



**MORPHOSYNTACTIC ERRORS IN THE STUDENTS' WRITTEN
DESCRIPTIVE TEXTS**

A Final Project

Submitted in Partial Fulfillment of the Requirements

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by

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APPROVAL

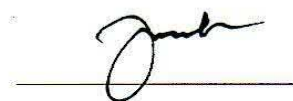
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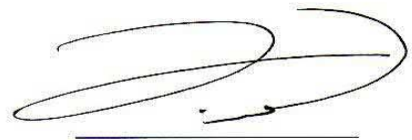
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PERNYATAAN

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MORPHOSYNTACTIC ERRORS IN THE STUDENTS' WRITTEN DESCRIPTIVE TEXTS

saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana. Ini benar-benar merupakan karya saya sendiri yang saya hasilkan melalui penelitian, bimbingan, diskusi, dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan final project ini membubuhkan tanda tangan sebagai keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Semarang, May 2019



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MOTTO AND DEDICATION

The journey of a thousand miles begins with one step.

(Lao Tzu)

This final project is dedicated to:

My beloved mother (Chomsatun)

My beloved father (Slamet Riyanto)

My beloved brother (Helmi M)

My beloved little brother (Husni Tri M)

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For the sake of this final project, I expect all kinds of comment, criticism and suggestion. Finally, I hope this research will be useful for the readers.

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ABSTRACT

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Key Words: error analysis, descriptive text, morphosyntactic

This study aims to describe the types of morphosyntactic errors and to determine the most dominant type of errors in the students' written descriptive texts written by the fourth semester students of a Genre Based Writing class in the academic year 2017/2018. This study is descriptive quantitative.

The object of this study was the students' written descriptive texts. The participants were the fourth semester students of a Genre Based Writing class in the academic year 2017/2018 that involved 22 students. There were 20 students out of 22 students who wrote their written descriptive texts since two students did not attend the class and they did not write the descriptive texts. Thus, 20 students' written descriptive texts were collected. Then the data were classified by using the theory proposed by Dulay, Burt, and Krashen (1982). It involved omission, addition, misformation, and misordering.

The findings of this study showed that there were 98 errors found in the students' written descriptive texts which involved misformation, omission, addition, and misordering. Misformation involved misformation of verb in subject-verb agreement (30.62%), verb in passive voice (1.02%), verb in past tense (1.02%), verb in past participle (1.02%), verb in future tense (1.02%), noun (4.08%), preposition (2.04%), pronoun (1.02%), to be (1.02%), and determiner (2.04%). Omission involved omission of -s in plural (26.53%), articles (2.04%), to be (13.27%), pronoun (1.02%), and suffix in adverb (1.02%). Furthermore, addition was categorized into addition of conjunction (2.04%), to be (1.02%), articles (3.06%), pronoun (1.02%), and suffix in noun (1.02%). There were also 3 errors (3.06%) in misordering. It can be concluded that the most dominant error belongs to misformation of verb in subject-verb agreement which involves 30 errors (30.62%).

It is suggested that the students should learn more about morphology especially in forming plural and learn how to construct words into phrase or clause to be a good text. It is also suggested that the lecturer should give more extra attention to those who still have difficulties in dealing with morphosyntax, and she also should give them the feedback.

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CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the study which includes background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, definition and key terms, and outline of the study.

1.1 Background of the Study

It is known that English has become a lingua franca which English is used to communicate both written and oral by the people in all over the world whose native languages are different from each other. Consequently, English is considered as a vital linguistic tool for many business people, academics, tourists, and citizens of the world who wish to communicate easily across nationalities.

For academics, they are required to master four English skills. Those are listening, speaking, reading, and writing. However, many students still have difficulties in using English especially in writing. Fauziati (2009: 45) describes that this is due to not only the need to generate and organize ideas using the appropriate choice of vocabulary, sentences, and paragraph organization but also to turn such ideas into a readable text to be understood by the readers. In addition, writing is a process to develop ability to think explicitly about how to organize and express thoughts, feelings, ideas in way compatible with wished readers' expectations (Kern, 2000:172). As the result, students must construct the text

correctly to be understood by the readers. Furthermore, Byrne (1988: 4-5) defines three problems which make writing difficult to learn involve psychological problem which the writing is learned without any interaction or feedback, linguistic problem which the writer must deal with the linguistic aspect like vocabulary, grammar, the choice of sentence to be good linked, and cognitive problem which the writing is taught through process of instruction. In other words, writing is difficult skill to learn because the writers must deal with morpheme, grammar structure, and how to turn their ideas into good sentences and well organized.

In English Department of Universitas Negeri Semarang, the students of fourth semester have learned English text types and have practiced their writing in Genre Based Writing class. One of the English text types that they have learned is descriptive text. It is the text that describes a particular thing (e.g. My Father's Elegant Watch), place (e.g. Ranggawasita Museum), or other. Nevertheless, the students committed errors such as morphological errors in their writing. The errors occurred when they omitted item such as suffix-s/-es to form plural (e.g. *Two watch* instead of *Two watches*) or added the unnecessary item (e.g. *Womans* instead of *Woman*). This is in line with Al-Saidat (2012) who conducted a study on Acquisition of the inflectional morphology of English as a foreign language that aims to identify errors in their paragraph writing committed by Arab learners of English. The findings of his study shows that the common error which is committed by the students is omission of the plural morpheme.

Furthermore, the errors also occurred in another subfield of linguistics namely syntax. It is the part of linguistics that studies sentence structure. There is a study conducted by Kadher and Usha(2016) which analyzed morphological and syntactical errors in English language among secondary school students of Kerala. The students created many syntactical errors in using auxiliaries, SVO (Subject verb object pattern), articles, preposition, and conjunction.

Errors committed by the students are seen as a language learning process. Errors show that L1 and L2 learners both develop an independent system a language, although it is not the adult system nor that of the second language (Corder, 1967:166). Errors might be because of the interference of their mother tongue or the imperfection of their knowledge toward the target language. Consequently, errors provide my insight as the researcher into the students' learning process in order I can solve the problem.

Based on the explanation above, I would like to conduct a research to describe morphosyntactic errors in the students' written descriptive texts.

1.2 Reasons for Choosing the Topic

I choose the topic based on the following reasons:

- (1) Error is inevitable for learners when they are learning English, but that is viewed as a part of language learning process. Error analysis is used by many researchers in conducting their research on subfield of linguistics such as phonology, morphology, syntactic, and semantic. That is the procedure that attempts to discover students' language proficiency by identifying,

classifying, and describing the errors. Therefore, I used error analysis procedure to describe the types of morphosyntactic errors and determine the most dominant error committed by the students in their written descriptive texts.

- (2) Writing is the process for the students to express and organize their thoughts by combining words, phrase, and clause in order it can be understood by the readers. In forming words into sentences to be a good writing, the students must know the grammatical rules of the target language. Many researchers show that students commit morphological errors and syntactical errors in their writing because the imperfection of their knowledge toward the target language. Therefore, I am also curious about the students' competence in forming word, phrase, and clause to be a good writing especially in their descriptive texts.
- (3) I choose morphosyntax since they have very close relationship. Morphology is the study of word formation, while syntax is the study of how words are combined into larger unit such as phrases, clauses, or sentences. Therefore, when the words are chosen, syntax serves the rule to combine the words into well structure, then a good paragraph or a text is constructed. In other word, whether the sentence constructed by the students is grammatically correct or not. Many researches show that the students still get difficulty in dealing with morphology especially inflectional affixes. Many students tend to overgeneralize the grammatical rules of target language especially in forming plural noun and simple present tense. The example is " There are three

womans”. That example is incorrect, the student should write “There are three women” since the word women is irregular plural form of such noun woman. Therefore, she should remove –s affix. Furthermore, the students also get difficulty in dealing with syntax. The example is “She always wake me up in the morning”. That sentence is incorrect because of the faulty of subject-verb agreement. It should be written “She always wakes me up in the morning”.

- (4) Descriptive text is a text which describes a particular person, place, or thing. Some of the language features of descriptive text are use of present tense, particular noun, and verb. Subject-verb agreement in present tense can be applied in descriptive texts to form present tense. However, the students often ignored the subject of the sentence that they wrote. Many students also committed errors in forming noun phrase that should be in a form of plural noun. Thus, descriptive text is chosen to know the students’ competence in applying morphosyntax in their written descriptive texts.
- (5) Genre Based Writing class is chosen since the students are taught to write many text types such as narrative, descriptive, recount, and exposition text. This helps me as the researcher to describe morphosyntactic errors which are found in their writing especially in their’ written descriptive texts.

1.3 Research Problems

Based on the background above, the problems of the study are as follows:

- (1) What are the types of morphosyntactic errors found in the students' written descriptive texts?
- (2) What is the most dominant type of errors found in their written descriptive texts?

1.4 Purposes of the Study

Based on the research problems above, the purposes of the study are:

- (1) to describe the types of morphosyntactic errors in the students' written descriptive text, and
- (2) to determine the most dominant type of errors found in their written descriptive text.

1.5 Significance of the Study

I hope that this study can be advantageous for three aspects, those are theoretically, practically, and pedagogically. Those are stated as follows:

Theoretically, it is expected that the result of this research is used as reference for those who will conduct further research related to error analysis, morphology, syntax, and students' writing ability especially descriptive text.

Practically, this study is expected to correct the students' errors and help students in how to form words or sentences in their writing, especially in descriptive text.

Pedagogically, for the teachers, they know about the students' progress in the process of learning. Moreover, it is expected for the students to have the knowledge to deal with morphology and syntax to be able to construct their texts.

1.6 Limitation of the Study

This study is intended to describe the types of errors and determine the most dominant morphosyntactic error in the students' written descriptive text written by the fourth semester students of a Genre Based Writing class in the academic year 2017/2018. The subject of the study is limited to one of the Genre Based Writing classes in the academic year 2017/2018. Moreover, This study comprises morphology error and syntactical error. Hence, other errors such as substance error (misspelling and punctuation) and discourse error are ignored.

1.7 Definition and Key Terms

The terms used in this study are explained as follows:

1.7.1 Error Analysis

Error analysis (EA) is a procedure that usually used by the researcher and the teacher in their studies which involves some steps. Those are collecting the sample of learner language, identifying the errors in the sample, describing the errors, classifying the errors, and evaluating them. The purpose of error analysis (EA) is to find how far the students' progress in learning English as their second language or their foreign language. Consequently, Error analysis (EA) provides

the insight both to the researchers and teachers in the process of language learning so that they can help the students solving the problems.

1.7.2 Morphosyntax

Morphosyntax is the study of interaction between morphology and syntax. Morphology is one of the branches of linguistics. The term morphology was coined by Johann Wolfgang Von Goethe in the nineteenth century in a biological context. The word *morph* means ‘shape, form’ and morphology is the study of form or forms. Moreover, syntax is the study of how words are combined into larger units such as phrase, clause, and sentence.

1.7.3 Descriptive Text

Descriptive text is one of the English text types that has the function to describe a person, place, or thing in a way that enables the readers to visualize it.

1.8 Outline of the Study

This final project consists of five chapters and subchapters. Chapter one is the introduction which includes background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, definition and key terms, and outline of the study.

Chapter two is a review of the related literature which consists of three subchapters. Those are the review of the previous studies, review of the related literature, and theoretical framework. Review of the previous studies explains some previous studies which are related to morphology errors and syntactic errors. In addition, review of related literature discusses the theories of writing,

descriptive text, morphology, syntax, error analysis, error taxonomy, types of errors, levels of error, errors and mistakes, and sources of errors proposed by some expert linguists. Furthermore, theoretical framework explains how the theories are applied in analyzing errors and answering the research problems.

Chapter three is research methodology. Its subchapters are research design, object of the study, population and sample, methods of collecting the data, and methods of analyzing the data.

Chapter four is findings and discussions. It includes the types of morphosyntactic errors in the students' written descriptive text and I present the most dominant type of errors that is found in their written descriptive text.

The last chapter is chapter five. I present the conclusions and some suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the review of the previous studies, review of the related literature, and theoretical framework.

2.1 Review of the Previous Studies

In this discussion presents some studies dealing with morphosyntactic errors that conducted by some researchers.

Error analysis in students' writing has conducted by some researchers. They found errors related to subfield of linguistics namely phonology, morphology, syntactic, and semantic. A study was conducted by Kusumawardhani (2013) which the purpose is to know morphological and syntactical errors in English narrative composition. The participants were 40 students of grade XI at SMA Negeri 8 Perumnas II Tangerang. They were asked to write a composition of narrative as the data. Then the findings showed that the errors happend in the learners' English narrative composition were about affixations in past tense, the plural form, "the meaning participle" and the class word. After classifying the types of errors, it was known that students created more errors in morphological error than in syntactical error. I also conduct the study on subfield of linguistics namely morphosyntax. However, the object of study is the students'written descriptive texts.

On the other hand, Faisyal (2015) also conducted a study that analyzed morphological and syntactical errors found in English composition. The participants were the students of Daarut Taqwa Islamic Boarding School Klaten. The result of the study showed that the students created more errors in syntax rather than in morphology with different sources of errors, those are language transfer, strategies of second language learning, and overgeneralization. This previous study is also different from the study which is conducted by me as the researcher. I conduct the study on the subfield of linguistics namely morphosyntax. The object of the study is the students' written descriptive text with the participants are the fourth semester students of a Genre Based Writing class in the academic year 2017/2018 at Universitas Negeri Semarang.

Furthermore, there were also some studies conducted by researchers in the level of morphosyntax. There was a study conducted by Mammeri (2015). The topic of her study is A Morphosyntactic Study of EFL'Students Written Composition. 120 English written compositions were collected from second year LMD students enrolled in the English department of Bejaia University, Algeria. The findings of the study showed that the students committed many morphosyntactic errors such as word order, subject-verb agreement, verb structure, morpheme omission, morpheme addition. I also conduct a study in the level of morphosyntax. However, the object of my study is the students' written descriptive texts.

Another study in the level of morphosyntax was conducted by Nael and Hijjo (2013). That study aims to focus on the morphosyntactic issues that lead to

the grammatical errors which take place in the English writing of Malaysian secondary school students. The findings revealed that the Malaysian students were not fully aware how to use the plural mark 's' as well the '3rd singular' in present tense. Moreover, they could not build a simple sentence due to the different word-order and sentence structure between Malay language and English in term of morphology and syntax. That previous study is different from my study. The subject of my study is the students' written descriptive texts. While the participants are the fourth semester students of a Genre Based Writing class in the academic year 2017/2018 at Universitas Negeri Semarang.

Errors are not only found in students' writing but also in speaking when the students produced utterances. There is a research conducted by Hidayati (2011). The topic of her study is Error Analysis on a Short Speech. The analysis comprised pronunciation, morphology, and syntactic analysis. The researcher used the theory proposed by Brown (2000), namely omission, addition, and substitution type of errors. The findings of the study showed that the most dominant errors produced by the learners are morphological errors, followed by phonological errors, and syntactic errors. In morphological errors, substitution is the common type of errors found in the speech, followed by addition and omission respectively. However, the most errors are in misusing derivational morphemes rather than errors in inflectional morphemes. This previous study deals with error analysis which includes pronunciation, morphology, and syntactic on a short speech. Therefore, it is different from the study which is conducted by me as the researcher. I conducted the study which described morphosyntactic errors in the

student' written descriptive texts. The main theory which is used in my research is the theory proposed by Dulay, Burt, and Krashen (1982). There are four types of error namely omission, addition, misformation, and misordering.

Meanwhile, the errors are often found in the word classes in students' writing such as noun, adjective, verb, and adverb. Some researchers conducted the studies related to either derivational morphemes or inflectional morphemes. Santi & Wiruma (2016) conducted a study of Affixes Errors in Short Story. All the data were taken from *I must be a man?* a short story written by Istiqomah. The researchers analyzed not only the inflectional morphemes but also the derivational morphemes. The findings showed that inflectional suffix errors are more than derivational suffix errors. It can be concluded that the writer of the short story still gets difficulties dealing with the inflectional morphemes. While the study conducted by me as the researcher deals with morphosyntactic errors in the students' written descriptive texts. Therefore, the text type that is used as the object study in my research is descriptive text which is different from the study conducted by Santi & Wiruma (2016).

Furthermore, error analysis of inflectional morphemes was conducted by Abdelrady & Abdulmahmoud (2015). They conducted a study to investigate the problems of Saudi prepatory year student at Al- Jouf University as relates to the use of grammatical and inflectional morpheme. The data were collected from the students' answer in the final examination of the academic year 2013-2014. In addition, the students were asked to write on two different familiar topics. The main theory used by the researchers to analyze and classify the data is the theory

of errors by Littlewood, applying overgeneralization, transfer, and simplification by omission. Furthermore, the supported theories were the theory of morpheme presented by Godby (1982) and a theory set by Katamba (2003). The study showed that the total number of errors is 53 out of 75 sentences with 50.9 %. It was also found in the data that omission in plural became the most frequent error sentences (15.1 %). Meanwhile, the data in my research were collected from the students' written descriptive texts written by the fourth semester students of a Genre Based Writing class in the academic year 2017/2018 at Universitas Negeri Semarang. The main theory used in my research is the theory proposed by Dulay, Burt, and Krashen (1982). Therefore, the previous study conducted by Abdelrady & Abdulmahmoud (2015) is different from the study which is conducted by me as the researcher.

Based on the previous studies above, the students committed many errors on subfield of linguistics, namely morphology and syntax. Thus, I also conducted a research which described morphosyntactic errors in the students' written descriptive texts. However, this research is different from the previous researches. The data of this research were collected from the students' written descriptive texts written by the fourth semester students of a Genre Based Writing class in the academic year 2017/2018 at Universitas Negeri Semarang. Furthermore, the theory used to classify the data is surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982).

2.2 Review of Related Literature

This section of the study presents some relevant theories related to the topic of the study. Therefore, I restated some theories of writing, descriptive text, morphology, syntax, error analysis, errors taxonomies, types of errors, levels of error, errors and mistakes, sources of errors which are proposed by some expert linguists.

2.2.1 Writing

Writing is one of the English skills that must be mastered by the students to communicate with each other. According to Harmer (2001:79) writing is a communication tool to deliver the writer's thought or idea and also to express the feeling in the written form. While Brown (2001:336) asserts that writing is indeed a thinking process. It can be concluded that writing is the ability to communicate by delivering thought and expressing feeling.

Furthermore, Jonah (2006:29) as cited in Sipayung (2015) argues that writing can be used as an indirect means of communication to others to convey information. In other words, writing has the purpose to others. Troyka (1987 : 3-4) also states that writing is a way of communicating a message to a reader for a purpose. The purpose of writing might be to express one's self, to provide information for the readers, to persuade the readers, and to create a literary work.

There are five main types of writing. According to Melly (2006:1) those types of writing are expository, descriptive, persuasive, creative, and narrative. The first is expository writing. Expository writing is the type of writing that serves to explain and inform something to the readers. An example of expository writing

is the articles where the author is explaining how to build or do something. The second is descriptive writing. It is the writing that serves the description of something such as person, place, animal, etc. The third is persuasive writing that takes on the opinion of the writer. That is the text that usually found in advertising. The fourth is creative writing. It involves a vague term. Fiction, poetry, drama, screenwriting, and autobiographies are categorized into the creative writing. It does not necessarily need to follow any line of facts, just as long as it is interesting to read. The last is narrative writing. That is writing the story. It is very common in novel, poetry, and biographies. It can be concluded that types of writing are different from its purpose and its function.

2.2.2 Descriptive Text

Descriptive text is one of the types of English text that students learn. Some researchers explain the definition of descriptive text. According to Wardiman (2008:122), descriptive text is factual genre which presents some information, ideas or fact and aim to show or tell the audiences. In addition, according to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. In other words, students will imagine a particular person, place, or thing then they describe the object looks like.

Every English text type has its purpose. While according to Barbara (2004:143) descriptive text can serve variety purposes which are to entertain (This is when the writer describes such a thing or a place that can amuse the reader. e.g. A description of a baby's bedroom), to express feeling (The example is when the

writer describes his/her favorite place to relax his/her mind, so the reader understand why the writer enjoys it so much), to relate experience (This is when the writer describes something related to his/her experience. e.g. childhood home), to inform the readers (This is when the writer describes unfamiliar or familiar object. e.g. A description of a newborn puppy for the readers who has never seen it).

These are the generic structures and language features of descriptive text according to Barbara (2004: 145).

The generic structures are as follows :

- (1) identification: It is an introduction to the subject which will be described.
- (2) description : it contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything.

Meanwhile the language features of descriptive text are as follows :

- (1) use of particular nominalization (e.g. appearance which is derived from verb “appear”, and kindness which is derived from adjective “kind”),
- (2) use adjectives,
- (3) use of relating verbs to provide information about the subject,
- (4) use of thinking and feeling verbs to express the writer’s personal view of point about the subject or to give an insight into the subject thoughts and feeling,
- (5) use of action verbs to describe the subject’s behaviour (e.g. sing, dance),
- (6) use of adverbials to provide more information about this behavior, and

(7) use of types of figurative language such as similes and metaphors, particularly in literary descriptions. They create images, evoke emotion, and express the meaning by comparing two unlike things to help the readers understand the idea which is conveyed by the writer (e.g. Her skin is as white as the snow).

2.2.3 Morphology

Morphology is one of the branches of linguistics. The term morphology was coined by Johann Wolfgang Von Goethe in the nineteenth century in a biological context. The word *morph* means ‘shape, form’ and morphology is the study of form or forms. In addition, Aronoffs and Kirsten (2011:2) state the term morphology refers to the mental system involved in word formation of to branch linguistics that deals with words, their internal structure, and how they are formed.

According to Santi and Wiruma (2016), morphology is the study of word structure that will go to make up people’s speech competence. In other words, people who are learning language must have the knowledge about morphology and linguistic creativity to produce utterances in order to have others understand toward the intended meaning. Fromkin, Rodman & Hymans (2003) as cited in Chiang & Lu (2010) assert that morphological knowledge is defined as knowledge “of the internal structure of words and, of the rules by which words are formed”. It can be concluded that morphology is the study of word formation that has the important role to produce utterances.

English speakers are able to indicate that there is more than entity referred to noun ‘books’. The standard of doing this is by simply adding suffix –s at the

end of noun 'book'. English speakers have the knowledge of the rule which way add –s for plural and use it to produce the plural form of any noun. However, we do not always mark plural words with suffix –s, for instance: fish and children. Those words are plural although there is no plural marker. English native speakers do not think about it before marking a plural because their knowledge enables them to distinguish between well-formed and ill- formed words and utterances in their language. Therefore, the people who learn English as their second language or their foreign language must know the rules of the target language itself about how to form word because they cannot generalize the rule of the target language since there is the exception that the learners should know.

2.2.4 Morpheme

Morpheme is considered as the smallest unit that is meaningful. According to Katamba (1993:20) the term morpheme is used to the smallest, indivisible units of semantic content of grammatical function which words are made up of. In other words, it cannot be decomposed into smaller units which are either meaningful by themselves or mark a grammatical function. Similarly, Aronoffs and Kirsten (2011:2) define morphemes as the smallest linguistic pieces with a grammatical function. While the grammatical function might be determined by a word's position in a sentence such as verb, noun, adjective, or adverb. Thus, it can be concluded that morpheme is the smallest unit that has the grammatical function whether it is adjective, noun, verb, or adverb.

Many words are morphologically complex which can be divided up into smaller unit. The words like *desk-s* and *boot-s*, where *desk* refers to one piece of

furniture and *boot* refers to one item of footwear, while the suffix *-s* serves the grammatical function of indicating plurality. Thus, *desks* and *boots* are noun which indicates plurality after being added by suffix *-s* to the root. On the other hand, many words are morphologically simple. The examples are *the, fierce, desk, eat, boot, at, fee, mosquito, etc.* They cannot be divided up into smaller units that are themselves meaningful. Those words can stand alone and it is impossible to say the *-quito* belongs to part of *mosquito* or the *-fierce* belongs to part of *fierce* (Katamba, 1993:19). Furthermore, words are also recognized as negative morpheme such as the words *unwell, untidy, unclean*, where the prefix *un-* represents a negative morpheme and has a meaning as ‘not’ in words. Therefore, it can be concluded that many words can be morphologically complex, morphologically simple, and negative morpheme. Morphologically complex is when the words which are included into noun can be broken down into smaller and indicate their grammatical function that is when they are added suffix *-s* that indicates plurality. Meanwhile, morphologically simple is when they stand alone without being added by any suffix. Furthermore, negative morpheme is seen as the opposite meaning of the positive morpheme.

On the other hand, Aranoffs and Kirsten (2011:2) also state the term ‘morph’ is sometimes used to refer specifically to the phonological realization of a morpheme. For example, the English past tense morpheme that is spelled *-ed* has various morphs. It will sound [t] after the voiceless [p] of *jump* (cf. *Jumped*). In addition, it sounds [d] after the voiced [l] of *repel* (*repelled*), and as [e d] after the voiceless [t] of *root* or the voiced [d] of *wed* (*rooted* and *wedded*). As the

statement above, it means that morpheme is also related to the pronunciation. It has two or three different pronunciations when the suffix is attached to the root.

2.2.5 Free and Bound Morphemes

There are two types of morphemes. They are free morphemes and bound morphemes.

Free morphemes are roots which are capable of standing independently (Katamba, 1993:41). Similarly according to Carstairs-McCarthy (2002), free morphemes are morphemes that can stand on their own. Free morphemes are nouns, adjectives, verbs, prepositions, or adverbs. The examples of free morphemes are *man, book, tea, sweet, cook, bet, clever, pain, walk, etc.* Many others free morphemes are function words. Function words mainly signal grammatical information or logical relation in a sentence (Katamba :41-42).

Function words are explained as follows:

- (1) Articles : a, the
- (2) Demonstratives : this, that, these, those
- (3) Pronouns : I, you, we , they, them ; my, yours, his, hers ; who, whom, which, whose, etc.
- (4) Conjunctions : and, yet, if, but, however, or, etc.

On the other hands, bound morphemes are morphemes that cannot stand on their own, they occur with some other word-building element attached to them. They maybe lexical (e.g., clude) as in *exclude, include, and preclude* or they maybe grammatical (e.g., plu) as in *boys, girls, and cats*.

According to Katamba (1993:44), bound morphemes are affixes. There are three types of affixes, they are explained as follows:

(1) Prefixes

A prefix is an affix attached before a root or stem or base like re-, un- and inn-:

The examples are re-make, re-read, un-kind, un-tidy, in- decent, in-accurate

(2) Suffixes

A suffix is an affix attached after a root like -ly, -er, -ist, -s,-ing, and -ed.

The examples are kind-ly, quick-ly, wait-er, play-er, book-s, mat-s, jump-ed, walk-ed.

(3) Infixes

An infix is an affix inserted into the root itself. However infixes are somewhat rare in English.

It can be concluded that both free morpheme and bound morpheme are verb, adjective, noun, adverb. Free morphemes can stand independently without being added by any affixes, while bound morpheme cannot stand independently because they are affixes which have to be attached to the root to form lexical word or grammatical word.

2.2.6 Inflectional Morpheme and Derivational Morpheme

For further explanation, bound morphemes are divided into inflectional and derivational morphemes.

According to Sari (1988:82), derivational morphemes are morphemes which derive or create new words by either changing the meaning (kind vs

unkind, both adjective) or changing the part of speech (syntactic category, e.g. rip, an adjective, vs. ripen, a verb). Both kind vs unkind are adjectives, they have the opposite meaning. It becomes negative morpheme since it is attached the prefix un- to the root such as kind where the prefix un- has the meaning as ‘not’ in that word. Furthermore, the addition of –en to the adjective *rip* produces the verb *ripen*. Thus, it is possible to derive a verb by adding the suffix –en to an adjectival base. It can be concluded that derivational morpheme has two functions which are either to change the meaning or to change the word class.

Katamba (1993:49-50) has listed some common derivational prefixes and suffixes. They are listed as follows:

Table 2.1 Change in the Meaning of Words

Prefix	Word Class of Input Base	Meaning	Word Class of Output Word	Example
in-	Adjective	‘not’	Adjective	in-accurate
un-	Adjective	‘not’	Adjective	un-kind
un-	Verb	‘reversive’	Verb	un-tie
dis-	Verb	‘reversive’	Verb	dis-continue
dis-	Abstract noun	‘not’	Abstract noun	dis-order
dis-	Adjective	‘not’	Adjective	dis-honest
dis-	Verb	‘not’	Verb	dis-approve
re-	Verb	‘again’	Verb	re-write
ex-	Noun	‘former’	Noun	ex-mayor
en-	Noun	‘put in’	Verb	en-cage

Table 2.2 Change in the Word Form

Suffix	Word Class of Input Base	Meaning	Word Class of Output Word	Example
-hood	Noun	‘status’	N (abs)	Child-hood
-ship	Noun	‘state or condition’	N (abs)	King-ship
-ness	Adjective	‘quality, state or condition’	N (abs)	Kind-ness
-ity	Adjective	‘state or condition’	N (abs)	Sincer-ity

Suffix	Word Class of Input Base	Meaning	Word Class of Output Word	Example
		etc		
-ment	Verb	'result or product of doing the action indicated by the verb'	N	Govern-ment
-less	Noun	'without'	Adj	Power-less
-ful	Noun	'having'	Adj	Power-ful
-ic	Noun	'pertaining to'	Adj	Democrat-tic
-al-	Noun	'pertaining to, of the kind'	Adj	Medicin-al
-al-	Verb	'pertaining to or act of'	N (abs)	Refus-al
-er	Verb	'agent who does whatever the verb indicates'	N	Read-er
-ly	Adjective	'manner'	Adv	Kind-ly

It can be observed that derivational morphemes are used to create new lexemes by either:

- (1) Modifying the meaning of the base to which they are attached, without changing the grammatical category (the example of the table above *kind* and *unkind*).
- (2) Changing the grammatical class of base as well as the meaning (hard (adj) and hardship (noun))
- (3) Changing the grammatical sub- class without moving it into a new word class (as in the case of friend (N(conc)) and friend-ship (N (abs))).

While inflectional morphemes are morphemes which serve a purely grammatical function, never creating a different word, but only a different form of the same word. For example cat and cats are both nouns and have the same

meaning; however, cats with the plural morpheme –s indicate that there are more than one of these things.

English has eight inflectional affixes. Those are listed in the following table.

Table 2.3 The Eight Inflectional Affixes

INFLECTIONAL AFFIXES	ROOT	EXAMPLE
Plural	Noun	Boys
Possessive	Noun	Boy's
Comparative	Adjective	Older
Superlative	Adjective	Oldest
Present	Verb	Walks
Past	Verb	Walked
Past Participle	Verb	Driven, Talked
Present Participle	Verb	Driving

(Sari, 1988:83)

The table shows the eight English inflectional affixes. The first morpheme in the table above is plural noun where the suffix –s is attached to noun such as *boy* to form a plural noun *boys*. The second is possessive. When it is attached to root, for example *the boy's bag*, shows that bag belongs to one boy. Then –er and est- serve to change adjective into their comparative and superlative respectively. Furthermore, the verb *walks* indicates as present form. The –s at the end of verb shows that the subject is the third person singular. Then the suffix –ed functions to change verb into regular past and regular past participle. The last is suffix –ing that the function is to indicate present participle.

2.2.7 Syntax

Syntax is the study of the structure of phrases, clauses, and sentences are constructed (Sari, 1988:59). It contains rules for constructing well formed sentences of a particular language. The set of rules constitutes the grammar of the language.

There are two types of rules in syntax. Those are phrase structure rules and transformational rules. The first type of rules is phrase structure rules. It involves a rule which describes the internal of composition of syntactic unit that is what kinds of smaller unit the sentences or phrases are made up. It also involves a rule which describes the ordering between the smaller components. The example is a rule of form $S \rightarrow NP VP$ can be called as a sentence which consist of Noun phrase and verb phrase. Noun Phrase (NP) can be formed by joining a determiner (Det) with a noun (N), the example is *a girl*. While a verb phrase may consist of a transitive verb (TV) and a direct object noun phrase, the example is *squeezed some fresh orange juice*. The second type of rule in syntax is the transformational rule. A native speakers will know that the sentences are related to each other. The declarative sentence *I like bananas* and its question counterpart *what do I like?* The related sentences have the same structure at a deeper level of the grammar but diverge into different structures at the surface due to transformational rules. It can be concluded that syntax is about how to construct phrases, clauses, or sentences. Furthermore, it has two types of rules. Those are phrase structure rules and transformational rules.

2.2.8 Definition of Error Analysis

In order to know the students's errors, we need a procedure to analyze that. James (1998:1) claims that in the 1950s and 1960s contrastive analysis (CA) was used by the researchers as an approach to the study of students' errors. Moreover, according to Afifuddin (2016) in order to describe the errors, it is used a special case of constrative analysis. It compares synonymous utterances in the learner's dialect and the target language. However, CA becomes either uninformative or inaccurate since not all predicted errors really occur. Thus, researchers attempt to discover students' language proficiency through error analysis.

James (1998:1) states that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. In addition, Khansir (2012) asserts that error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between errors made in the target language and that target language itself. It can be concluded that the interference from learners' mother tongue is not the only reason for committing errors on learning the target language. Furthermore Crystal (1987:112) also asserts that error analysis is a technique which involves identifying, classifying and systematically interpreting the unacceptable forms which are committed by the learners in the process of learning a foreign language. In other words, error analysis is used to identify, classify, and also interpret the errors that are committed by the learners in the process of language learning.

Corder (1974:125) has developed error analysis procedure that consists of several stages.

Those stages are as follows:

(1) Choosing the language corpus

This step is concerned with deciding on the size of sample, deciding on the medium of sample taken whether it is spoken (orally) or written (writing), deciding the homogeneity of the sample that includes background, age, type of education & location.

(2) Identifying error in the corpus

Before identifying the errors, the researchers have to compare the sentences that learners produce with what seem to be the normal or correct sentences in the target language. After knowing which errors and mistakes that students commit, only occurring errors are identified for further process/procedure.

(3) Classifying error

After all errors are identified, they can be classified into types of errors.

(4) Describing errors

In this step includes describing the types of errors, then providing the correct ones..

(5) Evaluating error

This step involves in assessing the seriousness of each error.

Based on the statements above, errors can be described by using error analysis procedure which is proposed by Corder (1974). It consist of five stages. Those are choosing the language corpus, identifying errors in the corpus, classifying errors, describing error, and evaluating error.

2.2.9 Error Taxonomies

Classifying and indicating errors can be done by using errors taxonomies. There are two kinds of descriptive taxonomy proposed by Dulay, Burt and Krashen (1982, Ch.7). They are explained as follows:

(1) Linguistic category classification

This type of taxonomy indicates where the errors are located in the system of the target language (Dulay et.al. 1982:146). In addition, James (1998:105) states indicating the level of language or the location of errors can be in phonology, graphology, grammar, lexis, text, or discourse. Furthermore, it is stated if it is a grammar level, it is indentified whether it involves in the auxiliary system, passive, sentences complements. Then, the next is about its class whether it involves the class of noun, verb, adjective, adverb, preposition, conjunction, determiner, etc. After that, it needs to specify the grammatical system that the error affects : tense, number, voice, countability, transitivity, etc. (James, 1998:106)

Consider the example below:

We use to / go swimming every morning.

The learner attempts to use *used to* in the present tense. Therefore, it is a grammar level error involving the word class verb, and the system of tense.

(2) The surface structure taxonomy

This is the second type of descriptive taxonomy. This taxonomy is described based on the ways surface structures are altered (James, 1998: 106). In the process of language learning, the students may omit the necessary items or add unnecessary one, they may misform the items or disorder them (Suhono :2016).

It can be concluded that there are two errors taxonomies namely linguistics category classification which can be used to indicate errors in phonology, graphology, grammar, lexis, test, or discourse, and the surface structure taxonomy which is used to classify the errors when the students may omit, add, misform, and disorder the items.

2.2.10 Types of Errors

According to the surface structure taxonomy proposed by Dulay, Burt and Krashen (1982), errors can be categorized into four types namely omission, addition, misformation, and misordering.

(1) Omission

The type of omission is characterized by the absence of an item that must appear in a well formed utterances. Morphemes can be distinguished into two classes. Those are content morpheme and grammatical morpheme. Suhono (2016) stated this kind of content morphemes is related to noun, adjective, and adverb.

Whereas noun, verb inflection, the article, verb auxiliary, preposition belong to grammatical morpheme. Santi and Wiruma (2016) had analyzed errors of inflectional morpheme and derivational morpheme in short a story. They found the type of omission error in that story. It was stated “*All the confusing girl*”. It is inflectional error because the writer omitted suffix –s to the word *girl*. Then it should be written “*All the confusing girls*” where suffix –s comes after the root *girl* to form plural noun.

(2) Addition

This is the type of errors which is the contrary of omission. Ibid as cited in Suhono (2016) asserts addition errors are characterized by the presence of items that should otherwise not appear in a well-performed utterance. Therefore, the students sometime add the unnecessary one in a sentence. Furthermore, addition errors are divided into three subtypes, Those are regularization, double marking, and simple addition. The first is regularization. It involves overlooking exceptions and spreading rules to domains where they do not apply (James, 1998:107). The example is *buyed* for *bought*. In this case, it happens to students who do not know if there is the exception to form past tense and past participle. They just simply add –ed to the root of word. The second is double marking which is defined as failure to delete certain items which are required in some linguistic construction but not in others’ (James, 1998 : 107). In this case, when the students write a sentence, there are two tense markers instead of one. The example is *He doesn’t knows me*. The appropriate clause is *He doesn’t know me* since the auxiliary *do*

already carries the marker. Then the last subtype is simple addition. The example is *It is consist of* which is supposed to be *It consists of*.

(3) Misformation

Misformation is defined as the use of the wrong form of a structure or morpheme (James, 1998:108). There are three types of misformation namely archiform, regularization, and alternating form. James (1998:109) states archiform is defined as the selection of one member of a class of forms to represent others in the class. This errors involve the word such as *this, that, those, these*. The examples are *those dog, this cats*. This and that refer to singular form whereas those and this refer to plural form. The next type is regularization. Suhono (2016) states that regularization errors involve neglecting exception, and dissemination rules transformation of verb and countable or uncountable noun. The examples are the words *runned, hitted, womans, gooses*. The last type of misformation is alternating forms which is defined as fairly free alternation of various members of a class with each other. The examples are *I seen her yesterday, I have just saw her*.

(4) Misordering

Misordering is defined as the incorrect placement of a morpheme in an utterance. This error might happen in adverbials, interrogatives, and adjectives. The example is *the words little*. The correct one should be *the little words*.

Thus, the theory of surface strategy taxonomy is chosen by me to classify and indentify morphosyntactic errors because the theory is considered relevant

under this study. By using this theory, I can find the types of errors of inflectional affixes related to omission, addition, misformation, and ordering.

2.2.11 Levels of Error

There are 3 levels of error. They are level of substance, text, and discourse. They are explained as follows.

2.2.11.1 Substance Errors

Substance errors comprise misspelling and mechanical errors. The first is misspellings (MSs). According to James (1998:130), misspelling is a substance level of production error. Furthermore, there are other substance errors which are referred to as mechanical errors. Those are punctuation errors, typographic errors, dyslexic errors, and confusibles. The most frequent punctuation errors are overuse of the exclamation (!), misordering of closing inverted commas, and overuse of capital. Typography errors are administered to poor typists. The errors occur when there are full of 'typos' in their writing. Meanwhie, some dyslexic errors are MSs. The example is (parc) for (park).which is miselection from letters which represents the same sound. Another mechanical error is confusable. This is the error which invoves confusion between similar sounding morpheme and word.

2.2.11.2 Text Errors

Text errors arise from ignorance and misapplication of the lexico-grammatical rules of the target language.

Text errors comprise lexical errors and grammar errors. The first is lexical errors. The errors can occur when the learners select the wrong form. The example is “She listened to his speak”. The word “speak” should be replaced by “speech”.

The second is grammar errors. It comprises morphology errors and syntax errors. Those are defined as morphology errors when the learners fail to comply with the norm in supplying any part of these word classes : six book (six books), abolishment (abolition) belong to noun morphology errors; bringed (brought), was drinken (was drinking) are verb morphology errors; visit me soonly (visit me soon) is adverb morphology error. Meanwhile, syntax errors affects text larger than word. Those are phrase, clause, and sentence. The example of phrasal error is “a cleverest boy in the class”. The error occurs because of misselection of the article “a” instead of “the”. In addition, the example of clause error is “ He seems crying” instead of “He seems to cry”. Moreover, sentence errors involve the selection and combination of clauses into larger unit. The example of sentence error is “They believe they can become leaders in the field and a good secure job”.

2.2.11.3 Discourse Errors

These errors involve the terms of mechanics and the terms of organization. Discourse is different from text. They are distinguished in terms first, of discourse being a process and text its product, and secondly in terms of meaning and versus interpretation (James, 1988:161).

Based on the explanation above, it can be concluded that levels of error comprise errors of substance, text, and discourse.

2.2.12 Errors and Mistakes

In the process of foreign language learning, it is inevitable that the students sometimes make mistakes. However, there are the students who go on making the same mistakes even though such mistakes have been pointed out to them. Then they are called errors. Thus, It is essential to differentiate between errors and mistakes.

Errors are systematic while mistakes are accidental. James (1998:77) asserts that an error occurred when there was no intention to commit one.. While according to Dictionary of Language Teaching and Applied Linguistics (1992) as cited in Erdogan (2005), learner makes a mistake because of lack of attention, fatigue, carelessness, or some other aspects of performance. In addition, it is called a mistake when the learner is able to correct a fault in his or her output. On the other hand, if the learner is unable to make self correctness that it is an error (James, 1998:78).

Furthermore, Ellis (1997) as cited in Erdogan (2005) suggests two ways to distinguish between an error and mistake. The first way is to check the consistency of learners' performance. It is a mistake when they sometimes use the correct form and sometimes the wrong one in the written form or spoken. However, it is an error if they always use it incorrectly in the learning language process. The second way is to ask learner to try to correct his or her own errors. We can indicate that the learners commit errors when they are unable to make self correctness. In other words, it happens because of lack of learner's knowledge to

the target language. While if he/ she is successful to correct the utterance, then it is a mistake.

It can be concluded that students commit errors that is if they keep performing incorrectly toward the target language that they learn, and when they are asked to correct the errors, they cannot correct them. While mistakes happen when their existances are inconsistent, and also they can be corrected by the students. As the result, in this research I described morphosyntactic errors which were found in the students' written decriptive text by checking the consistency of students' performance. I gave the students second chance to write the descriptive texts with the same topic of the texts that they had written. If there were found in the second text that the students kept writing the wrong form, then it can be concluded that they commit errors.

2.2.13 Sources of Error

There are causes why the students commit errors. Some researchers found that the interference of the mother tongue can be the hindrance for students in learning the target language. However, the interference of the mother tongue is not the only source for committing errors. Thus, it is important to know the sources of errors beyond the scope of interference of the mother tongue. The causes and sources of errors can be divided into two different factors. Those are interlingual errors and intralingual errors.

(1) Interlingual Errors

Interlingual errors occur when ESL learners directly translate the first language into the second language. It is also stated by Richard (1974) as cited in

Affifudin (2016) that is if the learners' errors are caused by their first language, then it is called interlingual transfer. The example is when the English learner of Indonesia may say 'Dina menikah dengan Andre ' in her or his first language, then he or she transfers to the target language, the result would be 'Dina married with Andre'. However, it is not acceptable in English. The influence of L1 on L2 can be in both positive and negative way. Bose (2015) as cited in Khansir (2012) remarks that there are two types of transfer between mother tongue and target language which serve as reasons that explain errors made by learners which are negative and positive transfer. It will be the positive transfer if the form between mother tongue and the target language is similar, while it will be the negative transfer if the form between mother tongue and the target language is different.

(2) Intralingual Errors

The interference of the mother tongue is not the great majority of error. It can be explained by other sources. Selinker (1972 :209) states other sources such as intralingual confusion may also be the source of errors. Furthermore, Keshavarz (1994:107) states that intralingual errors are caused by the mutual interference of items in the target language. Learners commit errors in the target language since they do not know the target language very well; therefore, they use the target language as the reflection of their limited knowledge of the target language itself. They tend to overgeneralize the rule of the target language. It is also stated by Ellis (1997) as cited in Erdogan (2005) that some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the target language simpler. It can be indicated the example of simplification and

overgeneralization that is when the students use past tense suffix ‘-ed’ for all verbs. The example of intralingual error also can be seen as the result from overgeneralize the plural suffixes that is the learners may say ‘there are three womans’ instead of saying ‘there are three women’ since the women is the exception in forming plural of woman. It can be concluded that learners may think by adding suffix –s to noun such as woman is the way to form plural because they do not know the exception of the rules.

Richard (1971:19-22) divides intralingual errors into four categories:

(1) Overgeneralization

Overgeneralization is one of the strategies in the process of language learning that is when the learners apply the rule of the target language that they have already known beyond the extent to which it applies. The example is “Cindy goed to school”. The correct one is “Cindy went to school”.

(2) Ignorance of rule restriction

It happens when the learners apply the rules of the target language to the context which is not applicable. The example is “He made me to go to” rest through extension of the pattern “*He asked/wanted me to go*”.

(3) Incomplete application of rule

This error can be found when the learners apply incomplete rule, they fail to use a fully developed structure. We can find the example of this error in learning interrogative sentences. The example are ‘Where you come?’

instead of 'Where do you come?', 'You like to sing?' instead of 'Do you like to sing?'

(4) False concept hypothesis

False concepts hypothesis is considered as sorts of generalizations which are due to the learner's limited knowledge of the target language. The example of this error can be found in a sentence 'He is goes to school' instead of 'He goes to school'.

From the statements above, it can be concluded that we can distinguish two sources of errors. Those are interlingual errors and intralingual errors. Interlingual errors are caused by the interference of the mother tongue, while intralingual errors are one of the other sources of errors that reflect the learners' competence or their limited knowledge toward the target language.

2.3 Theoretical Framework

By practicing writing, the students can express their thought, ideas and feeling. They can write many English text types, one of which is descriptive text. However, there were found many errors related to morphological errors and syntactical errors committed by the students. Thus, many researchers conducted studies related to morphosyntactic errors in the students' writing to get the insight of students' errors and to answer to the research problems.

In this research, I used error analysis procedure proposed by Corder (1974). I chose the language corpus, identified the errors, classified the types of errors, described the errors, and evaluated the errors. I collected the data from the

students' written descriptive texts written by the fourth semester students of a Genre Based Writing class in the academic year 2017/2018. After that, the morphosyntactic errors were identified. By using surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982), the errors were classified into omission, addition, misformation, and misordering. In describing the errors, I also provided the correct ones, then the students who committed more errors were evaluated to get deeper understanding.

For the clearer explanation, it is explained in the following diagram.

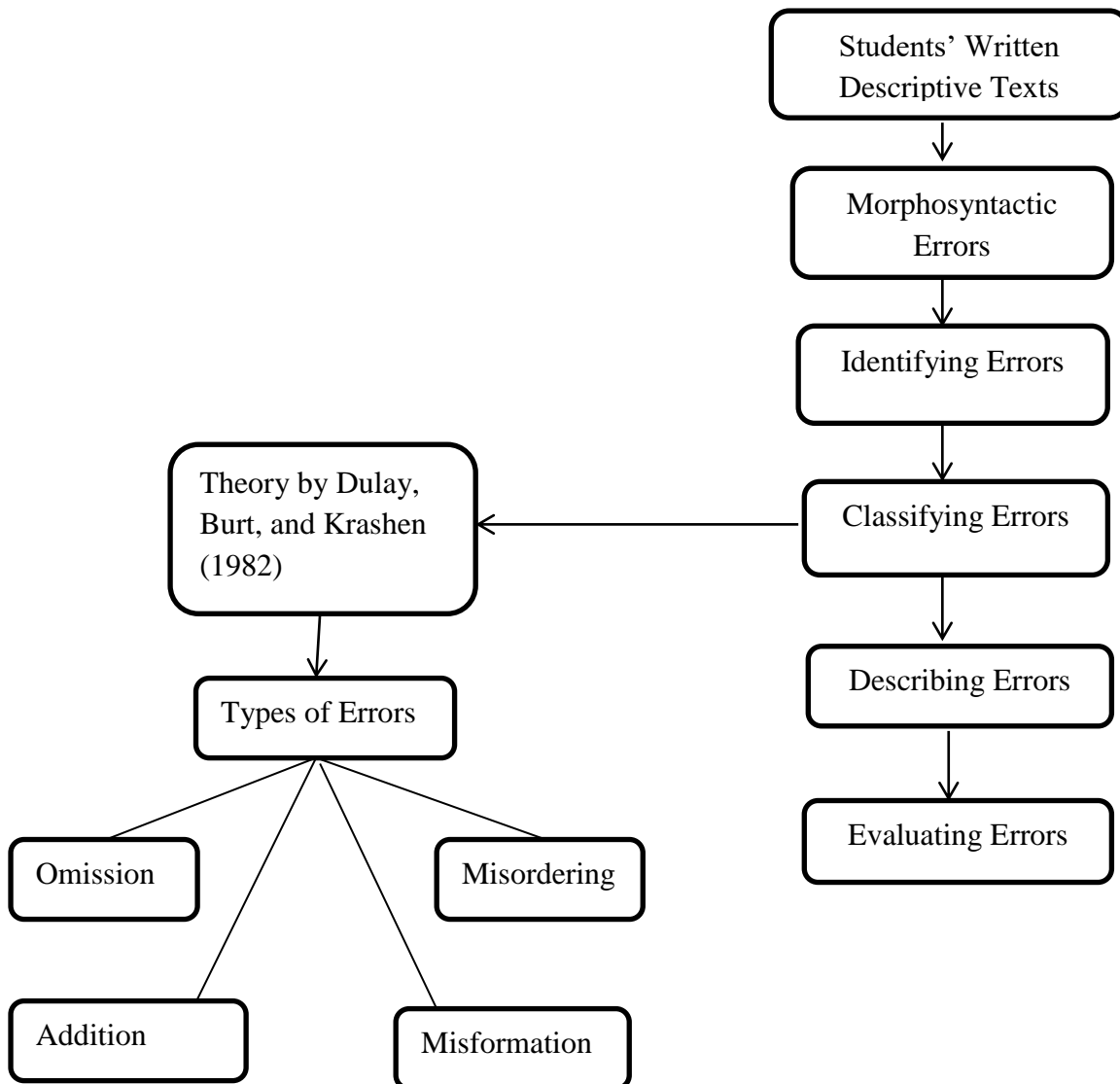


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter, I present conclusions and suggestions. The conclusions are drawn from the data analysis in the previous chapter. Furthermore, the suggestions are aimed to the students and lecturer of a Genre Based Writing class at Universitas Negeri Semarang, and to the people who want to conduct a research with the same topic of this research.

5.1 Conclusions

Based on the chapter IV, the fourth semester students of a Genre Based Writing class in the academic year 2017/2018 committed morphosyntactic errors. The errors were classified into 4 types of errors based on the theory of Dulay, Burt, and Krashen (1982), and finally the most dominant error was found.

The findings of this study showed that there were 98 errors found in the students' written descriptive texts. Misformation involved misformation of verb in subject-verb agreement (30.62%), verb in passive voice (1.02%), verb in past tense (1.02%), verb in past participle (1.02%), verb in future tense (1.02%), noun (4.08%), preposition (2.04%), pronoun (1.02%), to be (1.02%), and determiner (2.04%). Omission involved omission of -s in plural (26.53%), articles (2.04%), to be (13.27%), pronoun (1.02%), and suffix in adverb (1.02%). Furthermore, addition was categorized into addition of conjunction (2.04%), to be (1.02%), articles (3.06%), pronoun (1.02%), and suffix in noun (1.02%). There were also 3 errors (3.06%) in misordering.

Based on the findings of each type of errors found in the students written descriptive texts, it can be concluded that the most dominant error belongs to misformation of verb in subject-verb agreement which involves 30 errors (30.62%).

5.2 Suggestions

I would like to give some suggestions to the students, lecturer, and those who want to conduct a study with the same topic of this study in dealing with morphosyntactic errors.

Firstly, for the students, they should pay more attention to word, phrase, and clause when they construct a text because it is related to the grammatical function. In other words, they do not only consider their idea to be expressed in their writing but also they should think the grammar. Furthermore, the students should learn more about morphology especially in forming plural and learn how to construct words into phrase or clause to be a good text. Moreover, when they finish writing, they must proofread the text before submitting to their lecturer. It is useful for them to know whether the words, phrase, or clause that they write are grammatically correct or not. As the result, it can minimize the errors.

Secondly, for the lecturer should give more extra attention to those who still have difficulties in dealing with verb and noun since we know that those kind of errors frequently occur in the written descriptive text. Furthermore, it is also important to give students the feedback. Therefore, the students know which one is correct when they committed errors.

Thirdly, I expect that there will be other researchers from English Department of Universitas Negeri Semarang who will conduct a study related to morphosyntactic errors with the different object of the study and different subject of the study. The more researches on morphosyntactic errors are conducted, the more improvement can be done. Therefore, I really expect that this study can be one of references for those who want to conduct a study on morphology and syntactic.

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