

ERROR ANALYSIS OF APPLYING INFLECTIONAL MORPHEME IN DESCRIPTIVE WRITING AT TENTH GRADE IN SMK NEGERI 14 SAMARINDA

Febrian Rizqi Pradana

Institut Agama Islam Negeri (IAIN) Samarinda

Jl. H.A.M Rifaddin, Harapan Baru, Kec. Loa Janan Ilir, Kota Samarinda, Kalimantan Timur

Umar Fauzan

Institut Agama Islam Negeri (IAIN) Samarinda

Jl. H.A.M Rifaddin, Harapan Baru, Kec. Loa Janan Ilir, Kota Samarinda, Kalimantan Timur

Abstract

The background of this research were difference between word formation in Indonesian and English can cause some errors in students` writing. Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected. Therefore, the errors made by students indicate that the learners do not mastered English yet. To know what are the errors made by the learner, it needs to use error analysis (EA). The objective of this research was to know the errors in applying inflectional morphemes made by students in descriptive writing. The research used descriptive qualitative. The main instrument is document. This research is carried out on the tenth grade students of SMK Negeri 14 Samarinda. There are 18 students as participants. The result showed that types of errors in the use of English inflectional morphemes that were found in this research only five types from eight types. They are plural inflection, possessive inflection, superlative inflection, past participle inflection, and third-person singular inflection. Which the rest of the types of errors (progressive inflection, past tense inflection, and comparative inflection) were not found. It also showed that plural inflection error was on the first rank with sixteen errors, then it was followed by third-person singular inflection error on the second rank with six errors, on the third rank were possessive inflection and past participle tense inflection with five errors, and the last was superlative inflection with four errors.

A. Introduction

English is an international language. It is spoken all over the world and it also has many effects on the living. English is very important in life. Not only it is used for communication with people in the world but also it is used for getting better jobs or work in the future. English is very important as a means of international communication. Therefore, English is one of the main subjects in Indonesian secondary schools where learning English effectively is a must. It has been known, English is not only learned for communication and getting jobs but also English has

become a requirement in school and university, especially in passing tests. Graddol said the growth of the use of English as the world's primary language for international communication has been continuing for several decades.¹

Learning English ideally consists of four skills, they are listening, speaking, reading, and writing. Writing is the most difficult part of learning English as what we say is different from what we write. The writing skills are complex and certainly difficult to teach, requiring not only of grammatical and theoretical devices but also conceptual and judgmental elements.² Some factors made writing looks difficult, such as vocabulary, spelling, and grammar. It is also related to linguistic because linguistic is the scientific study of language. The branch of linguistic which has a specific purpose and also helps the learners in learning writing is morphology.

Beside that, based on the researcher's experience during teaching English, most of the students have difficulties in learning grammar. The most common of the students' difficulties in learning grammar is about English morphological inflection although the teacher has explained English morphological inflections to the students and the grammatical rules about it in the process of English learning. They still don't understand how to use English morphological inflections well, not only in speaking but also in writing. For example, when the teacher asks students to speak (in conversations) and to write (writing a letter, writing a diary, writing about their experience, etc), most of the students' error is dealing with English morphological inflection.

In morphology, there are two kinds of word formations, they are derivational and inflectional morpheme. Derivational morpheme means can change word formation and meaning by adding either affixes or suffixes, for example "activity (noun)" which comes from "active (adjective) + ity (suffix)". And inflectional morphemes means by adding suffixes, word formation does not change the meaning, for example, "books (noun)" comes from "book (noun) + s (suffix)" which is still a noun.

The difference between word formation in Indonesian and English can cause some errors in students' writing. Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected.³ Therefore, the errors made by students indicate that the learners do not mastered English yet. To know what are the errors made by the learner, it needs to use error analysis (EA).

The fact that the learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner-led to surge of the study of the learners' called error analysis.⁴ It means the error analysis is the way to observing, analyzing, and describing the errors that are made by the students in writing.

¹ David Graddol, *English Next*, (Plymouth: British council, 2006) , p. 9.

² J. B. Heaton, *Writing English Language Test*, (New York: Longman Group, 1988), p. 135.

³ Aqsa Jabeen et al, "The Role of Errors Analysis in Learning and Teaching of Second and Foreign Language". *Education and Linguistic Research*. No. 2, Vol.1, 2015, p. 53.

⁴ H. Douglas Brown, *Principles of Language Teaching and Learning Fourth Edition*, (New Jersey: Prentice Hall, Inc., 2000), p. 218.

Students of tenth grades in SMK Negeri 14 Samarinda learned about the descriptive text in the fourth lesson. After conducted the assignment, the researcher found that the students made some errors in their writing, there were include few inflectional morphemes errors. Therefore, the writer thinks that error analysis plays an important role to know what kinds and how many errors are made by the students.

Based on the explanation above, the researcher was interested to research the title "Error Analysis of Applying Inflectional Morphemes in Descriptive Writing at Tenth Grade in SMK Negeri 14 Samarinda".

The researcher only focused on errors of English inflectional morphemes in descriptive writings that were made by the students. The researcher is interested in analyzing the English morphological inflection errors. As we know that there are many kinds of English morphological inflection errors, such as plural inflection, possessive inflection, progressive inflection, past tense inflection, third person singular inflection, comparative inflection, superlative inflection, passive inflection, perfect tense inflection, ordinal inflection, etc. If there were any other kinds of errors, they would be ignored. The researcher was conducted in the tenth grade of SMK Negeri 14 Samarinda.

This research had some significance, there are: 1) Theoretical contribution. The finding of this study was expected to be useful for a reference for other researchers who wants to conduct a similar field of research in both error analysis (EA) and Inflectional Morpheme. 2) Practical contribution. For students, this research was needed to show them in what error in using inflectional morpheme which is difficult for them. For English teachers, this research was expected to give information for English teachers and to evaluate themselves whether they are successful or not in teaching English.

B. Previous Study

To support the research, of course the writer needed some other researches that had been made by other researchers. The first research related to this study was conducted by Abdelrady and Ibrahim from journal "Error of Inflectional Morphemes Made by Preparatory Year Saudi ELF Students at Al-Jouf University". Both of them research analyzed and identified errors especially in inflectional morpheme. The focus of them study are to investigate the occurrence of errors in inflectional morphemes and to find out the types or errors and the most frequent errors that were made by the students.

Another research was done by Suwaree Yordchim and Toby J.Gibbs entitled "Error Analysis of English Inflection among Thai University Students". They research suggests two implication: first, why do Thai make such a large number of errors in English inflection and secondly, how can this situation the improved and the number of error that are made by the students be reduced.

Ahmad and Andi in their research entitled "Inflectional Errors Found in Descriptive Text Written by Ninth-Year Students of SMPN 14 Malang". This research analyzed the error based on surface strategy taxonomy. The error found that the types of it are addition, misformation and omission. Besides the types of errors, the causes of the errors were also discussed.

Based on the previous studies before, there are some significant different which was located on the result and the formulation of the problem. If all previous studies investigated the cause of the error then this research just focuses on what types and how many frequent of errors itself.

C. Research Methodology

Ary stated that descriptive qualitative is designed to obtain information concerning the current status of phenomena. It meant the data in this research would be taken from the real and the newest situation. Then, the data would be described in a written form.

By descriptive qualitative research, the researcher described the student's error in using inflectional morpheme made by the students. Hence, the researcher identified, classified the errors in the writing which are made by the students of the tenth grade of SMK Negeri 14 Samarinda.

The population of this research was all of the students of tenth grade at SMK Negeri 14 Samarinda. Which studied about the descriptive text in the fourth lesson in the first semester. Which divided into 5 classes, each class includes 30 - 40 students.

Qualitative could not observe everything about the group or site that might be relevant to the research problem. They may try to get a sample to be representative of everything they can observe, but typically it is not a random sample.⁵ Here, sampling would play an important role. To took the sample, the researcher was guided by the statements of Suharsimi Arikunto. He stated that if the research subject is less than 100 people, it's better to take all of them. Therefore, the research subject is all research population. If the subject is more than 100 people, it is allowed to take a sample of 10% - 15% or 20% - 25% or more.⁶

As a result, class X AK 1 which consists of 35 students would be chosen as the sample of this study. The class X AK 1 was chosen because it is a superior class. So that was why, the researcher wanted to know the capability of the students in superior class to master English, especially inflectional morphemes.

The researcher would use purposeful sampling as a strategy to select the participants who were best able to provided the information. Purposeful sampling also- referred to as judgment sampling- sample elements judged to be typical, or representative, is chosen from the population.⁷

The researcher chose document analysis as the technique to collect data in this research. As stated by Ary, et.al, the most common data collection technique used in qualitative research are; observation, interviewing, and document analysis. The the researcher analyzed the students' answer' sheets based on their teacher's instruction to do a descriptive text.

Research instruments of this research would use documentation. Documents were printed or written records that may have existed before the start of the study,

⁵ Donald Ary, *An Introduction to Research in Education*, (New York: Holt Richard & Winston, 1972), p.259.

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (the thirteenth edition)*, (Jakarta: PT Rineka Cipta, 2006), p. 134.

⁷ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Method in Educational Research from Theory to Practice*, 2nd Ed, (United States of America: John Wiley & Sons, Inc, 2010), p. 130.
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namely a personal diary, or that are created after the study began, such as student essays. It meant the researcher would analyze the errors of applying inflectional morphemes based on students' writing worksheets about the descriptive text.

After data was collected, the researcher would analyze the entire data to answer the research question and accomplish the purpose. There were several steps will be used to analyze the data. 1) Collecting data from the result of the students' task. The researcher collected the copies of student's daily task. The data were taken from the students' writing that written by the students of tenth grade in SMK Negeri 14 Samarinda. 2) Finding, identifying, and correcting the students' errors. In this step, the researcher would only focus on errors on inflectional morphemes. Besides there are several kinds of other errors, it would be ignored. 3) Classifying the errors. Errors of inflectional morphemes would be classified based on several types. 3rd person singular-presents, possessive, progressive, past tense, past participle, plural, comparative, and superlative. 4) Explaining the errors. After the steps above are done. The researcher would explain every inflectional morphemes errors that is made by the students, and correct them.

D. Research Findings and Discussion

1. Research Findings

In this part, the researcher would describe all the findings of the research. Documentation was the main instrument of this research. The data collected directly from students' assignments in descriptive text. Because of the current condition, the researcher only got eighteen assignments which should be thirty-five assignments from the students.

The researcher found that the students' errors in descriptive text only included five types of errors. They were plural, third-person singular, possessive, superlative, and past participle inflectional morphemes. And the three other errors (progressive inflection, past inflection, and comparative inflection) were not found.

The researcher would explain about the identifying and classifying the errors based on the types of inflectional morphemes.

1) Plural

The learners have made errors in plural inflection. The description of errors in plural inflection can be seen in the table below:

Table 1.1

Plural Inflection Errors

No	Errors Sentences	Correct Sentences
1	Mahameru actually refers to the Hindu god Siwa in some local dialect	Mahameru actually refers to the Hindu god Siwa in some local dialects
2	This famous Great wall of China was built during three dynasty period	This famous Great wall of China was built during three dynasty periods
3	The Great wall of China is one of seven wonder of the world	The Great wall of China is one of seven wonders of the world

4	Moreover, some tour operator arrange night tours when the great wall is illuminated with lines of light	Moreover, some tour operators arrange night tours when the great wall is illuminated with lines of light
5	Some areas have been equipped with various facility such as the 100 meter high tower	Some areas have been equipped with various facilities such as the 100 meters high tower
6	Lampung is not only famous for it way to Kambas national park., one of the tourist attraction	Lampung is not only famous for its way to Kambas national park., one of the tourist attractions
7	Some fish which are obtained by the fisherman are blue Martin.	Some fish which are obtained by the fishermen are blue Martin.
8	The 137 meter tall marble obelisk is topped with a flame coated with 35 kg of gold	The 137 meters tall marble obelisk is topped with a flame coated with 35 kg of gold
9	Each group added they own word	Each group added their own words
10	Bali as complete and integrated tourist destination has a lot of interesting beaches.	Bali as complete and integrated tourist destination has a lot of interesting beaches.
11	Bali is well-known by many name	Bali is well-known by many names
12	This exotic islands has many interesting things	This exotic island has many interesting things
13	Paris has a lot of attraction	Paris has a lot of attractions
14	Eruption have contributed immensely to the hills	Eruptions have contributed immensely to the hills
15	It has four season, there are winter, spring, autumn, and summer	It has four seasons, there are winter, spring, autumn, and summer
16	Every holiday, many tourist visit this place	Every holidays, many tourist visit this place

From the table above, we knew that the learners made some errors in using plural inflectional. Sixteen errors were found by the researcher from eighteen assignments. These errors happened because the students were not able to distinguish the use of inflection "-s" in plural form.

2) Third-person singular

The learners have made errors in 3rd person singular inflection. The description of errors in 3rd person singular inflection can be seen in the table below:

Table 1.2

Third-Person Singular Inflection Errors

No	Errors Sentences	Correct Sentences
1	This belt include Mt. Bukit Sumatera to eastern Java	This belt includes Mt. Bukit Sumatera to eastern Java

2	Kawah Ratu which mean "Queen`s Crater"	Kawah Ratu which means "Queen`s Crater"
3	This unique bird become the symbol of Papua	This unique bird becomes the symbol of Papua
4	Travelers who likes to spent most of their times exploring the picturesque part of the earth will love Raja Ampat	Travelers who like to spent most of their times exploring the picturesque part of the earth will love Raja Ampat
5	Berasbasah beach offer beautiful natural scenery	Berasbasah beach offers beautiful natural scenery
6	Now days, The great wall of China become very popular	Now days, The great wall of China becomes very popular

From the table above, we knew that the learners made some errors in using third person singular inflectional. Six errors were found by the researcher from eighteen assignments. These errors happened because the students were not able to distinguish the use of inflection "-s" in a verb when the subject was third person singular.

3) Possessive

The learners have made errors in possessive inflection. The description of errors in possessive inflection can be seen in the table below:

Table 1.3
Possessive Inflection Errors

No	Errors Sentences	Correct Sentences
1	There are other smaller ones in jungle on the mountain northeastern flank	There are other smaller ones in jungle on the mountain`s northeastern flank
2	Which offers bird eye view on the city and the sea	Which offers bird`s eye view on the city and the sea
3	The freedom hall depicts Indonesian Struggle for independence	The freedom hall depicts Indonesian`s Struggle for independence
4	Travel and leisure magazine awarded Bali as the world best island	Travel and leisure magazine awarded Bali as the world`s best island
5	English is considered one of world richest language	English is considered one of world`s richest language

From the table above, we knew that the learners made some errors in using possessive inflectional. Five errors were found by the researcher from eighteen assignments. These errors happened because the students were not able to distinguish the using of inflection "-`s" in possessive form.

4) Past Participle

The learners have made errors in past participle inflection. The description of

errors in past participle inflection can be seen in the table below:

Table 1.4
Past Participle Inflection Errors

No	Errors Sentences	Correct Sentences
1	Bromo is locate in East Java	Bromo is located in East Java
2	Kumala Island was build into a tourist area	Kumala Island was built into a tourist area
3	The UK has produce some of the greatest writers of the English language	The UK has produced some of the greatest writers of the English language
4	You can be experience a beautiful view	You can be experienced a beautiful view
5	Over time, new craters have form again and again	Over time, new craters have formed again and again

From the table above, we knew that the learners made some errors in using past participle inflectional. Five errors were found by the researcher from eighteen assignments. These errors happened because the students were not able to distinguish the use of inflection in the past participle form.

5) Superlative

The learners have made errors in superlative inflection. The description of errors in superlative inflection can be seen in the table 4.2 below:

Table 1.5
Superlative Inflection Errors

No	Errors Sentences	Correct Sentences
1	With Mt. Bukittinggul as its highest peak	With Mt. Bukittinggul as its the highest peak
2	This imposing obelisk is Jakarta's most famous landmark	This imposing obelisk is Jakarta's the most famous landmark
3	English is considered one of world richest language	English is considered one of the world richest language
4	It is most favorite place to visit in East Java	It is the most favorite place to visit in East Java

From the table above, we knew that the learners made some errors in using superlative inflectional. Four errors were found by the researcher from eighteen assignments. These errors happened because the students were not able to distinguish the use of inflection "-st" in superlative form

After the researcher identified each type of English morphological inflection

errors, the researcher calculated all of the English inflectional morphemes errors that occurred in students` tasks. To get the number of each type of error in there, the researcher calculated the number of the types of errors that were made by the students in their assignments. The result of all of the English morphological inflection errors that were by the first-year students at SMK Negeri 14 Samarinda can be seen on the table below:

Table IV. 6
English Inflectional Morphemes Errors Frequency

No	Types of English Inflectional Morphemes Errors	The Errors Frequency
1	Plural	16
2	Third Person Singular	6
3	Possessive	5
4	Past Participle	5
5	Superlative	4
6	Past	-
7	Progressive	-
8	Comparative	-
Total		36

There were three columns in the table above. The first column was the numbers. The second column was types of English inflectional morphemes errors showing the error types of English inflection morphemes that the students made. The last column was the error frequency showing the total of students who committed errors.

The table above showed the total errors and frequencies of each error committed by the tenth-grade students of SMK Negeri 14 Samarinda. In number 1, the researcher found that sixteen errors were made by the students. In number 2, there were six errors committed by the students in using third-person singular inflection. In number 3, possessive inflection errors were five errors. In number 4, the students made five errors in using past participle inflection. In number 5, in using superlative inflection. there were four errors found by the researcher. From number 6 to 8, there were not found any errors in using progressive inflection, past inflection, and comparative inflection.

2. Discussion

Based on this research, the objectives of the research were to to know the errors in applying inflectional morphemes made by students in descriptive writing. Yule stated that English has only eight inflectional morphemes (or “inflections”). They are third-person singular inflection, plural inflection, possessive inflection,

progressive inflection, comparative inflection, superlative inflection, past inflection, and past participle inflection. The researcher found that the students' errors in descriptive text only included five types of errors. They were plural, third-person singular, possessive, superlative, and past participle inflectional morphemes.

The three other errors (progressive inflection, past inflection, and comparative inflection) were not found for some reason. One of the reasons was because progressive and past inflection were not included in the descriptive text. As stated by Oshima and Hogue, the description is writing about how something or someone looks and uses space order.⁸ It meant that the descriptive text only described characteristics of people, places, and things and not explained what they do or did. Another reason was that they did not compare two things just as stated by Ismail, when we compare two things, we use the comparative. That reason made them did not write comparative inflection.

Based on the Table 1.1, the researcher found there are sixteen plural inflection errors from the students' descriptive writing. In number 1, a student wrote the sentence "Mahameru actually refers to the Hindu god Siwa in some local **dialect**" in which the word "dialect" should be plural form because there was the word "some" before it. This word had to change to be "dialects". Then, the sentence should be "Mahameru actually refers to the Hindu god Siwa in some local **dialects**". In number 2, the sentence "This famous Great wall of China was built during three dynasty **period**". which it should be "This famous Great wall of China was built during three dynasty **periods**". The word "period" had to change "periods" because it was plural form. In number 3, "The Great wall of China is one of seven **wonder** of the world" should be "The Great wall of China is one of seven **wonders** of the world", because the word "wonder" was shown plural form. In number 4, the sentence "Moreover, some tour **operator** arrange night tours when the great wall is illuminated with lines of light" should be "Moreover, some tour **operators** arrange night tours when the great wall is illuminated with lines of light" because of the same reason as number 1. In number 5, the sentence "Some areas have been equipped with various **facility** such as the 100 **meter** high tower" should be "Some areas have been equipped with various **facilities** such as the 100 **meters** high tower". which the bold words were referred to the plural form. In number 6, the sentence "Lampung is not only famous for it way to Kambas national park., one of the tourist **attraction**" should be "Lampung is not only famous for it way to Kambas national park., one of the tourist **attraction**" because the word "attraction" showed the plural form. In number 7, the sentence "Some fish which are obtained by the **fisherman** are blue Martin." should be "Some fish which are obtained by the **fishermen** are blue Martin." because the word "fisherman" is needed to change to plural form "fishermen". in number 8, the sentence "The 137 **meter** tall marble obelisk is topped with a flame coated with 35 kg of gold" should be "The 137 **meters** tall marble obelisk is topped with a flame coated with 35 kg of gold" because the word "meter" showed plural form. In number 9, the sentence "Each group added they own **word**" should be "Each group added they own **words**" because of the same reason above. In number 10, the sentence "Bali as

⁸ Oshima, A & Hogue, A. *Writing Academic English*, (California: Addison Wesley Publishing Company, 2006), p. 48
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complete and integrated tourist destination has a lot of interesting **beachs**” should be “Bali as complete and integrated tourist destination has a lot of interesting **beaches**” the word “beachs” was not the plural form of “beach” the correct one was “beaches”. In number 11, the sentence “Bali is well-known by many **name**” should be “Bali is well-known by many **names**” the word “name” showed plural form. In number 12, the sentence “This exotic **islands** has many interesting things” should be “This exotic **island** has many interesting things” the word “islands” showed plural form, besides the subject of the sentence was singular form. In number 13, the sentence “Paris has a lot of **attraction**” should be “Paris has a lot of **attractions**” the word “attraction” showed plural form. In number 14, the sentence “**Eruption** have contributed immensely to the hills” should be “**Eruptions** have contributed immensely to the hills” the word “meter” showed plural form because after it there was a to be “have” which it was for the plural subject. In number 15, the sentence “It has four **season**, there are winter, spring, autumn, and summer” should be “It has four **seasons**, there are winter, spring, autumn, and summer” the word “season” showed plural form. In number 16, the sentence “Every **holiday**, many **tourist** visit this place” should be “Every **holidays**, many **tourists** visit this place” because the bold words showed plural form.

Based on the Table 1.2, the researcher found there are six third-person singular inflection errors in students’ descriptive writing. In number 1, the sentence “This belt **include** Mt. Bukit Sumatera to eastern Java” was error because the word “include” was not added “-s” even though the subject was third person singular, the sentence should be “This belt **includes** Mt. Bukit Sumatera to eastern Java”. In number 2, the sentence “Kawah Ratu which **mean** ‘Queen’s Crater’ ” was error because the word “mean” was not added “-s” even though the subject was third person singular, the sentence should be “Kawah Ratu which **means** ‘Queen’s Crater’ ”. In number 3, the sentence “This unique bird **become** the symbol of Papua” was error because the word “become” was not added “-s” even though the subject was third person singular, the sentence should be “This unique bird **becomes** the symbol of Papua”. In number 4, the sentence “Travelers who **likes** to spent most of their times exploring the picturesque part of the earth will love Raja Ampat” should be “Travelers who **like** to spent most of their times exploring the picturesque part of the earth will love Raja Ampat” the word “like” did not need the “-s” because the subject was plural. In number 5, the sentence “Beras basah beach **offer** beautiful natural scenery” was error because the word “offer” was not added “-s” even though the subject was third person singular, the sentence should be “Beras basah beach **offers** beautiful natural scenery”. In number 6, the sentence “Now days, The great wall of China **become** very popular” was error because the word “become” was not added “-s” even though the subject was third person singular, the sentence should be “Now days, The great wall of China **becomes** very popular”.

Based on the Table 1.3, the researcher found there are five possessive inflection errors in students’ descriptive writing. In number 1, the sentence “There are other smaller ones in jungle on the **mountain** northeastern flank” was error because the word “mountain” was not added “-’s” even though it possessed the “northeastern flank”, the sentence should be “There are other smaller ones in

jungle on the **mountain's** northeastern flank". In number 2, the sentence "Which offers **bird** eye view on the city and the sea" was error because the word "bird" was not added "-s" even though it possessed the "eye", the sentence should be "Which offers **bird's** eye view on the city and the sea". In number 3, the sentence "The freedom hall despict **Indonesian** Struggle for independence" was error because the word "Indonesian" was not added "-s" even though it possessed the "struggle", the sentence should be "The freedom hall despict **Indonesian's** Struggle for independence". In number 4, the sentence "Travel and leisure magazine awarded Bali as the **world** best island" was error because the word "world" was not added "-s" even though it possessed the "island", the sentence should be "Travel and leisure magazine awarded Bali as the **world's** best island". In number 5, the sentence "English is considered one of **world** richest language" was error because the word "world" was not added "-s" even though it possessed the "language", the sentence should be "English is considered one of **world's** richest language".

Based on the Table 1.4, the researcher found there are five past participle inflection errors in students' descriptive writing. In number 1, the sentence "Bromo is **locate** in East Java" was error because the word "locate" was not added "-ed" as past participle form even though it was passive form. The sentence should be "Bromo is **located** in East Java". In number 2, the sentence "Kumala Island was **build** into a tourist area" was error because the word "built" was not changed into past participle even though the sentence was a passive sentence. The sentence should be "Kumala Island was **built** into a tourist area". In number 3, the sentence "The UK has **produce** some of the greatest writers of the English language" was error because the word "produce" was not added "-ed" even though the sentence was present perfect tense. The sentence should be "The UK has **produced** some of the greatest writers of the English language". In number 4, the sentence "You can be **experience** a beautiful view" should be "You can be **experienced** a beautiful view" because it was passive sentence which the word "experience" had to change into past participle form. In number 5, the sentence "Overtime, new craters have **form** again and again" was error because the word "form" was not added "-ed" even though the sentence was present perfect tense. The sentence should be "Over time, new craters have **formed** again and again".

Based on the table IV. 6, the researcher found there are four superlative inflection errors in students' descriptive writing. In number 1, the sentence "With Mt. Bukittinggul as its **highest** peak" should be "With Mt. Bukittinggul as its **the highest** peak" which before the superlative word "highest" was needed to add "the". In number 2, the sentence "This imposing obelisk is Jakarta's **most famous** landmark" should be "This imposing obelisk is Jakarta's **the most famous** landmark" which before the superlative word "most famous" was needed to add "the". In number 3, the sentence "English is considered one of world **richest** language" should be "English is considered one of **the world richest** language" which before the superlative word "richest" was needed to add "the". In number 4, the sentence "It is **most favorite** place to visit in East Java" should be "It is **the most favorite** place to visit in East Java" which before the superlative word "most favorite" was needed to add "the".

The researcher concluded that the most errors that occurred by the students were plural inflection which sixteen errors were found. And the second was third person singular which six errors were found. Possessive and past participle inflection were in the same numbers of errors, there were five errors for both inflection. The superlative inflection was the least of all that only four errors found. For other types of English inflectional morphemes errors such as past, progressive, and comparative inflection were not found.

Based on explanation above, the result of this study was different from the result of a related study that was done by Nihlah Afthoniyah in “An Error Analysis Of English Morphological Inflection Made By The First Year Students Of SMK YASMU Manyar Gresik”, which from the analysis, it showed that possessive inflection error is on the first rank (78 or 34,06%), then it was followed by past tense inflection error on the second rank (58 or 25,33%), on the third rank is plural inflection error (49 or 21,4%), on the fourth rank is third person singular inflection error (32 or 13,97%), and the last is progressive inflection error on the fifth rank (12 or 5,24%).

This study was also different with the result from the research that relates to inflectional area comes from Abdelrady and Ibrahim in journal “Error of Inflectional Morphemes Made by Preparatory Year Saudi ELF Students at Al-Jouf University”. They noticed that omission in plural occurred several times, thus, it became the most frequent error sentences. While in this research, the researcher divided the errors based on their types, and did not based on surface strategy taxonomy.

Another comparison was with the result of Atika Amalina in Grammatical Errors In Using Inflectional Morphemes In Writing At The Fifth Semester Student Of English Education Departement Based On Surface Strategy Taxonomy¹⁹ which the result showed that the most frequent of errors was third-person singular inflection. While in this research, the most frequent errors was plural inflection.

English inflectional morphemes and the grammatical rules about it are important to the students in the process of English learning, especially in writing skill. Inflectional morphemes are a part of morpheme that is included in morphology. Inflectional are used to show if a word is plural or singular, it is past or not, it is comparative or possessive form. Some examples of inflectional morphemes are, “-ed” to change a verb into past, and “-ing” indicate the verb is progressive.

E. Conclusion

The types of errors in the use of English inflectional morphemes that were found in this research only five types from eight types. They are plural inflection, possessive inflection, superlative inflection, past participle inflection, and third-person singular inflection. Which the rest of the types of errors (progressive inflection, past tense inflection, and comparative inflection) were not found for some reasons. One of the reasons was because progressive and past inflection were not included in the descriptive text which only described characteristics of people, places, and things and not explained what they do or did. Another reason was that they did not compare two things that made them did not write comparative inflection.

rank with sixteen errors, then it was followed by third-person singular

inflection error on the second rank with six errors, on the third rank were possessive inflection and past participle tense inflection with five errors, and the last was superlative inflection with four errors.

All those mean that the first-year students of SMK Negeri 14 Samarinda still had problems and weaknesses in applying and understanding English grammar especially English morphological inflection. From the result of the study, it showed that the highest percentage of error types that were found in this research was plural inflection error and the lowest percentage of error types was superlative inflection errors. Although, there were three types of English inflectional morphemes that were not found.

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