

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS OF USING INFLECTIONAL  
MORPHEME MADE BY THE TENTH GRADE STUDENTS  
OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG**

**By:**

**APRIYANTO**

**Student Number.1175607**



**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1440 H/ 2019 M**

**AN ERROR ANALYSIS OF USINGT INFLECTIONAL  
MORPHEME MADE BY THE TENTH GRADE STUDENTS  
OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of SarjanaPendidikan (S.Pd)  
in English Education Department

By:  
APRIYANTO  
STUDENT. ID. 1175607

Tarbiyah and Teacher Training Faculty  
English Education Department

Sponsor: Drs. Kuryani Utih, M.Pd  
Co-Sponsor: Syahreni Siregar, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1440 H/ 2019M**

**AN ERROR ANALYSIS OF USINGT INFLECTIONAL  
MORPHEME MADE BY THE TENTH GRADE STUDENTS  
OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of SarjanaPendidikan (S.Pd)  
in English Education Department

By:  
APRIYANTO  
STUDENT. ID. 1175607

Tarbiyah and Teacher Training Faculty  
English Education Department

Sponsor: Drs. Kuryani Utih, M.Pd  
Co-Sponsor: Syahreni Siregar, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1440 H/ 2019M**



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), Email: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

---

**APPROVAL PAGE**

The Title : **AN ERROR ANALYSIS OF USING INFLECTIONAL MORPHEME MADE BY THE TENTH GRADE STUDENTS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

Name : **APRIYANTO**

Student's Number : **1175607**

Study Program : **English Education Study Program (TBI)**

Department : **Tarbiyah and Teacher Training**

**APPROVED:**

To be examined in *Munaqosyah* in Tarbiyah Faculty of State Institute for Islamic Studies (IAIN) Metro.

Metro, April 25<sup>th</sup>, 2019

Sponsor

**Drs. Kuryani Utih, M.Pd**  
NIP. 19620215199503 1 001

Co-Sponsor

**Syahreini Siregar, M.Hum**  
NIP. 1976081420091 2 004

The Head of English Education Department

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTRIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), Email: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

---

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the Munaqosyah  
of Apriyanto**

To: The Honorable the Dean  
of Faculty of Tarbiyah and Teacher Training  
State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

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

Name : Apriyanto  
Student Number : 1175607  
Title : An Error Analysis of Using Inflectional Morpheme Made by the  
Tenth Grade Students of SMK PGRI 1 Punggur In Academic year  
2018/2019

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

*Wassalamu'alaikum, Wr. Wb*

Metro, April 25<sup>th</sup>, 2019

Sponsor

**Drs. Kurvani Utih, M.Pd**  
NIP. 196202151995031001

Co-Sponsor

**Syahreni Siregar, M.Hum**  
NIP. 19760814200912 004



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), Email: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

---

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Pengajuan Munaqosyah  
Saudara Apriyanto**

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

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

Nama : Apriyaanto  
Student Number : 1175607  
Judul Skripsi : An Error Analysis of Using Inflectional Morpheme Made by the  
Tenth Grade Students of SMK PGRI 1 Punggur In Academic year  
2018/2019

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikum, Wr. Wb*

Metro, 25 April, 2019

Pembimbing 1

**Drs. Kuryani Utih, M.Pd**  
NIP. 196202151995031001

Pembimbing 2

**Syahreni Siregar, M.Hum**  
NIP. 19760814200912 004





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), Email:  
[iain@metrouniv.ac.id](mailto:iain@metrouniv.ac.id)

RATIFICATION PAGE

No: B-1403/11.28-1/D/PP-00-9/07/2019

The undergraduate thesis entitled: AN ERROR ANALYSIS OF USING INFLECTIONAL MORPHEME MADE BY THE TENTH GRADE STUDENTS OF SMK PGRI 1 PUNGGUR CENTRAL.

Written by Apriyanto, Student Number 1175607 English Education Department, had been examined (Munaqosyah) in Tarbiyah Department on may 8<sup>th</sup>, 2019 at 13.00-15.00 a.m.

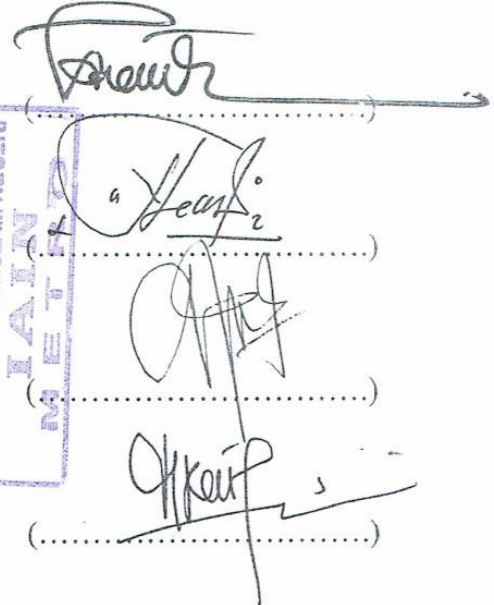
**BOARD OF EXAMINERS:**

Chairperson : Drs. Kuyani Utih, M.Pd

Secretary : Yeasy Agustina, M.Pd

Examiner I : Ahmad Subhan Roza, M.Pd

Examiner II : Syahreni Siregar, M.Hum

  
(.....)  
(.....)  
(.....)  
(.....)

The Dean of Tarbiyah and Teaching Training Faculty



Dr. Hj. Akla, M.Pd

NIP.196910082000032005

**AN ERROR ANALYSIS OF USING INFLECTIONAL MORPHEME  
MADE BY THE TENTH GRADE STUDENTS OF SMK PGRI 1  
PUNGGUR CENTRAL LAMPUNG**

**ABSTRACT**

By : Apriyanto

Students often face many difficulties and problems to master English. Therefore, it will cause errors in learning the target language. Errors are good indicator to indicate the students' progress and success in the process of English learning. Because of the above reason, the researcher intends to conduct a study about the students' errors. The researcher focuses on analyzing errors in the use five English inflectional morphemes (plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular inflection) made by the tenth grade students of SMK PGRI 1 Punggur.

This research aimed to obtain the information about the percentage of the students' errors and knowing the reason why the students of SMK PGRI 1 Punggur made errors in understanding English inflectional morpheme. The kind of this research is qualitative research. The researcher collects the data from documentation and interview. Moreover, the researcher applied Miles and Huberman's model to analyze the data. The research result shows that possessive inflection error is on the first rank (32 or 34,04%), then it is followed by third person singular inflection errors on the second rank (25 or 26,6%), on the third rank is progressive inflection errors (17 or 18,08%), on the fourth rank is Plural inflection errors (11 or 11,7%), and the last is Past Tense inflection errors on the fifth rank (9 or 9,6%).

In conclusion, Students SMK PGRI 1 Punggur still make error in understanding English inflectional morpheme. There are many reasons why students still got difficulties especially English Inflectional Morpheme. There were 2 factors that caused the errors. The first is internal factor. The internal factor was come from the students. They still got difficulties about the way to understanding English inflectional morpheme. They also felt bored and not interested in learning English. Then the external factor came from the teacher where the teacher method was sometimes not interesting enough and the teacher's explanation was not clear enough. Students hoped that the teacher will do the new method in teaching, also explaining the lesson more clearly.

**Keywords :** *Error, Analysis, Inflection, Morpheme.*



# **ANALISIS KESALAHAN MENGGUNAKAN MORFEM INFLEKSI YANG DIBUAT OLEH SISWA KELAS SEPULUH SMK PGRI 1 PUNGGUR LAMPUNG TENGAH**

## **ABSTRAK**

Oleh : Apriyanto

Siswa sering menghadapi banyak kesulitan dan masalah untuk menguasai bahasa Inggris. Karena itu, akan menyebabkan kesalahan dalam mempelajari bahasa target. Kesalahan adalah indikator yang baik untuk menunjukkan kemajuan dan keberhasilan siswa dalam proses pembelajaran bahasa Inggris. Karena alasan di atas, peneliti bermaksud untuk melakukan studi tentang kesalahan siswa. Peneliti berfokus pada analisis kesalahan dalam penggunaan lima morfem infleksi bahasa Inggris (infleksi jamak, infleksi posesif, infleksi progresif, infleksi tense masa lalu, dan infleksi singular orang ketiga) yang dibuat oleh siswa kelas sepuluh di SMK PGRI 1 Punggur.

Penelitian ini bertujuan untuk memperoleh informasi tentang persentase kesalahan siswa dan mengetahui alasan mengapa siswa SMK PGRI 1 Punggur membuat kesalahan dalam memahami morfem infleksi bahasa Inggris. Jenis penelitian ini adalah penelitian kualitatif. Peneliti mengumpulkan data dari dokumentasi dan wawancara. Selain itu, peneliti menerapkan model Miles dan Huberman untuk menganalisis data. Hasil penelitian menunjukkan bahwa kesalahan infleksi posesif berada pada peringkat pertama (32 atau 34,04%), kemudian diikuti oleh kesalahan infleksi tunggal orang ketiga pada peringkat kedua (25 atau 26,6%), pada peringkat ketiga adalah kesalahan infleksi progresif (17 atau 18,08%), pada peringkat keempat adalah kesalahan infleksi jamak (11 atau 11,7%), dan yang terakhir adalah kesalahan infleksi Past Tense pada peringkat kelima (9 atau 9,6%).

Kesimpulannya, Siswa SMK PGRI 1 Punggur masih membuat kesalahan dalam memahami morfem infleksi bahasa Inggris. Ada banyak alasan mengapa siswa masih mendapat kesulitan terutama Bahasa Inggris Infleksi Morfem. Ada 2 faktor yang menyebabkan kesalahan. Yang pertama adalah faktor internal. Faktor internal berasal dari siswa. Mereka masih mendapat kesulitan tentang cara memahami morfem infleksi bahasa Inggris. Mereka juga merasa bosan dan tidak tertarik belajar bahasa Inggris. Kemudian faktor eksternal datang dari guru di mana metode guru terkadang tidak cukup menarik dan penjelasan guru tidak cukup jelas. Siswa berharap bahwa guru akan melakukan metode baru dalam mengajar, juga menjelaskan pelajaran dengan lebih jelas.

Kata kunci : *Error, Analysis, Inflection, Morpheme.*

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Apriyanto  
Student. ID : 1175607  
Department : English Education (TBI)  
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, May 13<sup>th</sup>, 2019

The writer



St.ID 1175607

## ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Apriyanto

NPM : 1175607


Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa Inggris (TBI)

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

Metro, 13 Mei, 2019

Yang menyatakan

 Apriyanto  
St.ID 1175607

**MOTTO**

مَنْ جَدَّ وَجَدَ

“whoever strives shall succeed”

(Arabic Quote)

Good repetition is the mother of all forms of skill

*(Apriyanto)*

**MOTTO**

مَنْ جَدَّ وَجَدَ

“whoever strives shall succeed”

(Arabic Quote)

Good repetition is the mother of all forms of skill

*(Apriyanto)*

## **DEDICATION PAGE**

I highly dedicated this undergraduate thesis to:

- ✓ My beloved parents who always support me in their endless love.
- ✓ My lovely older brother and younger sisters who always support me.
- ✓ My Sponsors of undergraduate thesis who has guided me well as long as I wrote and finished my undergraduate thesis.
- ✓ All of My Friends

## ACKNOWLEDGEMENTS

Bismillahirrohmanirrohim,

Praise to ALLAH the almighty God for letting me to finish the research entitled **“An Error Analysis of Using Inflectional Morpheme Made by The Tenth Grade Students of SMK PGRI 1 Punggur Central”**.

The researcher intends to express his biggest appreciation to his parents who always support him all the time for both physically and mentally. His advisors Syahreni Siregar, M.Hum and Drs. Kuyani Utih, M.Pd for giving guidance and support during the research process. The researcher's acknowledgement also goes to the Principal of IAIN Metro, Prof. Dr. Enizar, M.Ag, the Dean of Tarbiyah and Teacher Training Faculty Dr. Hj. Akla, M.Pd, the Head of English Department, Mr. Ahmad Subhan Roza, M.Pd.

In addition, the researcher also would like to thank to all his friends of TBI who always support and accompany him in learning English.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the researcher apologizes hopefully this research can be benefit to all of us properly.

Metro, February 04<sup>th</sup>, 2019

The writer,



Apriyanto  
St.ID 1175607

## **Table of Contents**

### **Cover**

<b>Title .....</b>	<b>i</b>
<b>Approval Page .....</b>	<b>ii</b>
<b>Notification Letter .....</b>	<b>iii</b>
<b>Ratification Page .....</b>	<b>iv</b>
<b>Abstract .....</b>	<b>v</b>
<b>Statement of Research Originality .....</b>	<b>vi</b>
<b>Motto .....</b>	<b>vii</b>
<b>Dedication Page .....</b>	<b>viii</b>
<b>Acknowledgement .....</b>	<b>ix</b>
<b>Table of Contents .....</b>	<b>x</b>
<b>List of Tables .....</b>	<b>xiii</b>
<b>List of Figures.....</b>	<b>xiv</b>
<b>List of Appendixes.....</b>	<b>xv</b>

### **CHAPTER I INTRODUCTION**

<b>A. Background of Study .....</b>	<b>1</b>
<b>B. Research Question.....</b>	<b>6</b>
<b>C. Problem Limitation .....</b>	<b>6</b>
<b>D. Objectives and Benefit of the Study.....</b>	<b>6</b>
<b>E. Prior Research.....</b>	<b>7</b>



## **CHAPTER II REVIEW OF THE RELATED THEORIES**

A. The Concept of Morpheme .....	11
1. The Definition of Morpheme .....	11
2. The Kinds of Morpheme .....	11
B. The Concept of Inflection .....	15
1. The Definition of Inflection .....	15
2. Types of Inflection .....	16
C. The Concept of Error Analysis .....	18
1. Definition of Error .....	18
2. Definition of error analysis .....	19
3. The Differences between Error and Mistake .....	20
4. The Causes of Error .....	21

## **CHAPTER III RESEARCH METHOD**

A. The Characteristics and Types of the Research .....	25
B. Data Resource .....	27
1. Primary Data .....	27
2. Secondary Data .....	27
C. Data Collecting Technique .....	27
a. Observation .....	27
b. Documentation .....	27
c. Interview .....	28
d. Field Note .....	29

D. Data Analysis Technique .....	29
E. Research Approach .....	30

#### **CHAPTER IV RESULT AND DISCUSSION**

A. Description of Research Setting .....	32
B. The Types of English Inflectional Morpheme Errors .....	37
C. The Error Frequencies of English Inflectional Morpheme .....	45
D. The Causes of English Inflectional Morpheme Errors.....	47
E. Discussion .....	52

#### **CHAPTER V CONCLUSION AND SUGESTION**

A. Conclusion .....	54
B. Suggestion .....	55

#### **BIBLIOGRAPHY**

#### **APPENDIXES**

#### **CURRICULUM VITAE**

## List of Tables

1.1 The Inflectional Morpheme Score of Presurvey .....	4
1.2 The Table Frequency of Inflectional Morpheme Error .....	5
2.1 The Condition of Teachers and Official Employers .....	34
2.2 The Table of Students Quantity .....	35
2.3 The Table of Error Frequency in English Inflectional Morpheme .....	37
2.4 The Categories of English Inflectional Morpheme Error .....	38
2.5 The Description of Errors in Plural Inflection .....	39
2.6 The Description of Errors in Possessive Inflection.....	40
2.7 The Description of Errors in Progressive Inflection .....	42
2.8 The Description of Errors in Past Tense Inflection.....	43
2.9 The Description of Errors in Third Person Singular Inflection.....	44
2.10 The Percentage of Each Error Type of English Inflectional Morpheme	45

## **List of Figures**

Figure 1. Analysis of Miles and Huberman Model.....	29
Figure 2. The structure organization of SMK PGRI 1 Punggur .....	36
Figure 3. The Percentage of Each Error Type of English Inflectional Morpheme .....	45

## **List of Appendix**

### **Appendix**

1. Photos of the Research
2. Result of error analysis of students's Inflectional Morpheme
3. Answer Keys
4. The Result of Interview Questionnaire
5. Infrastructure
6. Location Sketch
7. Guidance Card
8. Research Letters
9. Curriculum Vitae

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Every people consider that language means to convey the idea, opinion, and feeling among the people. Language is a bridge among the people in conveying some information and making communication. Furthermore, one of the languages which are often used as a means of communication is English. It becomes the dominant and international language around the world, and it is not the exception thing to be mastered by people in some countries such as Indonesia.

The importance of learning English could be seen from the fact that most technology tools are set in English and people supposed to understand it including the students. Therefore, in Indonesia, English has introduced earlier in Elementary School and it was learn more completely at Junior High School till to the University Level.

In the recent years the Competency-based Curriculum has developed in School Level-based Curriculum in Indonesia. In the curriculum, the students that have graduated from Senior High School are expected to master the four skills of language such as listening, speaking, reading and writing. Nevertheless, in English teaching process, it is expected that an English teacher is able to teach the four skills all together for they are closely related. In fact, the teachers still face the problems of how to integrate all skills

properly. They have to consider the time allocation, the students' interests and the suitable techniques. Consequently, they can see the low ability of students in mastering those skills. One of the reasons appears from failure that students still find many difficulties to express their ideas in English. It is caused by paying little attention to the knowledge of grammar.

However, Writing is one of the four skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In the second year of Junior High School, the basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in recount text, narrative text, and descriptive text, report text etc.

Furthemore, there are so many aspects in writing, one of them is inflectional morphemes, Inflectional morphemes whose process for relating such word forms play their central role. Inflection is very important in oral or written English, to express time, as a definite point or a period. Furthermore, inflection is used to give the number of persons or objects involved and marks possession. These things are presented as grammatical categories.

English presupposes that inflectional morphemes have a kind of priority over derivational. Inflections, on the other hand, have a rather more complicated status. Therefore, many students have difficulties in learning English inflectional morpheme. The students have difficulties because there are many grammatical rules of English inflectional morpheme that should be



understood and there are many exceptions that should be memorized. For example, for third person singular inflection, it should be added by *-s/-es*. To know that it should be added by *-s/-es*, there are many rules about it. For past tense inflection, it should be added by *-ed*, but there are many exception because of irregular verb which cannot be added by *-ed*.

The problem, of course, will cause the reoccurring of errors or mistakes. However, making errors in the process of learning is natural because we can't understand the lesson before we try to understand and make errors. Errors in the process of foreign language learning are caused by the interference of mother tongue. Moreover, every language has different patterns and rules that should be paid attention to by the target language learners. So that's why, errors in foreign language learning especially English are the cases which are difficult enough to avoid. Dulay et al pointed out that people cannot learn language without making systematically errors. As a matter of fact, making error is a part of learning. Moreover, errors could be served as an indicator of progress and success in mastering language.

Below, the examples of English inflectional morpheme errors that are made by the Tenth Grade students of SMK PGRI 1 Punggur 2018/2019 :

Table 1.1

The Data of Pre-Survey

No.	The Students Code	The Score	Category
1.	AR	56	Fairly good
2.	BAA	60	Fairly good
3.	EW	52	Fairly good
4.	FMI	60	Fairly good
5.	MTAA	85	Good
6.	RAP	75	Good
7.	RP	50	Bad
8.	SA	57	Fairly good
9.	TWL	45	Bad
10.	YP	45	Bad

Source: SMK PGRI 1 Punggur, The document of English teacher. Pre-survey on February, 18<sup>th</sup> 2018.

Table 1.2

The Table Frequency of Inflectional Morpheme Error Made By Students of SMK PGRI 1 Punggur 2018/2019

No	Category	Frequency	Percentage
1	Good	2	20%
2	Fairly Good	5	50%
3	Bad	3	30%
		10	100%

The standard of assessment used in pre survey is adopted from Brown (2004), *language assessment*, The criteria of assesement as follows:

0-50 = Bad

51-74 = Fairly Good

75-100 = Good

From the phenomenon above, most of students have difficulties and problems, then they make error in using inflectional morphemes when they learn English especially grammar. So that's why, the writer is interested in conducting the research about inflectional morpheme errors.

## **B. Research Question**

Considering the background that had been presented above, the writer formulated the problem as follows:

1. What are the frequently errors of using Inflectional Morpheme Made By Tenth Grade students of SMK PGRI I Punggur?
2. What are the factors that cause English Inflectional Morpheme errors Made By The Tenth Grade Students of SMK PGRI I Punggur?
3. How to overcome the problems that are Made By The Tenth Grade Students of SMK PGRI I Punggur?

## **C. Problem Limitation**

The writer limits the study to five English inflectional morpheme errors, namely: plural inflection (...s/...es), possessive inflection (...’s/....s’), progressive inflection (...ing), past tense inflection (...ed), and third person singular inflection (...s/...es). The writer chooses those inflectional morpheme errors because those are the common inflectional morphemes that are often used for students, not only for speaking but also for writing.

## **D. The Objective and Benefit**

1. Objectives
  - a. To know the frequently error of each type of inflectional morpheme Made By The Tenth Grade Students of SMK PGRI I Punggur.
  - b. To analyze the possible factors of Inflectional Morpheme errors Made By The Tenth Grade Students of SMK PGRI I Punggur.

- c. To know the solutions to overcome the problem that are Made By The Tenth Grade Students of SMK PGRI I Punggur.

## 2. Benefits of the study

This research is hoped to be useful for:

- a. For the teacher

As a measurement the students' ability in learning English inflectional morpheme.

- b. For the Student

As a motivation the students to be able to study well, especially English inflectional morpheme that is difficult for students so they can write and speak English correctly.

- c. For the Headmaster

As a reference in order to be used by all of people at school and to increase the quality of education especially at SMK PGRI I Punggur.

## E. Prior Research

Based on the research entitled "The Inflection-Derivation Continuum and the Old English Suffixes -a, -e, -o, -u." The research was conducted by Elisa González Torres from Universidad de La Rioja. The journal addresses the question of the continuity between inflection and derivation as posed by the Old English suffixes -a, -e, -o and -u. The structural side, the morphological analysis that has been carried out focuses on the overlapping of inflectional and derivational phenomena. On the functional side, affixation is analyzed in the constituent projection and inflection in the operator

projection of the Layered Structure of the Word (LSW), where the derivational affix constitutes a morphological pivot and the inflectional affix a morphological controller.<sup>1</sup> The conclusion is that, whereas the LSW allows for a unified treatment of derivation and inflection in the synchronic axis, it requires further attention in the area of inflection as a Word/Complex Word operator. In this line, this journal demonstrates that the insertion of gender, number and case operators in the top layer stresses the morphological character of the LSW, while it is more consistent with the grammatical nature of gender in Old English.

In addition, the research entitled “Lexical Insertion, Inflection, and Derivation: Creative Processes in Word Production.” the research was conducted by Mackay Donald G. on September 1977. This study examines the distinction between creative and noncreative behavior as applied to the production of words and sentences. The main concern of the research would be on the three-stage model of lexical processes in the production of speech: a lexical insertion stage whereby abstract lexical formatives are called on or introduced into sentences by means of abstract syntactic and semantic features; a rule application stage whereby feature agree-ment rules are applied to the formative and then inflectional, derivational, and phonological rules are applied to derive the phonetic string.<sup>2</sup> The conclusion is the present data

---

<sup>1</sup>Torres Elisa González, *The Inflection-Derivation Continuum and the Old English Suffixes -a, -e, -o, -u*: (Journal of the Spanish Association of Anglo-American Studies). Vol.32.1 (June 2010), p.103

<sup>2</sup>MacKay Donald G, *Lexical Insertion, Inflection, and Derivation: Creative Processes in Word Production*:(Journal of Psycholinguistic Research), Vol. 8, No. 5, (1979)

indicate that concepts are not mapped directly onto words in speech production. Models such as Wickelgren's (1969) where a unitary conceptual representation directly activates the phonetic form of a word, simply cannot account for phenomena such as inflectional alternations.

Furthermore, the research entitled "Processing Inflectional and Derivational Morphology." The research was conducted by Alessandro Laudanna, *et al*, from Istituto di Psicologia, CNR, Rome, Italy. Three lexical decision experiments were carried out to investigate the nature of morphological decomposition in the lexical system. The first of these experiments compares the priming effect of inflectionally and derivationally related forms on a simple inflected word. Experiments two and three compared the effect on forms like *muta* of priming by an inflected stem homograph (*mutarono*) and priming by a derived "root homograph" like *mutavole*-a morphologically unrelated derived word with homographic root (*mut-*).<sup>3</sup> The conclusion is that, there is a level of lexical representation in the input lexicon at which inflected and derived are analyzed in terms of their inflectional stems and affixes, but not also in terms of their derivational roots and affixes.

Overall, this research is different from those researches above. The previous studies focused on the overlapping of inflectional and derivational phenomena, lexical insertion and processing Inflectional and Derivational Morphology, but in this study, the writer focuses on error analysis of English

---

<sup>3</sup>Laudanna Alessandro, *et al*, *Processing Inflectional and Derivational Morphology*: (JOURNAL OF MEMORY AND LANGUAGE) 31, 333-348 (1992).



morphological inflection (inflectional affixes). The writer explains the frequency, and the causes of English morphological inflection errors. The writer describes the types of errors. Then, the writer identifies and counts the frequently error of each type of English morphological inflection.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Morpheme

##### 1. The Definition of Morpheme

Morpheme comes from the Greek, “*morphe*” that is form or shape. Morphemes can be thought of as minimal units of morphology.<sup>4</sup> A Morpheme is the smallest unit of a language system which has meaning. For example: the word *reopened* in the sentence *the police reopened the investigation* consists of three morphemes. They are open, re-, and -ed.

##### 2. Kinds of Morpheme

There are two kinds of morpheme:

###### a. Free Morphemes

Free morphemes are morphemes that can stand on their own as a word because they carry meaning<sup>5</sup>. It means that a free morpheme can occur independently and have meaning. The examples of free morphemes are *cat, text, book, quick, school, boy, girl, teach, examine, church, mosque*, etc. Some linguists refer to the free morphemes as full morphemes. Most free morphemes are content or lexical words.

There are two categories of free morphemes:

###### 1) Lexical morphemes

Lexical morphemes are a set of ordinary nouns, adjectives, and verbs that we think of as the words that carry the ‘content’ of the messages we convey. In addition, lexical morphemes are morphemes that can be given affix. So that’s why, they are treated as an open class of words meaning that it can make new meaning or word class.<sup>6</sup> For example, *beauty (beautiful), pen (pens), agree (agreement), happy (happiness), listen (listened)*, etc.

###### 2) Functional morphemes

---

<sup>4</sup>Andrew Carstairs McCarthy, *An Introduction to English Morphology: Words and Their Structure*, (Edinburgh: Edinburgh University press, 2002), 16.

<sup>5</sup> *Ibid*, 143

<sup>6</sup>George Yule, *The Study of Language (Third Edition)*, (Cambridge: Cambridge University Press, 2006), 64.

Functional morphemes are a set of conjunctions, prepositions, articles, and pronouns which consist largely of the functional words in the language. In addition, functional morphemes are morphemes that cannot be given affix. So that's why, they are described as a closed class of words meaning that it can't make new meaning or word class<sup>7</sup>. For example, *after, before, when, while, at, under, the, we, you, on, because, above, it*, etc.

#### b. Bound Morphemes

Bound morphemes are morphemes that cannot stand on their own as a word.<sup>8</sup> It means that a bound morpheme cannot occur independently. It has to be attached to a free morpheme to have a clear meaning.

The examples of bound morphemes are *-ment, -en, -ing, -ed, -ness, -ful, mis-, en-, un-, im-, in-, -anti, -less, etc* in the words 'government', 'dancing', 'accepted', 'happiness', etc.

Bound morphemes have two categories. They are derivational morphemes and inflectional morphemes. Derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from the root. Whereas inflectional morphemes are not used to produce new words in the English language, but rather to indicate aspects of grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is a past tense or not, etc.<sup>9</sup>

Another name for the bound morphemes is empty morphemes. They can also be called grammatical indicators because they have the tendency to affect grammar.<sup>10</sup> In addition, bound morphemes are commonly called affix.

There are two kinds of affix:

##### 1).Prefix

Prefix is a syllable or syllables which appear in front of the root and can alter the meaning of the root<sup>11</sup>. It means that prefix is affix that precedes the root and can change the meaning of the root. Prefix can be used only for derivational morphemes.

Such as:

---

<sup>7</sup> *Ibid.*

<sup>8</sup> Andrew Carstairs. McCarthy, *An Introduction to English Morphology*... 141.

<sup>9</sup> George Yule, *The Study of Language*... 64.

<sup>10</sup> Dr. Harrison Adeniyi, *English Morphology*, (Nigeria: National Open University of Nigeria, 2010),9.

<sup>11</sup> Sharon Wynne, *Texas English as a Second Language (ESL)*.(Boston:XAMonline,

-*en* in the word *enlarge*.

-*im* in the word *impatient*.

-*un* in the word *unhappy*.

## 2).Suffix

Suffix is a letter or letters which are added to the end of the root and can alter the original tense or meaning of the root<sup>12</sup>. It means that suffix is affix that follows the root and can change the original tense or meaning of the root. Suffix can be used for derivational morphemes and inflectional morphemes.

Such as:

-*ance* in the word *performance*.

-*able* in the word *readable*.

-*ing* in the word *reading*.

## B. The Concept of Inflection

### 1. The Definition Inflection

Inflectional morphemes refer to morphemes that do not change category and do not create new lexemes, but rather change the form of lexemes so that they fit into different grammatical contexts or meanings. Grammatical contexts can include information about number (singular and plural), person (first, second, third), tense (past and present), etc.<sup>13</sup> There are many types of inflectional morphemes:

- a. Inflectional morphemes (...s/...es) to show plural inflection, such as in *books* (additional -s), *boxes* (additional -es).
- b. Inflectional morphemes (...’s/ ...s’) to show possessive inflection, such as in *John’s hat* (additional ‘s), *Charles’ son* (additional s’).
- c. Inflectional morphemes (.....ing) to show progressive inflection, such as in *is studying*, *am eating*, *are playing* (additional ....ing).

---

<sup>12</sup> *Ibid.*

<sup>13</sup> Rochelle Lieber, *Introducing Morphology*, (New York: Cambridge University Press, 2009), 88.

- d. Inflectional morphemes (...ed) to show past tense inflection, such as in *worked, washed* (additional –ed).
- e. Inflectional morphemes (...s/...es) to show third person singular inflection, such as in *drinks* (additional –s), *goes* (additional es).
- f. Inflectional morphemes (...er) to show comparative inflection, such as in *smarter, faster* (additional –er).
- g. Inflectional morphemes (...est) to show superlative inflection, such as in *largest* (additional –est).
- h. Inflectional morphemes (...th) to show ordinal inflection, such as in *sixth, seventh* (additional –th).

## 2. Types of Inflection

As we know that there are many kinds of English morphological inflection, but the writer just limits the study into five morphological inflections. They are plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular inflection

### a. Plural Inflection

Plural inflection is the inflection –s or –es to express plurality. Some nouns have irregular plurals that we should memorize and understand.

For examples:

*My sister has two books* (regular form, additional –s)

*There are five boxes* (regular form, additional –es)

*My uncle has four sheep* (irregular form)

### b. Possessive Inflection

Possessive inflection is the inflection ‘s or s’ to express possessive. Katamba (1993), said that “genitive is used to signal the fact that one noun is to be the head to the other, and the other noun is the modifier which adds some further specification to the head”.<sup>14</sup> For example: *Sehun’s car*.

---

<sup>14</sup> Katamba, Francis.. *Modern Linguistics (Morphology)*. (London: The Macmillan Press, 1993).240

The example above showed the apostrophe as symbol of possessive noun. Noun of *Sehun*, inflected with 's and noun of *car* appear after it without any inflection. This make noun of *car* attached to *Sehun's*, clearer than *a car*.

Yule (2009) “find some variations in the form of inflectional morpheme hat the possessive sometimes appears as –s’ (*those boys’ bags*)”.<sup>15</sup>

For examples:

*Tom’s car is new* (singular, additional ‘s)

*Boys’ bike is broken* (plural, additional s)

#### c. Progressive Inflection

Progressive inflection is the inflection be (auxiliary verb) + present participle (verb ing) to express something that is happening.

For examples:

*We are listening to the radio*

*I am studying English*

*He is speaking Arabic*

#### d. Past tense Inflection

Past tense inflection is the inflection -ed to express something that happened in the past. Some verbs have irregular verb of past tense, so we should memorize. According to Yule (2009), “there are a number of other morphological processes at work in a language like English, such as those involved in the range of allomorphs for the morpheme ‘past tense’”.<sup>16</sup> These include the common pattern in ‘walk + past tense’ become *walked* and also special pattern form irregular verb for example: ‘go + past tense’ become *went* and the others are *began*, *drove*, *ate*, *sang*, *sat* and so on.

For examples:

*He played football yesterday* (regular verb, additional -ed)

*I went to Malang last month* (irregular verb)

#### e. Third Person Singular Inflection

<sup>15</sup> Yule, George.. *The Study of Language, Third Edition*. New York: (Cambridge University Press, 2009).65

<sup>16</sup> *Ibid.* 67

Third person singular inflection is the inflection –s or –es to express third person singular subject (he, she, it). The verb is present tense and it is not preceded by any modals.

For examples:

*She sweeps every morning* (additional –s)

*Miss Rina teaches English* (additional –es)

## C. The Concept of Errors Analysis

### 1. Definition of Error

The process of language learning involves the making of errors. Errors are the flawed side of learners' speech or writing.<sup>17</sup> The learners tend to produce inappropriate sentences. This phenomenon is actually something which is normal as Dulay believes that anyone cannot learn language without first systematically committing errors.<sup>18</sup>

Corder states that errors are divided into two kinds. They are systematic error and unsystematic errors. Systematic errors are caused by a lack of knowledge of the language, whereas unsystematic errors are caused by memory lapses, physical states such as tiredness, and physical condition such as strong emotion. Richard further also classifies learner's error into error of performance and error of competence. Errors of competence resulted from the application of rules which do not correspond to the target language norm is characteristically systematic, whereas errors of performance which are the result of mistake in language and manifest themselves as repeats, false starts, correction or slips of the tongue is characteristically unsystematic.

Errors are deviations committed by the language learners during their learning process that are considered normal. However, in order that there will be no misconception or misperception upon the meaning of error, the writer uses the definition concluded by Dulay. Dulay et al concludes that error is actually any deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be.<sup>19</sup> This is due to the fact that it is difficult to determine the nature of error classification as performance or competence.

### 2. Definition of Error Analysis

---

<sup>17</sup>Dulay et al., *Language Two*, (New York: Oxford University Press, 1982), 138.

<sup>18</sup>*Ibid.*

<sup>19</sup>*Ibid.*,193.



The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors called error analysis.<sup>20</sup>

In addition, it would be quite unreasonable to expect the learner of a target language not to exhibit such slip of the tongue, since he/ she is subject to similar external and internal condition when performing in his/her first or second language. Mostly, the learners cannot avoid making errors in learning the target language. The errors happen because of interference from the first or the second language of the learners.

Writer and teachers of second language soon came to realize that the errors made by the learners in the process of constructing a new system of language needs to be analyzed carefully because it can be used for the keys to the understanding of the process of second language acquisition.

In addition, Johansson has pointed out that an analysis of the learner's errors gives us evidence of his/ her competence in the foreign language. We also gain valuable information concerning learners' difficulties at different stages. Such information is important for the planning of courses and the construction of teaching materials.

From the descriptions above, it is concluded that analyzing errors in the process of learning is an important aspect because by knowing the errors, we can know the learners' difficulties in the process of learning. Therefore, it can also help the progress and the success of learning.

### 3. The Differences Between Error and Mistake

In this term, the writer wants to make a clear meaning of errors and mistakes. This is to avoid misunderstanding between the words. Brown summed up that mistake refers to performance error that is either a random guess or a slip in that is failure to utilize known system correctly<sup>21</sup>. In other word, mistake has a more general meaning than error itself. Error is something more specific than mistake.

The error cannot be separated from the process of language learning, it surely need helpful treatment to reduce and avoid the errors are usually happened in using the language. Brown gave an example to define the error. an error noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner<sup>22</sup>.

---

<sup>20</sup>H. Douglas Brown, *Principles of Language Learning And Teaching*, (London: Prentice-Hall, 1980), 218

<sup>21</sup>H. Douglas Brown .*Principle and Language and Teaching*.(San Francisco, State University, Fourth Edition, 2000), p.217

<sup>22</sup>*Ibid.*

The writer concludes that a mistakes and errors are different, an error is not correctness and a mistake is an error caused by forgetfulness.

#### 4. Causes of Error

According to *Syah* stated that there are two factors that influence student's learning result namely internal factor and external factor.<sup>23</sup> Internal factor divided into two kinds namely physiological and psychichological. While external factor divided into two kinds namely social environment and nonsocial environment.

##### a. Internal Factor

##### 1) Physiological

This factor is most influential for students' success while they are studying there are the factors which cause physically, namely sick, less healthy, and physical defect. They will be tired easily and difficult to concentrate while learning. Finally, the physical defect also can be a problem in learning process because their sense such as auditory does not works well.

##### 2) Psychichological

When studying, the students need to prepare spritual in order to receive the lesson well. If the students do not have it, they will get the problem because they are not calm while they are following the learning process. These case is caused by any factors, namely:

##### a) Intelligence

They are classification or grade IQ of students. Firstly, IQ of students who are genius, are about up to 140. Secondly , IQ of students who are intelligent, are about 110-140. Thirdly, IQ of students who are normal, are about 90-11-. Therefore, IQ of students who are mental weal, are about low 90. These students who often get the problem in learning.

##### b) Attitude

Attitude is a symptom of internal affective dimension in the form of a tendency to react or respond in a way that is relatively fixed to the object of people, goods, and etc positive attitude of student to teacher and subjects that teachers present is a good start for the student learning process. Conversely, negative attitudes of student towards teacher, subject area and accompanied by hatred will cause learning difficulties. To anticipate possible negative attitudes of students, teachers are required to first to demonstrate a positive attitude.

##### c) Talent

---

<sup>23</sup> Muhibbin Syah, *Psikologi Pendidikan*, (Bandung: PT Remaja Rosdakarya Offset, 2014), p.129

Talent is the basic potential or basic competence which is gotten from born. Everyone has different talent. For example, someone whose talent in music or dance will develop the talent easily. However, when students are taught something that is not their talent, they will get problem and give up easily, bored, along with unhappy until they get a bad score.

d) Interest

Interest is very important in learning. In case students do not have it, they will get difficult in learning. The indicator of students who have interest can be shown from their ways to follow learning, whether complete or incomplete their notes, and take attention or not while they are following the lesson.

e) Motivation

Motivation functions to encourage someone in order to study. This can be successful factor in learning. On the other hand, the students who did not have the motivation, they will get the problem and easily despondent, did not pay attention to learn, and like annoying in their class. The characteristics of students whose motivation are they always read a books and will never give up.

Motivation can be divided into two kinds they are intrinsic motivation and extrinsic motivation. Intrinsic motivation is the circumstances that come from within the students themselves who are pushing to action learning. For example, the student enjoys the material. Whereas extrinsic motivation is the circumstances that come from outside the individual students who are also pushing to action learning. Praise or reward, regulation, paragons of parents, teachers, are concrete examples of extrinsic motivation that can help students to learn. In cognitive perspective, a more significant motivation for students is intrinsic motivation.<sup>24</sup>

b. External Factor

1) Social Enviroment

The social environment includes family, student's school environment, society, neighbors. The definition of social environment is the environment outside that has contact directly with students. Family should give attention to their children so that they don't get problem in learning. Therefore, student's school environment such as their teacher, classmate, and staff administration can influence students' difficulties. Then, the teacher have to qualified, good relationship with the students, good diagnosing skill, and suitable method in teaching learning process. Finally, the neighbor and

---

<sup>24</sup> *Ibid*, p.134

society inside us can influence the students. If these social environment do not support them, they will get difficulties in learning.

## 2) Nonsocial Environment

There are the factors which include the nonsocial environment. They are school building and location, learning instrument, home and location, weather, and learning time. These factor above can influence students' learning result.

## CHAPTER III

### RESEARCH METHOD

#### D. The Characteristic and Type of the Research

The writer analyzed the errors on using inflectional morpheme. In this research, the writer considered the importance of learning the difficulties in using inflection to understand the structure and content of the text easily. After seeing this case, the writer decided to apply qualitative research to analyze students' errors on using plural inflection (...s/...es), possessive inflection (...'s/....s'), progressive inflection (...ing), past tense inflection (...ed), and third person singular inflection (...s/...es.

This research was conducted based on qualitative method. It meant that the writer analyzed the data which were taken from the students' errors on using inflectional morpheme result.

Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. Like the mountain lake, qualitative research has many sources that contribute to its shape and substance.<sup>25</sup>

Flick stated that qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts.<sup>26</sup>

---

<sup>25</sup> Gary Anderson, *Fundamentals of Educational Research Second Edition*, (USA: Taylor and Francis Group, 2005), p.126

<sup>26</sup> Uwe, *An Introduction to Qualitative Research Fourth Edition* Sage, (Chennai India: Great Britain by Ashford Colour Press, 2009), p.21

Another definition by Denzin & Lincoln (in Gary Anderson, 2005) that qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts— that describe routine and problematic moments and meanings in individuals' lives.<sup>27</sup> The aim of qualitative research is not verification of a predetermined idea, but *discovery* that leads to new insights.<sup>28</sup> Thus qualitative researchers focus on *natural settings*.

It can be explained that, qualitative research is a research cannot be measured by statistic method, the writer look the subject of research itself from certain subject.

The types of this research is descriptive qualitative. Terminologically, descriptive means describing to the fact or interpreting and describing clearly circumstantiated.

From the explanation above this research was directed to analyze students' errors in using inflectional morpheme made by Tenth Grade Students of SMK PGRI I Punggur. This was dedicated to know the errors commonly made by students, especially in using inflection.

---

<sup>27</sup> Gary Anderson, *Fundamentals of*, p.127

<sup>28</sup> Robert R Sherman and Rodman B. Webb, *Qualitative Research in Education: Focus and Methods*, (London and New York: Taylor and Francis, 2005), p.5

### **E. Data Resource**

Sugiono stated that there were two data resources, the primary resource and secondary resource.<sup>29</sup>

1. The writer got the primary data from students in the class. The writer doing a test by giving them a work sheet contain five inflectional morphemes. Then, the writer got another data by questionnaire interviewing from 10 students at tenth grade of SMK PGRI 1 Punggur.
2. The secondary data was collected from archival data such as the accumulated survey information of SMK PGRI 1 Punggur statistics or documents of SMK PGRI 1 Punggur and the last was gained from any books that discuss on inflectional morphemes.

### **F. Data Collecting Technique**

In conducting the research, the writer used techniques to collect data. The techniques are: In conducting the research, the writer used techniques to collect data. The techniques are:

#### **1. Observation**

Observation was applied by obtain observe to the students' writing products about using inflectional morpheme and the error of inflectional morpheme. As a result, observation is done to get the real picture about the research

#### **2. Documentation**

The writer used documentation as the instrument of research. Documentation was supposed to get the archive of the school such as organization structure and history of the school. Furthermore, the writer used

---

<sup>29</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Jakarta: CV Alfabeta, 2009), p.219.

the documentation method to get detail information about the condition of the students, especially at the tenth grade students of SMK PGRI 1 Punggur. The documents are:

a. School document

The school documents include all structure of the school such as organization, structure and history.

b. Students Document

In order to get the valid data of this research, the writer analyze the students' document, the documents are the score documents from the teacher. From those student documents the writer analyze the students understanding of students SMK PGRI 1 Punggur.

### 3. Interview

Interviews can be highly structured, semi structured or unstructured. Structured interviews consist of the interviewer asking each respondent the same questions in the same way. A tightly structured schedule of questions is used, very much like a questionnaire. The questions may even be phrased in such a way that a limited range of responses can be elicited.<sup>30</sup> To collect the data, the writer used interview to acquire some information, suggestion and opinion about the primary data. The interview was conducted to get the information, why students' SMK PGRI 1 Punggur facing problem in understanding inflectional morpheme.

### 4. Field Note

---

<sup>30</sup> Beverley Hancock, *An Introduction to Qualitative Research*, (Nottigham: Trent Focus Group, 1998), p.9



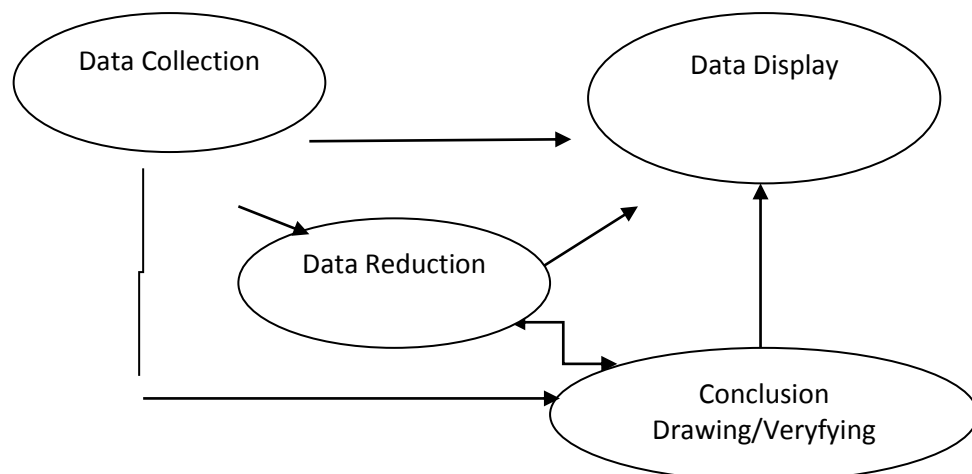
Field Note is to collect the data more accurately, the researcher will use the field note; it will make the data analyzer simpler. In many professions, it is a manner of good practice to make “field note” while actually engaging in professionals.<sup>31</sup> Field note is various observations on aspects of learning in the classroom, the classroom atmosphere, classroom management, teacher interaction with students, student interaction with students and some other aspects.

#### D. Data Analysis Technique

The writer took to apply the Miles and Huberman Model to analyze the data. The steps can be seen at the figure illustrate bellow:

Figure I

##### Analysis of Miles and Huberman Model.




---

<sup>31</sup>Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1997), p.51.

As Miles and Huberman maintain that there were four steps of analysis that could be used, namely data collection, data reduction, data display, and conclusion drawing and verification.<sup>32</sup>

1. Data collection was the step when the writer gathered all data which was used to complete the research.
2. Data reduction, in this step, the writer made a summary, chose the important thing, and focused on the certain thing. Therefore, the writer could describe easily
3. To display the data, the writer usually used figures or charts. The display had to describe the contents the entire the data.
4. Lastly, the writer verified his research by making conclusion of data.

#### **E. Research Approach**

Traditionally, the case study has been associated with qualitative research method. The writer applied the case study to conduct this research. The writer chose this method because, the writer would analyze students' error in understanding five inflectional morphemes made by the tenth grade students of SMK PGRI 1 Punggur.

Because of it the writer applied the qualitative research method. The writer applied this method step by step in order to maximize in acquiring the data research. Then, the writer applied the procedures as follows:

1. Determining focus to the research and formulating the questions.

The writer formulates and collects the questions to focus the research. It is done because the writer uses interview and test to gain the result of data.

---

<sup>32</sup>Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (London. Sage Publication, 1994), p. 10-11.

2. Determining case, collecting and analyzing the data.

After finishing gaining data, the writer determined the case that will be analyzed.

3. Supplying collecting data instrument.

The writer plans to determine instrument to collect the data.

4. Evaluating and analyzing the data.

The writer evaluates the data, before she analyzes and interprets the data. It is to ensure that data is complete.

5. Making report

The writer makes the report to simply the data. The report can be summary and formal.<sup>33</sup>

---

<sup>33</sup> John W.Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach*, (USA:Sage Publication on, Inc.2007)The second edition.p.76

## CHAPTER III

### RESEARCH METHOD

#### A. The Characteristic and Type of the Research

The writer analyzed the errors on using inflectional morpheme. In this research, the writer considered the importance of learning the difficulties in using inflection to understand the structure and content of the text easily. After seeing this case, the writer decided to apply qualitative research to analyze students' errors on using plural inflection (...s/...es), possessive inflection (...'s/....s'), progressive inflection (...ing), past tense inflection (...ed), and third person singular inflection (...s/...es.

This research was conducted based on qualitative method. It meant that the writer analyzed the data which were taken from the students' errors on using inflectional morpheme result.

Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. Like the mountain lake, qualitative research has many sources that contribute to its shape and substance.<sup>34</sup>

Flick stated that qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts.<sup>35</sup>

---

<sup>34</sup> Gary Anderson, *Fundamentals of Educational Research Second Edition*, (USA: Taylor and Francis Group, 2005), p.126

<sup>35</sup> Uwe, *An Introduction to Qualitative Research Fourth Edition* Sage, (Chennai India: Great Britain by Ashford Colour Press, 2009), p.21

Another definition by Denzin & Lincoln (in Gary Anderson, 2005) that qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts— that describe routine and problematic moments and meanings in individuals' lives.<sup>36</sup> The aim of qualitative research is not verification of a predetermined idea, but *discovery* that leads to new insights.<sup>37</sup> Thus qualitative researchers focus on *natural settings*.

It can be explained that, qualitative research is a research cannot be measured by statistic method, the writer look the subject of research itself from certain subject.

The types of this research is descriptive qualitative. Terminologically, descriptive means describing to the fact or interpreting and describing clearly circumstantiated.

From the explanation above this research was directed to analyze students' errors in using inflectional morpheme made by Tenth Grade Students of SMK PGRI I Punggur. This was dedicated to know the errors commonly made by students, especially in using inflection.

---

<sup>36</sup> Gary Anderson, *Fundamentals of*, p.127

<sup>37</sup> Robert R Sherman and Rodman B. Webb, *Qualitative Research in Education: Focus and Methods*, (London and New York: Taylor and Francis, 2005), p.5

## B. Data Resource

Sugiono stated that there were two data resources, the primary resource and secondary resource.<sup>38</sup>

3. The writer got the primary data from students in the class. The writer doing a test by giving them a work sheet contain five inflectional morphemes. Then, the writer got another data by questionnaire interviewing from 10 students at tenth grade of SMK PGRI 1 Punggur.
4. The secondary data was collected from archival data such as the accumulated survey information of SMK PGRI 1 Punggur statistics or documents of SMK PGRI 1 Punggur and the last was gained from any books that discuss on inflectional morphemes.

## C. Data Collecting Technique

In conducting the research, the writer used techniques to collect data. The techniques are: In conducting the research, the writer used techniques to collect data. The techniques are:

### 5. Observation

Observation was applied by obtain observe to the students' writing products about using inflectional morpheme and the error of inflectional morpheme. As a result, observation is done to get the real picture about the research

### 6. Documentation

The writer used documentation as the instrument of research. Documentation was supposed to get the archive of the school such as organization structure and history of the school. Furthermore, the writer used

---

<sup>38</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Jakarta: CV Alfabeta, 2009), p.219.

the documentation method to get detail information about the condition of the students, especially at the tenth grade students of SMK PGRI 1 Punggur. The documents are:

a. School document

The school documents include all structure of the school such as organization, structure and history.

b. Students Document

In order to get the valid data of this research, the writer analyze the students' document, the documents are the score documents from the teacher. From those student documents the writer analyze the students understanding of students SMK PGRI 1 Punggur.

## 7. Interview

Interviews can be highly structured, semi structured or unstructured. Structured interviews consist of the interviewer asking each respondent the same questions in the same way. A tightly structured schedule of questions is used, very much like a questionnaire. The questions may even be phrased in such a way that a limited range of responses can be elicited.<sup>39</sup> To collect the data, the writer used interview to acquire some information, suggestion and opinion about the primary data. The interview was conducted to get the information, why students' SMK PGRI 1 Punggur facing problem in understanding inflectional morpheme.

## 8. Field Note

---

<sup>39</sup> Beverley Hancock, *An Introduction to Qualitative Research*, (Nottigham: Trent Focus Group, 1998), p.9

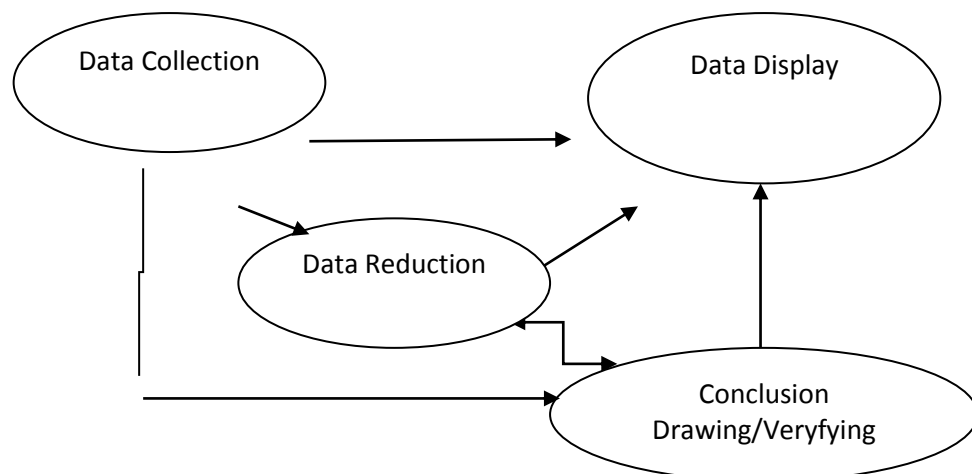
Field Note is to collect the data more accurately, the researcher will use the field note; it will make the data analyzer simpler. In many professions, it is a manner of good practice to make “field note” while actually engaging in professionals.<sup>40</sup> Field note is various observations on aspects of learning in the classroom, the classroom atmosphere, classroom management, teacher interaction with students, student interaction with students and some other aspects.

#### D. Data Analysis Technique

The writer took to apply the Miles and Huberman Model to analyze the data. The steps can be seen at the figure illustrate bellow:

Figure I

#### Analysis of Miles and Huberman Model.



<sup>40</sup>Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1997), p.51.



As Miles and Huberman maintain that there were four steps of analysis that could be used, namely data collection, data reduction, data display, and conclusion drawing and verification.<sup>41</sup>

5. Data collection was the step when the writer gathered all data which was used to complete the research.
6. Data reduction, in this step, the writer made a summary, chose the important thing, and focused on the certain thing. Therefore, the writer could describe easily
7. To display the data, the writer usually used figures or charts. The display had to describe the contents the entire the data.
8. Lastly, the writer verified his research by making conclusion of data.

#### **F. Research Approach**

Traditionally, the case study has been associated with qualitative research method. The writer applied the case study to conduct this research. The writer chose this method because, the writer would analyze students' error in understanding five inflectional morphemes made by the tenth grade students of SMK PGRI 1 Punggur.

Because of it the writer applied the qualitative research method. The writer applied this method step by step in order to maximize in acquiring the data research. Then, the writer applied the procedures as follows:

2. Determining focus to the research and formulating the questions.

The writer formulates and collects the questions to focus the research. It is done because the writer uses interview and test to gain the result of data.

---

<sup>41</sup>Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (London. Sage Publication, 1994), p. 10-11.

3. Determining case, collecting and analyzing the data.

After finishing gaining data, the writer determined the case that will be analyzed.

6. Supplying collecting data instrument.

The writer plans to determine instrument to collect the data.

7. Evaluating and analyzing the data.

The writer evaluates the data, before she analyzes and interprets the data. It is to ensure that data is complete.

8. Making report

The writer makes the report to simply the data. The report can be summary and formal.<sup>42</sup>

---

<sup>42</sup> John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approaches*, (USA: Sage Publication on, Inc. 2007) The second edition. p. 76

## **CHAPTER IV**

### **RESULT AND DISSCUSSION**

#### **A. Description of Research Setting**

##### **1. A Brief History of Establishment on SMK PGRI 1 Punggur**

SMK PGRI 1 Punggur Lampung Tengah is located in Tanggulangin, Punggur district of Central Lampung. It was established on May, 1985. SMK PGRI 1 Punggur has accreditation status of C and had been lead by the following principals:

- 1<sup>st</sup> July 1984 – 31 July 1987 had been lead by Mr. Bayu Suprihyanto, B.Sc
- 1<sup>st</sup> August 1987 - 31 July 1990 had been lead by Drs. Sujadi Margono
- 1<sup>st</sup> August 1990 - 31 Juli 1993 had been lead by Mr. Dwi Suhardiyono, S.Pd
- 1<sup>st</sup> August 1993 - 31 Juli 1996 had been lead Mr. Bayu Suprihyanto, B.Sc
- 1<sup>st</sup> August 1996 - 31 Juli 1999 had been lead Mr. Dwi Suhardiyono, S.Pd
- 1<sup>st</sup> August 1999 - 31 Juli 2002 had been lead Drs. Sujadi Margono
- 1<sup>st</sup> August 2002 - 31 Juli 2005 had been lead Mr. Dwi Suhardiyono, S.Pd

- 1<sup>st</sup>August 2005 - 31 Juli 2008 had been lead Mr. Mardiyono, HS, BA
- 1<sup>st</sup>August 2008 - 31 Juli 2011 had been lead Mr. Mardiyono, HS, S.Pd
- 1<sup>st</sup>August 2011- 31 Juli 2015 had been lead Hi. Mardiyono, HS, S.Pd
- 10 July 2015 -until now had been lead Mrs. Harnani, S.Pd

SMK PGRI 1 Punggur established on area  $\pm 8.440 \text{ m}^2$  with school statistic number 344120206005. SMK PGRI 1 Punggur has four skill program. Those are marketing, accountancy, office administration, and computer program with the total class are 3 for each the skill program. SMK PGRI 1 Punggur has 30 teachers and 6 official employees.

## **2. Vision and Mission**

### **a. Vision**

“Producing skilled, independent, competitive and noble graduates”

### **b. Mission**

“Preparing students to be a skilled, honest, polite, and be cautious medium level manager to make leaders competitive in work”

## **3. The Condition of Teacher and Official Employers at SMK PGRI 1 Punggur**

The number of teachers and official employers in SMK PGRI 1

Punggur in academic year 2018/2019 can be identified as follows:

Table 2.1

The Condition of Teachers and Official Employers in SMK PGRI 1 Punggur in the Academic Year of 2018/2019

No.	Name / NIP	Education last	Teacher status	Position
1	Harnani, S.Pd	S.1	DPK	Headmaster
2	Dra. Ernawati	S.1	DPK	Vice curriculum
3	Wahana Widjanarko, S.Pd	S.1	GTY	Vice student
4	Hi. Mardiyono, HS, S.Pd	S.1	GTY	Civics teacher
5	Ir. Suyoto, MM	S.2	GTY	English Teacher
6	Drs. Cahyo Purwono	S.1	GTT	History Teacher
7	Drs. Tugiman	S.1	GTY	Office admin Teacher
8	A. Agus Gunardiyanta, BA	S.1	GTT	Civics Teacher
9	Drs. Tribono Budi Rumpoko	S.1	DPK	Computer Teacher
10	Dra. Rupiyyah	S.1	DPK	Management Bussines Teacher
11	Dra. Masturyatun	S.1	GTT	Computer Teacher
12	Dwi Suhardiyono, S.Pd	S.1	GTT	Counceling Teacher
13	Dra. Ari Retnani	S.1	GTT	History Teacher
14	May Farida S.Pd.	S.1	GTT	Indonesian Teacher
15	Drs. Sungedi	S.1	GTT	Islamic Religion Teacher
16	Suwito	SGO	GTY	Indonesian Teacher
17	Eni Purwiyati, BA	SARMUD	GTY	Art Teacher
18	Indriani Srimuryantini, SE.M.S, Ak	S.1	GTY	Accountant Economic Teacher
19	Dra. Salbiah	S.1	GTY	Islamic Religion Teacher
20	Lusy Yusarniati, SE.	S.1	GTT	Economic Teacher
21	Dyah Ayu Novitasari ,SE.	S.1	GTY	Economic Teacher
22	Sumartini, S.Pd	S.1	GTY	Management Teacher
23	Agung Tri Hardono	SMA	GTY	Consult Teacher
24	Desi Anawati, S.Pd	S.1	GTY	Indonesian Teacher
25	Bekti Adarani, S.Pd	S.1	GTY	English Teacher
26	Willy Artanika Rikarda, ST	S.1	GTY	Computer Teacher
27	Rofita Handayani, S.Pd	S.1	GTY	Mathematics Teacher
28	Nuari Anisa Sivi, S.Kom	S.1	GTY	Computer Teacher
29	Asri Puji Astuti, S.Pd	S.1	GTY	English Teacher
30	A.Ali Hanafiah, S.Pd	S.1	GTT	Mathematics Teacher

31	Drs. Sudarminto	S.1	GTT	Islamic Religion Teacher
32	Alggi Fani Rama Santi, S.Pd	S.1	GTT	English Teacher
33	Miftahudin	S.1	GTT	Marketing Teacher
34	Supanto	PGSMTP	PTY	Head of Administration
35	Suhadi	PGSMTP	PTY	Treasury
36	Suparjo	SMP	PTY	Staff of Administration
37	Dwi Haryanti	D.1 Komputer	PTY	Staff of Administration
38	I Made Sugiarta	SMA	PTY	Staff of Administration
40	Avfrillia Suzanty	SMA	PTT	Staff of Administration

Source : *School Documentation*

#### 4. Students Quantity of SMK PGRI 1 Punggur

The student's quantity of SMK PGRI 1 Punggur in the academic year of 2018/2019 is that can be identified as follows:

Table 2.2  
The Table of Students Quantity of SMK PGRI 1 Punggur in the Academic Year of 2018/2019

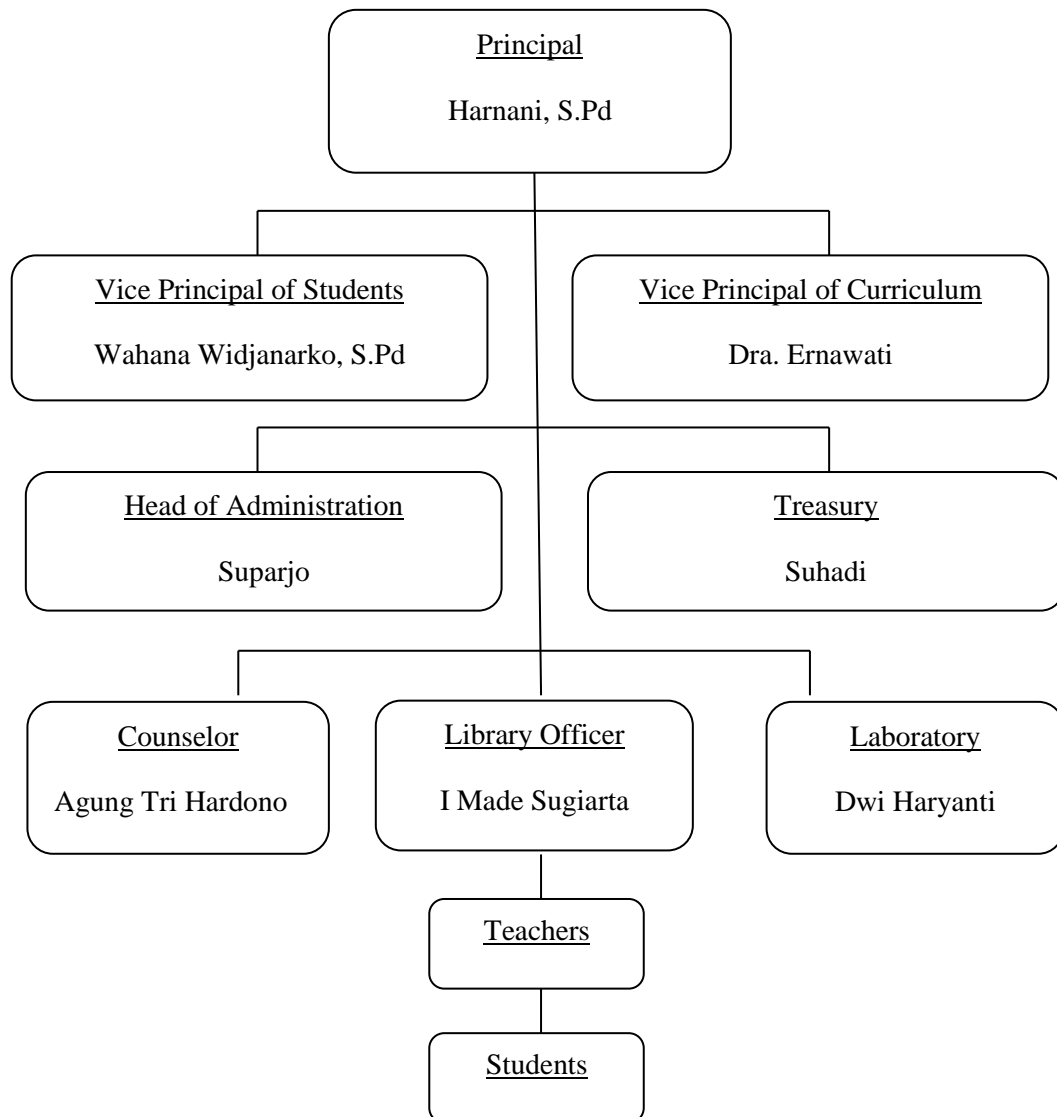
NO	CLASS	DEPARTMENT				SEX		TOTAL
		TKJ	AK	AP	P	MALE	FEMALE	
1	X	20	15	22	23	30	45	75
2	XI	24	13	12	13	27	35	62
3	XII	20	18	16	11	25	40	62
	<b>TOTAL</b>					<b>81</b>	<b>120</b>	<b>202</b>

Source : *School Documentation*

#### 5. Structure Organization of SMK PGRI 1 Punggur

The structure organization of SMK PGRI 1 Punggur academic year 2018 / 2019 can be shown in the figure as follows :

Figure II  
The Structure Organization of SMK PGRI 1 Punggur



Source : *School Documentation*

## B. The Types of English Inflectional Morpheme Errors

The researcher identifies the types of English inflectional Morpheme errors made by the tenth grade students of SMK PGRI 1 Punggur into five types, namely plural inflection errors, possessive inflection errors, progressive inflection errors, past tense inflection errors, and third person singular inflection errors.

The result of all of English inflectional morpheme errors that occurred in each item made by the tenth grade students of SMK PGRI 1 Punggur can be seen on the table 2.3 below:

Table 2.3  
The Table of Error Frequency in English Inflectional Morpheme

No	Name	Types of English Inflectional Morpheme					The Error frequency
		Third Person Singular	Past Tense	Progressive	Possessive	Plural	
1	S.N.H	2	1	3	2	-	8
2	R.I	3	1	1	3	3	11
3	N.A	3	1	1	3	1	9
4	L.I	2	1	-	4	1	8
5	M.J	4	1	3	4	1	13
6	E.N.P	2	1	2	3	1	9
7	A.R	2	-	1	3	2	8



8	R.V	3	1	2	3	2	11
9	V.N.A	1	1	2	3	-	7
10	A.D.D	3	1	2	4	-	10
<b>Total Errors</b>							<b>94</b>

Table 2.4  
The Categories of English Inflectional Morpheme Error

No.	The Initial	The Score	Category
1.	S.N.H	60	Fairly good
2.	R.I	45	Bad
3.	N.A	55	Fairly good
4.	L.I	60	Fairly good
5.	M.J	35	Bad
6.	E.N.P	55	Fairly Good
7.	A.R	60	Fairly Good
8.	R.V	45	Bad
9.	V.N.A	65	Fairly Good
10.	A.D.D	50	Bad

The standard of assessment used in this Research is adopted from Brown (2004), *language assessment*, The criteria of assesement as follows:

No	Score	Catagory	Total
1	75 - 100	Good	-
2	51 - 74	Fairly Good	6
3	0 - 50	Bad	4

### 1. Plural Inflection Errors

The learners have made errors in plural inflection. The questions related to plural inflection are number 1, 2, 3, and 4. The description of errors in plural inflection can be seen in the table 2.5 below:

Table 2.5  
The Description of Errors in Plural Inflection

Number of Question	Types of Errors	The Correct form
1	<ul style="list-style-type: none"> <li>There are many <u>Student's</u> in the class</li> </ul>	There are many <u>Students</u> in the class
2	<ul style="list-style-type: none"> <li>My mother asks me to buy five <u>tomates</u></li> <li>My mother asks me to buy five <u>tomatos</u></li> </ul>	My mother asks me to buy five <u>tomatoes</u>

3	<ul style="list-style-type: none"> <li>Mr. Tono has two <u>bussed</u></li> </ul>	Mr. Tono has two <u>busses / buses</u>
4	<ul style="list-style-type: none"> <li>There are many <u>person's</u> came to my party last night</li> </ul>	There are many <u>persons</u> came to my party last night

The table 2.3 describes the students' errors in the use of plural inflection. In item number 1, there is one type of error. It is "*There are many student's in the class*". The correct sentence should be "*There are many students in the class*". In item number 2, there are two types of errors. They are "*My mother asks me to buy five tomatos*" and "*My mother asks me to buy five tomates*". The correct sentence should be "*My mother asks me to buy five tomatoes*". In item number 3, there is one type of error. It is "*Mr. Tono has two bussed*". The correct sentence should be "*Mr. Tono has two busses/ buses*". In item number 4, there is one type of error. It is "*There are many person's came tomy party last night*". The correct sentence should be "*There are many persons/ people came to my party last night*".

### 1. Possessive Inflection Errors

The learners have made errors in possessive inflection. The questions related to possessive inflection are number 5, 6, 7, and 8. The description of errors in possessive inflection can be seen in the table 2.6 below:

Table 2.6  
The Description of Errors in Possessive Inflection

Number of Question	Types of Errors	The Correct form
5	<ul style="list-style-type: none"> <li>The <u>girls</u> book is on the table</li> </ul>	The <u>girl's</u> book is on the table
6	<ul style="list-style-type: none"> <li>The <u>boys</u> hats are red</li> <li>The <u>boy's</u> hats are red</li> </ul>	The <u>boys'</u> hats are red
7	<ul style="list-style-type: none"> <li>John and Bob are married. Their <u>wive</u> names are Cindy and Jane</li> <li>John and Bob are married. Their <u>wifes</u> names are Cindy and Jane</li> <li>John and Bob are married. Their <u>wife's</u> name are Cindy and Jane</li> <li>John and Bob are married. Their <u>wifees</u> names are Cindy and Jane</li> <li>John and Bob are married. Their <u>wives</u> names are Cindy and Jane</li> </ul>	John and Bob are married. Their <u>wives'</u> names are Cindy and Jane
8	<ul style="list-style-type: none"> <li><u>Thomass</u> car is very expensive</li> <li><u>Thomased</u> car is very expensive</li> </ul>	<u>Thomas'</u> car is very expensive

The table 2.6 describes the students' errors in the use of possessive inflection. In item number 5, there is one type of error. That is "*The girls book is on the table*", The correct sentence should be "*The girl's book is on the table*". In item number 6, there are two types of errors. They are "*The boys hats are red*" and "*The boy's hats are red*". The correct

sentence should be *“The boys’ hats are red”*. In item number 7, there are five types of errors. They are *“John and Bob are married. Their wife names are Cindy and Jane”*, *“John and Bob are married. Their wives names are Cindy and Jane”*, *“John and Bob are married. Their wife’s names are Cindy and Jane”*, *“John and Bob are married. Their wifees names are Cindy and Jane”* and *“John and Bob are married. Their wives names are Cindy and Jane”*. The correct sentence should be *“John and Bob are married. Their wives’ names are Cindy and Jane”*. In item number 8, there are two types of errors. They are *“Thomass car is very expensive”*, *“Thomased car is very expensive”*. The correct sentence should be *“Thomas’ car is very expensive”*.

## 2. Progressive Inflection Errors

The learners have made errors in progressive inflection. The questions related to progressive inflection are number 9, 12, 13, and 18. The description of errors in progressive inflection can be seen in the table 2.7 below:

Table 2.7  
The Description of Errors in Progressive Inflection

Number of Question	Types of Errors	The Correct form
9	-	They are <u>playing</u> volley ball in the yard at present

12	<ul style="list-style-type: none"> <li>• My uncle is <u>swiming</u> in the swimming pool at this moment</li> </ul>	My uncle is <u>swimming</u> in the swimming pool at this moment
13	-	-
18	<ul style="list-style-type: none"> <li>• I am <u>studies</u> English with my sister now</li> <li>• I am <u>studys</u> English with my sister now</li> </ul>	I am <u>studying</u> English with my sister now

Table 2.7 describes the students' errors in the use of progressive inflection. In item number 9, there is no Answer. In item number 12, "*My uncle is swiming in the swimming pool at this moment*", The correct sentence should be "*My uncle is swimming in the swimming pool at this moment*". In item number 13, "*My father is sleeping in the bedroom now*", there are no students who make errors. In item number 18, there are two types of errors. They are "*I am studies English with my sister now*", "*I am studys English with my sister now*". The correct sentence should be "*I am studying English with my sister now*".

### 3. Past Tense Inflection Errors

The learners have made errors in past tense inflection. The questions related to past tense inflection are number 10, 11, 15, and 20. The description of errors in past tense inflection can be seen in the table 2.8 below:

Table 2.8  
The Description of Errors in Past Tense Inflection

Number of Question	Types of Errors	The Correct form
10	<ul style="list-style-type: none"> <li>Budi <u>wanting</u> to go to Surabaya last week.</li> </ul>	Budi <u>wanted</u> to go to Surabaya last week.
11	-	-
15	-	-
20	<ul style="list-style-type: none"> <li>Sam <u>cooking</u> dinner for his family last night</li> <li>Sam <u>cooks</u> dinner for his family last night</li> </ul>	Sam <u>cooked</u> dinner for his family last night

The table 2.8 describes the students' errors in the use of past tense inflection. In item number 10, there is one type of error. That is "*Budi wanting to go to Surabaya last week*". The correct sentence should be "*Budi wanted to go to Surabaya last week*". In item number 11, , there is no type of error. In item number 15, there is no type of error. In item number 20, there are two types of errors. They are "*Sam is cooking dinner for his family last night*" and "*Sam cooks dinner for his family last night*". The correct sentence should be "*Sam cooked dinner for his family last night*".

#### 4. Third Person Singular Inflection Errors

The learners have made errors in third person singular inflection. The questions related to third person singular inflection are number 14, 16, 17, and 19. The description of errors in third person singular inflection can be seen in the table 2.9 below:

Table 2.9  
The Description of Errors in Third Person Singular Inflection

Number of Question	Types of Errors	The Correct form
14	<ul style="list-style-type: none"> <li>My mother <u>sweeping</u> the floor every morning</li> </ul>	My mother <u>sweeps</u> the floor every morning
16	<ul style="list-style-type: none"> <li>My aunt <u>watch's</u> on television in the living room every night</li> <li>My aunt <u>watches</u> on television in living room every night</li> <li>My aunt <u>watched</u> on television in living room every night</li> </ul>	My aunt <u>watches</u> on television in the living room every night
17	<ul style="list-style-type: none"> <li>My uncle <u>buying</u> a new car today</li> </ul>	My uncle <u>buys</u> a new car today
19	<ul style="list-style-type: none"> <li>Dita <u>reading</u> a book everyday</li> </ul>	Dita <u>reads</u> a book everyday

The table 2.9 describes the students' errors in the use of third person singular inflection. In item number 14, , there is one type of error, They are "*My mother is sweeping the floor every morning*". The correct sentence should be "*My mother sweeps the floor every morning*". In item number



16, there are three types of errors. They are “*My aunt is watched television in the living room every night*” , “*My aunt is watchs television in the livingroom every night*” and “*My aunt is watch’s television in the livingroom every night*”. The correct sentence should be “*My aunt watches television in the living room every night*”. In item number 19, there is one type of error. It is “Dita reading a book everyday”. The correct sentence should be “Dita reads a book everyday”.

### C. The Error Frequencies of English Inflectional Morpheme

The Researcher calculated the percentages of each error type of English Inflectional Morpheme made by the tenth grade students of SMK PGRI 1 Punggur which was done by using the formula below:

$$\frac{F}{N} \times 100$$

F = number of errors of each type

N = total number of errors

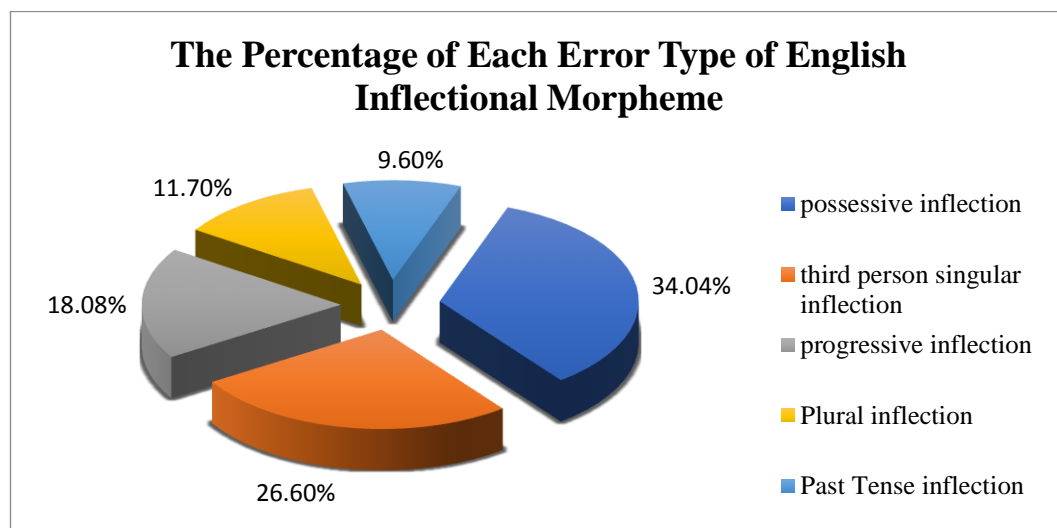
The result of percentages of each error type of English Inflectional Morphemecan be seen in the table 2.10 below:

Table 2.10  
The Percentages of Each Error Type of English Inflectional Morpheme

No.	Types of Errors	Total ofErrors	Percentage
1	Plural inflection errors	11	11,7%

2	Possessive inflection errors	32	34,04%
3	Progressive inflection errors	17	18,08%
4	Past Tense inflection errors	9	9,6%
5	Third Person Singular inflection errors	25	26,6%
<b>TOTAL</b>		<b>94</b>	

Figure III  
The Percentages of Each Error Type of English Inflectional Morpheme



The table 2.10 describes the percentage of each error type of English Inflectional Morpheme which has been made by the tenth grade students of SMK PGRI 1 Punggur. It can be seen that possessive inflection errors is on the first rank (32 or 34,04%), then it is followed by third person singular

inflection errors on the second rank (25 or 26,6%), on the third rank is progressive inflection errors (17 or 18,08%), on the fourth rank is Plural inflection errors (11 or 11,7%), and the last is Past Tense inflection errors on the fifth rank (9 or 9,6%). To sum up, the highest percentage of error types is possessive inflection error and the lowest percentage of error types is Past Tense inflection error.

#### **D. The Causes of English Inflectional Morpheme Errors**

The next procedure was analyzing causes of error to know why students at the Tenth grade of SMK PGRI 1 Punggur made errors in using Inflectional Morpheme. The researcher asked the questionnaire interview to the 10 students. In this section, the researcher decreased the number of the respondents to 10 students to make the process of analyzing easier. These lists were the result of the interview questionnaire in ten respondents.

#### **Questions:**

1. What did you know about Inflectional Morpheme?

**R1** : The way using additional word in the sentence

**R2** : Inflectional Morpheme is additional word

**R3** : Inflectional Morpheme is the way adding the word in the past tense

**R4** : the way to add and differentiate the word

**R5** : Inflectional Morpheme is additional word

**R6** : to add and differentiate the word in past tense

**R7** : additional word in the sentence by using affix to be perfect

sentence e,g : yesterday I worked in the market

**R8** : additional word in the sentence by using affix to be perfect

sentence e,g : yesterday I worked in the market

**R9** : used to show some functions of word

**R10** : -

8 of 10 respondent said that Inflectional Morpheme is the way giving additional word and 1 of the 10 respondents said that English is Inflectional Morpheme is to show the function of word, only 1 of 10 respondent didn't answer the question.

## 2. What is the difficulty of understanding Inflectional Morpheme?

**R1** : difficult to differentiate the verbs

**R2** : difficult adding the word into the verb

**R3** : the difficulty is to understand the verb we use

**R4** : to distinguish the word we use

**R5** : the difficulty is to understand the verb and vocabulary that we use  
and which affix we use to that verb

**R6** : difficult to differentiate the verb

**R7** : not understand the sentence

**R8** : to add the affix that suit for the sentence and differentiate the verb

**R9** : difficult to understand the sentence

**R10** : difficult to understand the word

4 of 10 respondent said difficult to differentiate the verb, 6 of them said

difficult to understand which word or affix they use

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

**R1** : possessive inflection, because confuse to differentiate the verb  
with other sentence

**R2** : possessive inflection, because difficult to determine the mark 's/s'

**R3** : possessive inflection, because difficult to determine the mark 's/s'  
In sentence

**R4** : possessive inflection, because difficult to determine the verbs

**R5** : possessive inflection 's/s', because difficult to determine the mark

**R6** : possessive inflection, because confuse to differentiate the verb  
with Other sentence

**R7** : possessive inflection, because difficult to understand and

Differentiate the meaning

**R8** : possessive inflection 's/s', because difficult to determine the mark

**R9** : possessive inflection 's/s', because difficult to understand that  
word

**R10** : -

9 of 10 respondents said that they got problems in understanding  
possessive inflection and one of them didn't answer the question.

4. What factors that made you difficult in understanding Inflection?

**R1** : not interested in English and difficult to be understood

**R2** : not interested in English and feel lazy to study English

**R3** : the factor is friend

**R4** : the factor is friends

**R5** : because I don't study hard and lazy to study English so I don't get  
easy to understand it

**R6** : because I am not interested yet in English maybe someday

**R7** : it is difficult to be understood because I am not interested in  
English and I dislike it

**R8** : because it is hard to be understood

**R9** : because I always get difficulty in understanding English

**R10** : because I am not interested in English

6 of the 10 respondents said that they were not interested in English. 2 of the 10 respondents said that the factor is friend, While 2 others said that English is difficult lesson.

5. How to overcome your own problem in understanding Inflection?

**R1** : try to understand and try to like everything about English

**R2** : try to like the topic, study hard, and try to like the English teacher

**R3** : pay attention when the teacher teach in the class so we  
will get easy to understand the lesson

**R4** : pay attention when the teacher teach in the class

**R5** : study hard to learn about inflection

**R6** : try to like the teacher so we can get easy to understand the lesson

**R7** : study hard and try to like the teacher

**R8** : study hard about inflection and ask friend to help us

**R9** : like the lesson and teacher so that we can get easy to understand it

**R10** : listen and pay attention

Most of them knew the way to overcome their own problems in understanding inflection, While some of them said that teacher also determine their success in understanding inflection.

## E. Discussion

Based on the result of interview and the data from students, there are some reasons why the students made errors in using inflection in sentence, they are internal factor and external factor. Internal factor is caused by their interest, they do not pay attention toward the explanation that is given by teacher. External factor are caused by a brief explanation that is given by the teacher and teaching method that is not suitable.

This analysis described that most of students make error in possessive inflection 34,04% with (32 items), the second level is third person singular inflection 26,6% with (25 items), the third is progressive inflection 18,8% with (17 items), and the last are Plural inflection 11,7% with (11 items) and Past Tense inflection also 9,6% with (9 items). It seems that the function of every inflection make students confuse to choose the right answer. Most of students know the root of a word form, but the additional suffixes on a word in sentence make them confuse, so, most of students make errors.

Thus, the teacher should explain the material clearly and uses teaching method suitable And for the students should pay attention toward explanation given by the teacher, students should read any kinds of grammar books to enrich their ability in understanding language structure and students must do all the test or homework given by the teacher.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research finding and discussion, the researcher draws several conclusions related to this study:

1. The types of errors in the use of five English morphological inflections (plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular inflection) show that possessive inflection error is on the first rank (32 or 34,04%), then it is followed by third person singular inflection errors on the second rank (25 or 26,6%), on the third rank is progressive inflection errors (17 or 18,08%), on the fourth rank is Plural inflection errors (11 or 11,7%), and the last is Past Tense inflection errors on the fifth rank (9 or 9,6%).
2. The factors causing errors in the use of five English Inflectional Morphemes are caused by internal factor and external factor. Internal factor such as their interest, they do not pay attention toward the explanation given. While external factor such as a brief explanation from the guider and method of teaching, because how well the students understand the material depends on the method of teaching that teacher uses.
3. The implications of this research to the English teaching, it should be a consideration for the teachers that they have to teach students more detail

about how to use English inflectional morphemes correctly. For example, the teacher should teach specifically how to use suffix (es) for noun or verb by ending (s, z, x, sh, ch) or suffix (ies) for noun or verb by ending (consonant+y). Therefore, it is necessary that the students must comprehend the rules how to use inflectional affixes correctly. Especially for the differences in using suffixes (s/ es/ ies), (d/ ed/ id), (er/ est) or („s/ s“) in order to avoid the errors in their writing.

## **B. Suggestion**

All the end of this study, the researcher would like to give some suggestions related to the result of this study. They are as follow:

### **1. As the English Teacher**

The English Teacher is suggested to give a special attention to the students' grammar difficulties especially in English Inflectional Morpheme in his/ her teaching activity in order to anticipate the errors in the future.

### **2. As the Students**

The Students is suggested to learn from the errors that they have made and have more practices in English Inflectional Morpheme, In order to avoid repeating the same errors in the future. They should pay attention to English grammatical rule, and should aim at becoming serious foreign language learners. It means that they should follow the teachers' instructions carefully and apply the given patterns accurately.

### 3. As the Headmaster

It is suggested for the Headmaster in order to the teachers use this technique because it is effective in teaching the material for the teacher.

## BIBLIOGRAPHY

- Andrew Carstairs Mc Carthy, *An Introduction to English Morphology: Words and Their Structure*, Edinburgh: Edinburgh University press, 2002
- Beverley Hancock, *An Introduction to Qualitative Research*, Nottigham: Trent Focus Group, 1998
- Creswell, John W., *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, California: Sage Publications Inc., 2007
- Dr. Harrison Adeniyi, *English Morphology*, Nigeria: National Open University of Nigeria, 2010
- Dulay et al., *Language Two*, New York: Oxford University Press, 1982
- Gary Anderson, *Fundamentals of Educational Research Second Edition*, USA: Taylor and Francis Group, 2005
- George Yule, *The Study of Language Third Edition*, Cambridge: Cambridge University Press, 2006
- H. Douglas Brown, *Principles of Language Learning And Teaching*, London: Prentice-Hall, 1980
- H. Douglas Brown .*Principle and Language and Teaching*.(San Francisco, State University, Fourth Edition, 2000
- Katamba, Francis.. *Modern Linguistics Morphology*. London: The Macmillan Press, 1993
- Laudanna Alessandro, *et al*,*Processing Inflectional and Derivational Morphology*:Journal of Memory and Language 31, 333-348 (1992)
- Lieber Rochelle, *Introducing Morphology*, New York: Cambridge University Press, 2009
- Muhibbin Syah, *Psikologi Pendidikan*, Bandung: PT Remaja Rosdakarya Offset, 2014
- MacKayDonald G, *Lexical Insertion, Inflection, and Derivation: Creative Processes in Word Production*: Journal of Psycholinguistic Research, Vol. 8, No. 5, 1979

Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, London. Sage Publication, 1994

Michael J. Wallace, *Action Research for Language Teachers*, Cambridge: University Press, 1997

Robert R Sherman and Rodman B. Webb, *Qualitative Research in Education: Focus and Methods*, London and New York: Taylor and Francis, 2005

Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Jakarta: CV Alfabeta, 2009

Torres Elisa González, *The Inflection-Derivation Continuum and the Old English Suffixes -a, -e, -o, -u*: Journal of the Spanish Association of Anglo-American Studies. Vol.32.1 June 2010

Uwe, *An Introduction to Qualitative Research Fourth Edition* Sage, Chennai India: Great Britain by Ashford Colour Press, 2009

Wynne Sharon, *Texas English as a Second Language (ESL)*. Boston: XAMonline, Inc. 2010

Nama : Shiva Nur halimah

Kelas : XI Akuntansi

Date : 29,01,2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many students..... in the class. (*student*)

2. My mother asks me to buy five tomatoes..... (*tomato*).

3. Mr. Tono has two busses..... (*bus*).

4. There are many persons..... came to my party last night. (*person*)

5. The girl's..... book is on the table. (*girl*)

6. The boys..... hats are red. (*boy*)

7. John and Bob are married. Their wives..... names are Cindy and Jane. (*wife*)

8. Thomas..... car is very expensive. (*Thomas*)

9. They are ..... volley ball in the yard at present. (*play*)

10. Budi wanted..... to go to Surabaya last week. (*want*)

11. My young brother walked..... to school yesterday. (*walk*)

12. My uncle is swimming..... in the swimming pool at this moment. (*swim*)

13. My father is sleeping..... in the bed room now. (*sleep*)

14. My mother sweeps..... the floor every morning. (*sweep*)

15. Rudi listened..... to the radio yesterday. (*listen*)

16. My aunt ..... on television in the living room every night. (*watch*)

17. My uncle ..... new car today. (*buy*)

18. I am studying..... English with my sister now. (*study*)

19. Dita reads..... a book everyday. (*Read*)

20. Sam cooked..... dinner for his family last night. (*cook*)

Score : (true : 20) x 100 , (12 : 20) x 100 = 60

Nama : Riska Indriani

Kelas : XI AK

Date : 29 Januari 2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many students in the class. (student)

2. My mother asks me to buy five tomatoes. (tomato).

3. Mr. Tono has two buses. (bus).

4. There are many persons came to my party last night. (person)

5. The girl's book is on the table. (girl)

6. The boy's hats are red. (boy)

7. John and Bob are married. Their wife's names are Cindy and Jane. (wife)

8. Thomas's car is very expensive. (Thomas)

9. They are playing volley ball in the yard at present. (play)

10. Budi wanted to go to Surabaya last week. (want)

11. My young brother walked to school yesterday. (walk)

12. My uncle is swimming in the swimming pool at this moment. (swim)

13. My father is sleeping in the bed room now. (sleep)

14. My mother sweeping the floor every morning. (sweep)

15. Rudi listened to the radio yesterday. (listen)

16. My aunt watches on television in the living room every night. (watch)

17. My uncle buying new car today. (buy)

18. I am studying English with my sister now. (study)

19. Dita Reading a book everyday. (Read)

20. Sam cooking dinner for his family last night. (cook)

$$\text{Score} = (\text{True} : 20) \times 100, (9 : 20) \times 100 = 45$$



Nama : NOUIA ANGERAINI

Kelas : XI AKUNTANSI

Date : 23 Januari 2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many <sup>students</sup> ..... in the class. (*student*)

2. My mother asks me to buy five <sup>tomatoes</sup> ..... (*tomato*).

3. Mr. Tono has two <sup>buses</sup> ..... (*bus*).

4. There are many <sup>persons</sup> ..... came to my party last night. (*person*)

5. The <sup>girl's</sup> ..... book is on the table. (*girl*)

6. The <sup>boy's</sup> ..... hats are red. (*boy*)

7. John and Bob are married. Their <sup>wives</sup> ..... names are Cindy and Jane. (*wife*)

8. <sup>Thomas's</sup> ..... car is very expensive. (*Thomas*)

9. They are <sup>playing</sup> ..... volley ball in the yard at present. (*play*)

10. Budi <sup>wanted</sup> ..... to go to Surabaya last week. (*want*)

11. My young brother <sup>walked</sup> ..... to school yesterday. (*walk*)

12. My uncle is <sup>swimming</sup> ..... in the swimming pool at this moment. (*swim*)

13. My father is <sup>sleeping</sup> ..... in the bed room now. (*sleep*)

14. My mother <sup>sweeps</sup> ..... the floor every morning. (*sweep*)

15. Rudi <sup>listened</sup> ..... to the radio yesterday. (*listen*)

16. My aunt <sup>watched</sup> ..... on television in the living room every night. (*watch*)

17. My uncle <sup>buying</sup> ..... new car today. (*buy*)

18. I am <sup>studying</sup> ..... English with my sister now. (*study*)

19. Dita <sup>reading</sup> ..... a book everyday. (*Read*)

20. Sam <sup>cooked</sup> ..... dinner for his family last night. (*cook*)

$$\text{Score} = (\text{True} : 20) \times 100, (11 : 20) \times 100 = 55$$



Nama : Lutfi Istiana

Kelas : XI Akuntansi

Date : 29 Januari 2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many students in the class. (student)

2. My mother asks me to buy five tomatoes. (tomato).

3. Mr. Tono has two buses. (bus).

4. There are many persons came to my party last night. (person)

5. The girls book is on the table. (girl)

6. The boys hats are red. (boy)

7. John and Bob are married. Their wives names are Cindy and Jane. (wife)

8. Thomas's car is very expensive. (Thomas)

9. They are playing volley ball in the yard at present. (play)

10. Budi wanted to go to Surabaya last week. (want)

11. My young brother walked to school yesterday. (walk)

12. My uncle is swimming in the swimming pool at this moment. (swim)

13. My father is sleeping in the bed room now. (sleep)

14. My mother sweeps the floor every morning. (sweep)

15. Rudi listened to the radio yesterday. (listen)

16. My aunt watched on television in the living room every night. (watch)

17. My uncle buys new car today. (buy)

18. I am studying English with my sister now. (study)

19. Dita reading a book everyday. (Read)

20. Sam cooked dinner for his family last night. (cook)

Score :  $(True : 20) \times 100$  ,  $(12 : 20) \times 100 = 60$

Nama : MIFTAHUL JANAH  
Kelas : XI (Akuntansi)  
Date : 29 Januari 2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many students in the class. (student)

2. My mother asks me to buy five tomatoes. (tomato).

3. Mr. Tono has two busses. (bus).

4. There are many persons came to my party last night. (person)

5. The girl's book is on the table. (girl)

6. The boy's hats are red. (boy)

7. John and Bob are married. Their wives names are Cindy and Jane. (wife)

8. Thomas's car is very expensive. (Thomas)

9. They are playing volley ball in the yard at present. (play)

10. Budi wanted to go to Surabaya last week. (want)

11. My young brother walked to school yesterday. (walk)

12. My uncle is swimming in the swimming pool at this moment. (swim)

13. My father is sleeping in the bed room now. (sleep)

14. My mother sweeps the floor every morning. (sweep)

15. Rudi listened to the radio yesterday. (listen)

16. My aunt is watching on television in the living room every night. (watch)

17. My uncle bought new car today. (buy)

18. I am studying English with my sister now. (study)

19. Dita is reading a book everyday. (Read)

20. Sam cooked dinner for his family last night. (cook)

Score : (True : 20) x 100 , (7 : 20) x 100 = 35

Nama : EKA NURSYAH PUTRI

Kelas : XI AKUNTANSI

Date : Tuesday, 29 January 2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many students in the class. (student)

2. My mother asks me to buy five tomatoes. (tomato).

3. Mr. Tono has two buses. (bus).

4. There are many persons came to my party last night. (person)

5. The girl's book is on the table. (girl)

6. The boy's hats are red. (boy)

7. John and Bob are married. Their wives names are Cindy and Jane. (wife)

8. Thomas's car is very expensive. (Thomas)

9. They are playing volley ball in the yard at present. (play)

10. Budi wanted to go to Surabaya last week. (want)

11. My young brother walked to school yesterday. (walk)

12. My uncle is swimming in the swimming pool at this moment. (swim)

13. My father is sleeping in the bed room now. (sleep)

14. My mother sweeps the floor every morning. (sweep)

15. Rudi listened to the radio yesterday. (listen)

16. My aunt watches on television in the living room every night. (watch)

17. My uncle bought new car today. (buy)

18. I am studying English with my sister now. (study)

19. Dita reads a book everyday. (Read)

20. Sam cooked dinner for his family last night. (cook)

$$\text{Score} = \left( \frac{\text{true}}{20} \right) \times 100 = \left( \frac{11}{20} \right) \times 100 = 55$$



Nama : Anggia Rahmawati

Kelas : XI-Akuntansi

Date : 29 Januari 2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many student's in the class. (student)

2. My mother asks me to buy five tomatoes (tomato).

3. Mr. Tono has two busses (bus).

4. There are many persons came to my party last night. (person)

5. The girl's book is on the table. (girl)

6. The boy's hats are red. (boy)

7. John and Bob are married. Their wife's names are Cindy and Jane. (wife)

8. Thomas's car is very expensive. (Thomas)

9. They are playing volley ball in the yard at present. (play)

10. Budi wanted to go to Surabaya last week. (want)

11. My young brother walked to school yesterday. (walk)

12. My uncle is swimming in the swimming pool at this moment. (swim)

13. My father is sleeping in the bed room now. (sleep)

14. My mother sweeps the floor every morning. (sweep)

15. Rudi listened to the radio yesterday. (listen)

16. My aunt watch's on television in the living room every night. (watch)

17. My uncle buys new car today. (buy)

18. I am studying English with my sister now. (study)

19. Dita reading a book everyday. (Read)

20. Sam cooked dinner for his family last night. (cook)

Score : (True : 20) x 100 , (12 : 20) x 100 = 60

Nama : Renatha Virgita  
Kelas : XI Akuntansi  
Date : 29 Januari 2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many students in the class. (student)

2. My mother asks me to buy five tomatoes. (tomato).

3. Mr. Tono has two buses. (bus).

4. There are many persons came to my party last night. (person)

5. The girl's book is on the table. (girl)

6. The boy's hats are red. (boy)

7. John and Bob are married. Their wives names are Cindy and Jane. (wife)

8. Thomas's car is very expensive. (Thomas)

9. They are playing volley ball in the yard at present. (play)

10. Budi wanted to go to Surabaya last week. (want)

11. My young brother walked to school yesterday. (walk)

12. My uncle is swimming in the swimming pool at this moment. (swim)

13. My father is sleeping in the bed room now. (sleep)

14. My mother sweeping the floor every morning. (sweep)

15. Rudi listened to the radio yesterday. (listen)

16. My aunt watches on television in the living room every night. (watch)

17. My uncle buying new car today. (buy)

18. I am studys English with my sister now. (study)

19. Dita Reading a book everyday. (Read)

20. Sam cooks dinner for his family last night. (cook)

Score : (True : 20) x 100 . (9 : 20) x 100 = 45

Nama : VENI NOVITA ANGGRAINI

Kelas : XI AKUNTANSI

Date : 29-01-2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many students in the class. (*student*)

2. My mother asks me to buy five tomatoes. (*tomato*).

3. Mr. Tono has two busses. (*bus*).

4. There are many persons came to my party last night. (*person*)

5. The girl's book is on the table. (*girl*)

6. The boys hats are red. (*boy*)

7. John and Bob are married. Their wives names are Cindy and Jane. (*wife*)

8. Thomas car is very expensive. (*Thomas*)

9. They are playing volley ball in the yard at present. (*play*)

10. Budi wanted to go to Surabaya last week. (*want*)

11. My young brother walked to school yesterday. (*walk*)

12. My uncle is swimming in the swimming pool at this moment. (*swim*)

13. My father is sleeping in the bed room now. (*sleep*)

14. My mother sweeps the floor every morning. (*sweep*)

15. Rudi listened to the radio yesterday. (*listen*)

16. My aunt watches on television in the living room every night. (*watch*)

17. My uncle buying new car today. (*buy*)

18. I am studying English with my sister now. (*study*)

19. Dita reads a book everyday. (*Read*)

20. Sam COOKS dinner for his family last night. (*cook*)

score :  $(13 : 20) \times 100$  ,  $(13 : 20) \times 100 = 65$



Nama : Alfia dwi damayanti

Kelas : XI-ak

Date : 29.01.2019

Complete the marked-bracket word by using inflection at the following sentences!

1. There are many students in the class. (*student*)

2. My mother asks me to buy five tomatoes. (*tomato*).

3. Mr. Tono has two busses. (*bus*).

4. There are many persons came to my party last night. (*person*)

5. The girls book is on the table. (*girl*)

6. The boys hats are red. (*boy*)

7. John and Bob are married. Their wife names are Cindy and Jane. (*wife*)

8. Thomas's car is very expensive. (*Thomas*)

9. They are playing volley ball in the yard at present. (*play*)

10. Budi wanted to go to Surabaya last week. (*want*)

11. My young brother walked to school yesterday. (*walk*)

12. My uncle is swimming in the swimming pool at this moment. (*swim*)

13. My father is sleeping in the bed room now. (*sleep*)

14. My mother sweeping the floor every morning. (*sweep*)

15. Rudi listened to the radio yesterday. (*listen*)

16. My aunt watches on television in the living room every night. (*watch*)

17. My uncle buying new car today. (*buy*)

18. I am studies English with my sister now. (*study*)

19. Dita Reading a book everyday. (*Read*)

20. Sam Cooking dinner for his family last night. (*cook*)

score :  $(True : 20) \times 100$  ,  $(10 : 20) \times 100 = 50$

Answer key

- |             |              |
|-------------|--------------|
| 1. Students | 11. Walked   |
| 2. Tomatoes | 12. Swimming |
| 3. Busses   | 13. Sleeping |
| 4. Persons  | 14. Sweeps   |
| 5. Girl's   | 15. Listened |
| 6. Boys'    | 16. Watches  |
| 7. Wives'   | 17. Buys     |
| 8. Thomas'  | 18. Studying |
| 9. Playing  | 19. Reads    |
| 10. Wanted  | 20. Cooked   |



## INTERVIEW SHEET

**Name** : Anggia Rahmawati  
**Class** : XI. Akuntansi  
**Date** : 29 Januari 2019

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer :

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : susah untuk mengerti kata dalam penerangan

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer :

4. What factors that made you difficult in understanding Inflection?

Answer : faktor tidak terbiasa dengan bahasa Inggris.

5. How to overcome your own problem in understanding Inflection?

Answer : mendengarkan dan memahami

## INTERVIEW SHEET

Name : Lutfi Istiana  
Class : XI Ak  
Date : 19 Januari 2019

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer : Infleksiona yang digunakan untuk menunjukan beberapa aspek fungsi atau tata bahasa suatu kata, dan menunjukan berapa lampau waktu.

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : susah untuk <sup>memahami</sup> kumat dari bahasa tersebut.

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer : possessive inflection because sulit untuk memahami kata dari soal tersebut dan susah di mengerti.

4. What factors that made you difficult in understanding Inflection?

Answer : karena saya tidak selalu mengerti pelajaran bahasa Inggris.

5. How to overcome your own problem in understanding Inflection?

Answer : menyimak pelajarannya dan bertanya supaya bisa mengerti apa yang disampaikan oleh guru.

## INTERVIEW SHEET

Name : Shiva nur halimah

Class : XI Akuntansi

Date : 29.01.2019

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer: Penambahan kata dalam suatu kalimat yang menunjukkan masa yang lampau ataupun membedakan kata  
contohnya: yesterday I worked in the market  
penambahan kata

2. What is the difficulty of understanding Inflectional Morpheme?

Answer: menambahkan imbuhan yang sesuai dengan kalimat, dan membedakan kata imbuhan dengan kalimat asli

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer: possessive inflection karena sulit membedakan makna arti kalimat dan sulit memahami penerapan tanda kom

4. What factors that made you difficult in understanding Inflection?

Answer: Faktor kurang faham penjelasan mengenai understanding inflection

5. How to overcome your own problem in understanding Inflection?

Answer: mempelajari lebih dalam tentang understanding inflection dan meminta orang yang memahami tentang pelajaran tersebut untuk dapat membelajarkan

## INTERVIEW SHEET

Name : Miftahul Janah  
Class : XI - Akuntansi  
Date : 29 Januari 2019

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer : Penambahan kata dalam suatu kalimat yang menggunakan imbuhan untuk menjadi kalimat yang sempurna.  
Contoh : Yesterday I worked in the market

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : - Tidak memahami kalimatnya tersebut  
- Imbuhan tidak sesuai dengan kalimat  
- Tidak bisa menggunakan kalimat imbuhan

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer : Possessive inflection s/'s karena sulit untuk memahami dan membedakan kalimat arti dalam bahasa Inggris

4. What factors that made you difficult in understanding Inflection?

Answer : • Karena sulit untuk mengerti baik saja  
• Karena kurang tertarik belajar bahasa Inggris  
• Tidak menyukai pelajaran bahasa Inggris

5. How to overcome your own problem in understanding Inflection?

Answer : Mempelajari dan belajar terus bahasa Inggris dan terutama menyukai guru.



## INTERVIEW SHEET

Name : EKA NURSYAH PUTRI  
Class : XI AKUNTANSI  
Date : Tuesday, 29 January 2019.

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Inflectional Morpheme adalah penambahan kata.  
Answer : Saya mengerti, jika hal yang ditanyakan sampai maka di beri imbuhan ~~ses~~ "ed" dan jika berbentuk jamak atau jumlahnya lebih dari satu maka di tambah s, es, dan kata kerja dalam bentuk Verb 2.

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : Kesulitannya, memahami kata kerja dan kata kata yang digunakan serta imbuhan untuk kata kerja tersebut.

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer : possessive inflection, 's/s'  
karena susah menentukan tanda petik.

4. What factors that made you difficult in understanding Inflection?

Answer : Faktornya, karena saya kurang memperhatikan dan sering malas memperhatikan sehingga tidak mudah memahami inflection.

5. How to overcome your own problem in understanding Inflection?

Answer : Banyak belajar, dan lebih semangat lagi memperhatikan inflection.

## INTERVIEW SHEET

Name : Alfia dwi damayanti  
Class : XI-ak  
Date : 19/10/19

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer : inflectional adalah penambahan kata  
dan membedakan kata

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : kesulitannya dengan membedakan kata  
yg digunakan.

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer : possessive inflection  
because karena susah menentukan kata<sup>nya</sup>.

4. What factors that made you difficult in understanding Inflection?

Answer : faktor friends

5. How to overcome your own problem in understanding Inflection?

Answer : memberitahu ke teman supaya tidak  
mengujah ngobrol, ketika guru menerangkan

## INTERVIEW SHEET

Name : VENI NOVITA ANGGRAINI  
Class : XI AK  
Date : 29-08-2019

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer : inflectional adalah penambahan atau imbuhan kata dalam bentuk lampau sehingga dapat mengguatkan Verbs

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : kesulitannya memahami kata kerja yang digunakan

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer : Possessive Inflection's, alasannya karena susah dalam menentukan tanda petik dalam kata yang digunakan

4. What factors that made you difficult in understanding Inflection?

Answer : - faktor teman

5. How to overcome your own problem in understanding Inflection?

Answer : memahami apa yang disampaikan oleh guru sehingga kita dengan mudah untuk mengerti

## INTERVIEW SHEET

**Name** : NOVIA ANGGRANI  
**Class** : XI AKUNTANSI  
**Date** : 20 Januari 2019

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer : inflectional morpheme or penambahan kata

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : menambahkan verb pada kata kerja

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer : possessive inflection susah karena sulit menambahkan tanda petik ( ' )  
pada kata / kalimat

4. What factors that made you difficult in understanding Inflection?

Answer : faktor tidak minat dalam bahasa Inggris sehingga malas belajar

5. How to overcome your own problem in understanding Inflection?

Answer : harus menyukai dulu apa yang diajarkan  
Belajar dengan semangat  
Menyukai guru pengajar



## INTERVIEW SHEET

Name : RISKHA INDRANI  
Class : XI AK  
Date : 29 Januari 2019

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer : Menggunakan penambahan kata dalam sebuah kalimat

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : Kesulitannya membedakan Verbnya

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer : POSSESSIVE Inflection karena bingung dengan membedakan Verb dengan kalimat lainnya

4. What factors that made you difficult in understanding Inflection?

Answer : faktor nya aku ga minat bahasa Inggris dan sulit dimengerti!

5. How to overcome your own problem in understanding Inflection?

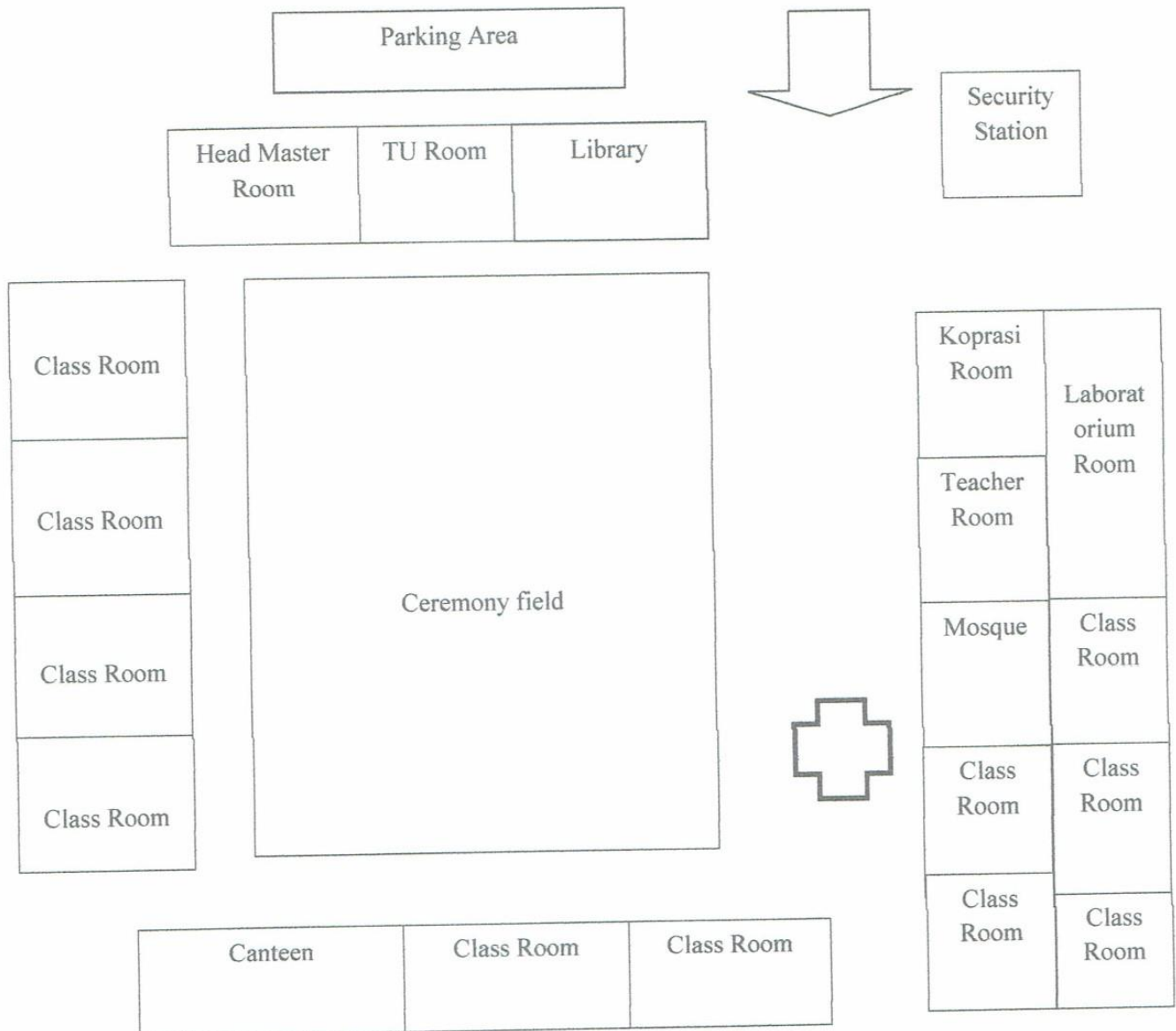
Answer : - belajar untuk memahami  
- menyukai hal-hal tentang bahasa Inggris

## **Appendix : Infrastructure**

1) Classroom	11 (rooms)
2) Headmaster Room	1 (room)
3) Teacher Room	1 (room)
4) TU Room	1 (room)
5) Cooperative Room	1 (room)
6) Laboratory	1 (room)
7) OSIS Room	1 (room)
8) Mosque	1 (room)
9) Security station	1 (room)
10) Parking Area	1 (room)
11) Canteen	1 (room)
12) Library	1 (room)

**Appendix : Location Sketch**

---



## INTERVIEW SHEET

**Name** : Renatha Virgita  
**Class** : XI Akuntansi  
**Date** : 29 Januari 2019

### Answer These Questions Below!

1. What did you know about Inflectional Morpheme?

Answer : penambahan kata dan membedakan kata masa lampau.

2. What is the difficulty of understanding Inflectional Morpheme?

Answer : kesulitan membedakan Verb

3. From these Inflections ( plural inflection, possessive inflection, progressive inflection, past tense inflection, and third person singular ) which is the most difficult among them? Please give the reason?

Answer : Possessive inflection  
karena bingung membedakan verb dengan kalimat lainnya

4. What factors that made you difficult in understanding Inflection?

Answer : faktornya karena belum senang bahasa Inggris mungkin besok dan giatkan belajar

5. How to overcome your own problem in understanding Inflection?

Answer : Menyukai gurunya dan bany kita bisa mengerti apa maksudnya dan kita tekuni belajar kosa katanya.



KEMENTRIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

Kartu Konsultasi Bimbingan Skripsi Mahasiswa  
Fakultas Tarbiyah dan Ilmu Keguruan  
IAIN Metro

Nama : Apriyanto  
NPM : 1175607

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan  
Semester/TA : XIV/2018

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	tuesday 13 march '18		✓	Revise your typing - Revise your background of Study - Revise chapter I - III	
2	friday 11/05/18		✓	show reference	
3	tuesday 03/07/18		✓	Acc and continue to the first sponsor	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 041

Dosen Pembimbing 2

**Syahreni Siregar, M.Hum**  
NIP. 19760814 200912 004





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

Kartu Konsultasi Bimbingan Skripsi Mahasiswa  
Fakultas Tarbiyah dan Ilmu Keguruan  
IAIN Metro

Nama : Apriyanto  
NPM : 1175607

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan  
Semester/TA : XIV/2018

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	3/7 2018	✓		Revise Fortuase C Bibitigugly	
2	16/7 2018	✓		Revise Chapter I	
3	23/7 2018	✓		Revise Chapter II	
4	26/7 2018	✓		Revise Chapter III	
5	30/7 2018	✓		ACC Seminar	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 041

Dosen Pembimbing 1

**Drs. Kuryani Utih, M.Pd.**  
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), Email: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Apriyanto  
NPM : 1175607

Jurusan : TBI  
Semester : XVI

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Thursday 21/03/19	✓	<ul style="list-style-type: none"><li>- Review your title</li><li>- Show the data from students (chapter IV)</li><li>- How many samples?</li><li>- Complete your thesis</li></ul>	
2	Thursday 04/04/19	✓	Acc and Continue to the first sponsor	

Diketahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Syahreni Siregar, M.Hum**  
NIP. 19760814 200912 004



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Apriyanto  
NPM : 1175607

Jurusan : TBI  
Semester : XVI

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	10 04 2019	✓	Surat Ket Telas melaborkan pra survey dan Riset. dari SMK PGRI I Pdr, - Foto gambar ketan 7 jenis - Revisi Chapter IV.	
2	12 04 2019	✓	Revisi Chapter IV & V	
3	24 04 2019	✓	Acc Memaganggi	

Diketahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Drs. Kuryani Utih, M.Pd**  
NIP.19620215 199503 1 001





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax (0725) 47296 Website: [www.metrouni.ac.id](http://www.metrouni.ac.id) e-mail: [iaim@metrouni.ac.id](mailto:iaim@metrouni.ac.id)

Nomor : P.0440/In.28/FTIK/PP.00.9/03/2017  
Lamp : -  
Hal : **IZIN PRA SURVEY**

*Kepada Yth.,*

Kepala Sekolah SMK PGRI 1 Punggur

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Apriyanto  
NPM : 1175607  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul : An Error Analysis of Using Inflectional Morpheme Made By the First Year Students of SMK PGRI 1 Punggur 2015/2016

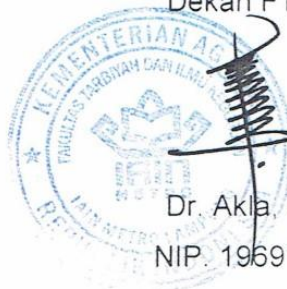
Untuk melakukan *PRA SURVEY* di SMK PGRI 1 Punggur .

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Maret 2017

Dekan FTIK



Dr. Akla, M.Pd

NIP. 19691008 200003 2005



YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )

PROPINSI LAMPUNG

SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN

SMK PGRI 1 PUNGGUR

STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah  
Telp. (0725) 7855415 Kode POS 34152 Email: [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/074/O.5/C.7/D.1/2018

Lampiran : -

Perihal : IZIN PRA - SURVEY

Kepada

Yth.

: Bapak Dekan FTIK

Institut Agama Islam Negeri Metro ( IAIN )

Fakultas Tarbiyah dan Ilmu Keguruan

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur

Kota Metro

di- Metro

Dengan hormat;

Menjawab surat Bapak Dekan FTIK Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro ( IAIN ) Nomor : P.0440/In.28/FTIK/PP.00.09/03/2017, tanggal, 27 Maret 2017, bahwa :

Nama : APRIYANTO

NPM : 1175607

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris ( TBI )

Pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur Lampung Tengah tidak keberatan dan memberikan izin kepada mahasiswa tersebut diatas untuk mengadakan pra survey di -SMK PGRI 1 Punggur dengan Judul Skripsi :

“ AN ERROR ANALYSIS OF USING INFLECTIONAL MORPHEME MADE BY THE FIRST YEAR STUDENTS OF SMK PGRI 1 PUNGGUR 2015/2016 “

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.



Punggur, 14 Pebruari 2018

Kepala SMK PGRI 1 Punggur

HARNANI, S.Pd

NIP. 19730716 200502 2 002





YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )  
PROPINSI LAMPUNG

SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN  
SMK PGRI 1 PUNGGUR  
STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah

Telp. (0725) 7855415 Kode POS 34152 Email : [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/076/O.5/C.7/D.1/2018  
Lampiran : -,-  
Perihal : **PRA SURVEY**

Kepada  
Yth.

: Ibu Wakil Dekan I  
Institut Agama Islam Negeri Metro ( IAIN )  
Jl. Ki hajar Dewantara Kampus 15 A Iringmulyo Metro Timur, Kota Metro  
di- Metro

Dengan hormat;

Menjawab surat Bapak Wakil Dekan I Institut Agama Islam Negeri Metro ( IAIN )  
Nomor : B-4251/In.28/D.1/TL.00/12/2018, tanggal 27 Desember 2018 bahwa :

Nama : **APRIYANTO**  
NPM : **1175607**  
Semester : **15 ( Lima belas )**  
Jurusan : **Pendidikan Bahasa Inggris**

Bahwa benar nama mahasiswa diatas telah mengadakan Pra Survey di SMK PGRI 1  
Punggur, dengan Judul Skripsi :

“ AN ERROR ANALYSIS OF USING INFLECTIONAL MORPHEME MADE BY  
THE TENTH GRADE STUDENST OF SMK PGRI 1 PUNGGUR CENTRAL  
LAMPUNG “

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan  
terimakasih.



Punggur, 15 Pebruari 2018

Kepala SMK PGRI 1 Punggur

*[Signature]*  
HARNANI, S.Pd

NIP. 19730716 200502 2 002



YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )  
PROPINSI LAMPUNG  
SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN  
SMK PGRI 1 PUNGGUR  
STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah  
Telp. (0725) 7855415 Kode POS 34152 Email : [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/045/O.5/C.7/D.1/2019  
Lampiran : -,-  
Perihal : IZIN RESEARCH/PENELITIAN

Kepada

Yth. : Ibu Wakil Dekan I  
Institut Agama Islam Negeri Metro ( IAIN )  
Jl. Ki hajar Dewantara Kampus 15 A Iringmulyo Metro Timur, Kota Metro  
di- Metro

Dengan hormat;

Menjawab surat Bapak Wakil Dekan I Institut Agama Islam Negeri Metro ( IAIN )  
Nomor : B-4251/In.28/D.1/TL.00/12/2018, tanggal 27 Desember 2018 bahwa :

Nama : **APRIYANTO**  
NPM : **1175607**  
Semester : **15 ( Lima belas )**  
Jurusan : **Pendidikan Bahasa Inggris**

Pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur Lampung Tengah tidak keberatan dan memberikan izin kepada mahasiswa tersebut diatas untuk mengadakan research/penelitian di -SMK PGRI 1 Punggur dengan Judul Skripsi :

“ AN ERROR ANALYSIS OF USING INFLECTIONAL MORPHEME MADE BY  
THE TENTH GRADE STUDENST OF SMK PGRI 1 PUNGGUR CENTRAL  
LAMPUNG “

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan  
terimakasih.



Punggur, 29 Januari 2019  
Kepala SMK PGRI 1 Punggur

*[Signature]*  
NARNANI, S.Pd

NIP. 19730716 200502 2 002





YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )  
PROPINSI LAMPUNG

SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN  
SMK PGRI 1 PUNGGUR  
STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah  
Telp. (0725) 7855415 Kode POS 34152 Email : [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/075/O.5/C.7/D.1/2019  
Lampiran : -,-  
Perihal : **PENELITIAN**

Kepada

Yth. : Ibu Wakil Dekan I  
Institut Agama Islam Negeri Metro ( IAIN )  
Jl. Ki hajar Dewantara Kampus 15 A Iringmulyo Metro Timur, Kota Metro  
di- Metro

Dengan hormat;

Menjawab surat Bapak Wakil Dekan I Institut Agama Islam Negeri Metro ( IAIN )  
Nomor : B-4251/In.28/D.1/TL.00/12/2018, tanggal 27 Desember 2018 bahwa :

Nama : **APRIYANTO**  
NPM : **1175607**  
Semester : **15 ( Lima belas )**  
Jurusan : **Pendidikan Bahasa Inggris**

Bahwa benar mahasiswa tersebut diatas telah melaksanakan penelitian di -SMK PGRI  
1 Punggur dengan Judul Skripsi :

“ AN ERROR ANALYSIS OF USING INFLECTIONAL MORPHEME MADE BY  
THE TENTH GRADE STUDENST OF SMK PGRI 1 PUNGGUR CENTRAL  
LAMPUNG “

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan  
terimakasih.



Punggur, 1 Pebruari 2019  
Kepala SMK PGRI 1 Punggur

ANI, S.Pd

19730716 200502 2 002

**Appendix** :Picture of Research toward Students at the Tenth Grade of SMK PGRI 1 Punggur



**Picture 1.** *The Researcher Introduced himself in front of the class*



**Picture 2.** *The Researcher explained the procedure of answering the test*





**Picture 3.** *The Researcher gave the test about five inflectional morphemes to the students*



**Picture 4.** *The Researcher asked the students to answer the test, the time is an hour.*



**Picture 5.** *The Students answered the interview questionnaire sheet*



## CURRICULUM VITAE



Apriyanto was born in Sukabumi, on April 28<sup>st</sup> 1991.

Ethnically speaking, He comes from Javanese family descent.

He is the second son of the harmonious couple, Mr. Suyatno

and Mrs. Siti Khotimah. He took his Elementary School at SDN 1 Beringin Ratu Sukabumi, then he took his Junior High School at SMP N 1 Beringin Ratu Sukabumi for three years. Having graduated from junior high school, he continued his study on Islamic Senior High School at MA Kh A.Dahlan Sungkai Utara North Lampung and was finished in 2010. After graduating from Islamic Senior High School, he decided to have lecture in English Education Department at Satate Institute For Islamic Studies (IAIN) Metro.