

AN UNDERGRADUATE THESIS
AN ERROR ANALYSIS OF MORPHEME
IN WRITING DESCRIPTIVE TEXT AT THE FIFTH SEMESTER
STUDENT'S OF ENGLISH EDUCATION STUDY PROGRAM
IN IAIN METRO

By:

RIZA FITRI ANI

Student Number: 1601070047



TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M

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IN IAIN METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Departement

By:

Riza Fitri Ani

Student Number: 1601070047

**Tarbiyah and Teacher Training Faculty
English Education Study Program**

Sponsor : Dr. Dedi Irwansyah, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/2023 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

APPROVAL PAGE

Title : AN ERROR ANALYSIS OF MORPHEME IN WRITING
DESCRIPTIVE TEXT OF THE FIFTH SEMESTER OF
ENGLISH EDUCATION DEPARTMENT AT IAIN
METRO

Name : Riza Fitri Ani

Student Number : 1601070047

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Head of English Education
Department

Andjanto, M.Pd.

NIP. 19871102 201503 1 004

Metro, 13 Juni 2023
Sponsor

Dr. Dedi Irwansyah, M.Hum

NIP. 19791223 200604 1 001



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

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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Riza Fitri Ani**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

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

Nama : Riza Fitri Ani
NPM : 1601070047
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : AN ERROR ANALYSIS OF MORPHEME IN WRITING
DESCRIPTIVE TEXT OF THE FIFTH SEMESTER OF ENGLISH
EDUCATION DEPARTMENT AT IAIN METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.

NIP. 19871102201503 1 004

Metro, 13 Juni 2023
Pembimbing

Dr. Bedi Irwansyah, M.Hum

NIP. 19791223 200604 1 001



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

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

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
Riza Fitri Ani**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name : Riza Fitri Ani
Student Number : 1601070047
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : AN ERROR ANALYSIS OF MORPHEME IN WRITING
DESCRIPTIVE TEXT OF THE FIFTH SEMESTER OF
ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

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

Wassalamu'alaikum Wr. Wb

Head of English Education
Department

Andianto, M.Pd.
NIP. 19871107 201503 1 004

Metro, 13 June 2023
Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ERROR ANALYSIS OF MORPHEME IN WRITING DESCRIPTIVE TEXT AT THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN IAIN METRO. Written by: Riza Fitri Ani, Student Number 1601070047, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday June 27, 2023, at 08:00– 10:00a.m

BOARD OF EXAMINERS:

Chairperson : Dr. Dedi Irwansyah, M.Hum


Examiner I : Dr. Ahmad Subhan Roza, M.Pd

Examiner II : Linda Septiyana M.Pd

Secretary : Leni Setyana, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty


Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

**AN ERROR ANALYSIS OF MORPHEME
IN WRITING DESCRIPTIVE TEXT AT THE FIFTH SEMESTER
STUDENT'S OF ENGLISH EDUCATION STUDY PROGRAM
IN IAIN METRO**

ABSTRACT

By:

RIZA FITRI ANI

This article represents the result of analyze the use of morpheme in descriptive text written by the fifth semester of IAIN Metro and to know the dominant type of morpheme used in the students' writing descriptive text at Fifth Semester Student's of English Education Study Program in IAIN Metro.

The research design in this study is qualitative research. In this research, the primary sources are archives of students' English assignment in the topic of writing the descriptive text that are written by students at the fifth semester of IAIN Metro. The research was conducted to 24 students.

The finding from the data analysis showed that the use of morpheme in descriptive text written by the fifth semester of IAIN Metro was 25 morpheme errors of affixes and they were divided into particular type of error those are omission and misformation. While the dominant error made by students fifth semester of IAIN Metro in inflectional suffix is omission which the percentage is 68% (17), and in derivational suffix is omission which percentage is 8% (4). The most dominant error made by students was the error of omission which 17 occurrences or 68%.

Keyword: *Morpheme, Error, Writing, Descriptive Text*

**ANALISIS KESALAHAN MORPHEME
DALAM PENULISAN TEKS DESKRIPTIF
SEMESTER V JURUSAN PENDIDIKAN BAHASA INGGRIS
DI IAIN METRO**

ABSTRAK

**Oleh:
RIZA FITRI ANI**

Artikel ini merupakan hasil analisis penggunaan morfem dalam teks deskriptif yang ditulis oleh mahasiswa semester lima IAIN Metro dan untuk mengetahui jenis morfem dominan yang digunakan dalam penulisan teks deskriptif mahasiswa semester lima Program Studi Pendidikan Bahasa Inggris di IAIN Metro .

Desain penelitian dalam penelitian ini adalah penelitian kualitatif. Dalam penelitian ini, sumber utama adalah arsip tugas bahasa Inggris mahasiswa pada topik menulis teks deskriptif yang ditulis oleh mahasiswa semester lima IAIN Metro. Penelitian ini dilakukan kepada 24 siswa.

Temuan dari analisis data menunjukkan bahwa penggunaan morfem dalam teks deskriptif yang ditulis oleh mahasiswa semester lima IAIN Metro adalah 25 kesalahan morfem afiks dan terbagi menjadi jenis kesalahan tertentu yaitu penghilangan dan kesalahan pembentukan. Sedangkan kesalahan dominan yang dilakukan oleh mahasiswa semester V IAIN Metro pada infleksi sufiks adalah penghilangan dengan prosentase 68% (17), dan pada sufiks derivasi adalah penghilangan dengan persentase 8% (4). Kesalahan yang paling dominan dilakukan siswa adalah kesalahan pembiaran yang terjadi sebanyak 17 atau 68%.

Kata Kunci: *Kesalahan, Morfem, Penulisan Teks Deskriptif*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Riza Fitri Ani
Student Number : 1601070047
Study Program : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty

Stated that this undergraduate thesis is originally the result of the writer's research, except certain part in thesis that mentioned in bibliography.

Metro, Juni 2023



RIZA FITRI ANI
St. Number 1601070047

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Riza Fitri Ani

NPM : 1601070047

Jurusan : Tarbiyah

Program Studi : TBI

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

Metro, Juni 2023
Yang menyatakan



RIZA FITRI ANI
NPM.1601070047

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“ Indeed, Allah will not change the condition of a people until they change what is in themselves (Ar-Ra’d: 11)

“Sesungguhnya Allah tidak merubah keadaan sesuatu kaum sehingga mereka merubah keadaan yang ada pada diri mereka sendiri.”

DEDICATION PAGE

This Piece of work is dedicated to:

1. My beloved Parents: Mr. Boirin & Mrs. Sudilah who always give me support, spirit, motivation, and inspiration, thank you very much for your endless love
2. My beloved younger sister Diah Listiawati, who always gives support in every time. Thanks for your attention and kindness. And also my big family who always support me to finish my study.
3. My beloved friends who have given motivation and support to finish this undergraduate thesis.
4. My beloved Almamater IAIN METRO.

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In the name of Allah, the almighty and the merciful. Praise is only to Allah SWT, the Lord of the Universe. Shalawat is also sent to Prophet Muhammad SAW who guided us to be a better person. I would like to express my inner thanks to Allah SWT for His blessing in the completion of this undergraduate thesis. Realizing that undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals.

In this lovely chance, the researcher would like to address her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag as the head of IAIN Metro.
2. Dr. Zuhairi, M.Pd as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Andianto, M.Pd as the chief of English Education Department of IAIN Metro.
4. Dr. Dedi Irwansyah, M.Hum as the advisor who given the researcher correction, advice, and suggestion to improve a undergraduate thesis, and also his endless encouragement and patient guidance so as to make this undergraduate thesis come into its present condition.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.

Since it is the first time, the writer realizes that this undergraduate thesis needs continuous revisions. Accordingly, critiques from the readers are always warmly welcomed. It is hoped that this undergraduate thesis can be very helpful for others.

Metro, Juni 2023

The writer,

A handwritten signature in black ink, appearing to read 'Riza Fitri Ani', written in a cursive style.

Riza Fitri Ani

St.Number 1601070047

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CHAPTER I

INTRODUCTION

A. Background of the study

Writing is one of the language skills which is important to be learned by students. It becomes very important because through writing the teacher can know all about his students' English skills including listening, speaking, and reading,. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important because it will be applied in many aspects of life.

However, many students have difficulties in writing subject. The difficulties of the writing subjects are the students' vocabulary is low so the students' motivation in learning English is not good. The students have difficulties in choosing the words in writing. The students cannot explore or express their idea when they are writing.

One of the phenomena in students' writing is morpheme. Morpheme is the smallest unit of language that has its own meaning. Morpheme has a function to distinguish the plural form and the past form (past tense). However, many students do not know what the morpheme is so in writing a text the students have mistake. The mistakes which often appear in using prefix, suffix, singular and plural noun, and addition “-s /-es” for the third singular subject.

Students of Fifth Semester of English Education Study Program in IAIN Metro learned about the descriptive text in the fourth lesson. After conducted the assignment, the researcher found that the students made some errors in their writing, there were include few inflectional morphemes errors. Therefore, the writer thinks that error analysis plays an important role to know what kinds and how many errors are made by the students.

Based on the explanation above, the researcher decides to conduct a study on morphemes in the text written by students of the fifth semester. This study is expected to identify of errors in using morphemes. So, the researcher comes to the title “An Error Analysis of Morpheme in Writing Descriptive Text At The Fifth Semester Student’s of English Education Study Program in IAIN Metro”.

B. Research Questions

The writer has determined the research questions, as follows:

1. What are the errors of using morpheme in writing descriptive text made by the fifth Student’s of English Education Study Program in IAIN Metro?
2. What is the most dominant type of morpheme used in the students’ writing descriptive text of the fifth semester Student’s of English Education Study Program in IAIN Metro?

C. Objectives and Benefits of the Study

1. Objectives of the Study

- a. To analyze the errors of morpheme in descriptive text written by the fifth Student’s of English Education Study Program in IAIN Metro.

- b. To know the dominant type of morpheme used in the students' writing descriptive text at fifth Student's of English Education Study Program in IAIN Metro.

2. Benefits of the Study

a. For the Students

To give a knowledge of the students about morpheme and know the written errors of their task, as a result, they can arrange words to be a good sentence.

b. For the Teacher

This research can help the teacher to give the knowledge in understanding the use and types of morpheme, knowing the cause of errors occurred.

c. For the other researchers

The result of this research will be used as one of the references for the other researchers who would like to conduct the study in the same topic.

D. Prior Research

This research will be done by considering some prior researchs. The first prior research was done by Daulay, Salmiah, and Hidayati at MAS TPI Silau Dunia on 2016.¹ The aims of their research are to know more about errors made by students in using inflectional morphemes, based on the type of the students' errors are, error of omission, error of addition, error of

¹Sholihatul Hamidah Daulay, Maryati Salmiah, Ade Hidayati, "An Analysis of Inflectional Morphemes Errors in Writing A Text By Second-Year Student of Mas Tpi Silau Dunia", *Vision10*, no. 10 (2016)

misformation and error of misordering. The result of their research proved that the error of omission is the highest and most dominant from four types of errors. In addition, the cause of intralingual transfer was dominantly occurred in the students' texts.

Moreover, the second prior research was done by Saputri, at SMK Kharismawita 2 Jakarta on 2017.² The aims of her research are to find out morphological and syntactical errors made by the students in their composition, the frequency of errors, the dominant type of error, the sources of error, and also to find a remedial teaching. The result of her research proved that the syntactical errors made by the students are categorized based on the surface strategy taxonomy. The categories, the numbers and the percentage are omission, addition, misformation, and misordering.

Furthermore, the third prior research was done by Fitria, on 2020.³ The aims of her research are to know the derivational and inflectional morphemes and to know the functions of the morpheme in the selected news from Tempo.co. The result of her research proved that the derivational and inflectional morphemes were found in Tempo.co as 357 words. Derivational changes the grammatical categories of words which consists of suffix and prefix. The inflectional does not change the grammatical categories of words which consists of “-s, -‘s, -er, -est, -s, -ed, -ing, and -en”.

²Nia Liska Saputri, “*Morphological and Syntactical Error Analysis on The Students’ Descriptive Composition of Private Vocational High School*”, Scope: Journal of English Language Teaching 01, Issue 02 (2017)

³Tira Nur Fitria, *An Analysis of Derivational and Inflectional Morpheme in Selected News From Tempo.Co. Rainbow* : Journal of Literature, Linguistics and Cultural Studies 9 (2), 2020.

In this prior research presented similar topic about morphemes, but what makes the difference is that this research was conducted on descriptive text and dominant type of morpheme used in the students' writing descriptive text.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of writing

1. Definition of Writing

Writing is one of the important language skills that should be mastered by everyone who wants to be the experienced writer. According to Diana, writing is not matter of already development thoughts but a process of figuring out what the writer thinks.⁴ It means that writing is a complex process that starts from the process of planning to drafting to revising.

Writing is a social, communal activity, involving writers and readers joining together to exchange information, support each other, and work toward a transfer of ideas, experiences, and opinions.⁵ In the other words, writing is an activity that needs a good relationship among some aspects in order to make an excellent writing text as writers want to.

Moreover, writing is also the activity most often done by all human beings to write the ideas in a paper. According to Jeremy Harmer writing is used as an aide-memoire or practice tool to help students practise and work with language they have been studying.⁶It means that writing isactivities to save the data we can and rewrite it or rewriting it. This is the

⁴Diana Hacker, *A Writer's Reference Sixth Edition with Extra Help for ESL Writers*, United States of America, 2007, p.3

⁵ Luis A. Nazario, Deborah D. BorchersWilliam F. Lewis, *Bridges to Better Writing*, (USA : Wadsworth, 2010), p.7

⁶Jeremy Harmer, *How To Teach English (2th Ed)*, (Stenton Associates, Saffron Walden, Essex, UK,2010),p.112

way most students do, they are like making a memo then storing and remembering about what they got and then writing it back.

Writing is the art of making an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so.⁷ Therefore, writing is not easy because to make a good sentence the writers must master in a choosing a word and master in grammar so the readers can understand about the point that we are going to explain in the written text. The writers move to in accordance with their individual goals of the moment although more time is spent on planning or thinking at the start, and on editing and reviewing at the end naturally.

Basically, there are two elements of writing. The first is content; it is what the writer has to say. The second is form; it is the way the content, or message, is presented.⁸ Moreover, the form of a written includes its organization and layout. Form gives a reader an immediate idea of what to expect. Without reading a word you could probably recognize a written piece by its form. Consequently, the second one is strongly noticed because it is a really significant element of writing some texts.

Based on the definition above, it is concluded that writing is a method that is used by people to share their thoughts, feeling, and ideas. It is also as a way of one of activity of language user to share some essential information and to appreciate or describe some great ideas and activities of

⁷Mark Tredinnick, *The Little Red Writing Book*, (Australia : UNSW Press, 2006), p.18

⁸Development and Production: Laurel Associates, Inc, *Writing: English in Context*, (USA: Saddleback Educational Publishing, 2000), p. 6

people around the world that product in the written text such as book, newspaper, magazine, drafting, blog, diaries, and the like.

2. Micro And Macro Skills of Writing

Micro skills

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.

Macro Skills

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative function of written texts according to form and purpose.
- c. Convey links and connection between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings when writing.
- e. Correctly convey culturally specific references in the context of the written text.

- f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretations, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.⁹

3. Characteristics of Written text

H. Douglas Brown explains that the characteristics of written text are:

- a. Permanence

Something which has been written by writer and to intended audience, obviously the writer abdicates a power. The work is written on a paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to receive and refine their work before final submission will help give them confidence in their work.

- b. Production time

The good writing is that given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product. The bad writing is that many educational context demand student writing within time limits, or writing for display.

⁹ H Douglas Brown, *Principle Of learning And Teaching*, p. 221

c. Distance

Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted.

d. Complexity

Written must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more.

e. Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.¹⁰

4. The Writing Process

The writing process is a way to describe the steps that effective writers follow, from the initial point of coming up with an idea for writing to the final point, the paper that the intended audience reads. The writing process consists of five stages.¹¹ There are :

¹⁰ H Douglas Brown, *Principle Of learning And Teaching*, p.341-342

¹¹Luis A. Nazario, Deborah D. Borchers, William F. Lewis. *Bridges to Better Writing*. (Wadsworth Cengage Learning, USA : 2010), p. 13-15

a. Planning

Before starting to write, a writer decides what they are going to write. In this case, the writers should think about three main issues.¹² The first is they have to consider the purpose of their writing, including the type of the text, the language that they was use and the information that they was choose to construct their writing. Secondly, the writer has to think of the readers who read their writing. For example, it is formal or informal writing. Thirdly, the writers have to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they havthe e decided to include.

b. Drafting

The first action in making a piece of writing is drafting.¹³ It should be arranged after planning. In other words, the writers start to write their ideas based on their planning before. It was be the first version of writing that produced by the writer.

c. Revising

The writers need to correct the draft which they have produced. Perhaps the order of the informaton in the text is not clear. The content of the text may be equivocated or confused so that it hard to understand by the readers. Consequently, the writer has to make an

¹²Jeremy Harmer, *How To Teach Writing*, (England: Longman, 2004), p.4

¹³ Jeremy Harmer, *How To Teach Writing*, p.5

editing that whised for changed in correct writing.¹⁴ In other words, the writer revises his writing to make appropriate revisions.

d. Proofreading

In the proofreading stage, the writers examine their essay for punctuation, spelling, sentence structure, and word usage.

e. Reflecting

The final stage of the writing process is reflecting. To bring closure to the process, the writer start by reflecting on their writing experiences in that chapter. Furthermore, Brown explains that there are three stages of writing process that tend to be framed namely prewriting, while writing (drafting), and post writing (revising).¹⁵ The explanaination about the stages are :

1) Prewriting

Prewriting is a first process when the writers begin to write. In this process they are deciding and planning what they are going to write. According to Zemach and Lisa, there are three steps in prewriting :¹⁶

- a) The first step is choosing a topic that is not too narrow (limited or brief) and broad (general).

¹⁴Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Macmillan), p. 3

¹⁵H.Douglas Brown, *Teaching by principles: An Interactive Approach to Language pedagogy, Second Edition*, (London: Longman, 1998), p.348

¹⁶Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Macmillan), p. 5

- b) The second step is gathering ideas after getting a topic then think about what the writer was write about the topic. This way is known as brainstorming. It can help the writers get started when they have no topic to develop. It also can identify information which needed to support the point of view quickly. In other words, brainstorming is one of the several different ways to begin writing.
- c) The last step is organizing. In this step the writers decide the ideas which will be used and choose which of the ideas that will be talked first, next and last.

2) While writing (drafting)

After exploring the idea, the writer puts it into paragraph or essay form. The time when the writers have been writing or putting the idea into a paragraph is called while writing. It is commonly known as drafting process. Besides, Karen et. al says that this process is the physical act of turning oral language into a written form.¹⁷ It is started by writing down the objective or the main idea. Furthermore, Brown adds that in this process, all of writers discover how they can best express their ideas in the clearest manner possible in order to the reader will receive the same message.

¹⁷Karen Kuelthau Allan, et. al, *Learning to Write with Purpose*, (New York: The Guilford press, 2009), p. 23

3) Post writing (revising)

The most important stage in writing process is revising. The revising process is where the writers check what they wanted to say in a clear and appropriate way. It might take place while the writers are drafting or after finishing all of the drafts.¹⁸ In this process the writers need to assess their draft in order that they produce a good writing before finishing their writing. Moreover, the writers check the content and purpose of the drafts clearly and appropriately for the reader in particular writing situation. It is not only checking spelling, punctuation, and grammar but also arranging, changing, adding, leaving out the word, and so on.

Based on the statement above, it can be concluded that the writing process involves prewriting, while writing, and post writing. Prewriting is a very essential step in writing process. It is relevant with the asserting the main idea of writing, the content structure of writing, and brainstorming. Furthermore, the writing process is the real implementation started by prewriting that needs the real action of writing such as developing the main idea. In addition, the post writing is the revising process such as look about the ideas, scratch out the irrelevant information, find out the grammatical errors, and change the text order or make some additions.

¹⁸Kristine Brown and Susan Hood, *Writing Matters: Writing skills and strategies for students of English*, (New York: Cambridge University Press, 1993), p. 20

5. Types of Writing

Writing is divided into four types, namely narration, description, exposition, and argumentation.

a. Exposition

Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions.¹⁹

Exposition is one of four rhetorical model of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

b. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It concluded the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation, which are

¹⁹Zulaikah, et. al. "An Analysis Student's Ability In Writing Descriptive Text of Second Semester of English Educational Program at StkipNurul Huda Oku Timur" *Jurnal Darussalam; Jurnal Pendidikan, Komunikasidan Pemikiran Hukum Islam*, Vol. X, No 1: 12-30(2018).

concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

c. Description

Description is one of four rhetorical modes (also known as model of discourse). It is also the fiction-writing mode for transmitting a mental image or the particulars of a story. Description as a rhetorical mode the purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described.

Descriptive writing focuses on communicating the details of a character, event, or place. Source Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.²⁰

Descriptive writing may be found in the other rhetorical modes. Description as a fiction-writing mode fiction is a form of narrative, fiction-writing also has distinct forms of expression, or modes, each with its own purposes and conventions. Together with dialogue, narration, exposition and summarization, description is one of the most widely recognized of the fiction-writing modes.

²⁰Zulaikah, et. al. "An Analysis Student's Ability In Writing Descriptive Text of Second Semester of English Educational Program at STKIPNurul Huda Oku Timur", *Jurnal Darussalam; Jurnal Pendidikan, Komunikasidan Pemikiran Hukum Islam*, Vol. X, No 1: 12-30(2018).

d. Narration

Narration is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story). Narration recount events, perhaps leave some occurrences out because they are from some perspective insignificant, and perhaps emphasizing other. Narration thus shapes history (the scene of event, the story of what happened).

B. Problem in Writing Descriptive Text

When the students write they often confuse what they want to write. The student do not confidence about their write is correct or any mistake, and also pour in the thought into written form is not easy.

1. Lack of vocabulary

Vocabulary is an important factor to master the language especially in writing. We release if we are not mastering the vocabularies well, of course we will get difficult in writing.

In writing, the students must understand and know about vocabulary, grammar, sentence connection sentence structure, etc. Sometimes the students can speak English fluently but they can not understand in writing or making article.²¹ Vocabulary is an essential part of writing descriptive text. In this case, the writer can make the reader understand and get the text's main point from the vocabularysed in write

²¹ Zulaikah, et. al. "An Analysis Student's Ability In Writing Descriptive Text of Second Semester of English Educational Program at STKIPNurul Huda Oku Timur" *Jurnal Darussalam; Jurnal Pendidikan, Komunika idan Pemikiran Hukum Islam*, Vol. X, No 1: 12-30(2018).

text descriptive.²² Most of student faced this problem, because they are not mastering the vocabularies, so they often write sentence which is not communicative. When they want to write something, they usually choose incorrect words in their composition.

2. Grammatical mistake

The grammatical features in the descriptive text are focused on using language characteristics. Furthermore, the sentence used in the descriptive text are simple present tense, adjective, agreement, and an action verb.²³ When student try to make composition, they always confuse whether their sentence are grammatically correct or not. Generally most of beginner students don't master English grammar well. They just start to learn English so their competence is still week especially in grammar. It becomes problem when they have to make composition which consist of sentence.

3. Organizing idea

The problem usually faced by students in writing composition is about how to organize the idea into sentence. In writing composition, student usually write the content which not suitable with the theme. It happens because students get difficulties in developing their idea and sometimes they do not know what they will write. We can write composition well if we know the rule in writing paragraph.

²² Purnamasari,et. al. "An Analysis of Students' Writing Skill on English Descriptive Text", *English Education: Jurnal Tadris Bahasa Inggris* 2021

²³ Purnamasari,et. al. "An Analysis of Students'

Organisation refers to the good arrangement in descriptive text. This part consists of the generic structure of the descriptive text, namely identification and description. Identification is essential in write text descriptive.²⁴

Before the writer write composition, the writer start by choosing the theme. Then, make an outline which can help in arranging the sentence or paragraph. By those ways, we can avoid some mistake in writing composition. Of course the content of the composition will be suitable with the theme.

Based on the explanation above, it can be concluded thatit always pays attention to the problem to get a good writing result and make the readers understand what the student write.

C. Morphology

Morphology as the study of word structure is intimately related to both language description and linguistic theory.²⁵Therefore, morphology as the one of branches in linguistics that just focuses on word and how the word is shaped. Morphology is also labelled as the study of words, how they are shaped, and its relation to other words in the same language. It explains words construction and components of words, like bases, roots, stems, and affixes. Morphology also detects word classes sound, and accent and the setting of the way can revise a word's pronunciation and meaning. Many definitions of

²⁴ Purnamasari,et. al. "An Analysis of Students'

²⁵Arkadiev, P & Klamer,*Morphological Theory and Typology Oxford Handbook of Morphological Theory*,(Leiden University :2016).

morphology were found. Some linguists have their own morphological definitions.

The area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them is technically called morphology.²⁶ In, morphology, a study about the smallest meaningful unit of language that has its own meaning and its cannot divide into another that called morpheme. In morphology, it is important to learn about the details of the structure a word, the structure of words, affixes, and analysis. While understanding of the smallest is part of morpheme words and meanings of their own. Morpheme is divided into two parts, free morpheme and bound morpheme. Free morpheme is independent or can stand alone as a word. While the bound morpheme can not stand alone as a word. Bound morpheme must always be combined with another morpheme to be word. Addition of a morpheme in a word can change the meaning of the word.

Generally Morphology is all about syntax of words. It is focused on the relative arrangement of morphemes in a word plus the principles and rule which determine such an arrangement.²⁷ Morphology alludes to the utilization of or the investigation of morphemes, the parts of words that pass on significance. The exact part of morphology differs with every dialect,

²⁶Carstairs, A & McCarthy, *An Introduction to English Morphology Words and Their Structure*, (Edinburgh University Press, 2002).

²⁷Dini Handoko, M., *English Morphology* (Cv. Iqro' : 2019).

contingent upon the word arrangement forms utilized as a part of every dialect.²⁸

From the definition, there is an important point that we can take. Morpheme (the smallest meaningful units in language) and words become the central points in studying Morphology. Morphology studies both their internal structure and their word formation. Many words are morphologically simple since they are indivisible units of meaning. It means that the words cannot be segmented into smaller units with their own meaning such as the, fierce, desk, eat, boot, etc. Meanwhile, other words are morphologically complex. It means those words can be broken down into smaller parts with their own meaning.

For example, the word waitness (the stage in a young age college graduates Life when activities such as marrying and finding a place to live are postponed until a job is found or enough money is saved). Waitness is like neighborhood so it can be segmented into its smaller components (wait + -ness). Wait is verb and -ness is noun indicator. The existence of such patterns proves that word may have internal constituent structure. Meanwhile, the process of adding suffix -ness into wait (waitness) deals with how the word are formed.

²⁸Akbuluta, F. D, "Effects Of Morphological Awareness on Second Language Vocabulary Knowledge," *Journal of Language and Linguistic Studies*, 13(1), 10-26, 2017.

D. Morpheme

1. Definition of morpheme

Morpheme is a branch of morphology, morpheme as the smallest unit of language that has its own meaning.²⁹ It cannot be divided into a smaller units because it does not have the meaning when these separated. For example, morpheme *eat* can not be torn apart into *ea-t*, *eat* has meaning but *ea-t* not have meaning.

Handoko, also said that morpheme is the smallest indivisible unit in a word. It is a word building block. It cannot be segmented further into smaller meaningful units. Another chapter he also stated that morpheme is the smallest unit of meaning we have – that is, the smallest piece of a word that contributes meaning to a word. Example The word *trainings* has 3 morphemes in it: *train-ing-s*. A morpheme can be a word. Example free morphemes like *door*, *car*, *house*, etc.

Therefore another statement from Katamba said that the term morpheme is used to refer to the smallest unit that has meaning or serves a grammatical function in a language. Morphemes are the atoms with which words are built. It is not possible to find submorphemic units that are themselves meaningful or have a grammatical function. Thus, given *-less* or *un-*, it would make no sense to try to assign some identifiable meaning to any part of these forms. Of course, it is possible to isolate the individual

²⁹Rochelle Lieber, *Introducing Morphology*, (New York: Cambridge University Press. 2009), p.30

sounds /l-I-s/ or /.³⁰ It discusses about the types of morpheme, how to build a word from morpheme and the categories of morpheme which will be discussed in this study, it is inflectional morpheme. There are many definitions of morpheme based on the linguists views.

2. Types of morpheme

Traditionally, there are two types of Morphemes³¹ they are:

a. Free Morpheme

Free morphemes are some of the morphemes that can stand alone.³² It does not need anything attached to make a word. Free Morpheme can be found in simple word. A word that contain free morpheme has a basic meaning without any addition of grammatical function. Free morpheme can appear with other lexemes of they can stand alone or “free”. The example of a free morpheme are: *wipe, head, bracelet, McDonald*. Free morpheme consist of two criteria, they are lexical morpheme and functional morpheme.

b. Lexical Morpheme

Lexical morpheme is type of free morpheme. Lexical morpheme is a morpheme who can get in a beginning and end of affix in the word. The lexical morpheme which carry meaning and content in a word. This is the example of lexical morpheme:

³⁰Katamba, Francis, *English Words*, (London and New York, 2005).

³¹Rochelle Lieber, *Introducing Morphology*, (New York : Cambridge University Press. 2009), p.33

³²Ibid.

- **Untidy** (as a adjective)
- **Smartly** (as a adverb)

From example above, the original word is a home and smart. After that, **un** and **ly** in the beginning and end in word is a affix in end of word and that is called lexical morpheme.

c. Functional Morphemes

Functional morpheme is a type of free morpheme. Functional morpheme is a morpheme that cannot added a affix in beginning and the end in a word. Functional morpheme which basically changes the meaning of a word, which serves as the opposite of providing the basic meaning in a sentence.

These morphemes consist mainly of the functional words in the English language and they include words that belong to the closed class of the parts of speech or word classes in English. Whereas, functional morpheme consist of close word classes which include into Preposition, Pronoun, Conjunction, Interjection, Article and Demonstrative. They also perform a logical function e.g. *Articles, Conjunctions, Pronouns, Demonstratives, Prepositions et.*³³ This is the example of functional morpheme.

- At, on, in, etc. (as a preposition)
- And, or, but, etc. (as a conjunction)

³³Dini Handoko, M., *English Morphology*, (Metro: Cv. Iqro'. 2019).

d. Bound morpheme

Bound morpheme is a type of morpheme, the morphemes that cannot stand alone are called bound morphemes.³⁴ It means that Bound Morpheme can not be formed by itself, it needs combination to stand as a word. It can function if the original or basic added affix or grammatical function. Bound morphemes come in different varieties. It must be attached to the other morpheme. The former are bound morphemes that come before the base of the word, and the latter bound morphemes that come after the base. There are two types of bound morpheme, they are derivational and inflectional morpheme :

1) Derivational morpheme

Derivational morpheme is a type of bound morpheme, derivational morpheme a morpheme that can form a new meaning. The meaning in the new word or in word classes can change according to the affix to be used in a word. Derivational morphemes can be either prefixes or suffixes, whereas inflectional morphemes can be only suffixes.³⁵

The morpheme which produces a new lexeme from a base while Inflectional morpheme is do not create new meaning is called derivational morpheme.³⁶ Derivational morphemes exhibit other differences from

³⁴Rochelle Lieber, *Introducing Morphology*, (New York : Cambridge University Press. 2009), p.33

³⁵Charles F. Meyer, *Introducing English Linguistics* (New York: Cambridge University Press, 2009), 154.

³⁶Amosi Halawa et.al, An Analysis of Derivational and Inflectional English Morphemes, *Jurnal Ilmiah langue and Parole* vol.1 no 1. Page 133

inflectional morphemes as well. Derivational morphemes can be either prefix or suffixes, whereas inflectional morpheme can be only suffix.³⁷

In derivational morpheme there are several affixes that can change the meaning of the actual word, there are affix, suffix, prefix, and the last infix.

This is the explanation of affixes in derivational morpheme there are ;

a) Affix

Affix words that are added to a word to fit that word in a sentence and get a new meaning, affix words have their respective functions, the types of affixes, namely prefix, suffix and infix.

b) Prefix

Prefix is a affix which comes before the original word, which functions as an affix beginning in a word. This is example of prefix ;

- a-, en-, be-, dis-, un-, etc.

Unhappy, Befriend.

c) Suffix

Suffix is a part of affix, suffix is a affix which exist in at the end of the root word or original word. This is the example of suffix ;

- -acy, -al, -ate, -hood, -ion, etc.

Supremacy, Emotional.

³⁷Charles F Meyer, *introducing English Linguistic*. P 154

d) Infix

Infix is a part of affix, infix which exist in at the middle word, as an insert in the word. This is the example of infix ;

- -s,

Cupsful, Passers-by

2) Inflectional morpheme

Yule stated, the second set of bound morphemes contains what are called inflectional morpheme. Inflectional morpheme not use to produce new words in the language but rather to indicate aspects of the grammatical function of a word. Inflectional morpheme are used to show if a word is plural or singular, is pas tense or not, and if it is a comparative or possessive form.³⁸

Andrew Carstairs argue inflectional morphology or inflection which deals with the inflected forms of words, that is the kind of variation that words exhibit on the basis of their grammatical context.³⁹

Inflectional morphemes are the morpheme can only be a suffix. There are affixes that do not change the word class, but they simply encode different grammatical functions like tense, number etc.

³⁸George Yule, *The Study of Language, Fourth Edition* (Cambridge, Cambridge University Press, 2010), p. 69

³⁹Carstairs-McCarthy, *An Introduction to English Morphology, : Words and Their Structure*, 30.

3. Root, Affixes, Stem, Base

a. Roots

A root is a morpheme which forms the core of a word. It is the unit to which other morphemes may be added, or looked at from another angle, it is what remains when all the affixes are peeled away. All roots belong to one of the lexical categories, i.e. They belong to the word classes of noun, verb, adverb or adjective.⁴⁰ Whereas root refers to bases that cannot be further categorized into morphemes, or the other words, root is the center of the term consisting of noun, adjective, adverb, and verb lexical categories. For instance are *book, tonight, pretty, grey, teach, later, and so on*.

b. Affixes

An affix is a morpheme that only occurs when attached to some other morpheme or morphemes such as roots or stems or bases. Prefix-is an affix attached before the root, base or stem like *re-, un-in-, as in, re-write, un-kind, in-accurate*. Suffix is an affix attached after the a root (or stem or base) like *-ly, -er, -ist, -ing, -s, etc.* as in *kind-ly, teach-er, typ-ist, etc.*⁴¹

Affixes are divided into many categories, depending on the position, while Prefix and suffix are extremely common terms. The other terms are uncommon. Such as:

- 1) Prefix - occurs at the beginning of a root (re, un, in). *Ex: Unhappy*

⁴⁰FrancisKatamba, *English Words*,(London and New York, 2005).

⁴¹Dini Handoko, M., *English Morphology*,(Metro :Cv. Iqro', 2019).

2) Suffix - occurs at the end of a root (ly, er, ist, s, ing, ed). *Ex:*

Happiness

3) Infix- occurs inside a root.

c. Stems

A stem is a part of a word that exists before any inflectional affix. It is a right candidate with a possibility of receiving inflectional affixes. Stems can be best captured within the field of Inflectional Morphology. E.g. teacher-teachers, play-playing.⁴²Stem generally used for bases connected to by inflectional affixes, but sometimes also for bases with derivative affixes. All roots are also bases, but not all bases are root. In the context of inflectional morphology bases are only called stems.

d. Bases

A base is is the semantic core of the word to which the prefixes and suffixes attach.⁴³ Any unit to which all kinds of affixes can be added. i.e. Bases can accept derivational and inflectional Morphemes. That's why it is said that all roots are bases but all bases are not roots.⁴⁴

Example:

Like (root) + *-dis* = *dislike*(base)+ *-ed* (inflectional suffixes) = *disliked* (stem). It means that stem "*disliked*" come from base "*dislike*".

⁴²Handoko, M. D, *English Morphology*,(Metro :Cv. Iqro',2019).

⁴³Rochelle Lieber, *Introducing Morphology*, (New York : Cambridge University Press. 2009), p. 33

⁴⁴Ibid.Handoko, M. D,*English Morphology*,

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to James and Kimberly, a systematic process of active inquiry and discovery through collecting, analyzing, and inferring from data so that we can understand given phenomenon which we are interested is called research.⁴⁵ In general, there are three types of doing research are qualitative research, quantitative research, and action research.

This research is carried out by using a qualitative research. The researcher decides to use qualitative research to analyze the errors of using morpheme in descriptive text in English education department of the fifth semester of IAIN Metro. Qualitative research is a kind of research that enables the researcher to conduct in-depth studies about a broad array of topics, including the researcher's favorites, in plain and everyday terms.⁴⁶ Moreover, qualitative research offers greater latitude in selecting topics of interest.

The aim of qualitative methods is to describe the result of this research. Burns states "The aim of qualitative approaches is to offer description, interpretation and classifications of naturalistic social contexts."⁴⁷ The understanding of the result can be achieved by describing and exploring

⁴⁵James B. Schreiber and Kimberly Asner-Self, *Educational Research* (United States of American: Joy O'Collegan, 2011), 2.

⁴⁶Robert K. Yin, *Qualitative Research from Start to Finish*, (New York : The Guilford Press, 2011) p. 6

⁴⁷ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge, 1999) p. 22.

through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed.

B. Data Sources

In this research the researcher divides the sources into two items. They are primary data and secondary data.

1. Primary Data

The primary data presents information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary data of this research are twenty archives of students' English assignment in the topic of writing the descriptive text that are written by students at the fifth semester of IAIN Metro.

2. Secondary data

Secondary data offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific argument or to persuade the reader to accept a certain point of view. The secondary data of this research is from the documentation, e-books and journals that are related to the research.

C. Data Collection Technique

The data collection is the process of gathering the research data to achieve the research objectives. Data collection is the selection and production of linguistic (or visual) material for analyzing and understanding phenomena, social fields, subjective and collective experiences and the related meaning-

making processes.⁴⁸ The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by the research design and procedures.

In the process of collecting the data, the researcher collects the results of writing descriptive text to be used to analyze and to identify the using of writing morpheme. In this research, the researcher uses three techniques to collect the data. There are observation, and documentation.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁴⁹ In this research, the writer will observe the use of morpheme in descriptive text at the fifth semester of IAIN Metro.

2. Documentation

Qualitative researcher uses written documents or other data sources to gain an understanding of the phenomenon under study.⁵⁰ In this research, the writer will document some important data related to the need of reserach data completeness such as data about IAIN Metro that include of the story of IAIN Metro, infrustructure, Visi Mision, and majority of IAIN Metro.

⁴⁸Uwe Flick, *The Sage Handbook of Qualitative Data Collection*, (London : SAGE Publications Ltd, 2018) , p.7

⁴⁹John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 53.

⁵⁰John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 432.

D. Data Analysis Technique

According to Creswell, there are six steps of data analysis technique, a preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the large meaning of the data.⁵¹

The researcher will apply the six steps to analyze the data as well. In this research, the steps could be clarified as follows:

1. Firstly, organizing and preparing the data for analysis. For this step, the researcher conducts the research by observation
2. Secondly, reading through all the data.
3. Thirdly, beginning detailed analysis with a coding process.
4. Fourthly, describing the data. This description is the result of the coding process. Description involves a detailed description of information about the data.
5. Fifthly, representing the result description.
6. The last, interpreting the data is the last stage on data analysis. In this stage, the researcher must be interpreted or explain all of the data.

⁵¹John W. Creswell. *The Second Edition Qualitative Inquiry and Research Design*. (Lincoln, Nebraska: Sage Publication, Inc. 2007). p.156-157

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

IAIN Metro is located at Ki Hajar Dewantoro street, Iringmulyo 15 A, East Metro, Metro. IAIN Metro is a change of status from STAIN Jurai Siwo Metro. STAIN Jurai Siwo Metro was established on April 23-25, 1997 based on the explanation letter of President RI No. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). As an effort to realize the founding of STAIN Al-Jami`ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al`jami`ah based on the Decree of Minister of Religious Affairs of RI No.187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung on August 21, 1996 about Settlement of Institutional Faculties STAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of IAIN Metro.

IAIN Metro has a vision, namely to become an Islamic Religious College that excels in socio-eco-techno-preneurship synergy based on Islamic

and Indonesian values and its mission includes forming graduates who have Islamic knowledge in the implementation of education, research, and community service; and developing Islamic values in the implementation of education, research, and community service; and implementing a quality institutional management governance system.

The infrastructure owned by IAIN Metro includes a 3-floor lecture building located on Campus I and Campus II IAIN Metro. The lecture building which occupies a land area of 1,260M² consists of 3 floors not only lecture classrooms, but also accommodates needs that are very gender responsive , such as special staircases for the disabled, lactation rooms, special corridors for the disabled and segregation of men's and women's toilets.

IAIN Metro has four faculties, namely (1) Tarbiyah and Teaching Training, (2) Syariah, (3) Islamic Announcement and Communication, (4) Islamic Economy and Business. Tarbiyah and Teaching Training Faculty has eight departments, they are: Islamic Education Department (IED), Arabic Education Department (AED), Islamic Elementary School Education Department (IESED), Majoring in Early Childhood Education Program (MECEP), English Education Department (EED), Mathematic Education Department (MED), Biology Education Department (BED), Social Studies Education Department (SSED). Afterwards, Syari'ah Faculty has three departments, they are; Ahwalusy Syakhsiyyah (AS), Syari'ah Economic Law (SEL), Constitutional Law Department (CLD), Then, Islamic Announcement and Communication Faculty has three departments, namely Islamic

Announcement Communication (IAC) Language and Arabic Literature (LAL) and Islamic Counseling Guidance (ICG). Islamic Economy and Business has five departments, namely Syari'ah Economic (SE), and Islamic Banking (IB) DIII and S1, Syari'ah Accountancy Department (SAD), Department of Hajj and Umrah Management .

B. The Error of Using Morpheme in Students Writing Descriptive Text

In analyzing the data, Norrish theory has two rules; first, she ignores the other kinds of errors (e.g. the derivational morphemes error or grammatical error), which occur in the data because the focus of this study is only on the error in the inflectional morphemes. For example; This is an incorrect sentence, but it will not be included in the analysis yet counted as a correct sentence, because there is no indication that this sentence contains the inflectional morphemes error. Second, in one sentence, there can be more than one error of the inflectional morphemes, in this case, she will only analyze one **error**, which belongs to the analyzed category, and will analyze the other errors in the proper category. The researcher would present the result of research findings in the following table:

Table.1
Inflectional Suffix Error

Variable	Misinformation		Omission		Addition		Misordering		Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
-s/-es 3rd person	2	8%	7	28%	-	-	-	-	9
-s/-es plura	3	12%	1	4%	-	-	-	-	4

l									
-‘s	-	-	3	12%	-	-	-	-	3
-d/- ed	1	4	3	12%	-	-	-	-	4
-ing	-	-	3	12%	-	-	-	-	3
Total	6	24%	17	68%	0	0%	0	0%	23

Table.2
Derivational Suffix Error

Varia ble	Misinformation		Omission		Addition		Misordering		Tot al
	Freque ncy	Percen tage	Freque ncy	Percen tage	Freque ncy	Percen tage	Freque ncy	Percen tage	
-ion	1	4%	-	-	-	-	-	-	1
-ing	-	-	1	4%	-	-	-	-	1
Total	1	4%	1	4%	0	0%	0	0%	2

This data finding are related to the types and the dominant of morphological error in writing essay made by Fifth Semester of English Education Department at IAIN Metro. The table above is analysis of morphological error in each percentage. This study explains that errors in writing descriptive text still produced by the Fifth Semester of English Education Department at IAIN Metro. The errors were identified and categorized according to levels of errors and types of errors. By levels of errors (table 4.1) , it was found that the highest percentage of errors was found in inflectional suffix error at misinformation 92% and derivational suffix error at 8%. From categories of errors, the highest percentage of errors was found in errors of omission at 68% and misinformation at 24%. Type were found errors of omission, misinformation, addition and misordering. Errors of omission are the highest errors omission at 68%, and misinformation at 24%.

There were five columns in the table above. The first column was the numbers. The second column was types of English inflectional morphemes errors showing the error types of English inflection morphemes that the students made. The last column was the error frequency showing the total of students who committed errors.

From the data percentage above, it can be seen that among the types of errors, the dominant errors by omission at 72%. By errors types were found errors of omission are the highest errors at 51.6%. It means that the students still have difficulties in this area, especially in bound morpheme area because it has the highest number of errors in grammar categories. In this case, some students do not aware that they have made some errors on their text written.

This kind of error got 18 cases. The errors occurred because students misformed the words by ignoring the rules forming each word into a sentence. It was found that students just misformed the past tense verbs. The errors which were made by students occurred because they used the regular form of verb in past instead of the irregular one.

From the table, there are 23 errors of inflectional suffix and 2 errors of derivational suffix. The total of Percentage of Inflectional Suffix is 92 % and Derivational Suffix is 8 %. Then, the percentage is divided based on variable and type of error.

C. The Most Dominant Type of Morpheme Used in Students Writing Descriptive Text

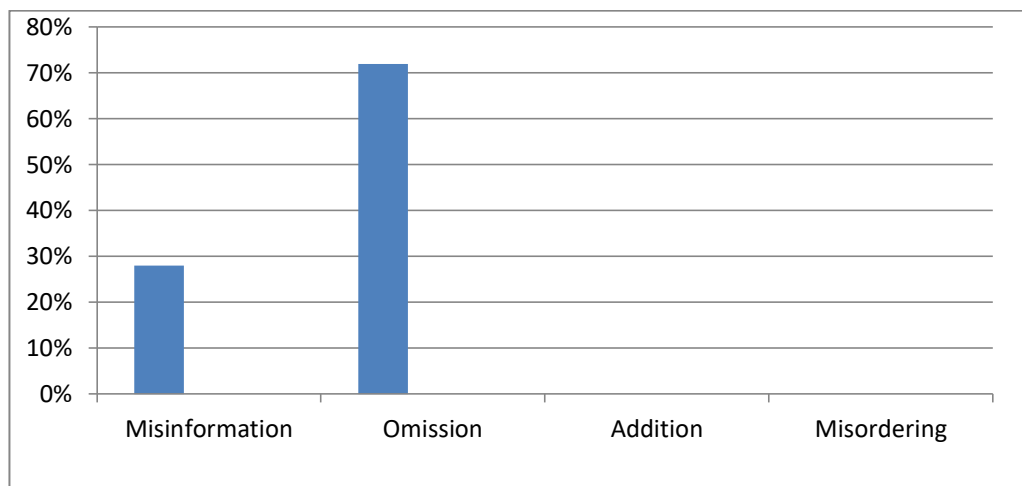


Figure.1
The Most Dominant Type of Morpheme Used in Students Writing Descriptive Text

The most dominant error made by students was the error of omission which 18 occurrences or 72%. Omission was the type of error which got the highest total percentage of errors in inflectional morphemes errors occurred. There were 18 errors found. Based on the analysis, the errors of omission occurred in three parts of inflectional morphemes errors. They were: plural, third singular person and past tense.

After calculated the degree of dominants errors, the writer found that there are two dominants errors, namely omission and misformation errors. It shows that most of the Fifth Semester of English Education Department at IAIN Metro are still unable to use simple present tense in form of descriptive text. Specifically, in the form of omission is when the students tend to absent an important item in their sentence. Regularly, omission appears when the students did not add *-s/es* in their sentence The existence of omission is also because the students did not add the

definite article in The existence of omission is also because the students did not add the definite article

D. Discussion

1. Types of Morpheme Error

Based on the research findings, the researcher found some data which showed that morphological error in writing essay were made by Fifth Semester of English Education Department at IAIN Metro. Students morphological error in writing essay based on

e. Omission

Omission is the type of errors which are characterized by the absence of affixes in a word. Base on finding, there are 7 errors or 28% in inflectional suffix it is divided in some variable that consist of -s/-es 3rd person, -s/-es plural, and -d/-ed. First the error happened in variable -s/es 3rd plural which the percentage is 4% (1 errors). Here is the example of this error :

Your life **happen**→your life **happens** (WNA)

The word “happen” should be change by “happens” because the subject is third person, so it must be add by suffix -s.

Second, the omission happened in variable -s /-es plural which percentage is 2% (3 errors). It is the highest frequency in omission of inflectional suffix. Here is the example :

Several **benefit**→ Several **benefits** (WF)

The word “benefit” should be changed by “benefits” because the word shows plural noun, so it must be add by suffix -s.

Then, the omission also happened in variable –d/-ed which percentage is 5,71% (2 errors). It is the lowest frequency in omission of in flectional suffix.

Here is the example :

The number of people who have **die**→ The number of people who have **died**

The word “die” should be changed by “died” because the sentence is followed by auxiliary “have” that shows present perfect tense, so the verb should be past participle and must be add by suffix –d.

In type of derivational suffix, omission happened which percentage 8% (2 errors) and only occur in variable –ing. Here is the example :

That are caused by **eat** the wrong food → That are caused by **eating** the wrong food.

The word “eat” should be change by “eating” because the part of speech is adjective and must be add by suffix –ing.

f. Addition

Addition is a type which characterized by the presence of item which must not appear in a well-formed of word. From the finding, addition error was not found in students essay whether in inflectional suffix or in derivational suffix. So, the percentage of this type is 0% (0 error).

g. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. It happened in inflectional suffix which the percentage is 68% (17 errors). It is the highest percentage in inflectional suffix. Misformation divided in some variable that consist of –s/-es 3rd person, -s/-es plural,-‘s, -d/-ed,

and –ing. First, misformation happened in –s/-es 3rd person which percentage is 24% (6 errors). Here is the example :

They **creates**→ They **create (UK)**

The word “creates” should be changed by “create” because the subject is plural and it must be use verb one without suffix –s.

Second, misformation happened in variable –s/-es plural which percentage is 4% (1 error). Here is the example :

This is the positive **things**→ This is the positive **thing (RA)**

The word “things” should be changed by “thing” because the word shows singular, therefore suffix –s is not occur in that word.

Third, misformation occur in variable –‘s which percentage is 12% (3 errors). Here is the example :

Some **reason’s**→ Some **reasons (PNCM)**

The word “reason’s” should be changed by “reasons” because the word shows plural, so suffix –‘s should be changed by suffix –s.

Fourth, misformation happened in variable –d/-ed which percentage is 12% (3 errors). Here is the example :

To **accessed**→To **access (RRL)**

The word “ accessed” should be changed by “access” because the word is followed by preposition “to” that must be used verb infinitive. Therefore, suffix –ed shouldn’t occur in that verb.

Fifth, misformation happened in variable –ing which percentage is 12% (3 errors). Here is the example :

including **being** able to tighten the skin→ including **be** able to tighten the skin.

The word “being” should be changed by “be” because the word is used as verb, therefore suffix –ing shouldn’t occur in that word.

Moreover, misformation also happen in type of derivational suffix. It occur in variable –ion which percentage is 4% (1 error). Here is the example: We can **communication**→ We can **communicate (SS)**

The word of “communication” should be changed by “ communicate” because the word is verb and it is followed by modal auxiliary, therefore the word should be infinitive verb without suffix –ion.

h. Misordering

Misordering is characterized by the incorrect placement of a morpheme or group of morpheme in a word. In this case the student difficulties in used word order both of inflectional suffix and derivational suffix are 0%. There is nothing error was found here.

Based on the research finding, it shows that the dominant morpheme error of affixes in writing essay by students at Fifth Semester of English Education Department at IAIN Metro is inflectional suffix which the total of its error is 68% (17 errors). While derivational suffix are 8 % (2 errors).

2. Cause of error

After analyzing the data based on the Dulay's theory, the researcher analyzed the cause of error made by fifth semester students based on Norrish theory. Norrish stated that there are three type cause of error; carelessness, first language (mother tongue) influences, and translation ambiguity. Student at the Fifth Semester of English Education Department at IAIN Metro made the error in writing essay caused by many things which was recognized as usual things of their life background and their habit. The cause of student error describe in the following explanation based on the data gained from the interview of students.

a. Carelessness

After analyzing the data based on the Dulay's theory, the researcher analyzed the cause of error made by fifth semester students based on Norrish theory. Norrish stated that there are three type cause of error; carelessness, first language (mother tongue) influences, and translation ambiguity. Student at the Fifth Semester of English Education Department at IAIN Metro made the error in writing descriptive text caused by many things which was recognized as usual things of their life background and their habit. The cause of student error describe in the following explanation based on the data gained from the interview of students.

Here was concerned way to correct student mistake or error in writing essay . Sometimes student don't care about what they write got some errors.The student got confused

b. L1 Interference

Mother-tongue could be recognized as the first language of the learners which stands as the very important part of the learners and sometimes being difficult to change. Concerning with the students' way to learn English as foreign language of its skills, mother-tongue would influence in way of expressing mind in writing. Thus, students' habit in writing by using first language could bring them to do similar way in writing essay as foreign language.

The second cause of student's error in making essay was due to mother-tongue influence. The student had difficulties to write a paragraph in English based on the grammatical rule; because of the student habit write a paragraph with Indonesia first then they translate to English. It brings them to make some error in their writing a paragraph. As the first language, Indonesian language brings them to act become important influence to the student. In the other words, mother tongue as the important thing for the student was difficult for them to change without habit.

c. Translation Ambiguity

Translation became the most important thing for Fifth Semester of English Education Department at IAIN Metro in making descriptive text. Translation here concerned with their way to write text in English through writing in Indonesian form first, thus the words or vocabularies they used were based on the words in Indonesian. Transferring meaning from Indonesian language into English language in written form became very usual habit for Fifth Semester of English

Education Department at IAIN Metro. It because of their limitation of having vocabulary and the way of using the words based on the appropriate context.

The conclusion from the statement above was translation method in writing writing essay become one of the causes of students to make errors. They adopted the words from Indonesian language to be translated into English without concerning the appropriate words of the text as stated above. Indeed, students' limitation in having vocabulary based on theme would make them difficult to choose the appropriate vocabulary that had similar meaning in Indonesian or English. so it means that almost of them made errors in the missing of using vocabulary because of translation method that they did.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the results, the researcher makes conclusion as follow :

First, based on research finding and discussion, it can be concluded that the use of morpheme in descriptive text written by the fifth semester of IAIN Metro is 25 morpheme errors of affixes and they were divided into particular type of error those are omission and misformation. While the dominant error made by students fifth semester of IAIN Metro in inflectional suffix is omission which the percentage is 68% (17), and in derivational suffix is omission which percentage is 8% (4). The most dominant error made by students was the error of omission which 17 occurrences or 68%.

B. Suggestion

I would like to give some suggestions to the students, lecturer, and those who want to conduct a study with the same topic of this study in dealing with morpheme errors.

1. For the students, they should pay more attention to word, phrase, and clause when they construct a text because it is related to the grammatical function. In other words, they do not only consider their idea to be expressed in their writing but also they should think the grammar. Furthermore, the students should learn more about morphology especially in forming plural and learn how to construct words into phrase or clause to be a good text. Moreover, when they finish writing, they must proofread

the text before submitting to their lecturer. It is useful for them to know whether the words, phrase, or clause that they write are grammatically correct or not. As the result, it can minimize the errors.

2. for the lecturer should give more extra attention to those who still have difficulties in dealing with verb and noun since we know that those kind of errors frequently occur in the written descriptive text. Furthermore, it is also important to give students the feedback. Therefore, the students know which one is correct when they comitted errors.
3. I expect that there will be other researchers from English Department of IAIN Metro who will conduct a study related to imorphosyntactic errors with the different object of the study and different subject of the study. The more reserches on morphosyntactic errors are conducted, the more improvement can be done. Therefore, I really expect that this study can be one of references for those who want to conduct a study on morphology and syntactic.

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APPENDIX

Appendix : 1

TEST INSTRUMENT
AN ERROR ANALYSIS OF MORPHEME IN WRITING
DESCRIPTIVE TEXT OF THE FIFTH SEMESTER OF
ENGLISH EDUCATION DEPARTMENT
AT IAIN METRO

A. Instrument Test

Instrument of the research will use documentation and interview to collect the data. In this research, the researcher will use documentation of the Students' Writing Descriptive Text. Moreover, the researcher will analyze result of writing descriptive 20 students English Education Department to analyze the use of morpheme in descriptive text written by the fifth semester of IAIN Metro.

Name :

Student Number :

Class :

Instruction :

Make a descriptive text at least 3 paragraphs, based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

B. Blueprint of Documentation Sheet

No	Aspect
1	Vision and Mission of IAIN Metro
2	The building condition and campus facilities in IAIN Metro
3	Infrastructure of English Education Department IAIN Metro
4	Organization structure of English Education Department IAIN Metro
5	Students' writing document.

Appendix : 2



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

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

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

Nomor : B-3724/In.28.1/J/TL.00/08/2022
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth,
 Dedi Irwansyah (Pembimbing 1)
 (Pembimbing 2)

di-

Tempat
Assalamu'alaikum Wt. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **RIZA FITRI ANI**
 NPM : 1601070047
 Semester : 13 (Tiga Belas)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : AN ERROR ANALYSIS OF MORPHEME IN WRITING DESCRIPTIVE
 TEXT OF THE FIFTH SEMESTER OF ENGLISH EDUCATION
 DEPARTMENT AT IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkannya membimbing skripsi dengan Keputusan Dekan Fakultas.

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

Appendix : 3



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

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

Nomor : B-4597/In.28.1/J/TL.00/12/2019
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMP N 9 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **RIZA FITRI ANI**
 NPM : 1601070047
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : **AN ANALYSIS OF MORPHEM IN DESCRIPTIVE TEXT AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 9 METRO**

untuk melakukan *pra-survey* di SMP N 9 METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Desember 2019

Ketua Jurusan
 Pendidikan Bahasa Inggris



Alimad Suphan Roza, M.Pd.
 NIP 19760610 200801 1 014

Appendix : 4



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO

Jl. Piagam Jakarta 16 Polos Kel. Mulyosari Metro Barat

Nomor : 102/I.12.3/UPTD SMPN.9/HM/2020

Lamp. : -

Hal. : Itin Pra Survey

Kepada,

Yth. : Ketua Jurusan PBI IAIN Metro
 Fakultas Tarbiyah dan Ilmu Keguruan
 Di-

Metro

Yang bertanda tangan di bawah ini Ka.UPTD SMP Negeri 9 Metro menerangkan:

Nama	: RIZA FITRI ANI
NPM	: 1601070047
Semester	: 7 (tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: AN ANALYSIS OF MORPHEM IN DESCRIPTIVE TEXT AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 9 METRO

Berdasarkan surat nomor : B-4597/In.28.1/J/TL.00/12/2019 Tentang Izin Pra Survey di UPTD SMP Negeri 9 Metro, maka mahasiswi tersebut di atas telah kami terima dan diizinkan melaksanakan Pra Survey di UPTD SMP Negeri 9 Metro.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Appendix : 5



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

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

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

Nomor : B-5592/In.28/D.1/TL.00/12/2022
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KETUA PRODI TADRIS BAHASA
 INGGRIS IAIN METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5591/In.28/D.1/TL.01/12/2022, tanggal 14 Desember 2022 atas nama saudara:

Nama : **RIZA FITRI ANI**
 NPM : 1601070047
 Semester : 13 (Tiga Belas)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF MORPHEME IN WRITING DESCRIPTIVE TEXT OF THE FIFTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 Desember 2022
 Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003

Appendix : 6



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

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-5902/In.28.1/J/TL.00/12/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
 NIP : 19871102 201503 1 004
 Jabatan : Ketua Jurusan
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Riza Fitri Ani
 NPM : 1601070047
 Jurusan : Tadris Bahasa Inggris (TBI)
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul "**AN ERROR ANALYSIS OF MORPHEME IN WRITING DESCRIPTIVE TEXT OF THE FIFTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**" yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 26 Desember 2022
 Ketua Jurusan TBI



Andianto, M.Pd
 NIP.19871102 201503 1 004

Appendix : 7

SURAT TUGAS

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

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SURAT TUGAS

Nomor: B-5591/In.28/D.1/TL.01/12/2022

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

Nama : **RIZA FITRI ANI**
NPM : 1601070047
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF MORPHEME IN WRITING DESCRIPTIVE TEXT OF THE FIFTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 14 Desember 2022

Wakil Dekan Akademik dan
Kelembagaan



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix : 8



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1603/ln.28/S/U.1/OT.01/12/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RIZA FITRIANI
NPM : 1601070047
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070047

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 Desember 2022
Kepala Perpustakaan



[Signature]
D. F. Ad. S. Ag., S. Hum., M.H., C.Me.
NIP. 19780505 200112 1 002

Appendix : 9



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : RIZA FITRI ANI
NPM : 1601070047
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

Appendix : 10



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Riza Fitri Ani
 NPM : 1601070047

Program Studi : TBI
 Semester :

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	06/06/2023		<p>A. Description of Research Setting 5 paragraphs</p> <ol style="list-style-type: none"> 1. History 2. Vision & Mission 3. Infrastructure 4. Lecturer 5. Students <p>B. The Errors of Using Morpheme in Writing Descriptive Text. - Data → subparagraf</p> <p>C. The Most Dominant Type of Morpheme Used in the Students' Works</p>	

Mengetahui
 Ketua Program Studi TBI

Andianto, M.Pd
 NIP. 1987110 2201503 1 004

- Data
 - subparagraf
 Dosen Pembimbing

D. Discussor

Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Riza Fitriani
NPM : 1601070047

Jurusan : TBI
Semester :

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	01/12/2022		1. You only need a writing test instrument. 2. Ask the students to write a 300 words descriptive writing. 3. Hasil writings nanti di analyze	
	06/12/2022		Research instrument A@@	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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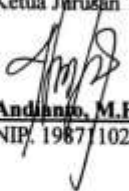
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 NPM : 1601070047

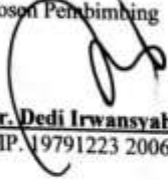
Jurusan : TBI
 Semester : XI

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	29/02/2022		- Revisi catatan teknis terlampir. - A@@. ulun Seminar Proposal.	

Mengetahui,
 Ketua Jurusan TBI


Andiarto, M.Pd.
 NIP. 1987102201503 1 004

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Riza Fitri Ani
NPM : 1601070047

Jurusan : TBI
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
	25/11/2021			<ul style="list-style-type: none"> - Mechanical aspects - please use primary resource for the theory of morphology. - Chapter III is still unclear. 	

Mengetahui,
Ketua Jurusan TBI


Andiamp, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Riza Fitriani
NPM : 1601070047

Jurusan : TBI
Semester :

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	13/06/2023	08.00	Chapter IV - Point 6. Please revise - Name the figure.	<i>[Signature]</i>
	13/06/2023	16.00	Chapter V ACC for Munasosyal	<i>[Signature]</i>

Mengetahui,
Ketua Jurusan TBI

[Signature]
Andianto, M.Pd.
NIP. 1971102201503 1 004

Dosen Pembimbing

[Signature]
Dr. Bedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Appendix 11

Name : Emilia fatma Class : B (TBI)
 Student Number : 2001050011 Semester : 5

Instruction :

Make a descriptive text at least 3 paragraphs, Based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

Answer

Healthy Diet

Have a skinny body is a dream for girls in this generation now. Skinny body become a beauty standard for girls because they want to look perfect in every way. That's why girls now make some formulas like diet to have a dream body they like.

Healthy diet is an option or way to make your dream body. It's very common now that girls do diet. Healthy diet also not only make your body looks good but also can make your body healthier.

It's because when you're doing diet, you really taking care of what kind of food you eat, your time in sleep, and also kind of activity you do. Some of girls maybe difficult to do this, but this is the only way to make your dream body by change your bad behavior into good. Maybe you will struggle at first but surely you will be happy if you see the result of what you did.

Name : Atikah Azizah Class : 6

Student Number : 2001050004 Semester : 5

Instruction :

Make a descriptive text at least 3 paragraphs, Based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

Answer

Religion

Zakat

Zakat is giving out a portion of the assets that Allah swt is obligated to give to people who are entitled to receive it (mustahik), according to the level, with certain pillars and conditions.

Zakat divided into 2, namely zakat fitrah and zakat mal.

1. Zakat Fitrah

Zakat fitrah is a number of assets that must be paid by every Muslim when visiting the month of Ramadan. Zakat fitrah is an obligation for someone who is Muslim, has enough income for their daily needs, and lives until the end of Ramadan. The zakat fitrah for children is the responsibility of their parents. The rate that every Muslim imposes on himself is one sa' of staples. One sa', which is 2.5 kg or 3.5 liters.

2. Zakat Mal

The word mal literally means treasure. It can be said as an asset if it fulfills two conditions, namely it can be owned which can be benefited. According to Islamic law, mals are anything that can be owned (controlled) and use (utilized).

So, zakat is a measure of certain assets that must be issued to people who need it or who are entitled to receive it with several conditions in accordance with Islamic law. And zakat is divided into 2 types, namely zakat fitrah and zakat mal.

Name : *Wahida Fauziah A.* Class : *B*

Student Number : *200521063* Semester : *5*

Instruction :

Make a descriptive text at least 3 paragraphs, Based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

Answer

E-commerce

E-commerce is the online service that is do buying and selling activity through Internet. E-commerce is an internet base services. By using e-commerce, customers access an online store to browse and order the product via their own device.

E-commerce is the buying and selling of goods and services that conducted over computers, tablets, smartphones, etc. All the customer can purchase anything through e-commerce nowdays. Thus, e-commerce is after highly computer compare with the offline store. E-commerce operates in a lot of market segments, such as: business-to-business, business to customer, customer-to customer, and customer to business.

Most of us do shopped online for something through e-commerce, which mean we take apps of it. So, it means that e-commerce is everywhere. In conclusion, e-commerce help us in several aspects related to doing our buying activity.

Name : Wulan Nur Andini Class : B²⁰

Student Number : 200101045 Semester : 5

Instruction :

Make a descriptive text at least 3 paragraphs, Based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

Answer

5. Ferdy Sambo on the last month is very famous. He is a person who do killing. He's kill the Brigade J.

This case very viral in Indonesia. Because this case very stir and hard to break it. Because the killing case tell lies.

I don't know until when this case find bright side.

I hope Law Enforcer given the worth it Punishment. Amin.

Name : Reni Anggraini Class : B
 Student Number : 2001050024 Semester : V

Instruction :

Make a descriptive text at least 3 paragraphs, Based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

Answer

MINERAL WATER (Health)

Drinking mineral water when you wake up in the morning is proven to be a powerful method of maintaining fitness and health. The benefits that we will get when we decide to drink mineral water regularly every morning are not half-hearted, including being able to tighten the skin, avoid diabetes and obesity, treat eye diseases, body disorders and many more.

This is what causes drinking mineral water in the morning to be very important. For more details, here are the benefits of water for the body:

1. Increase metabolism.

Increasing metabolism becomes very important for those who are following a strict diet.

2. Prevents weight gain.

When you drink mineral water in the morning, it can indirectly prevent weight gain, because by drinking mineral water in the morning hunger and desire to eat will be slightly reduced.

Sometimes, our stomach feels hungry, even though it's not time to eat yet, actually that's when our stomach needs mineral water not food. Body position when going to drink water preferably by sitting not standing.

We need to pay attention to the time when we really need to drink mineral water. Because at certain times we are advised not to consume

Name : Putri Nur Anisa Mei Class : B

Student Number : 2001050022 Semester : 5

Instruction :

Make a descriptive text at least 3 paragraphs, Based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

Answer :

religion

Fasting is one of the Pillars of Islam that we must carry out as a Muslim, for example Ramadan fasting which only carried out once a year. There are also Sunnah fasts such as fasting on Monday - Thursday, Fasting Daud and many more.

The benefits of fasting are very many for the human body, for example for a diet that simultaneously gets a reward, to control lust, and to get closer to God.

After carrying out a full month of fasting we will celebrate Eid al-Fitri and apologize to our brothers and sisters who are around us.

Name : Ria Rizki Lestari Class : TB1 B.

Student Number : 260650025 Semester : 5.

Instruction :

Make a descriptive text at least 3 paragraphs, Based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

Answer

emia

Maintaining health or fitness is very important. Anemia is a condition when the body does not have enough red blood cells. Anemia can affect a body to be weak and tired.

Characteristic of a person having anemia, Experiencing dizziness and headache. It is easy to experience weakness, pale or yellow skin, etc.

To overcome anemia, you can take supplement that contain iron, vitamins, vitamin C include (broccoli, tomatoes, melons, and strawberries

Name : Septiyanh Rheny Class : TPA B
 Student Number : 201050028 Semester : 5

Instruction :

Make a descriptive text at least 3 paragraphs, Based on one of the following themes.

1. Education
2. Religion
3. Health
4. Economy
5. Politic

Answer

~~Religion~~

Education

Education is very important for all people, Education is guidance for from teacher or parent both in ~~tip~~ physical and spiritual.

Education is a learning process that is carried out both formally and non-formally with the aim of the ~~education~~ educate, practice, ~~educate~~ knowledge and develop.

Education can is even done to someone starting from the beginning he is able to ~~understand~~ understand something to rest to relife.

Appendix : 12

AN ERROR ANALYSIS OF
MORPHEME IN WRITING
DESCRIPTIVE TEXT OF THE
FIFTH SEMESTER OF
ENGLISH EDUCATION
DEPARTMENT AT IAIN METRO

by Riza Fitri Ani

Submission date: 20-Jun-2023 05:32PM (UTC+0900)

Submission ID: 2119535265

File name: going_to_munaqosah_Copy.docx (2.73M)

Word count: 10936

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Appendix : 13



BIOGRAPHY



Riza Fitri Ani was born in Rejosari Mataram, Central Lampung July, 19, 1998. She is the first daughter of two child from harmony the couple Mr. Boirin and Mrs. Sudilah. She was graduated from Elementary School of 2 Rejosari Mataram, Central Lampung in 2010. Then, she continued her study in Junior High School of 2 Seputih Mataram, Central Lampung and graduated on 2013. Then, she continued to MA Darul A'mal Metro Lampung, and graduated on 2016. After that, IAIN Metro Lampung was her choice to accomplish her studied at S1 of English Education Study Program of Tarbiyah and Teacher Training Faculty.