

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher analyzes the data that had been collected. This research was done at UIN Antasari Banjarmasin, this chapter presents the result of the problems statement stated in chapter I. It also deals with analysis of the data which were obtained from the test. Then, the researcher discusses errors analysis of inflectional morphemes produced by students.

#### A. Findings

As previously stated in chapter I, this study aims to analyze the error types of inflectional morphemes and to find out the common error that are made by the sixth semester students of English Department at UIN Antasari Banjarmasin. After collecting and analyzing the data, the researcher found that there are a lot of errors that made by students.

#### 1. Inflectional Morpheme Errors are Made by the Sixth Semester of English Department Students

Based on the data. The researcher took the data from 10 students from each classes. So, the total of students is 50 students.

Table 1.4 the errors are made by students

Type	Error	No. Item	Number of error
Plural	There are many <b>advantage</b> in learning English	1	1
Comparative	Reva is <b>fasting</b> than Mutia when they run Reva is <b>fastest</b> than Mutia when they run	2	4 3

	No answer		2
Verb	What are you <b>witing</b> for? What are you <b>wait</b> for?	3	1 1
Verb	She <b>watches</b> Harry Potter's Movie yesterday She <b>wathed</b> Harry Potter's Movie yesterday She <b>watching</b> Harry Potter's Movie yesterday	4	12 1 3
Adverb	I understand about math <b>perfectionist</b> I understand about math <b>perfectionis</b> I understand about math <b>perfected</b> I understand about math <b>ferfectly</b> I understand about math <b>perfects</b> I understand about <b>maths perfect</b> I understand about math <b>perfect</b> I understand about math <b>prfect</b>	5	1 1 2 1 2 1 2 1
Possesive	I borrow the <b>secretaries</b> pen to fill out the application form I borrow the <b>secretarys</b> pen to fill out the application form I borrow the <b>secretaryes</b> pen to fill out the application form I borrow the <b>secreta</b> pen to fill out the application form No answer	6	13 3 1 1 2
Plural	They made some <b>categorys</b> fot the match They made some <b>catogores</b> fot the match	7	4 1
Possesive	<b>Rudis</b> phone is ringing <b>His</b> phone is ringing	8	1 3
Adverb	Cigarette <b>slows</b> breaks your lungs Cigarette <b>slowes</b> breaks your lungs Cigarette <b>slower</b> breaks your lungs Cigarette <b>slowest</b> breaks your lungs	9	5 1 1 1
Superlative	Suramadu bridge is the <b>longer</b> bridge in Indonesia Suramadu bridge is the <b>longes</b> bridge in Indonesia Suramadu bridge is the <b>longs</b> bridge in Indonesia Suramadu bridge is the <b>longess</b> bridge in Indonesia	10	5 1 1 1
Plural	I had worked here for three <b>monthly</b> No answer	11	1 1
Comparative	Siska's hair is long. But Intan's hair is <b>longest</b> than Siska's hair Siska's hair is long. But Intan's hair is <b>longs</b> than Siska's hair	12	4 1

	Siska's hair is long. But Intan's hair is <b>longest</b> than Siska's hair		1
	Siska's hair is long. But Intan's hair is <b>longges</b> than Siska's hair		1
	Siska's hair is long. But Intan's hair is <b>longing</b> than Siska's hair		1
Superlative	Yao Ming was the <b>talls</b> basketbal player in NBA	13	3
	Yao Ming was the <b>taller</b> basketbal player in NBA		4
	Yao Ming was the <b>more taller</b> basketbal player in NBA		1
	Yao Ming was the <b>talled</b> basketbal player in NBA		1
	Yao Ming was the <b>taller's</b> basketbal player in NBA		1
	Yao Ming was the <b>talles</b> basketbal player in NBA		3
Verb	My friend and I were <b>walked</b> around the university	14	21
	My friend and I were <b>walk</b> around the university		1
Possesive	I enjoy visiting <b>Friends</b> house	15	9
	I enjoy visiting <b>my Friend</b> house		4
Adverb	He runs to school <b>quicker</b>	16	1
	He runs to school <b>quickly</b>		1
	He runs to school <b>quickest</b>		1
	He runs to school <b>quick</b>		1
Plural	Intan always <b>go</b> to school early	17	1
	Intan always <b>going</b> to school early		4
	Intan always <b>went</b> to school early		1
Plural	She went to the market and bought two <b>knifes</b>	18	28
	She went to the market and bought two <b>knifed</b>		1
	She went to the market and bought two <b>knifs</b>		1
	She went to the market and bought two <b>knife</b>		3
	She went to the market and bought two <b>knife's</b>		1
Possesive	I fix the <b>childrens</b> bicycle	19	4
	I fix the <b>children'</b> bicycle		3
	I fix the <b>childrens'</b> bicycle		2
	I fix the <b>child</b> bicycle		2
Comparative	Although Budi is 12 years old. But his body is <b>biggest</b> than his older brother	20	2

	Although Budi is 12 years old. But his body is <b>biger</b> than his older brother		1
	Although Budi is 12 years old. But his body is <b>big</b> s than his older brother		1
Adverb	Valention Rossi <b>clears</b> finished the race	21	10
	Valention Rossi <b>was clear</b> finished the race		2
	Valention Rossi <b>clearer</b> finished the race		1
	Valention Rossi <b>clearest</b> finished the race		1
	No answer		1
Superlative	Farhan is the <b>smarter</b> student in the class	22	5
	Farhan is the <b>smarts</b> student in the class		2
	Farhan is the <b>smartes</b> student in the class		3
	Farhan is the <b>smr</b> student in the class		1
Possesive	<b>Mrs. Smiths</b> husband often gives her flowers	23	1
	<b>Mrs. Smith</b> husband often gives her flowers		2
	<b>Her</b> husband often gives her flowers		1
	<b>Ms. Smith</b> husband often gives her flowers		1
	No answer		4
Verb	They <b>player</b> basksetball on siring 2 days ago	24	3
	They <b>playing</b> basksetball on siring 2 days ago		1
Adverb	He stole the phone in the store yesterday <b>silented</b>	25	5
	He stole the phone in the store yesterday <b>silents</b>		5
	He stole the phone in the store yesterday <b>clearly</b>		2
	No answer		1
Comparative	My brother is <b>smarts</b> than me	26	1
	My brother is <b>smart</b> than me		1
	My brother is <b>smarted</b> than me		1
Superlative	Cheetah is the <b>faster</b> animal in the world	27	10
	Cheetah is the <b>fastes</b> animal in the world		2
	Cheetah is the <b>more faster</b> animal in the world		1
	Cheetah is the <b>fasting</b> animal in the world		1
Plural	My mother served many <b>bavaraged</b>	28	2
	My mother served many <b>bavaragest</b>		1
Comparative	My fahter is <b>olds</b> than my mother	29	1
Superlative	Where is the <b>hottest</b> place on earth?	30	7
	Where is the <b>hots</b> place on earth?		4
	Where is the <b>hotes</b> place on earth?		2
	Where is the <b>hottes</b> place on earth?		2
	Where is the <b>most hotter</b> place on earth?		1
	Where is the <b>hotter</b> place on earth?		2
	Where is the <b>holterst</b> place on earth?		1
	Where is the <b>hot</b> place on earth?		1

So, based on the table above. The most of students are less understanding about grammar like part of speech for example , number, degree of comparison and tenses until some of students make errors in answering the test.

## 2. Students' Error Types Inflectional Morpheme

Based on the data. The researcher identifies the error's types of inflectional morphemes made by the sixth semester students of UIN Antasari Banjarmasin into six types: plural, adverb, verb, possessive, comparative, and superlative.

Table 2.4 Type of errors

No	Type of Error	No. Item	Number of error
1	Plural test	1	1
		7	5
		11	2
		18	34
		28	3
<b>Total</b>			<b>45</b>
2	Adverb	5	11
		9	8
		16	4
		21	15
		25	13
<b>Total</b>			<b>51</b>
3	Verb	3	2
		4	16
		14	22
		17	6
		24	4
<b>Total</b>			<b>50</b>
4	Possesive	6	20
		8	4
		15	15
		19	11
		23	9
<b>Total</b>			<b>59</b>

5	Comperative	2	8
		12	8
		20	4
		26	3
		29	1
<b>Total</b>			<b>24</b>
6	Superlative	10	8
		13	13
		22	11
		27	14
		30	20
<b>Total</b>			<b>66</b>

First, the students have made errors in plural inflection. The questions relate to plural inflection are number 1, 7, 11, 18, and 28. In question number 1, there is one type of error. The correct sentence should be “*There are many advantages in learning English*”. In question number 7, there are five types of error. The correct sentence should be “*They made some categories for the match*”. In question number 11, there are two types of error. The correct sentence should be “*I had worked here for three months*”. In question number 18, there are thirty four types of error. The correct sentence should be “*She went to the market and bought two knives*”. And in question number 28, there are three types of error. The correct sentence should be “*My mother served many bavarages*”.

Second, the students have made errors in adverb inflection. The questions relate to adverb inflection are number 5, 9, 16, 21 and 25. In question number 5, there are eleven types of error. The correct sentence should be “*I understand about math perfectly*”. In question number 9, there are eight types of error. The correct sentence should be “*Cigarette slowly*”.

*breaks your lungs*". In question number 16, there are four types of error. The correct sentence should be "*He runs to school quickly*". In question number 21, there are fifteen types of error. The correct sentence should be "*Valentino Rossi clearly finished the race*". And in question number 25, there are thirteen types of error. The correct sentence should be "*He stole the phone in the store yesterday silently*".

Third, the students have made error in verb inflection. The question relate to verb inflection are number 3, 4, 14, 17, and 24. In question number 3, there are two types of error. The correct sentence should be "*What are you waiting for?*" In question number 4, there are sixteen types of error. The correct sentence should be "*She watched Harry Potter's movie yesterday*". In question number 14, there are twenty two types of error. The correct sentence should be "*My friend and I were walking around university*". In question number 17, there are six types of error. The correct sentence should be "*Intan always goes to school early*". And in question number 24, there are four types of error. The correct sentence should be "*They played basketball on siring 2 days ago*".

Fourth, the students have made error in possessive inflection. The questions relate to possessive inflection are number 6, 8, 15, 19, and 23. In question number 6, there are twenty types of error. The correct sentence should be "*I borrow the secretary's pen to fill out the application*". In question number 8, there are four types of error. The correct sentence should be "*Rudi's phone is ringing*". In question number 15, there are fifteen types

of error. The correct sentence should be *“I enjoy visiting Friend’s house”*. In question number 19, there are eleven types of error. The correct sentence should be *“I fix the children’s bicycle”*. and in question number 23, there are nine types of error. The correct sentence should be *“Mrs. Smith’s husband often gives her flowers”*.

Fifth, the students have made errors in comparative inflection. The questions relate to comparative inflection are number 2, 12, 20, 26 and 29. In question number 2, there are eight types of error. The correct sentence should be *“Reva is faster than Mutia when They run”*. In question number 12, there are eight types of error. The correct sentence should be *“Siska’s hair is long. But Intan’s hair is longger than Siska’s hair”*. In question number 20, there are four types of error. The correct sentence should be *“Although Budi is 12 years old. But his body is bigger than his older brother”*. In question number 26, there are three types of error. The correct sentence should be *“My brother is smarter than me”*. And in question number 29, there is one type of error. The correct sentence should be *“My father is older than my mother”*.

And the last, the students have made errors in superlative inflection. The questions relate to superlative inflection are number 10, 13, 22, 27 and 30. In question number 10, there are eight types of error. The correct sentence should be *“Suramadu bridge is the longest bridge in Indonesia”*. In question number 13, there are thirteen types of error. The correct sentence should be *“Yao Ming was the tallest basketball player in NBA”*. In question



number 22, there are eleven types of error. The correct sentence should be “*Farhan is the smartest student in the class*”. In question number 27, there are fourteen types of error. The correct sentence should be “*Cheetah is the fastest animal in the world*”. and In question number 30, there are twenty types of error. The correct sentence should be “*Where is the hottest place on earth?*”

## **B. Discussion**

Morphology is the knowledge in forming language. Most people do not know that words are consisted of morpheme and do not know the process about how the words are formed. Some words have similarities and sometimes it makes the errors in using the similar words. Actually, every words have differences if we learn and analyse deeply.

Morphology will explain about how the morpheme can change into the word after passing the process of morphology. As stated by (Yule, 2006, p.63) a minimal unit of meaning or grammatical function. Units of grammatical function include forms used to indicate past tense or plural. Therefore, learning morphology is very important for someone that focuses in language field. We also choose the suitable word for expressing.

## **1. Inflectional Morpheme Errors are Made by the Sixth Semester of English Department Students**

Inflectional morphemes serve as grammatical markers that indicate tense, number, possession, or comparison. Inflection morphemes in English include the bound morphemes –s (or –es); (or s’); -ed; -en; -er, -est; and –ing. Word’s category can also be determined by its compatibility with various types of inflectional affixes. Husin, p.33 stated that inflection is a morphological process that modifies a word’s form in order to mark the grammatical subclass to which it belongs” (Husin, p.33). As the errors are made by the sixth semester English department students that they felt difficulty in choosing the word’s form because they are less understanding about grammar. Grammatical contexts can include information about number (singular and plural), person (first, second, third), tense (past and present).

## **2. Students’ Error Types Inflectional Morpheme**

English is an international language that is the main subject in daily activity. There are many ways to learn English. In informal conditions, making errors is not a big problem as long as other people understand what you mean. As stated by (Dulay, p.138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

Error analysis' purpose is to describe the phenomena of second language error because there is first language interference that happens on language learner. Therefore, error analysis is intended to correct the teaching and learning language process. Good language is language that has the rules of grammar. Error analysis is a way that can be used for collecting data, identifying errors, describing errors and explaining errors. As stated by (Brown, 2000, p.218) The fact that learners do make errors, which can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors.

According Dulay (1982, p.150) surface strategy taxonomy highlights the ways surface structures are altered learners may addition necessary, omission, malformation and disordering.

Here in this research, the researcher only found two of four the error types that made by students:

a. Misformation

Based in the finding data, the researcher found some misformation error. Misformation is the mistake of using grammar to other grammar form.

For example: My brother is **smarted** than me

This sentence is wrong because he/she makes "smart" to be "smarted." Smart is adjective and it can not be verb. As stated by (Dulay, 1982, p.150) Misformation errors are characterized

by the use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all in malformation errors the learner supplies something, although it is incorrect.

b. Addition

Addition is marked by something that should not appear in the sentence.

For example: I fix the **childrens'** bicycle

He/she adds “-s” for children. Whereas, children is plural form. And it is just added by apostrophe and “-s” for possessive form. As stated by (Dulay, 1982, p.150) They are characterized by the presence of an item which it that must appear in a well-formed utterance