpose of this research were to find out the morphological error that student's made in their analytical exposition text and to find out the dominant errors that students made in their analytical exposition text.

This research used a descriptive quantitative research method with grade XII students as the research population. There were 32 students took as the research sample selected through purposive sampling technique. The data were collected through writing test. In the writing test, the researcher gave the students instruction to write analytical exposition consists of three paragraphs each paragraph should be by six sentences. The students asked to write it relates to the theme that the reseacher gave. After that, the researcher collected the students' test.

The results of this study showed that there were two finding of the research. It can be seen that students' morphological error in written analytical exposition at grade XII of SMA N 3 Bukittinggi were 308 errors. First, there were 138 errors in omission which were 45% of total errors. Second, there were 71 errors in miss-ordering which were 23% of total errors. Third, there were 50 errors in addition which were 16% of total errors. There were 49 errors in miss-formation which were 16% of total errors. Furthermore, the dominant error in this research was omission which were 45% of total errors.

Key words/phrases: morphological error, analytical exposition text

ABSTRAK

Afifah Mardhiyah (2316072) "Analisa Kesalahan Morfologi Dalam Menulis Analitis Eksposisi Siswa Kelas XII SMA N 3 Bukittinggi", Skripsi, Institut Agama Islam Negeri Bukittinggi, 2021.

Penelitian ini dilatar belakangi oleh permasalahan siswa kelas XII SMA N 3 Bukittinggi. Pertama, beberapa siswa memiliki kesalahan morfologi dalam.menulis terutama dalam afiks, struktur kalimat dan tata bahasa. Ada type error dalam menulis seperti : omission, addition, misformation dan misordering sebagai contoh : seorang siswa menulis "*fast food is not good for* ***healthy***" dia menaruh morfem terikat "*y*" pada akhiran kata "*helath*". Hal tersebut salah karena hal tersebuttidak sesuai dengan makna kalimat dan mengubah maksud dari kalimat tersebut. Kedua, siswa tidak meletakkan morfem "*the, a, an, or of*" dengan tepat. Contohnya, "*a hour*" daripada "*an hour*" atau "*a student"* daripada "*the student"*. Pertanyaan penelitian dalam peneliti ini adalah mana sajakah morphem yang salah yang di tulis oleh siswa dalam membuat teks analitikal eksposisi dan yang mana sajakah yang paling banyak salah dalam membuat teks enalitikal eksposisi.Tujuan dari penelitian ini adalah untuk mencari tahu morphem yang salah yang di tulis oleh siswa dalam membuat teks analitikal eksposisi dan mencari tahu yang mana sajakah yang paling banyak salah dalam membuat teks enalitikal eksposisi.

Penelitian ini menggunakan metode penelitian kuantitatif dengan kelas XII sebagai populasi penelitian. Sampel penelitian berjumlah 32 siswa yang dipilih melalui teknik purpossive sampling. Pengumpulan data dilakukan melalui tes menulis. Pada tes menulis, peneliti memberi siswa instruksi untuk menilis analitikal eksposisi yang terdiri dari tiga paragraf di setipa paragraf harus di tulis enam kalimat. Siswa di minta untuk menulis yang berhubungan dengan tema yang telah peneliti berikan. Setelah itu, peneliti mengumpulkan tes dari siswa siswa tersebut.

Hasil penelitian menunjukkan bahwa ada dua hal yang ditemukan di dalam penelitian ini. Hal tersebut dapat dilihat bahwa error morphologi dalam penulisan analitikal eksposisi siswa kelas dua belas SMA N 3 Bukittinggi adalah 308. Pertama dalam tipe *omission* terdapat 138 kesalahan dimana 45% dari total error. Kedua, ada 71 kesalahan dimana 23% dari total error pada tipe *mis-ordering*. Ketiga, ada 50 kesalahan pada *addition* dimana 16% dari total error. Terakhir, ada 49 kesalahanpada *miss-formation* dimana 16% dari total erro. Selanjutnya, kesalahan yang paling banyak pada penelitian ini adalah *omission* dimana ada 45% kesalahan dari jumlah kesalahan.

Kata kunci / frase: kesalahan morfem, teks analitikal eksposisi.

ACKNOWLEDGEMENS



Alhamdulillahirabbil'alamin, in the name of Allah Subhanallahu wa ta'ala, the Lord of the World. The Most Gracious and Merciful, Praises belong to Allah, who always gives health and all things to the researcher in completing this thesis. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

This thesis was impossible to be completed without helps, guidance, and supports from many persons. So that, the researcher would like to express her sincere gratitude and great thanks to the following persons:

1. Dr. Ridha Ahida, M.Hum as the Rector of IAIN Bukittinggi and her kindness who always show the most exhausting struggle for the development of education in our campus.
2. Zulfani Sesmiarni, M.Pd as the Dean of the Faculty of Tarbiyah IAIN Bukittinggi who always helps students in everything related to academic purpose.
3. Loli Safitri, M.Pd as the Head of English Education Department of IAIN Bukittinggi, who has given her correction, suggestion, support, advice, and guidance in completing this thesis.
4. Absharini Kardena, M.Pd as the secretary of English Education Department, who has guidance all the students.
5. Hilma Pami Putri, M.Pd as the advisor was highly appreciated for the care, time, attention, guidance, valuable advices, and patience in accomplishing this thesis.
6. Dr. Supratman Zakir, S.Kom., M.Pd., M.Kom, Merry Prima Dewi, M.Pd, Muthia Rahman, M.Pd, who have

helped and given her correction, suggestion, support, advice, and guidance in completing this thesis.

7. All lecturers who have given their knowledge, ideas, and contributions to the completion of her thesis and educated her precious things in many fields during her study.
8. The librarians of IAIN Bukittinggi who have sincerely helped and allowed the researcher in collecting the references.
9. Beloved parents, Mama Nelmiati and Bapak Adiwar who have given their love, pray, patience, supports in accomplishing this thesis.
10. Big family, who always send best do'a for her life.
11. All of her friends at English Education Department 2016, especially PBI.C'16 for their helps, supports, and inspiration that have encouraged me to have good spirit in studying and accomplishing this thesis.
12. The best friends, CopCopBop Mona, Mitha, Dezy, Mutia, Cici, Imel, Gadis, Femil, who have been giving me strength and support since the first time until now.

The researcher hopes Allah SWT always blesses all of them, who have been mentioned or not. The researcher believes that this thesis might still have some weaknesses. Therefore, the researcher hopes that there will be some critics and suggestions for better this thesis.

Bukittinggi, ……. 2021

The researcher

Afifah Mardhiyah

NIM.2316074

TABLE OF CONTENTS

ABSTRACT.....**i**

ABSTRAK.....**ii**

ACKNOWLEDGMENT.....**iii**

TABLE OF CONTENT.....**iv**

CHAPTER I. INTRODUCTION

A. Background of The Problem..... 1
B. Identification of the Problem.....6
C. Limitation of the Problem..... 6
D. Formulation of the Problem..... 6
E. Purpose of the Research.....7
F. Significance of the Research.....7
G. Definition of the Key Terms..... 8

CHAPTER II. REVIEW OF RELATED LITERATURE

A...Review of Related Theories.....9
1....Writing 10
a....Definition of Writing.....10
b....The writing process 11
c....Components of Writing.....13
d....Problem of Writing 16
2....Morphology 21
a....Definition of Morphology 21
b....Morphemes and Types 22

c....Error in Writing 31
B...Review of Related Studies..... 33
C...Conceptual Framework..... 36

CHAPTER III. RESEARCH METHOD

A. Design of the Research..... 37
B. Population and Sample..... 38
C. Instrumentation..... 49
D. Technique of Data Collection..... 40
E. Technique of Data Analysis.....40

CHAPTER IV. FINDING AND DISCUSSION

A. Finding..... 42
B. Discussion..... 49

CHAPTER V. CONCLUSSION AND SUGESSTION

A. Conclusion.....54
B. Suggestion..... 54

REFERENCES.....55

APPENDIX.....

CHAPTER I

INTRODUCTION

A. Background of the Problems

Word is the very first thing that every language learner learns. They need to understand words before they can make a sentence. Word is the smallest meaningful thing in the language that can stand alone. Not only in learning the second or foreign language, but words also the first thing that people learn in their mother tongue. For example, a mother would teach her son names of thing in the early age which is also words.

In Islamic view, Adam AS was taught by Allah the names of thing for his first lesson. It was cited in the Quran Surah Al-Baqaroh Ayah 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ

Translation: "*And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."*[1]

[1]Quranul karim

According to Ibnu Katsir, "This is a term presented by Allah SWT in it contains the priority of Adam over the angels thanks to what God has reserved for him in the form of knowledge about the names of all things, while the angels arecommanded to prostrate to Adam."[2] This means, that Allah SWT teaches

Adam AS names of all things which also means Allah SWT teaches Adam AS about words.

As the researcher said before, word is the smallest meaningful thing in language that can stand alone. For example, the word "writer" can stand alone and has meaning. The word "write" in "writer" is still a word and also has meaning. However, "er" in word "writer" cannot stand alone which make it cannot be called word. "er" at the end of word "writer" can be called morpheme.

Unlike word which is the smallest meaningful thing in language that can stand alone, morpheme is the smallest unit in language whether it can stand alone or not. According to Todd in Yakub and Hossain, morpheme is the smallest unit in grammar.[3] For example, there are two morphemes in word "writer" which are "er" and "write". "write" is called free morpheme since it can stands alone while "er" is called bound morpheme since it cannot stand alone. Based on that fact above, it can be said that free morpheme is equal to word.

---

[2]Ibnu Katsir, Tafsir Ibnu Katsir, (cited on http://www.ibnukatsironline.com/ at 25th Septeber 2020)

[3] Fawzia Yakub& Forhad Hossain, Morphological Error Analysis Of English Written Texts Produced By The Tertiary Level Students Of Bangladesh, (India: IUABT-International University of Business Agriculture and Technology, 2018), p. 205

Learning morpheme can improve the students' writing. According to Novita, one ways in increasing students' mastery of vocabulary knowledge is teaching morphemes and the mastery of vocabulary is essential for comprehension in terms of writing skill.[4] This means that having better knowledge at morpheme can improve someone's writing by increasing the vocabulary. In other word,knowing morpheme directly improve someone's vocabulary and indirectly improve someone's writing.

In senior high school, the students need to learn 12 kinds of texts. They are procedure, recount, descriptive, news, report, hortatory, analytical exposition, spoof, explanation, discussion, review, and analytical exposition text. In this research, analytical exposition text will be focused as one of the research variable. Analytical exposition text is taught at the 10th grade of senior high school according to the 2013 curriculum.

An analytical exposition text is a type of text that the purpose is to make people believe that there is a problem.[5] This text has 3 generic structures. Thesis, Arguments, and Reiteration. Thesis introduces the topic which will be talked about. Then to support and criticize the topic, the students need to elaborate the evidence to convince the audience called argument. In this part, they develop and support

[4] Dian Novita, The use of morphemes: an alternative way to increase students' vocabulary mastery, (Sidoarja: University of Sidoarjo, 2017), p.14

[5]Th. M Sudarwati and E. Grace. *Look Ahead Book 2*.(Jakarta: Erlangga, 2007), p.116

each point/argument. The final section is the reiteration that restates their position.[6]

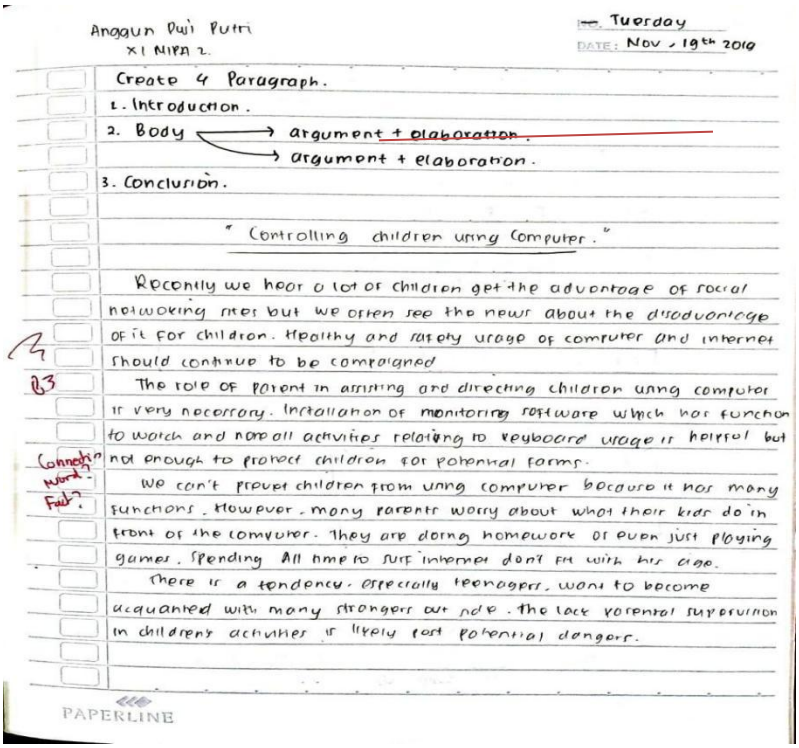
Writing analytical exposition is difficult. Previous study showed that students did the incorrect placement of a morpheme or a group of morphemes in an utterance. Then, students used of wrong form or the incorrect use of themorpheme or structure.[7] This means that students tend to misplace the morpheme or use the incorrect one while writing analytical exposition text.

Based on the preliminary research at the 11th grade of SMAN 3 Bukittinggi, the researcher found some problems related to the students' analytical exposition text. The researcher did the observation by checking some of the students' writing of analytical exposition text. Analytical exposition uses present tense as its language feature, it was observed that one of the students write "changed" instead of "changes" this means that this students used the morpheme "ed" instead of "s/es" on the present verb (verb 1). Another example, one of the students wrote "fast food is not good for **healthy"** she put bound morpheme "y" at the end of the word "health" which was wrong. It can be viewed on the figure below:

---

[6] Muhammad Mujtaba Mitra Zuana. *An Analysis Of Students' Writing Assignment Of Analytical Exposition Text*, (Mojokerto: Institut Pesantren KH. Abdul Chalim, 2020), p.2

[7] Rini Fitriani& Erwin Pohan, *An Error Analysis In Writing An Analytical Exposition Text By Students At Sman 4 Tanjungpinang*, (Kepulauan Riau: UniversitasMaritim Raja Ali Haji, 2019), p. 13


Anggun Dwi Putri
XI MIPA 2.

Tuesday
DATE: Nov, 19th 2019

Create 4 Paragraph.
1. Introduction.
2. Body → argument + elaboration.
→ argument + elaboration.
3. Conclusion.

" Controlling children using Computer."

Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children. Healthy and safety usage of computer and internet should continue to be campaigned

B3 The role of parent in assisting and directing children using computer is very necessary. Installation of monitoring software which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children for potential forms.

Connection word. Fault.

We can't prevent children from using computer because it has many functions. However, many parents worry about what their kids do in front of the computer. They are doing homework or even just playing games. Spending All time to surf internet don't fit with his age.

There is a tendency, especially teenagers, want to become acquainted with many strangers out side. The lack parental supervision in children activities is likely risk potential dangers.

PAPERLINE

Figure 1.1 Example of the students' error of using morpheme

Second, the students cannot place the morpheme "the, a, an, or of" correctly. For example, "a hour" instead of "an hour" or "a student" instead of "the student". This means that the students did not know where to used bound morpheme correctly. Furthermore, one of the students said that he was confuse where to use "a" and where to use "an".

Based on the problem above, the researcher wants to conduct a study about morphological error in students' analytical exposition text writing. This research is entitled "**AN ANALYSIS OF MORPHOLOGYCAL ERROR IN WRITING ANALYTICAL EXPOSITION IN GRADE 11TH SMA N 3 BUKITTINGGI"**

B. Identification of the Problem

Based on the background of the problem above, the identification of the problem is such as follow:

1. Some of the students used the incorrect morpheme in writing analytical exposition
2. The students do not know where to used bound morpheme correctly

C. Limitation of the Problem

Based on the identification of the problem above, the problem was limited to the error of morpheme that students made. The text that would be analysed had limited to analytical exposition text. The students had limited to the 11^{th} grade.

D. Formulation of the Problem

According to the limitation of the problem above, the problem of the research was formulated into the following question:

1. What was the morphological error that students made in their analytical exposition text writing
2. What was the dominant error that students made in their analytical exposition text writing

E. Purposes of the Research

According to the formulation of the problem above, the purpose of the research was formulated into the following sentences:

1. To find out the morphological error that students made in their analytical exposition text writing
2. To find out the dominant error that students made in writing analytical exposition text

F. Significance of the Research

This research is expected to have some usage for some elements, such as follow:

1. Teachers

   This research is expected to give the information to the teachers, especially English teacher, about the morphological error that their students make
2. Readers

   This research is expected to give the reader some information about the morpheme, its error, and how to use it properly, especially in writing analytical exposition text.
3. Next researcher

   This research is expected to give the next researcher some reference about morpheme, analytical exposition text, and writing.

4. Researcher

   It is expected to fulfil the requirement in obtaining strata 1 in English Education Department of IAIN Bukittinggi.

G. Definition of Key Terms

In order to avoid misunderstanding in reading this research, the definition of key terms is as follow:

1. Morpheme

   The smallest unit in language that can be divided into free morpheme and bound morpheme. In this study, the researcher will find out about the error that students make in both free and bound morphemes. Then, type of error in writing which divided into omission, addition, misformation, and misordering.

2. Analytical exposition text

   One of the texts that are learnt by the 11^{th} graders that is a text that elaborates the writer‘s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is an important matter. It has generic structure, such as : thesis, argument, and reiteration.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. Writing

a. Definition of Writing

Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal, literary, journalistic, or business writing. Its differences can be explained in part by its special audience, tone, and purpose.[8]

Writing is an enjoyable activity for some students, and they see it as enjoyable exercise when they put their thought or ideas on paper. Harmer stated, as societies grew larger and more industrialized, the need for people to be able to write beside spoken language became vital to success. It is clear that human to longer have to ask themselves wheter writing is a good thing or not.[9]

In general, writing can be defined as an activity for expressing ideas, thoughts and feelings of a person which is expressed in written

[8]Alice Oshima, *Writing Academic English, (*Longman,1999), Ed-3, p.2
[9]Jeremi Harmer, *How to Teach Writing,(*England:Longman,2004,)p.3

language. Writing can also define as one of one linguistics competence form which expressed in written form, besides oral form.

Learning more about writing, it has a deep and complex meaning, such as pinted out by coulmas, there are sixs meanings of writing can be distinguish (1) system of recording language by means of visible; (2) the activity of putting such a system to use; (3) the result of such activity; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional accuption. [10]

In conclusion, writing have wide definition and learning language context writing is one important skill that must be mastered in order to know their language proficiency. In this research, the writing is the students result of learning one of the materials in English subject which is analytical exposition text.

b. The writing process

Writing, particularly academic writing, is not easy. It takes study and practices to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product. It is always possible to review and revise, and review and revise

[10]Florian Colums, *writing system ; an introduction to their linguistic analysi,* (united kingdom: Cambridge University press,2003) p.1-2

again. There are three main stages in the writing process proposed by Oshima, they are prewriting, planning, and writing/ revising draft.[11]

First is prewriting, in this stage the early thing to do is showing and then narrowing the topic into specific focus. Then, generating the idea by doing brainstorming which consists of some technique such as listing, free writing, and clustering.

Second is planning (outlining), it begins with making sub lists; it means we need to any related kind ideas then cross out unrelated items. Next step is writing the topic sentence that is the most general sentence in paragraph.

Last is writing and revising drafts, after finished the two stage. it comes to the third stage that begin with writing the first though draft from the outline, after that we need to revising its content and organization, the next step is proofreading of the text by checking the grammar, sentence, structure, spelling, punctuation, and final step is writing the final copy.

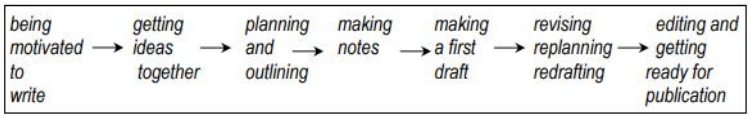
In line with Oshima, Harmer also stated four steps in writing process.[12] They are started from planning. This means that they plan what they are going to write. After that, the writer writes the first draft which is pouring the idea that related to the plan to paper. Then editing, it consists of reflecting and revising the draft that has been written. Last is writing

---

[11]Alice Oshima and Alin Hogue*, writing : Academic English, Third Edition, ...*p.3-12
[12]Jeremi Harmer*, How to Teach Writing, ...*p.6

the final draft, this final step is writing the result of editing into the final fine writing.

Alves added that process writing may be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing, a number of activities which can be represented as in the figure below:[13]



In conclusion, there are four crucial parts in writing process. They are prewriting, planning, writing, revising, and writing final draft. Prewriting is generating the idea. Planning is making the sub list. Then, writing the draft. Finally, revising the draft.

c. Components of writing

There are five categories of components in writing; those are grammar, vocabulary, mechanics, fluency and form. Grammar, it includes the employment of grammatical forms and syntactic patterns. Vocabulary, this content includes the substance of writing and ideas expressed, and how the ideas are expressed and developed into writing. Mechanic, it

[13] Anabela Reis Alves, Process Writing, (England: The University of Birmingham, 2009), p.5

includes the use of the graphic conventions of the language. Fluency, it includes the choice of structure vocabulary and lexical items to give a particular tone or flavor to the writing. Form, it includes the organization of the content, and how to organize the content of writing into form that has been set such as introduction, body and conclusion.

According to harmer, there are two characteristic of an effective paragraph. Those are coherence and cohesion.[14]

1. Coherence

   Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at least two things.

   a. The writers purpose a coherent text can make the reader understand what the writers' purpose. Is it for giving information, expressing, or entertaining to reader.
   b. The writers' line of thought the reader should be able to follow the story and should not get confused with the content of the story.

2. Cohesion

   A paragraph is called cohesion if all supporting sentences can support the topic sentence.

---

[14]JeremyHarmer,The Practice of English Language Teaching, (England: Pearson Education Limited, 2001), 3rd Ed. P. 22-24

According to McCloud In order for a paragraph to be effective it must have three characteristic. Unity, development and coherence[15]

a. Unity

The first characteristic of an effective paragraph is unity, which means that all sentences in the paragraph explained, develop, and support a central idea in some way. In other words, every paragraph must have a purpose within your paper, and all the sentences must somehow advance that purpose

b. Development

Effective paragraph are not only unified, they are fully developed, which means that they don't leave any significant questions in readers' minds.

c. Coherence

A paragraph that is a coherence flows because it is arranged according to a definite plan, and as a result, all the sentence are not just about the same main topic, but they also "stick together" and lead readers smoothly from the topic sentence to the concluding one.

[15]Linda McCloud-Bondoc "Writing Effective Paragraphs" *Witesite; Athabasca university.* N.p., Web. 24 oct 2013. ,http://write-site.athabascau.ca/documentation/writing-effective-paragraphs.pdf

d. Problems of Writing

Writing is considered as difficult skill in learning language. In writing, accuracy is crucial since it is easier to detect accuracy error in writing rather than speaking. Riddell said that with writing, the emphasis on accuracy is much greater than with speaking. For a start, the written form is visible and mistakes are seen.[16]

Furthermore, spelling may also cause problems, something which mother-tongue speakers have difficulty with, never mind learners from another country. Again, people differ in their views of the importance of correct spelling, but the fact remains that, the teachers have to recognize what is 'correct' writing, and what is 'incorrect'. If the teachers cannot recognize a mistake, then they cannot correct it.[17]

Learning difficulties in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty in forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper. Symptoms of a written language learning disability revolve around the act of writing. They include problems with:

1) Learners' Writing Problems

[16] David Riddell, *Teach EFL,* (UK: The McGraw-Hill Companies, 2014), p. 137
[17] Ibid

Byrne in Ibrahim said that thinks that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her efforts by selecting appropriate structures and by using appropriate connecting devices so that the text can be interpreted on its own.[18] Similarly, Hedge in Ibrahim said that thinks that so as the writer to compensate the absence of the prosodic features in writing, he/ she has to write with a high degree of organization, careful choice of vocabulary, and using complex grammatical devices.[19] Grammatical problems, mechanical problems, sentence structure problems, and problems of diction are linguistic problems that hamper students' effective writing in English.

2) Grammatical Problems

Learners have many problems in their attempts to write in the second language."As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students". Similarly, Kharma in Alfaki states that students have problems with subject-verb agreements, pronoun

[18]Alfaki,Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.44

[19]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.44

references, and connectors.[20]This means that the low understanding of grammar will result in difficulties in arranging proper writing

3) difficulties of Sentence Structure

Sentences reflect various syntactic structures. However, incapable learners use run-on, incorrect, and fragmented sentences. Kharma in Alfaki states that those students who have the problem of writing good sentence structures are unable to produce longer sentences requiring subordination and coordination.[21] According to Zamel in Alfaki, cohesive devices are crucial in writing.[22] However, the linking devices are problematic for English language students. This means that students are incapable to make a coherent or cohesive writing

4) The problem of Word Choice

Good writing or composition should consist of the appropriate and varied range of vocabulary used along with proper grammar and varied range of sentence structures. According to Reid in Ibrahim, when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition was

[20]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.45

[21]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.45

[22]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.45

written by the student would become sensitive to his/her reader.[23] However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White states that usually students use ‘big words’ in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

5) Cognitive Problems The cognitive problems that students face include problems of punctuation, capitalization, spelling, content, and organization.

   a) Punctuation Problems

      According to Byrne, the fact that punctuation has never been standard to the extent as spelling makes it is problematic.[24] Similarly, Carrol and Wilson state "students' writing encounter punctuation problems as there are no universal rules of punctuation."[25]

   b) Capitalization Problems

      Capital letters are useful for sentence initials, the beginning of important words, in topics, headings, etc. However, learners have problems in using capitalization properly. There are reasons for students’ problems in using proper capitalization. “The

[23]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.45

[24]Byrne, D. (1988). Teaching Writing Skills. London: Longman Press.p 16

[25]Croll, J and E, Willson. (1995) Acts of Teaching. How to Teach Writing. Englewood: Teacher Idea Express.p191

rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students"

c) Spelling Problem

Due to the influence of other languages, variant pronunciations, and other historical reasons, the English spelling system which has become inconsistent is complex for students.

d) Content Problems

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others. According to Leki in Ibrahim, this could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and mastering grammar.[26] Cliffords in Ibrahim aid that suggests that teachers should encourage students to focus on the message, ideas, or thoughts they wish to convey rather than grammar, spelling, punctuation, and others.[27]

e) Problem Organization

According to Kharma, learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse, and a theme in a discourse.[28]West said that "The most common students' problem in paragraphing is

[26]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.45

[27]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.46

[28]Alfaki, Ibrahim Mohamed, University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3 pp. 40-57, may 2015.p.46

either the paragraph is not limited to a single topic or the single topic is not developed or exemplified".[29] Raimes states that the other problem of organization in students' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details.[30] Pincas has also shown that learners have the problems of writing united paragraphs because they failed to use cohesive devices appropriately.

2. Morphology

a. Definition of Morphology

Morphology is one of the branch of linguistic study. Based on Aristophanes and Twain explained the word „morphology" consists of two morphemes, morph and *–ology*. The suffix - *ology* means the branch of knowledge.[31] This means that it is a study about morph. Morph means changing. So, in other word, morphology is a study about how word change.

Furthermore, according to Aronoffand Fudeman, morphology refers to the word formation or the branch of linguistics that deals with words, internal structure, and how they are formed.[32] It can be said that it is a study of how the word constructed or formatted.

---

[29]Silva, T. (1990). 'Second Language Composition Instruction.Development, Issues and Dissections in ESL'. In B, Kroll (ed). Second Language Writing: Research Insights for the Classroom. p.16

[30]Raimes, A. (1983). Techniques in Teaching Writing. Oxford: OUP.

[31]Aristophanes and Twain, Morphology: The Words of Language. Cengage Learning, (Canada : Cengage Learning. 2013), p.37

[32]Aronoffand Fudeman, What is Morphology: second edition, (West Sussex: Blackwell Publishing Ltd, 2011), p.2

From the definition above, it can be said that morphology is a branch of knowledge or a study about how word formatted and changed. For example, a word "inaudible" was formatted from 3 separates unit, which are "in" then "audio" and "able". Each of them is called morpheme.

b. Morphemes and its Types

The basic construction in morphology is morphemes. Morphemes can be defined as the smallest element of a linguistic expression.[33] A word may consist of one or more than two morphemes, for example is in the table follows

Table 2.1 Example of Morpheme

Word	Number of Morpheme	Morphemes
Ear	one morpheme	Ear
Smoothly	two morphemes	smooth and –ly
Indirectly	three morphemes	in-, direct, and –ly
Undesirability	four morphemes	un-, desire, -able and –ity

English morphological knowledge has two components: knowledge of the individual morphemes and knowledge of the rules that combine them. The morphemes divided into two kinds; the morphemes that can stand alone and the morpheme that must be attached to a base morpheme. Some morphemes like *boy, desire,gentle,* and *man* may represent words by themselves. These areclassified as free morphemes. Other morphemes like *-ish, -ness, -ly,pre-, trans-,* and *un-* are not called

[33]Haspelmath & Sims, Understanding Language Series, (UK: Hodder Education 2010), p.3)

as words but they are always partsof words. Those are bound morphemes and they may attach at the beginning, the end, or both at the beginning and end of a word[34]

It also can define free morphemes are those which can stand alone as word and bound morphemes cannot stand alone, so it must be attached to free morphemes to construct a meaningful word. The bound morphemes may attach to free morpheme to make new form of word, as example in the table follows:

Table 2.2 Process of Forming New Word Form

Free Morphemes	Bound Morphemes	New Word Form
Joy	-ful	Joyful
Possible	Im-	Impossible
Friend	-ship	Friendship
Walk	-ed	Walked

When a free morpheme attached bound morpheme, then it going to be attached again to other bound morpheme, the previous form is called a stem. Aronoff and Fudeman described a stem as a base unit to which another morphological piece is attached. The stem can be simple that made up of only one part, or complex that made up of more than one piece. A stem is like a root in representing the base of the word to which other pieces attach, but the term of root refers only to morphologically

[34]Aristophanes and Twain, Morphology: The Words of Language. Cengage Learning, (Canada : Cengage Learning. 2013), p.40

simple units.[35]For example, disagree is the stem of disagreement because it is the base to which *–ment* attaches, but *agree* is the root. Taking *disagree* now, *agree* is also the root and stem to which *dis-* attaches the root of theword. In that case, *disagree* is refers to complex stem and *agree* is simple stem. The example of root and stem of word is described in the table follows:

Table 2.3 Examples of Root and Stem

First form	Second form	Root	Stem
Believe	Believer	Believe	Believe
re + consider	reconsider + ation	Consider	Reconsider
un + expect + ed	unexpected + ly	Expect	Unexpected
system + atic + al	un + systematical + ly	System	Systematical
condition + al	conditional + ly	condition	Conditional
break + able	un + breakable	Break	Breakable

Source : Aronoffand Fudeman in What is Morphology: second edition

c. Affixes

Affixes are similar with bound morphemes. According to Haspelmath and Sims, an affix attaches to a word or the main part of a word. It usually has an abstract meaning, and an affix cannot occur by itself.[36] It means that affixes must be attached or combined to a word in order to make it easy to understand the meaning

1) Types of Affixes

[35]Aronoffand Fudeman, What is Morphology: second edition, (West Sussex: Blackwell Publishing Ltd, 2011), p.2

[36]Haspelmath & Sims, Understanding Language Series, (UK: Hodder Education 2010), p.19

Affixes may combine in the first, middle, or follows other morphemes. English affixes only divided into two kinds, those are affix which combined in the first and follows a root or word. Those are called as prefix and suffix which described as follows:[37]

a) Prefixes

The prefix is a morpheme that attaches in front of a root. Haspelmath and Sims described prefixes as affixes which come before a word. The prefixes usually has constant meaning when attach a word. For example prefix un- in the word uncertain and uncomforted, the prefix un- has meaning “no”. Some prefixs also has same meaning but attach in different word. For example, im- and un- the meaning are same, but can not attach in the same word. For example impossible not *unpossible*, unhealthy not *imhealthy*. The examples of prefixes are as shown in the table follows

Table 2.4 Example of Prefixes

Prefix	Attached Word
A-	Alive
Auto-	Automobile
Bi-	Bilingual
Co-	Cooperate
Dis-	Displace
Inter-	International

[37]Ibid 20

Extra-	Extracurricular
Poly-	Polymath

b) Suffix

The suffix is a morpheme that follows other morphemes. According to Haspelmath and Sims, the definition of the suffix is affix that follows the main part of the word. Examples of English suffixes are –ing like in the word climbing, -er in the word singer, -ist in the word novelist, and –ly in the word slowly and friendly. A root morpheme can be followed by one or more suffixes, such as desirability from desire + (-able) + (-ity). Here are the examples of suffixes as shown in the table below:

Table 2.5 Example of Suffixes

Suffix	Attached Word
-able	Flamable
-al	Functional
-action	Hibernation
-ed	Smiled
-er	Higher

-est	Biggest
-full	Cheerfull
-ing	Respecting
-ism	Liberalism
-ity	Nationality
-ive	Objective
-ize	Analize
-less	Flawless
-ly	Likely
-ness	Greatness
-or	Contractor
-ous	Ambigous
-s	Works

2) Affixation Process

a) Inflection

Inflection is a major category of morphology. The definition of inflection is a process that deals with the inflected forms of words, that is the kind of variation that words show on the base of their grammatical context.[38] When suffixes are added to words in order to realize morphemes such as present, past, present participle, plural, they are called to be inflectional. They do not change the nature of the part of speech and meaning to which they are added. For instance: play, plays, playing and played, they still stand as verbs

[38] Andrew Carstairs-McCarthy, An Introduction to English Morphology: Words and Their Structure, (Great Britain: Edinburgh University Press Ltd, 2002), p.28

There are two kinds of inflection; regular inflection, and irregular inflection. The plural form of any countable noun will be formed by adding to the singular form the suffix –s, in other words, suffixing -s is the regular method of forming plurals. Whereas irregular inflection does not have common feature in forming a word, or in other words, in forming plurals used a different method from one word to another. Further examples of forming inflection can be found in the table follows

Table 2.6 Forming Inflection

Affixes	Root	Inflection	Kinds
-s (plural)	pencil	Pencils	Regular Inflection
-s/-es 3rd person singular	Go	Goes	
	make	Makes	
-ing (progressive)	Study	Studying	
-ed (past tense)	Walk	Walked	
-er (comparative)	young	Youger	
-est (superlative)	Tall	Tallest	
-‟s (possessive)	Dita	Dita‟s	
-en (past participle)	Eat	Eaten	
Plural	tooth	Teeth	Irregular Inflection
Plural	Man	Men	
Past tense	Go	Went	

Based on the table above in forming new word form trough inflectional process is not change the meaning but only changed the grammatical content

b) Derivation

The derivational process commonly changed the word-class of the base word, for instance, nouns can be derived from verbs, adjectives into nouns, and so on.[39] It consists of adding an affix or affixes to the root or stem of the word. When this is done, new words are derived. It will change the part of speech and the nature meaning of the word.

According to Okeke (2007), derivational process divides into two classes, first is class-maintaining which do not change the class of part of speech and the second is class-changing which change the class of words (p. 15).[40] The examples are as follows:

Table 2.7 Examples of Class-Maintaining and Class-Changing Derivational Affixes

Affix	Root	Word	Kinds
-age	front (noun)	frontage (noun)	Class-maintain -
-hood	child (noun)	Childhood (noun)	

[39]Haspelmath & Sims, Understanding Language Series, (UK: Hodder Education 2010), p. 44

[40] Nneka Umera-Okeke, Exploring Affixation in English,(Africa: African Research Review, 2008), p.15

-ate	elector (noun)	Electorate (noun)	ing process
-ish	red (adjective)	redish (adj)	
-dom	king (noun)	kingdom (noun)	
-ate	Active (adjective)	activate (verb)	Class-changing process
-dom	free (adjective)	freedom (noun)	
-er	work (verb)	worker (noun)	
-en	soft (adjective)	soften (verb)	
-ize	general (noun)	Generalize (verb)	
-ful	hate (verb)	Hateful (adjective)	
-ly	quick (adjective)	quickly (adverb)	
-ness	kind (adjective)	kindness (noun)	

As the conclusion, the distinction between inflectional and derivational morphemes is inflectional morphemes are more used than derivational morphemes.[41] Inflectional morphemes attach to almost every appropriate root, except irregular forms such as feet, not foots. Most nouns are attached by the suffix -s as the inflectional suffix to form a plural noun, but only some nouns are attached by the derivational suffix such as -ize to form a verb, for example; nationalize, but not *picturize.*

3. Error in Writing

Heidy Dullay explains the type of errors into four categories, namely: linguistic category, surface strategy taxonomy, comparative taxonomy and

[41]Aronoffand Fudeman, What is Morphology: second edition, (West Sussex: Blackwell Publishing Ltd, 2011), p. 168)

communicative effect taxonomy. However, in this research the researcher focuses on morphological error which is on the surface error. A surface strategy taxonomy highlight the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may missform items or misorder them. Many researchers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It shows the cognitive process that underlined the learner's reconstruction of the language learned. It also makes aware the learners' errors are some logic. They are four types of error in writing, They are such as follow:[42]

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit morphemes much more frequently than content words. For example, the students omit morpheme "ed" or "ing" or "s/es" in a word.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well – formed utterance. For example, "*a students draws an apple.* Thus, addition is not necessary because if the complete sentence is added with addition form the meaning will changed or inappropriate.

[42] Heidi Dullay, Language Two, (New York, Oxford University Press,1982), p. 146-170

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example: *'The kid goed to school this morning"* or "*do she hungry?"* instead of "*is she hungry?".*

d. Misordering

Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance: "*student is the smart"* instead of "*the student is smart"*

Ellis also added that the ***omission*** indicates the omission of a certain linguistic item that must not appear in a well-formed utterance, ***addition*** indicates the addition of a certain linguistic item that must not be appeared in well-formed utterance, ***misformation*** indicates the use of an incorrect form of a certain linguistic in the target language utterance, and ***disordering*** indicates the incorrect arrangement of a certain linguistic in the target language utterance.[43]

In this research, the researcher only focuses in analyzing the error from the surface taxonomy. Surface taxonomy, as Dulay said, was meant to analyzing the error on writing especially grammar and morpheme. Since the

[43]R. Ellis, The study of second language acquisition, (Oxford: Oxford University Press, 1994), p.18

focus of this research is analyzing the error of students' morpheme in writing, surface taxonomy is the best method to do so. There are 4 types of surface taxonomy which are omission, addition, misformation, and misordering or disordering.

B. Review of Related Studies

The first study was conducted by Ristiana Anggraini with the title "**THE MORPHOLOGICAL PROCESS OF TRANSPOSITION WO RD OF DEVERBAL NOUNS USED IN THESIS ABSTRACT OF ENGLISH EDUCATION PROGRAM STUDENTS UNDERGRADUATED ON 2012 OF STATE ISLAMIC COLLEGE OF PALANGKA RAYA".** The study was aimed to find out the forms of deverbal nouns used in thesis abstract of English Education Program Undergraduated on 2012, to determine functions of deverbal nouns used in thesis abstract of English Education Program Undergraduated on 2012, and to determine meanings of deverbal nouns used in thesis abstract of English Education Program Undergraduated on 2012. The type of the study was library research and the research design was content analysis. The sources of the data were taken from all thesis abstracts of English Education Program Undergraduated on 2012 which were chosen by using purposive sampling. The object of the study is only concerned with deverbal noun words. The result of the study was totally found 147 deverbal noun words used in thesis abstract of English Education Program Undergraduated on 2012. These words were forming by deverbal noun suffixes; –ance /–ence, –ment, –ing, – ((a)t)ion, and –er.

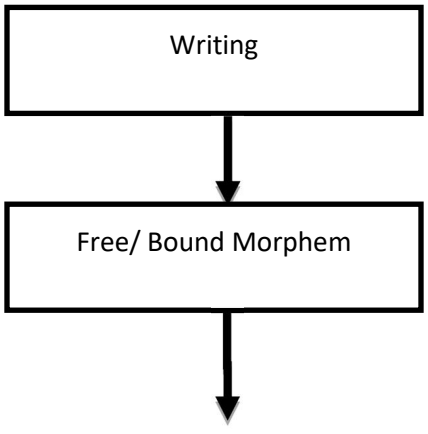
Theoretically, suffix –ing is inflectional suffix that used to form progressive participle, but it is also derivational suffix that used to form deverbal noun. The researcher found the fact that suffix –ing was often used to form deverbal noun in thesis abstracts of English Education Program undergraduated on 2012 as abstract noun with meaning the act/action or process of X-ing.The most productive suffix is –ing and the most unproductive suffix is –al. Based on deverbal noun found in thesis abstracts, all deverbal suffixes; –ance /–ence, – ment, –ing, – ((a)t)ion have same function, these suffixes used to form abstracts noun.

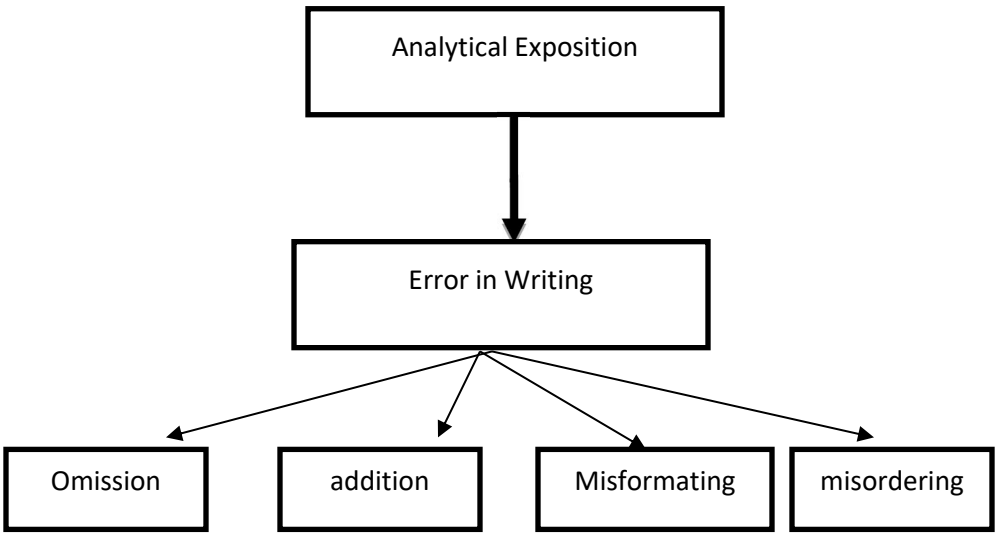
The second study was conducted by Tri Anggi Hutami with the title **"MORPHOLOGICAL ANALYSIS ON THE LANGUAGE ACQUISITION OF THREE YEARS OLD CHILDREN".** The aim of this research were: 1) to find out the words acquired by three years old child, 2) to describe the morphological process of the words acquired. The data of this research was taken by three years old children. The data acquired by the children named Tanaya Almahyra Maiza, 3 years old, live at Jalan Pasar V Barat, Tandam Hilir II, Hamparan Perak. This study applied qualitative descriptive method. The technique of collecting the data used observation, the observation conducted for time period of two weeks. In this research, it was found the morphological process are: affixation, reduplication and compounding. It was concluded that. The development of morphological acquisition in three years old children vary depending on the children intelligence. The fact might be different if the children taken from other child at different ages.

The similarity of the previous studies with this one is the variable that is being analyzed. This study will also analyze about morpheme. However, the first study was analyzing the morpheme at the theses' abstract while in this study the researcher will analyze the students' writing. In addition, this study will focus on finding out the error that students do while using morpheme.

C. Conceptual Framework

The conceptual framework that will be used in this research is as follow:





In this research, the will analyze and find out the students' error in using morpheme. The morphemes that will be analyzed are both free and bound morpheme. The documentation that will be used as the object of this research is the students' writing of analytical exposition text.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research was a descriptive quantitative research. Quantitative research designs were either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study established only associations between variables. Descriptive Quantitative research was the collection and analysis of numerical data in order to describe, predict or control phenomena of interest.[44] Quantitative research emphasizes objective measurements and statistical, mathematical or numerical analysis of data.

In addition, Gall said that descriptive research was a quantitative type of a research which includes making descriptions in education phenomena.[45] This research was aimed to found the morphological error in the students of eleventh graders in SMA N 3 Bukittinggi. So, descriptive quantitative research was the most related research type with the aim of this research.

In conclusion, researcher chose descriptive quantitative design as a design of this research, because by used this design of the research researcher could describe the morphological error in the students of eleventh graders in SMA N 3 Bukittinggi statistically.

---

[44] L.R Gay, *Educational Research : competencies for analysis and aplication (tenth edition),* (New Jersey: Pearson Education, inc. 2012), p. 7

[45] Meredith D Gall, et. al., *Educational Research: an introduction,* (pearson education, inc., Boston 2003), p.290

B. Population And Sample

Population and sample was one of the important elements in this research. Population and samples were the main source of this research data. Quantitative research attempts to found something from a large group of people which was called population, by studying much smaller group[46]. The smaller group in the research was also called sample. So that, sample was the part of the population which could represent the population.

1. Population

The researcher conducted the research on the analytical exposition writing of eleventh graders in SMAN 3 Bukittinggi. The total of the eleventh grade students were 311. It can be viewed on the table below:

Class	Total Student
XII IPS 1	36
XII IPS 2	29
XII IPS 3	32
XII MIPA 1	36
XII MIPA 2	36
XII MIPA 3	35
XII MIPA 4	35
XII MIPA 5	36
XII MIPA 6	36
Total	311

2. Sample

From the data above it could be seen that the data of the population was more than 100 students. According to Sugiyono, sample was a part of

[46]*L.R gay, ____ ,p.167*

the total and characteristic that exists in the population.[47] According to Gay the minimum sample size depend on the type of the research.

In this research, the researcher useed the purposive technique sampling[48]. Purposive sampling also referred to as judgement sampling, was the process of selecting a sample that was believed to be representative of a given population. In other words, the researcher selected the sample used the experience and knowledge of the group to be sampled.[49]

C. Instrumentation

Instrumentation played an important role in a research. It is used to collect data in order to answer the research question. Gay said that instrument was a tool used for data collection.[50] The instrument that used in a research was a test. Test aimed to answer the research questions. Arikunto said that test can be used as a tool or procedure to find out or measure something.[51] The test was writing test form. The students asked to produced analytical exposition's writing.

Before did the test, the researcher did validity. To knew whether the test was proper to be asked by the researcher, the researcher should did the validity. Gay said that "validity refers to which a test measures what it is supposed to easure".[52] Validity was how to examine whether the test has a consistent with

---

[47] Sugiyono, Metode Penelitian kuantitatif, kualitatif dan R&D, Bandung: Alfabeta,2012) p. 81

[48] Gay, Educational Research,Twelft Edition(United States:Person Education,Inc2019).p. 159

[49] Gay, Educational Research,Twelft Edition(United States:Person Education,Inc2019).p. 159

[50] L.R. Gay, ___ p.113

[51] Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik.* (Jakarta:Rhineka Cipta,2010) p.53

[52] Gay, L.R, Miles, G. E. and Airasian, P. 2011. *Educational Research: Competencies for Analysis and Applications. 10th Edition*, Pearson Education International, Boston.u

theories. The test has validated by the three validator. The researcher chose English's lecture at Institute Islamic College of Bukittinggi

D. Technique Of The Data Collection

The researcher used documentation in collecting the data. The technique of data collection was needed to obtain the data in a research. The researcher gave the students instruction to write analytical exposition consists of three paragraphs each paragraph should be filled by six sentences. The students asked to write it related to the theme that the reseacher gave. After that, the researcher collected the students' test.

E. Technique of Data Analysis

This research focus on analyzing students' morphological errors in writing analytical exposition by third grade students of SMA N 3 BUKITTINGGI. Researcher used error analysis method by Ellis to answer the question. The procedures were as follows: [53]

1. Identifying Error

   The first step was identifying errors in analyzing learners' errors. Ellis state that researcher have to compare the sentences learners produce with what seem to be normal or correct sentences in the target language.

2. Description of Errors

[53] Ellis, R. 1997. *Second Language Acquisition.* New York, Oxford University Press. p. 18-19

After all the errors had been identified, next step was describing and classifying the errors. Ellis explained there were several ways of describing errors. One way, researcher could gather all the errors relating to verbs and then identified the different kinds of verb errors. Another way, try to identifid general ways in which the learners' utterances such as omission, misinformation, disordering, and addition.

3. Explanation of Errors

After identifying and describing errors, the next step was try to explain them. Explanation is concerned with why they occur.

In addition, the researcher used the Sodijono's Method in Hidayati. Accounting the errors and identify of errors:

P = f / N X 100 %

Which were:

P : Percentage number

f : Frequency of Error

N : Number of case[54]

Hence, after accounting the percentage of the errors, the researcher identified the errors are made by students based on the data.

[54]Hidayati, Etri dkk, *Improving Tudents' Writing Skill In Recount Text By Using Personal Letter At Eight Grade Of Smp Tiga Hati*.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher shown the data found by the researcher. It was divided by two sub chapter such as description of the data and analysis of the data. The researcher used strategy taxonomy as the base of error classification to analyze the students' analytical exposition. Finally, the researcher could came out with a descriptive result of an error committed by the eleventh grade students of SMA N 3 Bukittinggi.

1. Data Description of Students' Error in Writing

The data below was to answer the first and second research question. The first, the researcher want to know the kinds of morphological error that are made by students. The second, the researcher want to know the common morphological error made by students. The sample of this research was XII MIPA 5 class which consists of 32 students. All of the students were asked to wrote analytical exposition with certain theme. After finished it, the students collected their writing. Then , the researcher checked the errors. To made valid data, the researcher asked 3 raters for analised it. The researcher joined with the english teacher to analize the data. There were four kinds of spelling errors such as omission, addition, misformation and misordering on the table 4.1 as follow:

Table 4.1 Data description of student's analytical exposition

NO	Students' Initial	Kinds of error											
		Omission			Addition			Misformation			Misordering		
		R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
1	FN	1	1	2	1	1	1	0	0	2	3	3	3
2	FR	4	4	4	1	1	1	2	2	2	2	2	2
3	RG	3	4	3	1	1	1	2	2	2	2	3	3
4	SH	4	4	4	0	0	0	3	3	3	1	1	1
5	PW	2	3	2	0	0	0	2	4	2	1	1	1
6	LPA	4	4	4	1	1	1	2	2	2	5	5	5
7	AF	3	7	5	2	0	2	2	1	1	3	5	2
8	DO	2	2	2	3	3	3	1	1	2	3	3	3
9	MGS	4	3	4	3	3	3	0	0	0	2	2	2
10	RF	3	6	4	1	1	0	0	0	0	1	1	1
11	PF	2	2	3	0	0	0	1	1	1	1	1	1
12	NS	1	1	2	1	1	1	0	0	0	0	0	0
13	AS	3	4	4	1	1	1	3	4	3	0	0	1
14	LL	6	7	7	1	1	1	1	1	1	2	2	2
15	AA	4	4	6	3	3	3	0	0	0	3	3	4
16	SHF	2	4	3	2	2	2	2	2	2	3	5	3
17	FAR	2	3	3	1	1	1	0	0	3	2	2	2

18	RZU	6	6	6	1	1	1	5	5	5	0	0	0
19	SA	4	4	5	3	3	3	2	2	2	3	4	3
20	TA	5	5	6	1	1	1	2	2	2	3	3	3
21	MAD	4	4	4	0	0	0	2	3	2	4	4	5
22	HH	3	4	3	4	4	4	0	0	0	3	4	4
23	HD	7	8	7	2	3	2	2	2	2	2	2	2
24	SHA	12	12	12	2	2	2	1	1	1	2	4	2
25	AF	3	3	3	0	2	2	1	2	2	2	3	6
26	MFR	8	8	9	2	2	2	0	0	2	2	2	2
27	TF	1	1	1	1	2	1	1	1	2	2	2	2
28	AK	3	3	3	0	0	1	1	1	1	0	0	0
29	MAR	5	7	5	1	1	1	1	1	1	0	0	0
30	RA	3	6	3	3	3	3	2	2	2	1	1	1
31	MA	2	2	5	4	4	4	2	2	3	5	5	8
32	EO	9	10	9	2	2	4	2	2	1	1	1	1

Note : 0 : there was no error
1 : 1 error
2 : 2 errors
3 : 3 errors
4 : 4 errors
5 : 5 errors
6 : 6 errors
7 : 7 errors
8 : 8 errors
9 : 9 errors
10 : 10 errors
11 : 11 errors
12 : 12 errors

Based on the table above, we can see there were 3 raters for analised it to made a valid data, for example R1 was rater from the researcher itself. R2 was Darmawati SP.D as rater 2 and R3 Ari Saputra S.Pd as rater 3.

2. Analysis data

Based on data description, the researcher analysed the data carried out by means of each type of error in writing analytical exposition. The number of error for each type were varied from one another, such as : 138 errors in omission, 50 errors in addition, 49 errors in misformation, and 71 errors in misordering. The researcher describes the error in each type into a different table.

Table 4.2 : the student's error in analytical exposition

Item of error	Rater 1	Rater 2	Rater 3	Average	Percentage
Omission	125	146	143	138	45%
Addition	48	50	53	50	16%
Misformation	45	50	51	49	16%
Misordering	64	74	75	71	23%
Total				308	100%

Based on the table, we can see that the total of student's error in written analytical exposition are 308 errors. Then, here was the researcher analyze the data in each type which following below:

a. Omission

In this type, the researcher found that 138 errors in writing analytical exposition. In the table, the researcher highligted and corrected the error which included omission type of error while the the errors were only been corrected without the highligh. It can be seen on the table 4.3 in the list of table. Based on the table 4.3, the researcher found that many students did not add “s” in plural form while it was necessary morpheme that should be add in plural form. Next, some students did not add “ing” in the verb while analytical was used present tense. Third, some students did not add “’s” in possession verb which was “ ’s” indicated possession. Fourth, some students did not add “be” after “will” while it was necessary because after “will” there was a noun and it must have “be”. Fifth, some students did not add an article “the” where it was necessary because the noun that was added “the” has already mentioned in the previous sentence. Sixth, a few of students did not add “of” to countable noun where it used to express the number.

b. Addition

In this type, the researcher found 50 errors in addition. In the table, the researcher highligted and corrected the error which included omission type of error while the errors were only been corrected without the highligh. . It can be seen on the table 4.4 in the list of table. Based on the table 4.4, the researcher found some students put

coordination conjunction at the beginning of the sentences. While it used to connect sentence elements of the same grammatical class. Next, some students omitted “s” in singular form. It was wrong because “s” indicated to plural form.

c. Misformation

In this type, the researcher found 49 errors in misformation. In the table, the researcher highligted and corrected the error which included misformation type of error while the errors were only been corrected without the highligh. . It can be seen on the table 4.5 in the list of table. Based on the table 4.5, the researcher found that some students error in used a tense, where students should use present tense in analytical exposition but there were used past tense.

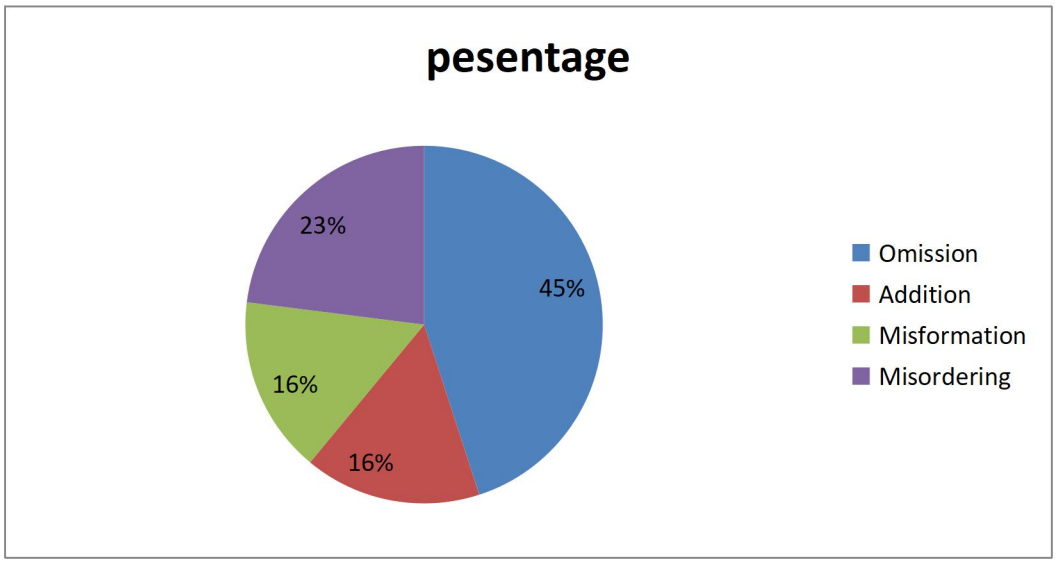
d. Misordering

In this type, the researcher found 71 errors in misordering. In the table, the researcher highligted and corrected the error which included misordering type of error while the errors were only been corrected without the highligh which was can be seen on table 4.6 in the list of table. . Based on the table 4.6, the researcher found some students had error in the structure of sentence, such as : it should be S+V+O but they wrote V+S+O.

In scoring the students’ written task, researcher used three raters. The rater 1 was the researcher, rater 2 and rater 3 were the English teacher at SMA N 3 Bukittinggi. After researcher joined with English teachers to score the

students' written task, researcher collected score from rater 1, rater 2, and rater 3. After that, the researcher found out average score and included the data into table below :

Figure 4.1 the student's error in analytical exposition



The chart above shown the percentage of student's error in the analytical exposition. The researcher found that the omission was common student's error in the analytical exposition with 45 %. The second was misordering 23%. The last was addition and misformation with 16%.

B. Discussion

The objectives of this research were to find out the morphological error that student's made in their analytical exposition text writing and the levels of morphological error that students made in writing analytical exposition text of students grade XII from SMA N 3 Bukittinggi. The researcher was completed two research questions which were : first, what was the morphological error that students made in their analytical exposition text

writing and what were the dominant error that students made in their analytical exposition text writing. The researcher used test as the instrument in this research. The aimed of the test was to aswer the research question.

In this research, there were four of error writing, such as : Omission, addition, misformation and misordering.

a. Omission.

Omission errors were characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit morphemes much more frequently than content words.The students omited –s marked for third person singular present frequently. They also omited –ed marker for past tense and –ing marker for progessive participle in a few sentences. In this type, the researcher found that, in the omission there were 134 errrors, representing 45 % of total errors. Here are some example :

1. Many **student** complain about the difficulty

   In this sentence, the student should be omitted –s in the noun *students.* A noun which preceded by a noun plural should be attached by inflection morpheme –s. The absence of the grammatical item indicated an error. The correct sentence should be : “Many students complain about the difficulty.

2. I have a lot of time for **help** my parents

   In this sentence, the student should omitted –ing in the verb *helping.* that because the analytical exposition uses present tense.

So that, the sentence would be :" I have a lot of time for **helping** my parents."

3. Have a big impact on **student** learning style

   In this sentence, the researcher found omission error which occured in noun inflection. The student did not supply the necessary item for indicated possession form. To indicated posession, the noun should be attached by –'s marker. So that, the correct sentence was : "Have a big impact on **student's** learning style."

4. I hope that this pandemic will end soon

   In this sentence, the researcher found omission error which occurred simple future tense. The student did not put "be" after "will" while it was necessary because there was a noun. The correct sentences should be "I hope that this pandemic will **be** end soon."

5. Almost **all student** in the world have not been study as usual

   In this sentence, the researcher found omission errors which was occur countable noun. The student did not put "of" after "student" the correct sentence should be "Almost **all** of **student** in the world have not been study as usual

b. Addition

Addition errors were the opposite of omission. They were characterized by the presence of an item, which must not appear in a well – formed utterance. In this type the researcher found 50 errors, representing 16% of total errors. The example below:

1. I have been doing online school for almost 1 **years**

   In this sentence, the researcher found addition error as they failed to deleted an unecessary item. A word "*1"* was occured to plural. So that, the word "*years"* should became " year". In case, the correct sentence was : "I have been doing online school for almost 1 **year.**"

2. **And** finally all students are encourage to go online school.

   In this sentence, the researcher found addition error as they failed to delete an unecessary item. A word "*and"* was should not be at the beginning of the sentence because it's a coordinating conjunction. The correct sentence was : "Finally all students are encourage to go online school."

c. Misformation

Misformation errors were characterized by the used of wrong form of the morpheme or structure. While in omission errors the item was not

supplied at all, in misformation errors the learner supplies something, although it was incorrect. The researcher found that 45 errors, representing 16% of total errors. It can be seen whing following :

1. There **was** an assigment

   In this sentence, the researcher found misformation error. The writer of this sentence tried to made a sentence into past tense. However, it was a present tense because in the analytical exposition used present tense. The correct sentence was : "There **is** an assigment."

2. **Online school are** one of the government's way

   In this sentence, the researcher found misformation error. The writer of this sentence write a plural form. However "online school" was a singular. The correct sentence was : "**Online school is** one of the government's way."

d. Misordering

Misordering was characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this type, the researcher found 52 errors, represented 23% of total errors. The example below :

1. **Has it been** disinfected or not

In this sentence, the researcher found misordering error. The writer put *"has"* before "*it"* while the correct sentence was : " **It has been** disinfected or not."

2. So that there **assigments given are** sometimes late

In this sentence, the researcher found misordering error. The writer put "*are"* after "*given"*. While in this sentece indicated to passive voice which "*are"* was tobe and "*given"* was V3. The correct sentence was : "So that there are **assigments given** sometimes late."

From discussion above, it can be conclude the researcher found those error in morphological. It is in affixes made by the students. The dominant of morphology error was omission 45%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research to find out the morphological error that student's made in their analytical exposition text writing and the dominant error that students made in writing analytical exposition text of SMA N 3 Bukittinggi. Based on the finding and discussion above, it can be conclude that the researcher found those error in morphological. It was in affixes made by the students, such as: 138 errors in omission, 50 errors in addition, 49 errors in misformation, and 71 errors in misordering. First, in the omission, many students omitted a necessary morpheme "s" especially in plural form. Next, in the addition. Most of students added connector conjunction at beginning paragraph, while it should put between two same sentences. Third, misformation. Some student's error in using tenses where they should use present tense in analytical exposition text but they use past tense. Last, in the misordering the researcher found that some students have error in the structure of sentence. They put subject or verb upside down. The dominant error was omission 45% of total error. It can be seen in the omission, there were 138 errors while the other under 100 errors.

B. Suggestion

Based on the result this research provided several recommendations for the teachers, readers, next researcher, and researcher.

1. Teachers

This research was expected to gave the information to the teachers, about the morphological error that their students made, especially in omission, addition, misformation, and misordering. Furthermore, this is useful for the teachers to pay more attention to the use of morphology in writing in the next lesson, especially in writing text.

2. Readers

This research was expected to gave the reader some information about the morpheme, its error, and how to used it properly, especially in writing analytical exposition text. This research is useful as a reference for those who study or want to know about error morphology in writing.

3. Next researcher

This research was expected to gave the next researcher some reference about morpheme, analytical exposition text, and writing. It can be suggested that this research can be discussed from another topic by the next researcher, for intance using other writing in another language and it willl be more attractive if you compare that.

4. Researcher

It is expected to fulfil the requirement in obtaining strata 1 in English Education Department of IAIN Bukittinggi.

REFERENCE

Alfaki, Ibrahim Mohamed,2015. University Students English writing problem: Diagnosis and Remedy, internasional Journal of English Language Teching, Vol 3, No 3

Arikunto, Suharsimi *Prosedure Penelitian Suatu pendekatan Praktis*

Aristophanes and Twain, 2013, Morphology: The Words of Language. Cengage Learning, Canada : Cengage Learning.

Aronoffand Fudeman, 2011. What is Morphology: second edition, (West Sussex: Blackwell Publishing Ltd,

Bondoc , Linda McCloud- "Writing Effective Paragraphs" *Witesite; Athabasca university.* N.p., Web. 24 oct 2013. ,http://write-site.athabascau.ca/documentation/writing-effective-paragraphs.pdf

Byrne, D. 1988. Teaching Writing Skills. London: Longman Press

Colums*,* Florian. 2003. *writing system ; an introduction to their linguistic analysi,* united kingdom: Cambridge University press,

Croll, J and E, Willson. 1995 Acts of Teaching. How to Teach Writing. Englewood: Teacher Idea Express

Dullay, Heidi Language Two, (New York, Oxford University Press,

Fitriani , Rini & Erwin Pohan, 2019 *An Error Analysis In Writing An Analytical Exposition Text By Students At Sman 4 Tanjungpinang*, Kepulauan Riau: UniversitasMaritim Raja Ali Haji,

all,Meredith D et. al., 2003 *Educational Research: an introduction,* (pearson education, inc., Boston

Gay,L.R. 2012.*Educational Research : competencies for analysis and aplication (tenth edition),* (New Jersey: Pearson Education, inc.

Harmer, Jeremy. 2001 The Practice of English Language Teaching, (England: Pearson Education Limited, , 3rd

Haspelmath & Sims, 1982. Understanding Language Series, UK: Hodder Education 2010 McCarthy, Andrew Carstairs- An Introduction to English Morphology: Words and Their Structure, (Great Britain: Edinburgh University Press Ltd

Mujtaba, Muhammad Mitra Zuana. 2020 *An Analysis Of Students' Writing Assignment Of Analytical Exposition Text*, (Mojokerto: Institut Pesantren KH. Abdul Chalim,

Novita, Dian, 2017. The use of morphemes: an alternative way to increase students' vocabulary mastery,Sidoarja: University of Sidoarjo,

Okeke, Nneka Umera- , 2008 Exploring Affixation in English,(Africa: African Research Review

Oshima, Alice and Alin Hogue*, writing : Academic English, Third Edition*

Raimes, A. 1983. Techniques in Teaching Writing. Oxford: OUP.

Reis, AlvesAnabela.2009. Process Writing, England: The University of Birmingham,

Riddell, David. 2014. *Teach EFL,* UK: The McGraw-Hill Companies,

Sanjaya, Wina. 2010. *Penelitian Tindakan Kelas:2nd ed*, Kencana Persada Media group, Jakarta

Silva, T. 1990. 'Second Language Composition Instruction.Development, Issues and Dissections in ESL'. In B, Kroll (ed). Second Language Writing: Research Insights for the Classroom

Th. M Sudarwati and E. Grace. , 2007. *Look Ahead Book 2*. Jakarta: Erlangga

Yakub,Fawzia & Forhad Hossain, 2018.Morphological Error Analysis Of English Written Texts Produced By The Tertiary Level Students Of Bangladesh, India: IUABT-International University of Business Agriculture and Technology,

APPENDIX 1 Identified Omission Error

Table 4.3: Identified Omission Error

No	Incorrect Sentence	Correct Sentence
1.	and are application that **make** my internet quota run out quickly	and are application that **makes** my internet quota run out quickly
2.	Internet can help students to get more **explanation**	Internet can help **the** students to get more **explanation**s
3.	and the there are other **task** that must be submitted	and the there are other **tasks** that must be submitted
4.	have a big impact on **student** learning style	have a big impact on **student's** learning style
5.	I hope that this pandemic will end soon	I hope that this pandemic will **be** end soon
6.	The impact of internet in education	The impact of **the** internet in education
7.	has been far reaching	has been far **for** reaching
8.	and still developing.	and **it is** still developing.
9.	Learning online **make** student lazy	Learning online **makes** student lazy
10	Many **student** complain about the difficulty if the not in place.	Many **students** complain about the difficulty if the not in place.
11.	Anyone looking for a signal to higher ground	Anyone **is** looking for a signal to higher ground
12.	There are many positive things students and **teacher** can get from it.	There are many positive things students and **teachers** can get from it.
13.	has spread everywhere until my **school** activities are closed	has spread everywhere until my **school's** activities are closed
14.	about online **learning** activity	about online **learning's** activity
15.	The **indonesian** government assign the distance learning	The **indonesian's** government assign the distance learning
16.	because the teacher does not teach directly to students.	because the teacher does not teach directly to **the** students.
17.	Online learning also gives more **assignment** than usual learning	Online learning also gives more **assignments** than usual learning
18.	Because many students dont understand the material	Because many students dont understand the material **that** provided

	provided by the teacher	by the teacher
19.	go to school onlne and **with** a new learning system	go to school onlne and **learn** a new learning system
20.	by online school like network problem	by online school **it's** like network problem..
21.	communication **tool** (handphone, laptop, computer)	communication **tools** (handphone, laptop, computer)
22.	Like network problem, communication tool	**It is** like network problem, communication tool
23.	(handphone, laptop, computer), dont understand it with learning	(handphone, laptop, computer), **stundents** dont understand it with learning
24.	And many other problems	And **it has** many problems
25.	assigments by the teacher and a little explanation.	assigments by the teacher and a little **of** explanation.
26.	Therefore **it** causes the lowest value	Therefore **it is** causes the lowest value
27.	I hope school is carried on normaly as usual.	I hope **the** school is carried on normaly as usual.
28.	Because the teacher can explain and easy to understand	Because the teacher can explain and **it's** easy to understand.
29.	and a day can have 3 to 5 assigment.	and a day **I** can have 3 to 5 assigment.
30.	Online school allow you learn from different parts of the world	Online school allow you learn **to** from different parts of the world
31.	since the corona pandemi **hit** the world.	since the corona pandemi **hits** the world.
32.	For certain **subject** that i do not understand.	For certain **subjects** that i do not understand.
33.	and I hope this pandemic will end soon.	and I hope this pandemic will **be** end soon.
34.	And everything is back normal	And everything is back **to** normal
35.	Firstly, online school has been since th ecorona pandemic throughout the city.	Firstly, online school has been **held** since th ecorona pandemic throughout the city.
36.	That **make** me happy	That **makes** me happy
37.	because i can meet my **friend** but not all my friends	because i can meet my **friends** but not all my friends
38.	I'm still having a little trouble	I'm still having a little **bit** trouble
39.	I hope this pandemic dissapears as soon as possible	I hope this pandemic **will** dissapears as soon as possible
40.	Therefore all students are	Therefore all **of** students are reuired to

	reuired to go to school	go to school
41.	Expected to always comply with health protocols.	**People are** expected to always comply with health protocols
42.	Where many children do not **understand** the lesson.	Where many children do not **understands** the lesson.
43.	Where every **month** the number of victims increases.	Where **in** every **months** the number of victims increases.
44.	Many do not like this online school system	Many **of them** do not like this online school system
45.	The indonesian learning system **underwent** a cang to distance learning.	The indonesian learning system **underwents** a cang to distance learning.
46.	that explained that the face to face learning policy must be **open** and closed	that explained that the face to face learning policy must be **opened** and closed
47.	Zoom meetings that are held create large data quotas.	Zoom meetings that are held **to** create large data quotas.
48.	I'm also busy doing the **task**	I'm also busy doing the **tasks**
49.	It **cause** the teacher's voice to explain	It **causes** the teacher's voice to explain
50.	Sometimes zoom meeting has network problems	Sometimes zoom meeting has **a** network problems
51.	So the teacher sometimes cannot give all the explanation needed	So the teacher sometimes cannot give all the explanation **that** needed
52.	They will have to use internet	They will have to use **the** internet
53.	Internet has big impact on education	Internet has **a** big impact on education
54.	Can not be interspersed with playing and jocking with friends	**I** can not be interspersed with playing and jocking with friends
55.	There are many who look on social media	There are many **students** who look on social media
56.	There are still many, especially those who are old	There are still many **of them**, especially those who are old
57.	That's the impact covid 19 for the world of education	That's the impact **of** covid 19 for the world of education
58.	Internet acces has created the potential for students to learn	Internet acces has created the potential for **the** students to learn
59.	It is not easy for students to understand the material	It is not easy for **the** students to understand the material
60.	There are many things that **student** and teachers can get from it	There are many things that **students** and teachers can get from it

61.	Actually student **prefer** offline school than online	Actually student **prefers** offline school than online
62.	This online school is conducted using a learning application	This online school is conducted **by** using a learning application
63.	This has created instan access to a wide range	This has **been** created instan access to a wide range
64.	This is done to maintain the health of our own bodies	This is **should be** done to maintain the health of our own bodies
65.	That are even penalties for non complieance with the **protocol**	That are even penalties for non complieance with the **protocol**s
67.	Starting from the introduction of applications used for online learning	Starting from the introduction of **the** applications **that** used for online learning
68.	**Its** the some with school	**It is** the some with school
69.	live defeneitely more fun than online school	**In order to** live defeneitely more fun than online school
70.	All learning is carried out online	All learning is carried out **by** online
71.	Difficult lessons to understand and a lot of **work**	Difficult lessons to understand and a lot of **works**
72.	To be done including school	To be done including **the** school
73.	Even kuota's limitations are also network limitations	Even kuota's limitations **there** are also network limitations
74.	The **indonesian** economy will get better soon	The **indonesians** economy will get better soon
75.	Limitation that **make** online schools a little happened	Limitation that **makes** online schools a little happened
76.	**This** causes everything to be done	**These** causes everything to be done
77.	require to complete assignments, understand or not with the material being taugh	require to complete assignments **and** understand or not with the material being taugh
78.	Students and **theacher** can still meet face to face only via digital	Students and **theachers** can still meet face to face only via digital
79.	Second, slow internet network	Second, **it has** slow internet network
80.	The teacher also continiues to teach but via a video call	The teacher also continiues to teach but **it is** via a video call
81.	Many controversies aries both **student**, teachers and **parent**	Many controversies aries both **students**, teachers and **parents**
82.	This is not a good thing to complain about	This is not a good thing to complain about **it**
83.	Almost all **student** in the world	Almost all **of students** in the world

	have not been study as usual	have not been study as usual
84.	We as students must be able to adapt to the material	We **are** as students must be able to adapt to the material
85.	To get ready to school	To get ready to **go to** school
86.	Most of **school** subject are best taugh directly	Most of **schools** subject are best taugh directly
87.	Do not understand what my teachers are saying	Do not understand **about** what my teachers are saying
88.	For certain subject that I not understand	For certain subject that I **am** not understand
89.	Use of information technlogy often surprised **educator** and students including parents	Use of information technlogy often surprised **educators** and students including parents
90.	Practice dicipline because we are reqired to the task	**It can make** practice dicipline because we are reqired to the task
91.	Middle and high **school** students	Middle and high **schools** students
92.	Online school also result in wasteful use of data	Online school also result in wasteful use of **the** data
93.	In online school many student **grad** are low	In online school many student **grades** are low
94.	The social enviroment of students	The social enviroment of **the** students
95.	Online schools also **force** lessons to learn the material on their own	Online schools also **forces** lessons to learn the material on their own
96.	Without any **help** of explanation by the teacher	Without any **kind** of **the** explanation by the teacher
97.	Lesson will be difficult for the burn to accept	**The** lesson will be difficult for the burn to accept
98.	So that, the lessons given by the teacher are not all understood by students	So that, the lessons **are** given by the teacher are not all understood by students
99.	Sometimes we have to help parents to finish	Sometimes we have to help **our** parents to finish
100.	Because, the teacher doesn't meet with students	Because, the teacher doesn't meet with **the** students
101.	I can't ask questions directly about subjects that i don't understand	I can't ask questions directly about **the** subjects that i don't understand
102.	Due to insufficient **internet** quota	Due to insufficient **of the** i**nternet's** quota
103.	In fact, my teacher usually explains lessons through online	In **the** fact, my teacher usually explains lessons through online

	meetings	meetings
104.	Schools have a big impact on **student** learning styles	Schools have a big impact on **student's** learning styles
105.	I hope that this pandemic will end soon	I hope that this pandemic will **be** end soon
106.	Can be easily resolved and obey helathy protocols	Can be easily resolved and **you should** obey helathy protocols
107.	So that, learning can done again at school and learning barries can be easily	So that, learning can **be** done again at school and learning barries can be easily
108.	Internet can help students to get more **explanation**	Internet can help **the** students to get more **explanations**
109.	I am still working on assignments	I am still working on **the** assignments
110.	The these are other **task** that must be submitted	The these are other **tasks** that must be submitted
111.	I searched fo the answer on google	I searched fo the answer on **the** google
112.	The money we spend will also increase	The money **that** we spend will also increase
113.	If we learn directly, also very grateful	If we learn directly, **I** also very grateful
114.	This is the **difficulty**	This is the **difficulties**
115.	Various complaints about online school also come	Various **some** complaints about online school also come
116.	This situation **make** the level of education to be low	This situation **makes** the level of education to be low
117.	Very sad	**it is** very sad
118.	Especially parents who have many children	Especially **for** parents who have many children
119	Teacher **teach** lessons online	Teacher **teachs** lessons online
120.	Only doing	**It is by** only daring
121.	There is bad online school	There is bad **of** online school
122.	One is a lot of **work**	The one is a lot of **works**
123.	I have a lot of time for **help** my parents	I have a lot of time for **helping** my parents
124.	Teacher teach lesson online	Teacher teach lesson **through** online
125.	Tent to do the assigment given by the teacher directly	Tent to do the assigment **that** given by the teacher directly
126.	It **make** us bored in doing the task	It **makes** us bored in doing the task
127.	Without thinking about other **thing** like	Without thinking about other **things** like

128.	Usually like sit up, push up, etc	Usually like sit up, push up, **and** etc
129.	My school activities are closed	**As the result**, my school activities are closed
130.	There are many positivve things students and teachers	There are many positive things **that** students and teachers
131.	It many **student** get a low value	It many **of students** get a low value
132.	Learning is done online	Learning is done **by** online
133.	The negative **impact is** the students tent to do	The negative **impacts are** the students tent to do
134.	It make us bored in doing the **task**	It make us bored in doing the **task**s

APPENDIX 2 Identified Addition Error

Table 4.4 : Identified Addition's Error

No	Incorrect Sentence	Correct Sentence
1.	online school has **how** became a bit	online school has became a bit
2.	Especially **with** the economic situation is not good	Especially the economic situation is not good
3.	To wake up to **be** absent online	To wake up to absent online
4.	**And** education in indonesia is starting to get worse	Education in indonesia is starting to get worse
5.	**And** of course, everyone feels	of course, everyone feels
6.	**And** my opinion that is one of the adventages	my opinion that is one of the adventages
7.	People say **if** online school is difficult	People say online school is difficult
8.	**But** some people say if online school	some people say if online school
9.	And **are** application that make my internet	And application that make my internet
10.	And the **there are** other task that must be submitted	And the other task that must be submitted
11.	I hope **that** this pandemic will end soon	I hope this pandemic will end soon
12.	And high school students **even students** have to study online	And high school students have to study online
13.	I think **this** online learning is not very effective	I think online learning is not very effective
14.	Such as **sports** work and even study	Such as **sport** work and even study
15.	The phsical distancing polcy which **later** became the basis	The phsical distancing polcy which became the basis
16.	The negative impact is **that there are** more assignments	The negative impact is more assignments
17.	One of the is **that** I do not have to wake up	One of the is I do not have to wake up
18.	One of important **tools** to support	One of important **tool** to support
19.	Online school is **that** I feel like	Online school is I feel like I become

	I become closer	closer
20.	Many controversies caries **both** student, teachers and parent	Many controversies caries student, teachers and parent
21.	To complete assignments, understand **or not** with the material	To complete assignments, understand with the material
22.	**And** the overriding duty of the teacher makes us a little burdensome	the overriding duty of the teacher makes us a little burdensome
23.	Starting **the** introduction of applications used for online learning	Starting introduction of applications used for online learning
24.	Students use **the** internet to access learning	Students use internet to access learning
25.	Created instant access to **a** wide range	Created instant access to wide range
26.	Students find **it** difficult to understand	Students find difficult to understand
27.	The outbreak of **the** covid 19 pandemic	The outbreak of covid 19 pandemic
28.	Of course **expenenced** difficulties	Of course difficulties
29.	I hope **that** school is conducted face to face	I hope school is conducted face to face
30.	**And** finally all students are encourage to go online school	finally all students are encourage to go online school
31.	study together is not **so** allowed	study together is not allowed
32.	Many dont like **this** online school system	Many dont like online school system
33.	I hope this pandemic **dissapears** as soon as possible	I hope this pandemic dissapear as soon as possible
34.	Because **if** online schools are difficult to understand the material	Because online schools are difficult to understand the material
35.	**Because** the teacher can explain	the teacher can explain
36.	**And** the obstacle in online learning is the limited quota	the obstacle in online learning is the limited quota
37.	**And** at online school are more free	at online school are more free
38.	to prevent the spread of **the** corona virus	to prevent the spread of corona virus
39.	**On** some of the obstacle caused by online school	some of the obstacle caused by online school

40.	After **a** long time studying online	After long time studying online
41.	Online **schools** conducted by all students	Online **school** conducted by all students
42.	**Because** many students don't understand the material	many students don't understand the material
43.	such as when **to** do school work	such as when do school work
44.	As **a** result, there was an assignment	As result, there was an assignment
45.	And **created** an online school	And **create** an online school
46.	Complain about the difficulty **if the not in place**	Complain about the difficulty
47.	I have been doing online school for almost 1 **years**	I have been doing online school for almost 1 **year**
48.	**And** because it many student get a low value	because it many student get a low value
49.	**and** then next problem	then next problem
50.	Even though there are **so** many obstacle	Even though there **are** many obstacle

APPENDIX 3 Identified Misformatin Error

Table 4.5 : Identified Misformatin's Error

No	Incorrect Sentence	Correct Sentence
1.	Covid 19 **became** public in Indonesia	Covid 19 **become** public in indonesia
2.	Because this case not only **made** the job online	Because this case not only **make** the job online
3.	But also **made** the economy sink	But also **make** the economy sink
4.	Online school **started** since the corona virus	Online school **start** since the corona virus
5.	So that learning can **done** again at school	So that learning can **do** again at school
6.	online school **are** effective	online school **is** effective
7.	I hope it all **comback to normal**	I hope it all **come to normal back.**
8.	So the tasks **plied** up	So the tasks **pile** up
9.	I hope online learning **can i finished**	I hope i can finish the online learning
10.	Schools **began** to run online school	School **starts** to online learning
11.	Information technology often **surprised** educator	Information technology often **surprising the** educator
12.	**Online school are** one of the government's way	**Online school is** one of the government's way
13.	And many other problem	So that, there are many another problems
14.	**Online school are** intended for all levels of education	**Online school is** intended for all levels of education
15.	Then we help **him** first	Then we help **them** first
16.	It happened cause i can't ask questions	It happens cause i can't ask questions
17.	I just **saw** the answer	I just **looking for** the answer
18.	There **was** an assignment	There **is** an assignment
19.	Everyone feels **diffently**	Everyone feels **diffent**
20.	We can go back to **learning** as usual	We can go back to **learn** as usual
21.	Many stundets behavior **is**	Many stundets behavior **are** deviant

	deviant	
22.	A big change **happened**	A big change **happen**
23.	**the** must feel burdened	**they** must feel burdened
24.	i hope this pandemic **ends soon**	i hope this pandemic **end soon**
25.	The introduction of applications **used** for online learning	The introduction of applications **has use** for online learning
26.	The number of teachers who are not teach **savvy** in indonesia	The number of teachers who are not teach in Indonesia
27.	To give more **variety**	To give more **variation**
28.	Study **in** home which diffrent schools	Study **at** home which diffrent schools
29.	Research information to help **students learn**	Research information to help **the students in learn**
30.	Internet has become **now** way of life	Internet has **be the way now** in life
31.	Many people **resisted the change in** this new learning method	Many people refuse to change from this new learning method
32.	Those who think that (pjj) is only caused due to giving too many assignments	Those who think that distance learning it just gives a lot of assigments
33.	It cause the teacher's voice **to explain** is not clear	It cause the teacher's voice **in explaining** is not clear
34.	But i realized **that**	But i realized **it**
35.	It **was** almost a year	It **is** almost a year
36.	Not all lessons enter my head	not all lesson that i can understand
37.	Moreover**, i also have learning**	Moreover, **i do have learning**
38.	It **takes** around half an hour	It **took** around half an hour
39.	**One of them is that** i do not have to wake up	**One of which is** i do not have to wake up
40.	**Online school happened** because of the covid 19 pandemic	**Online school was happen** because of the covid 19 pandemic
41.	**We started to understand** the system	**We start to understand** the system
42.	**Online school conducted** by all students	**Online school that all students do**
43.	very usefull to **carrying** out social distancing	very usefull to **carry** out social distancing
44.	There was an assigment that i was late to collect	I have a late assigment to collect
45.	I hope **it all** comeback to normal	I hope **everything's** comeback to normal

APPENDIX 4 Identified Misordering Error

Table 4.6 Identified Misordering's Error

No	Incorrect Sentence	Correct Sentence
1.	Has spread everywhere **until** my school activities are closed	Has spread everywhere **as a result** my school activities are closed
2.	School **with** government are also looking for solutions	School **and** government are also looking for solutions
3.	**This** online school is carried out in almost all school	**The** online school is carried out in almost all school
4.	**Which** have to sit up straight	**I** have to sit up straight
5.	And **learn school lessons**	And **learn the lesson at school**
6.	This is what **i dislike most** about online learning	This is what **i dont like the most** about online learning
7.	But **with home learning**, i can been flexible	But **with learning at home** i can been flexible
8.	So that the **assigments given are** sometimes late	So that the **assigments are given** sometimes late
9.	Many students **work** their assigments by cheating	Many students **do** their assigments by cheating
10.	**And** make students get bad grades	**As the result, it** make students get bad grades
11.	**And** teacher doesn't have any trouble	**So that,** teacher doesn't have any trouble
12.	why we go to **school online**	why we go to **online school**
13.	But a lot of things happen **to** this online school	But a lot of things happen **in** this online school
14.	**Studying online** also teachs you	**online studying** also teachs you
15.	It likes to be lazy in doing assignment	It's like being lazy to do assigment
16.	Also teaches you **important** time management skills	Also teaches you **about** time management skills
17.	One thing **that i dislike the most** about studying	One thing **the most i dislike** about studying
18.	Distance learning is **indeed not easy**	**Indeed**, distance learning is not easy
19.	**And** everything is back normal	**So that,** everything is back normal
20.	To go to **school back**	To go **back to school**

21.	Because the **school online** has become almost 1 year	Because the **online school** has become almost 1 year
22.	**That** make me happy	**it** make me happy
23.	But after 1 year **school online**	But after 1 year **online school**
24.	Online school is very important **nowadays**	**Nowadays,** online school is very important
25.	Even the teacher who **teaches** has difficulty in teaching	Even the teacher who **teach is** difficulty in teaching
26.	**The time students have** at class is limited	**Student's time for** class is limited
27.	There are many positive things **students and teacher can get from it**	There are many positive things **get by students and teachers from it**
28.	And educating with **learning media the traditional** one	And educating with **the traditional media learning** one
29.	When **asked to help their children with study from home**	When **their children ask them for help study from home**
30.	Apart from adding to the busyness	Besides increasing the busyness
31.	Students **find** it difficult to understand the material given	Students **feel** it difficult to understand the material given
32.	This online learning **can have both** positive and negative impacts	This online learning **have both** positive and negative impacts
33.	From **the introduction of** application used for online	From **introducing of the** application used for online
34.	So that **school are face to face can be carried out**	So that **school can be face to face will be carried out**
35.	So that this pandemic **is** over	So that this pandemic **will be** over
36.	Online school is one of the **impacts of the rise** of covid 19	Online school is one of **the effects of the increase** in covid 19
37.	The level of education **to be** low	The level of education **is being** low
38.	They are presented **with** continuous assigment	They are presented **by** continuous assigment
39.	**Various** complaints about online school also come	**Some** complaints about online school also come
40.	**Not a few** parents who feel wasteful with quota	**Most of** parents who feel wasteful with quota
41.	the internet **that we use becomes more and more**	the internet **that we use is increasing**
42.	If i am still **working on**	If i am still **doing on the assigments**

	assignments	
43.	This makes me often miss information	This often make me miss the information
44.	To deal with **addition** of covid 19 cases	To deal with **increasing** of covid 19 cases
45.	**This** can increase the duration of using gadget than usual	**it** can increase the duration of using gadget than usual
46.	Also force **lessons to learn the** material	Also force **the lessons to learn** material
47.	**Online school also result in wasteful** use of data	**As the result, online school also wasteful** use of data
48.	Learning that should be done in group must be done alone	Learning which should be done in groups becomes done individually
49.	I dont understand about **study online**	I dont understand about **online learning**
50.	Information **technology learning** has indeed been implented	Information **online school** has indeed been implanted
51.	Learning online has **a negative impact that outwighs** the positive impact	Learning online **has more negative impact than** the positive impact
52.	Learning is not directly **dealing** with the teacher	Learning is not directly **teaching** with the teacher
53.	**With the sudden** use of information technology often surprised	**suddenly** using the information technology often surprising
54.	**has it been** disinfected or not	**It has been** disinfected or not
55.	There **are** also those who take advanting **if** this covid by doing additional work	There also those who take the advanting **from** this covid by doing additional work
56	**Things we can do**, such as not brorastinating	**We can do the things**, such as not brorastinating
57.	**But finally started** to try and get used to it	**Finally, we keep to try** and get used to it
58.	Have a big impact **on student learning** styles	Have a big impact **for student's learning** styles

APPENDIX 5 Lembar Kerja Siswa

APPENDIX 6 Lembar Validasi

APPENDIX 7 Surat Izin Penelitian

APPENDIX 8 Research Guideline

APPENDIX 9 Dokumentasi Penelitian