

## **CHAPTER IV**

### **PRESENTATION AND ANALYSIS OF THE DATA**

#### **IV.1 Introduction**

This chapter comprises of two parts. In the first part, the writer begins to present the data and its analysis. The writer presents the errors made by the students in their written works as the data in the form of table. The analysis focuses errors on the inflectional morphemes, covering plural morpheme, genitive morpheme, present-participle morpheme, past-tense morpheme, agreement morpheme, comparative morpheme, and superlative morpheme. Each error in those inflectional morphemes is identified and classified into each type of error, error of omission, substitution, disorder, and addition. In addition, those errors are tabulated according to the type of error. There are seven tables presenting the errors. Table 4.1 to 4.7 reveals the type of error made by students in their written works in each inflectional morpheme. In order to get clear result of the analysis, the writer presents the frequency of each type of error and also reveals inflectional error in each type of error showed in table 4.8 to 4.12. In addition, table 4.13 below reveals the total frequency of the inflectional errors made by students. Each table is arranged descending from the highest error occurrences to the lowest error occurrences. The second part presents the frequency of occurrences of each type of errors. Then, the third part includes the discussion of the findings.

## IV.2 Presentation and Analysis of the Data

**Table 4.1**  
**Table of Errors in forming Plural**

No	Type of Error	Sentences made by students	Frequency
1	Omission	a. Two <u>cup</u>	1
		b. There are three <u>spoon</u> and three <u>fork</u>	5
		c. There are two <u>glass</u> and two <u>bottle</u>	4
		d. There are three <u>bottle</u> and two <u>egg</u>	3
		e. There are seven <u>plate</u>	1
	Substitution	f. Two <u>mans</u>	25
		g. Three <u>womans</u>	20
		h. There are four <u>knifes</u> in the box	33
		i. Three <u>watchs</u>	1
		j. Two <u>hates</u>	2
Addition	f. Two <u>mens</u>	15	
	g. Three <u>womens</u>	7	

Table 4.1 reveals the type of errors in forming plural made by the students, namely error of omission, substitution, and addition. The total errors made in forming plural are ninety-five errors. There are fourteen error of omission that is showed in sentences a, b, c, d, and e. All those sentences indicate that the students broke the rule to form the correct use of plural morpheme. Error of omission made by students can be seen from omitting the plural morpheme in the nouns after a modifier two, three, and seven in sentences a, b, c, d and e. The students that wrote those sentences omitted the required suffix *-s/ -es* that is needed to indicate

plurality in nouns *cup, spoon, fork, glass, bottle, egg, and plate*. The singular form of the noun *cup* in sentence a is supposed to be *cups* to distinguish between singular (one) and plural (more than one). The form produced by adding the plural morpheme in the noun *cups*, is still a noun and has the same type of meaning as the noun *cup*. Even though the word *cups* differs from *cup* in referring to several things rather than just one, the type of thing to which it refers to remains the same. In addition, there is a rule of spelling to form plural. Generally, plural nouns are formed by adding suffix *-s* to the singular nouns. It occurs when we add suffix *-s* to the singular nouns *cup, spoon, bottle, egg* and *fork* in sentences a, b, d, and e. Besides, there is a special rule applied to form plural to the singular noun *glass* in sentence c. The singular noun *glass* ends in *-s*, so that noun must be added the required suffix *-es* to signal plural form (the singular noun *glass* becomes *glasses*).

Besides error of omission, the students also made error of substitution in forming plural. There are eighty-one error of substitution in table 4.1. The error of substitution can be seen in sentences f, g, h, i, and j. The students have learnt a rule in forming plural. However, they seemed to be confused with the irregular plural form. It can be seen that the error of substitution takes place in the context of irregular nouns in sentences f, g, and h. They predict that those nouns can be made plural by adding suffix *-s* or *-es* after a modifier two, three, and four. All those nouns, namely *man, woman, and knife* have irregular form so those nouns do not require suffix *-s* or *-es* because those nouns are the exceptions. The plural

form of *woman* is *women*, and the plural form of *man* is *men*. In addition, the use of *knives* is in place of *knifes* to indicate plural marker in sentence h.

The students do not only have problem in forming irregular plural form, but they also have difficulties in forming regular plural form. It can be seen that the students also made the error of substitution in the context of regular nouns in sentences i and j. Some of the students should not attach suffix -s after noun *watch* because this noun has special rule of spelling to indicate plurality. The noun *watch* must be added by suffix -es to indicate plurality because the word “watch” ends in -ch. The form produced by adding the plural suffix morpheme in the word *watches* is still a noun and has the same type of meaning as the word *watch*. Even though *watches* differs from *watch* in referring to several things rather just one, the type of thing to which it refers remains the same. Besides, they are also still confused to make the correct regular plural form. It can be seen that some of them still have difficulty in forming plural for the noun *hat*. They still add suffix -es for the noun *hat*. The word *hat* must be added by suffix -s to indicate plurality. Similar to the word *watches*, the word *hats* is still a noun and has the same type of meaning as the word *hat*. The type of thing to which it refers remains the same although *hats* differs from *hat* in referring to several things rather just one.

The last type of error made by students in forming plural is error of addition. There are twenty-two students that made this type of error. They seemed to be confused with the plural morpheme. They predict that all nouns can be marked referring to the plural nouns by adding suffix -s although the nouns have

irregular plural form. However, the nouns *woman* and *man* are the exception. Those nouns have irregular plural form so the nouns do not require suffix –s when the nouns have been changed in plural form. The singular noun *woman* becomes *women* and the noun *man* becomes *men* to indicate plurality.

Number is the morphological category that expresses contrast involving countable quantities. The simplest number contrast consists of a two-way distinction between singular (one) and plural (more than one). This is the contrast found in English, where a noun usually takes the plural morpheme if it refers to two or more entities. Linguists indicate the feature of plurality by using the *plural morpheme* which is the element that, when added to the singular form of a noun, changes that noun into the plural form. In addition, there is a characteristic for number that indicates plurality in nouns, namely modifier. A modifier like *several, many, those, these, two, three, fifteen*, or a pronoun reference like *their* show that the nouns must be in plural form if the nouns follow that modifier. The meaning of plural morpheme is more than one that applies to many nouns in English. Generally, the singular noun is inflected with suffix –s which serves the syntactic function of indicating plurality. This pattern is applied in sentence a, b, d, e, and j. However, the feature of plurality may also be indicated in other ways; for example, by adding suffix –es (as in the word *watches*), by changing the vowel in the middle of the word (as in the change word from *man* to *men*, and from the word *woman* to *women*), and by changing the ending –*fe* to *ves* (as in the word *knifes* to *knives*).

**Table 4.2**  
**Table of Errors in forming Possessive**

No	Type of Error	Sentences made by students	Frequency
2	Omission	a. <u>Stella</u> umbrella	1
		b. <u>Mr Ford</u> car	1
		c. <u>Paul</u> chair	1
		d. <u>Miss Dupont</u> bag	1
		e. <u>Frank</u> table	1
		f. <u>Sherlock Holmes</u> pipe	5
		h. <u>Charlie Chaplin</u> cane	6
		Misorder	a. Umbrella's Stella
	b. Car's Mr Ford		3
	c. Chair's Paul		3
	d. Bag's Miss Dupont		2
	e. Table's Frank		3
	Addition	f. <u>Sherlock Holmes's</u> pipe	5

Table 4.2 reveals the type of errors that the students made in forming possessive. There are three types of error that they made in forming possessive, namely error of omission, disorder and addition. The total errors made in forming possessive are thirty-five errors. There are sixteen error of omission that is showed in sentences a, b, c, d, e, f and h. All those sentences above indicate that the students broke the rule to form the correct use of genitive morpheme. The error of omission can be seen from omitting the required apostrophe ('s) and suffix -s that is needed to indicate possession after the words *Sherlock Holmes*, *Charlie Chaplin*

*Stella, Mr. Ford, Paul, Miss Dupont, and Frank*. The singular noun *Charlie Chaplin, Stella, Mr. Ford, Paul, Miss Dupont, and Frank* are supposed to be *Charlie Chaplin's, Stella, Mr. Ford's, Paul's, Miss Dupont's, and Frank's* to distinguish between the noun and the noun possessing something. All those singular nouns are added by genitive morpheme, an apostrophe (') and suffix –s are used with nouns to show possession. Similarly, the singular noun *Sherlock Holmes* is supposed to be *Sherlock Holmes'* to make distinction between the noun (*Sherlock Holmes*) and the noun possessing something (*Sherlock Holmes'*). In the case of this singular noun, there is special rule of spelling to mark possession. The singular noun *Sherlock Holmes* is only added apostrophe (') without suffix –s to signal possession since the singular noun ends in -s. The form produced by adding the genitive morpheme does not change the part of speech. They are still a noun and have the same type of meaning.

Besides error of omission, there is also fourteen error of disorder in forming possessive. There are fourteen error of disorder in forming possessive. This type of error is showed in sentences a, b, c, d, and e. Some of students made the error of omission in those sentences. However, the other students made the error of disorder in those sentences. The sentences a, b, c, d and e above indicate that the students broke the correct genitive morpheme usage. In those sentences a, b, c, d and e they put the possessor of something after the word *umbrella, car, chair, bag, and table*. Besides, they did not mark the noun referring to the possessor of something, *Stella, Mr. Ford, Paul, Miss Dupont, Frank*, by genitive morpheme, an apostrophe (') and suffix –s that are used with nouns to show

possession. It signals that they are still confused to put the genitive morpheme correctly. All those singular nouns are added by genitive morpheme, an apostrophe (') and suffix –s are used with nouns to show possession. The singular nouns *Stella*, *Mr. Ford*, *Paul*, *Miss Dupont*, and *Frank* become *Stella's*, *Mr. Ford's*, *Paul's*, *Miss Dupont's*, and *Frank's*. The noun continues to denote possession without changing the parts of speech (which remain a noun), does it modify the type of meaning.

The last type of error made by students in forming possessive is error of addition. There are five students that made this type of error. They seemed to be confused with the genitive morpheme. They predict that all nouns can be marked referring to the possessor of something by adding genitive morpheme. There is a special rule of spelling to indicate possessive in sentence f. The sentence f is supposed to be *Sherlock Holmes' pipe*. A singular noun, *Sherlock Holmes*, ends in –s, so that that noun is only added by an apostrophe (') without adding by suffix –s to show possession.

The genitive morpheme is used to mark possession by using an apostrophe (') and suffix –s. The possessor noun is inflected with an apostrophe (') and suffix –s and the head noun appears after the possessor noun without any inflection. Possessive is indicated by the feature of possessive using the *genitive morpheme* which is the element that, when added to the noun, changes that noun into the possessive form. Singular possessive is formed with the pattern (Noun + apostrophe ('s) + suffix -s ). This pattern is applied in sentences a, b, c, d, e and h. However, singular possessive is not added by suffix –s if the singular noun ends



in *-s*. This pattern is applied in sentence *f*, *Sherlock Holmes' pipe*. This possessive noun is not added by suffix *-s* since generally, the regular plural noun ends in *-s*.

**Table 4.3**

**Table of Errors in forming Third-Person Singular Present**

No	Type of Error	Sentences made by students	Frequency
3	Omission	a. He <u>take</u> a nap in the bed	21
		b. She <u>wash</u> plate	10
		c. She <u>eat</u> rice everyday	9
		d. He <u>read</u> newspaper everyday	13
		e. She always <u>dress</u> and <u>undress</u> patient's cloth every morning.	13
		f. Student <u>clean</u> blackboard	10
		g. She <u>record</u> all of patient's condition	4
		h. He <u>play</u> a toy	2
		i. A Nurse <u>feed</u> the patient	2
		j. He <u>learn</u> numbers	2

Table 4.3 reveals the type of errors that most of the students still broke the correct use of agreement morpheme. There is only one type of error in forming third-person singular present made by students, namely error of omission. The total errors made in forming third-person singular are eighty-eight errors displayed in sentences a, b, c, d, e, f, g, h, i and j. All those sentences above indicate that the students broke the rule to form the correct use of agreement morpheme. The error of omission can be seen from omitting the required suffix *-s* or *-es* that is needed

to indicate third-singular singular present in verbs *take, wash, eat, read, dress, undress, clean, record, play, feed, and learn*. Those verbs are supposed to be *takes, washes, eats, reads, dresses, undresses, cleans, records, plays, feeds, and learns*. In addition, there is a rule of spelling to form third-person singular verbs in present tense. The form produced by adding the agreement morpheme in the verbs *takes, washes, eats, reads, dresses, undresses, cleans, records, plays, feeds, and learns* are still a verb and have the same type of meaning as in the words, *take, wash, eat, read, dress, undress, clean, record, play, feed, and learn*. Generally, third-person singular verbs in present are formed by adding suffix *-s* to the infinitive verbs. It happens when we add suffix *-s* to the infinitive verbs *take, eat, read, clean, record, play, feed, learn* in sentences a, c, d, f, g, h, i, and j. Besides, there is a special rule applied to form third-person singular verb in present tense to the infinitive verb *wash, dress, and undress* in sentences b and e. The infinitive verbs *wash* ends in *-sh*, so that infinitive verb must be added the required suffix *-es* to signal third-person singular verb in present tense (the infinitive verb *wash* becomes *washes*). Similarly, the infinitive verbs *dress, and undress* must be added the required suffix *-es* to signal third-person singular verb in present tense since those infinitive verbs end in *-s* (the infinitive verb *dress* becomes *dresses* and *undress* becomes *undresses*).

In English, the verb has agreement markers which are determined by the characteristics of some other word in the same construction. The verb agrees with the subject in number. This agreement is partially based on the category of number, whether the noun is singular or plural. Inflectional marking of plurality in

the verb indicates number of the subject. A verb is inflected to agree in number with the subject. It means that the type of verbal inflection in English also involves person – a category that typically distinguishes among the first person (the speaker), the second person (the addressee), and the third person (anyone else). The different forms of English pronouns are usually described in terms of person and number. The first person singular is I. The second person singular is you, and the third person singular is he, she, and it. The agreement morpheme is used only for the third person singular verb in present tense. Generally, the infinitive verb is inflected with suffix –s to indicate third-person singular verb in present tense. It is applied in sentences a, c, d, f, g, h, i, and j. However, the feature of third-person singular verb in present tense may also be indicated in other ways, by adding suffix –es (as in the verb *wash* becomes *washes*) in sentence b.

**Table 4.4**  
**Table of Errors in forming Present-participle**

No	Type of Error	Sentences made by students	Frequency
4	Omission	c. He is <u>vacuum</u> the dining room	1
		g. She is <u>walk</u> to a department store	2
		i. Mother is <u>buy</u> this T-shirt	2

Table 4.4 reveals that there is only one type of error in forming present participle made by students, namely error of omission. The total errors made in forming present participle in omission are five errors displayed in sentences c, g and i. All those sentences above indicate that the students broke the rule to form the correct use of present participle morpheme. The error of omission can be seen from omitting the required suffix *-ing* that is needed to indicate present participle in verbs *buy*, *walk*, and *vacuum*. Those verbs are supposed to be *buying*, *walking*, and *vacuuming*. The form produced by adding the present participle morpheme in the verbs *buying*, *walking*, and *vacuuming* are still a verb and has the same type of meaning as in the verbs *buy*, *walk*, and *vacuum*.

The present participle morpheme is used to mark present participle form of verb by adding suffix *-ing* to the verb. It combines with three of the eight forms of *be--am*, *is are --* to make verb phrases. Most regular verbs are inflected with suffix *-ing* for the progressive. It can be seen in sentence c. The verb *vacuum* becomes *vacuuming* to indicate present participle form of verb. Some regular verbs, however, have special rules for spelling. The verb is just added by suffix *-ing* without any change when the last letter of the verb in two consonants. This rule is applied in sentence g. The verb *walk* becomes *walking* to indicate present participle form of verb. Besides, when the verb ends in a vowel + *-y*, we keep the *-y* and we do not change *-y* to *-i*. This spelling rule is applied in sentence i. The verb *buy* becomes *buying*.

**Table 4.5**  
**Table of Errors in forming Past-tense**

No	Type of Error	Sentences made by students	Frequency
5	Omission	a. They <u>walk</u> down the aisle	1
		c. They <u>take</u> a picture in the garden	1
		e. They and their guests <u>eat</u> together	3
		f. They <u>dance</u> together with a romantic song	5
		h. He <u>swim</u> in the swimming pool	3
		j. He <u>get</u> accident two days ago	11
	Substitution	c. They <u>taked</u> photographs in the garden	16
		d. Hoang <u>drinked</u> one glass of beer	3
		e. They and their guests <u>eated</u> together in one table	2
		g. They <u>leaved</u> for their honeymoon with their new car	27
	Addition	c. They <u>tooked</u> photograph in the park	9
g. They <u>lefted</u> for their honeymoon		11	

Table 4.5 shows that most of the students broke the rule to form the correct use of past morpheme. There are three types of errors in forming past tense made by the students, namely error of omission, substitution, and addition. The total errors made in forming plural are ninety errors. There are twenty-two error of omission that is showed in sentences a, c, e, f, h and j. All those sentences indicate that the students broke the rule to form the correct use of past tense morpheme. Error of omission made by students can be seen from omitting the past tense morpheme

that is needed to indicate past tense after the verbs *swim, get, eat, dance, walk, and take*. Those verbs are supposed to be *swam, got, ate, danced, walked, and took*. The form produced by adding the past tense morpheme in the verbs *swam, got, ate, danced, walked, and took* are still a verb and have the same type of meaning as in the infinitive verbs *swim, get, eat, dance, walk, and take*. Generally, the regular past tense verbs are formed by adding suffix *-ed* to the infinitive verbs. It happens when we added suffix *-ed* to the infinitive verbs *walk*. Besides, there is a spelling rule for the infinitive verb *dance*. This verb is added by suffix *-d* not *-ed* since the last letter of the verb *dance* is silent *-e*. However, the infinitive verbs *swim, get, eat, and take* is the exception. All those verbs have irregular form so those verbs do not require suffix *-ed* to indicate past tense.

Besides error of omission, the students also made error of substitution in forming past tense. There are forty-eight error of substitution in table 4.5. The error can be seen in sentence c, d, e, and g. Some of students made the error of omission in sentences c and e. However, the other students made the error of substitution in those sentences. The sentences c, d, e, and g indicate that the students broke the correct past tense morpheme usage. Most of students are still confused to form past tense verb. It can be seen that the error of substitution takes place in the context of irregular verbs *eat, take, leave, and drink*. They predict that a verb can be past tense verb by adding suffix *-ed* to the infinitive verbs. All those verbs have irregular form so those verbs do not require suffix *-ed*. The past tense form of the verbs *eat, take, leave, and drink* are *ate, took, left, and drank*. A past tense morpheme in the verbs *ate, took, left, and drank* indicate that the action took

place in the past, but it does not change the word's category, nor does it modify the type of meaning.

The last type of error made by students in forming past-tense is error of addition. There are twenty students that made this type of error. They seemed to be confused with the past-tense morpheme. They predict that all verbs can be marked referring to the past-tense by adding suffix –ed although the verbs have been changed in past-tense form. However, the verbs *take* and *leave* are the exception. Those verbs have irregular past-tense form so the verbs do not require suffix –ed when the verbs have been changed in past-tense form. The infinitive verb *take* becomes *took* and the verb *leave* becomes *left* to indicate past action.

Tense is the category that encodes the time of an event with reference to the moment of speaking. Thus, the past tense is used with verbs denoting an action that occurs prior to the moment of speaking. In terms of inflection, English verbs involve regular affixation. However, some words mark inflectional contrasts in less regular ways. This is most obvious in the case of verbs have irregular past tense forms. There is apparently a fundamental difference in the way in which regular and irregular inflection operates. The regular past tense verbs are added by suffix –ed to mark past action. It happens in sentences a and f (the verb *dance* becomes *danced* and the verb *walk* becomes *walked*). In addition, English also has irregular past tense verbs. It happens in the verbs *swim*, *get*, *eat*, *take*, *leave*, and *drink*. All those verbs are supposed to be *swam*, *got*, *ate*, *took*, *left*, and *drank* to indicate past action.

**Table 4.6**  
**Table of Errors in forming Comparative**

No	Type of Error	Sentences made by students	Frequency
6	Omission	a. The apartment on Gleen Street is <u>large</u> than the apartment on Bay Avenue	2
		b. The apartment on Gleen Street is <u>modern</u> than Bay Avenue	1
		c. The apartment on Bay Avenue is <u>old</u> than Gleen Street	2
		d. The apartment on Gleen Street is <u>expensive</u> than Bay Avenue	1
	Substitution	b. Gleen Street is <u>modernner</u> than Bay Avenue	1
		d. Gleen Street is <u>expensiver</u> than Bay Avenue	3
		e. Bay Avenue is <u>more dirty</u> than Gleen Street	17
		f. Gleen Street is <u>more safe</u> than Bay Avenue	1
	Addition	i. Audience A is <u>lesser</u> than B	8

Table 4.6 reveals the type of errors in forming comparative degree in adjectives made by students, namely omission, substitution, and addition. The total errors made in forming comparative are sixty errors. There are six error of omission that is showed in sentences a, b, c, and d. All those sentences indicate that the students broke the rule to form the correct use of comparative morpheme. Error of omission made by students can be seen from omitting the comparative morpheme



in the adjectives in sentences a, b, c, and d. The students that wrote those sentences omitted the required suffix *-er* or *more* that is needed to indicate comparative degree in adjectives *old*, *large*, *modern*, and *expensive*. All those adjectives are supposed to be *older*, *larger*, *more modern*, and *more expensive*. The form produced by adding the comparative morpheme in the adjectives *older*, *larger*, *more modern*, and *more expensive* are still an adjectives and have the same type of meaning as the adjectives *old*, *large*, *modern*, and *expensive*. Even though *older*, *larger*, *more modern*, and *more expensive* differ from *old*, *large*, *modern*, and *expensive* in referring to comparative degree in adjective, the type of thing to which it refers to remains the same. In addition, there is a rule of spelling to form comparative degree in adjectives. Most adjective is added by suffix *-er* when the adjective has one-syllable. It happens when we add suffix *-er* to the adjective *old* and *large* in sentences a and c. In addition, the suffix *more* is used when the adjective is comprised of two, three, or more syllable. The adjective *modern* in sentence b is comprised of two-syllable, so we add the required suffix *more* (*modern* → *more modern*). Similarly, the adjective *expensive* in sentence d is also added by suffix *more* since the adjective *expensive* is comprised of three-syllable (*expensive* → *more expensive*).

Besides error of omission, there are twenty-two error of substitution in forming comparative degree in adjective. This type of error is showed in sentences b, d, e, and f. Some of students made the error of omission in sentences b and d. However, the other students made the error of substitution in those sentences. The sentences b, d, e, and f above indicate that the students broke the correct

comparative morpheme usage. Most of the students are still confused to add suffix *-er* or *more* to the adjective. It can be seen in sentences b and d, they add suffix *-er* after the adjectives *modern* and *expensive*. The adjectives *modern* should be added by suffix *more* since the adjective comprised of two-syllable. Similarly, the adjective *expensive* is also added by suffix *more* since the adjective comprised of three-syllable. The sentence f shows that they broke the rule to form correct comparative morpheme since they add suffix *more* for one-syllable adjective *safe*. The adjective *safe* should be added by suffix *-er*. In addition, the sentence e indicate that they did not recognize to apply comparative morpheme for two-syllable adjective *dirty*. It can be seen that they add suffix *more* after the adjective *dirty*. There is a special rule of spelling to form comparative degree. Those adjectives should be added by suffix *-er* and the *-y* is changed to *-i* (the adjective *dirty* becomes *dirtier*).

The last type of error made by students presented in table 4.6 is error of addition. There are eight error of addition in forming comparative. They seemed to be confused with the irregular adjective forming comparative degree. It can be seen that the error of addition takes place in the context of irregular adjectives to form comparative degree in sentence i. They predict that an adjective can be made adjective forming comparative degree by adding suffix *-er* to the adjective *little*. The adjective *little* has irregular form so that adjective does not require suffix *-er* since that adjective is the exceptions. The adjective *little* becomes *less* to indicate comparative degree.

The comparative morpheme is used to mark comparative degree of adjective by adding suffix *-er* to the adjective. Most regular adjectives are added by suffix *-er* or *more*. However, there is a special rule for spelling to form comparative degree. Most one-syllable adjectives are added by suffix *-er*. It happens in sentences a, c, and f. All those adjectives are added by suffix *-er* (*old* becomes *older*, *large* becomes *larger*, and *safe* becomes *safer*). Most two-syllable adjectives are added by suffix *more* to the adjective. This rule is applied in sentence b. The adjective *modern* becomes *more modern* to indicate comparative degree. However, two-syllable adjectives that end in *-y* are added by *-er* not *more* and the *-y* in the adjective is changed to *-i*. It happens in sentence e (the adjective *dirty* becomes *dirtier*). Adjectives with three or more syllables are added by suffix *more*. It can be seen in sentence d (the adjective *expensive* becomes *more expensive*). In addition, English also has irregular adjectives. It happens in sentence i (the adjective *little* becomes *less* to indicate comparative degree).

**Table 4.7**  
**Table of Errors in forming Superlative**

No	Type of Error	Sentences made by students	Frequency
7	Omission	a. C is the <u>expensive</u> of them	1
		d. Jim is the <u>intelligent</u> of them	3
		f. Ted is the <u>old</u>	1
	Substitution	a. C is the <u>expensivest</u> of all	2
		b. A is the <u>goodest</u> restaurant of all	3
		e. Maria is the <u>most young</u>	5
		j. The car C is the <u>most cheap</u> of all	8

Table 4.7 reveals the type of errors in forming superlative degree in adjectives made by students, namely omission, and substitution. The total errors made in forming superlative are forty-three errors. There are five error of omission that is showed in sentences a, d, and f. All those sentences indicate that the students broke the rule to form the correct use of superlative morpheme. Error of omission made by students can be seen from omitting the superlative morpheme in the adjectives in sentences a, d, and f. The students that wrote those sentences omitted the required suffix *-est* or *most* that is needed to indicate superlative degree in adjectives *old*, *expensive* and *intelligent*. All those adjectives are supposed to be *oldest*, *most expensive*, and *most intelligent*. The form produced by adding the superlative morpheme in the adjectives *oldest*, *most expensive*, and *most intelligent* are still an adjectives and have the same type of meaning as the adjectives *old*, *expensive* and *intelligent*. Even though *oldest*, *most expensive*, and *most intelligent* differ from *old*, *expensive* and *intelligent* in referring to superlative degree in adjective, the type of thing to which it refers to remains the same. In addition, there is a rule of spelling to form superlative degree in adjective. Most adjective is added by suffix *-est* when the adjective has one-syllable. It happens when we add suffix *-est* to the adjective *old* in sentences f. In addition, the suffix *most* is used when the adjective is comprised of two, three, or more syllable. The adjective *expensive* is comprised of three-syllable, so we add the required suffix *most*. The adjective *expensive* becomes *most expensive*.

Similarly, the adjective *intelligent* is also added by suffix *most* since the adjective *intelligent* is comprised of more than three-syllable. The adjective *intelligent* becomes *most intelligent*.

Besides error of omission, the students also made the error of substitution in forming superlative degree. There are eighteen error of substitution in forming superlative degree in adjective. This type of error is showed in sentences a, b, e, and j. Some of students made the error of omission in sentence a. However, the other students made the error of substitution in that sentence. The sentences a, b, e, and j indicate that the students broke the correct superlative morpheme usage. Most of the students are still confused to add suffix *-est* or *most* to the adjective. It can be seen in sentence a, they add suffix *-est* after the adjective *expensive*. The adjectives *expensive* should be added by suffix *most* since the adjective comprised of three-syllable to mark superlative degree (the adjective *expensive* becomes *most expensive*). Similarly, the sentence e and j shows that they broke the rule to form correct superlative morpheme for one-syllable adjectives *cheap* and *young*. It can be seen that they add suffix *most* after the adjectives *cheap* and *young*. Those adjectives should be added by suffix *-est* to mark superlative degree. The adjectives *cheap* and *young* become *cheapest* and *youngest* to mark superlative degree. In addition, they also seemed to be confused with the irregular adjective forming superlative degree. It takes place in the context of irregular adjectives to form superlative degree in sentence b. They predict that an adjective can be made adjective forming superlative degree by adding suffix *-est* to the adjective *good*.

The adjective *good* has irregular form so that adjective does not require suffix –est since that adjective is the exceptions. The adjective *good* is supposed to be *best* to indicate superlative degree.

The superlative morpheme is used to mark superlative degree of adjective by adding suffix –est to the adjective. Most regular adjectives are added by suffix –est or most. However, there is a special rule for spelling to form superlative degree. Most one-syllable adjectives are added by suffix –est. It happens in sentences e, f, and j. All those adjectives are added by suffix –est (*old* becomes *oldest*, *cheap* becomes *cheapest*, and *young* becomes *youngest*). Adjectives with three or more syllables are added by suffix most. It can be seen in sentence a and d (three-syllable adjective *expensive* becomes *most expensive* and the adjective *intelligent* becomes *most intelligent*). In addition, English also has irregular adjectives. It happens in sentence b (the adjective *good* becomes *best* to indicate superlative degree).

### IV.3 Frequency of Occurrences of Each Type of Errors

In order to get clear result the analysis, the writer presents the frequency of each type of error and also reveals inflectional error in each type of error. Each table is arranged descending from the highest error occurrences to the lowest error occurrences as follows:

**Table 4.8**

**Table of Frequency of each type of error**

No	Type of error	Frequency
1	Substitution	169
2	Omission	166
3	Addition	55
4	Misorder	19
	Total	409

Table 4.8 shows frequency of each type of error made by first-year students of SMA Nahdlatul Ulama I Gresik. The answer of first problem statement could be seen clearly in that table. Table 4.8 presented reveals the type of errors that students made in case of inflectional morphemes, namely error of substitution, error of omission, error of addition, and error of misorder. Error of substitution takes the first rank since it has the highest occurrences with the frequency of 169. Error of omission takes second rank with the frequency of 166. Error of addition gets the third rank with the frequency of 55. The lowest rank is error of misorder with the frequency of 19.

**Table 4.9****Table of Error of Substitution Frequency**

No	Inflectional Errors	Frequency
1	in forming plural	81
2	in forming past-tense	48
3	in forming comparative	22
4	in forming superlative	18
	Total	169

Table 4.9 shows the error of substitution frequency in inflectional morphemes. The students did not make this type of error in all seven inflectional morphemes. They only made in forming plural, past-tense, comparative and superlative. The table presented reveals that the most frequent error of substitution occurs in forming plural with the frequency of 81, followed by error of substitution in forming past-tense with the frequency of 48 then error of substitution in forming comparative degree with the frequency of 22 and the last one is error of substitution in forming superlative with the frequency of 18.

**Table 4.10****Table of Error of Omission Frequency**

No	Inflectional Errors	Frequency
1	in forming third-person singular present	88
2	in forming past tense	22



3	in forming possessive	16
4	in forming present participle	15
5	in forming plural	14
6	in comparative	6
7	in superlative	5
	Total	166

Table 4.10 shows the error of omission frequency in inflectional morphemes. It reveals that the highest frequency error of omission occurs in forming third-person singular present with the frequency of 88, followed by error of omission in forming past-tense with the frequency of 22 then error of omission in forming possessive with the frequency of 16, error of omission in forming present-participle with the frequency of 15, error of omission in forming plural with the frequency of 14, error of omission in forming comparative degree with the frequency of 6 and the last one is error of omission in forming superlative with the frequency of 5.

**Table 4.11**

**Table of Error of Addition Frequency**

No	Inflectional Errors	Frequency
1	in forming plural	22
2	in forming past-tense	20
3	in forming comparative	8

4	in forming possessive	5
	Total	55

Table 4.11 shows the error of addition frequency in inflectional morphemes. The students did not make this type of error in all seven inflectional morphemes. They only made in forming plural, past-tense, comparative and possessive. The table 4.11 presented reveals that the most frequent error of addition occurs in forming plural with the frequency of 22, followed by error of addition in forming past-tense with the frequency of 20 then error of addition in forming comparative degree with the frequency of 8, and the last one is error of addition in forming possessive with the frequency of 5.

**Table 4.12**

**Table of Error of Misorder Frequency**

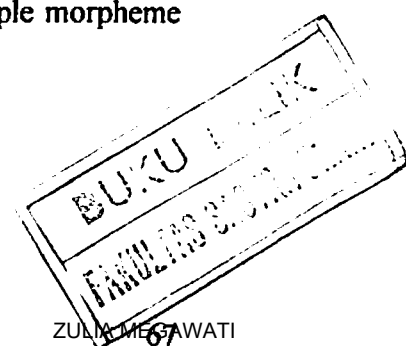
No	Inflectional Errors	Frequency
1	in forming possessive	19
	Total	19

Table 4.12 shows the error of misorder frequency in inflectional morphemes. It reveals that there is only one inflectional error in error of misorder, namely in forming possessive with the frequency of 19.

**Table 4.13****Table of Total Frequency of the Inflectional Errors**

No	Inflectional Morphemes	Frequency
1	Plural Morpheme	117
2	Past-Tense Morpheme	90
3	Agreement Morpheme	88
4	Possessive Morpheme	40
5	Comparative Morpheme	36
6	Superlative Morpheme	23
7	Present-Participle Morpheme	15
	Total	409

Table 4.13 shows total number errors in each inflectional morpheme. Table 4.13 reveals that the students made error in all seven inflectional morphemes in their written works. The highest frequency of inflectional error made by students is plural morpheme with the frequency of 117, followed by past-tense morpheme with the frequency of 90 then agreement morpheme with the frequency of 88, error in forming possessive morpheme with the frequency of 40, error in comparative morpheme with the frequency of 36, error in superlative morpheme with the frequency of 23 and the last one is error in present-participle morpheme with the frequency of 15.



#### **IV.4 Discussion of the Findings**

The analysis shows the type of errors that students actually make. It gives a clear reliable picture of the students' knowledge of the language in case of inflectional morphemes. From the table presented, it can be seen that the students made error of substitution, omission, addition, and disorder in their written works. Error of substitution gets the first rank since it has the highest occurrences with the frequency of 169. Error of omission takes second rank with the frequency of 166. Error of addition gets the third rank with the frequency of 55. The lowest rank is error of disorder with the frequency of 19. In addition, the table presented also reveals total number errors in each inflectional morphemes. The students made error in all seven inflectional morphemes. It can be seen in table 4.13. The highest frequency of inflectional error made by students is plural morpheme with the frequency of 117. It is followed by past-tense morpheme with the frequency of 90 then agreement morpheme with the frequency of 88, error in forming possessive morpheme with the frequency of 40, error in comparative morpheme with the frequency of 36, error in superlative morpheme with the frequency of 23. The last one is error in present-participle morpheme with the frequency of 15.

Error of substitution does not occur in all seven inflectional morphemes. It only occurs in forming plural, past-tense, comparative and superlative. The most frequent error of substitution occurs in forming plural, followed by error of substitution in forming past-tense then error of substitution in forming comparative degree and the last one is error of substitution in forming superlative. In forming plural, most students seem to be confused with the irregular plural

form. They predict that a noun can be made plural by adding suffix *-s* or *-es* after nouns, *man*, *woman*, and *knife* although those nouns have irregular form so those nouns do not require suffix *-s* or *-es*. In forming past-tense verb, most of students are still confused with the irregular past form. It can be seen that they add suffix *-ed* to the irregular verbs *eat*, *take*, *leave*, and *drink* although those verbs have irregular form so those verbs do not require suffix *-ed*. In forming comparative, most of the students are still confused to add suffix *-er* or *more* to the adjective. They still substitute to add suffix *-er* with *more* to the adjective or *more* with suffix *-er* to the adjective. Similarly, the students are also confused to add suffix *-est* or *most* to the adjective or *most* to suffix *-est* in forming superlative. Those errors might be influenced by the students' native language systems. In Indonesia, the nouns do not have to be added by any morpheme to show plurality. In forming past-tense, the students do not have to add inflectional morphemes to the verbs to indicate past verbs. Besides, in Bahasa Indonesia, there are no two kinds of suffix that should be chosen to indicate comparative and superlative. This different linguistic system between English and Indonesia might cause difficulties in applying inflectional morpheme in their written works.

Error of omission occurs in all seven inflectional morphemes. The first rank is error in forming third-person singular present. It is indicated by omitting *-s* or *-es* to the verbs. This error occurs probably because the students neglects the fact that the subject of a sentence could be either singular or plural which of course requires a particular form of its corresponding verb. The students might neglect that a verb must agree with its subject in number. It means that they

should take a singular verb to indicate third-person singular present verb form if the subject of the sentence is singular nouns, with *he, she, it*, and words for which these pronouns will substitute, and with word groups. The second rank occurs in forming past-tense. It is indicated by omitting past-tense morpheme to the verbs. This error occurs probably because the students fail to remember the correct grammatical usage of such past verbs form. Besides, it might happen since in their native language, Bahasa Indonesia, the students do not have any verb inflection to indicate past form. They do not have to add any morpheme to the verbs to indicate past verb. The third rank occurs in forming possessive. It is indicated by omitting the required apostrophe ('s) and suffix -s that is needed to indicate possession. The fourth rank occurs in forming present-participle. It is indicated by omitting the required suffix -ing that is needed to indicate present participle in verbs. This error occurs probably because the students fail to remember the correct grammatical usage of such present-participle verbs form. The fifth rank occurs in forming plural. It is indicated by omitting required suffix -s or -es that is needed to indicate plurality in nouns. This error occurs probably because the students do not have any inflectional morpheme to indicate plurality in their native language. The sixth rank occurs in forming comparative degree. It is indicated by omitting the required suffix -er or more that is needed to indicate comparative degree in adjectives. The seventh rank occurs in forming superlative. It is indicated by omitting required suffix -est or most that is needed to indicate superlative degree in adjectives. Most students make error in forming comparative and superlative because they are confused in deciding which suffix is correct for their particular

adjectives. They are confused to add suffix –er or more in forming comparative and they are also confused to add suffix –est or most in forming superlative. It is probably caused by the different linguistics system between English and Indonesia. In Bahasa Indonesia, there are no two kind of suffix that should be chosen to indicate comparative and superlative.

Error of addition does not occur in all seven inflectional morphemes. It is only made in forming plural, past-tense, comparative and possessive. The most frequent error of addition occurs in forming plural, followed by error of addition in forming past-tense then error of addition in forming comparative degree, and the last one is error of addition in forming possessive. In forming plural, the students seem to be confused with the irregular plural form. They predict that all nouns can be marked referring to the plural nouns by adding suffix –s although the nouns have irregular plural noun. It is indicated by adding suffix –s to the nouns *women* and *men* although those nouns have been in plural form. Similarly, the students also seemed to be confused with the irregular past-tense form. They still add suffix –ed to the irregular past-tense verbs although the verbs have been in past-tense form. In forming comparative, the students also predict that an adjective can be made adjective forming comparative degree by adding suffix –er to the irregular comparative adjective. For example, the students still add suffix –er to the word *less* although that word has been in comparative form. In forming possessive, the students seemed to be confused with the genitive morpheme. They predict that all nouns can be marked referring to the possessor of something by adding genitive morpheme although the noun ends in -s. It is indicated by adding

suffix –s to the noun that ends in –s. In Bahasa Indonesia, the nouns do not have to be added by morpheme to show plurality. In forming past-tense, the students do not have to add morpheme to the verbs. The students do not find any irregular comparative morpheme to indicate comparative form. Besides, the students do not find any morpheme to show possession. This different linguistics system between English and Indonesia might cause difficulties in applying inflectional morpheme in their written works.

There is only one inflectional error in error of disorder, namely in forming possessive. The students did not mark the noun referring to the possessor of something by genitive morpheme, an apostrophe (') and suffix –s that are used with nouns to show possession. It signals that they are still confused to add the genitive morpheme correctly. The students might be influenced by their native language. In their native language, Indonesia, the nouns do not have to be added by genitive morpheme to show possession. It may cause difficulties in applying genitive morpheme in their written works.

The students' difficulties in applying inflectional morphemes in their written works lead them to make various errors. Those errors might be due to their confusion and failure to apply the inflectional morphemes' rule. Those errors might occur since the different linguistics systems between English and Indonesia. Indonesia does not have inflectional morphemes as many as in English. On the other hand, the errors may be caused by the ignorance in applying the inflectional morphemes' rule. The students might be still developing knowledge of the target language system.



# **CHAPTER V**

## **CONCLUSION**