

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF ENGLISH MORPHOLOGICAL ERRORS
ON EFL STUDENTS' WRITING: A CASE STUDY AT
ENGLISH EDUCATION STUDY PROGRAM OF UIN JURAI
SIWO LAMPUNG**

**By:
SYIFA PUTRI RAMADHAN
Student Number: 2201051026**



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447 H/ 2025 M**

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SIWO LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
SYIFA PUTRI RAMADHAN
Student Number: 2201051026

Sponsor: Dr. Much Deiniatur, M.Pd, B.I

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447 H/2025 M**



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.uin@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Syifa Putri Ramadhan**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Jurai Siwo Lampung
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Syifa Putri Ramadhan
Student Number : 2201051026
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF ENGLISH MORPHOLOGICAL ERRORS
ON EFL STUDENTS' WRITING: A CASE STUDY AT
ENGLISH EDUCATION STUDY PROGRAM OF UIN JURAI
SIWO LAMPUNG

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 09 Desember 2025
Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



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Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.uin@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF ENGLISH MORPHOLOGICAL
ERRORS ON EFL STUDENTS' WRITING: A CASE
STUDY AT ENGLISH EDUCATION STUDY PROGRAM
OF UIN JURAI SIWO LAMPUNG

Name : Syifa Putri Ramadhan

Student Number : 2201051026

Department : English Education and Department

Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of Jurai Siwo State
Islamic University.

Head of English Education Departement



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, December 09, 2025
Supervisor

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.uin@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosyah
of Syifa Putri Ramadhan**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
Jurai Siwo State Islamic University

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script
which is written by:

Name : Syifa Putri Ramadhan
Student Number : 2201051026
Department : English Education and Department
Faculty : Tarbiyah and Teaching Training
Title : AN ANALYSIS OF ENGLISH MORPHOLOGICAL ERRORS
ON EFL STUDENTS' WRITING: A CASE STUDY AT
ENGLISH EDUCATION STUDY PROGRAM OF UIN JURAI
SIWO LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to
be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb


Head of English Education Departement
Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro December 09, 2025
Sponsor


Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



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UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.uin@metrouniv.ac.id

RATIFICATION PAGE

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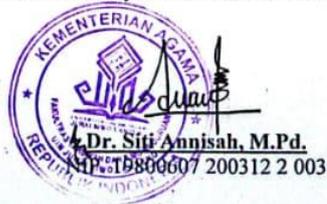
An Undergraduate thesis entitled: AN ANALYSIS OF ENGLISH MORPHOLOGICAL ERRORS ON EFL STUDENTS' WRITING: A CASE STUDY AT ENGLISH EDUCATION STUDY PROGRAM OF UIN JURAI SIWO LAMPUNG written by Syifa Putri Ramadhan, student number: 2201051026, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 16th, 2025 at 10.00 - 12.00 a.m.

BOARD OF EXAMINERS:

- | | |
|---|---------|
| Examiner I : Dr. Much Deiniatur, M.Pd.B.I | (.....) |
| Examiner II : Dr. Yuniarti, M.Pd | (.....) |
| Examiner III : Yeasy Agustina Sari, M.Pd | (.....) |
| Examiner IV : Eka Yuniasih, M.Pd | (.....) |



The Dean of Tarbiyah and Teachers Training Faculty



ABSTRACT

AN ANALYSIS OF ENGLISH MORPHOLOGICAL ERRORS ON EFL STUDENTS' WRITING: A CASE STUDY AT ENGLISH EDUCATION STUDY PROGRAM OF UIN JURAI SIWO LAMPUNG

By:
SYIFA PUTRI RAMADHAN

This study investigates the morphological errors made by third-semester EFL students in the English Education Study Program at UIN Jurai Siwo Lampung, with a focus on the use of bound morphemes in their writing. Employing a qualitative case study approach, the data were collected through students' midterm writing products and semi-structured interviews. The analysis followed Miles and Huberman's interactive model, consisting of data reduction, data display, and conclusion drawing/verification.

The findings reveal a total of 18 morphological errors, categorized into omission (33.3%), addition (11.1%), misformation (55.6%), and misordering (0%). Misformation emerged as the most dominant error type, indicating students' inadequate mastery of inflectional and derivational morphemes, particularly in affix spelling, affix selection, and changes in word class. Omission errors mostly involved the absence of plural markers, while addition errors appeared when students added unnecessary affixes. No misordering errors were found in the data.

The interview results show that the main factor causing these errors is students' lack of knowledge of morphological rules, especially in distinguishing inflectional and derivational morphemes, recognizing word classes, understanding the functions of affixes, and identifying base words. To overcome these difficulties, students used several strategies such as frequent practice, reviewing materials, analyzing texts containing affixes, enriching vocabulary, and using learning videos. This study concludes that students have not yet mastered bound morphemes and still face difficulties in applying morphological rules accurately in writing. Therefore, lecturers are advised to provide more explicit instruction and targeted exercises, while students are encouraged to improve their morphological awareness through consistent practice.

Keywords: *Bound morphemes, EFL students' writing, Morphological errors*

ABSTRAK

ANALISIS KESALAHAN MORFOLOGIS BAHASA INGGRIS PADA TULISAN MAHASISWA EFL: STUDI KASUS DI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS UIN JURAI SIWO LAMPUNG

By:
SYIFA PUTRI RAMADHAN

Penelitian ini bertujuan untuk menganalisis kesalahan morfologi yang dilakukan oleh mahasiswa EFL semester tiga pada Program Studi Pendidikan Bahasa Inggris UIN Jurai Siwo Lampung, khususnya dalam penggunaan *bound morphemes* pada tulisan mereka. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui dokumen tulisan mahasiswa pada ujian tengah semester serta wawancara semi-terstruktur. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman, meliputi reduksi data, penyajian data, dan penarikan/verifikasi kesimpulan.

Hasil penelitian menunjukkan terdapat 18 kesalahan morfologis, yang diklasifikasikan menjadi *omission* (33,3%), *addition* (11,1%), *misformation* (55,6%), dan *misordering* (0%). *Misformation* menjadi jenis kesalahan paling dominan, menunjukkan bahwa mahasiswa belum menguasai morfem infleksional dan derivatif dengan baik, terutama dalam hal ejaan afiks, pemilihan afiks, dan perubahan kelas kata. Kesalahan *omission* umumnya berupa hilangnya penanda jamak, sedangkan *addition* terjadi ketika mahasiswa menambahkan afiks yang tidak diperlukan. Tidak ditemukan kesalahan *misordering* dalam penelitian ini.

Hasil wawancara menunjukkan bahwa faktor utama penyebab kesalahan adalah kurangnya pemahaman terhadap aturan morfologi, khususnya dalam membedakan morfem infleksional dan derivatif, mengenali kelas kata, memahami fungsi afiks, serta mengidentifikasi bentuk dasar kata. Untuk mengatasi kesulitan tersebut, mahasiswa menggunakan beberapa strategi seperti latihan yang lebih sering, mengulang materi, menganalisis teks yang mengandung afiks, memperkaya kosakata, dan memanfaatkan video pembelajaran. Penelitian ini menyimpulkan bahwa mahasiswa belum sepenuhnya menguasai konsep *bound morphemes* dan masih mengalami kesulitan dalam menerapkan aturan morfologi secara akurat dalam penulisan. Disarankan agar dosen memberikan pengajaran yang lebih eksplisit dan latihan yang lebih terarah, sedangkan mahasiswa diharapkan meningkatkan kesadaran morfologi melalui praktik dan paparan yang konsisten.

Kata kunci: *Kesalahan morfologis, Morfem terikat, Tulisan mahasiswa EFL*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned :

Name : Syifa Putri Ramadhan

Student Number : 2201051026

Departement : English Education Study Program

Faculty : Tarbiyah and Teacher Training

States this undergraduate thesis is originally the result of research of
written in exception of certain parts which are excerpted from the
bibliography mentioned.

Metro, December 09, 2025

The Researcher



Syifa Putri Ramadhan

NPM. 2201051026

ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini

Name : Syifa Putri Ramadhan

NPM : 2201051026

Program Studi : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 09 Desember 2025
Yang Menyatakan



Syifa Putri Ramadhan

NPM. 2201051026

MOTTO

التَّوَّابُونَ الْخَطَّائِينَ وَخَيْرُ خَطَاةِ آدَمَ ابْنِ كُلِّ

Setiap anak Adam pasti banyak melakukan kesalahan, dan sebaik-baik orang yang banyak melakukan kesalahan adalah orang yang banyak bertaubat."

(HR. Tirmidzi)

“Making mistakes is a natural part of learning. What truly matters is the willingness to understand them and improve step by step.”

DEDICATION PAGE

With my big love I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents Mr. Budiono and Mrs. Nur Hidayah

Secondly, to my brother and my sister, M. Akhyar Ramadhan and Maylica

Putri Rahayu

Thirdly, my beloved friends Melsi Fatullaila, Auliya Avivatus Sholikhah,

Riska Amelia (Girlsman squad)

My beloved all friends of Class A TBI 22

Lastly, my beloved almamater UIN Jurai Siwo Lampung

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1. Prof. Dr. Ida Umami, M. Pd. Kons., as the Rector of State Islamic University Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd, as Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd, B.I as the head of English Education Study Program of UIN Jurai Siwo Lampung who always provides direction to writer so that the writer is able to complete this Undergraduate Thesis.
4. Dr. Much Deiniatur, M.Pd, B.I my supervisor who has spent of time to give guidance, suggestion, and advice for the writer in the process in writing this Undergraduate Thesis.

Metro, 12 Desember 2025
The Researcher



Syifa Putri Ramadhan
2201051026

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CHAPTER I

INTRODUCTION

A. Background of Study

Language plays a crucial role as a means of communication among individuals worldwide. English, as an international language, is extensively utilized in education, science, and global communication.¹ Therefore, mastering English is one of the essential skills that must be developed by students, particularly those enrolled in English Education programs. However, learning English as a Foreign Language (EFL) is not straightforward, as students frequently encounter difficulties in comprehending and applying various linguistic components, such as phonology, morphology, syntax, and semantics.

Among these linguistic aspects, morphology holds a significant position because it examines how words are formed and how meanings are altered through the use of morphemes. Morphemes are the smallest units of meaning in a language and are categorized into two types: free morphemes and bound morphemes.² Bound morphemes cannot stand alone and are attached to other words to convey grammatical meaning. A solid understanding of these morphemes is vital for EFL students to construct grammatically correct sentences, especially in writing.

In writing, morphology significantly contributes to students' ability to articulate ideas precisely. Nevertheless, many students still struggle to employ

¹ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed (Harlow: Pearson Education Limited, 2007).

² Francis Katamba, *Morphology*, 2nd ed (London: Macmillan Press, 1993).

bound morphemes accurately in their written works. Common errors include omitting plural markers, incorrect application of tense suffixes, or confusion in using derivational morphemes.³ Such errors can impact the overall grammatical accuracy and clarity of students' writing. Therefore, investigating morphological errors is essential for identifying students' weaknesses in English word formation.

Based on the preliminary observation conducted by the researcher together with the Morphology course lecturer and several third-semester students at the English Education Study Program of UIN Jurai Siwo Lampung, it was found that students' understanding of bound morphemes in writing. Some students stated that they had begun to understand how to use bound morphemes. However, several other students admitted that they were still often confused and frequently made mistakes when applying bound morphemes in writing.

In addition, according to the Morphology course lecturer, some students were able to understand and apply morphemes correctly in their writing tasks. Nevertheless, a number of students still made mistakes, which might be due to forgetfulness or incomplete understanding of how bound morphemes function and change word forms. To minimize such errors, the lecturer explained that one of the strategies implemented was to review and re-explain the morphemes material as well as involve students more actively in classroom activities, such as creating their own example sentences using

³ Stephen Krashen Heidi Dulay, Marina Burt, *Language Two*, 1st ed (Oxford: Oxford University Press, 1982).

morphemes and analyzing what types of morphemes appear in texts, to strengthen their understanding.⁴

The presence of these errors indicates that some EFL students have not fully mastered the rules of English morphology, especially in the use of bound morphemes. This may stem from various factors, such as language transfer, overgeneralization of grammatical rules, inadequate exposure to English input, or insufficient morphological awareness.⁵ As morphology is a fundamental component of linguistic competence, these challenges necessitate systematic analysis to enhance students' writing abilities.

Considering the information provided earlier, the researcher seeks to investigate students' errors in morphology within their English writing. Consequently, this research is entitled "*An Analysis of English Morphological Errors on EFL Students' Writing: A Case Study at English Education Study Program of UIN Jurai Siwo Lampung.*" This study focuses on identifying the types of bound morpheme errors, exploring the factors contributing to those errors, and proposing potential solutions to improve students' understanding of morphology and their writing performance.

⁴ "Preliminary Observation Conducted by the Researcher with the Morphology Course Lecturer and Third-Semester Students at UIN Jurai Siwo Lampung," November, 10th 2025.

⁵ Stephen Pit Corder, *Error Analysis and Interlanguage*, 1st ed (Oxford: Oxford University Press, 1981).

B. Research Questions

The researcher will formulate the research question about:

1. What kinds of the students' errors occur in using bound morphemes in the students' writing at English Education Study Program of UIN Jurai Siwo Lampung?
2. What factors cause the students to make errors in using bound morphemes?
3. What are the possible solutions to minimize the students' errors in using bound morphemes?

C. Objective and Benefit of the Research

Based on the research problem, the study is intended to:

1. Objective of the Research

- a. To identify the types of students' errors in using bound morphemes in their writing.
- b. To find out the factors that causes students to make errors in using bound morphemes.
- c. To provide possible solutions to minimize students' errors in using bound morphemes in their writing.

2. Benefits of the Research

Hopefully, this research is beneficial for the students, the teacher, and other researchers. The benefits of this study are as follows:

a. For the Lectures

The result of this research can be useful for lecturers as a reference to identify students' difficulties in morphology learning and to develop more effective teaching strategies.

b. For the Students

This research is expected to help students understand their errors in using bound morphemes and improve their ability in writing English correctly.

c. For the Other Researchers

This research can be a reference or additional source for future researchers who are interested in conducting similar studies related to morphological errors.

D. Prior Research

In this study, the researcher takes previous studies from other studies. Several researchers have conducted studies related to this research.

First prior research was conducted by Hannisa Haris 2023 "Morphological Errors in Descriptive Student's Writing". He examines morphological error in the descriptive writing of eleventh-grade students at SMA Negeri 1 Bangkinang Kota. The Error Analysis Theory based on Surface Strategy Taxonomy, which divides errors into omission, addition, misformation, and misordering, was used by the researcher using a descriptive qualitative approach. The information was gathered from the essays of 70 students who were chosen by simple random sampling. Finding and

categorizing morphological errors at different levels, such as inflection, derivation, preposition, article, copula be, pronoun, and auxiliary verbs was the main goal of the analysis. The results showed that the most common mistakes were inflectional morphemes (39%), especially omission errors (73%), like the omission of the -s in plural noun forms and third-person singular verbs. Misordering was the least common type (0%). According to these findings, EFL students frequently have trouble using the appropriate inflectional morphemes in grammatical settings. The primary factors found were interference from the mother tongue and a lack of knowledge of English grammar rules.⁶

The second prior research was conducted by Kamisah Ariffin, Norizul Azida Darus, Norhajawati Abdul Halim, and Nurul Akmal Awang 2021 “Using Surface Structure Taxonomy to Analyze Morphological Errors in the Writing of ESL Graduating Students”. Using a simulated writing exit exam, 60 graduating university students’ written works were examined for morphological faults using Error Analysis inside the Surface Strategy Taxonomy framework. The frequency distribution of each error type, omission, addition, misformation, and misordering was analyzed by the researchers using a quantitative approach, and the findings were confirmed by a qualified language teacher. Content omission (19%) and grammatical omission (36%), followed by addition (29.6%), misformation (11.3%), and misordering (4.1%), were the most common omission errors, according to the

⁶ Hannisa Haris, “Morphological Errors in Descriptive Student’s Writing,” *Journal of English Language and Education* 8, no. 2 (2023): 1–7, <https://doi.org/https://doi.org/10.31004/jele.v8i2.394> ?

analysis. L1 interference, intralingual or developmental errors (student's incorrect assumptions about English grammar), and the impact of informal digital writing styles on student's writings were among the other contributing elements that the study revealed.⁷

The third prior research was conducted by Soraya Grabiella Dinamika and Elitaria Bestir Agustina Siregar 2020, "A Morphological Error Analysis of Students' Written Reports on Indonesia's 2014 Presidential Election", This study, conducted at the Department of English Literature of Universitas Sumatera Utara (USU), aimed to investigate the morphological errors made by university students in their report texts on Indonesia's Presidential Election in 2014. The objectives of this qualitative and descriptive study were to: a) find out the most predominant morphological errors made by the students; b) investigate the sources causing the errors; and c) suggest appropriate remediation for identified morphological errors. In analyzing the data, the Error Analysis theory, espoused by Gass and Selinker (2008), was applied as it provides six systematic procedures in overcoming L2 learning errors. Results of the analysis revealed that the students respectively made significant morphological errors in: a) the use of derivational morphemes with 46 errors (51%); b) the use of inflectional morphemes with 43 errors (47%); and c) the use of affixes with two errors (2%). The morphological error made by the students was caused by two primary sources, the interlanguage and

⁷ Nurul Akmal Awang Ariffin Kamisah, Norizul Azida Darus, Norhajawati Abdul Halim, "Analysing Morphological Errors in ESL Graduating Student's Writing Based on Surface Structure Taxonomy," *International Journal of Modern Languages and Applied Linguistics (IJMAL)* 5, no. 3 (2021): 42–53.

intralanguage errors. To address these problematic areas, the researchers have suggested several pedagogical remediations to follow up.⁸

Several researchers have conducted studies related to this research because all of them examined morphological errors in the writing of English language learners and applied the framework of Error Analysis. Specifically, there are several key similarities: all studies investigated morphological errors in EFL/ESL students' writing, analyzed the common types of errors, and identified their possible causes. These similarities indicate that morphological error analysis is a consistent issue across various learning contexts.

However, there are also notable differences. First, the research contexts vary: Haris examined eleventh-grade high school students, Ariffin studied graduating university students through a simulated exit exam, and Dinamika & Siregar analyzed university students' report texts on a specific topic. This research focuses on third-semester students of the English Education Study Program at UIN Jurai Siwo Lampung and uses students' midterm test writing products along with semi-structured interviews as data sources. Second, the methodological approaches differ: Ariffin used a quantitative frequency analysis verified by a language teacher, while Haris and Dinamika & Siregar employed descriptive qualitative methods. This research applies an in-depth qualitative case study using the interactive data analysis model of Miles &

⁸ Soraya Grabiella Dinamika Elitaria Bestir Agustina Siregar, "A Morphological Error Analysis of Students' Written Reports on Indonesia's 2014 Presidential Election," *IJEE (Indonesian Journal of English Education)* 7, no. 1 (2020): 85–94, <https://doi.org/doi:10.15408/ijee.v7i1.16978>.

Huberman, which provides a systematic procedure for data triangulation and verification.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Morphemes

1. The Definition of Morphology

Morphology derives from the Greek term “*morph*”, which signifies “shape” or “form”. Within linguistics, it carries a precise meaning: the examination of word’s internal structures and the principles that dictate their creation. This field explores the tiniest units in language that bear meaning, called morphemes, and how they merge to generate words and express significance.

Spencer describes morphology as concerning the organization of morphemes and the consistent rules that regulate word creation in various languages.¹ Haspelmath posits that morphology ought to center on the notion of the morph, defined as the smallest linguistic element that connects meaning to sound, thus enhancing comparative studies across languages.² Additionally, Zaniar portray morphology as the analysis of derivational and inflectional morphemes, focusing

¹ Andrew Spencer, *Morphological Theory: An Introduction to Word Structure in Generative Grammar*. Oxford & Cambridge, MA: Basil Blackwell, 1991. Pp. xviii + 512., 2008, <https://doi.org/10.1017/S0022226700015358>.

² Martin Haspelmath, “The Morph as a Minimal Linguistic Form” 30 (2020): 117–34, <https://doi.org/10.1007/s11525-020-09355-5>.

especially on the impact of prefixes and suffixes on word construction, lexical categories, and the syntactic roles of base words.³

From these explanations, it follows that morphology constitutes the investigation of word creation and its connections to other words in a given language.

2. The Definition of Morphemes

Linguists define a morpheme as the smallest unit of language that has its own meaning. A morpheme is the smallest meaningful unit of word that can be identified. Additionally, the term “morpheme” refers to the smallest indivisible units of semantic content or grammatical function from which words are formed.⁴

Morpheme is the lowest and most fundamental unit of language. Free morphemes are those that can stand on their own, whereas bound morphemes are those that can't stand alone, categorized as suffixes, infixes, and prefixes. Morphemes also include derived and inflected morphemes. Morpheme in a part of language that has many functions to build the word and sentences.⁵

Based on the explanation above researcher can conclude that Morpheme is the smallest unit of language that construct words and also include derived and inflected morphemes.

³ Savira Zaniar et al., “Comprehensive Analysis of Derivational Morphemes for English Language Acquisition and Inflectional” 5, no. 8 (2024): 653–64.

⁴ Khashimova Sabokhat Abdullaevna, “On the ‘Morpheme’ Concept in Chinese Linguistic,” *International Journal of Social Science Research and Review* 5, no. 4 (2022): 176–80, <https://doi.org/https://doi.org/10.47814/ijssrr.v5i4.278>.

⁵ Geert Booij, “Morphology: The Structure of Words,” 2015, 120–33, <https://doi.org/https://doi.org/10.4324/9781315718453-13>.

3. Type of Morphemes

a. Free morphemes

Free morphemes refer to those linguistic units that can independently as complete words while conveying their own meaning. These elements possess inherent significance without needing any additional affixes to be attached.⁶ Example: *book, run, happy, dog*

Based on the explanation above researcher can conclude that a free morpheme is the smallest elements without needing any additional affixes to be attached and can stand alone.

b. Bound Morphemes

In contrast to free morphemes, bound morphemes cannot occur independently as words, they must attach to other morphemes to create meaning. In English, they are typically realized as affixes, such as prefixes and suffixes, which provide grammatical or semantic modifications to base forms.

1) Inflectional morphemes

Inflectional morphemes are affixes that they do not change the grammatical class or the essential meaning of a word but only modifies the form of a word to indicate grammatical features such as tense, number, possession, or

⁶ Paramita Kusumawardhani, "The Analysis of Functional Morpheme in Hansel and Gretel Short Story" 8, no. 1 (2023): 154, <https://doi.org/DOI: 10.30998/scope.v8i1.18732>.

comparison.⁷ Examples of inflectional morphemes are presented in the table below:

Table 2.1
Example of Inflectional Morphemes

Inflectional morpheme	Function	Example
-s (plural)	Changes a noun from singular to plural	an apple → two apples
-‘s (possessive)	Indicates possession	Andini’s shop
-er (comparative)	Forms the comparative degree of adjectives	Ariana is taller than Grace.
-est (superlative)	Forms the superlative degree of adjectives	She is the smartest of all.
-s (third person singular)	Indicates present tense for third-person singular verbs	He plays volleyball.
-ed	Marks past tense	They helped the old man.
-ing	Forms present participle/continuous aspect	He was eating.
-en	Forms past participle	Darken the circle.

2) Derivational morphemes

Derivational morphemes are affixes that create new words or change the grammatical category of an existing word.⁸ For example: *good* (adjective) + *-ness* (derivational suffix) → *goodness* (noun). In this case, the adjective *good* is transformed into the noun *goodness* by adding the

⁷ Siyaswati, “The English Inflectional Suffixes And Derivational Affixes In ELT,” 2019, 133–41, <http://journal.um-surabaya.ac.id/index.php/Pro/article/download/3008/2084>.

⁸ Muzaffar Ali, Abdul Hamid, and Ghani Rahman, “Acquisition of English Derivational Morphemes by Students at Selected Universities in Khyber Pakhtunkhwa , Pakistan” 5, no. 1 (2021): 338–56.

derivational morpheme *ness*. Examples of derivational morphemes are presented in the table below:

Table 2.2
Example of Derivational Suffix

Suffix	Change	Example
-ant	V > N	claim-ant, defend-ant
-(at)ion	V > N	realiz-ation, assert-ion, protect-ion
-er	V > N	teach-er, work-er
-ing ₁	V > N	the shoot-ing, the danc-ing
-ing ₂	V > A	the sleep-ing giant, a blaz-ing fire
-able	V > A	fix-able, do-able, understand-able
-ive	V > A	assert-ive, impress-ive
-ful	N > A	faith-ful, hope-ful, dread-ful
-al	N > A	president-ial, nation-al
-(i)an	N > A	Arab-ian, Einstein-ian
-ic	N > A	optimist-ic, cub-ic
-less	N > A	brain-less, penni-less
-ous	N > A	poison-ous, lecher-ous
-ize	N > V	hospital-ize, crystal-ize, computer-ize
-ate	N > V	activ-ate, captiv-ate
-en	N > V	black-en, hard-en
-ity	A > N	prior-ity, real-ity
-ness	A > N	happi-ness, sad-ness
-ly a	A > Adv	slow-ly, careful-ly

Table 2.3
Example of Derivational Prefix

Prefix	Change	Example
anti-	N > N	anti-pollution
ex-	N > N	ex-president, ex-wife
de-	V > V	de-activate, de-mystify
dis-	V > V	dis-continue, dis-obey
mis-	V > V	mis-identify, mis-place
re-	V > V	re-think, re-state
in-	A > A	in-competent, in-complete
un-	A > A	un-happy, un-intelligent

4. The Characteristic of Morphemes

a. The Characteristic of Inflection Morphemes

Inflectional morphemes have various characteristics, including the fact that the meaning of the art of speech does not change as a result of the morpheme, they demonstrate the connection of syntactic or semantic in different words of a sentence, and all members of the generally occur at the margins of words. Inflection can be defined as the process of adding affixes to roots or bases that do not modify the class of a word in the most sophisticated speech level of a certain language.⁹

In other words, inflectional morphemes are the words formed by mixing free and bound morphemes without modifying the word itself. The location of the inflection affix is always suffix.

b. The Characteristic of Derivational Morphemes

Derivational morphemes distinguish word classes such as noun, verb, adjective, adverb, preposition, and conjunction. To depict the internal structure of words it is required to go beyond identifying each morpheme component and classify these pieces based on their contribution to the meaning and function of the longer word. Derivational morphemes define

⁹ Siyaswati, "The English Inflectional Suffixes And Derivational Affixes In ELT.",.134.

new lexemes produced using prefix and suffix on a base, which are commonly referred to as derived words happiness, a noun.¹⁰

The researcher concludes that derivational morphemes are affix and suffix on a base, which are commonly refers to as derived words. It can modify the meaning of the base term and produce a new one.

B. The Concept of Error

1. Definition of Error

Corder described learner's errors as "important indicators of the learning process", since they reflect the individual's built-in understanding of the target language during a particular phase of growth. Rather than viewing errors as mere indicators of shortcomings or lack of skill, Corder saw them as a vital component of language acquisition, offering key information that allows educators and scholars to explore the learner's interlanguage framework.¹¹

In essence, Corder advocated for a positive perspective on errors, noting that they enable teachers to recognize how learners handle new language material and pinpoint the challenges they face in achieving proficiency in the second language.

¹⁰ Ibid., 137.

¹¹ Stephen Pit Corder, "The Significance Of Learner's Errors," *International Review of Applied Linguistics in Language Teaching* 5, no. 4 (1967): 161–70.

2. Categories of Errors

Learners' errors are four primary types, providing a framework for examining the nature of errors in second language use¹²:

a. Addition Errors

These involve learning extra or unneeded items or word endings into a sentence. Example: *The sparrows is flying*. Wrong addition of plural marking to "*sparrow*".

b. Omission Errors

These arise when learners leave out necessary words or elements. Example: *He go to school*. Missing the "-es" ending for third-person singular.

c. Misformation

Errors that happen when the elements misused grammar for replace the right element. Example: *He goed to school yesterday*. Past forming which is wrong with the verb "go".

d. Misordering

These happen when parts of a sentence are placed in the incorrect sequence, leading to unnatural or grammatically flawed expressions. Example: "*He is a dear to me friend*". Should be "*He is a dear friend to me*".

¹² Heidi Dulay, Marina Burt, *Language Two*.

3. Factors Causing Learner's Errors

Errors are caused by several linguistic, psychological, and cognitive factors. These factors can be summarized as follows¹³:

a. Language Transfer

Language transfer takes place when elements or patterns from the learner's native language (L1) affect their application of the target language (L2). Positive transfer aids the learning process when similarities exist between the languages. Negative transfer leads to mistakes when differences create conflicts. Example: He go to school (affected by an L1 pattern that skips tense indicators).

b. Overgeneralization

Overgeneralization arises when learners extend a single grammatical rule to situations where it does not apply. Example: She goed to school (extending the regular past tense ending "-ed" to an irregular verb).

c. Simplification

This happens when learners opt for simpler structures instead of more complex ones, often resulting in incomplete or incorrect sentences. Example: "He go school" instead of "He goes to school".

¹³ Agsa Jabeen, Bahram Kazemian, and Muhammad Shahbaz Mustafai, "The Role of Error Analysis in Teaching and Learning of Second and Foreign Language," *Education and Linguistics Research* 1, no. 2 (2015): 52, <https://doi.org/10.5296/elr.v1i2.8189>.

d. Fossilization

Fossilization describes the persistence of incorrect patterns in the learner's interlanguage, making them resistant to correction despite prolonged practice or exposure.

e. Lack of Knowledge of the Rules

Errors can stem from inadequate understanding of the target language's grammar, such as rules for verb agreement, tenses, or word inflections.

4. Morphological Learning Strategies

To help minimize errors in the use of bound morphemes, several learning strategies can be applied by students to strengthen their understanding and accuracy in morphological usage. These strategies assist learners in overcoming confusion, reinforcing memory of morphological patterns, managing their learning independently, and building confidence during the learning process. The following strategies are commonly used to support the improvement of students' morphological competence¹⁴:

a) Inferencing

This strategy involves guessing or inferring the meaning or form of a word based on context, prior knowledge, or available clues. By using inferencing, learners can more easily

¹⁴ Rod Ellis, *The Study of Second Language Acquisition* (Oxford: Oxford University Press, 1985).

recognize whether a word contains an affix and understand the meaning changes that result from its use.

b) Cognitive Repetition

This learning strategy requires students to repeatedly practice words, forms, or structures to strengthen their memory and internalize the morphological patterns. Through consistent repetition, students can reduce errors in applying affixes, both inflectional and derivational.

c) Self-Management

This strategy emphasizes the learners' ability to organize, plan, and control their own learning processes, including managing time, setting goals, and regulating study habits. With self-management, students can direct their learning more effectively and practice using bound morphemes independently.

d) Affective Cooperative Strategy

This strategy focuses on managing emotions and working collaboratively with peers. By learning together in pairs or small groups, students can support one another, reduce anxiety, and build confidence when studying morphology. A positive learning environment helps students understand affixes and morpheme patterns more effectively.

C. The Concept of Writing

1. Definition of Writing

Writing can be understood as the process of expressing ideas through written symbols that represent language and meaning. Through writing, a writer conveys information and thoughts to the reader so that the message can be understood.¹⁵ Writing involves several essential components such as ideas, organization, vocabulary, grammar, punctuation, and coherence.¹⁶ In other words, writing is a way to communicate ideas using correct word forms, sentence structures, and mechanics to produce meaningful and understandable texts.

Writing is often considered one of the most complex and difficult skills to master, especially for second or foreign language learners.¹⁷ It requires not only a wide vocabulary but also the ability to organize ideas clearly and coherently. Writing also involves several linguistic elements such as content, grammar, vocabulary, spelling, mechanics, and even morphological forms. Therefore, writing emphasizes how words are correctly formed and used within sentences to convey meaning accurately.

¹⁵ Siti Nur Laily Hussin and Azlina Abdul Aziz, "Rethinking the Teaching Approaches of ESL/EFL Writing Skills," *International Journal of Academic Research in Progressive Education and Development* 11, no. 1 (2022): 1044–54, <https://doi.org/https://doi.org/10.6007/IJARPED/v11-i1/12174>.

¹⁶ Yenni Arif Rahman, Fitri Apriyanti, and Arrizqi Ramadhan, "Implementing Process Writing Approach to Improve EFL Students' Writing Performance in Academic Writing," *Attractive: Innovative Education Journal* 6, no. 1 (2024): 464–72, <https://doi.org/https://doi.org/10.51278/aj.v6i1.1096>.

¹⁷ Blanka Frydrychova Klimova, "The Importance of Writing," *Paripex-Indian Journal Of Research* 2, no. 1 (2013): 9–11, <https://doi.org/DOI:10.15373/22501991/>.

From the explanations above, it can be concluded that writing is a process of generating and organizing ideas into coherent paragraphs. It requires the writer's ability to arrange words and sentences based on grammatical structure and logical organization so that the written message becomes clear and meaningful.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a case study method, allows for an in-depth examination of the specific context of students at English Education Study Program of UIN Jurai Siwo Lampung, specifically focusing on third-semester, consisting of a total of 15 students. Which is a qualitative research design to explore the English morphological errors in the EFL students' writing.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.¹ It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups. The definition of qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret the meaning of this data so that it can help us understand social life through the study of populations or targeted places.

Qualitative research methods are subjective from the participant's perspective descriptively which proposes to gather information at this time, to identify problems, to make comparisons or evaluations and to learn from the experiences of others to make decisions. In other words, this research method is more about giving a clear picture of a problem in accordance with the facts in the field.

¹ John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE Publications Asia-Pacific Pte. Ltd, 2018, <https://doi.org/10.4324/9780429469237-3>.

According to John Gerring, the key characteristic that distinguishes case studies from all other methods is the reliance on evidence drawn from a single case and its attempts, at the same time, to illuminate features of a boarder set of cases.² A case study is a detailed and in-depth exploration of a specific instance, situation, or phenomenon within its real-life context. It is characterized by its focus on a particular subject, such as an individual, group, organization, or event, allowing for an intensive examination of its complexities and unique aspects.

Case studies are often qualitative in nature, using various methods like interviews, observations, and document analysis to gather comprehensive data. They emphasize context and are designed to understand the subject in its natural setting, providing rich, detailed insights that cannot be captured through broader, more generalized research methods. Additionally, case studies are flexible and adaptable, enabling researchers to explore emerging themes and questions as the study progresses. This approach is commonly used in disciplines such as sociology, psychology, education, and business, making it a valuable tool for generating a deeper understanding of specific issues or phenomena.

B. Data Resource

There are basically two kinds of data sources, namely: primary and secondary sources.

² John Gerring, *Case Study Research Principles and Practices, Sustainability (Switzerland)*, vol. 11 (New York: Cambridge University Press, 2019).

1. Primary sources

Primary data consist of original materials on which research is based, providing direct evidence or testimony related to the topic under study. These sources present information in its original form without interpretation, condensation, or evaluation by other researcher. In this study, the primary data derived from third-semester students at English Education Study Program of UIN Jurai Siwo Lampung.

2. Secondary sources

Secondary data are obtained from existing literature and resource that offer context and support for the primary findings. In this study, secondary data are drawn from books, academic journals, and articles, which help to enrich the analysis and provide a broader understanding of the research topic.

C. Data Collecting Technique

Technique of data collection is a data gathering technique is a way that researcher used to collect data related to research problem. In this research, to collect the data the researcher uses:

1. Interview

This interview aims to obtain more in-depth information regarding students' difficulties in using bound morphemes, and the influencing factors.

The type of interview that used is a semi-structured interview. Semi-structured interviews are chosen because they provide a balance

between pre-prepared questions and flexibility for the researcher to develop additional questions based on the students' response. In this way, the data obtained is richer while remaining focused on the research objectives.

In this interview, the researcher prepares several core questions as guidelines, including:

List of Interview Guidelines

- 1) What do you know about bound morphemes?
- 2) What kinds of difficulties do you experience when using bound morphemes in your writing?
- 3) Can you give some examples of words or sentences by using bound morphemes?
- 4) What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?
- 5) In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

When collecting data, it is important to record it in a way that is accurate and organized. Audio recordings will be used to capture interview. It can be transcribed later for analysis the result. Moreover, it can also make it easier for us to find out the details of the interviewee's answers.

2. Documentation

Besides interviews, the study utilizes documentation as a method for collecting data. Documentation serves to gather supplementary data that can corroborate the outcomes of the

interviews. The documents collected consist of students' written products from midterm test and other students' written results of third-semester students in the English Education Study Program at UIN Jurai Siwo Lampung. These documents are analyzed to identify morphological errors, particularly those related to the use of bound morphemes in students' writing.

Table 3.1
Classification of Error Categories that Appear in Students' Writing

No	Categories of errors			
	Omission	Addition	Misformation	Misordering
1.				
2.				

D. Data Analysis Technique

In this research, the data were analyzed using the interactive model proposed by Miles and Huberman, which consists of three main components: data reduction, data display, and conclusion drawing/verification³. This model was chosen because it provides a systematic and cyclical process that helps the researcher organize, interpret, and verify the data obtained from interviews and students' writing products:

³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, Sage Publications, 2nd ed (Thousand Oaks: International Educational Professional, 1994).

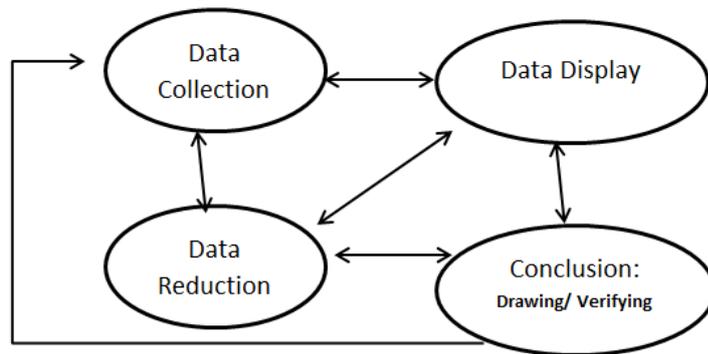


Figure3.1: The Model of Qualitative Data Analysis (Miles & Huberman)

1. Data Reduction

Data reduction refers to the process of selecting, simplifying, and focusing on the most relevant information related to morphological errors in bound morphemes. In this stage, the researcher collected and read all data obtained from students' written products and transcribed interview results with the Morphology course lecturer and third-semester students.

The researcher then identified the types of morphological errors that appeared in students' writings, such as errors in using bound morphemes. The irrelevant data were eliminated, and only significant information related to the research focus was retained for further analysis.

2. Data display

After the data were reduced, the next step was data display. In this stage, the researcher organized the data systematically into tables and descriptions to make it easier to understand and interpret. The classified errors were displayed according to their categories, for

example: omission of bound morphemes, addition, misformation, or misordering.

The researcher also displayed excerpts from students' writings and interview responses to support each finding. This visual and descriptive presentation helped the researcher to observe patterns and relationships among types of morphological errors and their possible causes.

3. Conclusion Drawing/Verification

The final stage involved drawing conclusions and verifying the findings. In this phase, the researcher interpreted the data based on the analysis results and linked them with relevant linguistic theories on morphology and error analysis. The conclusions were drawn regarding the types of morphological errors, the factors causing these errors, and the possible solutions to minimize them.

Verification was conducted continuously throughout the research process by rechecking the data, confirming findings with the Morphology lecturer, and comparing the results from interviews and documentation. This ensured the validity and accuracy of the conclusions drawn from the study.

E. Trustworthiness

To guarantee the reliability of the research, multiple approaches will be utilized⁴:

1. Credibility

To ensure the credibility of this research, the researcher applied triangulation technique. The triangulation was conducted by comparing the results of the interviews with the data obtained from the students' written products in the midterm test. This process helped the researcher verify whether the students' statements during the interview were consistent with their actual writing performance.

In addition, the findings were discussed with the supervisor to confirm that the interpretation of the data was accurate and credible.

2. Transferability

Transferability in this study was ensured by providing a detailed and clear description of the research context, including the setting, participants, and data collection process. The researcher focused on third-semester students of the English Education Study Program at UIN Jurai Siwo Lampung, who were taking the Morphology course. By giving a thorough explanation of the research background, procedures, and findings, other researchers can determine whether the results of this study may be applicable in similar contexts or EFL learning situations.

⁴ Egon G. Guba Yvonna S. Lincoln, *Establishing Trustworthiness. Naturalistic Inquiry* (Beverly Hills: Sage Publication, 1985).

3. Dependability

Dependability was maintained by documenting all research procedures systematically. The researcher used Miles and Huberman's model of data analysis, which includes data reduction, data display, and conclusion drawing/verification. Every stage of data collection and analysis from gathering students' writing samples, conducting interviews, to coding and categorizing morphological errors was recorded carefully.

4. Confirmability

Confirmability was achieved by ensuring that the findings of the research were based on the actual data, not on the researcher's personal bias or assumptions. The researcher provided clear evidence such as interview transcripts and students' writing samples to support every interpretation made in the analysis. In addition, peer debriefing with the supervisor was conducted to minimize researcher bias and strengthen objective data interpretation.

CHAPTER IV

RESULT AND DISCUSSION

A. The Result of the Research

This chapter was the main part of the research, the researcher deals with analysis and interpretation of field data. The field data was taken from the students of third-semester at English Education Study Program of UIN Jurai Siwo Lampung. According to the theory from Dulay and Burth about categories of errors: omission, addition, misformation, and misordering. The data were taken from interviews and documents students' writing, to found out and identify the types of students' errors in using bound morphemes, the factors that causes students to make the errors, and possible solutions to minimize students' errors in using bound morphemes in their writing.

1. Types of Errors on Students' Writing

Before presenting the classification of students' morphological errors, the researcher first analyzed all written documents collected from the midterm test and other written documents. The analysis focused on identifying incorrect uses of bound morphemes, including omissions, additions, misformations, and misorderings. The errors found in students' writing are organized in the table below:

Table 4.1
Classification of Error Categories that Appear in Students' Writing

No	Categories of errors			
	Omission	Addition	Misformation	Misordering
1.	Two type	Alones	Award wining	-
2.	Two kind	Affixeses	Inflectionl morphems	
3.	Free morpheme		Typicall	
4.	Bound morpheme		Afixes	
5.	300 Islamic school teacher		ward-winning	
6.	300 school		Clases	
7.			Plurazation	
8.			Hapiness	
9.			Gramatical	
10.			Smals	

Based on the analysis of morphological errors, several types of errors were found in the students' writings.

a. Omission Errors

Omission errors occur when students omit a required morpheme in a word or sentence. This often include leaving out plural markers (-s/-es).

Based on table above, in the omission category, students made errors by omitting required morphemes in several words such as:

Table 4.2
Table of Omission Errors Identified in Students' Writing

No.	The student's writing	The correct forms
1.	“Bound morphemes are divided into two type ” (DCS)	Two types
2.	“There are two kind of morphemes” (RI)	Two kinds
3.	“ Free morpheme : morphemes can stand alone” (INR)	Free morphemes
4.	“There are two types of bound morpheme ” (MS)	Bound morphemes
5.	“More than 300 Islamic school ” (MS)	300 Islamic schools
6.	“More than 300 Islamic school teacher , principals, and administrators” (RI)	300 Islamic school teachers

In these forms, the students omitted the plural marker **-s**, causing the words to lose their plural meaning.

b. Addition Errors

Addition errors arise when students add unnecessary morphemes to a word. This may include adding a plural marker to a noun that should remain singular, inserting extra affixes, or

adding elements that do not grammatically belong in the structure of the word.

In the addition category, students made errors by adding unnecessary morphemes in several words such as:

Table 4.3
Table of Addition Errors Identified in Students' Writing

No.	The student's writing	The correct forms
1.	"Free morphemes can stand <u>alones</u> " (DCS)	Alone
2.	"Derivational morphemes create different form by adding <u>affixeses</u> " (NQ)	Affixes

The student added the plural marker *-s* to an adjective, which cannot be pluralized. A similar error occurred in the form "*affixes*" where the student added the ending *-es* excessively.

c. Misformation Errors

Misformation errors occur when students use an incorrect form of a morpheme. This type of error includes using the wrong affix, applying an incorrect spelling pattern, or producing an inaccurate derivational or inflectional structure.

The highest number of errors occurred in the misformation category, where students produced incorrect morpheme forms, misspellings, or incorrect inflectional or derivational patterns.

Table 4.4
Table of Misformation Errors Identified in Students' Writing

No.	The student's writing	The correct forms
1.	“ <u>Award-wining</u> children's author” (DCS)	Award-winning
2.	“Rukayat yakub was <u>ward-winning</u> children's author” (RI)	Award-winning
3.	“ <u>Inflectionl morphems</u> and derivational morphemes” (DCS)	Inflection morphemes
4.	“There are two <u>typicall</u> prefixes and suffixes” (DS)	Typical
5.	“Suffix: -ness in <u>hapiness</u> ” (DCS)	Happiness
6.	“Add <u>gramatical</u> information” (DS)	Grammatical
7.	“Create new word or change word <u>clases</u> ” (RR)	Classes
8.	“Morpheme is the <u>smals</u> unit of meaning” (KUL)	Smallest
9.	“Inflectional morpheme is adding <u>afixes</u> but without changing word <u>clases</u> ” (KUL)	Affixes, Classes
10.	“Add <u>gramatical</u> information, such as <u>plurazation</u> or verb tense” (HA)	Grammatical, Pluralization

d. Misordering Errors

Misordering errors occur when students place morphemes, affixes, or sentence elements in the wrong order, resulting in a structure that does not follow grammatical rules. This may happen when students incorrectly arrange word parts or swap the position of grammatical elements.

Meanwhile, in the misordering category, no errors were found because there were no data indicating the incorrect sequence of morphemes or word elements. Thus, it can be concluded that no misordering errors occurred in the students' writings.

2. Factors that Make Students Errors

According to Selinker as cited in Jabeen, the factors contributing to learners' errors include Language transfer, Overgeneralization, Simplification, Fossilization, Lack of knowledge of the rules. However, in this study, only the factor of lack of knowledge of the rules was identified as influencing the students' errors.

Lack of knowledge of the rules is when learners simply do not yet know the correct grammatical or morphological rules. Such as Limited vocabulary knowledge, Confusion in affix placement, Misidentifying word classes, incorrect grammatical endings due to unclear rule understanding. This conclusion is supported by the students' statements during the interview session.

Table 4.5
Table of Students' Statements Regarding the Factors of Lack of Knowledge of the Rules

No	The Factors Learners' Errors	Students' Statements
1.	Language transfer	-
2.	Overgeneralization	-
3.	Simplification	-
4.	Fossilization	-
5.	Lack of knowledge of the rules	
	1) Limited vocabulary knowledge	<p>“Lack of understanding related to English vocabulary, whether this is the original word or there are already affixes.” (NF)</p> <p>“Minimize of vocabulary, I confused with prefix or suffix.” (SF)</p>
	2) Confusion in affix placement	<p>“Sometimes, I still confused between inflection and derivation. Sometimes, it still interchanged.” (NS)</p> <p>“I have a bit trouble with the suffix.” (KUL)</p> <p>“I’m not good at it because of a lot of affixes. Sometimes, it’s also confusing to set up.” (RM)</p> <p>“Lack of understanding caused by the large number of affixes. And sometimes, it still interchanged.” (OR)</p> <p>“The affixes are often mixed up.” (RI)</p>

		“Sometimes I get confused about the affix is inflectional or derivational.” (ITU)
	3) Misidentifying word classes	<p>“It’s difficult for me to distinguish between derivation and inflection, and also the word classes.” (INR)</p> <p>“Sometimes I get confused about the affix is inflectional or derivational, and whether the word class stays the same or changes”. (DCS)</p> <p>“Sometimes I get confused about the word class is stays the same or changes. I often mix them up.” (ITU)</p>
	4) Incorrect grammatical endings	<p>“I’m still confused about using -s and -ed.” (NQ)</p> <p>“When I find a new vocabulary word, I get confused whether it is the base word or it already has an affix. I also get confused about where to put -es, -ed, or other affixes.” (HA)</p>

The interview data indicates that students’ difficulties mainly stem from limited understanding of bound morphemes. Many of them struggle with recognizing affixes, distinguishing inflectional and derivational forms, and identifying changes in word classes. Their confusion also appears in choosing the correct grammatical endings such as -s, -es, and -

ed. Overall, these statements show that students often feel uncertain about how affixes function in word formation.

3. Students' Strategies to Minimize Errors From the Students

Some of students gift their opinion about strategies to minimize this problem as proposed by Ellis such as Inferencing, Cognitive repetition, Self-management, Affective cooperative/strategy:

Table 4.6
Table of Strategies to Minimize the Errors

Strategies	Explanation	Students' statement
Inferencing	A strategy in which learners guess or infer the meaning or form of a word based on context, prior knowledge, or clues	"Frequently analyze texts that contain affixes" (DS), "Being used to taking test helps me improve" (SF)
Cognitive Repetition	A learning strategy that involves repeating words, forms, or structures to help remember and internalize them	"Do more practice" (NF), "Understand the material. Review it often so we can remember it" (MS)
Self-management	A strategy where learners organize, plan, and control	"I also watch explanation videos to

	their own learning process, including time, goals, and study habits.	understand better” (HA), “Enrich my vocabulary that contains bound morphemes” (RI)
Affective Cooperative/strategy	A strategy in which learners manage their emotions and work together with others to reduce anxiety and improve learning	“Writing on board one by one; building confidence” (HA)

The average student that the most appropriate thing to overcome the above problems according to them is to practice more and review the material. They realize that with more practice and always review the material they will be able to master linguistic field such as morphology, especially, bound morphemes. Only consistency of them needs to be improved their understanding, practicing, and knowledge.

B. Discussion

The findings of this study provide a comprehensive analysis of students' difficulties in using bound morphemes. A total of 18 morphological errors were identified in students' writing, consisting of Omission (6 errors;

33.3%), Addition (2 errors; 11.1%), Misformation (10 errors; 55.6%), and Misordering (0 errors; 0%).

Among these categories, misformation errors were the most dominant. There were six students made this error. This indicates that students faced considerable challenges in forming correct morphemes, especially in applying derivational and inflectional rules and recognizing accurate spelling patterns in affixed words. Errors such as *award-wining*, *ward-winning*, *inflectionl morphems*, *typicall*, *hapiness*, *clases*, *smals*, *gramatical*, *afixes*, and *plurazation* illustrate the students' tendency to construct incorrect word forms due to inaccurate application of bound morpheme rules. These patterns suggest that students have not yet mastered the fundamental principles of English morphological processes.

Omission errors were the second most frequent error type (6 errors; 33.3%). Omission is an error that is repeatedly made by many students. These errors involved the absence of obligatory morphemes, especially plural markers. Examples such as *two type*, *two kind*, *300 school*, *free morpheme*, *bound morpheme*, and *300 Islamic school teacher* demonstrate students' frequent failure to apply the plural suffix *-s* despite its grammatical requirement. This indicates limited awareness of morpho-grammatical functions and difficulty in identifying required bound morphemes.

Addition errors appeared less frequently (2 errors; 11.1%) and occurred when students inserted unnecessary morphemes. There were two students who made addition errors. Instances such as *alones* and *affixeses* show

overgeneralization of pluralization or affixation rules, reflecting students' uncertainty regarding when bound morphemes are appropriate. Meanwhile, no misordering errors (0%) were found, suggesting that students did not experience significant difficulty in determining the correct sequence of morphemes within word structures.

Table 4.7
Distribution of Morphological Error Frequencies

Error category	Frequency
Omission	6
Addition	2
Misformation	10
Misordering	0
Total	18

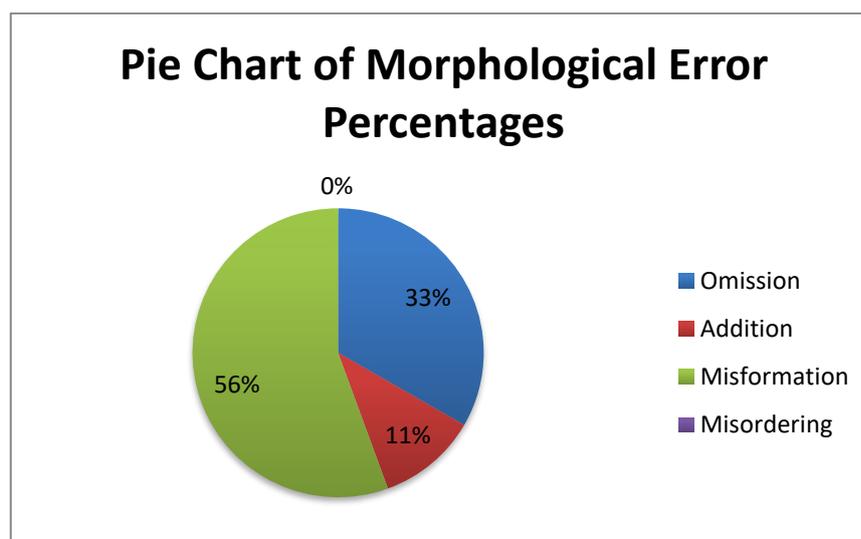


Figure 4.1: Pie Chart of Morphological Error Percentages

This study involved 15 third-semester students of the English Education Study Program. The analysis of students' writing revealed different patterns of morphological errors among the participants. Out of 15 students, six students made misformation errors, indicating difficulties in selecting and forming correct bound morphemes. Two students produced addition errors, which occurred when unnecessary affixes were added to words. Meanwhile, most of the remaining students mainly made omission errors, particularly in failing to include required morphemes such as plural markers.

The findings also showed that there were students who did not make any morphological errors in their writing. This suggests that not all students experienced the same level of difficulty in using bound morphemes. Overall, misformation emerged as the most dominant error type among the students, followed by omission and addition errors. These results indicate varying levels of morphological competence among third-semester EFL students and highlight the need for more focused instruction on bound morphemes, especially in word formation and affix usage.

These findings align with and extend previous studies on morphological errors conducted by Haris, Ariffin, and Dinamika & Siregar. Although these studies were conducted in different contexts, they similarly reported that students struggle to apply morphological rules correctly, particularly those related to bound morphemes. The dominance of misformation errors in this study is consistent with Haris, who also found that inflectional morphemes, especially plural markers and third-person singular

endings were the most problematic for learners.¹ Similar to Haris's results, the students in this study frequently misapplied inflectional endings such as -s, -es, and -ed, contributing to both omission and misformation errors. These similarities reinforce the notion that EFL learners commonly face challenges in achieving morphological accuracy due to insufficient mastery of rule-governed morpheme usage.

The findings correspond closely with those of Ariffin, who reported that omission and addition errors frequently occur in students' writing.² In the present study, addition errors such as *alones* and *affixeses* also indicate the overgeneralization of morphological rules. Both studies attribute these errors to intralingual factors, L1 influence, and limited grammatical awareness. Likewise, the findings of Dinamika & Siregar support the results of this research by showing that both derivational and inflectional morphemes remain major sources of difficulty for EFL learners.³ The present study revealed similar issues, as many students struggled to determine whether affixes changed word class or grammatical function, demonstrating inadequate understanding of affix roles and limited vocabulary knowledge.

Interview results further support the findings by explaining underlying factors contributing to students' errors. Students reported challenges such as

¹ Hannisa Haris, "Morphological Errors in Descriptive Student's Writing," *Journal of English Language and Education* 8, no. 2 (2023): 1–7, <https://doi.org/10.31004/jele.v8i2.394?>

² Nurul Akmal Awang Ariffin Kamisah, Norizul Azida Darus, Norhajawati Abdul Halim, "Analysing Morphological Errors in ESL Graduating Student's Writing Based on Surface Structure Taxonomy," *International Journal of Modern Languages and Applied Linguistics (IJMAL)* 5, no. 3 (2021): 42–53.

³ Soraya Grabiella Dinamika Elitaria Bestir Agustina Siregar, "A Morphological Error Analysis of Students' Written Reports on Indonesia's 2014 Presidential Election," *IJEE (Indonesian Journal of English Education)* 7, no. 1 (2020): 85–94, <https://doi.org/doi:10.15408/ijee.v7i1.16978>.

limited vocabulary, confusion in determining correct morpheme placement, and uncertainty in selecting appropriate affixes. To address these difficulties, they described several strategies, including reviewing material regularly, increasing practice, analyze texts containing affixes, and enriching vocabulary related to bound morphemes. These strategies correspond to theoretical model proposed by Rod Ellis, particularly in the areas of affective-cooperative strategies, self-management, cognitive repetition, and inferencing.

Overall, the findings demonstrate that while students are aware of the importance of practice, exposure, and consistent review, they still require improved mastery of morphological rules and more strategic learning approaches to achieve accurate use of bound morphemes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of students' documents and interview data, several conclusions can be drawn regarding students' errors in using bound morphemes. The study found 18 morphological errors made by third-semester students of the English Education Study Program at UIN Jurai Siwo Lampung, classified into omission, addition, misformation, and misordering. Misformation was the most dominant error type (55.6%), showing that students had notable difficulty applying derivational and inflectional rules, selecting appropriate affixes, and producing correct spelling patterns. Errors such as award-wining, ward-winning, inflectionl morphems, typicall, hapiness, afixes, clases, smals, gramatical, and plurazation illustrated their incomplete mastery of English morphological processes.

Omission errors (33.3%) were also frequent, mainly involving the missing plural morpheme -s/-es, as seen in two type, two kind, free morpheme, bound morpheme, 300 school, and 300 Islamic school teacher. This suggests that students struggled to identify obligatory grammatical markers. Addition errors (11.1%) occurred when students added unnecessary morphemes or overgeneralized plural and affixation rules, as seen in alones and affixeses. No misordering errors were found, indicating that students did not face major difficulties in morpheme sequencing.

Interview findings showed that the primary factor causing these errors, based on Selinker's classification, was lack of knowledge of the rules. Students reported confusion in distinguishing inflection and derivation, difficulty identifying word classes, uncertainty in affix placement, and limited vocabulary. These issues contributed to incorrect morphological application.

Students also mentioned several strategies to overcome these difficulties, such as practicing more, reviewing material regularly, analyzing texts with affixes, watching explanation videos, and enriching vocabulary. These strategies correspond to Ellis's framework, including inferencing, cognitive repetition, self-management, and affective-cooperative strategies.

Overall, the study concludes that students have not yet mastered key aspects of bound morphemes, especially derivational and inflectional morphology. While they understand the importance of consistent practice and exposure, their limited grasp of morphological rules still leads to frequent errors. Strengthening understanding of affixes and improving strategic learning remain essential for enhancing accuracy in bound morpheme usage.

B. Suggestion

Based on the conclusions of this study, several suggestions are proposed for students, lecturers, and future researchers. For students, it is recommended to maintain consistent practice and exposure to affixed words through reading and writing, and to apply self-regulated learning strategies such as reviewing material regularly, expanding vocabulary, and recognizing patterns in inflectional and derivational morphemes.

Lecturers are encouraged to provide clearer instruction on key morphological rules and offer targeted exercises on common problem areas such as pluralization, affix spelling, and word class identification. Giving direct feedback on students' writing and incorporating simple morphological awareness activities in the classroom can also help reduce errors.

For future researchers, it is recommended to include a wider range of participants or additional writing tasks to obtain richer data. Future studies may also examine other morphological aspects or evaluate specific teaching techniques designed to reduce students' errors. These efforts are expected to provide deeper insights and contribute to improving students' accuracy in using bound morphemes.

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APPENDICES

A. List of Interview Sheet**Name** :**Direction** : please answer the question based on your opinion. Please answer the question clearly!

- 1) What do you know about bound morphemes?
- 2) What kinds of difficulties do you experience when using bound morphemes in your writing?
- 3) Can you give some examples of words or sentences by using bound morphemes?
- 4) What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?
- 5) In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

List of Interview Student

Name : DCS

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Desta Cahya Suginata

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : Words that cannot stand alone.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : Sometimes they get mixed up, and the meaning also changes.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : The change of meaning, for example from a noun to an adjective. Sometimes there are words that do not change, like a noun that stays a noun. That sometimes makes us confused about whether it is actually the same or not, but it turns out to be different.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : We are given a worksheet to analyze, and then we go to the front according to the answers we wrote.

List of Interview Student

Name : DS

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Dewi Safitri

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : In my opinion, bound morphemes are morphemes that cannot stand alone as independent words; they must attach to another morpheme. They usually appear as prefixes and suffixes.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : Sometimes certain words are confusing whether they are bound morphemes or not. For example, "*rewrite*" clearly contains the bound morpheme *re-*, but in "*remember*", even though it also has *re*, the meaning is different.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : It can be confusing to determine whether a word is a base word or contains an affix.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : I think frequently analyzing texts and looking for examples of words that contain bound morphemes is helpful.

List of Interview Student

Name : HA

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Hayya Aqila

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : A form that cannot stand alone, so it needs to be attached to something else.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : For me, sometimes when we find a new vocabulary word that feels unfamiliar, I get confused about whether it is a base word or if it has a bound morpheme attached.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : I get confused when adding *-ed* because sometimes it doesn't make sense with the previous word. So we need to learn where *-es* and *-ed* should be placed.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : We need to review the material more often, even if it's from last week's lesson. Then we should be tested one by one and asked to come forward. Personally, I also watch videos to help me understand better.

List of Interview Student

Name : ITU

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Indah Tri Utami

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : Bound morphemes are words that cannot stand alone.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : Sometimes there are difficulties, but only a little. Sometimes they get mixed up, and the meaning also changes. Other than that, it's actually easy.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : The change of meaning, for example from a noun to an adjective. Sometimes there are words that do not change, like a noun that stays a noun. That sometimes makes us confused about whether it is actually the same or not, but it turns out to be different.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : Students are first given the material, we try to understand it, and then the lecturer explains it. After that, we go to the front to fill in or write about free morphemes, bound morphemes, and so on.

List of Interview Student

Name : INR

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Intan

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : Bound morphemes are morphemes that are attached; they cannot stand alone and must attach to another morpheme. There are two types: inflectional morphemes and derivational morphemes.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : The difficulty is distinguishing between derivational and inflectional affixes.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : The hardest part is when a noun changes into an adjective. Sometimes I don't know, for example, whether "*google*" is a noun or a verb. Or "*sun*" becomes "*sunny*," and if I don't know the meaning, I get confused whether it becomes an adjective or still a noun.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : I practice immediately. For example, when the lecturer explains, I practice right away so I can understand. If I still don't understand, I can ask directly what the mistake is. The learning can also be done through practice with games to make it easier to understand the material.

List of Interview Student

Name : KUL

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Khanidia

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : Bound morphemes are morphemes that cannot stand alone, so they must be followed by prefixes or suffixes.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : My difficulty is in the suffix part. In bound morphemes, there are parts of speech, and that's where I struggle. For example, I am not very familiar with how a noun becomes a verb, or a noun becomes an adjective how the form changes.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : I am still confused about the word classes.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : We need to understand and enrich our vocabulary, including synonyms and how word classes change.

List of Interview Student

Name : MS

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Meise Sandora

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : In my opinion, bound morphemes are the study of words that cannot stand alone. A word cannot stand by itself because it usually contains prefixes or suffixes. There are affixes at the beginning or the end, and sometimes even in the middle.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : So far, I understand it because the lecturer explained everything in detail, so I can differentiate between bound and free morphemes.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : For me, the first step is to really understand the definition of bound morphemes. Once you understand that, you can distinguish bound from free morphemes, especially because bound morphemes contain specific suffixes or prefixes. I also often review the material on bound morphemes.

List of Interview Student

Name : NF

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Nabila

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : Bound morphemes are words that cannot stand alone.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : They usually appear as affixes. Sometimes I'm unsure whether something is an affix or part of the base word.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : Because I don't often read English texts, I sometimes don't know what the base word actually is.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N :. More practice is needed.

List of Interview Student

Name : NQ

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Nafilah Qomariyah

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : It cannot stand alone and usually has additions like *-es* or *-ed*

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : For now, it still feels fairly easy because I haven't encountered many forms yet. So at this point, I can still manage it.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : In my opinion, it's about how the additions like *-es*, *-ed*, or other affixes are used.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : I think practicing more is helpful. Especially practicing through writing or watching videos, because I'm a very visual person. When it's visual, it's easier for me than just listening.

List of Interview Student

Name : NS

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time? Could you please introduce yourself?

N : Yes sis. Let me introduce my name is Nova Safitri

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : In my opinion, bound morphemes are morphemes that cannot stand alone. They must attach to another word or have additions like *-s*, *-es*, or *-ed*.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : Sometimes I'm still confused, sis. Understanding them in context is still difficult. Since bound morphemes are very similar to inflection, I often get confused about how to distinguish which one is inflection and which one is a bound morpheme. Sometimes I also struggle to differentiate the affixes and I often mix them up.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : Bound morphemes cannot stand alone, while inflectional ones do not change the word class. So sometimes the answers feel almost the same, making bound morphemes and inflectional morphemes seem similar.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : Practicing by making sentences helps me get used to it and makes understanding easier. Doing frequent practice and focusing on the rules of usage also helps. Reviewing the material often makes the concept clearer.

List of Interview Student

Name : OR

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Okta Ramadian

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : Can't stand alone

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : I also get confused and often mix them up

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : I don't really understand.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : In my opinion, the material should be reviewed every day; last week's material needs to be reviewed again so we can still remember it.

List of Interview Student

Name : RR

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Rasya Ramadhani

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : It must have an affix.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : Sometimes the difficulty is not knowing which affix to use and where to place it correctly.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : I don't master it well because there are many types of affixes.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : The material needs to be reviewed continuously.

List of Interview Student

Name : RI

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Ria Istiqomah.

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : So, bound morphemes cannot stand independently. To have meaning, they need to be combined with prefixes or suffixes.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : For me, sometimes I get confused with the affixes. I'm not sure whether this is considered a bound morpheme or something else.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : In my opinion, the factor might come from vocabulary limitations. Since our vocabulary is limited, sometimes we get confused about whether to add a prefix or suffix, so it becomes unclear.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : We need to understand better which vocabulary requires bound morphemes and which does not. We need to study more and improve our understanding.

List of Interview Student

Name : SF

Direction : Please answer the question based on your opinion. Please answer the question clearly!

I : May I take a moment of your time?

N : Yes sis.

I : Could you please introduce yourself?

N : Let me introduce my name is Selta Fitriani.

I : I want to ask about morphology. Have you learned about bound morphemes before?

N : Yes, I have.

I : What do you know about bound morphemes?

N : Bound morphemes are forms that cannot stand alone; they must be attached to prefixes or suffixes.

I : What kinds of difficulties do you experience when using bound morphemes in your writing?

N : Selta also sometimes gets confused with others, wondering whether something is a bound morpheme or an inflection, because they look similar.

I : What do you think are the factors that make you confused or cause errors when using bound morphemes in your writing?

N : My opinion, the factor might come from vocabulary limitations. Since our vocabulary is limited, sometimes we get confused about whether to add a prefix or suffix, so it becomes unclear.

I : In your opinion, what strategies or learning methods could help your understanding and use of bound morphemes in your writing?

N : For Selta, the strategy is to review the material again. We can also use AI, since AI can help when we don't know whether a form is a prefix or a suffix. We can ask the AI. And of course, more practice, doing exercises, and preparing for tests will help us become more familiar and improve.

B. Data From Students' Writing In Midterm Test

She talked about ethical wealth flow by stressing that all mosque or Islamic school board members should not come from the same zip code. The current political climate, she stressed, is making it clear that there are some prejudices that even many Muslims are unaware of.

- How many people gathered in Chicago from May 10-12?
There were 300 Islamic school gathered in Chicago from May 10-12
teacher, principals, and administrators
- Why did they gather there?
They gathered there for
- Who discussed how to address trauma?
..... discussed how to address trauma.
- "They should be a *murabbi* (guide) in a state of calmness." What does the word *they* refer to?
The word *they* refers to
- Who was Rukayat Yakub?
Rukayat Yakub was

Good Luck
Man Jajida Wu Jada
Semoga berhasil... Amin YRA

- 300 Islamic school teacher, principals, and administrators.
- For the Silver jubilee of the ISNA Education Forum.
- In a pre-conference workshop. Rehenuma Asmi (executive board member of the center for ittam in the contemporary world)
- Arshiyah shaikh X Teacher
- Rukayat Yakub was waqf-winning children's author

She talked about ethical wealth flow by stressing that all mosque or Islamic school board members should not come from the same zip code. The current political climate, she stressed, is making it clear that there are some prejudices that even many Muslims are unaware of.

1. How many people gathered in Chicago from May 10-12?

There were more than 300 Islamic school principals and administrators gathered in Chicago from May 10-12

2. Why did they gather there?

They gathered there for learn from session led by experts in Islamic studies, Arabic, curriculum, leadership, and more.

3. Who discussed how to address trauma?

She is Beheruma Admi discussed how to address trauma.

4."They should be a *murabbi* (guide) in a state of calmness." What does the word *they* refer to?

The word *they* refers to Teachers.

5. Who was Rukayat Yakub ?

Rukayat Yakub was Award-winning children's author.

Good Luck
 Man Jadda Wa Jada
 Sentoga berhasil... Amin YRA

She talked about ethical wealth flow by stressing that all mosque or Islamic school board members should not come from the same zip code. The current political climate, she stressed, is making it clear that there are some prejudices that even many Muslims are unaware of.

1. How many people gathered in Chicago from May 10-12?
There were gathered in Chicago from May 10-12
2. Why did they gather there?
They gathered there for
3. Who discussed how to address trauma?
..... discussed how to address trauma.
4. "They should be a *murabbi* (guide) in a state of calmness." What does the word *they* refer to?
The word *they* refers to
5. Who was Rukayat Yakub?
Rukayat Yakub was

Good Luck
 Man Jadda Wa Jada
 Semoga berhasil... Amin 1991

1. more than 300 Islamic teachers, principals, and administrators.
2. the single Jubilee of the ISNA education forum
3. in a pre-conference ~~workshop~~ ^{workshop}. Rehcuni asmi discussed how to address trauma.
4. trauma ~~1~~ / state of calmness. 7
5. award winning children's author

C. Data from Other Example Students' Writing

Date : _____

3033

TH

Nama : Fania Anggraini

: A. TBI

1. What your opinion about morphemes ?

2. What kinds of morphemes ? can u explain it ?

3. There are two types of bound morphemes
(inflectional morphemes & derivational morphemes).
Please explain it and give the examples.

Answer

1. In my opinion, morphemes is very important in language because morphemes help us understand how words ~~is~~ change.

2. Free morpheme : morphemes that can stand alone
- Bound morphemes, -u- that can't stand alone.

3. - Inflectional morphemes : ~~en~~ change the form of word but not the meaning.

= Derivational morphemes : Change the meaning or word class.

→ eg. -s, -ed, -ing, cuts, played, studying

→ eg. un- + happy : unhappy



No. _____

Date: _____

 Name : Ria Istiqomah Npm : 2401051020 Class : TBI A ①. What is your opinion about morphemes ? → In my opinion, Morpheme is the smallest unit of meaning in a word. ②. What kinds of morphemes ? can you explain it? → There are two kind • Free morpheme : can stand alone e.g : book, run, happy • Bound morpheme : can't stand alone e.g : -s, -ed ③. Types of bound morphemes (inflectional and derivational) • Inflectional morphemes : change the form of a word but not the meaning. e.g : cats, played. • Derivational morphemes : change the meaning or word class. e.g : happy → ~~happines~~ happiness $\begin{array}{ccc} \text{adj} & & \text{N} \\ \text{teach} & \rightarrow & \text{teacher} \\ \text{V} & & \text{N} \end{array}$

Name : Nadya Class : A.

Date : _____

1. Morphemes is the smals unit of meaning

misform

2. Yes I can.

a. Free morpheme : a morpheme can stand alone

b. Bound morpheme : a morpheme can't stand alone, it

miss

omission

must be follow by suffixes or prefixes

3. Inflectional morpheme is adding afixes but without changing word classes.

misform

ex :- Sing → singing

- play → played

misform

Derivational morpheme is adding afixes that change meaning of part of speech.

ex :- Creat $\begin{matrix} \swarrow v \\ \text{creative} \end{matrix}$ adj

develop $\begin{matrix} \swarrow v \\ \text{developing} \end{matrix}$ n

Date: _____

 Nama : Kasya Ramadhani

 kelas : A

 1. So important because help us to ~~us~~ understand
 word formed

 2. free morphemes = Can stand alone, ex: book, run

 bound — " — : Cannot stand alone

 3. inflectional morphemes = Change the grammatical
 form of a word ex: cats (s. plural)

 Derivation -in = Create new word or change
 word (ages) ex: teach -> teacher (-er)

 uniform

Nafilan Comarrah
A

Date: _____

1. Morphemes are smallest meaning unit of meaning in a word. And they an essential role in understanding how word are formed.

2. a. Free morphemes
 Can stand alone
 e.g.:
 cat, run, book, happy, etc.---

b. bound morphemes
 Can't stand alone
 e.g.
 The "s" in cats, runs, plays

3. a. inflectional morphemes
 Create different form without change the meaning
 e.g.:
 cats, walked, and running

b. Derivational morphemes
 Create different form by adding affixes that
 change the meaning

e.g.:
 happy → unhappy
 beauty → beautiful



No. _____

Date _____

Name : Meise Pandora

NPM : 2401050015

1). What your opinion about morphemes?

: The smallest meaning unit in a language.

2). What kinds of morphemes? Can you explain it?

1). Free Morpheme: Can stand alone as a complete word

e.g.: - Cat; - Run; - Smile etc.

2). Bound Morpheme: Can't stand alone.

because there are affixes:

- Prefixes / awalan: \Rightarrow Un-; \Rightarrow Unhappy- Suffixes / akhiran: -ness; \Rightarrow happiness

3). There are two types of bound morpheme (Inflectional & derivational morphemes). Please explain it and give the example.

1). Inflectional Morpheme

: Add grammatical, ~~such as~~ such as plural or Verb Tense (without changing core word meaning)e.g.: - Cat \Rightarrow Cats

2). Derivational Morpheme

: Add new meaning or change the word class (e.g.: V \Rightarrow Adj)e.g.: Forget \Rightarrow Unforget.

Date: _____

NAMA : Desta canya Suginata

Class : A.

1. What's your opinion about morphemes?

→ they help us understand how words are formed and how word meanings can change.

2. What kinds of morphemes? can u explain it?

→ Free morphemes

Bound morphemes

→ Free morphemes can stand alones (e.g "house", "run"), while

→ Bound morphemes must be attached to other morphemes to have meaning (e.g "-ing", "-un").
"un - in" unhappy.

3. there are two types of bound morphemes (inflectional morphemes and derivational morphemes).



Date: _____

→ Bound morphemes are divided into
 two type :
 inflectional morphemes and derivational
 morphemes.

* inflectional morpheme: change the form
 of a word without changing its class.
 (e.g. the "-s" in "cats".)

* derivational morphemes: on the other
 hand, can change the word class or
 meaning.

(e.g. Prefix : un - in → unhappy
 Suffix : -ness - in happiness.

No
Date

Hayya Aqilah
(2901050011)
A (TBJ 24)

Bound Morpheme (3)

A morpheme that cannot stand alone and must be attached to a free morpheme to have meaning

example: She walks to school every day
→ walk + s
→ (suffix)

1/ Inflection: add grammatical information, such as pluralization or verb tense, without changing core word meaning
→ : book(s)

2/ Derivation: Add new meanings or change the word class

(2) There are 2 main kinds of morphemes:
1/ free morpheme: that can stand alone as a complete word
2/ Bound Morpheme: that can't stand alone

(1) Morphemes is units of meaning in morphology, representing the smallest meaningful pieces of words

(Maaf kak kebalik 3,2,1)

JOYKO 26 Lines, 6 mm

DOCUMENTATION





8/25/25, 8:41 PM

IZIN PRASURVEY



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2823/In.28/J/TL.01/07/2025
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Kepala MI HIDAYATUL MUBTADIIN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala MI HIDAYATUL MUBTADIIN berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : SYIFA PUTRI RAMADHAN
NPM : 2201051026
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF MORPHOLOGICAL ACQUISITION: A
CASE STUDY OF STUDENTS AT MI HIDAYATUL
MUBTADIIN

untuk melakukan prasurvey di MI HIDAYATUL MUBTADIIN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala MI HIDAYATUL MUBTADIIN untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juli 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1328/In.28/D.1/TL.00/11/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR UIN JURAI SIWO LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1327/In.28/D.1/TL.01/11/2025, tanggal 19 November 2025 atas nama saudara:

Nama : **SYIFA PUTRI RAMADHAN**
NPM : 2201051026
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada REKTOR UIN JURAI SIWO LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UIN JURAI SIWO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ENGLISH MORPHOLOGICAL ERRORS ON EFL STUDENTS' WRITING: A CASE STUDY AT ENGLISH EDUCATION STUDY PROGRAM OF UIN JURAI SIWO LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 November 2025
Wakil Dekan Akademik dan
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd**
NIP 19880823 201503 1 007



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telepon (0725) 41507; Faksimili (0725) 47296;

SURAT KETERANGAN

Nomor: B-1485/Un.36.1/J/PP.00.9/11/2025

Ketua Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan
 Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa:

Nama : Syifa Putri Ramadhan
 NPM : 2201051026
 Prodi : Tadris Bahasa Inggris
 Judul : An Analysis of English Morphological Errors on EFL Students'
 Writing: A Case Study at English Education Study Program of UIN
 Jurai Siwo Lampung

Telah melaksanakan Riset/ Penelitian pada Program Studi Tadris Bahasa Inggris UIN Jurai
 Siwo Lampung.

Demikian Surat Keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya
 dan dapat dipertanggungjawabkan

Metro, 26 November 2025
 Kaprodi TBI



Dr. Much-Deniatur, M.Pd.BI
 NIP. 19880308 201503 1 006



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Syifa Putri Ramadhan
NPM : 2201051026

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3	16/10 2025	- Chapter IV : Think about the observation - Check Instrument ?	
4	20/10 2025	Check Data Collecting technique	
5	21/10 2025	Check Data Analyzin techna	
6	22/10 2025	Acc for scempro Make RPT	

Mengetahui,
Ketua Program Studi TB

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



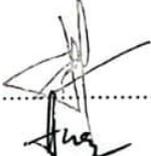
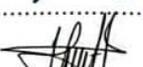
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RATIFICATION PAGE

The Research Proposal entitled: AN ANALYSIS OF ENGLISH MORPHOLOGICAL ERRORS ON EFL STUDENTS' WRITING: A CASE STUDY AT ENGLISH EDUCATION STUDY PROGRAM OF UIN JURAI SIWO LAMPUNG, Written by: Syifa Putri Ramadhan, Student Number: 2201051026, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Tuesday, November 4th, 2025 at 13.30 – 15.00 WIB.

BOARD OF EXAMINERS

Examiner I	: Dr. Much Deiniatur, M.Pd.B.I	(..... 
Examiner II	: Dr. Widhiya Ninsiana, M. Hum	(..... 
Examiner III	: Aisyah Sunarwan, M.Pd	(..... 
Examiner IV	: Leny Setiyana, M. Pd	(..... 

Head of English Education Department



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Diseminarkan Proposal
Saudari Syifa Putri Ramadhan**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Jurai Siwo Lampung
di-
Tempat

Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka proposal yang disusun oleh :

Name : Syifa Putri Ramadhan
NPM : 2201051026
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF ENGLISH MORPHOLOGICAL
ACQUISITION: A CASE STUDY OF STUDENTS AT MI
HIDAYATUL MUBTADIIN

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu
Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk diseminarkan.

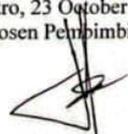
Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Yth. Dekan,
Kedua Program Studi TBI,

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, 23 October 2025
Dosen Pembimbing,


Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.uin@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF ENGLISH MORPHOLOGICAL
ACQUISITION: A CASE STUDY OF STUDENTS AT MI
HIDAYATUL MUBTADIIN
Name : Syifa Putri Ramadhan
NPM : 2201051026
Department : English Education Department
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah Faculty and
Teacher Training of Jurai Siwo State Islamic University.

The head of English Education Department



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Metro, 23 October 2025
Sponsor

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Seminar
of Syifa Putri Ramadhan**

To:
The Honorable the Dean of Faculty Tarbiyah and Teacher Training
of Jurai Siwo State Islamic University

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal
script which is written by:

Name : Syifa Putri Ramadhan
St. Number : 2201051026
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education Department
Title : AN ANALYSIS OF ENGLISH MORPHOLOGICAL
ACQUISITION: A CASE STUDY OF STUDENTS AT MI
HIDAYATUL MUBTADIIN

It has been agreed so it can be continued to the Faculty of Tarbiyah and
Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

The head of English Education Department



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, 23 October 2025
Sponsor

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
 Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

SURAT TUGAS

Nomor: B-1327/In.28/D.1/TL.01/11/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : SYIFA PUTRI RAMADHAN
 NPM : 2201051026
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di UIN JURAI SIWO LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ENGLISH MORPHOLOGICAL ERRORS ON EFL STUDENTS' WRITING: A CASE STUDY AT ENGLISH EDUCATION STUDY PROGRAM OF UIN JURAI SIWO LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 19 November 2025

Mengetahui,
 Pejabat Setempat



Dr. MUCH DEINATUR, M.Pd.B.I.
 NIP. 19880308 201503 1 006

Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Tubagus Ali Rachman Puja Kesuma
 M.Pd
 NIP 19880823 201503 1 007



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Syifa Putri Ramadhan
NPM : 2201051026

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11	8/2015 /n	Revise the number on Result.	
12	9/2015 /n	- Revise the Analyze data of Factors made errors. - Bring the Abstract on next meeting.	
13	10/2015 /n	Acc for Munas Write CV Make PPT. Check Turnitin.	



Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
UNIT PERPUSTAKAAN
NPP: 1807062F0000001**

Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297, 42775; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-817/Un.36/S/U.1/OT.01/12/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : SYIFA PUTRI RAMADHAN
NPM : 2201051026
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201051026.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

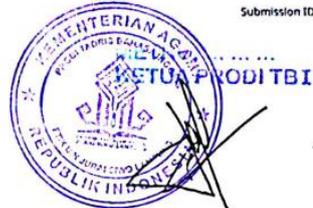
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CURRICULUM VITAE



The researcher was born in Marga Mulya, Lampung province on July 27 2004, the youngest child of the couple Mr. Budiono, S.Pd.I and Mrs. Nur hidayah S.Pd.I. The Researcher has one brother, the name is M. Akhyar Ramadhan, S.E. M.M. Researcher had her first school at RA Hidayatul Muhtadiin and finish it in 2010, and entered elementary school at SDN 01 Margo Mulyo and was end in 2016, then junior high school at MTS Hidayatul Muhtadiin and finish the education in 2019, after that the researcher took senior high school at MA Hidayatul Muhtadiin then complete it in 2022. After that the researcher continue the study at the State Islamic University of Jurai Siwo Lampung, Faculty of Tarbiyah and Teacher Training, English Education Study Program starting in semester 1 in 2022 for have a undergraduate education.