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Dec. 30, 2019**MORPHOLOGICAL ERRORS MADE BY THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF STKIP PGRI SUMATERA BARAT IN WRITING ARGUMENTATIVE ESSAYS****KESALAHAN MORFOLOGI OLEH MAHASISWA SEMESTER TIGA JURUSAN BAHASA INGGRIS STKIP PGRI SUMATERA BARAT DALAM MENULIS KARANGAN ARGUMENTASI****Muhammad Khairi Ikhsan**

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[khairi84ikhsan@gmail.com](mailto:khairi84ikhsan@gmail.com)**Abstract**

This article was written based on the students' problems in writing argumentative essays. Those problems were mostly concerned with the morphological errors committed by the students in their writings. There were six points of morphological errors that the researcher focused on; *incorrect third person singular verbs, incorrect past form, incorrect indefinite article, incorrect past participle, incorrect comparative and incorrect possessive case* (Dulay, 1982). The purpose of this research was to describe the morphological errors committed by the students in writing argumentative essays. This research was conducted at English Education Department of STKIP PGRI Sumatera Barat. The research findings showed that the six types of morphological errors stated above were found by the researcher in the students' writings. Thus, it could be concluded that the students had lack of comprehension on morphological study in writing argumentative essays.

**Keyword:** *Morphological Errors, Argumentative Essays.*

**Abstrak**

Artikel ini ditulis berdasarkan masalah yang ditemukan dalam karangan argumentasi mahasiswa. Permasalahan tersebut adalah kesalahan-kesalahan yang terkait dengan morfologi (*Morphological Errors*). Dalam hal ini ada enam *Morphological errors* yang difokuskan, yaitu: *incorrect third person singular verbs, incorrect past form, incorrect indefinite article, incorrect past participle, incorrect comparative, dan incorrect possessive case* (Dulay, 1982). Tujuan penelitian ini adalah untuk mendeskripsikan kesalahan-kesalahan morfologi yang ditemukan dalam

karangan argumentasi mahasiswa. Penelitian ini dilakukan pada jurusan Pendidikan Bahasa Inggris Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP)-PGRI Sumatera Barat. Hasil penelitian ini menunjukkan bahwa semua kesalahan morfologi yang difokuskan masih ditemukan dalam karangan mahasiswa. Dengan kata lain, mahasiswa masih memiliki pemahaman yang kurang terhadap kajian morfologi dalam menulis karangan argumentasi dalam bahasa Inggris.

**Kata kunci:** *Morphological Errors, Argumentative Essays*

## **Pendahuluan**

Among the four language skills (listening, speaking, reading, and writing), writing can be considered as the most difficult skill (Hogue, 2003). It demands a great deal of work and concentration. Good writing in English requires both good grammar and good organization. To apply correct grammar and organize our thoughts in ways that are familiar to native speakers are very difficult in writing. Native speakers are accustomed to seeing a long piece of writing divided into paragraphs; each paragraph discusses a single idea. They are also used to having information presented in a certain order, or order of importance.

Besides, writing is a process of creating, organizing, and polishing ideas which involves several sub skills. Some of these are related to accuracy, i.e. using the correct forms of language or using good grammar to develop a more sophisticated writing style. Writing accurately involves spelling correctly, forming letter correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly (Spratt, et.al, 2005).

Furthermore, writing is also considered as one of the ways for people to communicate ideas and informations. They can express their thoughts and feeling through writing. For students at schools or colleges, writing can be as a media to express what they feel and think about. They have to be able to improve their ability to express the ideas clearly because they have to organize those ideas correctly. This activity is aimed at producing and preparing the students as the creative generation and critical thinkers as well.

However, accuracy in writing is one aspect that should be paid attention by a writer. It means that a writer has to consider the contents of his writing including paying attention to the dictions used and the grammatical structure of their writing. It should be done in order to produce good and acceptable writing. Accuracy of grammatical structure is very indispensable since it will influence the meaning of what the writer wants to express in his writing.

Considering the importance of that skill, English Department of STKIP PGRI Sumatera Barat has prepared their students with writing courses which is

divided into three main parts, namely writing I, writing II, and paper writing. In writing I, they learn the basic principles of writing-how to write a paragraph, and the process of paragraph development. In writing II, they are taught how to write essay, patterns of essay organization, and technique in writing including summarizing, paraphrasing, and bibliography. Then in the paper writing course, they learn to write a writing proposal. In short, writing subject provides them basic skill as stated above in order to produce various kinds of writing such as essay writing, letter, and report. It is considered as important things to have by the students as the guidance for them when they come to the field of work.

In the researcher's preliminary observation, it was found that the students of STKIP PGRI Sumatera Barat had difficulties in writing. The main problem that they were facing was grammatical mastery. It might be caused by some rules which are totally different from the Indonesian language that make the students do not understand about the rules as well. For instance, the rules of English grammar on the use of simple present tense, like third singular person and tenses marker in verb, and plural marker in nouns do not exist in Indonesian language. To sum up, the students have to pay full attention to the rules of English grammar and master it in order to produce the smooth and acceptable writing.

However, even if the students have learned about the rules of English language from textbooks or lecturer's explanation, some errors still occur in their process of learning, especially in writing. Error is hard to be avoided in English language learning. Lewis (2002: 8) argues that errors are "anything that sounds wrong" or "things people say if they are not native speaker of the language" even if native speaker of the language sometimes speak and write in ways that might not be considered "correct". For example in the sentence: "He read newspaper every morning". That sentence deviates from English subject and agreement and produces errors since morpheme {-s/es} in verb is omitted. The correct one should be: "He reads newspaper every mornig". The correction of this sentence is based on the consideration that in English, there is an agreement between subject and verb, where if the sentence is simple present and the subject is singular, the verb in the sentence should be added by {-s/es}.

Basically, students' errors may occur in different components of language: in grammar, lexicon, or in pronunciation. Besides, students' errors can also occur in different linguistic categories such as phonology, morphology, syntax, and discourse. One language component which is crucial to be considered is grammatical structure. Morphology is a part of subskill included in grammar: morphological item is one of the important things dealing with word formation as in the relation between the words, such as *take* and *took*, *dog* and *dogs*.

Based on the preliminary observation at STKIP PGRI Sumatera Barat, the researcher found some morphological errors which were considered as the dominant errors occurred in the students' paragraph writing. This document was in form of writing exercises and final test obtained from the lecturers of writing. Most students had morphological errors mainly in case of incorrect third person singular, incorrect possessive case, incorrect comparative, and incorrect past form. This problem is assumed to be resulted from the students' limited grammatical understanding. Therefore, only a few students got good mark in their writing along the range of A, B, C, D, and E available.

Besides, the researcher also asked the lecturers of writing about the course of writing II which is concerning with writing essay. The lectures, then argued that from the various types of essays taught, argumentative essay is a type of essay which is mostly concerned with. It is aimed at preparing the students to be able to write their final project (paper or thesis) in their final of study. It means that the students have to be able to strengthen their writing by showing their own arguments as well.

The purpose of the research done by the researcher is to describe the morphological errors made by the third semester students of English Department of STKIP PGRI Sumatera Barat registered in 2010/2011 Academic Year. This is strongly determined by considering the the preliminary observation done by the researcher.

Before showing more detail explanation about argumentative essays, the researcher encloses the concept of essays to bridge the ideas to the argumentative essays as one of type of essays in English.

There are some experts define the essay writing. Oshima (1998: 100) defines an essay as a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just a paragraph is. In addition, Zemach (2005: 56) points out that an essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraphs essay is a common length for academic writing.

Basically, an essay has three main parts. They are an introductory paragraph, a body, and a concluding paragraph. Zemach (2005: 56) argues that introductory paragraph explains the topic with general idea. It also has *thesis statement*- a sentence that gives the main ideas. It usually comes at or near the end of the paragraph. A body of an essay explains and supports the thesis statement and come between the introduction and conclusion. There must be one or more paragraph in the main body of an essay. Meanwhile concluding paragraph summarizes or restates the thesis and the supporting ideas of the essays.

From the explanation above, it can be concluded that essay is a complicated writing which considers a topic that will be elaborated into more detail ideas. It has three main parts, namely introductory paragraph, body paragraph, and concluding paragraph. They have to be linked one another. So, the writer of an essay should pay attention to write an essay. Thus, they have to have a clear outline as a planning to write their essay.

The next point that the researcher cited here is argumentative essay-one of the type of essays included in essay writing. This kind of essay is the core point that the researcher focused on. The researcher, of course notes some concepts of the argumentative essays taken from the experts' opinion.

According to Evans (1998), an argumentative composition is a piece of formal writing. There are various types of argumentative compositions such as: outlining the advantages of a certain question, giving the opinion on a subject, providing solution to problems and discursive essays. He further explains that when giving arguments for and against a topic, we should present both sides in a fair way but by discussing them objectively in equal detail. Start the composition by making a general statement about a topic, then give advantages and disadvantages in two separate paragraphs. If we believe that the advantages outweigh the disadvantages, write them just before the final paragraph so that it will be easier for you to lead the reader to the conclusion.

In line with the statement above, Thompson (1993) points out that the heart of the argumentative essay is the argument that the writer presents to support his/her position. An argument is not simply a statement of the opinion; it is an attempt to support the writer's position with the reasons. This position is the critical stance, or thesis that you take on the essay topic. In this case the writer should be able to express his/her thesis in one or two sentences in the first paragraph of the essay.

Besides, Andersons (2002: 276) points out that argumentative essays do often include a writer's personal opinion and revolve around a heated or controversial dispute, they need to be controlled and reasonable in order to be effective. This statement is strengthened by Wyldeck (2009: 15) who clearly states that the writer of an argumentative essay need to consider the arguments or viewpoints both for and against the topic, decide which side he/she takes, and argue logically and persuasively on the side the writer believes is correct, and finds fault in the opposite point of view. In short, the writer's job is to argue well enough to convince his readers that he is right.

From the explanation above, the researcher takes a conclusion that an argumentative essay is a piece of writing which includes some facts and evidences. In the argumentative essay, someone should be able to show their own

arguments toward the topics provided. While the main purpose of the argumentative essays is to persuade the readers or audience agree with our argument which is stated in the essay.

Besides, we have to pay attention to the planning of writing an argumentative essays. It can be as a guidance for us to prepare our argumentative essays. Anderson (2002: 287) argues that there are two main planning of writing an argumentative essay. They are: (1) *Claim, Opposition, Evidence*- after beginning the essay with a claim, someone can then acknowledge the opposition and elaborate the evidence to support the claims. (2) *Premise, Opposition, Claim*. A premise is a specific piece of evidence – proceeding with the acknowledgment of the opposition, offering more evidence that refutes the opposition, and concluding with the claim.

In line with the concept above, Kirszner (2008: 125) states that the planning of writing an argumentative essay include: (1) Choosing a debate topic, (2) Developing an argumentative thesis, (3) Defining the terms, (4) Considering the audience, and (5) Refuting opposing arguments- that is disprove-opposing arguments by showing that they are untrue, unfair, illogical, unimportant, or irrelevant.

From the theories above, it can be pointed out that the planning of writing the argumentative essays is necessary to be considered. Those things-the points of the planning of writing the argumentative essays above are the basic and crucial things that should be noticed by the writer before writing the essays. Thus, the argumentative essays written by the writer will be smooth and considered correct if he/she follows the steps of the planning of writing the essays.

There are some experts propose about the concept of morphology. For instance, Matthews (1986: 55) states that morphology is the subfield of linguistics that studies the internal structure of words and interrelationships among words. In addition, Sukarno (2008: 54) argues that morphology is the study of morpheme which is particularly important feature in English. It is called the grammar of words or part of grammar which mostly causes language learning to be difficult, and therefore, it is important to deal with the morphological system.

From the definition above, the reseracher concludes that morphology is related to the words formation/ the grammar of words where the words can be sonstructed from the smallest part, which usually called as morpheme in well-formed. In short, English is more meaningful if the structure of words/ the grammar is formed in appropriate used. Thus, morphology tells us alot about how language works.

In the process of learning a second or foreign language, the students can not avoid making mistakes and errors. Mistakes and errors are two closely related

terms and have slight differences. The two things occur in the language skills, namely in speaking and writing.

According to Ur (1996: 85), errors are consistent and based on mis-learned generalization. Mistakes, on the other hand occasionally inconsistent slips. This concept is supported by James (1998: 78) who states that mistake can be called if the learner is inclined and able to correct a fault in his or her output; it is assumed that the form he or she selected is not the one intended. While errors, on the other hand, the learner is unable or in any way disinclined to make the correction. In short, error is an instance of language that is unintentionally deviant and is not self-correctible by its author, while a mistake is either intentionally or unintentionally deviant or self-correctible.

Next, Lewis (2002: 8) distinguishes between error and mistake. In his point of view, an error arises when students communicate in more complicated language than they have so far learned, whereas a mistake is something they can correct for themselves if they take the time. In addition, errors could be compared with the way a child speaks its first language by overgeneralising a rule (saying 'brang' for 'brought', for instance). Mistake, as noted above are what happen when we speak carelessly or too fast.

The last theory which distinguishes mistake and error is quoted from Ellis in Roza (2009: 9). Ellis defines a mistake as a deviation of usage that reflects the learners' ability to use what they actually know of the target language, and an error as deviation in usage which results from a gap in a learner's knowledge of the target language. More over, he states that mistake reflects occasional lapses in performance and they occur because the learner is unable to perform what he actually knows while errors reflect gaps in the learner's language and they occur because the learner does not know what the correct ones are.

From the differences between mistake and errors above, it can be obviously stated that the learners who make an error can not do self-correction since he or she still does not have any knowledge to construct the correct form, even he or she does not know where the error is located. This condition happens continuously until he or she finds the knowledge about the norm of his or her language performance.

Basically, it is hard to classify errors precisely. This may make the researcher has different findings or the same data with respect to the ways in categorizing errors. To counter those obstacles in categorizing and classifying errors, this present study limits itself to the descriptive aspect of errors taxonomies based on the assumption proposed by Dulay, et.al (1982: 145). They state that the accurate description of error is a separate activity from the task of inferring the source of those errors. They, in addition have focused on errors taxonomies that

classify errors according to some observable surface feature of the error itself, without reference to its underlying causes or sources.

Dulay, et.al further state the most useful and commonly used based for the descriptive classification of errors are: (1) linguistic category, (2) surface structure, (3) comparative analysis, and (4) communicative effect. One of classifications which researcher concerns with is linguistic category taxonomy. This category classifies the errors according to either the language components or the particular linguistics constituents the error affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

The research conducted by the researcher in this study deals with the linguistic category and error types which is only focused on the morphological terms. Even though the linguistic category of error consists of two main types- morphology and syntax, but the researcher only discusses the morphological errors. In this case the researcher shows the errors of morphology proposed by Dulay, et.al, they are: (a) *Incorrect indefinite articles*, (b) *Incorrect possessive case*, (c) *Incorrect third person singular verb*, (d) *Incorrect simple past tense*, (e) *Incorrect past participle*, and (f) *Incorrect comparative adjective/adverb*.

To strengthen the concept of morphological errors, the researcher states the definitions of morphological errors cited by some experts. James (1998) points out that morphological errors is a type of grammatical errors which involves a failure to comply with the norm in supplying any part of word classes. In addition, McNeill (1996: 52) notes that some morphological errors have to do with “words whose forms are typical of the word class requested and those whose forms like another word class or are totally unacceptable. The last theory is cited from Akande (2005) who explains that morphological errors may be portrayed as those which result from the misapplication of the morphological rules in the formation of words. Then he further says that morphological errors indicate the learners’ miscomprehension about the meaning and the function of morphemes and about the morphological rules.

To sum up the theories above, it can be stated that morphological error is an error of grammar which is dealing with the wrong forms of constructed the word formation. It can also be called as a failure to comply with the norm in supplying any part of word classes. However, morphological errors can occur both in spoken or written communication. It mostly happen when the people do not really careful in making communication or they do communication in uncontrolled speed (too fast). In short, the notion of grammar in this case is too complicated and abstract to conceptualize.



## Method

The type of this research is descriptive. The purpose of this research is to gain the information about phenomena in order to describe existed condition in the field. Gay (2000: 275) points out that descriptive study determines and describes the way things are. In addition, he argues that descriptive method is useful for investigating a variety of educational problems and issues. Since this research investigates an educational problem that may occur at the third semester students of English department of STKIP PGRI Sumatera Barat, the researcher believes that this is appropriate design for the research.

This reserach is intended to describe the morphological errors made by the students in writing argumentative essays. This description is then expended to the description of the students' competence in producing the good writing of argumentative essays. Hence, descriptive becomes the appropriate of this research.

Moreover, the source of data in this research is the documents of the students' essays. The data were the result of the students' semester test, exactly in form of writing argumentative essays. There were 115 writings of the students of English department of STKIP PGRI Sumatera Barat registered in 2016/2017 academic year. The total number of the essays above were from three parallel class.

In relation to the amount of source needed for this research, the researcher aplied the number suggested by Gay (2000: 134) which is 10% to 20% of the population. Thus, the reseacher took 20% from total number of the essays. Therefore, there were 23 essays were analyzed in this research.

The research instrument is very important to obtain the result of the study. It is a set of methods which is used to collect and and analyze the data. The main instrument of this research is document- the product of the students' essays in their semester test. It was aimed at identfyng and classifying the morphological errors found in the composition of the third semester students of English Department of STKIP PGRI Sumatera Barat registd in 2016/2017 academic year.

The data of this research were collected from the lecturers of writing II. Before collecting the data, the researcher discussed with the lecturers and they allowed him to take the data from their classes. In this case, the lecturers conducted the writing test concerning with writing argumentative essays. The test was the final semester test of writing II which was related to writing the essays. After collecting the data from all the lecturers, the researcher took them all and took 15% from total number of essays. Thus, there were 70 essays that were analyzed in this research.

The data analysis was aimed at finding and describing the morphological errors made by the students in their argumentative essays. In this point, the researcher followed several steps: (1) managing the data, it involves creating and organizing the data collected during the research. In this step, the researcher administered the data in terms of argumentative essays gotten from the lecturers of writing II. (2) reading the essays, it was done to become familiar with the data and identifying the main themes in it. While reading the data, the researcher focused on morphological errors committed by the students in the essays. (3) describing the data as well, it was done to examine the data in depth to provide detailed description of the data. (4) classifying the data based on the model of taxonomies of morphological errors proposed by Dulay (1982). There are six types of morphological errors based on this taxonomy which is concerned with *incorrect indefinite article*, *incorrect third person singular verb*, *incorrect past form*, *incorrect past participle*, *incorrect possessive case*, and *incorrect comparative*. Eventually, the researcher did a process of interpreting and synthesizing the organized data into general conclusions and understandings. In interpreting the data, the researcher used the formula suggested by Sudjana (1992: 31) as follows:

### Result & Findings

Generally, it can be assumed that the students tried to write the essays well, however, morphologically they committed many errors. The six types of morphological errors were found in the students' essays. Most errors were in term of third person singular verb, followed by indefinite article, possessive case, past participle, past form and comparative. In summary, the finding can be seen in the following table:

Table 1 Morphological errors.

No	Types of Errors	Frequency	Percent (%)
1	Third person singular verb	122	54.47
2	Indefinite articles	47	20.98
3	Possessive case	23	10.27
4	Past form	13	5.80
5	Past participle	11	4.91
6	Comparative	8	3.58
<b>Total</b>		<b>224</b>	<b>100</b>

From the table above, it can be seen that all morphological errors were found in the various number. It means that the types of morphological errors occurred in the students' essays. Most errors committed by the students were in

term of third person singular verb (122 errors) and the least errors were in term of incorrect comparative (8 errors). Since the essays written by the students were belong to the argumentative, most tenses applied by the students were present tense, so the errors of third person singular verbs committed the most, as written down in the table above. While in other types of morphological errors committed by the students were just made some errors on each type.

Besides, in this case the researcher shows some examples of errors committed by the students in their writing. Most errors committed by the students were in term of third person singular verbs as shown in the table. In this point, it seems that the students are not capable enough to comprehend the agreement of verbs of the third person singular pronouns (he, she, it). The errors made by the students can be obviously seen as follows:

1. There are some students who disagree if the teacher **give** the tasks at home.
2. He **use** his bicycle and **live** in his previous house.
3. The bad cover often **make** the reader have no desire or willingness to read or to look the content of the book.
4. After the lecturer **teach**, he always **give** a task or homework for the students.
5. We can see someone who **have** bad appearance will not get many friends.
6. It is a sentence that **show** us about someone appearance.

The errors of third person singular verbs made by the students above are related to the errors of omission ( $\emptyset$ ). They omitted  $-s/es$  at the end of the verbs which is actually needed to be put in. Since the rules of constructing the sentence should be grammatically correct, the students have to consider about the appropriateness of matching the singular subject  $s$  and the verbs which follow them. It means that if the subject of the sentence is singular, the verb should be added by  $-s/es$  ending. Even if the sentences constructed by the students are clearly readable and understandable by the reader, but they still have the problem in constructing the sentences-writing in incorrect grammatical forms. Thus, in this case the researcher shows the correction as follows:

1. There are some students who disagree if the teacher **gives** the tasks at home.
2. He **uses** his bicycle and **lives** in his previous house.
3. The bad cover often **makes** the reader have no desire or willingness to read or to look the content of the book.
4. After the lecturer **teaches**, he always **gives** a task or homework for the students.
5. We can see someone who **has** bad appearance will not get many friends.
6. It is a sentence that **shows** us about someone appearance.

Ideally, the students who have already learned the grammar are considered that they have to comprehend it well. For example, the case happened to their writing which is related to the comprehension of applying third person singular verbs in a simple sentence. While they still have the errors where they did not attach the  $-s$  ending on the verbs they wrote in their writing. In short, they have to be aware of applying this to produce their better writing.

**Discussion**

Among the six types of errors discussed in this research, the researcher highlighted that the most errors committed by the students were in terms of incorrect third person singular verbs and incorrect indefinite articles. It was considered that the students got some difficulties in mastering these things. It could be assumed that it was hard to get an appropriate sense of using the indefinite articles in communication, mainly in written expression.

Sometimes, some one is hard to determine whether he/she has to put an indefinite article or not before the nouns they utter or write. Besides, one of the factors caused the students' failure of these things is the rules of the language. It means that the rules of English is much different from the rules of Indonesian language. So it could be stated that getting an appropriate sense of using indefinite article is not a simple thing to do.

Related to this research, Sukirmiadi (2003) and Ridha (2010) were also conducted a research about students' morphological errors in different field of study. Sukirmiadi discussed this problem on English composition, while Ridha focused on students' speech. The findings of their research that the most errors committed by the students were in terms of incorrect indefinite article and incorrect past form (regular and irregular verb). While, in this research the researcher found that the most morphological errors committed buy the students was in term of incorrect third person singular verbs.

The researcher believes that the same errors could occur whenever and wherever. Even though the research was only done at the third semester students of English department of STKIP PGRI Sumatera Barat, the same errors could happen to anyone who learns English, whoever, whenever, and wherever he/she is. Thus, in order to overcome this problem, anyone who involves in teaching and learning English shhould think and discuss it seriously.

Above all, the researcher was also conducted small interview to the students. It was aimed at finding out the causes of errors produced by them. Based on the interview, the researcher found that there are two causes of errors committed by the students. They are random guess and misanalysis. The students who got higher score could realize their errors. They could explain why they made errors in their writing. The causes of their errors belonged to misanalysis. Meanwhile for the lower score students, they could not explain why they made errors. They just answered by guessing. This caused was named by random guess.

Eventually, based on the interview done by the researcher indicated that the students' problems caused by the lack of grammatical mastery, mainly in the term of morphological grammar. They did not know know the function and the position of the things related to the morphological errors in their essays. Besides,

they did not master that there are different rules in using it or in other words the students could not use them correctly. Based on the analysis on the students' essays, it was found that most errors occurred because the students are still in the learning process.

## Conclusion

From the various number of errors committed by the students in their writing, it can be stated that the students got the difficulties in understanding in applying the correct form of words in their writing. Hence, the six types of morphological errors analyzed by the researcher were found in the students' essays. Here are the different number of errors committed by the students: Incorrect third person singular verbs (54.47%), incorrect indefinite article (20.98%), incorrect possessive case (10.27%), incorrect past participle (4.91%), incorrect past form (5.80%), and incorrect comparative (3.58%).

Based on the finding of the research, the researcher proposes some suggestions. First, it is strongly suggested to the students to pay more attention to the morphological errors in writing any composition. Besides, they have to have better and deeper analysis toward their writing in order to minimize the occurrence of the errors. Then, they need to learn a lot to make better improvement on their writing proficiency. Second, the lecturers should improve their strategies in teaching writing, and more focus on writing exercises given to the students. Therefore, the lecturer can check and discuss the errors found in the students' writing. Third, it is also suggested to the next researcher to find out some other types of morphological errors and explain them more clearly. It is hoped that there is an improvement in teaching and learning English, especially writing skill.

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## M. K. Ikhsan- Morphological errors

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