

# MORPHOLOGICAL ERROR ANALYSIS ON WORD CLASSES FOUND IN STUDENTS' DESCRIPTIVE WRITING OF THE FIFTH SEMESTER ENGLISH DEPARTMENT AT NOMMENSEN HKBP UNIVERSITY (NHU) MEDAN

Oleh:

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## Abstract

The writer did a research of fifth semester English department students at Faculty of Art and Nommensen HKBP University Medan. This research entitled : Morphological Error Analysis on Word Classes Found in Students' Descriptive Writing of The Fifth Semester English Department at Nommensen HKBP University (NHU)- Medan The writer asked the students to write a descriptive text. When they did the test, they felt confuse to write words with correct morphology. The result of the analysis was found that they knew about morphology, but they are confused to apply that. After they finished to write a descriptive text, the writer analyzed them. The writer underlined and classified the errors into four word classes on Morphological error. There are four word classes of morphological Errors, they are noun morphological errors, verb morphological errors, adjective morphological errors and adverb morphological errors . The result of the analysis, the writer concluded that there are four word classes was found by the writer, namely noun morphological errors, verb morphological errors, adjective morphological errors, and adverb morphological error. The data of morphological errors are found 154 errors. The percentage of errors in noun morphological was 52 errors i.e, 33,8%, errors of verb morphological was 91 errors or, 59,0%, errors of adjective morphological was 7 errors i.e, 4,6%, and error of adverb morphological was 4 errors i.e, 2,6%. The result of the analysis was found that the students knew about morphology but they are still confused to write words based on the correct morphology, so they made the errors. Looking at the percentage it shows verb morphological was 91 errors or 59,0%, of 154 errors, it means that verb is mostly used in a text, to express the ideas or activities .

**Key words :** Morphological Error , Word Classes , Descriptive Writing

## 1. INTRODUCTION

Linguistics may be defined as the scientific study of of language. Linguistics is concerned with the nature of language and communication. There are many courses provided such as syntax, sociolinguistics, semantics, pragmatics, psycholinguistics and others. one of them is morphology, the writer taught this subject last semester in odd semester of 2021-2022 academic. It deals both with the study of particular languages, and the search for general properties common to all languages or large groups of languages.

Morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology can be needed in all four skills. one of them is writing skills.

Based on the writer's experience, the writer face some problems with her students on Morphology course The writer did not understand how students write and formed sentences and face difficulties in writing sentences with correct grammar. Sometimes words written in excessive letters, sometimes words that are written incorrect

letter. misslaying out their sentence arrangements also did not understand. Finally when the writer commanded the students in writing paragraphs, the sentence was not in coherence with the correct grammar.

According to James (1998:154) as a morphology error one which involves a failure to comply with the norm in supplying any part of any instance of these word classes: ... are noun morphology errors; ... are verb morphology errors; ... adverb morphology error; and ... an adjective morphology error. Prepositions happen to have no morphology.

The Objectives of this study was to identify the word classes of morphological errors found on students' descriptive text writing of fifth semester of English Department Medan and to find out the dominant word classes of morphological errors found on students' descriptive text writing of fifth semester of English Department Medan

In this study, writer learn grammar errors, morphological errors and syntax errors but writer would focused on morphological errors found on descriptive text writing of the fifth semester of English Department Students of NHU Medan. There

are four word classes of morphological errors, they are: noun morphology errors, verb morphology errors, adverb morphology errors, and an adjective morphology errors.

There are two kinds of significances in this research. The two theoretically, the result of the research can become a new perspective in morphology research specifically in the research of errors analysis in morphological proses and as a new model in studying error analysis on morphology . Practically this research give beneficial enrichment in morphology for readers, and further research by researcher

In conducting a study, there are some theories are needed to explain some concept and terms applied in the research concerned. This study also uses some concerns and terms that need to the refresh the theoretical review about Morphological process, about error analysis and other clarification of term used this research . The theoretical elaboration on the concepts and terms used in Linguistics Morphology and Word classes

According to Lyons (1995:1) Linguistics can be broadly broken into three categories or subfields of study: language in context, language meaning, and language form. Linguistics can be broadly broken into three categories or subfields of study: language in context, language meaning, and language form. Language in its broader context includes: language acquisition, neurolinguistics, psycholinguistics, sociolinguistics, historical linguistics,

According to Carnie (2002:4) Linguistics is also a branch of cognitive science. Cognitive science is a term for a group of disciplines that have the same goal: defining and analyzing human being's ability to think. Some scholars emphasize that "the discipline of linguistics, along with psychology, philosophy, and computer science thus forms an important subdiscipline within cognitive science.

The study of language meaning is concerned with how languages employ logical structure and real-world references to convey, process and assign meaning, as well as to manage and resolve ambiguity. A lot of writers emphasize that "by scientific study of language is meant its investigation by means of controlled and empirically verifiable observations.

English has four skills, they are listening, speaking, reading, and writing skills. All the skills should be simultaneously achieved by the students. Next just focus on morphology and error analysis

In writing each genre or type of text, surely cannot be passed with the term generic structure. This term is used to show how the writer of the text composes his writing so that the message and its meaning are more easily conveyed to the reader. The following is a generic structure of descriptive text in English.

#### 1) Identification

Identification identifies certain phenomena or objects or objects that want to be described paragraph.

#### 2) Description

Description describes the appearance and characteristics of the things previously explained. In general, what is a benchmark for the description of this type of text is the parts of the object (part), the object quality (quality), or the characteristics of the characteristics (characteristics).

**Table 1. Example of Descriptive Text**

<i>Title</i>	<i>My Cat Gregory</i>
Identification	Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.
Description	He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriendng some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Language features literary means analyzing language. Language feature helps you to understand what the writer is saying. Descriptive text has some language feature, they are:

- 1) Using specific nouns, such as my cat, my girlfriend, National Monument, besides, often using adjectives (adjectives) to clarify the use of nouns or nouns, such as big houses, smart students, independent women.
- 2) Simple present tense: uses a basic verb or first form (verb 1) and uses a verb that can indicate ownership or state of an object. Descriptive text uses the present present tense because descriptive text explains a fact from the object described. As an office I have 22 floors, beautiful Azka, and others.
- 3) Action verbs: Use verbs that show activities or activities that can be seen. For example, sleeping, walking, singing, dancing, etc.
- 4) Figurative language: Using language that describes something, uses language to give a picture to the reader.

For example:

- My love for you is as big as the ocean.

According to Aronoff Mark (2011:11) Morphology is a distinct component of languages or grammars. If there are languages that don't have morphology, then morphology is not a property of all languages and of Language, and morphological phenomena should be treated in syntax or phonology.

One piece of evidence that morphology is separate from syntax, phonology, and other branches of linguistics is that words in some languages are grouped into largely arbitrary classes that determine their forms in different environments. Latin nouns fall into five distinct classes, called declensions, which have little or nothing to do with syntax or phonology and cannot be explained by either. They are purely morphological in their significance. The uniquely morphological nature of these classes is truly brought home by the fact that Latin nouns also fall into syntactic agreement classes (usually called genders), and the two systems cross-cut one another: two nouns may belong to the same gender but to different declensions and vice versa. Morphology must be given some independent status in linguistics. Morphology, probably more than any other component of language, interacts with all the rest, but it still has properties of its own. Morphologies are systems, this is a very old observation. Because of it, it is impossible to talk about isolated facts in a language – everything holds together.

Errors happens because the use of the incorrect system. In learning language, the learners often make error in writing, speaking, listening and etc. According to Corder (1981:36) "Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners. According to Edge in James (1998:80), "Errors are wrong forms that the pupil could not correct even if their wrongness were to be pointed out. However we can recognise what the students wanted to produce and the class is familiar with that form".

The appearance of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and intelligence. It is a relationship with the learner's language competence. Error is the flawed side of the learner speech or writing. It is a part of conversation or composition that deviates from some selected norms of nature language performance. As a matter of fact, errors are different from mistake as explained by (Corder in James 1998:78).

Based on the explanations above, the writer concludes that errors are something wrong that have been done by the learners in learning language, especially in learning the second language, or English as a foreign language

Following are types of errors according to linguists: according to Dulay, Burt and Krashen's

#### 1) Omission

The omission errors are characterized by the absence of an item that must appear in a well-formed utterance and the content of morphemes (nominal, verb, adjectives, adverbs) which should be in the correct expressions.

Ex: *He born in England* for *He was born in England*

*To be is omitted in passive sentence form.*

#### 2) Addition (Overinclusion)

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. According to Dulay, Burt and Krashen in James (1998:107), addition usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule. There are three subtypes of addition as follows:

##### (1) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. Regularization which involves overlooking exceptions and spreading rules to domains where they do not apply.

Ex: *The book was readed by Mira.*

*The verb read in past form is read not readed.*

##### (2) Double Marking

An error in which a concept is expressed twice when the language requires its expression only once. The failure to delete certain items which are required in some linguistics contraction but not in others.

Ex: *He does loves his girlfriend*

*The auxiliary "does" is unnecessary*

##### (3) Simple Addition

Simple addition error is an error that does not belong to double marking or regularization. Simple addition is the subcategory of addition. It is called simple addition, if an error is neither a double marking nor regularization. According to Dulay in James (1998:107), no particular features characterize simple additions other than those that characterize all addition errors. The use of an item which should not appear in a well-formed utterance.

Ex: *In over there*

*The preposition in is never used while we say over there.*

#### 3) Misformation (Misselection)

Misformation error is a type of error that is characterized by the use of incorrect morpheme or structure. Misformation error is characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation error :

##### (1) Regularization

Regularization is an item in which a regular marker is used in an irregular one.

Ex: *Womans for women*

##### (2) Archie-Form

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Ex: *That dogs for those dogs*

*That instead of those*

##### (3) Alternating Form

In this type of error, the students know a lot more about various members of a class of words and

the different usages among them. However this fact sometimes confuses him to which one to use.

Ex: *He has saw them.*

*Saw* instead of *seen*.

#### 4) Misordering

Misordering error is error that is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The students often do misaddressing on the group of morphemes.

Ex: *What Daddy is doing?*

The word order is confusing. It should be *what is Daddy doing?*

#### Errors Classification

According to James (1998:142), errors in language writing are divided into lexical errors and grammar error.

##### 1) Lexical Errors

James classifies lexical errors into two categories: formal errors and semantic errors: formal error, for example: a misselection occurs when the lexeme is confusable, and if these are pairs (or triples) of words that look and sound similar, like: considerable/ considerate, competition/ competitiveness, reserve/preserve, consumption/resumption/assumption (when some lexemes have the same root but different suffixes and prefixes). Semantic errors, for example: a more general term is used where a specific one is needed, such as the flower had a special \*smell (*scent/perfume*).

##### 2) Grammar Errors

James classifies grammar errors into two categories: morphology errors and syntax errors. Morphology errors, for example: six book\*, (plural-s is needed in the sentence). Syntax errors, for example: ( He is ) \*a cleverest boy in the class (misselection of the article at position modifier in noun phrase). In this study, the writer takes the errors classification from James (1998) as his framework and limits his study only in term of morphological errors. Therefore, if it is found syntax errors, it will be neglected.

errors and grammar error.

**Table 2. Classification of Morphological Errors based on James (1998) Taxonomy**

Noun Morphology Errors	Verb Morphological Errors	Adverb Morphological Errors	Adjective Morphological Errors
a. Omission	a. Omission	a. Omission	a. Omission
b. Addition	b. Addition	b. Addition	b. Addition
c. Misselection	c. Misselection	c. Misselection	c. Misselection
d. Misplacement	d. Misplacement	d. Misplacement	d. Misplacement

#### Morphological Errors

The following are morphological errors

##### 1. Noun Morphological Errors

###### 1) Omission

Omission is indicated by the absence of certain item that must appear in sentences. In noun morphological error, omission is in noun.

For example: There are some lake

This sentence was uncomplete. In this sentence, alphabet "s" in noun "lake" was omitted. Alphabet "s" in noun "lake" must be added. Because in this sentence there are many lakes. The sentence must be "There are some lakes".

###### 2) Addition

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. In noun morphological error, Addition was in noun. For example: It only cost seventy five thousand rupiahs

This sentence was uncomplete. In this sentence, alphabet "s" in noun "feets" was overincluded. Alphabet "s" in noun "feet" must be deleted. The sentence should be "It only cost seventy five thousand rupiah"

###### 3) Misselection

It is a use of the wrong form of a structure of morpheme. It could be caused by the difficulties of specific characteristic of the English words which were significantly different with the first language of the agents. In noun morphological error, Misselection is in noun. For example: I think she is one of the most beautiful girl in my classmate

This sentence was uncomplete. In this sentence, Noun "classmate" was misselected. This sentence didn't has meaning. Noun "classmate" must be changed with noun "class". This sentence should be "I think she is one of the most beautiful girl in my class".

###### 4) Misplacement

Misplacement/misordering is in addition to selecting the right forms to use in the right context, is to arrange them in the right order. In noun morphological error, Misplacement was in noun. For example: It's only cost seventy five thousand rupiahs

This sentence was uncomplete. In this sentence, "it only cost" was misplacement. The position of Noun "cost" must be changed after subject pronoun "it". The sentence should be "It's cost only seventy five thousand rupiahs".

#### 2. Verb Morphological Errors

##### 1) Omission

Omission is indicated by the absence of certain item that must appear in sentences. In verb morphological error, omission is in verb. For example: She always give her advice for me. This sentence was uncomplete. In this sentence, alphabet "s" in verb "give" was omitted. Alphabet "s" must be added. Because in simple present, es/s must be added in last verb based on the subject. Because the subject was singular and the last alphabet in verb "give" was "e", alphabet "s" must be added. The sentence should be "She always gives her advice for me"



## 2) Addition

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. In verb morphological error, Addition was in verb. For example: Every two days in a week, He buyes some shoes. This sentence was uncomplete. In this sentence, alphabet "e" in verb "buyes" was overincluded. Alphabet "e" in verb "buyes" was unnecessary. Alphabet "e" must be deleted. The sentence should be "Every two days in a week, He buys some shoes"

## 3) Misselection

It is a use of the wrong form of a structure of morpheme. It could be caused by the difficulties of specific characteristic of the English words which were significantly different with the first language of the agents. Misselection was in noun. In verb morphological error, misselection is in verb. For example: He is someone who can made me to think

This sentence was uncomplete. In this sentence verb "made" was misselected. because there was modal, modal was followed by V-1. Verb "made" must be changed with "make". The sentence should be "He is someone who can make me to think"

## 4) Misplacement

Misplacement/misordering is in addition to selecting the right forms to use in the right context, is to arrange them in the right order. In verb morphological error, misplacement was in verb. For example: She always hard work for our

This sentence was uncomplete. "hard work" was misplacement. This sentence didn't has good meaning. "hard work" must changed in to "work hard". The sentence should be "She always work hard for our"

## 3. Adverb Morphological Errors

### 1) Omission

Omission is indicated by the absence of certain item that must appear in sentences. In adverb morphological error, omission is in adverb.

For example: My desk actualy light brown

This sentence was uncomplete. In this sentence, alphabet "l" in adverb "actualy" was omitted. This sentence didn't has meaning. Alphabet "l" in adverb "actualy" must be added. The sentence should be "My desk actually light brown"

### 2) Addition

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. In adverb morphological error, Addition was in adverb.

For example: Manybe all people want to go to Paris to see Eiffel Tower.

This sentence was uncomplete. In this sentence, alphabet "n" in adverb "manybe" was

overincluded. This sentence didn't has meaning. Alphabet "n" in adverb "manybe" must be deleted. The sentence should be "Maybe all people want to go to Paris to see Eiffel Tower"

### 3) Misselection

It is a use of the wrong form of a structure of morpheme. It could be caused by the difficulties of specific characteristic of the English words which were significantly different with the first language of the agents. In adverb morphological error, misselection is in adverb. For example: My village in the most beautiful place for me

This sentence was uncomplete. In this sentence preposition "in" was misselected. Preposition "in" was unnecessary. Preposition in must be changed with to be "is". The sentence should be "My village is the most beautiful place for me"

## 4. Adjective Morphological Errors

### 1) Omission

Omission is indicated by the absence of certain item that must appear in sentences. In adjective morphological error, omission is in adjective.

For example: Susi is my beatiful gray persian cat

This sentence was uncomplete. In this sentence alphabet "u" in adjective "beatiful" was omitted. This sentence didn't has meaning. Alphabet "u" must be added in adjective "beatiful". This sentence should be "Zedua is my beautiful gray persian cat"

### 2) Addition

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. In adjective morphological error, Addition was in adjective. For example: They are handsomes

This sentence was uncomplete. In this sentence alphabet "s" in adjective "handsomes" was overincluded. This sentence didn't has meaning. Alphabet "s" must be deleted in adjective "handsomes". This sentence should be "They are handsome"

### 3) Misselection

It is a use of the wrong form of a structure of morpheme. It could be caused by the difficulties of specific characteristic of the English words which were significantly different with the first language of the agents. In adjective morphological error, misselection is in adjective. For example: She is very lovely

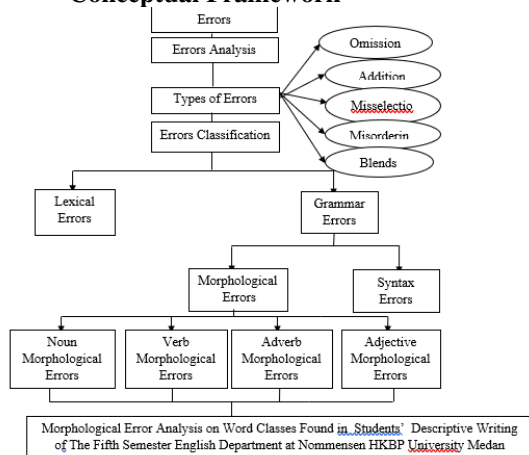
This sentence was uncomplete. In this sentence adjective "lovely" was misselected. This sentence didn't has good meaning. Adjective "lovely" must be changed with adjective "loving". The sentence should be "She is very loving"

### 4) Misplacement.

misordering is in addition to selecting the right forms to use in the right context, is to arrange them in the right order. In adjective morphological error, misplacement was in adjective.

For example: *It is animal cute* This sentence was uncomplete. In this sentence adjective “animal cute” was missplacement”. This sentence didn’t has good meaning. Adjective “animal cute” must be changed in to position “cute animal”. The sentence should be “It is cute animal”.

### Conceptual Framework



**Figure 1. Conceptual Framework (Manik, Sondang :2022)**

**2. Research Design**  
Research design is a plan and the procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. There are three types of research design, they are; qualitative, quantitative, and mixed methods. The research designed of this study is qualitative method. According to Creswel (2009:193) a qualitative study is to develop descriptions to present these descriptions and themes tat convey multiple perspectives from participants and detailed descriptions of the setting or individuals. This study would be applied with qualitative method.

The subject of this study would be the fifth semester English Department Students of Universitas HKBP Nommensen in Medan. The students consists of 31 students.

After collecting the data from the students, the writer analyzes the students' errors as following :

1. Classified the errors based on noun morphological errors, verb morphological errors, adjective morphological errors, and adverb morphological errors.
2. Described of the data what data includes part of the four parts of morphological errors, of which noun morphological errors consist of plural-s (omission, redundant, addition), and misselection. verb morphological error consists of singular third person (omission, misplacement), past tense-ed (omission, addition), progresive -ing (omission, addition), and misselection. morphological adverb consists of omission,

addition, andd misselection. adjective morphological errors consist of past tense-ed (omission, addition), progressive (omission, addition) and misselection.

3.Made the percentage each types of morphological errors, in orders to know the most frequent.

4.Made conclusion

The writer would use methodological triangulation to get validity of data. Methodological triangulation refers to the writer used more than one method in the research. According to Cohen (2000:113) methodological triangulation is using the same method on different occassions or different methods on the same object of the study. Thus, methodological triangulation is made different method to get validity of data. Besides, the writer collects the data by using observation which is supported by documentation which can give evidence if the participants are people that is proper to used as subject of researcher.

The data was analyzed by applying qualitative method. The students' errors on morphological in descriptive writing would be qualitative data. The total number of all errors were 154 errors. The qualitative data can be seen below.

**Table 3. The Qualitative Data**

1. The cat is a pet animal
2. It is animal cute
3. because it's always look so clean
4. My desk actualy light brown
5. Her name is Anggi. She come from Ledong
6. I promising not to did it again
7. He always took care on me
8. He is someone who can made me to think
9. She always give her advice for me
10. Her voice is very big if she get angry
11. She do everything to make her children happy
12. She do everything to make her children happy
13. I was very proud because I'm buying it with my own money last week
14. My handphone is white gold colour, 4 gb ram, also have camera
15. In my handphone you can see a lot of application like, facebook, line, whatsapp, instagram.
16. I'm set the application
17. I buying it at Sun Plaza last month
18. After we together eat ramen
19. It's the first time I buying a handphone with my own money last month
20. She has a black eyes
21. Every two days in a week, He buyes some shoes
22. Even people saying that he is a baby boy
23. In my bedroom many book
24. May bedroom have many things
25. May bedroom have many things
26. Many people said is my bedroom very clean and so beautiful
27. I can see my bedroom friends is so different with

- my bedroom because his bedroom is very dirty.
28. Her name Anggi
  29. And now she lived at bridgen katamso
  30. She has a big eyes
  31. She always make us happy
  32. I think she is a my bestfriend in word
  33. I think she is a my bestfriend in word
  34. Cat are carnivora
  35. Their have a good instings
  36. Cats has a beautiful fur
  37. at why all peoples love cat
  38. Because their is animal
  39. My village is very beautiful and have many animals
  40. My village also have many beautiful school
  41. My village also have many inhabitants
  42. There are some lake
  43. She is fat and skin white
  44. She always teach me etc
  - 45.

The writer classified the students morphological errors based on classifying types of morphological errors, namely noun morphological errors verb morphological errors, adjective morphological errors, and adverb morphological errors. The data was showed below.

Qualitative data analysis is an effort made by working with data, organizing data, sorting it into units that can be managed, synthesizing, searching and finding patterns, finding what is important and what is learned and deciding what can be told to others

Noun morphological errors are errors in noun. For example, the selection of noun is not correct. Because noun is not always a subjeck. Can be like possessive promos and pronoun objects. Besides the lack of letters in writing noun. Which causes the sentence to have no meaning or even to have a confusing meaning. Noun morphological errors are obtained from omission, addition, misselection and misplacement.

#### 1) Omission DATA 1

In my handphone you can see a lot of application like, facebook, line, whatsapp, instagram.

This sentence was uncomplete. In this sentence, alphabet "s" in noun "aplication" was omitted. Alphabet "s" in noun "alphabet must be added. Because in this sentence there are many applications. The sentence must be "In my handphone you can see a lot of applications like, facebook, line, whatsapp, instagram".

#### Verb Morphological Errors

Verb morphological errors are errors in verbs. for example, selection of verbs is not correct, placement of verbs that does not fit into place. Besides the lack of letters in the verb writing. which causes the sentence to have no meaning or even to have a confusing meaning. Verb morphological

errors are obtained from omissions, additions, selection errors and misplacement errors.

#### Omission DATA 2

She always give her advice for me

This sentence was uncomplete. In this sentence, alphabet "s" in verb "give" was omitted. Alphabet "s" must be added. Because in simple present, es/s must be added in last verb based on the subject. Because the subject was singular and the last alphabet in verb "give" was "e", alphabet "s" must be added. The sentence should be "She always gives her advice for me"

#### Adjective Morphological Errors

Adjective morphological errors are errors in adjective. for example, selection of adjective is not correct, placement of adjective that does not fit into place. Besides the lack of letters in the adjective writing. which causes the sentence to have no meaning or even to have a confusing meaning. Adjective morphological errors are obtained from omissions, additions, selection errors and misplacement errors.

#### 1) Omission DATA 3

Zedua is my beatiful gray persian cat

This sentence was uncomplete. In this sentence alphabet "u" in adjective "beatiful" was omitted. This sentence didn't has meaning. Alphabet "u" must be added in adjective "beatiful". This sentence should be "Zedua is my beautiful gray persian cat"

#### verb Morphological Errors

Adverb morphological errors are errors in verbs. For example, selection of adverb is not correct, placement of adverb that does not fit into place. Besides the lack of letters in the adverb writing. Which causes the sentence to have no meaning or even to have a confusing meaning. Adverb morphological errors are obtained from omissions, additions, selection errors and misplacement errors.

#### 3) Misselection

My bedroom in the most beautiful place for me

This sentence was uncomplete. In this sentence preposition "in" was misselected. Preposition "in" was unnecesary. Preposition in must be changed with to be "is". The sentence should be "My bedroom is the most beautiful place for me"

**Table 4. Morphological Errors' Percentage**

NO	Category	Number of Errors	Frequency
1.	Noun Morphological Errors	52	33,8 %
2.	Verb Morphological Errors	91	59,0 %
3.	Adjective Morphological Errors	7	4,6 %
4.	Adverb Morphological Errors	4	2,6 %
<b>Total</b>		<b>154</b>	<b>100%</b>

### 3. RESEARCH FINDINGS

The result of the analysis, the writer concluded that there are four word classes was found by the writer, namely noun morphological errors, verb morphological errors, adjective morphological errors, and adverb morphological error. The data of morphological errors are found 154 errors. The percentage of errors in noun morphological was 52 errors i.e, 33,8%, errors of verb morphological was 91 errors i.e, 59,0%, errors of adjective morphological was 7 errors i.e, 4,6%, and error of adverb morphological was 4 errors i.e, 2,6%. The result of the analysis was found that the students knew about morphology but they are still confused to write words based on the correct morphology, so they made the errors.

### 4. CONCLUSIONS

After analyzing the data, the writer makes the conclusions as follows:

1. Morphological is word form and word changes to the group and the meaning of the word.
2. Based on research finding of qualitative data, there were 154 errors are made by the students.
3. There are four word classes of morphological errors is made by students in descriptive writing namely, noun morphological errors, verb morphological errors, adjective morphological errors and adverb morphological errors.
4. The percentage of errors in noun morphological are 52 errors i.e, 33,8%, errors of verb morphological are 91 errors i.e, 59%, errors of adjective morphological are 7 errors i.e, 4,6%, and errors of adverb morphological 4 are errors i.e, 2,6%.
5. The dominant of morphological error is verb morphological errors.

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