THE ACCURACY LEVEL OF INFLECTIONAL MORPHEMES PERFORMED BY THE THIRD SEMESTER EFL STUDENTS OF YOGYAKARTA STATE UNIVERSITY

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ABSTRACT

SIPRI HANUS TEWARAT: The Accuracy Level of Inflectional Morphemes Used by the Third Semester EFL Students of Yogyakarta State University. **Thesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2020**.

The research aims to investigate (1) the accuracy level of the inflectional morphemes, and (2) the factors contributing to the inaccurate inflectional morphemes used by the third semester EFL students of Yogyakarta State University.

This study is a descriptive qualitative study. The subject is 46 EFL students' writings. There are two instruments in this research. They are writing tasks and research questionnaire. The data were collected through the writing tasks and questionnaire. The data were analyzed using the descriptive statistical analysis. The criterion level on the accuracy of inflectional morphemes is 80 % based on the definition by Brown (1973) used in L1 acquisition research (Ellis, 1994).

The results of the research reveal that there are three types of inflectional morphemes in the accuracy levels. They are Inflection –*ing*(Present Progressive) with 91.21 % accuracy, Inflection –*est*(Superlative Adjective)with 85.71 % accuracy, and Inflection -*ed* (Past Tense)with 83.13 % percent accuracy. The other five inflectional morphemes that do not attain accuracy level are Inflection -*s, -es, -ies* (Plural Noun) with 76.63 %, Inflection –*s', -s'* (Possessives) with 67.96 %, Inflection -*s, -es, -ies* (Third Person Singular Present Tense) with 72.81 %, Inflection –*ed and –en* (Past Participle) with 62.50 %, and Inflection –*er*S(Comparative) with 55.56 %. Thus, the two major sources of error are intralingual or first language interference and intralingual which covers overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.

Keywords: *accuracy level, inflectional morphemes, interlingual factor, intralingual factor*.

ABSTRAK

SIPRI HANUS TEWARAT: Tingkat Akurasi Morfem Infleksional yang Dilakukan oleh Mahasiswa EFL Semester Ketiga Universitas Negeri Yogyakarta. **Thesis**. **Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2020**.

Penelitian ini bertujuan untuk menyelidiki (1) tingkat akurasi morfem infleksi, dan (2) faktor yang berkontribusi terhadap morfem infleksi yang tidak akurat yang dilakukan oleh mahasiswa EFL semester ketiga Universitas Negeri Yogyakarta.

Jenis penelitian ini adalah penelitian kualitatif deskriptif. Subjek penelitian ini adalah 46 tulisan siswa EFL. Ada dua instrumen dalam penelitian ini. Instrumen tersebut adalah kegiatan menulis dan kuesioner penelitian. Data dikumpulkan melalui tugas menulis dan kuesioner. Data dianalisis menggunakan analisis statistik deskriptif. Tingkat kriteria pada keakuratan morfem infleksional adalah 80%. Hal ini didasarkan pada definisi oleh Brown (1973) yang digunakan dalam penelitian akuisisi L1 (Ellis, 1994).

Hasil penelitian mengungkapkan bahwa ada tiga jenis morfem infleksional yang mencapai tingkat akurasi. Morfem tersebut adalah Inflection –ing (Present Progressive) dengan akurasi 91,21%, Inflection –est (Superlative Adjective) dengan akurasi 85,71%, dan Inflection-ed (Past Tense) dengan akurasi 83,13% persen. Lima morfem infleksi lain yang tidak mencapai tingkat akurasi adalah Infleksi -s, -es, -ies (Plural Noun) dengan 76,63%, Infleksi -s ', -s' (Posesif) dengan 67,96%, Infleksi -s, - es, -ies (Third Person Singular Present Tense) dengan 72,81%, Infleksi –ed dan –en (Past Participle) dengan 62,50%, dan Infleksi –er S (Komparatif) dengan 55,56%. Dengan demikian, dua sumber utama kesalahan adalah gangguan bahasa intralingual atau bahasa pertama dan intralingual yang meliputi generalisasi yang berlebihan, ketidaktahuan pembatasan aturan, aturan aplikasi yang tidak lengkap, dan konsep hipotesis yang salah.

Kata Kunci: *faktor interlingual, faktor intralingual, morfem infleksi, tingkat akurasi*

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PERFORMED BY THE THIRD SEMESTER EFL STUDENTS OF
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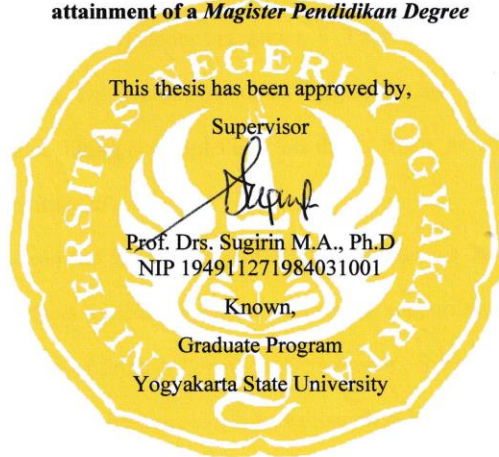
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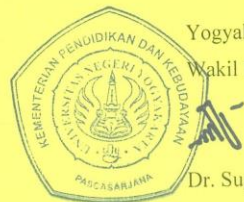
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

The acquisition and learning of a second language are considered to be one of the amazing achievements possessed by human beings. Because of that, individuals are able to understand and use more than one language. However, to master and use the language involve a broad area with many facets influenced by diverse factors. It fundamentally depends on the learners' effort, perseverance, and learning motivation. Learners need to achieve language competence to be able to master a second language.

One of the main problems in learner's second language acquisition and learning is the complexities of second language itself which is contrastively different from their first language. If two languages share more differences, it will be more difficult for learners to master them (Derakhshan & Karimi, 2015: 2112). It becomes the major factor for learners in learning and mastering the second language. The complexities in the second language include morphological and syntactical aspects. From those two aspects, grammatical morphology becomes the major errors when the learners produce a second language (Gayo, 2018). It has become the most fundamental and influencing point in the language learning process as the learners generally encounter a lot of problems with it.

Moreover, it is important to develop the awareness in English morphology since it enables language learners to understand the word formation, such as how they are formed by combining prefixes, suffixes, and roots (Huseyin, 2014: 83).

The awareness of the word formation itself helps to facilitate language learners to have more vocabularies and better reading comprehension (Kieffer & Lesaux, 2012). Indirectly, this will improve language learners' skill especially in writing (Templeton, 2012).

The fundamental aspect of morphology in second language acquisition and learning is located on its crucial function as grammatical sources. This is called grammatical morphology. Grammatical morphology is considered an important aspect since it studies the formation of a word, the relationship between certain words with other words and grammatical rules of word order. It is considered to be the focus of language variation. Moreover, grammatical morphology hosts features Moreover, grammatical morphology hosts the features that regulate how a specific language grammar functions. Most of the grammatical meanings are captured in inflectional morphology. Furthermore, there is a lot of information packed into little morphemes that have something to do with the word order and meaning of the sentence. Therefore, grammatical morphology is rightfully at the heart of language acquisition and learning (Slabakova, 2016: 175).

In language study, morphology concerns the study of the rules governing the formation and combination of morphemes, while morpheme is the study of a minimal unit of meaning or grammatical function (Yule, 2010: 67). It is the smallest unit of meaning that cannot be broken down further and remain meaningful. Simple words such as *giraffe, desk, or pen* are called morphemes; *re-, in-, un-* and *pre-* are called prefixes; *–er* and *–ing* are called suffixes. Moreover, a unit of meaning or grammatical function including forms can be used to indicate

past tense, possessive, or plural noun. Thus, the term of inflectional morphology includes inflectional bound morphemes as well as free functional words such as *the, a,* and *of* that have grammatical functions.

In spite of its importance in second language learning, inflectional morphology is difficult for a second language learner. DeKeyser (2005: 5-6), for example, counts that there at least two dozen studies documenting problems with articles, classifiers, verbal aspects, and grammatical gender. The difficulties are more acute for learners whose native languages do not have these inflectional morphemes, but difficulties are certainly not reserved exclusively for them. Furthermore, Taringan (2011: 19) states that the contrary between L1 and target language influences the target language mastery. It means that when the difference between L1 and the target language is significant then it is more difficult for learners to master the target language.

In language learning, Indonesian students are still facing exactly the same problems. Linguistically, there are differences between these two languages particularly on inflectional morphemes. English is more complex in terms of linguistics particularly in functional grammar related to grammatical morphemes, while Indonesia's language does not have the same features. It can be seen that English has many inflectional morpheme features such as tense, person, case, mood, aspect, and gender (Linton & Fasold, 2006: 80; Delahunty & Garvey, 2010: 79). Those features make Indonesia's language learners face problems when they are learning English.

In addition, most language learners are still unable to perform accurate uses of morphemes especially in writing competence. It can be seen from the study conducted by Gayo (2018) entitled An Analysis of Morphological and Syntactical Errors on Students' English Writing. The research aims to investigate the kinds of errors produced by students at SMP Negeri 9 Yogyakarta. The results of the study showed that the students still produced errors in writing especially in the term of morphology. Most of the errors were found in the inflection morpheme. It shows that the language learners are still lack of ability in classifying parts of speech such as the use of a plural noun, possessive pronoun, third singular present tense, past tense, past participle, progressive, comparative and superlative.

Thus, for foreign language learners, writing competence is important not only in junior and high school stages but also in higher education. Good writing competence makes them easier to write essays, journals, and theses that are compulsory in higher education. However, in reality, most of them still face difficulties and make simple errors in grammatical morphemes especially in inflectional morphemes as found in the results of the study conducted by Gayo (2018). Moreover, through a writing activity, the inaccurate use of inflectional morphemes can be seen and identified.

Furthermore, there is limited study on inflectional morphemes acquisition particularly on the accuracy level that covers all grammatical features. Mostly, previous studies tend to concern the accuracy order of grammatical morphemes like what have conducted by Brown (1973), and Barrot and Leon (2014). All of

these studies focused on the accuracy order of learners where English is the first and second language.

Based on the problem related to the inflectional morphemes above, the researcher was interested in conducting the study on the accuracy level of inflectional morphemes performed by the third semester EFL students of Yogyakarta State University. The aim of this study is to find out the accuracy level of inflectional morphemes performed by the second semester of EFL learners of Yogyakarta State University. The results of this study hopefully can help EFL teachers or lecturers formulate strategies in teaching English grammar. It can be done by emphasizing the lack of inflectional morphemes performed by EFL learners. As for the other researchers, they can use the findings of the research as a reference in improving further research in the same field, in this case, the EFL learners' mastery of the inflectional morphemes.

As for EFL students, they can use the results as references to emphasize and study the types of inflectional morphemes that they do not master well. In this way, it can help them to formulate their own study technique and overcome the error that they make in their own writing. In addition, the mastery of inflectional morphemes will make their writing competency better. This can be a provision for them in the future to produce good writing in terms of writing a thesis and journal.

B. Identification of the Problem

The researcher identifies some problems based on the research background above. They are as follow:

1. English has more linguistic complexity particularly in inflectional items related to the grammatical morphemes which make EFL learners difficult to learn the language.

2. EFL learners face difficulties because Indonesia's language does not have the same features as English in terms of linguistic complexity particularly in inflectional morphemes.

3. Language complexity makes grammatical morphology become the major errors when the learners produce a second language, particularly in writing.

4. Writing skill is difficult to master because it is related to the use of grammatical rules namely morphemes and syntax.

5. Good writing competence is important since it is compulsory for EFL learners to write essays, journals, and theses in a higher level of education.

C. Limitation of the Problem

Based on the identification of the problem above, there are five problems that can be identified. Because of the limited time, knowledge, and energy, the researcher only focuses on the two problems which are the accuracy level in the mastery of inflectional morphemes, and factors that contribute to the inaccurate inflectional morphemes performed by the third semester EFL students of Yogyakarta State University.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problems as follow:

1. What is the accuracy level of inflectional morphemes performed by the third semester EFL students of Yogyakarta State University?

2. What are the factors that contribute to the inaccurate inflectional morphemes performed by the third semester EFL students of Yogyakarta State University?

E. Objectives of the Research

Based on the formulation of the problems above, the objective of this research are as follow:

1. To describe the accuracy level of inflectional morphemes performed by the third semester EFL students of Yogyakarta State University.

2. To identify the factors that contribute to the inaccurate inflectional morphemes performed by the third semester EFL students of Yogyakarta State University.

F. Significance of the Research

This research hopefully gives significances to the following aspects:

1. Theoretically

This research is expected to contribute to language learning, especially in English teaching and learning. In addition, by finding out the accuracy

level of the language learners, it is hoped that this research enriches the knowledge of other researchers when they want to conduct the research in the same area.

2. Practically

By conducting this research, the researcher expects that it gives contributions to the students, lecturers, institution and the other researcher.

a. Students

The result of the research may give information to the students about their accuracy and inaccuracy level of functional morphemes acquisition and detail descriptions of their achievement frequency. It would be easy for them to specify the inflectional morphemes that have a low accuracy level. By doing that, it will make them focus to study and to master the English inflectional morphemes.

b. Teachers/Lecturers

The result of the research is valid data for teachers or lectures on students' ability in mastering English inflectional morphemes. This can be a consideration to improve their grammatical accuracy particularly for the items of inflectional morphemes with low accuracy (lowest accuracy).

c. Curriculum Makers

The result of this research can be taken into consideration to design an English curriculum by accommodating structural morphemes especially inflectional morphemes in language learning/instruction.

d. Researchers

The other researchers can use the finding of this research as a reference to improve further research in the same field, in this case, "Students' Mastery on Inflectional Morphemes".

CHAPTER II

THEORETICAL REVIEW

In this part, the researcher presents some theories related to this study. They are the theories about language, morphology, morphemes, inflectional morphemes, grammatical categories, factors contributed to the inaccurate use of inflectional morphemes, and errors. The researcher also presents the importance of inflectional morphology in language acquisition and learning, review of related studies, and conceptual framework. The description of each of them is as follows.

A. Review of the Related Literature

1. Language

In society, human beings use language to communicate with each other. As a tool of communication, they can exchange knowledge, opinion, belief, wish, command, promise, and feeling. A human can smile to express their gratitude, amusement, happiness, and disrespect. A human can shriek to express the feeling of anger, excitement, or fear. A human can clinch fists to express determination, anger, or a threat. A human also can raise their eyebrows to express the feeling of surprise or disapproval and in the end, the system of communication of anything else is called language (Amberg & Vause, 2010: 3). In other words, language is a human's property. It is a tool that can be used to communicate with each other. Without language that acts as a tool of communication, a human cannot communicate or interact appropriately with other people.

In order to convey the correct information, knowledge, and message, there are some rules in delivering and receiving that must be accomplished by human beings. It is said by Devitt & Hanley (2006: 2) that language has a relationship with humans, where language can express their own feeling. It can be said that language is an arrangement of words or signs dealing with the rule in order to deliver the ideas from the speaker to the listener or the writer to the reader. It is in line with Delahunty and Garvey (2010: 28) who said that a language is a set of rules, unconsciously present in the mind, which enables human beings to represent and communicate meanings by producing audible, visible, or tactile symbols that these rules are systematically related to those meanings. It means that in communication, there are some rules that must be followed by language users in order to deliver the correct and accurate meaning to others.

Furthermore, language has some linguistic aspects. Plotkin (2006: 8) states that language consists of three linguistic aspects. They are (1) lexical aspects, which contains several words having functions to reflect the entire range of things or phenomena, (2) grammatical aspects that concern with the form and arrangement of words into a sentence reflecting a thought exchanged in the written and spoken communication, (3) phonic aspects whose function are to provide items and products of two or other aspects to produce sound shapes. Each of those linguistic aspects has its structural organization based on the appropriate substance used in building the elements.

Language consists of some linguistics aspects. The linguistics aspects in language are important in order to create meaning. Bauer (2007: 12-13) proposes

that language has some aspects, namely phonologic, morphologic, syntactic, semantic, and pragmatic. Moreover, Richards & Schmidt (2002: 283) add that language is the system of human communication which consists of the structured arrangement of sound (or their written representation) into large units, for example, morphemes, words, and utterances.

2. Morphology

Morphology is a field linguistics study that focuses on word formation and the structure of the words. According to Haspelmath (2002), morphology is the study of the internal structure of the words. Thus, in studying the internal structure of words, it can be said that morphology is known as the meaningful part of the spoken or written unit in a language that has meaning.

Coates (1998: 8) stated that the morphology is formed by two elements which are *morph-ology*. The first element '*morph*' is an adaption of the Greek word that refers to the 'form' or 'shape'. While the second element '*ology'*, it refers to the academic study of words. From those two elements, it can be said that morphology is the study of the shape of the words. The shape of the words is including the study of word formation and the structure of the words. Same as Haspelmath's opinion, in morphology, there is the smallest meaningful unit of language called a morpheme. It is separate from a distinctive unit of the form or shaped words.

Morphology is the study of how words are constructed out of morphemes. However, more formally, morphology is the study of rules governing the internal

structure of words (Katamba, 1993; Rowe & Levine, 2009). It is the study of structure and form of the words in the language, which includes inflection, derivation, and the formation of a compound. Thus, in morphology, many words have meaning by themselves. But, some words have meaning only when they are used with another morpheme. In other words, some parts can stand alone as words, but others cannot. Those word-parts can stand alone when they are combined correctly.

Furthermore, Bloomfield (1993: 207) says that morphology is the construction of the word in which the bound forms appear among the constituents. By that definition, it can be said that the construction of the words will appear in the forms of bound. It will never appear in the form of phrases. Furthermore, it also can be said that morphology is the study of the structure and form of the words in the language, including inflection, derivation, and the formation of compounds word. In the study of the internal structure of the word, there is one important aspect included in the field of morphology, namely morpheme. Further explanation about morpheme is as follows.

3. Morphemes

In the study of language, morphemes are known as the smallest meaningful unit of language. It means that morphemes cannot be broken down further but remain meaningful. Delahunty and Garvey (2010: 76) define morpheme as the smallest forms of spoken and written units in the language that

have meaning and grammatical function. It is the study of the rules governing the formation and combination of morphemes called morphology. For example, the word *buyers* is a word that consists of three morphemes. The three morphemes are *buy, +er, +s*. It shows that those morphemes can occur in other combinations of morphemes without changing its meaning. We can find morpheme *buy* in *buying, buys,* morpheme *+er* in seller, *fisher*, as well as *buyer,* and morpheme *+s* in *boys*, *girls*, *dogs*.

Morpheme refers to a thing, action, or quality and quantity of something or action. Morpheme may not have a meaning in this traditional sense but may simply have a grammatical function. Based on its function, morpheme can be categorized into derivational and inflectional morphemes (Finegan, 2004: 47). A derivational morpheme is the addition of morpheme into the word to create new word meaning, while an inflectional morpheme is the addition of inflectional items to create a new version of a word.

According to Finnegan (2004: 47), morpheme can be divided into two types. They are free and bound morphemes. A free morpheme is a meaningful grammatical unit that can stand alone. It can stand alone as a single word (Yule, 2006: 68). A bound morpheme is a form that normally cannot stand alone. It is typically attached to another form exemplified as *re-, -ist, -ed, -s*. It can be seen from the word *"cats"* which consists of two different types of morphemes (free and bound morphemes). Moreover, a word can have one morpheme or even more. These forms are also known as affixes. Thus, it can be said that all affixes (prefixes and suffixes) in English are bound morphemes. The free morphemes

generally can be identified as a set of separate word forms such as nouns, adjectives, and verbs. (Yule, 2006: 68). When they are attached with bound morphemes, the basic word forms are technically known as stems.

As free morphemes, they can be divided into two categories, namely lexical morphemes and functional morphemes (Yule, 2006: 68-69). In lexical morphemes, there are sets of ordinary nouns, adjectives, and verbs that carry the content or meaning of the messages or sentences. The presences of lexical morphemes are important in communication. The main message in the sentence would not be able to understand if there are no lexical morphemes. Some of the examples of lexical morphemes are: *girl*, *man*, *house*, *sad*, *long*, *yellow*, *sincere*, *open*, *look*, *follow*, and *break*. On the contrary, functional morphemes do not carry the content of a message, but rather help the grammar of sentence function. Unlike lexical morphemes, the main message in the sentence would be able to understand if there are no functional morphemes. According to Yule (2006: 69), functional morphemes consist of the functional words in the language such as conjunctions, prepositions, articles, and pronouns.

Based on the function of morpheme, it can be divided into three types namely root, derivational, and inflectional morphemes (Delahunty & Garvey 2010: 76). Root morpheme can be defined as the basic form of the word. It is a base form of the word that can no longer be analyzed into constituent morphemes (Haspelmath & Sims, 2010: 21). It means that root morpheme is the left word after all the morphemes have been removed. For example, word *searching* has

two morphemes, *search* as the root morpheme, and suffix *–ing* as inflection morpheme.

A derivational morpheme is the addition of morpheme in a word or another morpheme to create new word meaning (Delahunty & Garvey 2010: 76). For example, the root word *run* will have different meanings and functions when it is changed into *runner* when added derivational morpheme *–er.* In English, derivational morphemes only occur in prefix and suffix. This is different from inflectional morphemes since it relates to the addition of inflection to create a modified version of the word (Delahunty & Garvey 2010: 77). Inflection morphemes are added to the words in order to indicate singular, plural, tense, or comparison. For example, the addition of inflectional morpheme *–ed* to word *play* to construct past tense '*played'* and the addition of inflectional morpheme *+s* to word *books* to construct the form of a plural noun.

A morpheme can be classified based on the function it serves. It may change the word from one lexical category (part of speech) to another category. The morphemes that perform these functions (change the lexical category or the meaning of a form) are called derivational morphemes. On the other hand, morphemes that serve only a grammatical function and do not change the essential meaning or lexical category of a word are called inflectional morphemes. These morphemes can be bound and free morphemes. These inflectional morphemes in other literature are also called grammatical morphemes.

4. Morpheme Studies

Morpheme studies refer to a series of studies that have investigated the acquisition order of grammatical morphemes by the first language (L1) and second language (L2) learners (Murakami & Alexopoulou, 2015: 366). The main objective of the studies is whether EFL learners show a universal pattern in the acquisition order of morphemes. When the universal pattern still relevant, it could indicate the existence of a universal mechanism necessary to acquire language. (Dulay & Burt, 1973). The series of studies indicate that second language learners follow the universal order in the acquisition of second language English morphemes. The view still remains dominant to this day.

Moreover, morpheme studies began when Brown (1973) examined the L1 English Acquisition of 14 grammatical morphemes in three children aged 18 to 27 years old. In the study, he found that the development patterns were similar across the three children. He also found that there was an order in their acquisition. In the line of Brown's study, there are similar investigations that emerged in language acquisition research to establish whether L1 and L2 acquisition show similar patterns in grammatical morphemes.

Dulay and Burt (1973) also investigated the acquisition order of eight grammatical morphemes (present progressive *-ing*, plural *–s*, irregular past tense, possessives, articles, third-person *–s*, copula be, and auxiliary be) by three groups of children learning English as a L2: 95 Mexican-American, 26 Spanish, and 30 Puerto Ricans. They predicted that the three groups would yield the same order, but the order would be different from the order observed in L1 acquisition. The

results of the study are similar to Brown's study. They also found that there was indeed an order of grammatical morpheme in both L1 and L2 acquisition.

The study was extended into child second language acquisition by Dulay and Burt (1973). Through a speaking task and Bilingual Syntax Measure (BSM) which elicit structured conversation, the researchers discovered that eight of Brown's order of grammatical morphemes was correspondingly produced by the participants of the study. Thus, Lightbown and Spada (1999) claimed that children's cognitive development and mastery of the language are parts of their developmental sequence in which the acquisition of grammatical morphemes is also a part of it.

The order of grammatical morpheme may not be true in all cases. Hakuta (1974) conducted a study on a five years old Japanese girl using MLU. The result of the study did not correlate with the previous studies on the acquisition of grammatical morpheme. Then, Hakuta (1974) concluded that the result may be due to the number of participants, their L1, and their age.

Grammatical morpheme studies with adults began when Krashen's (1974) found that adult as second language acquirer showed a natural order for eight grammatical morphemes. It is similar to grammatical order found in child second language acquirers by Dulay and Burt, with oral language elicited by the Bilingual Syntax Measure (1975). In addition, there is no difference in the terms of rank order between Spanish-speakers and non-Spanish speakers. The finding is similar to Krashen's study where the second language acquires a natural order of eight

grammatical orders. The similarities of the findings strengthen Brown's claim that there is an order for learners to acquire grammatical morpheme.

5. Inflectional Morphemes

Inflectional morphemes are concerned with syntactically driven word-formation. They deal with syntactically determined affixation process (Katamba, 1993: 205). By adding inflectional morphemes, they merely will create a modified version of the word to which they are added. However, they do not change the category but add some details to the word category to indicate such things as plural, past tense or comparison, such as inflection in the word *paint-ed*, *book-s*, and *small-er* (Delahunty & Garvey, 2010: 76).

The second set of bound morphemes contains what are called inflectional morphemes (Yule, 2009: 89). They are not used to produce new words but to indicate aspects of the grammatical function of a word. In other words, the use of inflectional morphemes indicates whether the word is plural or singular, past tense or present tense, and comparative or possessive form. For example, there is a sentence "Tom**s'** three sister**s** are different". In the sentence, there are two inflections (*-s'*, *-s*) attached to nouns. Inflection *-'s* marks as a possessive and the other *–s'* as a plural.

Inflectional morphemes change the form of a word but not its lexical category or its central meaning. In other words, they are morphemes that modify the meaning of the words, rather than supplying the root meaning of the words. They create variant forms of a word to conform to the different roles in a sentence

or in discourse. Furthermore, on nouns or pronouns, inflectional morphemes serve to mark semantic notions such as numbers and grammatical categories such as gender and case. On verbs, they can mark such things as tense or number, while on adjectives they indicate degree (Finegan, 2004: 49). For example, they can be bound, such as verb inflectional morphology (e.g., progressive –ing, past tense –ed), or nominal inflectional morphology (e.g., plural –s), or free morphemes, such as conjunctions (e.g., and, or), prepositions (e.g., of, by, for, on), articles (e.g., a, the), and pronouns (e.g., she, him, it, you, mine).

Inflectional morphology is considered to focus on language variation. It hosts the features that regulate how specific the grammatical functions. Inflectional morphology has three essential aspects: a) it has morpho-phonological form (it is pronounced and is frequently attached to another word as a prefix, suffix, or infix); b) it carries grammatical meaning (tense, person, gender, mood, case, aspect); and c) it has syntactic consequences by regulating which phrases to move around sentence and which stay where they are merged (Slabakova, 2016: 175).

6. Grammatical Categories

Grammatical categories are important in sentence formation. They add grammatical information to a lexeme, depending on the particular syntactic requirements of a language. The kind of information added indicates a property or a feature within a set of grammatical contrasts, such as singular vs plural, first-person vs second, masculine vs feminine, past vs non-past, and many others. By

"syntactic requirements of a language", the contexts are meant in which a particular language requires to make such contrastive distinction (Connor-Linton & Fasold, 2006: 80).

The followings are the mini-catalog of some of more grammatical contrasts marked by inflectional morphology across the world's languages (Connor-Linton & Fasold, 2006: 80).

a. Person

A person is a grammatical feature that distinguishes entities. In short, in grammatical categories, a person refers to whether the speaker, addressee, or some entity is being referred to. For example, the first person refers to the speaker (*I*), and the second person refers to the addressee (*you*). The third person is a default category that refers to everything else (*they*).

Furthermore, in this aspect of the grammatical category, verbs exhibit different endings depending on whether the subject of the sentence is the speaker (first person), the hearer (second person), or someone else (third person) (Lieber, 2009: 89). The person is often combined with the number. It is often spoken of person-number combinations such as 'third singular person' or 'first singular person'. The use of first, second, and third-person depends on the pronoun and verb contained in the sentence.

b. Gender

In many languages, nouns are sorted into different classes that other words – such as adjectives, determiners, pronouns, or verbs (or some combination of these) – must agree with. These noun classes are often referred to as gender. In short, they clarify the entities that are referred to such as male, female, or both (Delahunty & Garvey, 2010: 79).

Furthermore, gender agreement helps to indicate the classes of human beings. In languages that mark grammatical gender, every noun is assigned based on this class. The familiar terms used to describe these classes in some languages are masculine (*he*) and feminine (*she*), and neuter *(it)*.

c. Case

One of the most important functions of morphology is to distinguish the roles played by the various participants in an event. The case is a grammatical category that does this by indicating a particular noun's relation to some other element in a clause or phrase. Typically, case marking indicates the relation of the noun to the verb (as its subject, direct object, or indirect object) or another noun (as in possessive or locational relation).

d. Tense

One of the most familiar morphological categories of many languages is tense. It is used to locate an event or state in relation to a

point in time. In simple tenses, such as the present, and future, that reference point is "now", at the moment of speaking. The past-tense, for example, indicates that an event takes place before the moment of speaking.

e. Aspect

Aspect is a grammatical category that encodes a different kind of temporal characteristic, such as whether an action is (or was) completed, ongoing, repeated (tentative), or habitual. It is also given to linguistic forms that indicate characteristics of the situation as to whether they are spreading out over a period of time such as progressive, or completed but still relevant such as perfect tense (Delahunty & Garvey, 2010: 79).

f. Mood

Mood is a grammatical category that expresses the speakers' beliefs, opinions or attitudes about the content of an utterance. Although often marking the verbs, mood applies to entire clauses to indicate whether a proposition is true, likely, doubtful, or something she/he wonders about or wishes for. Some common mood distinctions across languages are *indicative*, *interrogative*, *imperative*, *subjunctive*, or *conditional*.

In addition, according to Delahunty and Garvey (2010: 80), mood is something that has to do with the kinds of clauses that typically used to make statements such as asking questions, giving order or direction. The example of statements are indicative *(The snows have melted.)*,

interrogative *(Have you ever been to Europe?),* and imperative *(Take out the garbage).*

Furthermore, there are three additional aspects in grammatical categories according to Delahunty and Garvey (2010: 79-80). They are as follows.

g. Number

A number refers to whether one or more than one entity referred to. It can be singular or plural such as "*bag* (singular)" and "*bags* (plural)". The use of singular and plural depends on the noun, pronoun, and verb in the sentence.

h. Voice

In grammatical categories, voice refers to the subject of a clause represents the entity responsible for the event. It is the form of a verb. It indicates whether the grammatical subject performs or receives the action. According to Delahunty & Garvey (2010: 80), there are two important aspects in voice namely active and passive voice. When a sentence is written in the active voice, the subject performs the action. On the contrary, it is a passive voice when the subject receives the action. For example:

- Active voice (We have eliminated polio).

- Passive voice (Polio has been eliminated).

i. Polarity

In English, polarity refers to the grammatical system associated with distinguishing between positive and negative clauses. It is a

distinction between affirmative and negative, which indicates the truth or falsehood of a statement respectively. In English, positive and negative carry explicit marking using words such as *not* and *no*.

In addition, the specific negations strategies can be used to negate particular constituents of the clause, for example, the derivational prefixes *dis-*, *non-*, *in-*, *un-*.

7. English Inflectional Morphemes

English, unlike Bahasa Indonesia, applies all categories of morphological inflections to enrich its grammatical features. Among all the grammatical contrast discussed before, tense is the most influencing one in English, while gender only contributes less to the grammatical feature. English has more functional morphemes features compared to Bahasa Indonesia. As a result, it becomes a hard effort for Indonesian students to acquire and learn those complex inflectional morphemes because those two languages share more differences. Thus, it will be more difficult for learners to master the foreign language (Derakhshan & Karimi, 2015: 2112)

As discussed previously, it can be said that the inflectional morpheme formed by adding suffix into the base form of the word in order to create a modified version of it. They are added into words such as plural things, tenses, or comparison. For example, the additional morpheme *–ed* to word "walk" will construct past form "*walked*". Thus, it can be said that English Inflectional Morpheme occurs in three parts of speech namely noun, verb, and adjective.

Modern English uses only eight inflectional morphemes. The kinds of English inflectional morpheme can be seen from the following table.

Table 1. Inflectional Suffixes in English

Part of Speech	Aspects	Inflection	Example
Noun	Plural noun	-s, -es, -ies	(1) My *trousers* are too tight. (2) Those *glasses* are his. (3) There are some *flies* in his room.
	Genitive/Possessive pronoun	-'s, -s'	(1) *Dina's* hair is long. (2) *Rians'* books are on the shelf.
Verb	Third-person singular present tense	-s, -es, -ies	(1) Rian *reads* history book. (2) He *draws*a flying eagle. (3) She *studies* English every day.
	Past Tense	-ed	1)I *played* Badminton last night.
	Past Participle	-ed, -en	1) They have *walked* home. 2) Harry has *eaten* the cup cake.
	Progressive	-ing	He is *speaking* to the guard now.
Adjective	Comparative	-er	Dani is *taller* than Joni.
	Superlative	-est	Dina is the *smartest* student in the class.

(Source: Delahunty & Garvey, 2010: 126-127)

English inflectional morphemes are morphemes that serve as grammatical functions. The further explanation of English inflectional morphemes based on table 1 above is as follows.

a. Inflection -*s, -es, -ies* (Plural Noun)

A plural noun is used to indicate more than one person, animal, place thing, or idea. Inflection –*s, -es,* and -*ies* function as grammatical information for plural nouns, for instance, "*pianist*" to become plural "*pianists*". English nouns share certain properties of the form that share a set of endings, or inflection, especially to mark a plural noun (Finnegan, 2008, 36). In English, there are two ways to form a plural noun namely irregular and regular noun (Carstairs & McCarthy, 2002: 34). In order to form plural noun in the form of irregular, the root word will be changed from "*man*" become "*men*" without adding inflection –*s, -es, -ies* into the root of the word. While, a regular noun in the form of plural formed by adding inflection –*s, -es, -ies* into the root form of the word, for example, the addition inflection –*s* into the root form of the word (Carstairs & McCarthy, 2002: 34). The examples of a plural noun are as follow.

a) Cowboys ride *horses* (-s).

b) We often eat *sandwiches* for lunch (-es).

c) There are two *babies* in the car (-ies).

b. Inflection -*'s, -s'* (Possessive)

   Inflection -*'s* and -s' show possession by adding -*'s* and -*s'* in noun. Inflection –*'s* and –*s'* are often referred to as the possessive case (Delahunty & Garvey, 2010: 158). In other words, they give grammatical information as a possession. Inflection -*'s* marks possessive of singular noun, while -*s'* marks possessive of plural noun.

c. Inflection -*s, -es, -ies* (Third-person singular present tense)

   This type of inflection morpheme functions as a grammatical marker in the third person present tense (regular). As third-person singular present tense, most verbs in English are added by suffixes -*s, -es* and -*ies* to the base form of the words (Delahunty & Garvey, 2010: 165). For example inflection -*s* in word *sings*, inflection -*es* in word *watches*, and inflection -*ies* in word *tries*. As for plural noun, suffixes -*s, -es,* and -*ies* are also added to the end of a singular word. For example, singular words *cat, fox,* and *candy* become *cats, foxes*, and *candies* respectively in plural form. But the function is different from the third-person singular present tense.

   Furthermore, English has a subject-verb agreement. It means that the subject and verb must agree one with another. Celce-Murcia & Larson-Freeman (1999: 57) say that the verb beside copula be should agree with the number of the subject especially the third person singular present tense. Therefore, if the subject is third-person singular, the verb should be added inflection -*s, -es,* or -*ies*. However, the rule is not applicable if the

subject of the sentence is not the third person singular. For example, misformation of the subject-verb agreement. The example of the misformation can be seen as follow.

> Subject singular   : She **drinks** coffee.
>
>   : Horse **run** fast.
>
> Plural singular   : Insects **was** an animal.
>
>   The **letters** written by father was lost.

From the example above, the error happens because of the disagreement between-subject of the sentence and verb. The singular subject should use a singular verb, while a plural subject should use a plural verb.

d. Inflection *-ed* (Past Tense)

Inflection *-ed* exists in the regular past tense (Delahunty & Garvey, 2010: 165). Regular past tense is used to talk about actions that start and end in the past. The verb in the regular past tense is added inflection *-ed* at the end of the word. The examples of regular past tense are as follow.

a) I sometimes *walked* home at lunchtime (*-ed*).

b) She *finished* her work at seven o'clock (*-ed*).

e. Inflection *-ed*, and *-en* (Past Participle)

Inflection *ed*, and *-en* exist in the past participle. In English, past participle refers to an action that has started and completed entirely in the past. It also occurs in the auxiliary verb *have* to create the perfect aspect or with a form of "*be*"to create a passive sentence (Delahunty & Garvey,

2010: 165). In past participle, inflection *-ed*, and *–en* are added to the base form of a verb. The example of inflectional *-ed*, and *–en* in past participle are as follows.

    a) Harris has *baked/eaten* strudel. (Perfect aspect sentence)

    b) Harris was *pursued/eaten* by a lion. (Passive sentence)

f. Inflection *–ing* (Present Progressive)

    Inflection *-ing* marks as progressive in utterances. Present progressive refers to the activity that is in progress. It normally occurs in the form of the auxiliary verb *be*, or with similar verb (Delahunty & Garvey, 2010: 165). It functions as a verb in present or past continuous tense, as an adjective if it occurs before a noun, and as a noun if it functions as a subject or verb in sentences. For example:

    a) Denia is *baking* strudel.

    b) He is *reading* a magazine.

g. Inflection *-er* (Comparative)

    The addition of inflection *–er e*xists in comparative adjectives (Delhunty & Garver, 2010: 165). It is added at the base form of the word to compare the differences between two objects in order to describe the differences. The examples of the comparative adjective are as follows.

    a) My house is *larger* than hers. (*-er*)

    b) This box is *smaller* than the one in my house (*-er*)

h. Inflection -*est* (Superlative)

The addition of inflection –*est* exists in superlative adjectives (Delahunty & Garvey, 2010: 165). The suffix -*est* is added to the base form of a word to describe an object at the upper or lower limit of quality (*the tallest, the smallest, the highest*). The examples of superlative adjectives are as follows.

a. My house is the *largest* one in our neighborhood. (-*est*)

b. Your dog is the *fastest* than any dog in the race. (-*est*)

8. The Importance of Inflectional Morphology in Language Learning and Language Acquisition

Generative linguistics has attributed a special place to the functional morphology. Grammar-related parts of words (bound morphemes) and little words (free morphemes) carry grammatical meanings that change the meaning of a sentence radically. It is argued that most grammatical meanings are captured in inflectional morphology. There is a lot of information packed into these little morphemes that have something to do with the word order and the meaning of the sentence; therefore they are rightfully at the heart of language acquisition (Slabakova, 2016: 391).

Inflectional morphology contains a bulk of the grammatical information that has to be acquired in a second language (Katamba, 1993). Basically, they are very important because of two main reasons. First, if the inflectional morphology is available, the complex syntax is not a barrier to the meaning. Inflectional

morphology serves as basic components of syntax showing how a word is formed and its category (parts of speech). Second, if the inflectional morphology is available, semantics and pragmatics do not matter anymore. The inflectional morphology is the main focus of grammatical meaning and the locus of difference between languages (Slabakova, 2016: 399-340; Katamba, 1993: 217-218).

Since the narrow syntax is universal, understanding complex structures is not a problem when all the grammatical features are in place or acquired. Since the meaning calculation is universal, meaning comes for free when the inflectional morphology is available. However, in order to acquire syntax and meaning in a second language, the learner cannot bypass the inflectional morphology (Slabakova, 2016: 399-403).

9. Factors that contribute to Inaccurate use of Inflectional Morphemes

Based on the Error Analysis view, L1 influence is not the only factor of error in the target language. Error Analysis views L1 just one of many factors that causes error in the target language production. Many experts attempt to find the source of error in the second or foreign language. Brown (2007:232) counts that most frequent sources of errors are (1) interlingual transfer when one is learning L3 or L4, and taking place from all the previously learned languages variable degree of transfer, (2) intralingual transfer, over-generalization is a negative transfer that occurs in the target language itself, (3) content of learning which explains students often make errors because of misleading explanation from the

teacher, (4) various communication strategies where the learners use consciously in order to get a message across to the hearer.

Furthermore, Abbot (in Ellis, 2003: 58) views the learners' errors from the psycholinguistics side. According to him, there are three factors caused errors in producing the language. They are (1) negative transfer or interference of L1, (2) intralingual, for example, overgeneralization and transitional competence, and (3) unique or induced. Ellis (in Margana, 2012: 137) uses induced error referring to errors that occur because of misleading bys teacher instruction in language learning.

Those sources of errors are similar to Dulay & Burt (in Ellis, 2003: 60) about the classification of errors. They divide the error into three categories: (1) Developmental, e.g. overgeneralization, errors that are similar to the L1 acquisition, (2) interference, e.g. the error that influences from the rule of L1, (3) and unique, the error is neither developmental nor interference. They continue to explain the unique error as an induced error. It occurs when the learners are led to make an error by the inappropriate teacher instruction.

In addition, Richard (1974) has identified the amount of error that affects error competence in language learning. He distinguished the error into three categories: (1) Interlanguage or interference error that occurs as a result of the interference of L1 elements used in error production in the foreign language, (2) Intralingual errors that occur when second or foreign language learners make errors as a result of their own creativity, (3) Developmental errors occur when the

second or foreign language learners attempt to build up a hypothesis of the target language on the limitation of their own knowledge.

From the sources of error discussed above, intralingual errors cause so many problems in determining them. This error occurs when the foreign language learners attempt to use their creativity in producing utterances in the target language. Hence, James (in Solati 2014: 39) provides some errors that relate to the intralingual factor. Most of them are false analogy, miss-analysis, incomplete rule application, overlooking co-occurrence restriction, and simplification of the system.

The providing errors by James are almost similar to Richard's categorization of error (in Ellis, 2003: 59) which subdivides the intralingual errors into four categories. (1) Overgeneralization errors occur when the learner uses a structure into other structures which results in errors. (2) Ignorance of rule restrictions occurs when the learners apply the rule into content where they do not apply. (3) The incomplete implication of rules occurs when foreign language learners fail to develop the structure. (4) False hypothesized concepts occur when the learners do not comprehend the distinction in the target language. Further explanation about intralingual errors can be seen below.

a. Overgeneralization

Overgeneralization occurred when foreign language learners cannot use the rule of the target language completely. It happens when the EFL learners create one deviant structure in place of two regular structures (Kaweera, 2013: 15). In other words, EFL learners assume the

grammatical rule without exception. Thus, once the EFL learners learn the set of rules, they overuse one form in the set and underuse the other.

It is said by Richard (1974: 147) that overgeneralization covers the errors which are created by the learners in a different basic rule because of their previous knowledge of the target language. In other words, it can be said that the inaccurate use of the target language produced by foreign language learners are the result of the previous rule that they have learned. Then, the error happens when they try to apply the rule into the sentence that requires different grammatical rules.

b. Ignorance of Rule Restriction

This source of error is almost the same as overgeneralization. This source of error happens when the students cannot use the exceptional rule that they have studied before. If they can not apply the correct rule, it possibly creates an error. Richard (1974:175) explains that the ignorance of rule restriction closely relates to the overgeneralization, in this case, the application of the rule is not in the context where the rule should be applied.

c. Incompetence Application of the Rule.

This source of error occurs when the students are unable to present or apply some important elements in a word, phrase, or sentence. This source commonly occurs in the omission of the language elements. Richard (1974: 177) states that the incompetence application of rules is the omission of any linguistic rules in the production of the target language. In

other words, the errors happen when the learners try to use their linguistic development in making an utterance in English as a target language.

d. False Concept Hypothesis

False concept hypothesis occurs when the students are misinterpreting the target language rules. When this happens, it results in misusing or misformation of the grammatical elements. Richard (1974: 178) says that the misinterpretation of the English rule causes error utterances in English.

In order to understand the intralingual errors, Margana (2012: 137) draws the example of four categories in the following table.

Table 2. The Examples of the Intralingual Errors

No.	Intralingual Errors	Source Form	Errors
1.	Overgeneralization	(1) He sings well. (2) He can sing well	(1) He cans sing well. (2) He can sings well.
2.	Ignorance of restriction	(1) He asked me to rest.	(1) He asked me to.
3.	Incomplete application of rule	(1) Do you like to sing? (2) Why do you like to sing?	(1) You like to sing? (2) Why you like to sing?
4.	False concept hypothesized	(1) It was last Sunday	(1) It was happened last Sunday.

(Source: Ellis, 2003: 59)

Based on the explanation above, this research applies the theory of error source based on the Richard theory (in Ellis, 2003: 58-59) who categorizes the source of errors into three categories: (1) Interlingual errors, (2) Intralingual errors, (3) and Developmental errors. Thus, the researcher includes developmental errors in intralingual error. Moreover, because the errors are also occurring in the target

language interference, it is not the result of first language interference. It is supported by Heydari & Bagheri (2012: 1857) who found two sources of errors on their students' writings or utterances. They are intralingual and interlingual. Furthermore, this research focuses on the sources of inaccurate performing inflectional morphemes in which the errors occur because of intralingual and interlingual errors.

10. Errors

a. Error and Mistake

In the process of language learning, there are some possibilities that the learner produces errors in the target language. Learners are possible to produce errors not only when they talk in the second and foreign language but also in the first language. Ellis (2003: 47) says that non-native learners are not alone in making errors. Children who are still learning their first language can also make errors, and so do the adults. This shows that learners might produce errors in first and second language learning process.

There are two main terms that can be identified to analyze the errors. They are *errors* and *mistakes*. These two terms are used related to the failure of using correct utterances in the target language. Errors happen when learners are trying completely new things and getting them wrong, while mistakes are caused by the learners who are not practicing something that they have learned (Bartram & Walton in Krisnawati, 2013: 185).

Furthermore, Ellis (2003: 51) says that errors occur when learners fail to perform their competence.

Error and mistake also can be identified by the corrigibility. James (1998: 78) defines that errors are instances of language that are unintentionally deviant and are not self-corrigible by the authors; on the other hand, mistakes are both intentionally or unintentionally, deviant and self-corrigible by the authors. It means that the learners could not correct their errors utterances; however, learners can correct their own mistakes utterances. In addition, Taringan (2011: 68) argues that errors are caused by the learner's incompetence, while mistakes are caused by the learner's performance. The distinction between error and mistake can be seen below.

Table 3. The Differences between Error and Mistake

Error	Mistake
Occur because lack of knowledge.	Fail to perform the competencies.
Concern with the competence.	Concern with the performance.
Cannot be self-corrected by the learners.	Can be self-corrected by the learners.
Consistent deviation	Inconsistent deviation

(Source: Nadiah Ma'mun, 2016: 101)

b. Classification of Errors

Dulay, et al. (1982: 146) categorizes the errors into 4 taxonomies. They are (1) linguistics category, (2) surface structure taxonomy, (3) comparative taxonomy, and (4) communicative effect taxonomy. This

research only uses two error taxonomies of Dulay, Burt, and Krashen (1985). They are linguistics category and surface structure taxonomy.

The first error category is the linguistics category. It classifies the errors based on the language component. Language components include phonology (pronunciation), morphology, and syntax (grammar), semantics and lexicons (meaning and vocabulary) and discourse (style) (Dulay, et al., 1982: 146). The error analysis in this research is limited to the grammatical items only which is inflectional morphemes. The error types in morphemes might occur in the word, phrase, clause, or sentence.

The second error category is the surface structure category. Error analysis in this type is used to find the error phenomenon. Dulay, et. al (1982: 150) say that the learners may omit and add unnecessary items, misform or misorder the items. Ellis (2003: 56) also adds that the omission indicates the omission of a certain linguistic item that must appear in a well-formed utterance. Addition indicated the addition of a certain linguistic item that must not appear in a well-formed utterance. Misformation indicates the use of an incorrect form of certain linguistic in target language utterance, and misordering indicates the incorrect arrangement of a certain linguistic in target language utterance. The examples of errors in four categories of surface taxonomy (morpheme and syntax) are as follows.

Table 4. The Examples of Surface Strategy Errors in

Morpheme and Syntax Level.

Errors Categories	Examples	References
Omission	(1) She (is) sleeping. (2) He shout(s) angrily to his friend.	Ellis (2003: 56) Dulay, et al. (a982: 149)
Addition	(1) We didn't went there (2) He cancelleded	Ellis (2003: 59) Dulay, et al. (1982: 148)
Misformation	(1) The dog ated the chicken. (2) We should studying tonnight.	Ellis (2003: 59) Dulay, et al. (1982: 151)
Misordering	(1) What daddy is doing? (2) We don't know why are we facing these problems.	Ellis (2003: 56) Darus & Subramaniam (in Margana, 2012: 137)

B. Review of Related Studies

Based on the research topic, the researcher found two relevant studies. The first study is conducted by Tonekaboni and Lativi (2015) entitled *"Accuracy Level of EFL Learners' Recognition and Production in Morphological Competences"*. This study aims to examine the acquisition of the three inflectional morphemes in English and to investigate the occurrences as well as the misuse of these morphemes in English written tasks to find the accuracy level of Iranian students. These morphemes are plural –*s*, possessive –*s*, and third person –*s*. The results of this study showed that the subjects of the research have acquired the grammatical morphemes well although not yet

accurately. The result also showed that the advanced group has a higher degree of morphological awareness than the intermediate group.

This research is relevant to the current study because both of them aim to investigate the accuracy level of English grammatical acquisition. The differences is this study focuses only on the accuracy level of three grammatical morphemes. They are plural –*s*, possessive –*s*, and person –*s*. The instruments used in this study are questionnaires, tests, and interviews. While the current study focuses on ten kinds of grammatical morphemes that are commonly tested in English structure tests and have high occurrence frequency in the related tests.

The second research is done by Barrot and Leon (2014) entitled "Accuracy Order of Grammatical Morphemes in the Oral Production of Preschool Pupils". The primary aim of this study is to investigate the accuracy order of 14 English grammatical morphemes taking Filipino children as subjects of the research. The findings revealed that plurality and progressive verbs posted the highest accuracy level while prepositions and past irregular verbs had the lowest level of accuracy. As regards the relationship between the order of acquisition, this study posted a different order compared to Dulay and Burt's (1973) and Brown's (1973) studies through the Kendal coefficient of concordance and Spearman Rank Order Correlation.

This research is also relevant to the recent research because both of them investigated the acquisition of English grammatical morphemes. The difference is Barrot and Leon (2014) only focus on the accuracy order of preschool

pupils' grammatical morphemes acquisition, while the research conducted by Morshedi and Lativi focuses on the accuracy level of the first-year university students. This research is based on Dulay and Burts's and Brown's research framework investigating the accuracy order of children's acquisition, while this research tries to investigate all related grammatical morphemes commonly tested in English structural tests.

C. Conceptual Framework

In language learning process, Indonesian students are still facing problems to master what they have learned. Linguistically speaking, there are big differences between two languages, especially in the inflectional morphemes. In terms of grammatical morphemes, the English language has more complex in the set of grammatical rules especially in grammatical morphemes, while the Indonesia's language does not have the same features. It can be seen through the features of grammatical categories such as number, gender, person, case, tense, aspect, voice mood, and polarity. Those grammatical features make Indonesia's language learners face problems when they learn English.

In English grammatical morphemes, there are free and bound morphemes. Free morphemes are the meaningful grammatical unit that can stand alone, while bound morpheme is a form that cannot stand alone. This type of morpheme typically attached to another form exemplified such as suffix *-re, -ist, -ed, -s.* Bound morphemes divided into two namely inflectional and derivational morphemes. Inflectional morphemes are one of the most important aspects of the linguistics features. In modern English, there are eight inflectional morphemes namely inflection *-s, -es, -ies* (plural noun), inflection *-'s, -s'* (possessive noun), inflection *-s, -es, -ies* (third-person singular present tense), inflection *-ed* (past tense and past participle), inflection *-ing* (progressive), inflection *-er* (comparative), and inflection *-est* (superlative).

Thus, this research aims to investigate the students' accuracy level of inflectional morphemes. The researcher focuses on written discourse to obtain

students' accuracy level in inflectional morphemes. In addition, the researcher will interview the language learners in order to know the inaccurate factors in producing and using English Inflectional morphemes. Thus, the researcher classifies those factors into the source of inaccurate according to Richard (1974).

The conceptual framework of this research is drawn in the following chart:

```
                    ┌──────────────────────────┐
                    │    Language Learning     │
                    └────────────┬─────────────┘
                                 │
                    ┌────────────▼─────────────┐
                    │  Grammatical Morphemes   │
                    └────────────┬─────────────┘
              ┌──────────────────┴──────────────────┐
     ┌────────▼─────────────┐          ┌────────────▼──────────────┐
     │ Free Grammatical     │          │ Bound Grammatical         │
     │ Morphemes            │          │ Morphemes                 │
     └──────────────────────┘          └────────────┬──────────────┘
         ┌────────────────────────────────┬─────────┘
 ┌───────▼──────────────┐        ┌────────▼──────────────┐
 │ Inflectional         │        │ Derivational          │
 │ Morphemes            │        │ Morphemes             │
 └───────┬──────────────┘        └────────┬──────────────┘
 ┌───────▼──────────────┐                 │
 │ Student's Accuracy   │      ┌──────────▼────────────────────┐
 │ Level (Inflectional  │      │ Innacurate factors in         │
 │ Morphemes)           │      │ producing and using English   │
 └──────────────────────┘      │ Inflectional morphemes        │
                               └──────────┬────────────────────┘
                     ┌────────────────────┘
           ┌─────────▼──────────────┐
           │ 1. Interlingual (L1    │
           │ interference)          │
           │                        │
           │ 2. Intralingual        │
           └────────────────────────┘
```
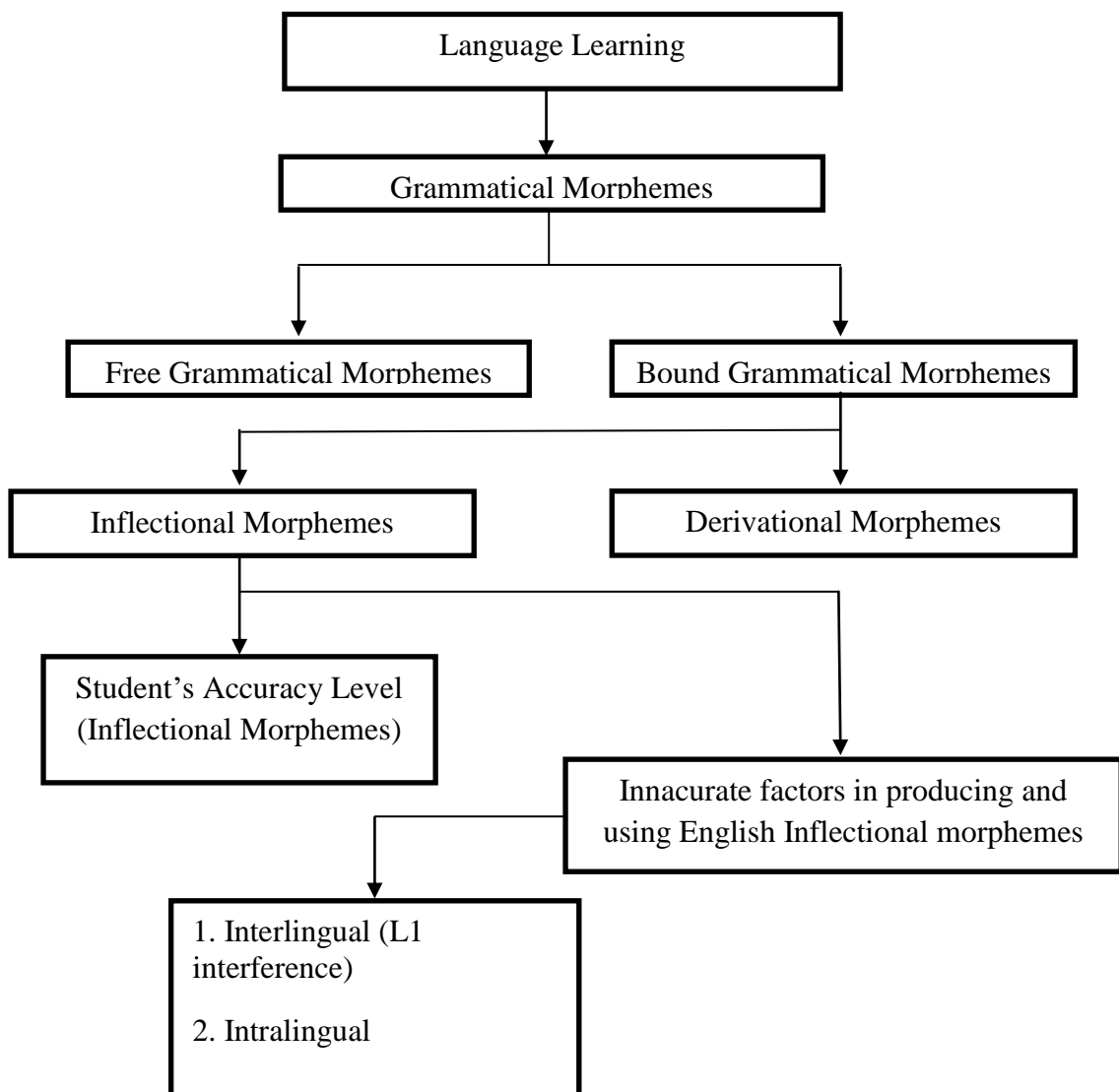
Figure 1. Conceptual Framework of the Study

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research aimed to analyze the accuracy level of inflectional morphemes performed by the third semester EFL learners of Yogyakarta State University and to find out the factors influencing the inaccurate inflectional morphemes performed by the students. The approach used in this study is a qualitative approach. Creswell (2012: 16) explains that a qualitative approach is a useful approach in exploring and understanding a central phenomenon. The data supporting the qualitative analysis in this research are learners' English writings and questionnaires.

The type of study is descriptive research. The research aims to analyze and explain the finding of certain facts or phenomena. It also attempts to describe the existing condition without analyzing the relationship among variables (Fraenkel & Wallen, 2000). In order to describe the results of the study, the researcher did not use any control variable. The description in this study was the accuracy level of inflectional morpheme performed by EFL students in the third semester of Yogyakarta State University. There was also a description of factors influencing the inaccurate inflection morphemes performed by EFL learners.

B. Subject of the Research

The subject of the research was the third-semester students of Yogyakarta State University majoring English Language Education (PBI). The researcher chose PBI students as the participant because of their major in English Language Education. As English language learners, the English language became their second language. When producing English in a form of writings, there would be interference by their first language. In addition, the learners use whether Indonesian or local language in their daily activities at home and school. This condition may influence them to produce some errors in English writing.

C. Object of the Research

The object of the research was the writing tasks. They consisted of two writing tasks namely narrative and expository texts. Each task had four topics. EFL learners chose one of the topics from narrative and expository tasks. After that, they wrote essays which should have consisted of 200-250 words.

The research was conducted in two classes. Thus, the participant in this research was 23 EFL students. The number of texts collected from the third semester EFL students was 46 writing samples from 23 EFL students. All the samples were analyzed to find out the accuracy of English inflectional morphemes.

D. Research Procedure

The research aimed to provide a comprehensive description of students' accuracy level of English grammatical morphemes. It involved the third semester

EFL students of Yogyakarta State University registered in the 2019/2020 academic year. The data of this research were EFL leanners English writing and questionnaire.

The research was conducted through several steps. First, the researcher decided to focus on the writing genre. It was done by identifying the genre that covered all the inflectional items. The researcher also used questionnaires in order to know the error factors that influenced EFL learners when producing English morphemes. Second, the researcher prepared the instrument to collect the data. The researcher constructed research instrument consisted of writing tasks and questionnaires. The writing task consisted of expository and narrative task. Each task had 4 topics. The expository and narrative writing task were conducted in different days in order to get better writing products.

Third, the researcher used expert judgments to find out the validity of the research instrument. Fourth, the researcher revised and completed the instrument. Fifth, the researcher conducted the writing task and questionnaire in order to collect the data. Sixth, the researcher scored, analyzed and interpreted the result of the test. Seventh, the researcher made a report based on findings and drew conclusion.

E. Unit of Analysis

The object of analysis in this research was English inflectional morphemes performed by third-semester students of Yogyakarta State University. In this research, the writing tasks as main the data were important to collect to find the

accuracy level of the inflectional morphemes. Thus, students' writing results were classified based on the type of inflectional morphemes.

The data were analyzed using the theory of Delahunty and Garvey (2010: 143-146) in order to figure out the accuracy level of inflectional morphemes. The analysis included eight inflectional morphemes namely plural noun, possessive noun, third singular present tense, past tense, past participle, present progressive, comparative and superlative adjective. Further explanations about these inflectional morphemes can be seen in the table below.

Table 5. Inflectional Suffixes in English

Part of Speech	Aspects	Inflection	Example
Noun	Plural noun	-s, -es, -ies	(1) My *trousers* are too tight. (2) Those *glasses* are his. (3) There are some *flies* in his room.
	Genitive/Possessive pronoun	-'s, -s'	(1) *Dina's* hair is long. (2) *Rians'* books are on the shelf.
Verb	Third-person singular present tense	-s, -es, -ies	(1) Rian *reads* a history book. (2) He *draws* a flying eagle. (3) She *studies* English everyday.
	Past Tense	-ed	1)I *played* Badminton last night.
	Past Participle	-ed, -en	1) They have *walked* home. 2) Harry has *eaten* the cupcake.

	Progressive	-ing	He is *speaking* to the guard now.
Adjective	Comparative	-er	Dani is *taller* than Joni.
	Superlative	-est	Dina is the *smartest* student in the class.

(Source: Delahunty & Garvey, 2010: 126-127)

Furthermore, the factors that contribute to the inaccurate inflectional morphemes were also analyzed using Richard's theory (1974).

F. Source of the Data

The primary data were essays written by the third-semester students at Yogyakarta State University. The researcher chose PBI students because English language is their second language. When producing English words or sentences, there were some interferences of their L1. Furthermore, the interlingual aspects such as overgeneralization, ignorance of rule restriction, incompetence application of the rule and false concept analysis can be the sources of errors when the learners wrote narrative and expository texts. It is in line with Kaweera's finding (2013: 9) that mentioned there are two sources of error found in learners writing namely the interference of mother tongue and interlingual interference.

Thus, the secondary data were acquired through questionnaires. The questionnaire consisted of 28 questions related to the factors that influence the EFL students in producing some errors. Thus, in order to obtain the data, the researcher used interlingual and intralingual theory proposed by Richard (1974).

G. Technique of Data Collection and Instrument

This research is qualitative descriptive research. The data of this research were collected through writing tasks namely expository and narrative tasks. In the expository task, the researcher used four topics from IELTS (International Language Testing System). As for narrative task, the researcher chose four relevant topics related to the features of narrative text from the internet.

Another instrument in this research is questionnaires. Questionnaire is a research instrument consisting of a series of questions and other prompts gather information from respondents (Kabir, 2016). The researcher used questionnaires in order to investigate and find out the inaccuracy factors in performing English grammatical morpheme amongst EFL learners. In order to formulate the questionnaire, the researcher used the theories about interlingual and intralingual errors from Richard (1974). The researcher also referred other theories of errors proposed by James (1998), Ellis (2003), and Brown (1974) in order to make deep understanding about those sources of errors.

The researcher used close-ended questions. These questions limited the respondents to the set of alternatives being offered (Foddy, 1993: 127). By close-ended questions, the participants answered the questionnaires based on the criteria formulated in them. After constructing the tasks and questionnaires, the researcher used expert judgments from Dr. Agus Widyantoro, in order to make sure that the instruments were valid and reliable.

H. Data Analysis Technique

The data were analyzed through descriptive statistics analysis. With this in mind, it provided detail descriptions of students' ability in mastering those all grammatical morphemes. It included the frequency of accuracy and inaccuracy of each grammatical morpheme, the overall student's ability in mastering those all grammatical items, and the analysis of the most difficult grammatical morphemes related to other factors.

Furthermore, in order to find out the accuracy level, the researcher first identified the error in the EFL learners' texts. Thus, the researcher underlined the correct use of inflectional morphemes. All the correct and incorrect use of inflectional morphemes were added and divided respectively in order to find the accuracy level. In other words, the inflectional items were selected based on their frequency in the selected written composition. The researcher used Brown's (1973) criterion level which is 80 % accuracy. The criterion level was used as a reference in order to find the accuracy level performed by EFL learners. The inflectional items reaching the low accuracy level would be analyzed.

In order to analyze the data more easily, the researcher used a data card. It helped the researcher to display and categorize the data based on the category of each error. The data examples of the data card are as follows.

Table 6.Format of Data Card

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
1.	AR/P/1	Inflection -s, -es, -ies (Plural Noun)	After several *hour* they were fought, Sura had a plan to stop the fight.	After several *hours* fought, Sura had a plan to stop their fight.
2.	AR/P/2	Inflection -s, -es, -ies (Plural Noun)	The health *risk* of air pollution are extremely serious.	The *risks* of air pollution are extremely serious.

The result of this analysis was also supported by questionnaires. The researcher used a questionnaire in order to identify factors contributing to the inaccurate inflectional morphemes performed by the second semester of EFL students of Yogyakarta State University. To analyze the data, the researcher summed up all the incorrect uses of inflectional morphemes. After that, they were divided by the sum of correct use of inflectional morphemes and multiplied by one hundred to get the exact score in the form of a percentage.

I. Validity of Data

The data of this research were collected through writing tasks and questionnaires on EFL students. Before obtaining the data, the foremost thing to do was constructing the instrument. The instrument must have met the criteria of validity. Validity means that the researcher checks for the accuracy of the findings by employing certain procedures (Creswell, 2009: 177). In this research, there were two techniques that can be used to validate the data. They were triangulation and expert judgment. Creswell (2001: 364) says that triangulation is a method

used by qualitative researchers to strengthen the research design by using various data sources, several investigators, and multiple perspectives in interpreting a single set of data or interpreting according to some theories.

In this study, the sources of triangulation were (1) comparing the results data with the data from writing tasks and questionnaires, (2) comparing findings of this study with other relevant studies, and (3) comparing the results of the study with relevant theories. For the research instruments, they were validated by expert judgment. The expert is a lecturer who is an expert in English language teaching and grammar namely Dr. Agus Widyantoro, Ph.D. The results of the expert judgment were to revise the research instruments because there were several important items needed to add in the questionnaires.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Accuracy Level of Inflectional Morphemes

After conducting the research, the researcher tried to analyze the data which are in the form of writing. In analyzing these data, the researcher classified They are inflection -*s, -es, -ies* (Plural Noun), Inflection - *'s, -s'* (Possessive), Inflection -*s, -es, -ies* (Third-person singular present tense), Inflection -ed (Past Tense), Inflection -*ed*, and -*en* (Past Participle), Inflection -*ing* (Present Progressive), Inflection -*er* (Comparative), and Inflection -*est* (Superlative). These classifications aim to find out the students' accuracy level.

In order to find out the accuracy level of inflectional morphemes, the researcher analyzedthe students' writing texts one by one starting from narrative to expository text. It has to be done in order to find out the correct and incorrect use of inflectional morphemes in each of students' writing texts. After analyzing all the texts, the researcher sum up the correct use of inflectional items in order to find out the accuracy level of each inflectional morpheme. Then, the researcher referred to Brown (1973) criterion level which is 80 % in order to know which inflectional items reaches the accuracy level.

Furthermore, to identify the incorrect inflectional morphemes produced/used by EFL learners, the researcher analyzed learners ʻwriting in term

of morphemes, words, phrases, and sentences. Thus, based on the data analysis of 23 texts, it was found that the accuracy level of inflectional morphemes in EFL learners' narrative and expository writings are as follow.

Table 7.The Accuracy Level of Inflectional Morphemes

No.	Inflectional Morphemes	Correct usage of Inflectional Morphemes (%)	Incorrect usage of Inflectional Morphemes (%)
1.	Inflection -s, -es, -ies (Plural Noun)	76.63	23.37
2.	Inflection -'s, -s' (Possessive)	67.96	32.04
3.	Inflection -s, -es, -ies (Third-person singular present tense)	72.81	27.19
4.	Inflection -ed (Past Tense)	83.13	16.87
5.	Inflection -ed, and -en (Past Participle)	62.50	37.50
6.	Inflection –ing (Present Progressive)	91.21	7.79
7.	Inflection -er (Comparative)	55.56	44.44
8.	Inflection -est (Superlative)	85.71	14.29

Table 3 above shows the inflectional morphemes level in form of percentage (%). The third Semester EFL Students of Yogyakarta State University attained accuracy in the following inflectional items: Plural Noun (Inflection -s, -es, -ies) with 76.63 % accuracy, Possessive Pronoun (Inflection -'s, -s') with 67.96 % accuracy, Third-Person Singular Present Tense (Inflection -s, -es, -ies)

with 72.81 % accuracy, Past Tense (Inflection *-ed*) with 83.13 % accuracy, Past Participle (Inflection *-ed*, and *–en)* with 62.50 % accuracy, Present Progressive (Inflection *–ing)* with 91.21 % accuracy, Comparative Adjective (Inflection *-er)* with 55.56% accuracy and Superlative Adjective (Inflection *–est)* with 85.71 % accuracy.

However, based on Brown's (1973) criterion level, there are only three inflectional items that reach the accuracy level. They are Past Tense (Inflection *-ed)* with 83.13 % percent accuracy, Present Progressive (Inflection *–ing)* with 91.21 % accuracy, and Superlative Adjective (Inflection *–est)* with 85.71 % accuracy. Thus, it shows that more than half of inflectional items did not reach the accuracy level. It means that the Third Semester EFL Learners of Yogyakarta State University committed incorrect usage of Inflectional morphemes most frequently in Comparative (Inflection *–er)* with 55.56 % accuracy, Past Participle (Inflection *-ed*, and *–en)* with 62.59% accuracy, Genitive/Possessive (Inflection -'s, -s') with 67.96 accuracy, Third-Person Singular Present Tense (Inflection *-s*, *-es, -ies)* with 72.81% accuracy, and Plural Noun (Inflection *-s, -es, -ies)* with 76.63 % accuracy.

In addition, among all of the inflectional items above, the most inaccurate usage of inflectional morphemes are Comparative adjective (Inflectional *-er)* with 44.44 %. It is mostly found in sentence level. After that, it is followed by Past Participle (Inflection *-ed*, and *–en)* with 37.50 %, Genitive or Possessive (Inflection -'*s, -s'*) with 32.04 %, Third-person singular present tense (Inflection *-s, -es, -ies)* with 27.19 %, Plural Noun (Inflection *-s, -es, -ies)* with 23.37, Past

Tense (Inflection –*ed*) with 18.87 %, and Superlative Adjective (Inflection -*est*) with 14.29 %. The less frequent incorrect usage of grammatical error is Present Progressive (Inflection –*ing*) with 7.79 %.

Detail explanations about inflectional morphemes that do not attain accuracy are presented below.

a. Incorrect Usage of Comparative Adjective (Inflection –*er*)

The addition of inflection –*er e*xists in comparative adjectives. It is added to the base form of the word in order to compare the difference between two objects or things. In English, there are three types of adjective comparison namely positive degree, comparative degree, and superlative degree (Delahunty & Garvey, 2010: 173). Thus, based on the data analysis, the incorrect usage of inflection –*er* (comparative) is 44.44 %. It is the most incorrect usage of inflectional items compared to the two others. The inaccurate use of inflection –*er* can be classified into three types of error namely omission, addition, and misformation. Further explanations about those four error types are discussed below.

1) Omission of Inflection -*er* in forming Comparative Adjective

The incorrect usage of inflection item in this form is the omission of inflection –*er*. EFL learners omits the inflection –*er* which the sentence requires a comparison inflection. Then, based on the data analysis of EFL learners' texts, the error of omission of the inflection –*er* can be seen on the following table.

Table 8. Incorrect Usage of Inflection –*er* (Comparative)

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
17.	EM/C/17	Inflection -*er* (Comparative)	With the internet, we can also access the whole world in a short time and also make communication more *easy* than before.	With the internet, we can also access the whole world in a short time and also make communication *easier* than before.

Table 4 above shows the incorrect use of comparative inflection that occurs in EFL learner's writing text. In the sentence, the EFL learner does not use the comparative inflection –*er* to compare the condition before and after the invention of internet. In order to compare these two conditions, inflection –*er* (Comparative Adjective) must be added into the base form adjective "easy". It means that when he or she uses comparative adjective, the conditions after the invention of internet is better than before in the term of communication. The correction of the sentence can be seen in the following correction.

(1) With the internet, we can also access the whole world in a short time and also make communication more *easy* than before.

(1a) With the internet, we can also access the whole world in a short time and also make communication *easier* than before.

The sentence (1a) above is the correct sentence in term of using inflection –*er* (Comparative Adjective). The EFL learner might

omit the use of the inflection because he or she is still confused about the rules of comparative adjective and how to use it correctly in the sentence.

2) Addition of inflectional *–er* in Forming Comparative Adjective

The incorrect usage of inflection item also can be seen in the addition of inflection *–er*. The comparative adjective is marked by the use of inflection *–er* or *more*. They are used to compare one thing or condition with other. Based on the data analysis on EFL learners' writing texts, an error was found in using this comparative adjective. The error is displayed and explained on the following table.

Table 9. Incorrect Usage of Inflection *–er* (Comparative)

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
103.	AR/C/103	Inflection *-er* (Comparative)	Fuel efficient vehicle that uses clean fuels can produce *fewer* gas emission.	The vehicle that uses clean fuels can produce *few/low* gas emission.

The datum on the table above shows that the error happens because the learner adds the inflection *–er* into base form of word "few". Thus, based on the sentence above, it does not need the comparative adjective "fewer" to explain the sentence since it is not compared to the other things. Iinflection *–er*is used in order to compare one thing to other.

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Thus, the addition of the inflection –*er* is unnecessary because it will create ungrammatical structure in sentence. The correction of this sentence can be seen in the following correction.

(1) Fuel efficient vehicle that use clean fuels can produce *fewer* gas emission.
(2a) Fuel efficient vehicle that use clean fuels can produce *few/low* gas emission.

The error in this sentence occurs because EFL learner adds inflection –*er* that results ungrammatical structure in the text because there is no other thing to be compared. The student might produce this error because she or he is still confused in using the inflection –*er* or comparative rule in his or her writing.

b. Incorrect Usage of Past Participle (Inflection –*ed*, and -*en*)

The second most incorrect use of inflectional items found in EFL learners' writing texts is inflection–*ed*, and –*en* (Past Participle). The errors in forming the past participle occur in the omission and misformation. Based on the data analysis, the errors in EFL learners' writing text appear because of the misusing of part of speech. Some data are displayed and explained as follow, while the other data can be seen completely in the attachment.

1) Omission of inflection –*ed*, and –*en* in forming Past Participle

The error in this kind of inflection morpheme is the omission of –*ed*, or –*ed.* The error happens since the EFL learners do not use or

add inflection –*ed*in forming past participle. Based on the data analysis, the learner omits the inflection –*ed* in creating past participle. The inflection –*ed* is needed to form past participle since it refers to the action that was started and completed entirely in the past. The errors found in learners' writing are displayed and explained as follow.

Table 10. Incorrect Usage of Inflection –*ed* and -*en*

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
57.	WK/N/57	Inflection -*ed*, -en (Past Participle)	He was confused about what has ***happen***.	He was confused about what has ***happened***.

Based on the example presented in the table above, the error happens because of the omission of inflection –*ed* in creating past participle form. The EFL learner does not use inflection –*ed* as required in past participle sentence. The phrase "has happen" is incorrect grammatically because past participle (verb 3) must follow has/have/had to form perfect tense. The addition of inflection –*ed* into the base form verb "happen" creates past participle. Thus, the correction of the sentence can be seen in the following correction.

(1) He was confused about what has ***happen***.

(1a) He was confused about what has ***happened***.

The error existing in the sentence(1) is because of the omission of inflection –*ed*. The addition of the inflection –*ed* into verb "happen" creates past participle which is also known as verb 3. This is because the

sentence needs verb 3 in order to create grammatically accurate sentence. The EFL learner might produce this error because he/or she does not recognize the omission of inflection –*ed* in the sentence. Therefore, the error in this context of sentence can be classified as intralingual error that might be included into the ignorance of the rule restriction.

2) Misformation of inflection –*ed*, and –*en* in Past Participle.

The last kind of error in the use of inflection to form past participle verb is misformation of verb inflection. The misformation of the inflection creates an error in EFL learners' sentence. Based on the data analysis, there is an error of misformation of the verb inflection which is found in the students' sentence. The error can be seen in the following table.

Table 11. Incorrect Usage of Inflection –*ed* and –*en*

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
134.	FP/N/134	Inflection -*ed*, -en (Past Participle)	The mother cried, that her husband had **broke** his promise.	His mother cried that her husband has **broken** his promise.

Table 9 above shows the error of the misformation of the verb inflection. In the sentence, the learner misforms in writing the verb "broke" in order to complete the sentence. From the sentence above the

verb "broke" is grammatically incorrect. It is because the action of "the promise" happens and completes in the past after the subject "The mother cried". The inflection –*en* should be added to "broke" to form past participle. The correction of the sentence can be seen in the following correction.

> (1) The mother cried, that her husband had ***broke*** his promise.
> (1a) His mother cried that her husband has ***broken*** his promise.

The error in this context of the sentence is the misformation of the verb inflection in order to form past participle. The EFL learner just changes the verb 1 "break" into verb 2 "broke". He or she does not change the verb completely into the verb 3 (Past Participle). He or she might produce this error because she or he does not master the rule of how to form the sentence in past participle.

c. Incorrect usage of Genitive/Progessive (Inflection -*'s, and -s'*)

Possessive noun is a noun indicating an ownership by adding the inflection -*'s* and -*s'* to noun (Azhar, 2002: 103). Forming the inflection –*'s* into noun means that the possesive noun is singular, while the inflection –*s'* refers to plural when it is embedded to the noun. Thus, based on the data in table 3, the correct usage of EFL learners' writing in term of inflection –*'s, and -s'* is 67.96 %. It means that, compared to Brown's criterion level inflectional morpheme –*'s, -s'*, the inflection item does not attain accuracy level. It is because the criterion to acquired the accuracy level is 80 %.

The incorrect usage of inflectional morphemes is 32.04 %. Based on the data analysis, the errors in inflection use in the learners' writing appear because of omission, addition, and misforming the inflection –'s, and –s' when the learners construct the text.

1) Omission of inflection –'s, and –s'(Possesive).

As explained above, inflections –'s, and –s' have their own rules. The use of these inflections is based on the numeral status of the noun. Errors happen because the EFL learners tend to omit these inflection items in forming the possessive pronoun. Thus, some errors that are found in the students' sentences can be seen on the following table.

Table 12. Incorrect Usage of Inflection –'s, and –s'

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
21.	AF/G/21	Inflection - 's, -s' (Possessive pronoun)	One day, **BawangPutih** mother got sick and died.	One day, **BawangPutih's** mother got sick and died.
15.	EM/G/15	Possessive Pronoun - 's, -s' (Possessive pronoun)	An old woman ran into the ship and called out **Malin Kundang name**.	An old woman ran into the ship and called out **Malin Kundang's name**.

This table shows some errors in the omission of possesive noun. In sentence (1) and (2), the errors happen because the EFL learners

omit inflection – *'s* on the noun "Bawang Putih" and "Malin" respectively. "Bawang Putih" and "Malin Kundang" should be added by a possesive noun (inflection – *'s*) because in sentence (1) the word "mother" belongs to Bawang Putih's mother, while in sentence (2) refers to Malin Kundang's name. The Inflection – *'s* is used in these contexts because "mother" and "name" is a singular noun. Thus, the correction of the sentence can be seen in the following correction.

(1) One day, ***BawangPutih*** mother got sick and died.

(1a) One day, ***BawangPutih's*** mother got sick and died.

(2) An old woman ran into the ship and called out ***Malin Kundang name***.

(2a) An old woman ran into the ship and called out ***Malin Kundang's name***.

The errors that occur in these sentences are the omission of inflection – *'s* in possessive noun. In fact, the EFL learners do not use possessive inflection – *'s*. Thus, the learners might produce errors because they do not understand the rule of using possessive noun inflection yet.

2) Misformation of inflection in possessive/genitive.

In this type, error happens because of misformation in singular and plural form. This kind of error is found in EFL learners' writing. As explained before, these two inflection – *'s* and – *s'* have a different function. Inflection – *'s* is used in singular noun while inflection – *s'* is used in plural one. Error happens when learners misuse these two kinds of inflection. For example, the EFL learners add – *'s* into possesive plural

noun or adds –s' into possessive singular noun. Based on the data analysis of EFL learners' writing, it is found that there are some errors in using these inflections. These errors can be seen in the following table.

Table 13. Incorrect Usage of Inflection –'s, and –s'

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
130.	RR/G/130	Inflection - 's, -s' (Possessive pronoun)	The existence of the internet has drastically altered **people's** life patterns.	The existence of the internet has drastically altered **peoples'** life patterns.
133.	AF/P/133	Inflection -s, -es, -ies (Plural Noun)	Bawang Putih tried to search her **stepsister's clothes**.	Bawang Putih tried to search her **stepsisters' clothes**.

The data presented in the table above show some errors in the misformation of possessive noun. The EFL learners misuse the inflection –'s and –s'. In sentence (1), the error happens because EFL learner misuses the inflection –'s. The noun "life patterns" indicates plural noun, Thus, the sentence is error when learners uses the inflection –'s instead of –s'. In sentence (2), the error happens because the learner misuses the inflection –s' which indicates plural noun because the noun (clothes) after "stepsister" is plural. Error happens because the learners uses inflection –'s instead of –s'. The correction of the sentences can be seen as follow.

(1) The existence of the internet has drastically altered ***people's*** life patterns.

(1a) The existence of the internet has drastically altered ***peoples'*** life patterns.

(2) Bawang Putih tried to search her ***stepsister's clothes***.

(2a) Bawang Putih tried to search her ***stepsisters' clothes***.

Based on the correction above, (1a) is gramatically the correct sentence. Because "life patterns" is plural, inflection *–s'* must be added into the other noun which is "people". It is the same case with the second sentence in (2a), where inflection *–s'* needs to be added into noun "clothes" because it is plural noun. The errors in sentence (1) and (2) happen because of misusing inflection *– 's* in possessive plural noun. The EFL learners do not use possessive inflection *–s'*. Thus, the learners might produce errors because they still do not understand and are confused about the rules of inflection *– 's* and *–s'*.

d. Incorrect usage of Third-Person Singular Present Tense (Inflection -s, -es, -ies)

Inflections *s, -es,* and *-ies* function as grammatical marker in the third person tense (reguler). As third-person singular present tense, most verbs in English form will be added by inflection *-s, -es* and *-ies* to the base form of the words. Furthermore, as third-singular present tense, subject and verb must agree one to another. Thus, if the subject is singular third person, the verb also should be added by inflection *-s, -es, -*

ies. Yet, this rule is not applicable if the subject of the sentence is not singular third person.

Thus, based on the data on table 3, the correct usage of EFL learners' in inflection *–s, -es*, and *–ies* are 72.81 %. According to Brown's critetion level (1973), the inflection item does not attain the accuracy level because the criterion to acquire the accuracy level is 80 %. In learners' English writing, it also found that there are some errors when creating verbs. The error in this type of inflectional item is 27.19 %. The errors in forming the verb in third-person singular present tense mostly occur in the omission, addition, and misformation.

In addition, the verb in third-person singular present tense is formed based on the subject of the sentence (Subject agreement). Because of the use of inflection *–s, -es,* and *–ies,* the verb form truly depends on the subject of the sentence. When the subject of the sentence is pronoun *he, she*, and *it,*the verb must be added by inflection *–s, -es,* and *–ies*in order to agree with the subject of the sentence. The otherpronoun such as*I, you, we, they)* are not required to be added by the inflection *–s, -es,* and *–ies.* Thus, if the subjects are in the form of noun, inflection *–s, -es,* and *–ies*can be used when to form subject-verb agreement.

Based on the data analysis, the errors in this type of inflectional morpheme happens because of the omission and addition of

the verb. The errors happens because of these three characteristics can be seen from the explanation below.

1) Omission of Inflection *-s, -es,–ies* in Forming Verb Agreement.

In this type of inflection, the errors happen because EFL learners omit suffix *s, -es,* or *–ies,* when forming sentences. They produce disagreement between the subject and the verb. In English grammar, the verb should agree with the subject. The base form of the verb should be added by the inflections *s, -es,* and *–ies*if the subject is the third singular person. In contrast, if the subject of the sentence is first, second, and third plural person, the verb is not added by any additional inflection. In EFL learners' writing, it is found there are some errors in the omission of the verb inflection. The errors will be displayed and explained as follow.

Table 14. Incorrect Usage of Inflection *-s, -es, -ies*

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
6.	AR/S/6	Inflection *-s, -es, -ies* (singular third-person present tense)	Fuel efficient vehicle that ***use*** cleaner fuels can produce fewer emission gas.	Fuel efficient vehicle that ***uses*** cleaner fuels can produce fewer emission gases.

9.	AR/S/9	Inflection -*s*, -*es*, -*ies* (singular third-person present tense)	Poor air quality *increase* respiratory ailments like athsma and bronchitis.	Poor air quality *increases* respiratory ailments like athsma and bronchitis.

Based on the data above, the errors happen because the verb does not agree with the subject of the sentence. In datum 1, the learner omits inflection –*s* on verb 1 "use" as the agreement of the subject "Fuel efficient vehicle". The same condition also happens in datum 2 in which the learner omits inflection –*es* on verb 1 "increase" as the agreement of the subject "Poor air quality". The omission of these two suffixes, the sentence is incorrect grammatically because, based on the English rule of subject verb agreement, if the subject is third person singular, the verb should be added by inflection –*s*, -*es*, or –*ies*. The correction of the sentence can be seen as follow.

(1) Fuel efficient vehicle that *use* cleaner fuels can produce fewer emission gases.

(1a) Fuel efficient vehicle that *uses* cleaner fuels can produce fewer emission gases.

(2) Poor air quality *increase* respiratory ailments like asthma and bronchitis.

(2a) Poor air quality *increases* respiratory ailments like asthma and bronchitis

Based on the data above, the errors happen in sentence (1) because of the omission inflection –*s* on verb "use". In order to make the subject-verb agreement, the inflection –*s* should be added to the verb "use" as can be seen on the datum (1a). The same condition happens in datum (2)

in which inflection –*es* should be added into the verb "increase" as can be seen in datum (2a) in order to make the subject-verb agreement. Thus, the learners might produce errors because they still do not understand and are confused about the rules of the inflection –*'s* and –*s' use*.

2) Addition of Inflection -*s, -es,* and –*ies*in Forming Verb Agreement.

The singular third-person present tense is marked by the use of inflection –*s, -es,* or –*ies*. The error happens when there are additions of inflection –*s, -es,* or –*ies* that do not match the subject. The addition of these inflection items will make the sentence grammatically error. Based on the data analysis, it is found that there are some errors because of the addition of the inflection –*s*to verb feels" and "keeps". The table below shows some errors of some data in students' texts.

Table 15. Incorrect Usage of Inflection -*s, -es, -ies*

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
114.	FY/S/114	Inflection-*s, -es, -ies* (Third-person singular present tense)	From the explanation above, it can be concluded that the internet does not make people communicate but instead *feels* isolated.	From the explanation above, it can be concluded that the internet does not make people communicate but instead *feel* isolated.
124.	ND/S/124	Inflection -*s, -es, -ies* (Third-person singular present tense	As for example, there are 1.8 millions of vehicles in Yogyakarta and	As for example, there are 1.8 millions of vehicles in Yogyakarta and

			it *keeps* increasing every year.	they *keep* increasing every year.

The data on the table above show the error of the verb in term of using the inflection –s. The addition of the inflection –s is not appropriate to the context of the sentence. This is because the subject in datum (1) "people" is plural noun. Thus, the addition of the inflection –s makes the sentence in datum (1) error. Datum (2) has different case. The sentence is gramatically incorrect because the EFL learner uses pronoun "it" to represent plural noun "vehicles" instead of using "they". Because of this reason, the additional of inflection –s is incorrect until pronoun "it" which is the subject is replaced by "they" in order to make the subject agrees with the verb. The correction of the data can be seen from the sentence below.

(1) From the explanation above, it can be concluded that the internet does not make people communicate but instead *feels* isolated.

(1a) From the explanation above, it can be concluded that the internet does not make people communicate but instead *feel* isolated.

(2) As for example, there are 1.8 millions of vehicles in Yogyakarta and it *keeps* increasing every year.

(2a) As for example, there are 1.8 millions of vehicles in Yogyakarta and they *keep* increasing every year.

The errors that happen in the sentence (1) and (2) are addition of inflection –s (Singular Third Person Present Tense) in order to agree the subject of the sentence. Thus, based on the correction above, in datum

(1a), the inflection –s must be omitted in order to make the sentence correct in term of subject-verb agreement. In datum (2a), the pattern is different because the EFL learner decides to use the pronoun "it" to explain plural noun "vehicles" instead of using the pronoun "they". Because of that, the inflection –*s* must be omitted and the pronoun "it" must be changed into "they" in roder to make the subject-verb agreement in this sentence. The EFL learner might produce the errors because they are still confused about the grammatical rule of the inflection –s, -es, and –ies (Singular Third-person Present Tense).

3) Misformation of Inflection -*s, -es,* and –*ies* in Forming Verb Agreement.

In this section, error happens because of misformation or misuse of the inflection –*s, -es*, and –*ies* in forming the verb agreement. Delahunty and Garvey (2010: 165) stated that as third-person singular present tense, most verbs in English form are added by suffixes -*s, -es* and -*ies* to the base form of words. For example play (-*s*) from the base form play and try (-*ies*) from the base form try if the subject of the sentence is in the singular forms. Thus, the error happens because of misusing of the inflection –*s, -es,*–*ies* or misform the verb into another types of verb.

Based on the table 14 below, error happens because the EFL learner misuse the verb by forming past tense verb instead of present tense. The table below shows the datum of error.

Table 16. Incorrect Usage of Inflection *-s, -es, -ies*

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
145.	RB/S/145	Inflection *-s, -es, -ies* (Third-person singular present tense	In 2013, transportation *contributed* more than half of the Carbon Monoxide and Nitrogen Oxide into the air.	In 2013, transportation *contributes* more than half of the Carbon Monoxide and Nitrogen Oxide into the air.

The datum above shows the error because of misforming the verb into past tense. The EFL learners misuse the inflection item in order to form a complete sentence in present tense. Thus, the error happens because he or she uses the inflection *–d* (Past Tense) instead of the inflection *–s*.

e. Incorrect usage of Plural Noun (Inflection *-s, -es, -ies*)

Plural noun is a word used to indicate that there is more than one person, thing, animal, place, or idea. The function of the inflection **-s, *-es, -ies* is as grammatical information for plural nouns. This is because in English, noun shares certain properties in the terms of form which share a set of endings, or inflection especially when to mark plural noun (Finnegan, 2008, 36).Then, based on the data presented in table 3, the correct usage of the EFL learners' inflection *-s, -es, -ies* are 76.63%. It is higher than the inflection *-s, -es, -ies*third-person singular present tense.

However, this type of inflectional morpheme does not reach the accuracy level because the percentage in the correct usage does not reach 80 % when refers to Brown's criterion level (1973). From the correct use of plural noun, the percentage of incorrect use is 23.37 %. It means that, in forming plural noun, EFL learners still ommit errors.

Moreover, after analyzing the data, the researcher found that there are several types of error that commit by the learners. The types of error are omission, addition, and misforming inflection *-s, -es, -ies.* The errors that happen because of these characteristics can be seen from the explanation below.

1) Omission of Inflection *-s, -es,* and *–ies*in Forming Plural Noun

The error in this type of inflection morpheme is the omission of suffixes **-***s, -es,* and *–ies*. The error happens since the EFL learner omits the inflection when forming plural noun in the sentence. Furthermore, the inflections **-***s, -es,* and *–ies* have one function that is to form plural noun. The formation of inflections *-s, -es, and –ies* on noun explains that the noun is plural and not singular. The error happens when the EFL learners omit the inflection, although in the sentence the noun need the inflection in order to form plural noun. Thus, the errors that found in learners' English writing are displayed and explained as follow.

Table 17.The Incorrect Usage of Inflection *-s, -es, -ies*

No.	Code	Aspects of	Incorrect Usage	Correction

		Inflectional Morphemes	of Inflectional Morphemes (Data)	
1.	AR/P/1	Inflection -s, -es, -ies (Plural Noun)	After several ***hour*** they were fought, Sura had a plan to stop the fight.	After several ***hours*** fought, Sura had a plan to stop their fight.
26.	AF/P/26	Inflection -s, -es, -ies (Plural Noun)	When she opened the pumpkin, there ***are a lot of jewelry*** inside the pumpkin.	When she opened the pumpkin, there ***are a lot of jewelries*** inside the pumpkin.

Based on the data above, the errors happen when the learners omit the inflections *-s,* and *-ies*. The omission of these inflections make the sentences error grammatically. In datum (1), the error happens because before noun "hour" there is determiner "several" which explain the amount that is not exact but is fewer than many. Because of that, the inflection–*s* is needed since the word "several hour" explains about the amount of times. Thus, the inflection –*s* must be added into the word "hour" to become "hours" in order to complete the determiner "several". In datum (2), the error also happens because of the omission of the inflection –*ies.* The words "there are" and "a lot of" explain about quantity that is more than one. Because of that, the inflection –*ies* is needed in order to form plural noun from "jewelry" into "jewelries". The correction of the data can be seen from the sentences below.

> (1) After several ***hour*** they were fought, Sura had a plan to stop the fight.

(1a) After several **hour** they were fought, Sura had a plan to stop the fight.

(2) When she opened the pumpkin, there **are a lot of jewelry** inside the pumpkin.

(2a) When she opened the pumpkin, there **are a lot of jewelries** inside the pumpkin.

Based on the data above, sentence (1) and (2) are gramatically error. The error happens because the EFL learners omit the inflections –*s* and –*ies*. The inflections are required in order to form plural noun. This is because the sentences (1) and (2) have a determiner "several" that explains quantities which is "there are a lot of". Thus the inflections –*s* and –*ies* are needed in order to form plural noun. The addition of inflection –*s* and –*ies* to noun "hours" in data (1a) and to noun "jewelries" in data (2a) make the sentences correct grammatically. The EFL learners commit errors because they ignore the grammatical rule of plural noun.

2) Addition of Inflection -*s, -es,* and –*ies* in Forming Plural Noun

In this section, the error happens because the EFL learners misuse in forming plural noun by adding the inflection -*s, -es,* or –*ies*. Misuse happens when the EFL learners abandon some linguistics features such as English article *a, an, the* and still add inflection -*s, -es,* or –*ies* without paying attention to the linguistic features in the sentence. Thus, this action will make the sentence grammatically error. The errors in forming plural noun are displayed and explained in the table below.

Table 18. The Incorrect Usage of Inflection -*s, -es, -ies*

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
107.	AF/P/107	Inflection -*s*, -*es*, -*ies* (Plural Noun)	Even her stepmother and her stepsister always do a bad ***things*** to her, she always happy to do the work.	Even her stepmother and her stepsister always did a bad ***thing*** to her, she always happy to do the work.
111.	IF/P/111	Inflection -*s*, -*es*, -*ies* (Plural Noun)	After some years, Mande Rubayah got a ***messages*** that her son will be married with a girl from rich family.	After some years, Mande Rubayah got a ***message*** that her son will be married with a girl from rich family.

Based on the data analysis in datum (1) below, the error happens because the learners add the inflection -*s,* into the noun "thing". The inflection should not be added since there is article "a"in front of the noun. The function of this article is as grammatical to mark the singular noun. Because of that, the addition of inflection –*s* will make the sentence grammatically error. The same case applies for datum (2) where the error happens because of the addition of the inflection –*s*to noun "message". The inflection –*s* should be omited since there is grammatical marker "a" in the sentence which explains that the word "message" should be singular, not plural. The errors in forming plural noun can be seen from the table below. The correction of datum (1) and (2) dan be seen from the sentence below.

(1) Even her stepmother and her stepsister always do a bad ***things*** to her, she always happy to do the work.

(1a) Even her stepmother and her stepsister always did a bad ***thing*** to her, she always happy to do the work.

(2) After some years, Mande Rubayah got a ***messages*** that her son will be married with a girl from rich family.

(2a) After some years, Mande Rubayah got a ***message*** that her son will be married with a girl from rich family.

Based in the datum (1) the error happens because of the addition of the inflection –*s* into plural "things". Since there is an article "a" which functions as grammatical marking in singular noun, the inflection must be omitted. The same condition also happens in datum (2) in which the error happens because of the addition of the inflection –*s* into the noun "message". Since there is an article"a", the inflection must be omitted in order to make the sentence correct grammatically. The EFL learners might produce this kind of error because he does not understand the rule of tense usebased on its function.

3) Misformation of Inflection -*s, -es,* and –*ies* in Forming Plural Noun

In forming plural noun, the errors happen because the EFL learners misuse the inflection **-***s, -es, or –ies*in forming plural noun. As explained above, these inflections have function by forming singular to plural noun. Thus, the errors happen when the learners misuse these inflection. Misformation in forming plural noun may happen when the learners forming the noun into possessive such as in the datum (1) and

misuse it in double noun such as in datum (2). These errors are displayed into the table below.

Table 19. Incorrect Usage of Inflection *-s, -es, -ies*

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
143.	DA/P/143	Inflection *-s, -es, -ies* (Plural Noun)	It may be challenging for society or Government to allow ***differences opinion*** between people in this day.	It may be challenging for society or Government to allow ***different opinions*** between people in this day.
144.	MK/P/144	Inflection *-s, -es, -ies* (Plural Noun)	There are several factors such as factories and ***corporation's*** that use vehicles to transport their goods.	There are several factors such as factories and ***corporations*** that use vehicles to transport their goods.

Based on the datum (1) above, the error happens because the learners misuse the inflection *–s* in forming the plural noun. The misuse happens since the learner formed possesive instead of plural noun. The word "corporation" above is noun. It cannot form possessive noun because it is not pronoun. Furthermore, there is grammatical marker "are" that indicates more than one factors. Because of that, the word "corporation" is incorrect grammatically.

The different case happens in datum (2). In this datum, the error happens because the learners misuse the inflection *–s*. The

inflection is added to the other noun "difference" instead of the noun "opinion". In addition, when the EFL learners want to use the word "difference", it must be followed by preposition "between" as it is used to compare two or more things that not same. Because of that, the sentence is error gramatically. In order to explain the word "opinion", the adjective "different" without inflection –*s*must be used instead of "difference". Thus, the inflection must be added to the word "opinion" in order to form plural noun since it refer to the plural noun "people". The correction of these errors can be seen from the sentence below.

(1) There are several factors such as factories and ***corporation's*** that use vehicles to transport their goods.
(1a) There are several factors such as factories and ***corporations*** that use vehicles to transport their goods.
(2) It may be challenging for society or Government to allow ***differences opinion*** between people in this day.
(2a) It may be challenging for society or Government to allow ***difference opinions*** between people in this day.

Based on datum (1), the error happens because of the misuse of the inflection –*s*. The EFL learners uses the inflection – *'s* instead of –*s*. Then, it must be changed into plural noun inflection –*s* in order to make the sentence correct gramatically as can be seen in datum (1a). In datum (2), the error happens because of the misuse of the inflection –*s*to "difference" instead of "opinion". Because of that, it must be ommited and added to the noun "opinions". Since the noun "people" is plural, the inflection –s must be added to the word "opinion" in order to make the sentence correct gramatically as can be seen in datum (2a). The errors

happens because of the incomplete rule application. Moreover the learner are still influenced by L1 in forming the sentence and plural noun in L2.

Based on the description and explanation above, there are only three inflectional morphemes that reach the accuracy level, namely the inflection –*ing* (Present Progressive), the inflection -*est* (Superlative), and the inflection -ed (Past Tense). Thus, the inflectional morphemes that do not attain accuracy level are the inflection -*s, -es, -ies* (Plural Noun), the inflection -*s, -es, -ies* (Third-person singular present tense), the inflection -*'s, -s'* (Possesive), the inflection -*ed*, and -*en* (Past Participle), and the inflection -*er* (Comparative).

Thus, it can be said that the EFL learners still produce incorrect sentences in writing English texts expecially in five types inflectional morphemes that do not attain the accuracy level. It means that, the errors often occur in these five types of inflectionl items. Because of that, the researcher decides to discuss the errors that happen at those five types inflectional morphemes.

2. Factors Contributing to the Inaccurate in Forming Inflectional Morphemes.

In the previous chapter, it is stated that there are two main sources that make student produce inaccurate or error when forming inflectional morphemes. In order to know these factors, the researcher collects the data through questionnaires. Using interlingual and intralingual in Richard's theory of error (1974), the factors contributing to the inaccurate in forming the inflectional morphemes in the form of percentages can be seen through the table below.

Table 20.The Percentages (%) in Factors Contributing to the Inaccurate Inflectional Morphemes

No.	Factors Contributing to the Inaccurate Inflectional Morphemes	Frequency		Percentage (100%)	
		Agree	Disagree	Agree	Disagree
1.	Interference of First Language (L1)	61	119	29.90%	33.15%
2.	Overgeneralization	41	39	20.11%	10.86%
3.	Ignorance of Rule Restriction	36	45	17.65%	12.54%
4.	Incomplete Application of Rules	37	62	18.14%	17.27%
5.	False Concept Hypothesis	29	94	14.22%	26.18%
	Total	204	359	100%	100%

The table above shows the number of errors that students produce on their writing. From the table above, it can be seen that there are five factors contributing to the inaccurate inflectional morphemes. There are four criteria that the researcher used in order to know the EFL learner's response into the factors contributing to the inaccurate inflectional morphemes. In order to distinguish those factors, the researcher only choses two main criteria which are "agree" and "disagree".

After analyzing the data, it can be seen that those five factors have their own contributions in term of error for the learners when forming inflectional morphemes. From all those factors, the EFL learners agree that interference of first language (L1) is the most factors contributing to the error in forming the inflectional morphemes with 29.90 %. The second factor contributing to the error is overgeneralization with 20.11%, followed by incomplete application of rules

with 18.14%, ignorance of rule restriction 17.65, and false concept hypothesis with 14.22%. In addition, from those data, 33.15% of the students do not agree with the factor contributing to the inaccurate inflectional morphemes, followed by false concept hypothesis with 26.18%, incomplete application of rules, 17.27% ignorance of rule restriction with 12.54%, and overgeneralization 10.86%. Thus, based on the data from the table above, it can be said that those five factors contribute to the inaccurate form of inflectional morphemes.

Furthermore, from those five factors, the most inaccurate inflectional morphemes happen because of overgeneralization. It can be seen through the error tables in appendix 6 Thus, they are followed by incomplete application of rules, ignorance of rule restriction, false concept hypothesis and interference of first language. The discussion about factors contributing to the inaccurate inflectional morphemes is as follow.

a. Interlingual Error

The possible factor contributing to the inaccurate use of inflectional morphemes in target language is first language interference. According to Brown (2007: 232-233), interlingual is the influence or interference of language system from the previous language (L1) that already have been studied. The influence or interference of L1 might have two results that are correct and incorrect utterances. In this section, the study focuses to answer question number two which is "What factors contributing to the inaccurate

inflectional morphemes performed by the fifth semester EFL students of Yogyakarta State University?"

Based on the data analysis, there is one errorwhich is caused by the interference of first language. In this case, the Bahasa influences the utterances in English writing, in using plural noun. The different rules between Bahasa and English language make the written expressions in English as target language is not appropriate based on the English grammatical system. The error that are found on students writing can be seen below.

(Data Code: DA/P/29) It may be challenging for society orGovernment to allow ***differences opinion*** in this day.

It may be challenging for society or Government to allow ***difference opinions***between people on this day.

The datum above is the error in forming the plural noun. It is caused by the influence of Bahasa (L1). The bold words above are correct based on the rule of L1. In Bahasa, "perbedaan pendapat" is translated into "difference opinion" in English. These words are produced based on the rule of Bahasa. Thus, the written expression is not correct based on the English rule. Furthermore, based on English rule, in order to use word "difference" preposition "between" must be added after the preposition. Second, there is no plural noun (Inflection $-s$) in Bahasa. The error happens in the sentence because EFL learner adds the inflection $-s$ into the word "difference".

Furthermore, the inflection –*s* should be added to the word "opinion" in order to compare two or more people.

In addition, based on the results of the questionnaires, the percentage of EFL learners who agree with the factors contributing to inaccurate inflection morphemes is 29.90%. Thus, it can be conclude that the error occurs because of the interference of Bahasa (L1).

b. Intralingual Error

The second factor contributing to the inaccurate use of inflectional morphemes in target language is intralingual. The intralingual error is the error on the target language use because of the learners' creativity in creating the utterances. Richard (1974: 174-178) classifies the sources of error into several types namely Overgeneralization, Ignorance of Rule Restriction, Incomplete Application of Rules, and False Concept Hypothesis. The explanation of these sources of error based on the data analysis are as follow.

1) Overgeneralization

The first error in intralingual is overgeneralization. In English, overgeneralization occurs when the learners could use the language rules completely. According to Richard (1974: 174-178) overgeneralization covers the errors that are created by EFL learners with the basic rule because of their previous knowledge on the target language. In the orher words, the errors that are produced by the

learners are the result of the previous rule that they have learned and they try to apply it in other different rule..

Based on the data analysis, the overgeneralization occurs in learners' writing when they want to form singular third-person singular present tenseand plural noun. The errors in overgeneralization are as follow.

(YN/S/116) It *make* the air cooler and easier for people to breath.

It *makes* the air cooler and easier for people to breath.

(AS/P/121) Almost all *region* of this earth using internet for work and other aspect.

Almost all *regions* of this earth are using internet for work and other aspect.

In English rules, subject and verb must agree each other. Because of that, when the subjet is the third singular person, the end of the verb must be added by the inflection *-s, -es,*or*–ies*. But, the rule is not applicable if the subject of the sentence is not the third singular person. Thus, in forming plural noun there is a rule that must be followed. The formation in plural noun inflection explains that the noun is plural. The inflection *-s, -es,*or*–ies* must be added when the noun in the sentence need it to form plural noun.

Thus, in datum (YN/S/116), the error happens because the verb does not agree with pronoun "It". In order to make the sentence correct, the inflection *–s* must be added into the word "make" to be "makes" so that the subject agree with the verb. In datum (AS/P/121),

the error happens because of the omission of the inflection –*s* (Plural Noun). It must be added to the word "region" since the determiner "all" refers to the whole of amount of things. Because of that,the inflection –*s* must be added into the word "region" in order to form plural noun "regions". Based on the data analysis and questionnaires, mostly the EFL learners are still confused with the rules of Third-person Singular Present Tense and Plural Noun when forming sentences.

Based on the data analysis on table 17, the percentage of EFL learners that agree about overgeneralization when forming inflectional morphemes are 20.11% compared to those who do not agree with 10.86%. The errors happen because they are usually confused and do not remember the rules that their learned when applying into L2 writing.

2) Ingorance of Rule Restriction

The second source of error in intralingual is the ignorance of the rule restriction. According to Jack C. Richard (1974: 175) the ignorance of rule restriction is closely relates to the overgeneralization.In this, the application of the rule is not in the context where the rule should be applied. This source of error happens when the EFL learners cannot use the exceptional rule that they have studied before. Because of that, they cannot apply the rule correctly.

Based on the data analysis on table 17, the percentage of EFL learners that agree about ignorance of rule restriction when forming inflectional morphemes are 17.65% compared to those who do not agree is 12.54%. Thus, the ignorance of rule restriction that are found in learners' writing when they forming sentences with inflectional morphemes in them. Some of the error are as follow.

(WK/P/89) (1) Toba had a small *farms* and hut not far from a lake.
(1a) Toba had a small *farm* and hut not far from a lake.
(FY/T/84) (2) However, they did not *wanted* to share and they fought again.
(2a) However, they did not *want* to share and they fought again.

Based on the data above, the inacurrate inflectional morphemes happens because of the ignorance in rule restriction of plural noun and past tense. In English grammar, the function of regular past tense is used to talk about the actions that start and end in the past. In inflectional morpheme, verb in past tense are added by the inflection –*ed* in the end of the word. Irregular past tense does not consist in the inflection –*ed* past tense. In the second sentence, the inflection –*s, -es*, or -*ies* function as marker on plural noun. It is because plural noun is a word used to indicate that there is more than one person, thing, animal, place, or idea. Thus, the inflection must be added into noun when it indicates more than one person, thing, animal, place, or idea.

In the first sentence, ignorance of the rule restriction happens in forming plural noun. The EFL learners cannot use the plural noun rule that they have studied before. As the result, there is an error in sentence (1) because the plural noun "farms" is formed without paying attention to the other detail in the sentence. There is article "a" that functions to describe singular noun. Thus, the inflection –s in "farms" should be omitted to be "farm" as can be seen in the sentence (1a).

In sentence (2), the ignorance of rule restriction happens when the EFL learners form the past tense (Inflection –ed). The learner cannot use the regular past tense rule that they have studied before. Thus, it becomes the source of error as in sentence (2). In English rule, after the auxiliary "did" the verb must be in base form "want".

Based on the statements above, it can be seen that the EFL learners cannot use English rules properly even though they have studied them. This condition makes the errors happen when they try to write English text. In addition, the errors happen because they are usually confused and do not remember the rules that their learned when applying into L2 writing.

3) Incomplete Application of Rules

The third source of error in intralingual is incomplete application of rules. Richard (1974: 177) states that the incomplete application of rules is the omission of any linguistic rules in the production of target language. In the other words, the error happens when EFL learners try to use their linguistic development in making an utterance in English as target. Yet, they still make error by omitting some linguistic elements. It happens because the learners are unable to present or apply some important elements in a word, phrase, or sentence.

Based on the data analysis on questionnaires, it is found that the respondents agree that incomplete application of rules make the learners commit errors in forming the inflectional morphemes. This type of error can be found in EFL learners writing texts. Because of the explanation above, it can be said that the error happens because of the omission of important elements in forming the sentence using inflectional morphemes. The error can be seen in the data as follow.

> AA/P/137 (1) Lots of *scientist* try to find how to reduce air pollution.
>
> (1a) Lots of *scientists* try to find how to reduce air pollution.

The sentence above is an error because of the incomplete application of rules. The EFL learner tend to omit the inflection –*s* plural noun. The omission of the inflection item makes the rule in the

sentence is incomplete because there is the word "lots of" that describes a large amount of people or things. Thus, the error occurred because the English learner does not know the rule in forming plural noun. The inflection –*s* should be added to the noun to form plural noun as can be seen in sentence (1a).

4) False Concept Hypothesis

False concept hypothesis occured when the EFL learners misinterpret the target language rules. Richard (1974: 178) says that the misinterpretation of the English as target language rule causes error in tarrget language. When this condition happens, it results in misusing or misformation of the grammatical elements. Based on the data analysis, the errors in false concept hypothesis happen in past tense and superlative. They are as follow.

> (RD/S/57) (1) They life like the ***happiest*** and ***warmt*** family ever.
>
> (1a) They live in the ***happiest*** and ***warmest*** family ever.
>
> (EM/T/15) (2) Yesterday, he ***helps*** his mother to find some food.
>
> (2a) Yesterday, he ***helped*** his mother to find some food.

The errors above consist of false concept hypothesis. The errors in data (1) and (2) happen because the EFL learner's misuse and misform the inflection –*est* in superlative adjective and the inflection –*s* in the thirdperson singular present tense. In datum (1) the inflection

–*est* superlative is used to describe an object which is at the upper or lower limit of quality. The inflection –*est* must be added to the word "warmt" so that it is parallel with adjective "warmest".

In datum (2), the error happens because there is time marker "yesterday". The error happens because the EFL learner uses the inflection –*s* instead of –*ed* (regular past tense). The reason errors which happen in false concept hypothesis can be seen through questionnaires in appendix 6.

Based on the explanation above, there are two main sources of error namely interlingual and intralingual. Interlingual error happens because of first language interference. In this research, the interfered language is English and the interferer is Bahasa. Thus, the intralingual happens because of the students' creativity toward the linguistics rule in English. They develop their own knowledge and result error utterances. The intralingual occurs in the overgeneralization, the ignorance of rule restriction, the incomplete application of rule, and the false concept of hypothesis.

B. Discussions

Based on the results described above, it can be concluded that there are only three inflectional morphemes that attain accuracy level. They are the Inflection –*ing* (Present Progressive), the Inflection –*est* (Superlative), and the Inflection -*ed* (Past Tense). The other five inflectional morphemes are the

Inflection *-s, -es, -ies* (Plural Noun), the Inflection *-'s, -s'* (Possessive), the Inflection *-s, -es, -ies* (Third-person singular present tense), the Inflection *-ed*, and *-en* (Past Participle), and the Inflection *–er* (Comparative). They did not attain the accuracy level because the criterion level of the required accuracy level for each of them is 80%. It is based on the definition used by Brown (1973) in L1 acquisition research (Ellis, 1994).

Thus, from those five inflectional morphemes, the incorrect usage or errors mostly happened in omission, addition, and misformation categories. These errors happened in inflectional items when the EFL learners wanted to form a plural noun, possessive, simple present tense, past tense, past participle and comparative adjective in their writing task. The errors in omission happened when the EFL learners omitted the necessary items to form correct sentences. The errors, in addition, happened when the learners add unnecessary items when forming sentences using inflectional items. While, in the misformation category, the errors happened when EFL learners misformed or misordered the inflectional items in forming sentences.

Furthermore, there were several factors that contributed to the inaccurate inflectional morphemes. Those factors were the Interference of First Language, Overgeneralization, Ignorance of Rule Restriction, Incomplete Application of Rules, and False Concept Hypothesis. In the questionnaires, there were several sources causing EFL learners to commit errors when writing in English. The first source of error was interference. The error happened when there was the interference of L1 elements in producing the second language. It was

because of the different grammatical rules between Indonesia's Language as L1 and English.

The second source of error was an overgeneralization. This source of errors was created by EFL learners because of the result in the previous rule that they have learned then they tried to apply it in other different rules. Since the learners tend to apply rules that were different from what they have learned, the overgeneralization occurred. For example, the overgeneralization happened when the EFL learners did not recognize the rule of the third-person singular present tense and tend to use another rule to form the present tense sentence. This source of error could happen in three categories of error which are omission, addition, and misformation.

The third source of error was the ignorance of rule restrictions. This source of error happened due to the application of the English rules was not in the context where the rule should be applied. This source of error is closely related to the overgeneralization. For example, the ignorance of rule restriction when forming a plural noun. The EFL learners did not know the rule when forming the plural noun into the sentence so that they commit errors because they did not apply the rule into the sentence correctly.

The fourth source of error was an incomplete application of a rule. This source of error happened because the EFL learners omitted any linguistic features or rules in target language production. For example, to form past tense, the learners omitted the inflection –ed because they were still confused and did

not know past tense rule clearly. The omission of any linguistics features results in the incomplete application of the rule in the sentence.

The false concept hypothesis is the last source of error. This source of errors happens when EFL learners misinterpret English rule. It means that they misformed or misused the rule in producing correct sentences in English. For example, the misuse or misform inflection *-d* or *-ed* in forming past tense can make grammatically error sentences. The learners misused past verb "created" in "They did not *created* any song". In English grammar, after the auxiliary verb "*did*", the verb must in the base form. The addition of inflection *–ed* creates a grammatically error verb.

Thus, it may be said that the results of this study were still relevant to the results of the study conducted by Brown (1973) on several occasions especially on inflection *–ing*, inflection *–s, -es, -ies* (the third singular person present tense), and inflection *– 's, -s'* (Possessive). According to Brown, Certain morphemes such as *-ing* and *plural* tend to be acquired early (1973). Furthermore, the other grammatical items such as the third singular person present tense and possessive markers tend to be acquired lately. Thus, it indicated that EFL learners attained the accuracy level of inflectional morphemes because they acquired it first. They had a lot more time to learn and understand the morpheme compared to the other such as the inflection *–s, -es, -ies* (the third singular person present tense) and the inflection *– 's, -s'* (Possessive).

On the other hand, the study conducted by Mohammed and Sanosi showed different results. The study aimed to investigate the accuracy order of grammatical morphemes followed by Saudi EFL learners. According to Mohammed and Sanosi (2018), the highest scores achieved by the EFL learners are plural noun (-*s*), followed by progressive (-*ing*), third-person singular (-s), and possessive ('*s*, and *s*'). Thus, they claimed that the grammatical order is not affected by the learning setting such as age, and exposure to the English language. However, the quality of morpheme usage was correlated positively to the educational stage of the learners (Mohammed & Sanosi, 2018). It is indicated that the first language factor is still important to form the grammatical morphemes order of each learner group with similar L1 backgrounds.

However, the results of the study are different compared to the study conducted by Alotaibi (2016). The study aims to test the awareness of Kuwaiti EFL learners towards the correct use of inflectional morphemes in English (Alotaibi, 2016). In order to collect the data, he used a multiple-choice test. Thus, based on the results of the study, he found that the most correct answers and grammatical orders were different from the previous study. The first order and the most correct inflectional items are plural nouns, followed by the third-person singular, present participle, plural, comparative, past tense, superlative, and past participle. It indicated that not all study is the same as Brown's morphological order. It is believed that the results are different because the negative transfer of the first language has a significant influence on the comprehension and formation of inflectional items.

C. Limitation of the Study

This study aimed at investigating the accuracy level of inflectional morphemes performed by EFL learners of Yogyakarta State University. In conducting the research, there are several study limitations. They can be seen as follows.

1. This study focused on writing skills in order to obtain the data. Therefore, there are some other important language skills to be investigated such as speaking. As a productive skill, the errors produced by EFL learners might be more than in writing skills since the learners produce the language verbally with limited time to correct the errors. Since speaking and writing skill are productive skills, the errors might be different in between.

2. The study focused on investigating the accuracy level of eight inflectional morphemes. Among those inflectional morphemes, there are several items performed less by EFL learners. They are present progressive (inflection –*ing*), and superlative (inflection –*est*). This is due to the topics in writing tasks that do not cover all the inflectional morphemes. Thus, EFL learners only produce several sentences consisting of the superlative and present progressive.

3. The study can be developed to cover other aspects. One of the aspects is corrective feedback in English writing. Since writing is one of the most important skills at the university level, it is important to improve it. This is because many EFL learners still commit errors in writing. Through corrective feedback, the error can be minimalized. It also can improve EFL

learners' writing skills in terms of grammar specifically and sentence generally. The subject of the study is the third semester EFL students of Yogyakarta State University. The result of the study can be different from other subjects because of the errors related to the subject competence in the English language. Because of that, the result of the study could be generalized to other institutes or schools.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Based on the results and discussions on the previous chapter, there are some conclusions, implementations, and suggestions. They are as follows.

A. Conclusions

The study shows that there are only three inflectional morphemes that attain accuracy level. They are Inflection *–ing* (Comparative Adjective), Inflection *–est* (Superlative), and Inflection *–ed* (Past Tense). The other inflectional items do not attain the accuracy level because the percentages of correct usage in inflectional morphemes are below 80%. Based on the research findings and discussion in the previous chapter, there are some conclusions related to the accuracy level of inflectional morphemes and the sources of errors. They are:

1. The EFL students of Yogyakarta State University attained three inflectional morphemes in terms of accuracy level. They were Inflection *–ing* (Present Progressive), Inflection *–est* (Superlative), and Inflection *–ed* (Past Tense). It indicates that the third semester EFL students of Yogyakarta still have problems in forming inflectional morphemes in their writing. It is because more than half of them did not attain the accuracy level from eight inflectional morphemes. Most of the

inaccurate inflectional morphemes existed because of the omission of inflectional items followed by addition and misformation.

2. There were several factors contributing to the inaccurate use of inflectional morphemes. Those factors are first language interference, overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis. Thus, the most contributing factors to the inaccurate use of inflectional morphemes among the EFL students of Yogyakarta State University were Ignorance of rule restrictions and incomplete application of rules.

B. Implications

Based on the results of the study, there are several implications. They are:

1. The teacher or lecturer can use the result of the study to predict the EFL learners' obstacle in learning the English language, especially in grammar and writing skills. For example, the learners still face problems and difficulties in forming inflectional morphemes based on the appropriate context of the sentence. Thus, the teacher or lecturer can construct an appropriate syllabus, learning material and strategy in order to overcome the problems faced by EFL learners. The syllabus design, learning materials and strategy in language learning are very

important in the teaching and learning process. This will help both the teacher and EFL learners in facing the English teaching and learning.

2. The teacher and lecturer can give treatment to the learners' errors. The treatment can be done by focusing on the errors produced by EFL learners especially on the five inflectional morphemes that do not reach the accuracy level. Furthermore, the treatment to the EFL learners' errors can be given through evaluation. The evaluation is an important aspect because it can give feedback to the learners. Thus, the feedback will help EFL learners to determine their own comprehension and competence in English. In addition, the teacher or lecturer will be able to measure their learners' achievement in learning English.

C. Recommendations

Based on the findings and discussions of the study, the following recommendations are offered:

1. Future researchers may conduct similar studies using different writing genres, contexts and modalities in order to falsify the results of this study.

2. Further studies should be conducted by using a wider scope that covers grammatical items, both public and private students' educational institutions, student age group, proficiency level, and geographic locations. This would be helpful in formulating generalizations which is useful for national curriculum development.

3. For the students, it is a need for them to learn and practice English writing and grammar more. It is compulsory for them to write academic writing and journal at the university level. Moreover, English major students are necessary to write a thesis in English since it is one of the requirements to graduate. Thus, good competency in English grammar is important so that the learners do not face problems in writing a journal or thesis as their final assignment.

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APPENDICES

Apendix 1: Writing task (Research Instrument)

Writing Task 1

Write a narrative text on your paper. You can chose one of the topics below and write a text about 200-250 words based on the topic you interested in. The topics are as follows.

1. Write a story about "Bawang putih and Bawang merah".

2. Write a story about "The Legend of Surabaya City".

3. Write a story about "Malin Kundang".

4. The legend of Toba Lake.

Writing Task 2

Write an expository text on your paper. You can chose one of the topics below and write a text about 200-250 words based on the topic you interested in. The topics are as follows.

1. Some people say that Internet is making the world smaller by bringing people together. To what extent do you agree that the Internet is making easier for people to communicate with one another?

2. Many people believe that media coverage of celebrities is having negative effects on children. To what extent do you agree?

3. "Freedom of speech is necessary in a free society".
To what extent do you agree with the view above? Give your own opinion if you agree or disagree with the view above.

4. The level of air pollution in many cities has increased due to the use of personal vehicles in a large scale. What can be done to overcome the problem?

Appendix 2: Questionnaire

KUESIONER (ERROR FACTORS IN WRITING)

Sebagai bagian dari tesis penelitian saya di Universitas Negeri Yogyakarta, kuesioner ini dibuat untuk menyelidiki "The Accuracy Level of Inflectional Morphemes Performed by the Fifth Semester of ELF Students of Yogyakarta State University.

Pada kuesioner ini, saya ingin mengetahui faktor-faktor yang mempengaruhi peserta didik (English Foreign Language), ketika menulis menggunakan Bahasa Inggris.Kuesioner ini tidak menggunakan jawaban benar atau salah.Partisipasi Anda dalam mengisi kuesioner ini sangat saya hargai.

Data Responden

Nama : _____

No. Mahasiswa : _____

Program Studi : _____

Berilah tanda silang (X) pada kolom **Sangat Setuju (SS), Setuju (S), Tidak Setuju (TS) dan Sangat Tidak Setuju (STS)** ketika faktor-faktor di bawah mempengaruhi Anda ketika menulis karangan dalam bahasa Inggris.

No.	Faktor-faktor yang menyebabkan kesalahan (Error)	SS	S	TS	STS
1.	Saya hanya menulis apa yang saya ketahui (menggunakan Tata Bahasa Indonesia) tanpa memperhatikan aturan bahasa Inggris.				
2.	Saya menggunakan pengetahuan Tata Bahasa Indonesia (L1) untuk membantu saya menulis dalam bahasa Inggris.				
3.	Menggunakan kaidah bahasa (tata bahasa) Bahasa Inggris sangat membantu saya dalam menulis karangan Bahasa Inggris.				
4.	Kaidah tata bahasa Bahasa Indonesia dan Inggris adalah sama.				

No.			SS	S	TS	STS
5.		Saya lebih memilih menggunakan kaidah tatabahasa Bahasa Indonesia dalam menulis karangan Bahasa Inggris.				
No.		Faktor-faktor yang menyebabkan kesalahan (Error)	SS	S	TS	STS
6.		Sangat mudah untuk menerapkan kaidah tata bahasa Indonesia dalam menulis karangan (Bahasa Inggris) daripada menggunakan kaidah bahasa Inggris.				
7.		Dalam kegiatan menulis, saya menerjemahkan kata demi kata tanpa memperhatikan aturan tata bahasa.				
8.		Saya menerjemahkan kata demi kata dengan harapan tidak ada kesalahan dalam kalimat itu.				
9.		Saya hanya menulis kata dan kalimat setelah menerjemahkan dari Bahasa Indonesia (L1) ke Bahasa Inggris (L2) tanpa mengedit dan mengikuti kaidah tatabahasa bahasa Inggris.				
10.		Dalam kegiatan menulis saya merasa bingung dengan aturan tatabahasa (Bahasa Inggris) yang ingin saya gunakan.				
11.		Saya menggunakan kaidah tatabahasa atau tenses yang saya rasa benar dalam menulis karangan (Bahasa Inggris) ketika saya dalam keadaan bingung				
12.		Dalam menulis karangan Bahasa Inggris, saya membuat aturan tatabahasa sendiri berdasarkan apa yang saya rasakan benar.				
13.		Saya mengembangkan kaidah tatabahasa (Bahasa Inggris) yang telah saya pelajari tanpa memperhatikan fungsinya di dalam kalimat.				

No.		SS	S	TS	STS
14.	Saya merasa kalimat yang saya gunakan adalah lengkap dan memiliki kaidah tatabahasa yang dapat dirterima.				
15.	Saya tidak merasa kalimat yang saya gunakan (Bahasa Inggris) lengkap dalam hal aturan tata bahasa.				
16.	Saya selalu mengikuti kaidah tatabahasa (Bahasa Inggris) karena saya mengetahui apa yang ditulis adalah benar.				
No.	Faktor-faktor yang menyebabkan kesalahan (Error)	SS	S	TS	STS
17.	Dalam menulis karangan (Bahasa Inggris) saya tidak mengetahui cara-cara untuk menggunakan kaidah tata bahasa yang tepat.				
18.	Saya menggunakan aturan tatabahasa (Bahasa Inggris) yang berbeda berbanding kaidah tatabahasa (Bahasa Inggris) yang saya pelajari sebelumnya.				
19.	Saya tidak mengetahui beberapa kaidah tatabahasa (Bahasa Inggris) yang diperlukan dalam menulis karangan menggunakan Bahasa Target (Bahasa Inggris).				
20.	Saya hanya menulis kalimat menggunakan aturan tatabahasa yang berbeda, karena pengetahuan saya yang terbatas dalam kaidah				
21.	Saya hanya menulis kalimat menggunakan kaidah tatabahasa yang berbeda, karena pengetahuan saya yang terbatas dalam kaidah tatabahasa (Bahasa Inggris)				
22.	Saya menulis kalimat menggunakan kaidah tatabahasa (Bahasa Inggris) yang tidak sesuai dengan konteksnya.				

23.	Saya tidak bisa membedakan antara penggunaan present tense, past tense, past perfect dan present continuous tense.				
24.	Bentuk kalimat pada past tense (V2) adalah sama dengan bentuk kalimat pada past perfect (V3)				
25.	Saya tidak mengertikaidah tatabahasa(bahasa Inggris) yang telah dipelajari.				
26.	Saya hanya mengerti sebahagian kaidah tatabahasa yang saya gunakan untuk menulis karangan dalam bahasa Inggris.				
27.	Saya sepenuhnya mengerti dan mampu menggunakan kaidah tata bahasa (Bahasa Inggris)dalam menulis karangan bahasa Inggris				
28.	Saya merasa yakin dan benar dengan kaidah tatabahasa yang saya gunakan dalam menulis karangan dalam bahasa Inggris.				

Appendix 3: Detailed Table on the Student's Level of Correct Usage on Inflectional Morphemes (%)

No.	Noun		Verb				Adverb	
	Plural Noun	Genitive/Possessive Pronoun	Third-Person Singular Present Tense	Past Tense	Past Participle	Present Progressive	Comparative	Superlative
1.	72.73	100.00	50.00	100.00	-	-	0.00	100.00
2.	75.00	0.00	0.00	75.00	100.00	-	100.00	-
3.	73.33	50.00	100.00	76.19	-	-	0.00	-
4.	65.00	62.5	100.00	76.92	0.00	100.00	100.00	-
5.	81.25	100.00	100.00	89.47	0.00	-	0.00	100.00
6.	88.89	33.33	50.00	100.00	100.00	83.33	-	-
7.	88.89	100.00	-	91.30	100.00	-	-	0.00
8.	33.33	50.00	-	77.78	-	-	-	-
9.	60.00	-	100.00	38.46	-	-	-	100.00
10.	90.91	-	66.67	71.43	50.00	-	100.00	100.00
11.	80.00	-	100.00	94.12	0.00	100.00	-	-
12.	50.00	-	100.00	84.21		100.00		
13.	81.82	100.00	100.00	57.14	0.00	-	-	-
14.	76.92	100.00	-	81.81	100.00	-	-	100,00
15.	80.00	95.45	100.00	93.33	100.00	-	-	100.00
16.	91.67	100.00	50.00	87.50	-	100.00	100.00	-
17.	75.00	100.00	100..00	72.73	-	-	100.00	-
18.	95.83	100.00	100.00	93.10	100.00	-	0.00	-
19.	85.71	100.00	100.00	92.86	-	100.00	-	-
20.	57.14	0.00	0.00	90.00	-	-	-	-
21.	100	50.00	0.00	92.31	100.00	-	-	-
22.	75.00	0.00	-	80.00	-	-	-	-
23	84.21	50.00	66.67	94.12	-	-	-	-
Ave	**76.63**	**67.96**	**72.81**	**83.13**	**62.50**	**92.21**	**55.56**	**85.71**

Appendix 4: Detailed Table on the Student's Level of Incorrect Usage on Inflectional Morphemes (%)

No.	Noun		Verb				Adverb	
	Plural Noun	Genitive/Possesive Pronoun	Third-Person Singular Present Tense	Past Tense	Past Participle	Present Progressive	Comparative	Superlative
1.	27.27	0,00	50.00	0.00	-	-	100.00	0.00
2.	25.00	100.00	100.00	25.00	0.00	-	0.00	-
3.	26,67	50.00	0.00	23,81	-	-	100.00	-
4.	35.00	37.50	0.00	23.08	100.00	0.00	0.00	-
5.	18,75	0.00	0.00	10.53	100.00	-	100.00	0.00
6.	11.11	66,67	50.00	0.00	0.00	16.67	-	-
7.	11.11	0.00	-	8.70	0.00	-	-	100.00
8.	66,67	50.00	-	22.22	-	-	-	-
9.	40.00	-	0.00	61,54	-	-	-	0.00
10.	9.09	-	33.33	28.57	50.00	-	0.00	0.00
11.	20.00	-	0.00	5.88	100.00	0.00	-	-
12.	50.00	-	0.00	15.79	-	0.00	-	-
13.	18.18	0.00	0.00	42.86	100.00	-	-	-
14.	23.08	0.00	-	18.19	0.00	-	-	0.00
15.	20.00	4.55	0.00	6,67	0.00	-	-	0.00
16.	8.33	0.00	50.00	12.50	-	0.00	0.00	-
17.	25.00	0.00	0.00	27.27	-	-	0.00	-
18.	4.17	0.00	0.00	6.90	0.00	-	100.00	-
19.	14,29	0.00	0.00	7.14	-	0.00	-	-
20.	42.86	100.00	100.00	10,00	-	-	-	-
21.	0.00	50.00	100.00	7.09	0.00	-	-	-
22.	25.00	100.00	-	20.00	-	-	-	-
23	15.79	50.00	33.33	5.88	-	-	-	-
Ave	**23.37**	**32.04**	**27.19**	**16.87**	**37.50**	**7,79**	**44.44**	**14.29**

Appendix 5: The Percentages (%) in Factors Contributing to the Inaccurate Inflectional Morphemes

No.	Factors Contributing to the Inaccurate Inflectional Morphemes	Frequency		Percentage (100%)	
		Agree	Disagree	Agree	Disagree
1.	Interference of First Language (L1)	61	119	29.90%	33.15%
2.	Overgeneralization	41	39	20.11%	10.86%
3.	Ignorance of Rule Restriction	36	45	17.65%	12.54%
4.	Incomplete Application of Rules	37	62	18.14%	17.27%
5.	False Concept Hypothesis	29	94	14.22%	26.18%
	Total	204	359	100%	100%

Appendix 6 : Incorrect Usage of Inflectional Morphemes

			Ommision	
No.	**Code**	**Aspects of Inflectional Morphemes**	**Incorrect Usage of Inflectional Morphemes (Data)**	**Correction**
1.	AR/P/1	Inflection -s, -es, -ies (Plural Noun)	After several *hour* they were fought, Sura had a plan to stop the fight.	After several *hours* fought, Sura had a plan to stop their fight.
2.	AR/P/2	Inflection -s, -es, -ies (Plural Noun)	The health *risk* of air pollution are extremely serious.	The *risks* of air pollution are extremely serious.
3.	AR/P/3	Inflection -s, -es, -ies (Plural Noun)	Our planet will suffer some *issue* such as global warming and climate change.	Our planet will suffer some *issues* such as global warming and climate change.
4.	AR/P/4	Inflection -s, -es, -ies (Plural Noun)	Eco-friendly *vehicle* and technologies with an affordable price can reduce the level of air pollution.	Eco-friendly *vehicles* and technologies with an affordable price can reduce the level of air pollution.
5.	AR/P/5	Inflection -s, -es, -ies (Plural Noun)	Eco-friendly vehicles and technologies with anaffordable *price* can reduce the level of air pollution.	Eco-friendly vehicles and technologies with affordable *prices* can reduce the level of air pollution.
6.	AR/S/6	Inflection -s, -es, -ies (Third-person singular present tense)	Fuel efficient vehicle that *use* cleaner fuels can produce fewer emission gas.	Fuel efficient vehicle that *uses* cleaner fuels can produce fewer emission gases.
7.	RR/S/7	Inflection -s, -es, -ies (Third-person singular present tense)	"The world smaller" is not *mean* that this world become convenient to all aspects of life.	"The world smaller" is not *means* that this world become convenient to all aspects of life.
8.	RR/T/8	Inflection -ed (Past Tense)	Then, his wife *shout* angrily and the earth	Then, his wife *shouted* angrily and

			formed a big hole.	the earth formed into a big hole.
9.	AR/S/9	Inflection -s, -es, -ies (Third-person singular present tense)	Poor air quality *increase* respiratory ailments like athsma and bronchitis.	Poor air quality *increases* respiratory ailments like athsma and bronchitis.
10.	EM/T/10	Inflection -ed (Past Tense)	One day, Malin asked his mother that he *want* looking for a job in the town.	One day, Malin asked his mother that he *wanted* to look for a job in the town.
11.	EM/T/11	Inflection -ed (Past Tense)	Malin wanted to be a rich man and *change* his life.	Malin wanted to be a rich man and *changed* his life
12.	EM/P/12	Inflection -s, -es, -ies (Plural Noun)	He had a huge ship and many *harbour*.	He had a huge ship and many *harbours*.
13.	EM/T/13	Inflection -ed (Past Tense)	She always sits near the beach and *hope* Malin went back to her.	She always satnear the beach and *hoped* Malin going home.
14.	EM/G/14	Possesive Pronoun -'s, -s' (Possesive pronoun)	All the villagers thought that Malin's mother was crazy because she always called *Malin Kundang name*.	All the villagers thought that Malin's mother was crazy because she always called *Malin Kundang's name*.
15.	EM/G/15	Possesive Pronoun -'s, -s' (Possesive pronoun)	An old woman ran into the ship and called out *Malin Kundang name*.	An old woman ran into the ship and called out *Malin Kundang's name*.
16.	EM/P/16	Inflection -s, -es, -ies (Plural Noun)	Suddenly, there were big thunderstorms and big *wave* broke the ship.	Suddenly, there were big thunderstorms and big *waves* broke the ship.

17.	EM/C/17	Inflection -er (Comparative)	With the internet, we can also access the whole world in a short time and also make communication more *easy* than before.	With the internet, we can also access the whole world in a short time and also make communication *easier* than before.
18.	EM/P/18	Inflection -s, -es, -ies (Plural Noun)	For example, when we in a cafe or eat together, everyone is busy with their *gadget*.	For example, when we are in a cafe or eat together, everyone is busy with their own *gadgets*.
19.	EM/P/19	Inflection -s, -es, -ies (Plural Noun)	I think direct communication is the best way to express opinions. We can see their *expression* directly.	I think direct communication is the best way to express opinions We can see their *expressions* directly.
20.	AF/S/20	Inflection -s, -es, -ies (Third-person singular present tense)	Internet *make* everything is more easier.	Internet *makes* everything become easier.
21.	AF/G/21	Inflection -'s, -s' (Possessive pronoun)	One day, Bawang *Putih* mother got sick and died.	One day, Bawang *Putih's* mother got sick and died.
22.	AF/G/22	Inflection -'s, -s' (Possessive pronoun)	***Bawang Putih father*** thought that it will be the best way if he married with Bawang Merah Mother.	***Bawang Putih's father*** thought that it will be the best way if he married with Bawang Merah Mother.
23.	AF/G/23	Inflection -'s, -s' (Possessive pronoun)	Bawang Putih's father thought that it will be the best way if he married with ***Bawang Merah Mother***.	Bawang Putih's father thought that it will be the best way if he married with ***Bawang Merah's Mother***.
24.	AF/T/24	Inflection -ed (Past Tense)	Bawang Putih *try* to search her stepsister's clothes.	Bawang Putih *tried* to search her stepsister's clothes.

25.	AF/T/25	Inflection -ed (Past Tense)	Bawang Putih *try* to search the red dress. Her eyes was looking for in each side of the river but she did not find the dress.	Bawang Putih *tried* to search the red dress. Her eyes was looking in each side of the river but she did not find the dress.
26.	AF/P/26	Inflection -s, -es, -ies (Plural Noun)	When she opened the pumpkin, there *are a lot of jewelry* inside the pumpkin.	When she opened the pumpkin, there *are a lot of jewelries* inside the pumpkin.
27.	AF/T/27	Inflection -ed (Past Tense)	Bawang Merah was jelous with Bawang Putih and she *try* to find the pumpkin to the river, but she did not find the jewelry.	Bawang Merah was jelous with Bawang Putih and she *tried* to find the pumpkin to the river, but she did not find the jewelry.
28.	FP/P/28	Inflection -ed (Past Tense)	Besides, he *stay* and waited patiently until he get a fish.	Besides, he *stayed* and waited patiently until he get a fish.
29.	FP/P/29	Inflection -s, -es, -ies (Plural Noun)	The are many *advantage* of internet.	There are many *advantages* of internet.
30.	FP/P/30	Inflection -s, -es, -ies (Plural Noun)	We can also share any types of *file* like document, videos, pictures, and voice notes to everyone in the world.	We can also share any types of *files* like documents, videos, pictures, and voice notes to everyone in the world.
31.	FP/P/31	Inflection -s, -es, -ies (Plural Noun)	We can also share any types of files like *document*, videos, pictures, and voice notes to everyone in the world.	We can also share any types of files like *documents*, videos, pictures, and voice notes to everyone in the world.
32.	FP/T/32	Inflection -ed (Past Tense)	"Skal1" his men *yell*, as they raised their horn	"Skall" his men *yelled*, as they raised their horn.

33.	LA/P/33	Inflection -s, -es, -ies (Plural Noun)	Those **land** are vast and rich.	Those **lands** are vast and rich.
34.	RR/T/34	Inflection -ed (Past Tense)	Then, his wife **shout** angrily and the earth formed a big hole.	Then, his wife **shouted** angrily and the earth formed into a big hole.
35.	LA/I/35	Inflection -ing (Present Progressive)	"I'm **go**" said one man, followed by another until there were tens of them.	"I am **going** with you" said one man, followed by another until there were tens of them.
36.	LA/P/36	Inflection -s, -es, -ies (Third-person singular present tense)	He **set** sail to the west.	He **sets** sail to the west.
37.	LA/G/37	Inflection -'s, -s' (Possessive Pronoun)	The anchors were raised, and **Malin fleet** set sail to the west once more.	The anchors were raised, and **Malin's fleet** set sail to the west once more.
38.	RD/P/38	Inflection -s, -es, -ies (Plural Noun)	But, unfortunately there were no **jewelry** but a lot of snakes.	But, unfortunately there were no **jewelries** but a lot of snakes.
39.	RD/P/39	Inflection -s, -es, -ies (Plural Noun)	What can be done to overcome the **problem** are minimize the use of fossil fuel.	What can be done to overcome the **problems** are minimize the use of fossil fuel.
40.	RD/P/40	Inflection -s, -es, -ies (Plural Noun)	They have two **daughter** named Bawang Putih and Bawang Merah.	They have two **daughters** named Bawang Putih and Bawang Merah
41.	CR/T/41	Inflectional -ed (Past Tense)	One day, he caught a big fish in his trap. He **place** the fish on the jar.	One day, he caught a big fish in his trap. He **placed** the fish in the jar

42.	CR/T/42	Inflectional -ed (Past Tense)	When the man slept, the fish turned into a beautiful woman. The woman ***clean*** the hut and prepare food for the man.	When the man slept, the fish turned into a beautiful woman. The woman ***cleaned*** the hut and prepared food for the man.
43.	CR/T/43	Inflectional -ed (Past Tense)	When the man slept, the fish turned into a beautiful woman. The woman cleaned the hut and ***prepare*** food for the man.	When the man slept, the fish turned into a beautiful woman. The woman cleaned the hut and ***prepared*** food for the man.
44.	CR/P/44	Inflection -s, -es, -ies (Plural Noun)	When the man woke up, he shocked, when he saw there were so many ***food*** above his table.	When the man woke up, he shocked, when he saw there were so many ***foods*** above his table.
45.	CR/P/45	Inflection -s, -es, -ies (Plural Noun)	He did not know where the ***food*** are from.	He did not know where the ***foods*** came from.
46.	CR/T/46	Inflection -ed (Past Tense)	The man proposed her, and she ***accept*** the proposal.	The man proposed her, and she ***accepted*** the proposal.
47.	EM/G/47	Inflection -'s, -s' (Possesive Pronoun)	Their son often brought his ***father lunch*** to their field.	Their son often brought his ***father's lunch*** to their field.
48.	IF/T/48	Inflection -ed (Past Tense)	He ***ask*** a permission to his mother that he want to go to the town because in that time, there were a big ship in the village.	He ***asked*** permission from his mother that he want to go to the town because in that time, there were a big ship in the village.
49.	IF/T/49	Inflection -ed (Past Tense)	He asked a permission from his mother that he ***want*** to go to the town because in that time, there were a big ship in the village.	He asked permission from his mother that he ***wanted*** to go to the town because in that time, there were a big ship in the village.

50.	IF/P/50	Inflection -s, -es, -ies (Plural Noun)	He asked permission from his mother that he wanted to go to the town because in that time, there **were a big ship** in the village.	He asked permission from his mother that he wanted to go to the town because in that time, there **were big ships** in the village.
51.	IF/T/51	Inflection -ed (Past Tense)	There were big ships at that time at the town. But, his mother felt sad after hear that Malin **want** to go to the town.	There were big ships at that time in the village. But, his mother felt sad after heard that Malin **wanted** to go to the town.
52.	IF/T/52	Inflection -ed (Past Tense)	Mande Rubayah **greet** him with a hug, but, Malin did not recognize his mother. He said that she was not his mother.	Mande Rubayah **greeted** him with a hug, but, Malin did not recognize his mother. He said that she was not his mother.
53.	IF/T/53	Inflection -ed (Past Tense)	When the sky gone, she **pray** to God for a justice.	When the sky gone, she **prayed** to God for justice.
54.	IF/T/54	Inflection -ed (Past Tense)	Mande Rubayah felt so sad and **cry** beside the ship.	Mande Rubayah felt so sad and **cried** beside the ship.
55.	IF/P/55	Inflection -s, -es, -ies (Plural Noun)	Next day, in the foot of the mountain, there were a **piece** of ship.	Next day, in the foot of the mountain, there were **pieces** of shipwrecked.
56.	FY/P/56	Inflection -s, -es, -ies (Plural Noun)	According to a report in January 2018, there are 2150 million **system** connected to the internet.	According to a report in January 2018, there are 2150 million **systems** connected to the internet.
57.	WK/N/57	Inflection -ed, -en (Past Participle)	He was confused about what has **happen**.	He was confused about what has **happened**.

58.	SC/P/58	Inflection -s, -es, -ies (Plural Noun)	Their *life* were full of agony.	Their *lives were* full of agonies.
59.	SC/T/59	Inflection -ed (Past Tense)	He *notice* there was his mother looking for some fish near the coast.	He *noticed* there was his mother looking for some fish near the coast.
60.	SC/T/60	Inflection -ed (Past Tense)	His Mother then sent him to the port and *wave* him good bye.	Then, his Mother sent him to the port and *waved* him good bye.
61.	AC/P/61	Inflection -s, -es, -ies (Plural Noun)	They lived in the sea. Actually, they were *friend*.	They lived in the sea. Actually, they were *friends*.
62.	SC/T/62	Inflection -ed (Past Tense)	His Mother then sent him to the port and *wave* him good bye.	Then, his Mother sent him to the port and *waved* him good bye.
63.	AC/P/63	Inflection -s, -es, -ies (Plural Noun)	They lived in the sea. Actually, they were *friend*.	They lived in the sea. Actually, they were *friends*.
64.	AC/P/64	Inflection -s, -es, -ies (Plural Noun)	"Yes, I do. Let's share our *territory*. I look for the food in the sea and you look for food on the land" asked Sura.	"Yes, I do. Let's share our *territories*. I look for the food in the sea and you look for food on the land" asked Sura.
65.	AC/T/65	Inflection -ed (Past Tense)	Then, they both *live* in the different places. But one day, Sura went to the land and looked for some food in the river.	Then, they both *lived* in the different places. But one day, Sura went to the land and looked for some food in the river.
66.	DA/T/66	Inflection -ed (Past Tense)	Unfortunately, he found out and *shout* "You damned, daughter of a fish".	Unfortunately, he found out and *shouted* "You damned, daughter of a fish".

67.	DA/P/67	Inflection -s, -es, -ies (Plural Noun)	This is how the Communist *regime* Eastern Europe in early 1980.	This is how the Communist *regimes* Eastern Europe in early 1980.
68.	DA/P/68	Inflection -s, -es, -ies (Plural Noun)	The *government* that muzzle free-speech run a risk at pushing their people to behave destructively.	The *governments* that muzzle free-speech could face destructive behavior from their people.
69.	NN/G/69	Inflection -'s, -s' (Possessive pronoun)	Years after *Malin's* departure, Malin's mother lived by herself.	Years after *Malin* departure, Malin's mother lived by herself.
70.	NN/T/70	Inflection -ed (Past Tense)	As the *cursed* casted, suddenly, Malin's ship wrecked into pieces.	As the *curse* casted, suddenly, Malin's ship wrecked into pieces.
71.	NN/T/71	Inflection -ed (Past Tense)	He begged his mother to stop the *cursed*.	He begged his mother to stop the *curse.*
72.	NN/P/72	Inflection -s, -es, -ies (Plural Noun)	In today world, people are often exposed by the *celebrities'lifestyle* due to the excessive coverage of the media or entertainment.	Nowadays, people are often exposed by the *celebrities'lifestyles* due to the excessive coverage of the media or entertainment.
73.	NN/P/73	Inflection -s, -es, -ies (Plural Noun)	This exposure is not only affecting *adults' perspective*, but also the children's perspective on life.	This exposure is not only affecting *adults' perspectives*, but also children's perspective on life.

74.	NN/P/74	Inflection -s, -es, -ies (Plural Noun)	A lot of people already experience this and it ***affect*** their mental health.	A lot of people already experience this and it ***affects*** their mental health.
75.	NN/S/75	Inflection -s, -es, -ies (Third-person singular present tense)	It ***make*** children think that it is okay to invade someone's privacy.	It ***makes*** children think that it is okay to invade someone's privacy.
76.	YN/T/76	Inflection -ed (Past Tense)	He ***want*** to cook the fish but he had no wood.	He ***wanted*** to cook the fish but he had no wood.
77.	YN/T/77	Inflection -ed (Past Tense)	Suddenly, the big flood sunk the village. Toba's wife ***jump*** to the water and become a fish.	Suddenly, the big flood sunk the village. Toba's wife ***jumped*** to the water and become a fish.
78.	YN/P/78	Inflection -s, -es, -ies (Plural Noun)	However, we can get rid of this problem by some ***action*** that will be discussed below.	However, we can get rid of this problem by some ***actions*** that will be discussed below.
79.	YN/S/79	Inflection -s, -es, -ies (Third-person singular present tense)	It ***make*** the air cooler and easier for people to breath.	It ***makes*** the air cooler and easier for people to breath.
80.	AS/T/80	Inflection -ed (Past Tense)	The big fish changed into a beautiful girl and ***look*** around for the fisherman.	The big fish changed into a beautiful girl and ***looked*** around for the fisherman.
81.	AS/T/81	Inflection -ed (Past Tense)	She asked the fisherman to allow herstay in his house. The fisherman ***allow*** her to stay in his house.	She asked the fisherman to allow herstay in his house. The fisherman ***allowed*** her to stay in his house.

82.	AS/T/82	Inflection -ed (Past Tense)	The fisherman *want* to marry the beautiful girl. She agreed but in one condition.	The fisherman *wanted* to marry the beautiful girl. She agreed but in one condition.
83.	AS/P/83	Inflection -s, -es, -ies (Plural Noun)	Technology developments have various *role* in life.	Technology developments have various *roles* in life.
84.	AS/P/84	Inflection -s, -es, -ies (Plural Noun)	Almost all *region* of this earth using internet for work and other aspect.	Almost all *regions* of this earth using internet for work and other aspect.
85.	MK/T/85	Inflection -ed (Past Tense)	However, Malin *believe* that the curse was just a treat.	However, Malin *believed* that the curse was just a treat.
86.	MK/T/86	Inflection -ed (Past Tense)	She approached him and finally *embrace* her cherished son.	She approached and *embraced* her cherished son
87.	VJ/T/87	Inflection -ed (Past Tense)	Malin Kudang would turn into stone if he did not *apologized*.	Malin Kudang would turn into stone if he did not *apologize*.
88.	VJ/P/88	Inflection -s, -es, -ies (Plural Noun)	We can replace everyday products such as *soap* and detergents into eco-friendly products.	We can replace everyday products such as *soaps* and detergents into eco-friendly products.
89.	AA/G/89	Inflection -'s, -s' (Possessive pronoun)	His mother felt sad after heard *Malin* story.	His mother felt sad after heard *Malin's* story.
90.	AA/G/90	Inflection -'s, -s' (Possessive pronoun)	She was *Malin Kundang* mother.	She was *Malin Kundang's* mother.

91.	AA/T/91	Inflection -ed (Past Tense)	He yelled to the old woman and *curse* her.	He yelled and *cursed* the old woman.
92.	AA/P/92	Inflection -s, -es, -ies (Plural Noun)	In fact, air pollution has a lot of negative *effect*.	In fact, air pollution has a lot of negative *effects.*
93.	AA/S/93	Inflection -s, -es, -ies (Third-person singular present tense)	Air pollution *become* serious trouble in our life.	Air pollution *becomes* serious problem in our life.
94.	AA/P/94	Inflection -s, -es, -ies (Plural Noun)	Lots *factor* that make air pollution happens.	Lots *factors* that make air pollution happens.
95.	AA/P/95	Inflection -s, -es, -ies (Plural Noun)	Lots of *scientist* try to find how to reduce air pollution.	Lots of *scientists* try to find how to reduce air pollution.
96.	RB/S/96	Inflection -s, -es, -ies (Third-person singular present tense	Passenger vehicles are a major source of this pollution and they *brings* harm to environment.	Passengers' vehicles are a major source of this pollution and they *bring* harm to the environment.
97.	RB/S/97	Inflection -s, -es, -ies (Third-person singular present tense	But, if they *follows* and do the ways to control it, it will be a great asset for the generations to come.	But, if they *follow* and do the ways to control it, it will be a great asset for the next generations.
98.	AZ/P/98	Inflection -s, -es, -ies (Plural Noun)	After got the *fishes*, he usually sold it to the town or brought it to his mother.	After got the *fish*, he usually sold it to the town or brought it to his mother.
99.	AZ/G/99	Inflection -'s, -s' (Possesive pronoun)	The old woman is *Malin Kundang* mother.	The old woman is *MalinKundang's* mother.
100.	ND/P/100	Inflection -s, -es, -ies (Plural Noun)	The ship and everyone in it turned into *stone*.	The ship and everyone on it turned into *stones*.

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
101.	ND/P/101	Inflection -s, -es, -ies (Plural Noun)	As for example, there are 1.8 millions of **vehicle** in Yogyakarta and it keeps increasing every year.	As for example, there are 1.8 millions of **vehicles** in Yogyakarta and they keep increasing every year.
102.	ND/P/102	Inflection -s, -es, -ies (Plural Noun)	There are more **thing** we can do to reduce it.	There are more **things** we can do to reduce it.

Addition				
No.	**Code**	**Aspects of Inflectional Morphemes**	**Incorrect Usage of Inflectional Morphemes (Data)**	**Correction**
103.	AR/C/103	Inflection -er (Comparative)	Fuel efficient vehicle that uses clean fuels can produce **fewer** gas emission.	Fuel efficient vehicle that uses clean fuels can produce **few/low** gas emission.
104.	RR/P/104	Infletion -s, -es, -ies (Plural Noun)	He said to Samosir that he was a **fishes** cub.	He said to Samosir that he was a **fish** cub.
105.	AF/P/105	Inflection -s, -es, -ies (Plural Noun)	Internet is very important **things** in this era.	The Internet is very important **thing** in this era.
106.	AF/C/106	Inflection -er (Comparative)	She had to wake up **earlier** and do all of the housework.	She had to wake up **early** and did all of the house works.
107.	AF/P/107	Inflection -s, -es, -ies (Plural Noun)	Even her stepmother and her stepsister always do **a bad things** to her, she always happy to do the work.	Even her stepmother and her stepsister always did a **bad thing** to her, she always happy to do the work.
108.	AF/P/108	Inflection -s, -es, -ies (Plural Noun)	She did not realize that **one dresses** of Bawang Merah was threw away.	She did not realize that **one dress** of Bawang Merah was thrown away.

109.	FP/C/109	Inflection -er (Comparative)	The internet also makes people *easier* to communicate with another.	The internet also makes people *easy* to communicate with another.
110.	LA/P/110	Inflection -s, -es, -ies (Plural Noun)	He made the stars his *guides* and stood firm in his faith to Odin,	He made the stars as his *guide* and stood firm on his faith to Odin.
111.	IF/P/111	Inflection -s, -es, -ies (Plural Noun)	After some years, Mande Rubayah got *a messages* that her son will be married with a girl from rich family.	After some years, Mande Rubayah got *a message* that her son will be married with a girl from rich family.
112.	IF/P/112	Inflection -s, -es, -ies (Plural Noun)	But, after she received that *messages*, she never saw a ship came from the sea.	But, after received that *message*, she never saw a ship came from the sea.
113.	FY/T/113	Inflection -ed (Past Tense)	However, they did not *wanted* to share and they fought again.	However, they did not *want* to share and they fought again.
114.	FY/S/114	Inflection -s, -es, -ies (Third-person singular present tense)	From the explanation above, it can be concluded that the internet does not make people communicate but instead *feels* isolated.	From the explanation above, it can be concluded that the internet does not make people communicate but instead *feel* isolated.
115.	FY/T/115	Inflection -ed (Past Tense)	The internet makes people *communicated* easily in cyberspace, but not in the real world.	The internet makes people *communicate* easily in cyberspace, but not in the real world.
116.	WK/P/116	Inflection -s, -es, -ies (Plural Noun)	Toba had a small *farms* and hut not far from a lake.	Toba had a small *farm* and hut not far from a lake.

117.	WK/T/117	Inflection -ed (Past Tense)	The mother spoiled the boy too much, so he ***didn't wanted*** to help his father to work on farm.	The mother spoiled the boy too much, so he ***didn't want*** to help his father to work on farm.
118.	MK/C/118	Inflection -er (Comparative)	His mother could not ***prouder*** of him.	His mother felt ***proud*** to have a son like him.
119.	VJ/T/119	Inflection -ed (Past Tense)	Malin Kudang would turn into stone if he did not ***apologized***.	Malin Kudang would turn into stone if he did not ***apologize***.
120.	VJ/P/120	Inflection -s, -es, -ies (Plural Noun)	You can save the environment by reducing the number of fossil ***fuels*** to be burned.	You can save the environment by reducing the consumption of fossil ***fuel***.
121.	VJ/P/121	Inflection -s, -es, -ies (Plural Noun).	You can use old jars to store ***cereals*** and food.	You can use old jars to store ***cereal*** and food.
122.	RB/T/122	Inflection –d, -ed (Past Tense)	Malin's father left him and his mother to ***sailed*** to the sea when he was a baby.	Malin's father left him and his mother to ***sail*** to the sea when he was a baby.
123.	ND/T/123	Inflection -ed (Past Tense)	Suddenly, a big storm came and ***hitted*** the ship.	Suddenly, a big storm came and ***hit*** the ship.
124.	ND/S/124	Inflection -s, -es, -ies (Third-person singular present tense)	As for example, there are 1.8 millions of vehicles in Yogyakarta and it ***keeps*** increasing every year.	As for example, there are 1.8 millions of vehicles in Yogyakarta and they ***keep*** increasing every year.
125.	MK/P/125	Inflection -s, -es, -ies (Plural Noun)	There are several ***factor*** such as factories and corporations that use vehicles to transport their goods.	There are several ***factors*** such as factories and corporations that use vehicles to transport their goods.

No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
126.	RB/S/126	Inflection s, -es, -ie (Third-person singular present tense)	Passengers' vehicles are a major source of this pollution and they ***brings*** harm to environment.	Passengers' vehicles are a major source of this pollution and they ***bring*** harm to the environment.
127.	AA/P/127	Inflection -s, -es, -ies (Plural Noun)	Lots factors that make air pollution ***happens***.	Lots factors that make air pollution ***happen***.
128.	RB/G/128	Inflection -'s, -s' (Possessive Pronoun)	***Passengers' vehicles*** are a major source of this pollution and they ***brings*** harm to environment.	***Passengers' vehicles*** are a major source of this pollution and they ***bring*** harm to the environment.

Misformation				
No.	Code	Aspects of Inflectional Morphemes	Incorrect Usage of Inflectional Morphemes (Data)	Correction
129.	RR/T/129	Inflection -ed (Past Tense)	But, he was very surprised because the fish could talk. That fish said that it ***wants*** to be set free.	But, he was very surprised because the fish could talk. The fish said that it ***wanted*** to be set free.
130.	RR/G/130	Inflection -'s, -s' (Possesive pronoun)	The existence of the internet has drastically altered ***people's*** life patterns.	The existence of the internet has drastically altered ***peoples*** 'life patterns.
131.	EM/T/131	Inflection -ed (Past Tense)	Yesterday, he ***helps*** his mother to find some food.	Yesterday, he ***helped*** his mother to find some food.

132.	EM/T/132	Inflection -ed (Past Tense)	When Malin Kundang arrived in the town, he went to harbour and *applying* for a job to be a soldier.	When Malin Kundang arrived in the town, he went to the harbour and *applied* for a job to be a soldier.
133.	AF/P/133	Inflection -s, -es, -ies (Plural Noun)	Bawang Putih tried to search her *stepsister's* clothes.	Bawang Putih tried to search her *stepsisters'* clothes.
134.	FP/N/134	Inflection -ed, -en (Past Participle)	The mother cried, that her husband had *broke* his promise.	The mother cried, that her husband has *broken* his promise.
135.	LA/G/135	Inflection -'s, -s' (Possessive Pronoun)	The villages ran in terror as **Malin's raiders** ravaged their village, raping, looting, and butchering everyone they have met.	The villages ran in terror as **Malins' raiders** ravaged their village, raping, looting, and butchering everyone they met.
136.	RD/S/136	Inflection -est (Superlative)	They life like the *happiest* and *warmt* family ever.	They live in the *happiest* and *warmest* family ever.
137.	RD/T/137	Inflectional -ed (Past Tense)	She was really *worrid* about the dress.	She was really *worried* about the dress.
138.	EM/T/138	Inflection -ed (Past Tense)	The son *crying* and *talked* to his mother about it.	The son *cried* and *talked* to his mother about it.
139.	IF/T/139	Inflection -ed (Past Tense)	Mande Rabayah was old woman. She only *works* as cookie seller.	Mande Rabayah was old woman. She only *worked* as cookie seller.
140.	FY/N/140	Inflection -ed, -en (Past Participle)	Baya was angry when he knew that Sura was *broke* the promise.	Baya was angry when he knew that Sura has *broken* the promise.

141.	SC/T/141	Inflection -ed (Past Tense)	On the way home, she was *crying* and *depressed*.	On the way home, she *cried* and *depressed*.
142.	DA/T/142	Inflection -ed (Past Tense)	Once upon a time, there was a man who *was living* in north Sumatra.	Once upon a time, there was a man who *lived* in north Sumatra.
143.	DA/P/143	Inflection -s, -es, -ies (Plural Noun)	It may be challenging for society or Government to allow *differences opinion*betweenpeople in this day.	It may be challenging for society or Government to allow *different opinions*between people in this day.
144.	MK/P/144	Inflection -s, -es, -ies (Plural Noun)	There are several factor such as factories and *corporation's* that use vehicles to transport their goods.	There are several factor such as factories and *corporations* that use vehicles to transport their goods.
145.	RB/S/145	Inflection -s, -es, -ies (Third-person singular present tense	In 2013, transportation *contributes* more than half of the Carbon Monoxide and Nitrogen Oxide into the air.	In 2013, transportation *contributes* more than half of the Carbon Monoxide and Nitrogen Oxide into the air.
145.	RB/G/140	Inflection -'s, -s' (Possesive Pronoun)	*Passenger vehicles* are a major source of this pollution and they brings harm to environment.	*Passengers' vehicles* are a major source of this pollution and they bring harm to the environment.
146.	ND/G/145	Inflection -'s, -s' (Possesive pronoun)	The bandits messed-up the *merchant's goods*.	The bandits messed-up the *merchants' goods*.

Appendix 7 : Validation Form

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : *Dr Agus Widyantoro*

Jabatan/Pekerjaan : *Dosen*

Instansi Asal : *UNY*

Menyatakan bahwa instrumen penelitian dengan judul:

The Accuracy Level Of Inflectional Morphemes Performed By The Fifth Semester Of EFL Student Of Yogyakarta State University

dari mahasiswa:

Nama : Sipri Hamus Tewarat

Program Studi : Linguistik Terapan

NIM : 17706251026

(sudah siap/belum siap)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *Revisi sesuai catatan pada naskah.*

2. ....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, *28 - 10 -* 2019

Validator,

Dr. Agus Widyantoro

*) coret yang tidak perlu

Appendix 8 : Research Authorization Form

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA
Jalan Colombo Nomor 1 Yogyakarta 55281
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Nomor : 12984 /UN34.17/LT/2019   30 Oktober 2019
Hal   : Izin Penelitian

Yth.   Kaprodi PBI FBS UNY
       Jl. Colombo No.1, Karang Malang, Caturtunggal, Depok Sleman Yk.

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama	: SIPRI HANUS TEWARAT
NIM	: 17706251026
Program Studi	: Linguistik Terapan
Konsentrasi	: Linguistik

untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu	: Oktober s.d Desember 2019
Lokasi/Objek	: Prodi Pend. Bahasa Inggris, FBS Universitas Negeri Yogyakarta
Judul Penelitian	: The Accuracy Level Of Inflectional Morphemes Performed By The Fifth Semester Of EFL Students Of Yogyakarta State University
Pembimbing	: Prof. Sugirin, Ph.D.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih

Wakil Direktur I,

Dr. Sugito, MA.
NIP 19600410 198503 1 002

Tembusan:
Mahasiswa Ybs.

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