

**AN ANALYSIS OF MORPHOLOGICAL ERRORS IN INTENSIVE
WRITING CLASS OF THE FIRST YEAR STUDENTS AT ENGLISH
LANGUAGE EDUCATION OF FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



DEWANG DEWANI NILA KANDI
NPM. 166310289

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2020**

THESIS APPROVAL

TITLE

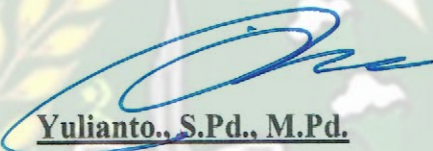
AN ANALYSIS OF MORPHOLOGICAL ERRORS IN INTENSIVE
WRITING CLASS OF THE FIRST YEAR STUDENTS AT ENGLISH
LANGUAGE EDUCATION OF FKIP UIR

Name : Dewang Dewani Nila Kandi

Students Number : 166310289

Study Program : English Language Education

Advisor


Yulianto., S.Pd., M.Pd.

NIDN. 1018076901

Head of English Language Education


Muhammad Ilyas, S.Pd., M.Pd.

NPK. 160702565

NIDN. 1021068802

Penata/Lektor/III.c

Thesis submitted in partial fulfilment of the requirements for The Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, June 2020

Head of Academic




Dina Hesty Hastuti., M.Pd

NIP. 195911091987032002

NIDN. 00110959041

THESIS

AN ANALYSIS OF MORPHOLOGICAL ERRORS IN INTENSIVE
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Name : Dewang Dewani Nila Kandi
Students Number : 166310289
Study Program : English Language Education

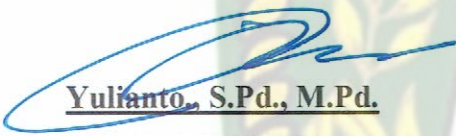
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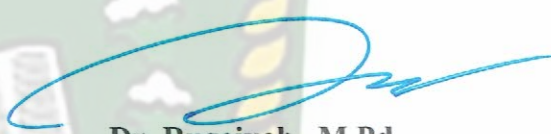
Monday, 27th of July 2020

THE EXAMINERS COMMITTEE

HEAD ADVISOR

EXAMINERS


Yulianto, S.Pd., M.Pd.
NIDN. 1018076901



Dr. Rugaiyah., M.Pd
NIDN. 1002066804


Fauzul Etfita., S.Pd., M.Pd
NIDN. 1030098901

This thesis has been approved to be one of requirements for award as Sarjana
Degree in English Language Education Teacher Training and Education Faculty
of Universitas Islam Riau

The Vice Dean of Academic




Dra. Hj. Tity Hastuti., M.Pd
NIP. 195911091987032002

NIDN. 00110959041

LETTER OF NOTICE

The advisor here by notice that:

Name : DEWANG DEWANI NILA KANDI
Student Number : 166310289
Study Program : English Language Education
Faculty : Teacher Training and Education
Advisor : YULIANTO, S.Pd., M.Pd.

Has completely written a Skripsi which entitled:
An Analysis of Morphological Errors in Intensive Writing Class of the First Year Students at English Language Education of FKIP UIR.

It is ready to be examined. This letter is made to be used, as it is needed.

Pekanbaru, 16th of June 2020
Advisor


Yulianto, S.Pd., M.Pd.



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2020/2021

NPM : 166310289
 Nama Mahasiswa : DEWANG DEWANI NILA KANDI
 Dosen Pembimbing : 1. YULIANTO S.Pd., M.Pd. 2.
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Tugas Akhir : Analisis Kesalahan Morfologi pada Kelas Menulis Intensif Mahasiswa Semester Satu Pendidikan Bahasa Inggris FKIP UIR
 Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Morphological Errors in Intensive Writing Class of the First Year Students at English Language Education of FKIP UIR
 Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	Oct, 12 th 2019	Acc Title	change the participants of research	
2.	Oct, 14 th 2019	Revised chapter I	Put the method from chapter III to I	
3.	Dec, 5 th 2019	Revised chapter I and II	Adding more theories on definition of key terms	
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6.	Mar, 12 th 2020	Revised chapter III	change from "correction" into "suggested revisions"	
7.	June, 12 th 2020	Revised chapter I, II, III	Adding more theories	
8.	June, 15 th 2020	Acc Thesis	Advisor signed thesis guidance agenda	

Pekanbaru, Agustus 2020.....
 Wakil Dekan I/Ketua Departemen/Ketua Prodi



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(MUHAMMAD ILMAS S.Pd. M.Pd.)

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DECLARATION

The under signed researcher:

Name : Dewang Dewani Nila Kandi

Index Number : 166310289

Place/Date of birth : Pekanbaru, 31st of March, 1998

Faculty : FKIP — UIR

Department : English Language Education S1

I acknowledge that this Skripsi is my real own research work, except for quotations (direct or indirectly) that I got from variety of sources in order to support my thesis and mentioned them scientifically. I am very responsible of my findings and data who involved in this thesis.

Pekanbaru, 16th of June 2020

The Researcher



Dewang Dewani Nila Kandi

166310289

ACKNOWLEDGEMENT

The completeness and well-done of this skripsi is very much supported by supports and guidance from Allah subhanahu wa ta'ala and many people who are absolutely have massive role in my life as an university student to fulfill my process to finish this skripsi as a final assignment. I am forever grateful to thank them for accompanying me along this successful journey.

First of all, once more, the gratitude and my gratefulness to Allah subhanahu wa ta'ala who has always been here and there with me from the start, when I need Him, to give me the enlightenment to complete this skripsi.

Second, my deep gratitude, to both of my wonderful parents, who have been supporting me to write this skripsi until the end. Deep gratitude for always being there to help me when I had some issues in my research during their hectic schedules.

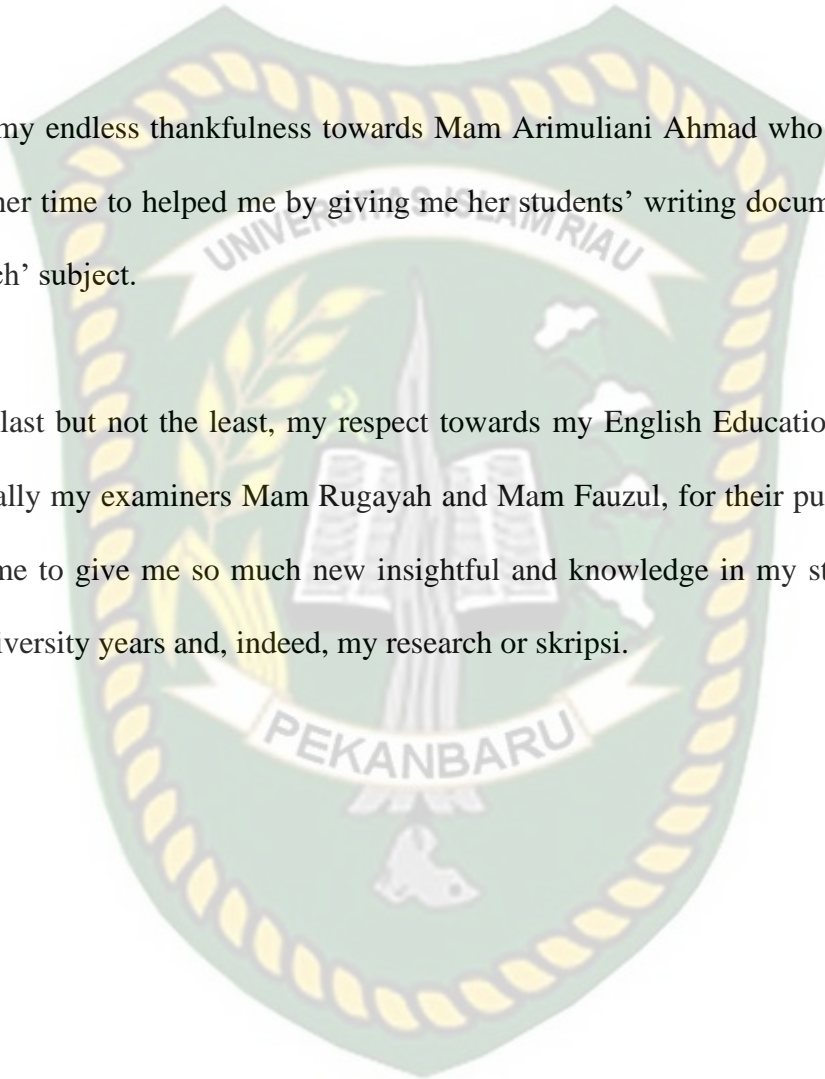
Third, I would like to owe a big thankfulness to my great advisor, Mr. Yulianto, who is so helpful and kindly guided me for bring me successfully to be here to finish my skripsi. With his guidance I would be able to complete this work in a right time.

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ABSTRAK

Analisis Kesalahan Morfologi pada Kelas Menulis Intensif Mahasiswa Semester Satu Pendidikan Bahasa Inggris FKIP UIR.

Morfologi adalah bagian dari cabang ilmu linguistik. Studi ini adalah tentang bagaimana membentuk atau menciptakan sebuah kata. Kata bisa menjadi unit terkecil dalam bahasa yang mana diketahui sebagai morfem yang digabung with kata lain untuk menghasilkan lebih kata yang berbeda, baik kata tersebut mengubah kelas kata dan maknanya atau tidak sama sekali, yang mana banyak mahasiswa masih tidak mengerti, karena itulah, peneliti tertarik untuk mempelajari dan menganalisa kesalahan morfologi yang dilakukan oleh mahasiswa.

Sejak kebanyakan mahasiswa masih menemukan kesulitan dalam menyusun kata, oleh karena itulah, peneliti memilih untuk melakukan sebuah analisis kesalahan morfologi, yang mana kesalahan tersebut berdasarkan *Linguistics Category Taxonomy* yang ditemukan pada kertas ujian akhir mahasiswa semester pertama di kelas menulis intensif yang dimulai di awal semester. Kelas menulis intensif adalah sebuah jenis menulis yang lebih fokus terhadap pembentukan kata dan tata bahasa mahasiswa dalam menulis. Peneliti menggunakan metode kualitatif dengan *purposeful sampling*.

Setelah melakukan penelitian, peneliti menemukan beberapa kesalahan morfologi dalam penulisan mahasiswa di kelas 1B sebagai ujian akhir mereka tahun akademik 2019/2020 dengan menggunakan *purposeful sampling* yang secara selektif menggunakan satu kelas diantara dua kelas untuk memahami lebih baik inti permasalahan. Diantara delapan tipe kesalahan morfologi, mahasiswa memiliki kesalahan *simple past tense* sebagai kesalahan tertinggi dengan 58,09% dan *comparative adjective/adverb* sebagai kesalahan terendah dengan jumlah 0,33%. Hasil tersebut menunjukkan bahwa kebanyakan mahasiswa memiliki pemahaman yang kurang dalam *past tense* sementara mereka telah memahami *comparative adjective/adverb* dengan baik. Untuk mengurangi kurangnya pemahaman mahasiswa tentang morfologi, peneliti menyarankan guru sebaiknya memberikan ilmu yang lebih banyak dan bagaimana membentuk kata dengan benar dengan sepenuhnya mengetahui tentang tata bahasa, khususnya *tense* pada masa lampau.

Kata kunci: analisis, morfologi, kesalahan morfologi, menulis intensif, derivatif, inflektif

ABSTRACT

An Analysis of Morphological Errors in Intensive Writing Class of the First Year Students at English Language Education of FKIP UIR

Morphology is a part of linguistics' branches. The study itself is about how to form or create a word. The word can be the smallest unit of language which is known as morpheme that is combined with another word to produce more different word, whether the word changes the class and meaning or not at all, which many students still do not understand, hence, the researcher took interest to studied and analysed morphological errors made by students.

Since most of students still find difficulty in arranging words, therefore, the researcher chose to did an analysis of morphological errors, which the error is based on Linguistics Category Taxonomy that was found on first year students' final examination papers in intensive writing class which is started on early semester. Intensive writing class is a type of writing performance that focuses more on students' word formation and their grammar. The researcher used qualitative method with purposeful sampling.

After doing some research, the researcher found some morphological errors on students' writings in 1B class on their final examination paper academic year 2019/2020 by using purposeful sampling that selectively used one class among two classes to understand the core of problem better. Between eight types of morphological errors, the students had simple past tense incorrect as the highest error with 58,09% and comparative adjective/adverb incorrect as the lowest error with 0,33%. This result showed that most of students have lack of understanding in past tense while they have understood comparative adjective/adverb well. In order to reduce students' lack of morphological understanding, the researcher suggests that teacher should be able to give more knowledge about morphology and how to create the word properly by fully knowing about grammar, especially the past tense one.

Keywords: *analysis, morphology, morphological errors, intensive writing, derivational, inflectional*

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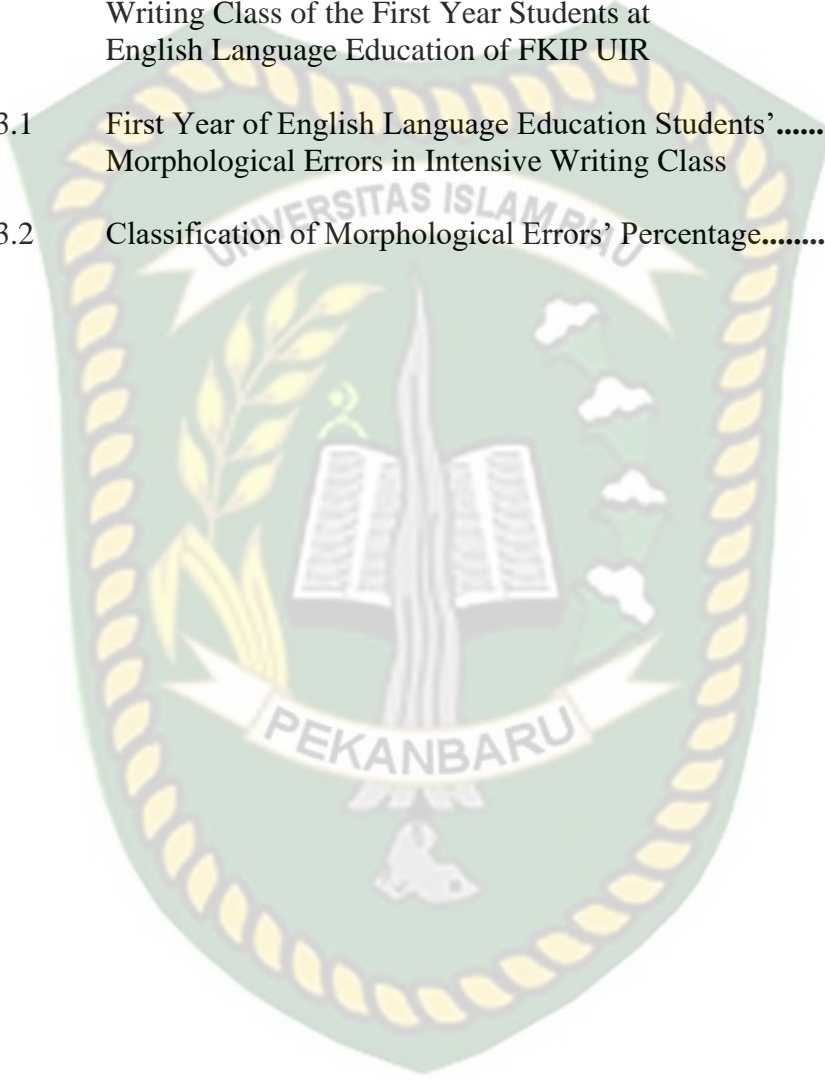
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APPENDICE I.....



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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Communication is a very necessary part of humans' lives. All this time, people can give their thoughts and concepts in mind through speaking and writing. People can speak directly to the person they refer to without devices and stuffs for helping them to produce the language, just utter the words or phrases from their mouth and there will be sound, meanwhile, in writing, people need more struggle and skill to write down what they think about while considering the whole structure of sentences, so it is able to understand by the person they talk to.

Writing is one of language skills that often find it difficult for students to learn. Among the other skills, writing needs more focus and concentration in order to sharing and pouring the ideas and thoughts of students into text. This skill is also less spontaneous and implicit than speaking, so it must be mastered through some practices, such as reading and especially analyzing the components of writing. The process of mastering writing is not easy, though, since students must pay attention to the whole components, so their writing is well-written and they are able to write properly.

For EFL students, like Indonesian students, learning English is not that simple just like speaking. Although Indonesian students learn English since in elementary school or early years, but still, they have some complexities and understanding issue in English writing. It needs cognitive skills and knowledge in

components of writing. Pragmatics, semantics, syntax, morphology, and grammar are part of writing's elements that are important for creating a good writing. Others components such as punctuation and capitalization are also important to be learnt by students, so their writing can look systematic and structured in paragraph.

Futhermore, learning English is complex, because there are many errors and mistakes are done by students, whether they are about the mechanism or writing process themselves. In the process of writing, there are some steps students need to fully know, but due to the teacher or lecturer don't teach it completely on how to write and students' lack of knowledge in writing, so it causes to produce many errors of writing with teacher pays attention towards grammatical error only.

Most of students problem is the lack of vocabulary in understanding arranging words and structuring the words. They do not master in deciding which word is a noun, adjective, verb, and adverb. For example, they will make mistake noun as adjective, and vice versa. If that error happens, indeed, the meaning of sentence will be absurd and confusing for reader to comprehend. It will cause the structure of sentence looks bad, too.

McCarthy (2010:5) stated that morphology is "the structure of complex word". The statement means that morphology does not concern on formation of words only, but also the overall words that is most likely to be related with grammatical error as well. Both of their focus are about the form and structure of words to be organized so they have a meaningful meaning. Unfortunately, many students still don't know and recognize their writings have many errors that must be improved.

Based on the explanation above, the researcher takes the interest in identifying and analyzing the errors made by students and come with the title as **“AN ANALYSIS OF MORPHOLOGICAL ERRORS IN INTENSIVE WRITING CLASS OF THE FIRST YEAR STUDENTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR”**.

1.2 Identification of the Problem

There are many errors are made by students on their writing, whatever kind of the writings are. These errors are usually the little failures that often most of teachers ignore on how students form the words are not based on the vocabulary, such as adding the another word in one word that is not supposed to be there, mistaking the class words, having difficulty in deciding the kind of word class or changing them into the appropriate ones.

Adding the another word in one word is put the “s”, “es”, “ment” or something that is not suitable or inappropriate for that word itself. For example, student adds “curiosity” instead of “curiosity” as a noun where it is not a valid word on vocabulary. “Curiosity” is a verb and “curious” is an adjective based on the vocabulary, the basic word of “curiosity” is “curious”, which can be added to be “-ty” if want to change the word class or meaning. There is no word for “curiosity”. The “curiosity” word is one of examples of error in writing.

Another error is mistaking the form of words. Students often have difficulty in differentiating which one is a verb, noun, adjective, or adverb. For example, students are mistaken “cut” as “cuted” when the sentence indicates about past

tense. Of course, the structure of the sentence must be “cut” still, but the students are simply don’t know how to differentiate V2 and V1.

Last error is having difficulty in deciding the type of words or combine them into the correct ones. For example, student puts “housework” instead of “homework” when explain about students’ projects, assignments, task to do it at home, while “housework” is a noun that describe about doing something that has to do with house, such as cleaning the floor, washing dishes et cetera. The class word of “homework” is a noun as well as “housework”, but they are different from the lexical meaning.

1.3 Limitation of the Problem

Writing has relation with morphology who has two types of morphemes; derivational and inflectional morphemes. **Derivational morpheme** and **Inflectional Morpheme** are two morphemes that the researcher chooses to be analysed, because it includes the change of words class and forming words as well as te grammatical change which still many students have errors in writing them.

The error analysis categories that the researcher chooses is Linguistics Category Taxonomy to be analysed that the researcher wants to focus on analysing the morphological errors made by first year students at English Language Education of FKIP UIR.

1.4 Formulation of the Problem

Based on the explanation on previous points in the background, the formulation of the problem is:

1. What are the type of morphological errors made by first year students at English Language Education of FKIP UIR in Intensive Writing Class?
2. How many percentages of morphological errors are made by first year students at English Language Education of FKIP UIR in Intensive Writing Class?

1.5 Objectives of the Problem

The purpose of this research is:

1. To know the types of morphological errors are made by first year students at English Language Education of FKIP UIR in Intensive Writing Class.
2. To find out the percentages of morphological errors are made by the first year students at English Language Education of FKIP UIR in Intensive Writing Class.

1.6 The Assumption

This research has two assumptions that the students face difficulties in understanding on how to form a word correctly and having lack of comprehending the vocabulary.

1.7 Significance of the Research

This whole research is written and intended for some aims or dedications, such as:

1. For teachers
 - a. To increase their awareness at their students' grammar, especially in writing skill.
 - b. Teachers' improvement in understanding on students' words forming errors.
 - c. To pay attention more towards students' grammatical and morphological errors.
2. For students:
 - a. It helps students to learn grammar and forming good words automatically.
 - b. To encourage students' motivation to learn, understand, and memorise English words on vocabulary by heart.
 - c. Students are be able to differentiate between the classes of word (verb, adjective, adverb, noun, et cetera).
 - d. To encourage students to create good writing by mastering grammar.
 - e. Developing students' capability in using and choosing a good word correctly.
3. For researcher:

- a. As reflection for researcher itself to develop the knowledge in understanding morphology.
- b. Motivate other teachers to detect morphological errors to make students' writings look great.
- c. To comply the requirement of the researcher to make a research related to English Education from Islamic University of Riau.
- d. The amount of morphological errors found in this research to be helpful to improve students' writing in intensive writing class.

1.8 Definition of the Key Terms

Analysis : **Analysis** is the procedural activity to detect or part big pieces of information into the overall of important details. (Ritchey, 1996, p.1). In this research, **analysis** means classify morphological errors in terms of Linguistics Category Taxonomy.

Morphology : **Morphology** in linguistics is a study that focus on the arrangement of words to be meaningful. (Hamawand, 2011:2)

Morphological Errors: **Morphological Errors** are the error of word formation process that is contradicted with the grammatical rules. (Zaid, et al, 2017:130).

Intensive Writing : **Intensive Writing** is writing performance that is more concerned of students' ability to create a word formation. (Brown, 2004:220).

Derivational : **Derivational** morpheme is where the word class changes in order to create new kind of words. (Booij, 2007:51)

Inflectional : **Inflectional** morpheme happens when the meaning of words do not change but the grammatical forms only. (Haspelmath, 2002:61)

1.9 Grand Theories

Katamba (2005:19) defined Morphology as a linguistic branch that concerned about the internal structure of words. The internal structure of words are divided into Derivational and Inflectional Morpheme. According to Plag (2003:14) claimed Derivational Morpheme as a process of creating new lexemes by adding affixation. McCarthy (2002:30) stated Inflectional Morpheme involves no changing meaning but the class word.

Ramadan (2015:25-26) defined Morphological Errors as the unawareness of students towards morphology rules and its concept that makes them to produce the wrong formation of words that can be united together to be another word.

1.10 Research Method

In this research, the researcher has some steps to find out the results. Those steps as follows below.

1.10.1 Research Design

The researcher decided to use qualitative method or specifically for descriptive qualitative method, because this kind of method is very suitable for this research. This research is about an analysis of morphological errors which means that every data were in words, phrases, sentences, and paragraphs. There is no any numbers that need to be analysed. Nassaji (2015, p.129) pointed out that descriptive analysis deals with the event along with the features. Those morphological errors in students' writing papers will be interpreted representatively, hence, this method was chosen by the researcher as the design.

1.10.2 Source of the Data

The primary source of the data for this descriptive qualitative research is students' writing documents of their final examination that will be analysed to find the morphological errors. The researcher choose the first year English Language Education students at FKIP UIR in Intensive Writing class academic year 2019/2020.

1.10.3 Instrument of The Research

Students' writing texts must be accurate for this descriptive qualitative writing text instrument. Bowen (2009, p.27-28) divided documents analysis into many kinds; newspapers, books, diaries, journals, radio and televisions scripts, and many more that are related to documents. Those students' writing texts in intensive writing class are going to be discovered to find morphological errors and correct them into the true ones.

1.10.4 Data Collection Technique

First of all, the researcher gathered the all the first year students' writing texts in Intensive Writing of 1B class. The researcher used purposeful sampling by Creswell (2012:206) said that purposeful sampling chooses the participants to comprehend the core of problem, so the researcher selected 1B class among two classes; 1A class and 1B class. Later on, the researcher analyses the chosen documents that are related to the study to find morphological errors on the papers. Lastly, after finding the whole errors, the researcher count the percentages of each types of errors.

1.10.5 Data Analysis Technique

After finishing to collect students' writing documents, the researcher explained the errors theories to support the data, afterward, researcher put all the morphological errors based on their type of errors. Second, the researcher represented the morphological errors. Finally, the morphological errors will be

measured through the frequency of morphological errors kinds to find which error type is the highest error. The table of morphological errors' types are below as following.

Table 1.1 : The frequency of Morphological Errors in Intensive Writing class of The First Year Students at English Language Education of FKIP UIR.

NO	Classification of Morphological Errors	Number of Error	Percentage
1	Derivational Errors		
2	Inflectional Errors:		
	Indefinite Article Incorrect		
3	Possessive Case Incorrect		
4	Third Person Singular Verb Incorrect		
5	Plural Noun Incorrect		
6	Simple Past Tense Incorrect		
7	Past Participle Incorrect		
8	Comparative Adjective/Adverb Incorrect		
	TOTAL		

Source: Linguistics Category Taxonomy by Dulay, et al (1982)

The formula of the data is presented below:

Error Percentage:

$$\frac{\text{The number of error}}{\text{The total number of error}} \times 100\%$$

Source: Saputri (2017)

CHAPTER II

RELATED THEORIES

2.1 Analysis

There are some ways to describe the meaning of analysis, one of them is in metaphorical way. Patton (2015:761) explained analysis first step is like a caterpillar as a basic data transforms into the whole final step to be a beautiful butterfly; means that analysis is a process of raw data to be a full data with many interpretations and answers on certain topic to discuss.

Analysis needs a whole hard process. According to Ritchey (1996, p.1) analysis is applied for nowadays scientific tool to help researcher to find out many unanswered phenomena or other kind of researches. With the help of term analysis, it can be used for many fields, for example psychology, mathematics, and indeed, including linguistics.

From explanation above, it can be said that analysis is not an easy action to do since it is started from the very beginning, which need some stages to become the final answer. The pieces of data is investigated to draw or conclude them as related ones which are started as different parts to be united.

2.2 Morphology

When forming words, especially in writing, considering the proper structure and shape of each words are a good way to start before writing them down. Coates (2005:2) defined that morphology is a linguistics study about small

units of language that each element have their own classifications. Those elements are called the structure of words that are combined to be into one meaningful word, while the classifications are the word class for each word; whether it is a verb, adjective, noun, or adverb, so, it is clear that morphology is extremely important linguistic aspect in writing skill since the words are written into script or text.

The written words on the text or script have different word classes, whether they're combined or stand alone, they have some relation words classification for each them. Yakub & Hossain (2018, p.205) implied that morphology has some correlation between each words; from the class and usage of words, the way those words are integrated, and the connection of words. As it is explained on the previous explanation, each class words can be united that come from different classes to be one word class.

The word classes can be united to be into one word class, so one combined word indeed is be able to be another kind of word or even meaning as long as that word is acceptable. This statement is supported by Hamawand (2011:2) that claimed morphology is an activity to identify the small structure of each word that can be integrated to be one other kind of word that is based on the correct morphological rules or aspects.

Morphology rules or aspects are the classification of the form of words. Katamba (2005:19) classified morphology can be mixed into many kinds of words; such as *childish* that can be separated to be one independent *child* with its

own meaning, while *ish* is not even a word. These divisions have their own functions and usage based on their own context in morphology.

The explanations above are concluded about morphology as the most important thing in writing because it involves the word arrangement and how to form them correctly based on English standard. Each word is written with truest and most correct structures while focus on the words choose and grammatical rules to make the best sentences.

2.2 .1 Morpheme

Morpheme is the first aspect of morphology that is discussed in this chapter. Morpheme itself is another term word of “morphology”, which according to Anderson (1992:50) morphemes are the collection of word. The pieces of word indeed are not be able to be divided into another word, but they can be combined with another kind of word with the stem or the origin word.

The stem means a basic unit of word that can be united by other basis of words based on the morphology rules or another piece of word that is meaningful to be combined, explained Aronoff & Fudeman (2011:2). For example, the word for “reconsideration”. The word of “reconsideration” has three morphemes are combined together to be another kind of word class and also the meaning of word. The basic or stem word is “consider” which is a verb word class. The “re-” and “-ation” are two morphemes. The “re-” here is called *prefix* and the “-tion” is called *suffix*, which both of them are attached to the word “consider”, so it is changed to be a noun class now instead of a verb one.

Based on the explanation above, morpheme is a small yet important part of word formation that can change anytime, depends on what kind of class word is. Morpheme is the key of arranging words to be different form nor the meaning. There are prefix, stem (morpheme), and suffix in forming word.

2.3 Affixation

The example mentioned above is a way on how to form a word. The process of structuring word can be called as affixation. Enesi (2017, p.8) stated that affixation is the process of word formation to produce a new kind of word from morphemes combination or change the meaning of word. The affixation itself has two processes for the word to be produced, namely **prefix** and **suffix**.

Prefix and suffix have their own functions. Vikram (2013, p.2) classified prefix as a morpheme that is attached at the start of word, while suffix is a morpheme that is attached at the end of stem or the root. The stem here is a the core of the word that has a function as the main word that will be combined with other morphemes; *prefix* and *suffix*.

There are many examples of prefix and suffix. Millaku (2017, p.22-27) opined that prefix in English has more than 75 elements, several of them are: anti-, bi-, co-, dis-, ex-, mini-, mis-, non-, out-, super-, under-, ante-, extra, in-, fore-, un-, inter-, over-, sur-, mid-, di, etc. One of examples of prefix is the verb word “refill”, which the prefix is “re-”, who is attached to the stem of “fill”. For the examples of suffix are: -er, -ar, -ant, -ship, -ness, -ist, -ation, -ment, -ing, -ed, etc. The suffix “-ness” can be attached to the stem “kind” which is an adjective that is

shifted the word class “noun” when the suffix “-ness” is attached to the stem “kind”. Those examples of prefix and suffix can change word class or do not at all, or the meaning of word. They depend on the context.

The definitions above just show that morpheme is indeed the language units who appear to be the smallest structures which help to connect the root to produce or even change a new word. The root here is the most useful unit that must be attached to the prefix and suffix. Prefix deals with the beginning of word, while suffix deals with the end of word. When they're combined, the combination of word will be a stem.

2.4 Types of Morpheme

To produce a new word class or change the whole word structure, they must be considered if the word class is free or bound morpheme. According to Yakub & Hossein (2018, p.205) the classifications of morpheme are classified into free morpheme (independent morpheme) and bound morpheme (dependent morpheme), which bound morpheme still has other divisions, namely Derivational morpheme and Inflectional morpheme. The explanation about free morpheme and bound morpheme will be explained clearly below.

2.4.1 Free Morpheme

Morphemes that are attached together to be one word might change the word class and the meaning, or do not change at all. In this concept, Herman (2015, p.41) explained that free morpheme is a root or base word itself that can

stand to be one meaningful meaning without any morpheme. For example, the word book, pen, happy, sad, love, elephant, many more. Herman even said that free morpheme can be classified as a stem or root.

The context of free morpheme falls into two categories. Karimkeerio (2017, p.299) categorised free morphemes into content and functional morpheme. Content morpheme or can be called as lexical morpheme is open word classes such as blog (verb, noun), frack (verb), online (adjective, adverb), facebook (compound nouns), which are indeed be able to be combined with another kind of word class. Content morpheme can be defined to indicate an accurate information about the word formation.

Content morpheme is absolutely different from functional morpheme. This morpheme usually does not carry absolute or vivid meaning, which is related to grammatical function or part of speech, they involve: determiners (an/an, the), prepositions (in, on, at, of, et cetera), pronouns (she, he, it), and conjunctions (and, but, or). For example, the sentence “a man”. It is not clear if that man is a specific man or in general only, so to make it clear, the article “the man” will be suitable sentence.

Based on the theories above, it can be clarified that free morpheme is a morpheme that can develop or carry their own formation of word without any attachment on it. They have their own meaning and structure that does not always need any morpheme to be combined, so that is why it is called as free morpheme.

2.4. 2 Bound Morpheme

There are many roots or stems that need to be carried on. In this case, a root would likely to be united with other morphemes, so it will produce a new kind of word class or meaning. Kolanchery (2015, p.162-163) claimed bound morpheme as a dependent morpheme that need to be attached on. For example, the root or free morpheme “social”. The “social” here is a root that can be added by the suffix “-ize” that has changed from adjective word to the verb one.

Social: a root (because it is a main or origin word)

Social + -ize: stem + an affix (because there is a suffix)

From the example above, it can be clarified that suffix usually has a function to change the word class, while prefix changes the meaning but generally does not with the word class. Although prefix does not typically change the word class and it's usually the suffix morpheme ones, but still, there are some exceptions, which prefix can change the word class.

Prefix and suffix are clearly related to bound morpheme. According to Mena & Saputri (2018, p. 177-178) both of prefix and suffix are considered as parts of bound morpheme, which the two of them are used to create or produce a new word, because they are free morphemes that be united to be one word.

Based on the examples and definitions above, bound morpheme is clearly convey the suffix and prefix as two necessary components to bound or relate them to be one meaningful word, which definitely change the word class as well, because the bound morpheme cannot stand by itself. In order to make the it as independent word, it is important to unite them to be one combined word.

2.5 Inflectional Morpheme

The first part of morpheme who is considered as grammatical structure of word is called inflectional morpheme. Haspelmath (2002:60) agreed that inflectional morpheme deals with English verbs (for present, past, other tenses), plurality & singularity or focus on inflectional classifications. For example, the past tense for “she walk(ed)” and for present tense “she walk(s)”.

The inflectional morpheme also may be called as grammatical morpheme. Alotaibi (2016, p.34) said that inflectional or grammatical morpheme does not change the words class and also the meanings, which means that they can still classify as the same word class even though the word is combined with another morpheme; such as the example below:

- plurality/singularity of subject/object: cat or cats
- possessive noun: the boy’s toy
- simple past tense: visit →visited

Ismail (2016, p.144) added another category of inflectional morpheme is comparative and superlative adjective. The comparative is to compare the degree of adjective; -er for greater. The superlative is the best degree of adjective; -est for cleanest. Those comparative and superlative are two components of degree which are added by suffix who does not change the word class at all.

From all those theories above, it is concluded that inflectional morpheme or grammatical morpheme is one of morpheme types who is concerned with the whole grammatical rules of word structure, which is likely different from

derivational morpheme. Inflectional morpheme does not pay attention to the class word change but the structure only.

2.5.1 Inflectional Process

As it is explained above, inflectional morpheme is related to the grammar functions of word. McCarthy (2002:30) defined inflectional morpheme is still tied to the lexeme which is an independent word that can be combined with any variations of word; for example the word *perform* is a lexeme that is added to be many type of word, such as *performs*, *performed*, and *perform* which are called as inflected formation from lexeme of *perform*.

a. Inflectional Affixation

These types of inflectional process are able to investigated more detailed as wordform. Tokar (2012:177-182) explained that inflectional affixation or word-form building mechanism involves:

- 1) Nominal plural wordforms: book + -s = books
- 2) Nominal genitive wordforms: father + -'s = father's
- 3) Pronominal genitive wordforms: he + -s = his
- 4) Pronominal accusative wordforms: he + -m = him
- 5) Adjectival comparative wordforms: pretty + -er = prettier
- 6) Adjectival superlative wordforms: pretty + -est = prettiest
- 7) Verbal 3rd person present tense wordforms: read + -s = (he) reads
- 8) Verbal past tense wordforms: work + ed = (he) worked
- 9) Ordinal numerals: seven + th = seventh

10) Participial forms (I): was + read + -ing = (he) was reading

11) Participial forms (II): was + create + -ed = (it) was created

b. Analytical Formation

Analytical formation is affixation additional in a word; e.g *beautiful: more or most + beautiful or beautifully*. For inflectional affixation, this analytical formation is able to build word-forms to be one.

1) Progressive wordforms: was + read + -ing = (he) was reading

2) Passive wordforms: was + create + -ed = (it) was created

3) Perfect wordforms: has + create + -ed = (he) has created

c. Grammatical Apophony

Regular inflection is varieties of class word that still look in tune. Most of suffixes for regular inflectional are added by –s to indicate the plurality for noun category, meanwhile for the Irregular inflection, though, which might be called as **grammatical apophony**, it changes the structure of basic word. *Tooth* as singular and *Teeth* as plural. This example of Irregular word is in fact such a distinction that must be found on the dictionary. This kind of example also has no suffix change and is valid for verb class word, especially the past tense form one; such as *give (v1)*, *gave (v2)*, and *given (v3)*.

d. Grammatical Suppletion.

Grammatical suppletion is putting a word formation with signifier to use which has dissimilar stem than suitable input word formation.

1) Pronominal genitive wordforms: my → I

2) Pronominal accusative wordforms: us → we

- 3) Pronominal person wordforms: you → I
- 4) Pronominal plural wordforms: we → I
- 5) Adjectival comparative wordforms: better → good
- 6) Adjectival superlative wordforms: worst → bad
- 7) Verbal person wordforms: am → be
- 8) Past tense verbal wordforms: went → go
- 9) Ordinal numerals: first → one

e. Signifier Sharing

Signifier sharing is a word formation by not changing the original word at all. For example the singular and plural noun of *deer* which has no different format at all. It also involves the verb word class *put*; both from present tense and past tense stay same.

- 1) Nominal plural genitive wordforms: fathers' → fathers
- 2) The pronominal accusative wordform **you**: *I gave you....* and *You are....*
- 3) The pronominal genitive wordform **her**: *Her book...* and *I gave her...*
- 4) Verbal imperative wordform: *Read it!* and *I read it*
- 5) Verbal subjunctive wordform: *It's time that he read it* and *He read it!*

f. Allowordforms

Allowordforms deals with how the lexemes do not have just one word formation with the same grammatical meaning. For example, the morpheme of

formula = *formulae* and *formulas* both are nominal plural. The difference is only the *formulae* is the regular word formation, while *formulas* the irregular one.

Another example is adjective word *noisy* = *more noisy* and *noisier*. *More noisy* is the analytical comparative adjective noun, while *noisier* is the prefixation of the original noun word from *noise* itself without changing the structural meaning.

2.6 Derivational Morpheme

Derivational morpheme is another type of morpheme beside inflectional morpheme. In this research, the study only focus on derivational morpheme. Booij (2007:52) explained derivational morpheme as a new formation of stem, which the open word class can be combined together to be a new word. The word class is clearly change from verb to be adjective with different meaning.

1. Noun Derivational

Adj → Noun (suffixation) : Beautiful (A) → Beauty (N)

Verb → Noun (suffixation) : Speak (V) → Speaker (N)

(prefixation) : Talk (V) → Talking (N)

Noun → Noun (suffixation) : Mother (N) → Motherhood (N)

(prefixation) : Sense (N) → Nonsense (N)

2. Adjective Derivational

Noun → Adj (suffixation) : Master (N) → Masterly (Adj)

Verb → Adj (suffixation) : Read (V) → Readable (Adj)

Adj → Adj (suffixation) : Blue (Adj) → Blueish (Adj)

(prefixation) : Common (Adj) → Uncommon (Adj)

3. Verb Derivational

Noun → Verb (suffixation) : Analysis (N) → Analyse (V)

(prefixation) : Slave (N) → Unslave (V)

Adj → Verb (suffixation) : Calm (Adj) → Calm Down (V)

(prefixation) : Pale (Adj) → Turn Pale

Verb → Verb (suffixation) : Scratch (V) → Scratch Lightly (V)

(prefixation) : Ride (V) → Ride On (V)

Derivational morpheme does not always associate with word class change, this morpheme can either change the word class or does not at all. It can be proven by class-maintaining derivational; such as the suffixes “-hood” and “-ship” for stem *friendship* and *childhood*. Class-changing derivational is about the new formation of word class (e.g boy →-ish) to be boyish, from the word class noun to be adjective. Either way, the prefix also has important position as the beginner of root, which usually does not change the word class. So, that is why derivational morpheme might change the word class or might not.

Meanwhile prefix and suffix have important function for bound morpheme, however, free morphemes can be combined as well to create a new word. Rizki & Marlina (2018, p.169-170) said that compounding morpheme is an act to attach two free morphemes together into one meaningful word, such as footman (from the free morphemes of *foot* and *man*) who are definitely compound nouns of morphemes.

Plag (2003:86-101) divided derivational classes into 4 part of speeches, which the four of them are suffixation process, namely: Nominal Suffixes, Verbal Suffixes, Adjectival Affixes, and Adverbial Suffixes.

a. Nominal Suffixes (this suffix is a noun formation word)

-age: spillage, voltage, coverage, etc.
-al: referral, renewal, arrival, etc.
-ance: riddance, expectence, furtherance, etc.
-ant: applicant, defendant, disclaimant, etc.
-ce/-cy: efficiency, regency, intimacy, etc.
-dom: kingdom, clerkdom, professordom, etc.
-ee: employee, rehabilitee, biographee, etc.
-eer: budgeteer, cameleer, mountaineer, etc.
-er/-or: singer, conductor, Londoner, etc.
-(e)ry: bakery, cannery, mousery, etc.
-ess: waitress, princess, hostess, etc.
-ful: handful, stickful, cupful, etc.
-hood: childhood, adulthood, neighborhood, etc.
-(i)an: technician, historian, Mongolian, etc.
-ing: wrapping, running, sleeping, etc.
-ion: colonization, personification, starvation, etc.
-ism: racism, conservatism, Parkinsonism, etc.
-ist: balloonist, fantasist, minimalist, etc.

-ity : curiosity, formality, productivity, etc.
-ment : endorsement, assesment, involvement, etc.
-ness : for some phrases, such as over-the-top-ness, etc.
-ship : friendship, membership, clerkship, etc.

b. Adjectival Suffixes: (this suffix is an adjective formation of word)

-able/-ible : fashionable, readable, comprehensible, etc.
-al : accidental, colonial, cultural, etc.
-ary : legendary, complementary, evolutionary, etc.
-ed : broad-minded, fair-minded, air-minded, etc.
-esque : chaplinesque, hemingwayesque, picturesque, etc.
-ful : purposeful, insightful, beautiful, etc.
-ic/-ical : economic/economical, electric/electrical, magic/magical, etc.
-ing : boring (this movie is boring), changing (the changing weather), etc.
-ish : fourteenish, summerish, townish, etc.
-ive : connective, offensive, passive, etc.
-less : expresionless, hopeless, speechless, etc.
-ly : womanly, brotherly, daily, etc.
-ous : famous, curious, gracious, etc.

3. Adverbial Suffixes (this suffix is an adverb formation of word).

-ly : hardly, softly, darkly, etc.

-wise: lengthwise, crosswise, foodwise, etc.

Prefix is also contributed to the whole derivational morpheme process and usually does not change the meaning. It can be divided into:

a(n)-: asexual, ahistorical, asymmetrical, etc.
--

anti-: anti-scientific, anti-freeze, anti-capitalistic, etc.

de-: deselect, decolonize, deflea, etc.
--

dis-: disconnect, discharge, disagree, etc.
--

In-: inactive, illegal, irregular, etc.
--

Based on all the examples and definitions, derivational morpheme has a prefix and suffix as the factor to add them together into root which lead to the change of word class and meaning, too. It includes the new formation of word that is attached by prefix and suffix, which it is also called as bound morpheme. Usually, it relies on the suffix process and often prefix.

2.6.1 Derivational Process

Morphological process is the whole settle on how to form the words. According to Salim (2013, p.124-125) there are five types of morphological processes as following: **Affixation** (the process of how prefix and suffix are combined to be one meaningful word), **Internal Change** (how the process of root change into another kind of word, for example from noun to verb in morphology), **Compounding** (two or more free morphemes are put together to be one stem),

Suppletion (the change of word formation is not entirely, for example the grammatical change), **Zero-Modification** (change of grammatical word based on plurality but does not change the structure at all, for example two sheep and two fish).

Derivational process is one of more specific morphological processes that focus on how to form the word or change the word class. Nurjanah et al (2018, p.311-312) categorized derivational morpheme into four kinds: Nouns Formation, Verbs Formation, Adjectives Formation, and Adverbs Formation.

Noun Formation.

1. Verb → suffix -ment : Agree (V) → ment : Agreement (N)
2. Verb → suffix -or & -er : Act (V) → -or : Actor (N)
3. Adjective → suffix -cy : Democratic (Adj) → -cy : Democracy (N)
4. Noun → ship : Member (N) → ship : Membership (N)

Verbs Formation

1. Noun → suffix -ize : Hospital (N) → -ize : Hospitalized (V)
2. Adjective → suffix -ty : Equal (Adj) → -ize : Equalize (V)

Adjective Formation

1. Verb → suffix -able : Enjoy (V) → -able : Enjoyable (Adj)
2. Noun → suffix -ed : Hair (N) → -ed : Haired (Adj)
3. Noun → suffix -y : Blood (N) → -y : Bloody (Adj)

Adverb Formation

1. Adjective → suffix -ly : Happy (Adj) → -ly : Happily (Adv)
2. Adjective → suffix -fully : Care (Adj) → -fully : Carefully (Adv)

From the explanations and examples above, derivational process is from morphological process who tend to focus more on the affixation process (including prefix and suffix) and word change into another type of word. The word change may be changed from adjective to verb and vice versa, or to compound two or more nouns as called compounding.

2.7 Morphological Errors

Zaid, et al (2017, pp. 130-135) stated that Morphology is a study about structure of words, which if it is misformed, it causes the error to happen no matter how much the person knows about the morphology rules. The lack of knowledge about morphology is one of many factors why many people still make failure in forming word.

Forming wrong words in morphology can be seen from the table below.

Error	Correction	Morphological Error	Surface Strategy Taxonomy
The kitten did not walked towards Adam.	The kitten did not <i>walk</i> towards Adam.	Inflectional (past tense –ed)	Addition – simple addition
His father walked hurriedly .	His father walked <i>hurriedly</i> .	Inflectional (past tense –ed)	Misinformation— Regularization
He is ten- year -old-boy.	He is (a) ten- <i>years</i> -old-boy.	Inflectional (plural –s)	Omission

It is meowing because neighbour's kitten is scaring .	It is meowing because (the) neighbour's kitten is <i>scared</i> .	Inflectional (past tense -ed)	Misinformation— alternating form
Every afternoon, he at home and playing with neighbour's kitten.	Every afternoon, he (is) at home and <i>plays</i> with (the) neighbour's kitten.	Inflectional— Third Person Singular (s)	Misinformation— Alternating form
Ahmad has broke his leg.	Ahmad has <i>broken</i> his leg.	Inflectional—Past Participle (-en)	Omission
He want to help that kitten.	He <i>wanted</i> to help that kitten.	Inflectional— Past Tense (-ed)	Misinformation— Archi form
The neighbour was thankyou because Amir was recuing a kitten.	The neighbour <i>thanked</i> Amir because he (had) rescued (the) kitten.	Inflectional— Past Tense (-ed)	Misinformation— Achi form

2.8 Classification of Error

Any error can be analysed, whatever the linguistic branch is. Error analysis is often used for syntax and morphology, which both of them are about language rules and formation. James (1998:63) said Error Analysis (EA) happens

because of the unawareness that is divided into two reasons: Firstly, the silence which lead no response that mostly come from L2 learners. Secondly, they might not be silent, but try to come up to express themselves in another meaning (beg, steal, or borrow).

Since this research is about morphology, so the error will be based on Linguistic Category Taxonomy. Dulay et al (1982, p.146) categorized errors classifications into Phonology (pronunciation), Syntax and Morphology (grammar), Semantics and Lexicon (meaning and vocabulary), and Discourse (style).

Politzer & Ramirez (1973) (as cited in Dulay, et al, 1982:148) introduced Linguistic Category Taxonomy and the divisions below.

2.8. 1 Linguistic Category Taxonomy

Linguistic Category Taxonomy is one of error categories that is related to linguistics error aspects. In this research, the researcher uses Linguistic Category Taxonomy to classify many errors that can be found and discovered.

a. Indefinite Article Incorrect

When making a mistake by putting “an” and “a” determiner to wrong vowels.

- Determiner *a* is used before vowels

e.g : (*a ant*)

The word above is incorrect because when there is a vowel sound *a*, it must be added as “an” not “a”.

- *an* is used for consonant

e.g : (*an little ant*)

The word above is incorrect because when there is a consonant sound *an*, it must be added as “a” not “an”.

b. Possessive Case Incorrect

When making an error by not putting ‘s on the noun as possessive form.

- Omission of ‘s

e.g : (*the man feet*)

The word above is incorrect because *feet* is modified with *man* as possessive form, so it must be added by “apostrophe ‘s”.

c. Third Person Singular Verb Incorrect

When making a mistake by misinterpreting the singular noun to the verb class word.

- Failure to attach –s

e.g : (*The bird help man*)

The sentence above is incorrect because *bird* is a singular noun that must be added by –s as bound morpheme for the verb of *help*, so the word will be *helps*.

- Wrong attachment of –s

e.g : (*The apple fall downs*)

The sentence above is incorrect because the attachment of –s as bound morpheme must be attached to the verb (root) *fall* to be *falls* after the singular noun *apple*.

d. Simple Past Tense Incorrect

When producing a mistake by putting the wrong simple past tense structure.

- Regular Past Tense

- Omission of *-ed*

e.g : (*The bird he save him*)

The sentence above is incorrect because there is no attachment of *-ed* (bound morpheme) on the word *save* that must be *saved* as second verb in simple past tense.

- Adding *-ed* to past already formed

e.g : (*he calleded*)

The sentence above is incorrect because there is no a word for *putted* but keeping it as *put* only in second verb of simple past tense.

- Irregular Past Tense

- Regularization by adding *-ed*

e.g : (*He putted the cookie there*)

The sentence above is incorrect because the choice of second verb of *putted* is not exist, so it must be kept as *put*.

- Substitution of simple non-past

e.g : (*He fall in the water*)

The sentence above is incorrect because it must be changed into the word "*fell*" for the second irregular verb.

- Substitution of past participle

e.g : (*I been near to him*)

The sentence above is incorrect because when there is a *been*, it must be followed by *have* because the subject is *I* in present perfect tense.

e. Past Participle Incorrect

When creating an error by not putting the past participle form on the word.

- Omission of *-ed*

e.g (*He was call*)

The sentence above is incorrect because it is a passive voice that must be followed by the third verb which is changed as *called* by adding the morpheme *-ed*.

d. Comparative Adjective/Adverb Incorrect

- Use of *-er* + more

e.g : (*He got up more higher*)

The sentence above is incorrect because the stem of *high* must be added by the bound morpheme of *-er* to describe about comparative adjective without the word *more*.

2.9 Intensive Writing

Writing is divided into some kinds. Brown (2004:220) differentiated writing performance into four types; imitative, intensive/controlled, responsive, and extensive. Intensive is included as the second type which is defined as writing skill where the students have skilled in performing vocabulary, idioms, and structure of grammar, but more importantly in forming words. Other skills are also considered, such as the context of meaning but in a way of forming words are more focused on.

In intensive writing class, there are a few obligations to take. Pomykalski (2006, p.4) specified intensive writing class into some rules, which one of those rules is the students' writings are assessed based on students' skills in writing; including grammar, clarity, and organization along with the content. This rule is very important in gaining early success of students' writing.

Based on the paragraphs above, intensive writing is definitely one of those writing classes which is presented as an early writing class for undergraduate students, especially English students, to know about writing skill. It needs to be introduced as first level for university students, because writing is one of difficult skill in English to master.

2.10 Previous Studies

Nia Liska Saputri (2017) analyzed the error analysis of morphology and syntax on the students' descriptive text. The researcher used descriptive qualitative method and there were about 30 texts of English students' narrative

text that can be found. The 30 students were grade XI Aph class at SMK Kharismawita 2 Jakarta in academic year 2016/2017. The errors produced by the students were analyzed by using Linguistic Category Taxonomy (adverb, adjective, indefinite demonstrative, noun, plural, possessive adjective, past formation, singular, to+infinite) and Surface Strategy Taxonomy (omission, addition, misformation, misordering). It was found out that the highest number of morphological error was adverb category (22,7%) and the lowest was indefinite demonstrative category (2,1%), while for syntactical error the highest was omission (41%) and the lowest was misordering (14,9%).

The second previous study is about the students' morphological errors in writing recount text at Muhammadiyah University of Metro by Juriah & Kusumawati (2015). The method was descriptive qualitative with the students at Muhammadiyah University of Metro with using Surface Strategy Taxonomy by Dulay et al. The researchers found out that most of students still had a low awareness in grammatical rules in writing. The misformation errors were 51, 19%, the omission was 32, 74%, the addition was around 13, 69%, and the misordering was 2, 38%. It concluded that most of students highest errors were omission and misformation errors.

Another study is an analysis of morphological errors made by Jordanian university students by Saleh Ramadan (2015). This study was a descriptive qualitative research. The respondents were 20 students at Al-Zaytoonah Private University of Jordan. The data were taken based on the students essay writing texts. The researcher found out that students' ability in understanding morphology

is low, the causes of error were misapplication of rules themselves, interference, and overgeneralization.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER III

DATA ANALYSIS

3.1 Data Presentation

This research focuses on linguistics aspect, which is more specifically about morphology. A whole structure and process of creating word will be analysed. The process of creating word in a wrong way still often happens in writing, so the researcher took a study to analyse the morphological errors that created by students.

Students that the researcher wanted to include are university students at Universitas Islam Riau that major in English Education on their first semester. The researcher took intensive writing class because the data that will be analysed is first semester students' writings on their final examination academic year 2019/2020.

Qualitative research is a research design that the researcher decided to apply. The researcher collect, analyse, discover, and then make conclusion of morphological errors made by first semester students in intensive writing class. To understand better about the morphological errors done by first semester students, so it is best to use purposeful sampling, in which the researcher selected one class only between two classes that the number of students are 47 participants.

In this study, the researcher does not participated to share all aspects of writing, but more focus on the morphological errors done by students. Some aspects of morphological errors are based on Linguistics Category Taxonomy

(Indefinite Article Incorrect, Possessive Case Incorrect, Third Person Singular Verb Incorrect, Plural Noun Incorrect, Simple Past Tense Incorrect, Past Participle Incorrect, and Comparative Adjective/Adverb Incorrect). These categories will likely help the researcher to find out each types of morphological errors on students's final examination writing. After analysing, the researcher will count each type's percentages of errors to look for the highest and lowest type of morphological errors.

The documents of data that the researcher wanted to analyse is final examination of 1B students to write paragraph about NUDC's event that be held at UIR in 2019. After analysing, the researcher found out that students made morphological errors in derivational and inflectional morpheme which are divided into Indefinite Article Incorrect, Possessive Case Incorrect, Third Person Singular Verb Incorrect, Plural Noun Incorrect, Simple Past Tense Incorrect, Past Participle Incorrect, and Comparative Adjective/Adverb Incorrect.

3.2 Data Findings

Morphological errors that intend to be found can be analysed by using Linguistics Category Taxonomy (Indefinite Article Incorrect, Possessive Case Incorrect, Third Person Singular Verb Incorrect, Plural Noun Incorrect, Simple Past Tense Incorrect, Past Participle Incorrect, and Comparative Adjective/Adverb Incorrect). These divisions are classification of morphological errors. After that, all those classifications are counted to find the each percentage of morphological errors. To present the overall morphological errors' analysis, here are the

explanation and full description of the morphological errors made by the first year students in intensive writing class.

Name: Student 1

Paragraph:

The debate competition was held last Saturday, 26 December 2019. There were 3 judges there. That is first was the lecturer of Islamic University of Riau and 2 others were from Riau University. One was a lecturer of Riau University and other was a student from Riau University but he (*has an*) a lot of experience in debate for National. One of (*debate*) (*participant*), named Lisa said that debate is a chance to develop ourself especially herself through the debate she (*can*) get many knowledge and (*explore*) herself.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 4</i> He has (an a) lot of experience (incorrect) He had (a) lot of experience (correct) It must be "a" before the word <i>lot</i> because it is started by consonant word.</p> <p>Possessive Case Incorrect <i>Line 5</i> One of (debate) participant (incorrect) One of (debate's) participants (correct) It must be added by apostrophe 's to show the possessive noun of "<i>participant</i>".</p>

	Third Person Singular Verb Incorrect <i>None</i>
	Plural Noun Incorrect <i>Line 5</i> One of debate (<i>participant</i>) (incorrect) One of debate's (<i>participants</i>) (correct) The noun " <i>participant</i> " should be added by suffix <i>-s</i> because it is a plural noun which is indicated by <i>one of debate participants</i> that show about one participant among other " <i>participants</i> ".
	Simple Past Tense Incorrect <i>Line 4</i> He (<i>has</i>) a lot of experience. (incorrect) He (<i>had</i>) a lot of experience. (correct) It must be changed into " <i>had</i> " as a past tense form of "verb" because the situation happened in the past. <i>Line 6 - 7</i> She (<i>can</i>) get many knowledge and (<i>explore</i>) herself. (incorrect). She (<i>could</i>) get many knowledge and (<i>explored</i>) herself. (correct). It must be changed into " <i>could</i> " and " <i>explored</i> " as a past tense form of "verb" because the situation happened in the past.
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 2

Paragraph:

The NUDC debate is very popular and very fun to me. NUDC (*debates*) are held 26th - 27th December 2019 in (...) building in FKIP E UIR. I really (*like*) the debate. The debate really (*make*) me happy and (*get*) a lot of knowledge. NUDC debate is a national level debate. Participants are very responsive and smart.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 2</i> In (...) building in FKIP E UIR (incorrect) In (a) building in FKIP E UIR (correct) "A" is an article to define singular noun of "building" and come before consonant word.</p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 1 – 2</i> NUDC (debates) are held 26th - 27th December 2019 (incorrect) NUDC (debate) are held 26th - 27th December 2019 (correct) The noun "debates" is supposed to be a singular noun without any suffix, so it will be as "debate" because the noun "NUDC" is a single noun.</p> <p>Simple Past Tense Incorrect <i>Line 2</i> I really (like) the debate (incorrect) I really (liked) the debate (correct) It must be transformed into "liked" as a past tense by adding suffix -ed form of "verb" in second verb category.</p> <p><i>Line 6 & 7</i> The debate really (make) me happy and (get) a lot of knowledge (incorrect). The debate really (made) me happy and (got) a lot of knowledge (correct). It must be shifted into "made" and "got" as a past tense form of "verb" because the situation happened in the past.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>

Name: Student 3

Paragraph:

(English language education. In debate) have two (motion): 1. Motion pro and 2. Motion contra. Personal debate in motion pro walking first and next motion contra. In debate *(have)* a pov. Pov *(dont walk)* before personal debate finished walking. Debate is think deference between two *(person)* deference.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>Line 1</i> English language (education) in debate (incorrect) In english language (education's) debate (correct) It must be added by "apostrophe 's'" at the word "education" to show the possessive noun of "debate".</p> <p><i>Line 4</i> Debate is think deference between two (person) deference (incorrect) Debate is think deference between two (persons') deference (correct) The obsessive form of "persons'" to show the possessiveness for the noun "deference" so it should be added with "apostrophe '" without using -s because there has been "s" on the plural noun "persons".</p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 1</i> English language education. In debate have two (motion)</p>

		<p>In english language education’s debate have two (motions) The noun “<i>motion</i>” should be added by suffix –s because it is a plural noun which is indicated by “<i>two motions</i>”.</p> <p><i>Line 4</i> Debate is think deferece between two (person) deferece (incorrect) Debate is think deferece between two (persons’) deferece (correct) The word “<i>person</i>” is a plural noun, so it must be completed by adding suffix –s because of “<i>two persons</i>”.</p> <p>Simple Past Tense Incorrect <i>Line 3</i> In debate (has) a pov (incorrect) In debate (had) a pov (correct) It must be changed into “<i>had</i>” as a past tense form verb of “<i>has</i>” because the situation happened in the past.</p> <p><i>Line 3 – 4</i> Pov (dont) walk before personal debate finished walking (incorrect) Pov (did not) walk before personal debate finished walking (correct) “<i>do not</i>” must be changed into the past form second verb to be “<i>did not</i>”.</p> <p><i>Line 4</i> Debate (is think) deferece between two person deferece (incorrect) Debate (thought) deferece between two persons’ deferece (correct) It must be changed into “<i>thought</i>” as a past tense form of “<i>think</i>” without the help of “<i>to be</i>”</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 4

Paragraph:

At 26 December 2019 06:00 am, the tournament debate began, there are too many participants joined the tournament. The adjudicator is sofya and more. The tournament began in building E at 2nd floor.

At a tournament there are too many (*montion*), example formal education better than informal education and the corruptor should not killed.

There are many participants from FKIP english join the tournament like Annisa, Lisa vivi and many more. The winner of first round is Annisa and her partner.

At 12:00 the tournament paused because adjudicator (*count*) the score and (*pray*) zuhur.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>Line 4</i> At a tournament there are too many (<i>montion</i>) (incorrect) At a tournament there are too many (<i>motions</i>) (correct) To create a plural noun, the noun " <i>motion</i> " should be as " <i>motions</i> " by adding suffix <i>-s</i> which is supported by

	<p>“many” that shows a plurality.</p> <p>Simple Past Tense Incorrect <i>Line 6 - 7</i> There are many participants from FKIP english (<i>join</i>) the tournament like Annisa, Lisa vivi and many more (incorrect) There are many participants from FKIP english (<i>joined</i>) the tournament like Annisa, Lisa vivi and many more (correct) The past tense form of “<i>join</i>” is “<i>joined</i>” because it happened in the past by adding suffix –ed at the end of the word.</p> <p><i>Line 9</i> At 12:00 the tournament paused because adjudicator (<i>count</i>) the score and (<i>pray</i>) zuhur (incorrect) At 12:00 the tournament paused because ajudicator (<i>counted</i>) the score and (<i>prayed</i>) zuhur (correct) The past tense form of “<i>count</i>” and “<i>pray</i>” are “<i>counted</i>” and “<i>prayed</i>” followed by suffixation –ed in both of words because it happened in the past.</p>
	<p>Past Participle Incorrect <i>None</i></p>
	<p>Comparative Adjective/Adverb Incorrect <i>None</i></p>

Name: Student 5

Paragraph:

Debate tournament began at 26 December 06.00 in building C there are many participants was joined. The debate (*goes is*) really (*excited*). The member of (*really*) participants competed, for personally it is hard and it is (*want*) it. The winner of the first round is Annisa and her friend. I really excited with the debate because this (*is can*) (*motivations*) for me for I (*can become studied*) (*with right*) and I (*feel*) I (*want*) become (...) they. The debate (*give*) me feeling to joined And I (*know*) a debate class in building C FKIP UIR, (*start*) Saturday 02.00 PM until 04.00 PM. and I followed it. Because I (*want*) study hard for it.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 2</i> The debate goes is really (<i>excited</i>) (incorrect) The debate went really (<i>exciting</i>) (correct) The word "<i>excited</i>" is not suitable for the sentence since it does not describe about someone's feeling, but it must be "<i>exciting</i>" which is added by the suffix <i>-ing</i>.</p> <p><i>Line 2 – 3</i> The member of (<i>really</i>) participants competed (incorrect) The member of (<i>real</i>) participants competed (correct) The word "<i>real</i>" is an adjective to support the noun "<i>participants</i>".</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 4 – 5</i> I really excited with the debate because this is can be (<i>motivations</i>) for me (incorrect) I really excited with the debate because this could be (<i>motivation</i>) for me (correct) The word "<i>motivations</i>" should not be added by suffix <i>-s</i> because it is a singular noun which is pointed by "<i>this</i>".</p> <p>Simple Past Tense Incorrect <i>Line 3</i> For personally it is hard and it (<i>is want</i>) it (incorrect) For personally it is hard and it (<i>wanted</i>) it (correct) The "<i>was</i>" is a past tense form of "to be" for singular noun of "<i>it</i>" and there is no "<i>to be</i>" to define the verb of "<i>want</i>", so it must be changed into the second verb of past tense as "<i>wanted</i>" which is followed by a suffix <i>-ed</i>.</p> <p><i>Line 4 – 5</i></p>

	<p>I really excited with the debate because this (<i>was can</i>) motivations for me (incorrect)</p> <p>I really excited with the debate because this (<i>could be</i>) motivation for me (correct)</p> <p>The verb “<i>can</i>” is changed into the second verb as “<i>could</i>” because it happened in the past and followed by “<i>be</i>” which “<i>can</i>” is a part of auxilliary verb and is defined by noun.</p> <p><i>Line 5</i></p> <p>I (<i>can become studied</i>) with right (incorrect)</p> <p>I (<i>could study</i>) rightly (correct)</p> <p>The verb “<i>can</i>” is changed into the second verb as “<i>could</i>” because it happened in the past and followed by another verb which must stay as the first verb “<i>study</i>” right after.</p> <p><i>Line 5 – 6</i></p> <p>I (<i>feel</i>) I (<i>want</i>) become (...) they (incorrect)</p> <p>I (<i>felt</i>) I (<i>wanted to</i>) become (<i>liked</i>) they (correct)</p> <p>The verb “<i>felt</i>”, “<i>wanted to</i>”, and “<i>liked</i>” are the second verb for past tense form because it happened in the past.</p> <p><i>Line 6</i></p> <p>The debate (<i>give</i>) me feeling to joined (incorrect)</p> <p>The debate (<i>gave</i>) me feeling to joined (correct)</p> <p>The verb “<i>give</i>” must be changed into the second verb to be “<i>gave</i>” because it happened in the past.</p> <p><i>Line 6 – 7</i></p> <p>I (<i>know</i>) a debate place in building C FKIP UIR (incorrect)</p> <p>I (<i>knew</i>) a debate place in building C FKIP UIR (correct)</p> <p>The verb “<i>know</i>” must be changed into the second verb to be “<i>knew</i>” because it happened in the past.</p> <p><i>Line 7</i></p> <p>(<i>start</i>) Saturday 02.00 PM until 04.00 PM (incorrect)</p> <p>(<i>started</i>) Saturday 02.00 PM until 04.00 PM (correct)</p> <p>The verb “<i>start</i>” must be changed into the second verb to be “<i>started</i>” because it happened in the past by adding suffix <i>-ed</i>.</p> <p><i>Line 8</i></p> <p>Because I (<i>want</i>) study hard for it (incorrect)</p>
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	<p>Because I (<i>wanted to</i>) study hard for it (correct) The verb “<i>want</i>” must be changed into the second verb to be “<i>wanted</i>” because it happened in the past by adding suffix <i>-ed</i></p>
	<p>Past Participle Incorrect <i>None</i></p>
	<p>Comparative Adjective/Adverb Incorrect <i>Line 5</i> I can become studied (<i>with right</i>) incorrect I could study (<i>rightly</i>) correct The adverb “<i>rightly</i>” is a type of adverb of manner that is formed from the root of “<i>right</i>” by adding suffix <i>-ly</i>.</p>

Name: Students 6

Paragraph:

Debate INTERCOM 2019 at 27 December in (...) building FKIP E I here are so many participants was joined. The debate (*goes is*) really (*excited*). The member of participants really competent. For personally it is hard it (*is want*) it.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 2</i> The debate goes is really (<i>excited</i>) (incorrect) The debate went really (<i>exciting</i>) (correct) Both are adjective but has different in use. To describe about something's impression, it must be “<i>exciting</i>” by adding the suffix <i>-ing</i>.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 1</i> In (...) building FKIP E (incorrect) In (<i>a</i>) building FKIP E (correct) The use of article “<i>a</i>” for the consonant word for “<i>building</i>” as a singular noun.</p>
		Possessive Case Incorrect

	<i>None</i>
	Third Person Singular Verb Incorrect <i>None</i>
	Plural Noun Incorrect <i>None</i>
	Simple Past Tense Incorrect <i>Line 2</i> The debate (<i>goes is</i>) really excited (incorrect) The debate (<i>went</i>) really excited (correct) The verb “ <i>goes</i> ” to defines the a first verb for present tense word, which should be changed into “ <i>went</i> ” as an irregular past tense verb substitution.
	<i>Line 3</i> For personally it is hard it is (<i>want</i>) it (incorrect) For personally it is hard it (<i>wanted</i>) it (correct) The usage of “ <i>to be</i> ” just for adjective or noun, while the second past form of “ <i>is</i> ” is “ <i>was</i> ” in singular noun. It must be “ <i>wanted</i> ” by using –ed as a suffix since it happened in the past.
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 7

Paragraph:

I want to describe about debate in UIR. This (*debated*) there are 2 (*people's*) that became pro and contra. They (*gived*) 1 topic to (*comprehension*) and then explained based on (...) topic. This (*debated*) is not hard and not easy too. The problem in this (*debated*) is miscommunication and less the vocabulary.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 1 – 2</i> This (<i>debated</i>) there are 2 people’s that became pro and contra (incorrect) This (<i>debate</i>) there are 2 people that became pro and contra (correct) The word “<i>debated</i>” is to point out the second verb of past tense, coming from the root “<i>debate</i>” adding by suffix “<i>ed</i>”, which is supposed to not having any suffixation at all since it must be a noun.</p> <p><i>Line 2</i> They gived 1 topic to (<i>comprehension</i>) (incorrect) They were given 1 topic to (<i>comprehended</i>) (correct) The word “<i>comprehension</i>” is incorrect because it is a noun that must be changed into “<i>comprehended</i>” by adding the suffix “<i>-ed</i>” because it is a verb class and happened in the past.</p> <p><i>Line 3</i> This (<i>debated</i>) is not hard and easy too (incorrect) This (<i>debate</i>) was not hard and easy too (correct) The verb “<i>debated</i>” is to show the second verb of past tense, originally from the root “<i>debate</i>” adding by suffix “<i>ed</i>”, which it is should be a noun not verb.</p> <p><i>Line 3 – 4</i> The problem in this (<i>debated</i>) is miscommunication and less the vocabulary (incorrect) The problem in this (<i>debate</i>) was miscommunication and less the vocabulary (correct) The verb word of “<i>debated</i>” is meant to be as second verb of simple past tense with suffix “<i>-ed</i>” which it should be replaced into noun class as “<i>debate</i>” in single noun.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 2 – 3</i> They gived 1 topic to comprehension and then explained based on (...) topic (incorrect) They were given 1 topic to comprehended and then explained based on (<i>a</i>) topic (correct) It is suggested to add with the article “<i>a</i>” to connect the word “<i>topic</i>”.</p> <p>Possessive Case Incorrect <i>Line 1 – 2</i> There are 2 (people’s) that became pro and contra</p>

	(incorrect) There are 2 (people) that became pro and contra (correct) There is no need to put possessive case 's in the noun "people" because there is no another noun to show the possessiveness.
	Third Person Singular Verb Incorrect <i>None</i>
	Plural Noun Incorrect <i>None</i>
	Simple Past Tense Incorrect <i>None</i>
	Past Participle Incorrect <i>Line 2</i> They (gived) 1 topic to comprehension (incorrect) They (were given) 1 topic to comprehension (correct) To create a past participial form word, the verb "give" is changed into the third verse as an irregular verb as "given" by adding suffix <i>-en</i> .
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 8

Paragraph:

Internal Debate Competition for NUDC is the event that usually held for English Language Education Faculty of (*Teacher Training Universitas Islam Riau*) students. To be candidate of this debate competition, there is (...) selection. This competition (*holding*) on two days. The motion of this debate competition is "Formal Education is more important than Informal Education". There are 2 (*team*) of this debate, that is team opposition and Government.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 3</i> To be candidate of this competition, there is (...) selection (incorrect) To be candidate of this competition, there is (a) selection (correct) The article “<i>a</i>” is to show a not specific noun and it is used for the consonant word like “<i>selection</i>”.</p> <p>Possessive Case Incorrect <i>Line 2 – 3</i> English Language Education Faculty of (Teacher Training Universitas Islam Riau) students (incorrect) English Language Education Faculty of (Teacher Training Universitas Islam Riau’s) students (correct) The noun “<i>Teacher Training Universitas Islam Riau</i>” should represents as a possessive noun for the noun “<i>students</i>” by showing the apostrophe “<i>—s</i>”.</p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Simple Past Tense Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 5 – 6</i> There are 2 (team) of this debate There are 2 (teams) of this debate The word “<i>team</i>” should be added by suffix <i>–s</i> because it is showed by “<i>are</i>” which is for plural noun.</p> <p>Past Participle Incorrect <i>Line 3 – 4</i> This competition (holding) on two days (incorrect) This competition (held) on two days (correct) The word “<i>holding</i>” is formed from a root “<i>hold</i>” which is followed by a suffix <i>–ing</i> should be changed into “<i>held</i>” as a third verb.</p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>

Name: Student 9

Paragraph:

Debate is a communication/discussion about (...) subject one which people have different view, debate is a formal discussion example in a parlement and (...) institution. Debate is a discussion about parlement and debaters can must (*different*) argument.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 3 – 4</i> Debate is a discussion about parlement and debaters can must (<i>different</i>) argument (incorrect) Debate is a discussion about parliament and debaters can must (<i>differentiate</i>) argument (correct) The adjective of "<i>different</i>" on the sentence should be as verb to be "<i>differentiate</i>".</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 1</i> Debate is a communication/discussion about (...) subject one (incorrect) Debate is a communication/discussion about (<i>an</i>) one subject (correct) It should be added by article "<i>a</i>" to show a singularity of a noun "<i>one subject</i>".</p> <p><i>Line 2</i> Debate is a formal discussion example in a parlement and (...) institution (incorrect) Debate is a formal discussion example in a parliament and (<i>an</i>) institution (correct) An article "<i>an</i>" is must be shown to modify the noun "<i>institution</i>" which is started by a vowel.</p> <p>Possessive Case Incorrect <i>None</i></p>

	Third Person Singular Verb Incorrect <i>None</i>
	Plural Noun Incorrect <i>None</i>
	Simple Past Tense Incorrect <i>None</i>
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 10

Paragraph:

Debate is a formal discussion particular topic in a public. The title of this debate is about “Formal Education is More Important than Informal Education”. Debaters said there four groups in debate competition. There are opening goverment, opening opposition, closing goverment and closing opposition. The difficult position is in opening goverment because you (*have*) to undestend the motion well and the easy position is in closing goverment (*cause*) in this position you just (*have*) to (*conclusion*) what are the speaker said.

The following table below are revisions of students’ morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 6 – 7</i></p> <p>The easy position is in closing goverment (<i>cause</i>) in this position you just have to conclusion (incorrect)</p> <p>The easy position was in closing goverment (<i>because</i>) in this position you just have to conclude (correct)</p> <p>The word “<i>cause</i>” is a verb which must be “<i>because</i>” as a conjunction to connect two sentences.</p>

		<p><i>Line 7</i> You just have to (<i>conclusion</i>) what are the speaker said (incorrect) You just had to (<i>conclude</i>) what are the speaker said (correct) The class word of "<i>conclusion</i>", which is made up from suffixation "<i>-ion</i>", should be changed to be a verb, as in verb "<i>conclude</i>".</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>None</i></p> <p>Simple Past Tense Incorrect <i>Line 5 – 6</i> You (<i>have</i>) to undestend the motion well (incorrect) You (<i>had</i>) to understand the motion well (correct) The word "<i>have</i>" is a state of first verb which is suitable to be the second verb as "<i>had</i>" for past situation.</p> <p><i>Line 7</i> You just (<i>have</i>) to conclusion what are the speaker said (incorrect) You just (<i>had</i>) to conclude what are the speaker said (correct) The word "<i>have</i>" should be as past tense form as "<i>had</i>".</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>

Name: Student 11

Paragraph:

So before in the debate was determined its position first the position (*consists*) of the pros and cons there's the pro team itself, (*consists*) of prime minister, member of government and whip the contra team (*consists*) of leader of

opposition, deputy of opposition, member of opposition and whip after that, it is determined that the mosquito is usually called motion usually given about ten minutes to participants to find sources if information to

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>None</i>
		Simple Past Tense Incorrect <i>Line 1 – 2</i> First the position (<i>consists</i>) of the pros and cons (incorrect) First the position (<i>consisted</i>) of the pros and cons (correct) The verb " <i>consists</i> " must be changed into the second verb to be " <i>consisted</i> " by adding <i>-ed</i> at the end of word.
		<i>Line 2 – 3</i> (<i>Consists</i>) of prime minister (incorrect) (<i>Consisted</i>) of prime minister (correct) For past tense form, the word " <i>consists</i> " should be as " <i>consisted</i> " because it happened in the past.
<i>Line 3 – 4</i> The contra team (<i>consists</i>) of leader of opposition (incorrect) The contra team (<i>consisted</i>) of leader of opposition (correct) " <i>Consisted</i> " is a form of past situation in a second verb which is shifted from the first verb.		

	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 12

Paragraph:

A debate is a discussion about a subject on which people have different views, a debate is a formal discussion, for example parliament or institution in which people express different opinions about a particular subject and the vote on one of debates participants who joined the debate club. The instresting joined debate we can improve our skill in (*speak*) and know about knowledge. We can often practice debate so that we can do it.

I made some questions for Fikran, he joined (*debating*) competition. I asked to him for what Fikron joined this (*debated*) he said this debate about for NUDC (National University Debating Competition) why should I joined this (*debated*) because I wanna improve my skill language I wanna know about my knowledge and then you must know if you join this debate you find yourself, your skill, knowledge and you can improve your language in front class or in front audience. After that I (*give*) questions for Fikron I (*say*) “you not nervous standing in front many people”, and then he (*say*) “the first yes, I’m very nervous because this the first time (*I’m following*) this debat but if I believed with myself I think I can do that. If you wrong or false it’s ok be ok because you must keep calm and enjoyed make you nervous lost.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 5</i> We can improve our skill in (<i>speak</i>) (incorrect) We can improve our skill in (<i>speaking</i>) (correct) The verb "<i>speak</i>" should be followed by <i>-ing</i> as suffixation, so it will be as a noun class.</p> <p><i>Line 7</i> He joined (<i>debating</i>) competition (incorrect) He joined (<i>debate</i>) competition (correct) The word "<i>debating</i>" is positioned as a verb + <i>ing</i> that is for continuous tense, while the situation happened in the past, so it should be as "<i>debate</i>" for noun class.</p> <p><i>Line 7 – 8</i> I asked to him for what Fikron joined this (<i>debated</i>) (incorrect) I asked to him for what Fikron joined this (<i>debate</i>) (correct) For the verb class, as "<i>debated</i>" which is formed by adding <i>-ed</i> is not suitable but as a noun "<i>debate</i>".</p> <p><i>Line 9 – 10</i> Why should I joined this (<i>debated</i>) (incorrect) Why should I joined this (<i>debate</i>) (correct) The second verb of "<i>debated</i>" is added by <i>-ed</i> which must be changed into noun as "<i>debate</i>".</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>None</i></p> <p>Simple Past Tense Incorrect <i>Line 13</i> After that I (<i>give</i>) questions for Fikron (incorrect) After that I (<i>gave</i>) questions for Fikron (correct) Because the person explained about a past event, so the</p>

		<p>first verb word must be changed into the second one as “gave”.</p> <p><i>Line 13 – 14</i> I (say) “you not nervous standing in front many people” (incorrect) I (said) “you not nervous standing in front many people” (correct) The first verb above “say” must be preferred as second verb, namely “said”.</p> <p><i>Line 14</i> And then he (say) (incorrect) And then he (said) (correct) The situation happened in a past, so the word “say” is changed into the second verb “said”.</p> <p><i>Line 15</i> This the first time (I’m following) this debat (incorrect) This the first time (I followed) this debate (correct) It is indicated as a past tense form of “follow”, so it must be formed as a second verb “followed” by adding <i>-ed</i>.</p> <p>Past Participle Incorrect None</p> <p>Comparative Adjective/Adverb Incorrect None</p>
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Name: Student 13

Paragraph:

Debate is a communication where we all study our english and speak well do not (*embarrassed*). In debate we can use formal and informal language. Debate is a good rule that we can improve our english skill and speak to other people.

Internal debating competition is a competition where we can show our skill english language.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p>Line 2</p> <p>Do not (<i>embarassed</i>) (incorrect)</p> <p>Do not (<i>embarass</i>) (correct)</p> <p>Because there is a verb of “do”, so it must be followed by other kind of verb to support the sentence as “<i>embarass</i>”.</p>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>None</i>
		Simple Past Tense Incorrect <i>None</i>
		Past Participle Incorrect <i>None</i>
		Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 14

Paragraph:

Debating competition for NUDC was held last Thursday, 26 December 2019. There are two (***team***) of debate in one round, one team (***has***) two members. There are three (***motion***) for (***debated***) and one which is “Is formal education more important than informal education?”. The participants said they are not confused to (***give***) their arguments, because they (***give***) their arguments based on fact and logically, and than they was joined in a club at English Education Department, the name is “debate club”. Even though they was joined in debate

club, they also needed training before debate. The winner (*can not*) determined directly, because there is one winner on one round, and in each round (*have*) the different winner.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 3</i> There are three motion for (<i>debated</i>) There are three motions for (<i>debate</i>) It should be changed into "<i>debate</i>" as a noun, instead of the second verb "<i>debated</i>" which is not suitable for the sentence.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 2</i> There are two (<i>team</i>) debate in one round (incorrect) There are two (<i>teams</i>) debate in one round (correct) The word "<i>team</i>" should be added by suffix <i>-s</i> because it is showed by "<i>are</i>" which is for plural noun.</p> <p><i>Line 3</i> There are three (<i>motion</i>) (incorrect) There are three (<i>motions</i>) (correct) To form a plural noun, the noun "<i>motion</i>" is supposed to be as "<i>motions</i>" by adding suffix <i>-s</i> because it is showed as more than one noun with the "<i>three</i>".</p> <p>Simple Past Tense Incorrect <i>Line 2</i> One team (<i>has</i>) two members (incorrect) One team (<i>had</i>) two members (correct) The past tense form of "<i>has</i>" is "<i>had</i>" because the event happened in the past.</p>

		<p><i>Line 4 – 5</i> They are not confused to (give) their arguments (incorrect) They are not confused to (gave) their arguments (correct) The use of “give” should be changed into “gave” as a second verb of past tense form.</p> <p><i>Line 5 – 6</i> Because they (give) their arguments based on fact and logically (incorrect) Because they (gave) their arguments based on fact and logically (correct) The word “give” is supposed to be changed as “gave” as irregular past tense form.</p> <p><i>Line 9</i> In each round (have) the different winner (incorrect) In each round (had) the different winner (correct) The word “have” is a present tense form, which the past tense form is “had” that should be presented.</p> <p><i>Line 9</i> The winner (is can not) determined directly (correct) The winner (could not) determined directly (incorrect) Both of “is” and “can” are first verb form, which should be changed into the second verb form as “could” since the situation happened in the past, and there is no “to be” followed by a verb, so it does not “was”.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 15

Paragraph:

Debate is (...) formal discussion particular topic in a public meeting, which opposing arguments are put forward. On this section, the title of debate is about “formal education is more important than informal education”. Intercom 2019

(Internal Debating Competition) the team in debate are 4 such as opening government and audients for debate (*have*) the selection, closing government, opening opposition and closing opposition. All of the position (*are have*) a level difficulty, one of (*debater*) said that opening government is (...) hard level because in the position we should (*know*) the topic well and the easier is closing government or opposition because in the position we just concluded what are speaker have told before.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	<p>Indefinite Article Incorrect</p> <p><i>Line 1</i> Debate is (...) formal discussion (incorrect) Debate is (a) formal discussion (correct) The blank word above is supposed to be filled by an indefinite article, which is "a" because the word "formal" is consonant word.</p> <p><i>Line 7</i> One of debater said that opening government is (...) hard level (incorrect) One of debater said that opening government was (a) hard level (correct) The use of article "a" is to define an indefinite noun which is started by consonant adjective word, namely "hard level".</p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 7</i></p>

	<p>One of (<i>debater</i>) (incorrect) One of (<i>debaters</i>) (correct) The word “<i>debater</i>” should be added by suffix <i>–s</i> because it indicated about single noun between many debaters.</p>
	<p>Simple Past Tense Incorrect <i>Line 5</i> Audients for debate (<i>have</i>) the selection (incorrect) Audients for debate (<i>had</i>) the selection (correct) The word “<i>have</i>” here is a first verb for present tense, so it must be shifted into “<i>had</i>” as a second verb.</p>
	<p><i>Line 6 – 7</i> All of the position (<i>are have</i>) a level difficulty (incorrect) All of the position (<i>had</i>) a level difficulty (correct) “<i>Have</i>” is a first verb which is suggested to be changed as “<i>had</i>” without any “<i>to be</i>” because the word right here is a verb.</p>
	<p><i>Line 8</i> We should (<i>know</i>) the topic well (incorrect) We should (<i>knew</i>) the topic well (correct) The verb “<i>know</i>” is not suitable for a past tense form, so it is better to change it as “<i>knew</i>” from second verb’s form</p>
	<p>Past Participle Incorrect <i>None</i></p>
	<p>Comparative Adjective/Adverb Incorrect <i>None</i></p>

Name: Student 16

Paragraph:

Debate is a discussion of exchange of opinions of on a matter by giving each other reasons to defend each other’s opinions. This debate event was held at the UIR, precisely in the building E of the Faculty of Teacher Training and Education. The purpose of this debate event is to get an argument or an opinion. This debate event was held on Thursday, 26 December 2019. This event was held specifically for collage students of UIR, and was carried out with a well structured

program. There were 12 teams that participated in this debate competition, each team (*consisting*) of two people. Each team is given 10 minutes to (*discuss*). This result in (*participants*) feeling constrained because of the time given so little that the participants (*become*) a little nervous. But some participants thought that this event was amazing and provided a lot of experience for him.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>Line 8 – 9</i> This result in (<i>participants</i>) feeling constrained (incorrect) This result in (<i>participants</i>') feeling constrained (correct) To show a possessive noun of the word above, the noun "<i>participants</i>" should be added by "<i>apostrophe 's</i>" at the end of word but because it has been added by "<i>s</i>" so it just add the '<i>.</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>None</i></p> <p>Simple Past Tense Incorrect <i>Line 7 – 8</i> Each team (<i>consisting</i>) of two people (incorrect) Each team (<i>consisted</i>) of two people (correct) The "<i>consisting</i>" is a verb that is added by suffix <i>-ing</i> which is not suitable for the past tense form but by adding <i>-ed</i> to be as "<i>consisted</i>" as a second verb.</p> <p><i>Line 8</i> Each team is given 10 minutes to (<i>discuss</i>) (incorrect)</p>

		<p>Each team is given 10 minutes to (<i>discussed</i>) (correct) The word “<i>discuss</i>” is a first verb for regular verb type which should be changed into “<i>discussed</i>” by adding suffix <i>-ed</i>.</p> <p><i>Line 9 – 10</i> Because of the time given so little that the participants (<i>become</i>) a little nervous (incorrect) Because of the time given so little that the participants (<i>became</i>) a little nervous (correct) To create a simple past tense form, the verb “<i>become</i>” should be as “<i>became</i>” because it is a second irregular verb.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 17

Paragraph:

Debate competition was be held on last Saturday, 26 December 2019. The reason participant (***join***) the debate competition because they (***get***) invitation from their friend and also they very smart to (***debating***). In debate competition (***has***) three motions, one of them “is formal education important more than informal education”. Every team (***have***) two personals. They (***give***) arguments with politely and logically, and they (***do not***) feel difficult to (***say***) what arguments (***want***) they say because they (***say***) arguments what in they mind. The participants (***feel***) a little bit nervous because it is the competition. The winner in this competition (***cannot our***) (***conclusion***) with pro or contra. Why we (***can not***) (***conclusion***) the winner pro or contra it is because debate competition (***has***) three rounds to the winner with the team to (***get***) a high score.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 8 – 9</i> The winner in this competition cannot our (<i>conclusion</i>) with pro or contra (incorrect) The winner in this competition could not (<i>conclude</i>) with pro or contra (correct) The word "<i>conclusion</i>" is a noun that is followed by suffix <i>-ion</i> which is not suitable for the sentence, so it should be changed as a verb "<i>conclude</i>".</p> <p><i>Line 9 – 10</i> Why we can not (<i>conclusion</i>) the winner pro or contra (incorrect) Why we could not (<i>conclude</i>) the winner pro or contra (correct) To makes the structure of word better, the word "<i>conclude</i>" is suitable as a verb than a noun "<i>conclusion</i>".</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect</p> <p>Possessive Case Incorrect</p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>None</i></p> <p>Simple Past Tense Incorrect <i>Line 1 – 2</i> The reason participant (<i>join</i>) the debate competition (incorrect) The reason participant (<i>joined</i>) the debate competition (correct) The word "<i>join</i>" is a present tense form for verb which should be changed into "<i>joined</i>" by adding <i>-ed</i> as suffix.</p> <p><i>Line 2 – 3</i> They (<i>get</i>) invitation from their friend (incorrect) They (<i>got</i>) invitation from their friend (correct) The word "<i>get</i>" is supposed to be as "<i>got</i>" as an irregular verb for past tense form.</p> <p><i>Line 3</i></p>

	<p> They very smart to (<i>debating</i>) (incorrect) They very smart to (<i>debated</i>) (correct) The verb "<i>debating</i>" is a verb that is followed by suffix <i>-ing</i> explain about something happens right now, but it should be as "<i>debated</i>" by adding suffix <i>-ed</i> because the event happened in the past. </p> <p> <i>Line 3 – 4</i> In debate competition (<i>has</i>) three motions (incorrect) In debate competition (<i>had</i>) three motions (correct) To create a past tense form word, the verb "<i>has</i>" is changed into the second verse as an irregular verb as "<i>had</i>". </p> <p> <i>Line 5</i> Every team (<i>have</i>) two personals (incorrect) Every team (<i>had</i>) two personals (correct) The verb "<i>have</i>" must be changed into the second verb to be "<i>had</i>" because it happened in the past. </p> <p> <i>Line 5 – 6</i> They (<i>give</i>) arguments with politely and logically (incorrect) They (<i>gave</i>) arguments with politely and logically (correct) The verb "<i>give</i>" is the verb for present tense form which must be shifted to be "<i>gave</i>" as past tense form. </p> <p> <i>Line 6 – 7</i> They (<i>do not</i>) feel difficult to (<i>say</i>) what arguments (<i>want</i>) they say (incorrect) They (<i>did not</i>) feel difficult to (<i>said</i>) what arguments (<i>wanted to</i>) say (correct) The verb of "<i>do</i>", "<i>say</i>" and "<i>want</i>" are changed into "<i>did</i>", "<i>said</i>", and "<i>wanted to</i>" are past tense formation by adding suffix <i>-ed</i> for the word "<i>wanted</i>". </p> <p> <i>Line 7</i> They (<i>say</i>) arguments what in they mind (incorrect) They (<i>said</i>) arguments what in they mind (correct) The past tense form of verb "<i>say</i>" is "<i>said</i>" which is added by suffix <i>-id</i>. </p> <p> <i>Line 8</i> The participants (<i>feel</i>) a little bit nervous because it is the competition (incorrect) </p>
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		<p>The participants (<i>felt</i>) a little bit nervous because it is the competition (correct) The word "<i>felt</i>" is a second irregular verb that is used for past tense form.</p> <p><i>Line 8 – 9</i> The winner in this competition (<i>cannot our</i>) conclusion with pro or contra (incorrect) The winner in this competition (<i>could not</i>) conclude with pro or contra (correct) To form a second verb of past tense, it must be changed into "<i>could</i>" because it happened in past time.</p> <p><i>Line 8 – 9</i> Why we (<i>can not our</i>) conclusion the winner pro or contra (incorrect) Why we (<i>could not</i>) conclusion the winner pro or contra (correct) A past tense form of verb "<i>can</i>" is shifted into "<i>could</i>" to initiate about a past event.</p> <p><i>Line 10</i> It is because debate competition (<i>has</i>) three rounds to the winner (incorrect) It is because debate competition (<i>had</i>) three rounds to the winner (correct) The word "<i>has</i>" is a present tense form that should be changed as "<i>had</i>" because it is a past tense form.</p> <p><i>Line 11</i> Team to (<i>get</i>) a high score (incorrect) Team to (<i>got</i>) a high score (correct) The verb "<i>get</i>" should be changed into "<i>got</i>" as a second verb to explain about event happened in the past.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 18

Paragraph:

I (*see*) event debate very amazing. Many team always (*fighting*) for following debate many audience for saw their debate (*divide*) 2 Australian and British on the UIR. I (*like*) see debate.

Third floor C building for event debate, many student for saw debate at the C building third floor, many lecturers for saw debate. I so (*interview*) debate team, they (*say*) very happy for following debate, they (*say*), they (*following*) debate since 3 semester arrived now. They very (*fighting*) because debate made they very (*emostion*). They (*discuss*) motion with their team with amazing not nervous in font the audience.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 7 – 8</i> Debate made they very (<i>emostion</i>) (incorrect) Debate made they very (<i>emotional</i>) (correct) The word “<i>emotion</i>” is a noun which is not suitable in the sentence, but it is supposed as “<i>emotional</i>” as an adjective because it indicates about something’s impression.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>None</i></p>

	<p>Simple Past Tense Incorrect</p> <p><i>Line 1</i> I (see) event debate very amazing (incorrect) I (saw) event debate very amazing (correct) The verb “see” is a first verb for present tense form, but it should be changed into “saw” as an irregular verb for past tense form.</p> <p><i>Line 1 – 2</i> Many team always (fighting) for following debate many audience (incorrect) Many team always (fought) for following debate many audience (correct) To create a past tense form, the word “fight” should be as “fought” as an irregular verb instead of adding suffix –ing which is used for continuous tense.</p> <p><i>Line 3</i> I (like) see debate (incorrect) I (liked) see debate (correct) The word “like” is a verb that need to be transformed into “liked” as a regular verb of past tense by adding suffix –ed.</p> <p><i>Line 5 – 6</i> I so (interview) debate team (incorrect) I so (interviewed) debate team (correct) The word “interview” is a verb that is usually for present tense which should be changed as “interviewed” by adding suffix –ed.</p> <p><i>Line 6</i> They (say) very happy for following debate (incorrect) They (said) very happy for following debate (correct) The word “say” is a first verb that must be shifted to be “said” for the past tense form.</p> <p><i>Line 6</i> They (say) (incorrect) They (said) (correct) To form a past tense word, the first verb of “say” is changed as “said” as a second verb because the event happened in the past.</p> <p><i>Line 6 – 7</i> They (following) debate since 3 semester arrived now</p>
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		<p>They (followed) debate since 3 semester arrived now The verb “<i>follow</i>” is not supposed to be as added by suffix <i>-ing</i>, but as a past tense form “<i>followed</i>” followed by suffix <i>-ed</i> for past event.</p> <p><i>Line 7 – 8</i> They very (<i>fighting</i>) because debate made they very emotion (incorrect) They very (<i>fought</i>) because debate made they very emotional (correct) To create a past tense form, the word “<i>fight</i>” should be as “<i>fought</i>” as an irregular verb instead of adding suffix <i>-ing</i> which is used for continuous tense.</p> <p><i>Line 8</i> They (<i>discuss</i>) motion with their team (incorrect) They (<i>discussed</i>) motion with their team (correct) The word “<i>discuss</i>” should be formed as “<i>discussed</i>” as a regular verb for past tense by adding <i>-ed</i> as suffix.</p> <hr/> <p>Past Participle Incorrect <i>Line 2 – 3</i> Their debate (<i>divide</i>) 2 Australian and British on the UIR (incorrect) Their debate (<i>was divided</i>) 2 Australian and British on the UIR (correct) The verb “<i>divide</i>” is supposed to be as “<i>divided</i>” by adding suffix <i>-ed</i> and supported by “<i>was</i>” as past participle word.</p> <hr/> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 19

Paragraph:

Debate is a competition if someone (*speak*) the opinion and another people give another opinion. Member debate we can call debater. Debater (*say*) position debate are opening goverment, inti government, and closing goverment. Debater (*say*) position hard is opening goverment because we must (*know*) the topic and

we first (*talk*) and position easy is closing goverment, because we (*know*) what the topic and we (*can*) repeat what speaker said.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>Line 1</i> Debate is a competition if someone (<i>speak</i>) the opinion and another people give another opinion (incorrect) Debate is a competition if someone (<i>speaks</i>) the opinion and another people give another opinion (correct) The verb " <i>speak</i> " is a first verb that is usually used for present tense which is suited with the sentence, so the word " <i>speak</i> " should be added by the suffix <i>-s</i> because the " <i>someone</i> " here is a singular noun.
		Plural Noun Incorrect
		Simple Past Tense Incorrect <i>Line 2 – 3</i> Debater (<i>say</i>) position debate are opening goverment, inti government, and closing goverment (incorrect) Debater (<i>said</i>) position debate are opening goverment, inti government, and closing goverment (correct) The word " <i>say</i> " is a first verb which should be changed into past tense form as " <i>said</i> " as regular second verb.
		<i>Line 3 – 4</i> Debater (<i>say</i>) position hard is opening goverment (incorrect) Debater (<i>said</i>) position hard is opening goverment (correct) The situation happened in a past, so the word " <i>say</i> " is changed into the second verb " <i>said</i> ".

		<p><i>Line 4</i> we must (<i>know</i>) the topic (incorrect) we must (<i>knew</i>) the topic (correct) The verb “<i>know</i>” must be changed into the second verb to be “<i>knew</i>” because it happened in the past.</p> <p><i>Line 5</i> We first (<i>talk</i>) and position easy is closing goverment (incorrect) We first (<i>talked</i>) and position easy is closing goverment (correct) The verb “<i>talk</i>” should be shifted as a past tense form by adding suffix <i>-ed</i> to be as “<i>talked</i>”.</p> <p><i>Line 5 – 6</i> We (<i>know</i>) what the topic (incorrect) We (<i>knew</i>) what the topic (correct) The word “<i>know</i>” is for a present tense form that is needed to be changed as “<i>knew</i>” as an irregular verb form.</p> <p><i>Line 6</i> We (<i>can</i>) repeat what speaker said (incorrect) We (<i>could</i>) repeat what speaker said (correct) A past tense form of verb “<i>can</i>” is shifted into “<i>could</i>” to initiate about a past event.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 20

Paragraph:

Intercom 2019 NUDC UIR is held by English Language Education. This event held in FKIP building E UIR on 26-29 December 2019. This event is (*follow*) by some students from some faculty. I (*have*) a chance to (*interview*) one of the debaters from my study program. I (*have*) a chance to (*interview*) the

winner from INTERCOM 2019 NUDC UIR (best team speakers), the winner is Annisa Meliani Putri.

Annisa Meliani is the winner from best team speakers (*categories*) I (*have*) to ask her some (*question*) about the debate. She said to me that she was an opposite team of member of opposite team on the first round. The position is to (*make*) a new argument from the previous. She also said that the position (*have*) their own activities.

In the end of interview, she (*gives*) me some tips to be a good debater. She said that if we want to be a good (*debaters*), I have known more about the motion, have confident with yourself and have to confident when were speaking and just focus on the motion.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

Suggested Revisions:

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>Line 7</i> Annisa Meliani is the winner from best team speakers (<i>categories</i>) (incorrect) Annisa Meliani is the winner from best team speakers (<i>category</i>) (correct) The word " <i>categories</i> " here is a single noun that the suffix <i>-es</i> should be erased to be as " <i>category</i> ".

		<p><i>Line 7 – 8</i> I have to ask her some (<i>question</i>) about the debate (incorrect) I have to ask her some (<i>questions</i>) about the debate (correct) The noun “<i>question</i>” above should be added by suffix –s because it is a plural noun so it will be “<i>questions</i>”.</p> <p><i>Line 12 – 13</i> She said that if we want to be a good (<i>debaters</i>) (incorrect) She said that if we want to be a good (<i>debater</i>) (correct) The word “<i>debaters</i>” should be identified as a single noun which by deleting the suffix –s to be as “<i>debater</i>”.</p> <p>Simple Past Tense Incorrect</p> <p><i>Line 3 – 4</i> I (<i>have</i>) a chance to interview one of the debaters from my study program (incorrect) I (<i>had</i>) a chance to interviewed one of the debaters from my study program (correct) The verb “<i>have</i>” must be changed into past tense form as “<i>had</i>” as irregular second verb type.</p> <p><i>Line 3 – 4</i> I have a chance to (<i>interview</i>) one of the debaters from my study program (incorrect) I had a chance to (<i>interviewed</i>) one of the debaters from my study program (correct) The word “<i>interview</i>” is a first kind of verb that need to be changed as “<i>interviewed</i>” by adding suffix –ed.</p> <p><i>Line 4 – 5</i> I (<i>have</i>) a chance to interview the winner from INTERCOM 2019 NUDC UIR (best team speakers) (incorrect) I (<i>had</i>) a chance to interviewed the winner from INTERCOM 2019 NUDC UIR (best team speakers) (correct) The verb “<i>have</i>” must be changed into past tense form as “<i>had</i>” as irregular second verb.</p> <p><i>Line 4 – 5</i> I have a chance to (<i>interview</i>) the winner from INTERCOM 2019 NUDC UIR (best team speakers) I had a chance to (<i>interviewed</i>) the winner from</p>
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INTERCOM 2019 NUDC UIR (best team speakers)

The word “*interview*” is a first kind of verb that need to be changed as “*interviewed*” by adding suffix *-ed*.

Line 7 – 8

I (*have*) to ask her (incorrect)

I (*had*) to ask her (correct)

The word “*have*” here is a first verb for present tense, so it must be shifted into “*had*” as a second verb.

Line 9 – 10

The position is to (*make*) a new argument from the previous (incorrect)

The position is to (*made*) a new argument from the previous (correct)

The verb “*made*” should be as a correct one because it is a past tense form from “*make*”.

Line 10 – 11

She also said that the position (*have*) their own activities. (incorrect)

She also said that the position (*had*) their own activities. (correct)

The word “*have*” is a present tense form, which the past tense form is “*had*” that should be presented.

Line 12

She (*gives*) me some tips to be a good debater (incorrect)

She (*gave*) me some tips to be a good debater (correct)

The word “*give*” is supposed to be as a past tense form, namely “*gave*” which is an irregular verb.

Past Participle Incorrect

Line 2 – 3

This event is (*follow*) by some students from some faculty (incorrect)

This event is (*followed*) by some students from some faculty (correct)

The word “*followed*” is a verb that should be formed from a root “*follow*” which is followed by a suffix *-ed*.

Comparative Adjective/Adverb Incorrect

None

Name: Student 21

Paragraph:

I (*interview*) about debate with a senior. His name is Fiqron. He told me that he as a government in the team. The point that Ive got from him is debate just (*talking*) about our daily life. When we (*do*) some debate we just (*need*) to say what we were thinking about that topic. Maybe a little bit hard when we (*guide*) a position of the word. But we (*can*) just (*talk*).

Fiqran told me that he always (*come*) to the debate club. Thats why he can talking clearly. He just got a little bit nervous maybe because of standing in front of a lot of people. He always (*practice*) too. In home or in debate club that he always (*came*). He told me this is his first time but not really hard for him.

In debate, we (*will*) have different opinion with another team. We (*need*) to wining our opinion. Thats the purpose or destination. So, if we were wanted to join debate event, we should come often to the debate club. We can learn how to be a good debator in there.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>Line 6</i> Fiqran told me that he always (<i>come</i>) to the debate club (incorrect)

		<p>Fiqran told me that he always (<i>comes</i>) to the debate club (correct) The word “<i>come</i>” should be added by suffix <i>-s</i> at the end of the verb.</p> <p><i>Line 8</i> He always (<i>practice</i>) too (incorrect) He always (<i>practices</i>) too (correct) The verb “<i>practice</i>” must be supported by suffix <i>-s</i> so it will be “<i>practices</i>”.</p> <p><i>Line 8 – 9</i> In home or in debate club that he always (<i>came</i>) (incorrect) In home or in debate club that he always (<i>comes</i>) (correct) The word “<i>came</i>” is supposed to be changed into first verb to be “<i>comes</i>” by adding suffix <i>-s</i>.</p> <p>Plural Noun Incorrect <i>None</i></p> <p>Simple Past Tense Incorrect <i>Line 1</i> I (<i>interview</i>) about debate with a senior (incorrect) I (<i>interviewed</i>) about debate with a senior (correct) The word “<i>interview</i>” should be added by suffix <i>-ed</i> because it is a past tense form.</p> <p><i>Line 2 – 3</i> The point that Ive got from him is debate just (<i>talking</i>) about our daily life (incorrect) The point that Ive got from him is debate just (<i>talked</i>) about our daily life (correct) The word “<i>talk</i>” should be added by suffix <i>-ed</i> to be “<i>talked</i>” as a past tense form.</p> <p><i>Line 3</i> When we (<i>do</i>) some debate (incorrect) When we (<i>did</i>) some debate (correct) The verb “<i>do</i>” is not suitable on the past tense context, so it must be as a second verb “<i>did</i>”.</p> <p><i>Line 3 – 4</i> We just (<i>need</i>) to say what we were thinking about that topic (incorrect) We just (<i>needed</i>) to say what we were thinking about that topic (correct)</p>
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		<p>The word “<i>need</i>” is supposed to be as “<i>needed</i>” by adding suffix <i>-ed</i>.</p> <p><i>Line 4 – 5</i> Maybe a little bit hard when we (<i>guide</i>) a position of the word (incorrect) Maybe a little bit hard when we (<i>guided</i>) a position of the word (correct) The verb “<i>guided</i>” should be a right past tense form because it is formed by adding suffix <i>-ed</i>.</p> <p><i>Line 5</i> But we (<i>can</i>) just talk (incorrect) But we (<i>could</i>) just talked (correct) The word “<i>can</i>” must be changed into past tense form as “<i>could</i>”.</p> <p><i>Line 5</i> But we can just (<i>talk</i>) (incorrect) But we could just (<i>talked</i>) (correct) The verb “<i>talk</i>” is supposed to be as a regular past tense form which is added by suffix <i>-ed</i>.</p> <p><i>Line 10</i> In debate, we (<i>will</i>) have different opinion with another team (incorrect) In debate, we (<i>would</i>) have different opinion with another team (correct) The word “<i>will</i>” should be shifted to be “<i>would</i>” as an irregular past tense verb.</p> <p><i>Line 10 – 11</i> We (<i>need</i>) to wining our opinion (incorrect) We (<i>needed</i>) to wining our opinion (correct) The word “<i>need</i>” is supposed to be changed into “<i>needed</i>” by adding suffix <i>-ed</i>.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 22

Paragraph:

Now, I'm going to tell about debate that I got from the informant. Debate is a formal decision or exchange of opinion to the other's opinion to be able to defend the reason to the (*other*) opinion.

In debate competition we got the motion, the motion it was about formal education is more important than informal education.

In debate competition there are opening government and opening opposition, closing argument and closing opposition. In opening there are prime minister deputy prime minister and the last is closing there are member and wipe.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>Line 1 – 3</i> Debate is a formal decision or exchange of opinion to the other's opinion to be able to defend the reason to the (<i>other</i>) opinion (incorrect) Debate is a formal decision or exchange of opinion to the other's opinion to be able to defend the reason to the (<i>other's</i>) opinion (correct) The noun " <i>other</i> " is related to the other noun " <i>opinion</i> " which should be connected by the possessive case <i>-s</i> to be " <i>other's opinion</i> ".
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>None</i>
		Simple Past Tense Incorrect

		<i>None</i>
		Past Participle Incorrect
		<i>None</i>
		Comparative Adjective/Adverb Incorrect
		<i>None</i>

Name: Student 23

Paragraph:

Debate is a formal argument. Debate (**have**) two kinds such as american of debate and british of debate. In debate competition always (**use**) british of debate. There are two teams such as opening government into 2 people, closing government into 2 people, and closing opposition into 2 people.

Debate competition (**have**) a (**rules**) we may not just (**give**) our opinion and argument. Some of (**debater**) said a hard position in debate is opening government because the speaker should (**know**) about the motion well, and the easier position is closing government and opposition because the position (**have**) some rules, the speaker would (**conclusion**) what have speaker told before.

Join english debate for english major is good because its (**make**) our skills in english grow up and make public speaking good. Join the competition also good for get some achievement.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 9</i></p> <p>The speaker would (<i>conclusion</i>) what have speaker told before (incorrect)</p> <p>The speaker would (<i>conclude</i>) what have speaker told before (correct)</p>

		The noun “ <i>conclusion</i> ” is supposed to be as a verb as “ <i>conclude</i> ”
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>Line 2</i> In debate competition always (<i>use</i>) british of debate (incorrect) In debate competition always (<i>uses</i>) british of debate (correct) The verb “ <i>use</i> ” is supposed to be added by suffix <i>-s</i> to be as “ <i>uses</i> ”. <i>Line 10 – 11</i> Join english debate for english major is good because its (<i>make</i>) our skills in english grow up (incorrect) Join english debate for english major is good because its (<i>makes</i>) our skills in english grow up (correct) The word “ <i>make</i> ” should be completed by suffix <i>-s</i> so the word will be “ <i>makes</i> ”.
		Plural Noun Incorrect <i>Line 5</i> Debate competition have a (<i>rules</i>) (incorrect) Debate competition had a (<i>rule</i>) (correct) The noun “ <i>rules</i> ” is supposed to be as singular noun by adding suffix <i>-s</i> . <i>Line 6 – 7</i> Some of (<i>debater</i>) said a hard position in debate is opening government (incorrect) Some of (<i>debaters</i>) said a hard position in debate is opening government (correct) The noun “ <i>debater</i> ” has more than one person, so it should be added by suffix <i>-s</i> to be “ <i>debaters</i> ”.
		Simple Past Tense Incorrect <i>Line 1 – 2</i> Debate (<i>have</i>) two kinds such as american of debate and brithis of debate (incorrect) Debate (<i>had</i>) two kinds such as american of debate and brithis of debate (correct) The word “ <i>have</i> ” should be changed into past tense form as “ <i>had</i> ”. <i>Line 5</i>

	<p>Debate competition (<i>have</i>) a rules (incorrect) Debate competition (<i>had</i>) a rule (correct) The verb “<i>have</i>” is a simple present tense form which has been changed into past tense form to be as “<i>had</i>”.</p> <p><i>Line 5 – 6</i> We may not just (<i>give</i>) our opinion and argument (incorrect) We may not just (<i>gave</i>) our opinion and argument (correct) The verb “<i>give</i>” must be shifted into a second verb as past tense form to be “<i>gave</i>”.</p> <p><i>Line 7</i> The speaker should (<i>know</i>) about the motion well (incorrect) The speaker should (<i>knew</i>) about the motion well (correct) The word “<i>know</i>” should be changed into “<i>knew</i>” as an irregular verb.</p> <p><i>Line 8 – 9</i> Because the position (<i>have</i>) some rules (incorrect) Because the position (<i>had</i>) some rules (correct) The word “<i>have</i>” must be changed as “<i>had</i>” as a past tense form of irregular verb.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 24

Paragraph:

Internal Debating Competition is selection participants for NUDC at Universitas Islam Riau. Internal Debating (**Competition**) participants are 12 (**team**), one team two (**person**). This competition in E building Universitas Islam Riau. One person (**has**) 7 minutes to (**talk**). Internal Debating Competition (**have**)

3 parts, there are elimination, semifinal and the last final, for the judges, there are 3 (*person*).

First, she is lecturer from Universitas Islam Riau, maam Syofianis and 2 others from Universitas Riau. Situation in FKIP E building are crowded, (*start*) from lecturer to college students Universitas Islam Riau and ESA's organization. Many topics of Internal Debating Competition, such as Indonesian Corruption must be death penalty and etc. Internal Debating Competition's winner are 1st winner are Annisa's team, and Lisa Novi's team and etc. These are (*has*) eight best (*speaker*) such as Lisa Novi Riski from semester's 5th from English students.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>Line 2</i> Internal Debating (Competition) participants (incorrect) Internal Debating (Competition's) participants (correct) The word " <i>competition</i> " is a noun that is linked to the another noun " <i>participants</i> ", so it should be as " <i>competition's participants</i> " to show the possessive noun.
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>Line 2 – 3</i> Internal Debating Competition participants are 12 (team) (incorrect) Internal Debating Competition's participants are 12 (teams) (correct)

		<p>The singular noun “<i>team</i>” must be added by suffix –s because it is a plural noun.</p> <p><i>Line 3</i> One team two (<i>person</i>) (incorrect) One team two (<i>persons</i>) (correct) The word “<i>person</i>” should be added by suffix –s so it will be “<i>persons</i>”.</p> <p><i>Line 5 – 6</i> There are 3 (<i>person</i>) (incorrect) There are 3 (<i>persons</i>) (correct) The noun “<i>person</i>” is supposed to be as plural noun which is added by suffix –s as “<i>persons</i>”.</p> <p><i>Line 12 – 13</i> These are has eight best (<i>speaker</i>) (incorrect) These are had eight best (<i>speakers</i>) (correct) The word “<i>speakers</i>” should be the correct one by adding the suffix –s.</p> <hr/> <p>Simple Past Tense Incorrect</p> <p><i>Line 4</i> One person (<i>has</i>) 7 minutes to talk (incorrect) One person (<i>had</i>) 7 minutes to talked (correct) The past tense form of “<i>has</i>” needs to be changed into “<i>had</i>”.</p> <p><i>Line 4</i> One person has 7 minutes to (<i>talk</i>) (incorrect) One person had 7 minutes to (<i>talked</i>) (correct) The verb “<i>talk</i>” should be formed as a past tense form by adding suffix –<i>ed</i>.</p> <p><i>Line 4 – 5</i> Internal Debating Competition (<i>have</i>) 3 parts (incorrect) Internal Debating Competition (<i>had</i>) 3 parts (correct) The second past tense verb for “<i>have</i>” is “<i>had</i>” which is part of irregular verb.</p> <p><i>Line 8 – 9</i> (<i>Start</i>) from lecturer to college students Universitas Islam Riau and ESA’s organization (correct) (<i>Started</i>) from lecturer to college students Universitas Islam Riau and ESA’s organization (incorrect) The word “<i>started</i>” should be on the sentence by using</p>
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	suffix <i>-ed</i> .
	<i>Line 12 – 13</i> These are (has) eight best speaker (incorrect) These are (had) eight best speakers (correct) To change the verb, the verb “ <i>had</i> ” is supposed to be as past tense form instead of “ <i>has</i> ”.
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 25

Paragraph:

A debate is discussion with people have (*difference*) views. Debate usually do at forums in formals or etc. English language education faculty of teacher training, UIR. We (*show*) the (*debating*) competition. In debate people (*talk*) about knowledge to (*show*) arguments.

In this event we (*have*) interview with a participant in debate event. He’s position in debate event as Major Prime Management we (*talk*) with him, why he’s so (*interesting*) to (*come*) join the debate club first. When I come join to debate club I think I can improve my pronunciation and my knowledge, (*answer*) the participant.

In this event we (*can*) learn about how to talk with arguments. However, we (*can*) meet many people with (*difference*) views. We must (*can*) answer the difference about something, maybe, and then we (*talk*) to him how we can improve our skills in pronunciation on debate. We must have to exercise everytime in a day. I think that is the best to improve our skill and we must because we can do it.

I think that's all I can write about debate. I have to think I must can to be join in debate.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 1</i> A debate is discussion with people have (<i>difference</i>) views (incorrect) A debate is discussion with people have (<i>different</i>) views (correct) To create an adjective word, it must be as "<i>different</i>" by adding suffix <i>-ent</i> while the word "<i>difference</i>" is a noun by adding suffix <i>-ce</i> which is not suitable for the sentence.</p> <p><i>Line 3</i> We show the (<i>debating</i>) competition (incorrect) We showed the (<i>debate</i>) competition (correct) The word "<i>debating</i>" is a verb by using suffix <i>-ing</i> which is supposed to be as a noun "<i>debate</i>".</p> <p><i>Line 6 – 7</i> Why he's so (<i>interesting</i>) to come join the debate club first (incorrect) Why he's so (<i>interested</i>) to came join the debate club first (correct) The adjective "<i>interesting</i>" by adding suffix <i>-ing</i> should be ended by suffix <i>-ed</i>, so it will be as "<i>interested</i>".</p> <p><i>Line 11</i> We can meet many people with (<i>difference</i>) views (incorrect) We could meet many people with (<i>different</i>) views (correct) The noun "<i>difference</i>" must be changed into adjective class to be "<i>different</i>" by adding suffix <i>-ent</i>.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <hr/> <p>Possessive Case Incorrect <i>None</i></p>

		<p>Third Person Singular Verb Incorrect <i>None</i></p> <hr/> <p>Plural Noun Incorrect <i>None</i></p> <hr/> <p>Simple Past Tense Incorrect <i>Line 3</i> We (<i>show</i>) the debating competition (incorrect) We (<i>showed</i>) the debate competition (correct) The word “<i>show</i>” is a first kind of verb that should be shifted into past tense as “<i>showed</i>” by adding suffix <i>-ed</i>.</p> <p><i>Line 3 – 4</i> In debate people (<i>talk</i>) about knowledge (incorrect) In debate people (<i>talked</i>) about knowledge (correct) The verb “<i>talked</i>” is added by the suffix <i>-ed</i> as a past tense form from “<i>talk</i>”.</p> <p><i>Line 3 – 4</i> In debate people talk about knowledge to (<i>show</i>) arguments (incorrect) In debate people talked about knowledge to (<i>showed</i>) arguments (correct) The word “<i>show</i>” is supposed to be as “<i>showed</i>” by using <i>-ed</i> as a suffixation.</p> <p><i>Line 5</i> In this event we (<i>have</i>) interview with a participant in debate event (incorrect) In this event we (<i>had</i>) interview with a participant in debate event (correct) To change “<i>have</i>” as a past tense form, it should be as “<i>had</i>” for irregular past tense form.</p> <p><i>Line 6</i> we (<i>talk</i>) with him (incorrect) we (<i>talked</i>) with him (correct) The word “<i>talk</i>” should be added by <i>-ed</i> as suffixation.</p> <p><i>Line 6 – 7</i> Why he’s so interesting to (<i>come</i>) join the debate club first (incorrect) Why he’s so interested to (<i>came</i>) join the debate club first (correct) The word “<i>come</i>” must be changed into past tense form as “<i>came</i>”.</p>
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		<p><i>Line 8 – 9</i> (answer) the participant (incorrect) (answered) the participant (correct) The verb should be as “<i>answered</i>” by using <i>-ed</i> as an suffixation.</p> <p><i>Line 10</i> In this event we (can) learn about how to talk with arguments (incorrect) In this event we (could) learn about how to talk with arguments (correct) The verb “<i>could</i>” is a change for past tense form of “<i>can</i>”.</p> <p><i>Line 11</i> We (can) meet many people (incorrect) We (could) meet many people (correct) The word “<i>can</i>” is supposed to be as “<i>could</i>” for irregular past tense form.</p> <p><i>Line 11 – 12</i> We must (can) answer the difference about something (incorrect) We must (could) answer the difference about something (correct) It should be changed into “<i>could</i>” as a past tense form of “<i>can</i>”.</p> <p><i>Line 12</i> we (talk) to him (incorrect) we (talked) to him (correct) The word “<i>talk</i>” has to be shifted as “<i>talked</i>” by using suffix <i>-ed</i>.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 26

Paragraph:

I will tell about debate competition (*base*) on my (*information*) person who I interviewed. Debate is an activity or competition which is (*organize*) by English

Language Education. In debate contest there are 3 participants, the first is opening speaker, second is main speaker, and the third is closing speaker. In debate we (*have*) to share our argument and our agreement. In debate competition there is some rules to do debate. The main point is we have to practice our speaking more to join debate competition (*cause*) it can help us confident when we speak in front of many people and other participants.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 6 – 7</i></p> <p>We have to practice our speaking more to join debate competition (<i>cause</i>) it can help us confident</p> <p>We have to practice our speaking more to join debate competition (<i>because</i>) it can help us confident</p> <p>The word “<i>cause</i>” is a verb which is supposed to be added by prefix <i>-be</i>.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect</p> <p><i>None</i></p> <p>Possessive Case Incorrect</p> <p><i>Line 1</i></p> <p>I will tell about debate competition base on my (<i>information</i>) person (incorrect)</p> <p>I will tell about debate competition based on my (<i>information's</i>) person (correct)</p> <p>The noun “<i>information</i>” belongs to the another noun “<i>person</i>”, so it should be added by suffix <i>-s</i>.</p> <p>Third Person Singular Verb Incorrect</p> <p><i>None</i></p> <p>Plural Noun Incorrect</p> <p><i>None</i></p> <p>Simple Past Tense Incorrect</p> <p><i>Line 4 – 5</i></p> <p>In debate we (<i>have</i>) to share our argument and our agreement (incorrect)</p> <p>In debate we (<i>had</i>) to share our argument and our agreement (correct)</p>

	<p>The verb “<i>have</i>” should be changed into the second verb for past tense form as “<i>had</i>”.</p>
	<p>Past Participle Incorrect <i>Line 1</i> I will tell about debate competition (<i>base</i>) on my information person (incorrect) I will tell about debate competition (<i>based</i>) on my information’s person (correct) The verb “<i>base</i>” is a past participle that must be added by suffix <i>-d</i>, so it will be “<i>based</i>”.</p>
	<p><i>Line 2 – 3</i> Debate is an activity or competition which is (<i>organize</i>) by English Language Education (incorrect) Debate is an activity or competition which is (<i>organized</i>) by English Language Education (correct) The word “<i>organize</i>” is supposed to use suffix <i>-d</i>.</p>
	<p>Comparative Adjective/Adverb Incorrect <i>None</i></p>

Name: Student 27

Paragraph:

A debate is a discussion about a subject on which people have different view. A debate is discussion for example in parliament or insitution in which people express different opinion about a particular subject than vote it.

The interesting in debate we can improve our skill in (*speak*) and know about knowledge, we often practice debate that we can do it.

And UIR (*will*) show event about INTERNAL DEBATING COMPETITION for English Education for NUDC. So, debate competition is the best of event. We exercise for (berani) or good people.

The following table below are revisions of students’ morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 4</i></p> <p>We can improve our skill in (<i>speak</i>) (incorrect)</p> <p>We can improve our skill in (<i>speaking</i>) (correct)</p> <p>The word “<i>speak</i>” is a verb which should be changed into noun to be as “<i>speaking</i>” followed by suffix <i>-ing</i>.</p>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>None</i>
		Simple Past Tense Incorrect <i>Line 6 – 7</i>
		UIR (<i>will</i>) show event about INTERNAL DEBATING COMPETITION for English Education for NUDC (incorrect)
		UIR (<i>would</i>) show event about INTERNAL DEBATING COMPETITION for English Education for NUDC (correct)
	Past Participle Incorrect <i>None</i>	
	Comparative Adjective/Adverb Incorrect <i>None</i>	

Name: Student 28

Paragraph:

In this event in Universitas Islam Riau, the (*event*) name is English Language Education for all faculty of Teacher Training of Universitas Islam Riau (*is talking*) about Intercom and Intercom is Internal Debating Competition, this event only for NUDC or (National University Debating Competition), you (*can*) see it or (*watch*) it if you from other faculty but you must (*know*) from Universitas Islam Riau too but you (*can*) not join this event except you re college

from or student from faculty of teacher training, this event are going on be at FKIP E UIR building at 26th until 27th December 2019.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>Line 1 – 2</i> The (event) name is English Language Education (incorrect) The (event's) name is English Language Education (correct) The noun “ <i>event</i> ” is linked towards another noun after “ <i>name</i> ”, so it must be added by suffix <i>-s</i> on the noun “ <i>event's</i> ”.
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>Noun</i>
		Simple Past Tense Incorrect <i>Line 1 – 3</i> English Language Education for all faculty of Teacher Training of Universitas Islam Riau (is talking) about Intercom (incorrect) English Language Education for all faculty of Teacher Training of Universitas Islam Riau (talked) about Intercom (correct) The word “ <i>talking</i> ” is more appropriate to be changed into pas tense form by using suffix <i>-ed</i> , so it will be “ <i>talked</i> ”.
		<i>Line 4</i> you (can) see it (incorrect) you (could) see it (correct) The verb “ <i>can</i> ” should be shifted to be “ <i>could</i> ”.
<i>Line 4 – 5</i> You can see it or (watch) it if you from other faculty (incorrect)		

	<p>You could see it or (<i>watched</i>) it if you from other faculty (correct) The verb “<i>watch</i>” needs to be followed by suffix <i>-ed</i> to be as “<i>watched</i>”.</p> <p><i>Line 5 – 6</i> You must (<i>know</i>) from Universitas Islam Riau too (incorrect) You must (<i>knew</i>) from Universitas Islam Riau too (correct) The word “<i>know</i>” should be changed into “<i>knew</i>” as a past tense irregular verb.</p> <p><i>Line 6</i> You (<i>can</i>) not join this event (incorrect) You (<i>could</i>) not join this event (correct) The verb “<i>could</i>” is a past tense form of irregular verb.</p>
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 29

Paragraph:

A debate is a discussion about a subject on which people have different view. A debate is a discussion for example in a parliament or institution in which people express different opinion about a particular subject than vote in the interesting in join debate. We can improve our skill in (*speak*) and know about knowledge. We often practice debate.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>Line</i> We can improve our skill in (<i>speak</i>) (incorrect)

		We can improve our skill in (<i>speaking</i>) (correct) The verb “ <i>speak</i> ” should be changed into noun as “ <i>speaking</i> ” by adding suffix <i>-ing</i> .
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>None</i>
		Simple Past Tense Incorrect <i>None</i>
		Past Participle Incorrect <i>None</i>
		Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 30

Paragraph:

The event was organized by English Language Education on 26th – 27th December 2019 is Internal Debating Competition for NUDC (National University Debating Competition) 2019. There are twelve (*team*) and three (*adjudicator*), first adjudicator is mam syofianis, second from lecturer UNRI, and third from student UNRI has many experience in debating. There are third motion was discussed, two (*step*) limitation and one step finalty. Situation is crowded because so many people are there: lecturer English Education programe, law students, fisipol students, (*organized*) ESA (English Student Association), and English students.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 8</i> (organized) ESA (English Student Association) (incorrect) (organization) ESA (English Student Association) (correct) The word “<i>organized</i>” is supposed to be followed by suffix <i>-ion</i> for noun class.</p>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>Line 3</i> There are twelve (<i>team</i>) (incorrect) There are twelve (<i>teams</i>) (correct) The noun “ <i>team</i> ” has to be followed by suffix <i>-s</i> to show the plurality.
		<i>Line 3</i> Three (<i>adjudicator</i>) (incorrect) Three (<i>adjudicators</i>) (correct) The word “ <i>adjudicator</i> ” is supposed to be added by <i>-s</i> as a suffix.
		<i>Line 6</i> Two (<i>step</i>) limitation (incorrect) Two (<i>steps</i>) limitation (correct) The noun “ <i>step</i> ” should use suffix <i>-s</i> , so it will be “ <i>steps</i> ”.
		Simple Past Tense Incorrect <i>None</i>
		Past Participle Incorrect <i>None</i>
Comparative Adjective/Adverb Incorrect <i>None</i>		

Name: Student 31

Paragraph:

Debate is (...) formal discussion with people into group when I (*ask*) to debater is Indah Zulfa she said when internal debating competition are four (*group*) and in one group that four (*part*) opening government: opening opposition, closing government, and last closing opposition. And then debater (*choose*) part easy is part closing opposition and then debater (*choose*) part hard is part opening government because this part that the first for debating. And the last debater said (*debating*) competition is very important we must many read (*book*), jurnal, etc for follow (*debating*) competition.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 6 – 7</i> The last debater said (<i>debating</i>) competition is very important (incorrect) The last debater said (<i>debate</i>) competition is very important (correct) The verb for continuous tense “<i>debating</i>” should be changed into noun class as “<i>debate</i>”.</p> <p><i>Line 8</i> For follow (<i>debating</i>) competition (incorrect) For follow (<i>debate</i>) competition (correct) The word “<i>debating</i>” is supposed to be as noun “<i>debate</i>” instead of the verb class.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 1</i> Debate is (...) formal discussion with people into group (incorrect) Debate is (<i>a</i>) formal discussion with people into group (correct)</p>

		<p>To show a singularity of noun, it should be added by indefinite “a” because the word “<i>formal</i>” is began with consonant word.</p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 2 – 3</i> Internal debating competition are four (group) (incorrect) Internal debating competition are four (groups) (correct) The noun shows a plurality, so it must be followed by suffix <i>-s</i>.</p> <p><i>Line 3</i> One group that four (part) opening goverment (incorrect) One group that four (parts) opening goverment (correct) The word “<i>parts</i>” is a plural noun which is added by suffix <i>-s</i>.</p> <p><i>Line 7</i> We must many read (book) (incorrect) We must many read (books) (correct) The noun “<i>book</i>” is followed by <i>-s</i> as a suffixation.</p> <p>Simple Past Tense Incorrect <i>Line 1 – 2</i> When I (ask) to debater is Indah Zulfa (incorrect) When I (asked) to debater is Indah Zulfa (correct) The verb “<i>ask</i>” is supposed to be changed into past tense form as “<i>asked</i>” followed by suffix <i>-ed</i>.</p> <p><i>Line 4 – 5</i> And then debater (choose) part easy is part closing opposition (incorrect) And then debater (chose) part easy is part closing opposition (correct) The word “<i>choose</i>” must be shifted to be “<i>chose</i>” as irregular verb.</p> <p><i>Line 5 – 6</i> Debater (choose) part hard is part opening governmen (incorrect)</p>
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	<p>Debater (<i>chose</i>) part hard is part opening government (correct) The verb “<i>choose</i>” need to be changed into “<i>chose</i>” as a second verb for irregular past tense form.</p>
	<p>Past Participle Incorrect <i>None</i></p>
	<p>Comparative Adjective/Adverb Incorrect <i>None</i></p>

Name: Student 32

Paragraph:

Internal Debating Competition (INTERCOM) 2019, this event had been done at December, 26, 2019, and took place in Universitas Islam Riau. This event made by Universitas Islam Riau and could participated by college students from any faculty. This even made because of wanted to increase thinking way and (*seen*) some knowledge of college student. Debate competition was born by British (*Government*) way, when they discussed about their country, in debate (*divide*) anymore. Government team had been opening government, (prime minister of government, deputy prime minister of government), and closing government (member of government, of government). Meanwhile, opposition team (*divide*) 2. There are opening opposition (leader of opposition, deputy leader of opposition), and closing opposition (member of opposition, whip of opposition). There are also (*have*) judgement. First judge is lecturer English department, she is Mrs. Syofi, and second judge from organization English Department and third is time keeper. In this debate, they are got the motion “This house (*believe*) formal education more better than informal education).

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>Line 5 – 6</i> Debate competition was born by British (Government) way (incorrect) Debate competition was born by British (Government's) way (correct) The noun "government" is linked towards another noun "way", so it needs to be followed by suffix <i>-s</i>.</p> <p>Third Person Singular Verb Incorrect <i>Line 14 – 15</i> They are got the motion "This house (believe) formal education more better than informal education) (incorrect) They are got the motion "This house (believes) formal education more better than informal education) (correct) The verb "believe" should be added by suffix <i>-s</i>, so it will be "believes".</p> <p>Plural Noun Incorrect <i>None</i></p> <p>Simple Past Tense Incorrect <i>Line 4 – 5</i> This even made because of wanted to increase thinking way and (seen) some knowledge of college student (incorrect) This even made because of wanted to increase thinking way and (saw) some knowledge of college student (correct) The verb "seen" is a third verb that needs to be changed into second verb of irregular form as "saw".</p> <p><i>Line 12</i> There are also (have) judgement (incorrect) There are also (had) judgement (correct) The word "have" must be shifted to be "had" as a past tense form.</p> <p>Past Participle Incorrect <i>Line 6 – 7</i></p>

	<p>In debate (<i>divide</i>) anymore (incorrect) In debate (<i>was divided</i>) anymore (correct) The word “<i>divide</i>” is a passive voice, so it should be followed by suffix <i>-ed</i>.</p> <p><i>Line 9 – 10</i> Meanwhile, opposition team (<i>divide</i>) 2 (incorrect) Meanwhile, opposition team (<i>is divided</i>) 2 (correct) The verb “<i>divide</i>” can be added by suffix <i>-ed</i>, so it will be as “<i>divided</i>”.</p>
	<p>Comparative Adjective/Adverb Incorrect None</p>

Name: Student 33

Paragraph:

(*Debating*) competition, the tournament was held in the FKIP E building on the 3rd floor as long competition went well. The tournament (*starts*) on Thursday 26 December 2019 competition debate (*does*) not depend on the winner it is only to (*rank*) the participants so that they are interested in participating in the debate.

The following table below are revisions of students’ morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 1</i> (<i>Debating</i>) competition (incorrect) (<i>Debate</i>) competition (correct) The verb “<i>debating</i>” should be changed into noun class as “<i>debate</i>”.</p>
2.	Inflectional Errors	Indefinite Article Incorrect None
		Possessive Case Incorrect None
		Third Person Singular Verb Incorrect None

	Plural Noun Incorrect <i>None</i>
	Simple Past Tense Incorrect <i>Line 2 – 3</i> The tournament (<i>starts</i>) on Thursday 26 December 2019 (incorrect) The tournament (<i>started</i>) on Thursday 26 December 2019 (correct) The verb “ <i>starts</i> ” is supposed to be presented as a past tense form by using suffix <i>-ed</i> . <i>Line 3</i> Debate (<i>does</i>) not depend on the winner (incorrect) Debate (<i>did</i>) not depend on the winner (correct) The word “ <i>does</i> ” should be showed as “ <i>did</i> ” because it is a past tense form. <i>Line 4</i> It is only to (<i>rank</i>) the participants (incorrect) It is only to (<i>ranked</i>) the participants (correct) The verb “ <i>rank</i> ” needs to be changed as “ <i>ranked</i> ” followed by suffix <i>-ed</i> .
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 34

Paragraph:

Debate is (...) formal competition, competition about to show your opinion or reason about motion. And for NUDC (National University Debating Competition) with motion “FORMAL EDUCATION MORE IMPORTANT FOR INFORMAL EDUCATION”. NATIONAL UNIVERSITY DEBATING COMPETITION on the date December, 26, 2019, place in building FKIP of E on the third floor. At the time I have interviewed one of the participants, when I (*ask*) her about the debate, debate the followed a lot of participants. One team (*have*)

two people. Not just participants in room, the other (*viewer*) are interested to (*watch*) debate competition. I (*ask*) her “Do you feel nervous?”, and she answered, “She very feel nervous because first time her joined the debate competition”. She (*say*), one lecturer to (*ask*) her for the joined the debate competition. And then her got the (*achieve*), her got the champion in debate. Debate not for other, just only for Universitas Islam Riau. And other faculty can be registered not only for English Study Program.

The following table below are revisions of students’ morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 12</i> And then her got the (<i>achieve</i>) (incorrect) And then her got the (<i>achievement</i>) (correct) The word “<i>achieve</i>” is a verb that should be changed into noun as “<i>achievement</i>” by using suffix <i>-ent</i>.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 1</i> Debate is (...) formal competition (incorrect) Debate is (<i>a</i>) formal competition (correct) To show a singular noun, the article “<i>a</i>” is correct since the noun “<i>formal</i>” is started by consonant word.</p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 8 – 9</i> The other (<i>viewer</i>) are interested to watch debate competition (incorrect) The other (<i>viewers</i>) are interested to watched debate competition (correct) The noun “<i>viewer</i>” is supposed to be added by suffix <i>-s</i> since it’s a plural noun.</p> <p>Simple Past Tense Incorrect <i>Line 6 – 7</i></p>

		<p>When I (<i>ask</i>) her about the debate (incorrect) When I (<i>asked</i>) her about the debate (correct) The verb “<i>ask</i>” must be followed by suffix <i>-ed</i> as a past tense form.</p> <p><i>Line 7 – 8</i> One team (<i>have</i>) two people (incorrect) One team (<i>had</i>) two people (correct) The word “<i>have</i>” is supposed to be as “<i>had</i>” as a second verb for irregular past tense.</p> <p><i>Line 8 – 9</i> The other viewer are interested to (<i>watch</i>) debate competition (incorrect) The other viewers are interested to (<i>watched</i>) debate competition (correct) The verb “<i>watch</i>” is followed by suffix <i>-ed</i> as “<i>watched</i>”.</p> <p><i>Line 8</i> I (<i>ask</i>) her (incorrect) I (<i>asked</i>) her (correct) The word “<i>ask</i>” needs to be added by suffix <i>-ed</i>, so it will be “<i>asked</i>”.</p> <p><i>Line 11</i> She (<i>say</i>) (incorrect) She (<i>said</i>) (correct) The verb “<i>say</i>” should be followed by <i>-ed</i> as a suffix.</p> <p><i>Line 11</i> One lecturer to (<i>ask</i>) her (incorrect) One lecturer to (<i>asked</i>) her (correct) The word “<i>ask</i>” needs to be added by suffix <i>-ed</i>.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 35

Paragraph:

In Universitas Islam Riau held one competition english debate on December, 26th 2019 ago. What is debate? Debate is competition (*change*) argumentation and make argument about some (*topic*). Member of debate usually two people or more in one group. English debate opened for all student so students from other faculty (*can*) join in the competition. I was got (*a*) information from one member of the debate, she named Hermalia Novianti. She from third semester majored English Education. She said competition on the debate in 2019 (*can*) make her got experience because her for the first time (*join*) in the competition the debate. Her (*lecturer's*) was chosen her for joining in the competition. Her nothing (*doing*) preparation, so her (*feel*) nervous but she and her team got a first winner. She (*feel*) proud with herself and her team, her team any two people. This competition (*start*) from December 26 until 27th, 2019. I hope I can also join in English debate Universitas Islam Riau in the future years.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>Line 5 – 6</i> I was got (<i>a</i>) information from one member of the debate (incorrect) I was got (<i>an</i>) information from one member of the debate (correct) The article " <i>a</i> " is supposed to be as " <i>an</i> " because the noun " <i>information</i> " is started by vowel.

		<p>Possessive Case Incorrect <i>Line 9</i> Her (lecturer's) was chosen her (incorrect) Her (lecturer) was chosen her (correct) The noun “lecturer’s” here does not have any relation towards another noun after, so there is no use to put ‘s.</p> <p>Third Person Singular Verb Incorrect <i>Line 2 – 3</i> Debate is competition (change) argumentation and make argument about some topic (incorrect) Debate is competition (changes) argumentation and make argument about some topics (correct) The verb “change” is a first kind of verb that should be added by suffix –s because the noun “debate” is a singular.</p> <p>Plural Noun Incorrect <i>Line 2 – 3</i> Debate is competition change argumentation and make argument about some (topic) (incorrect) Debate is competition changes argumentation and make argument about some (topics) (correct) The noun “topic” needs to be added by –s as a suffixation.</p> <p>Simple Past Tense Incorrect <i>Line 5</i> Students from other faculty (can) join in the competition (incorrect) Students from other faculty (could) join in the competition (correct) The word “can” needs to be changed into past tense form as “could”.</p> <p><i>Line 7 – 8</i> She said competition on the debate in 2019 (can) make her got experience (incorrect) She said competition on the debate in 2019 (could) make her got experience (correct) The verb “can” is a first kind of verb which is supposed to be as an irregular past tense form as “could”.</p> <p><i>Line 8 – 9</i> Because her for the first time (join) in the competition the debate (incorrect) Because her for the first time (joined) in the competition the debate (correct) The verb “join” must be followed by suffix –ed to be</p>
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“joined”.

Line 10

Her nothing (doing) preparation (incorrect)

Her nothing (did) preparation (correct)

The word “doing” is a verb for continuous tense which is needed to be changed into “did” as a past tense.

Line 10 – 11

So her (feel) nervous but she and her team got a first winner (incorrect)

So her (felt) nervous but she and her team got a first winner (correct)

The verb “feel” should be changed to be as “felt” as a second kind of verb for past tense form.

Line 11

She (feel) proud with herself and her team (incorrect)

She (felt) proud with herself and her team (correct)

The verb “feel” is supposed to be changed into “felt” as an irregular verb of past tense.

Line 12

This competition (start) from December 26 until 27th, 2019 (incorrect)

This competition (started) from December 26 until 27th, 2019 (correct)

The word “start” should be followed by suffix *-ed*, so it will be “started”.

Past Participle Incorrect

None

Comparative Adjective/Adverb Incorrect

None

Name: Student 36

Paragraph:

Debate is a discussion a subject on wich people have different views. Debate is a formal discussion for example in a parliament or institution, in wich people express different opinions about a particular subject and then vote on it.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>None</i>
		Simple Past Tense Incorrect <i>None</i>
		Past Participle Incorrect <i>None</i>
		Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 37

Paragraph:

A debate is a discussion about a subject on which people have different views. A debate is a formal discussion for example is a parliament or institution in which people express different opinions about a particular subject and then vote on it. I Thursday afternoon conducted an interview with one of this debate (*participant*) who joined the debate club. The position her in debate is a prime minister government team. The motion we (*can*) get its about important ideas of formal education you have learning in your life. The (*interesting*) to join debate we can improve our skill in (*speak*) and know about knowledge. We can often practice debate so that we can do it.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 7 – 8</i> The (<i>interesting</i>) to join debate we can improve our skill (incorrect) The (<i>interest</i>) to join debate we can improve our skill (correct) The word “<i>interesting</i>” should be changed into the noun one by removing the suffix <i>-ing</i>, so it will be as “<i>interest</i>”.</p> <p><i>Line 8</i> We can improve our skill in (<i>speak</i>) and know about knowledge (incorrect) We can improve our skill in (<i>speaking</i>) and know about knowledge (correct) The word “<i>speak</i>” is a verb in which must be added by suffix <i>-ing</i> to be “<i>speaking</i>” as a noun.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 4 – 5</i> Thursday afternoon conducted an interview with one of this debate (<i>participant</i>) who joined the debate club (incorrect) Thursday afternoon conducted an interview with one of this debate (<i>participants</i>) who joined the debate club (correct) The noun “<i>participant</i>” needs to be followed by <i>-s</i> as suffixation because the noun “<i>participants</i>” is a plural one.</p> <p>Simple Past Tense Incorrect <i>Line 6 – 7</i> The motion we (<i>can</i>) get its about important ideas of formal education you have learning in your life (incorrect) The motion we (<i>could</i>) get its about important ideas of formal education you have learning in your life (correct)</p>

	(correct) The verb “ <i>can</i> ” is supposed to be as “ <i>could</i> ” for irregular past tense form.
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 38

Paragraph:

In December 2019, English Education made Debate Competition. Everyone (*can*) join on this competition. In this competition, they (*talk*) formal education is better than informal education. They (*have*) three (*judge*) from lectur and senior. The (*team*) are opposite for (*disagree*) and goverment for (*agree*) when I (*watch*) them. I (*feel*) (*amaze*) because they (*look*) so cool when they (*talk*).

The following table below are revisions of students’ morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>Line 5</i> I feel (<i>amaze</i>) (incorrect) I felt (<i>amazed</i>) (correct) The verb “ <i>amaze</i> ” is supposed to be added by <i>-ed</i> because it is adjective in which it will be “ <i>amazed</i> ”.
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>
		Possessive Case Incorrect <i>None</i>
		Third Person Singular Verb Incorrect <i>None</i>
		Plural Noun Incorrect <i>Line 3 – 4</i> They have three (<i>judge</i>) from lectur and senior

		<p>(incorrect) They had three (<i>judges</i>) from lectur and senior (correct) The noun “<i>judge</i>” must be added by suffix <i>-s</i> because it is a plural noun, so it will be presented as “<i>judges</i>”.</p> <p><i>Line 4</i> The (<i>team</i>) are opposite (incorrect) The (<i>teams</i>) are opposite (correct) The word “<i>team</i>” is a plural one, so it should be followed by <i>-s</i> as suffixation.</p> <hr/> <p>Simple Past Tense Incorrect <i>Line 2</i> Everyone (<i>can</i>) join on this competition (incorrect) Everyone (<i>could</i>) join on this competition (correct) The verb “<i>can</i>” needs to be changed into past tense as “<i>could</i>”.</p> <p><i>Line 2 – 3</i> They (<i>talk</i>) formal education is better than informal education (incorrect) They (<i>talked</i>) formal education is better than informal education (correct) The word “<i>talk</i>” should be supported by <i>-ed</i> as suffixation.</p> <p><i>Line 3</i> They (<i>have</i>) three judge (incorrect) They (<i>had</i>) three judges (correct) The word “<i>have</i>” is a present tense verb, so it needs to be changed into past tense as “<i>had</i>”.</p> <p><i>Line 4</i> The team are opposite for (<i>disagree</i>) (incorrect) The teams are opposite for (<i>disagreed</i>) (correct) The verb “<i>disagree</i>” should be modified by suffix <i>-ed</i> as a past tense form.</p> <p><i>Line 4</i> Government for (<i>agree</i>) (incorrect) Government for (<i>agreed</i>) (correct) The verb “<i>agree</i>” should be followed by suffix <i>-ed</i> as a past tense form.</p> <p><i>Line 5</i> When I (<i>watch</i>) them (incorrect)</p>
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		<p>When I (<i>watched</i>) them (correct) The word “<i>watch</i>” needs to be put a suffix <i>-ed</i> to be as “<i>watched</i>”.</p> <p><i>Line 5</i> I (<i>feel</i>) amaze (incorrect) I (<i>felt</i>) amazed (correct) The verb “<i>feel</i>” is supposed to be as “<i>felt</i>” because it is a past tense form.</p> <p><i>Line 5</i> They (<i>look</i>) so cool (incorrect) They (<i>looked</i>) so cool (correct) The word “<i>look</i>” must be followed by suffix <i>-ed</i>, so it will be as “<i>looked</i>”.</p> <p><i>Line 5 – 6</i> When they (<i>talk</i>) (incorrect) When they (<i>talked</i>) (correct) The verb “<i>talk</i>” is intended to be changed as “<i>talked</i>” by adding suffix <i>-ed</i>.</p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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Name: Student 39

Paragraph:

Thursday, 26th Dec 2010, I have interviewed the debate participant. The name is Hermalia Novianti, from 3A English Department Universitas Islam Riau. In debate competition, her position is 3 rounds movements 2 times. In 1 team there are 2 participants. In debate competition was explained about formal education more important than informal education. There are pros and cons team. The winner in that competition based on (*ranked*), so the (*won*) maybe pros and cons. In that competition, participants from some major in Universitas Islam Riau.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 6</i> The winner in that competition based on (ranked) (incorrect) The winner in that competition based on (rank) (correct) The word "ranked" is a verb for past tense form which is not supposed to be added by suffix <i>-ed</i> but keep it as "rank" as a noun class.</p> <p><i>Line 6 – 7</i> So the (won) maybe pros and cons (incorrect) So the (winner) maybe pros and cons (correct) The past tense verb "won" should be changed into the noun class as "winner" by adding <i>-er</i> as a suffixation.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>None</i></p> <p>Simple Past Tense Incorrect <i>None</i></p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>

Name: Student 40

Paragraph:

On 26th – 27th December, 2019 in UIR there is Internal Debating Competition for NUDC (National University Debating Competition) in FKIP E, UIR. In this debate there are 2 (*group*) who (*will*) debate, in 1 group they are 4 people. From the woman that I (*interview*) she said that when she (*follow*) this

debate she (*feel*) nervous even though her partner in the high semester. She (*follow*) this debate just for got some experience. The motion that she got was “formal education is more important than informal education”. The woman that I (*interview*) she got the position is closing government. She said that their group wasn’t win because of miscommunication. According to her when I asked her the difficult position is opening government because she said that position we must understood about the motion, and the easy position is closing government, because she said this position we just only (*conclusion*) what the speaker said.

The following table below are revisions of students’ morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 12</i> She said this position we just only (<i>conclusion</i>) what the speaker said (incorrect) She said this position we just only (<i>concluded</i>) what the speaker said (correct) The word “<i>concluded</i>” is a verb that is supposed to be in the sentence instead of the noun one.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 3</i> In this debate there are 2 (<i>group</i>) (incorrect) In this debate there are 2 (<i>groups</i>) (correct) The noun “<i>group</i>” here is a plural noun which is indicated by “<i>2 groups</i>”, so it must be as “<i>groups</i>” by adding suffix <i>-s</i>.</p> <p>Simple Past Tense Incorrect <i>Line 3</i> In this debate there are 2 group who (<i>will</i>) debate</p>

	<p>(incorrect) In this debate there are 2 groups who (<i>would</i>) debate (correct) The word “<i>would</i>” is supposed to be as past tense form as “<i>would</i>”.</p> <p><i>Line 4</i> From the woman that I (<i>interview</i>) (incorrect) From the woman that I (<i>interviewed</i>) (correct) The verb “<i>interview</i>” needs to be supported by suffix –<i>ed</i>.</p> <p><i>Line 4 – 5</i> When she (<i>follow</i>) this debate (incorrect) When she (<i>followed</i>) this debate (correct) The word “<i>follow</i>” should be changed into “<i>followed</i>” by adding –<i>ed</i> as suffixation.</p> <p><i>Line 5</i> She (<i>feel</i>) nervouse even though her partner in the high semester (incorrect) She (<i>felt</i>) nervouse even though her partner in the high semester (correct) The word “<i>feel</i>” must be shifted to be “<i>felt</i>” as an irregular past tense verb.</p> <p><i>Line 5 – 6</i> She (<i>follow</i>) this debate just for got some experience (incorrect) She (<i>followed</i>) this debate just for got some experience (correct) The verb “<i>follow</i>” is supported by suffix –<i>ed</i> as “<i>followed</i>”.</p> <p><i>Line 7 – 8</i> The woman that I (<i>interview</i>) (incorrect) The woman that I (<i>interviewed</i>) (correct) The word “<i>interview</i>” has to be revised to be as “<i>interviewed</i>” by adding suffix –<i>ed</i>.</p> <p><i>Line 12</i> She said this position we just only (<i>conclusion</i>) what the speaker said (incorrect) She said this position we just only (<i>concluded</i>) what the speaker said (correct) The word “<i>concluded</i>” is a verb that is followed by suffix</p>
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		<i>-ed.</i>
		Past Participle Incorrect <i>None</i>
		Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 41

Paragraph:

English Language Education Faculty of Teacher Training (FKIP) Universitas Islam Riau.

NUDC (National University Debating Competition)

Debate is (...) formal discussion particular topic in a public meeting, which opposite about argument is opening goverment, closing goverment, are put forward in this section.

Internal debating competition is

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>Line 4</i> Debate is (...) formal discussion (incorrect) Debate is (a) formal discussion (correct) The article "a" should be presented on the sentence for consonant word of "formal".
		Possessive Case Incorrect
		Third Person Singular Verb Incorrect
		Plural Noun Incorrect
		Simple Past Tense Incorrect
		Past Participle Incorrect <i>None</i>
		Comparative Adjective/Adverb Incorrect

		None
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Name: Student 42

Paragraph:

The Internal Debating Competition diadakan in Universitas Islam Riau on 26th – 27th December 2019 in FKIP UIR. I interviewed certain person anggota debate. The mosition is house formal education and informal education. She is the first mengikuti this event. The juri internal debating competition there 3 juri. She nervous mengikuti internal debating competition because her first mengikuti this competition. I (*question*) about apakah dia mau mengikuti event ini next year. She (*answer*) maybe no maybe yes. And she nervous because many people. And I (*question*) about kalau she mengikuti competition this she (*want*) mostion apa, she (*answer*) her want mostion about politik.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	None
2.	Inflectional Errors	Indefinite Article Incorrect None
		Possessive Case Incorrect None
		Third Person Singular Verb Incorrect None
		Plural Noun Incorrect None
		Simple Past Tense Incorrect Line 6 I (<i>question</i>) (incorrect) I (<i>questioned</i>) (correct) The word “ <i>question</i> ” should be added by <i>-ed</i> as

suffixation.

Line 6 – 7

She (*answer*) maybe no maybe yes (incorrect)

She (*answered*) maybe no maybe yes (correct)

The verb “*answer*” is supposed to be followed by suffix *-ed* as “*answered*”.

Line 7 – 8

And I (*question*) (incorrect)

And I (*questioned*) (correct)

The word “*question*” needs to be supported by suffix *-ed* as past tense form.

Line 8

She (*want*) (incorrect)

She (*wanted*) (correct)

The verb “*want*” is a first kind of verb which is modified by suffix *-ed*.

Line 9

She (*answer*) her (incorrect)

She (*answered*) her (correct)

The word “*answer*” is better to be shifted as “*answered*” with *-ed* as suffixation.

Past Participle Incorrect

None

Comparative Adjective/Adverb Incorrect

None

Name: Student 43

Paragraph:

In English Education, Faculty of Teacher Training Universitas Islam Riau has an organization, there is the debate competition. In the debate competition, each team there are four people. In the debate competition (**has**) a leader who (**will**) give a topic for debating. If the (**debating**) there are two or more teams from the debate organization, it called Internal Debating Competition. If the (**debating**) there are four or more teams from several (**university**), it called National

University Debating Competition. The debate competition (*will*) improve our english language.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 4 – 5</i> If the (<i>debating</i>) there are two or more teams from the debate organization (incorrect) If the (<i>debate</i>) there are two or more teams from the debate organization (correct) The word “<i>debating</i>” is a verb which is supposed to be as a noun “<i>debate</i>”.</p> <p><i>Line 5 – 6</i> If the (<i>debating</i>) there are four or more teams (incorrect) If the (<i>debate</i>) there are four or more teams (correct) The verb “<i>debating</i>” should remove the suffix <i>-ing</i> as a verb</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 6</i> There are four or more teams from several (<i>university</i>) (incorrect) There are four or more teams from several (<i>universities</i>) (correct) The noun “<i>university</i>” should be added by suffix <i>-s</i> as plural noun.</p> <p>Simple Past Tense Incorrect <i>Line 3</i> In the debate competition (<i>has</i>) a leader (incorrect) In the debate competition (<i>had</i>) a leader (correct) The verb “<i>has</i>” is supposed to be as past tense form as “<i>had</i>”.</p>

	<p><i>Line 3 – 4</i> A leader who (will) give a topic for debating (incorrect) A leader who (would) give a topic for debating (correct) The word “<i>will</i>” must be changed into “<i>would</i>” as a second verb for past tense.</p> <p><i>Line 7 – 8</i> The debate competition (will) improve our english language (incorrect) The debate competition (would) improve our english language (correct) The verb “<i>will</i>” needs to be revised as “<i>would</i>” for past tense.</p>
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 44

Paragraph:

At the University Islam of Riau on 26th – 27th December 2019 3rd floor building E, English Language Education faculty of Teacher Training Internal Debating Competition for National University Debating Competition. Me and my friends (*go*) to the building E for watching debate competition, in the room very much people (*watching*) debate, I like debating. I think I can follow debate for the next time with my friend. I hope I’m the winner of debating for next week. Amin.

The following table below are revisions of students’ morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	Indefinite Article Incorrect <i>None</i>

	Possessive Case Incorrect <i>None</i>
	Third Person Singular Verb Incorrect <i>None</i>
	Plural Noun Incorrect <i>None</i>
	Simple Past Tense Incorrect Line 3 – 4 Me and my friends (<i>go</i>) to the building E for watching debate competition (incorrect) Me and my friends (<i>went</i>) to the building E for watching debate competition (correct) The verb “ <i>go</i> ” should be changed as “ <i>went</i> ” for irregular verb of past tense. Line 4 – 5 In the room very much people (<i>watching</i>) debate (incorrect) In the room very much people (<i>watched</i>) debate (correct) The word “ <i>watching</i> ” must be followed by suffix <i>-ed</i> to be as “ <i>watched</i> ”.
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 45

Paragraph:

The debate is one of (*event*) that you can show and explain your opinion about motion that given to you. The purpose this event is to show your argument and your opinion to all people who attend in the debate competition. Not long ago, the university in Pekanbaru called UIR (*make*) English Debate competition at 26 until 27 december in one of (*building*) in the university. The debate competition structured well. First, the participants (*wait*) the competition to started, then they (*accept*) motion and then all of participants separated into some groups and they

(*will*) given discussion time during 10 (*minute*), after that the participant (*will*) show their argument with their teammate based on motion given to them in front of all people in the room.

The participants who (*join*) in the debate competition (*have*) trouble and (*difficult*). One of that is discussion time. Some participants felt nervous also because this is first for them. But they said this is a great experience. Hopefully, this event will be something more good.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<p><i>Line 11 – 12</i></p> <p>The participants who join in the debate competition have trouble and (<i>difficult</i>) (incorrect)</p> <p>The participants who joined in the debate competition had trouble and (<i>difficulty</i>) (correct)</p> <p>The adjective “<i>difficult</i>” is supposed to be identified as noun by adding suffix <i>-ty</i> to be as “<i>difficulty</i>”.</p>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>None</i></p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 1</i></p> <p>The debate is one of (<i>event</i>) (incorrect)</p> <p>The debate is one of (<i>events</i>) (correct)</p> <p>The noun “<i>event</i>” needs suffix <i>-s</i> as plural noun.</p> <p><i>Line 4 – 5</i></p> <p>The university in Pekanbaru called UIR make English Debate competition at 26 until 27 december in one of (<i>building</i>) in the university (incorrect)</p> <p>The university in Pekanbaru called UIR made English Debate competition at 26 until 27 december in one of</p>

(buildings) in the university (correct)

The noun “*building*” indicates that it is not a singular noun, so it should be added by suffix *-s*.

Line 7 – 8

They will given discussion time during 10 (minute) (incorrect)

They would given discussion time during 10 (minutes) (correct)

The word “*minute*” should be followed by *-s* as suffixation for plural noun.

Simple Past Tense Incorrect

Line 4

The university in Pekanbaru called UIR (make) English Debate competition (incorrect)

The university in Pekanbaru called UIR (made) English Debate competition (correct)

The verb “*make*” must be identified as “*made*” for past tense form.

Line 6

First, the participants (wait) the competition to started (incorrect)

First, the participants (waited) the competition to started (correct)

The word “*wait*” is supposed to be as “*waited*” with *-ed* as suffixation.

Line 6 – 7

They (accept) motion (incorrect)

They (accepted) motion (correct)

The verb “*accept*” should be added by suffix *-ed* as regular past tense form for verb class.

Line 7 – 8

They (will) given discussion time (incorrect)

They (would) given discussion time (correct)

The word “*will*” must be shifted into “*would*” as past tense form.

Line 8 – 9

The participant (will) show their argument with their teammate (incorrect)

The participant (would) show their argument with their teammate (correct)

The verb “*will*” should be classified as “*would*” for

	<p>second kind of verb.</p> <p><i>Line 11</i> The participants who (<i>join</i>) in the debate competition (incorrect) The participants who (<i>joined</i>) in the debate competition (correct) The verb “<i>join</i>” needs to be revised as “<i>joined</i>” by adding suffix <i>-ed</i>.</p> <p><i>Line 11</i> The participants who join in the debate competition (<i>have</i>) trouble (incorrect) The participants who joined in the debate competition (<i>had</i>) trouble (correct) The word “<i>join</i>” is supposed to be identified as “<i>had</i>” for past tense verb.</p>
	Past Participle Incorrect <i>None</i>
	Comparative Adjective/Adverb Incorrect <i>None</i>

Name: Student 46

Paragraph:

Internal Debating Competition is debate competition in event organized by English Language Education. This is event for NUDC (National University Debating Competition) Universitas Islam Riau. An event that (*following*) some (*student*) college English Department. Before, in English Department (*do*) organization debate that it (*doing*) everyweek, and now student college english language education the following organized debate, their make (*a*) internal debating competition for can be (*follow*) national university.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	<p>Indefinite Article Incorrect <i>Line 6 – 7</i> Their make (a) internal debating competition (incorrect) Their make (an) internal debating competition (correct) The article “a” is supposed to be identified as “an” for vowel word.</p> <p>Possessive Case Incorrect <i>None</i></p> <p>Third Person Singular Verb Incorrect <i>Line 4 – 5</i> English Department do organization debate that it (doing) everyweek (incorrect) English Department did organization debate that it (does) everyweek (correct) The verb “doing” should be followed by <i>-es</i> as singular person of verb.</p> <p>Plural Noun Incorrect <i>Line 3 – 4</i> An event that following some (student) (incorrect) An event that followed some (students) (correct) The noun “student” needs to be added by suffix <i>-s</i> to show a plural noun.</p> <p>Simple Past Tense Incorrect <i>Line 3 – 4</i> An event that (following) some student college English Department (incorrect) An event that (followed) some students college English Department (correct) The verb “following” must be showed as past tense form by changing into “followed” with suffix <i>-ed</i>.</p> <p><i>Line 4 – 5</i> Before, in English Department (do) organization debate (incorrect) Before, in English Department (did) organization debate (correct) The word “do” should be classified as “did” for past tense form.</p> <p>Past Participle Incorrect <i>Line 6 – 7</i> Their make a internal debating competition for can be (follow) national university (incorrect)</p>

		<p>their make an internal debating competition for can be (followed) national university (correct)</p> <p>The verb “<i>follow</i>” must be supported by suffix <i>-ed</i> as passive voice word.</p>
		<p>Comparative Adjective/Adverb Incorrect</p> <p><i>None</i></p>

Name: Student 47

Paragraph:

I want to describe second (***floor***) building teacher training and education faculty of universitas islam riau. In the second floor we cant it as English Zone because of around area we muse speak english on the second floor. There are eight (***leadership***) (***room***). In the leadership room in seven (***room***) such auditorium dean room upt ppl room, dean room III, vice dean room grand master room and there are two (***toilet***) with one room.

The following table below are revisions of students' morphological errors on writing based on the Linguistics Category Taxonomy.

No	Morphological Errors	Examples of Linguistics Category Taxonomy
1.	Derivational Errors	<i>None</i>
2.	Inflectional Errors	<p>Indefinite Article Incorrect</p> <p><i>None</i></p> <p>Possessive Case Incorrect</p> <p><i>Line 1</i></p> <p>I want to describe second (<i>floor</i>) building (incorrect)</p> <p>I want to describe second (<i>floor's</i>) building (correct)</p> <p>The noun “<i>floor</i>” should be perfected by adding suffix <i>-s</i> as possessive form of another noun “<i>bulding</i>”.</p> <p><i>Line 3 – 4</i></p> <p>There are eight (<i>leadership</i>) room (incorrect)</p> <p>There are eight (<i>leadership's</i>) rooms (correct)</p> <p>The noun “<i>leadership</i>” must be completed by adding suffix <i>-s</i> to show possessiveness of the another noun</p>

	<p><i>“rooms”</i>.</p> <p>Third Person Singular Verb Incorrect <i>None</i></p> <p>Plural Noun Incorrect <i>Line 3 – 4</i> There are eight leadership (<i>room</i>) (incorrect) There are eight leadership’s (<i>rooms</i>) (correct) The noun “<i>room</i>” is plural which is supposed to be added by –s as suffixation.</p> <p><i>Line 4</i> In the leadership room in seven (<i>room</i>) (incorrect) In the leadership room in seven (<i>rooms</i>) (correct) The word “<i>room</i>” is a plural noun, so it has to be followed by suffix –s.</p> <p><i>Line 6</i> There are two (<i>toilet</i>) with one room (incorrect) There are two (<i>toilets</i>) with one room (correct) The noun “<i>toilet</i>” must be classified as plural noun with suffix –s.</p> <p>Simple Past Tense Incorrect <i>None</i></p> <p>Past Participle Incorrect <i>None</i></p> <p>Comparative Adjective/Adverb Incorrect <i>None</i></p>
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3.3 Data Percentage

After finishing analyse all the data, the researcher counts the findings by putting all the categories of morphological errors into table, as the Table 3.1 below:

Table 3.1 First Year of English Language Education Students' Morphological Errors in Intensive Writing Class

NO	Students	Classification of Morphological Errors							
		Derivational	Indefinite Article Incorrect	Possessive Case Incorrect	Third Person Singular Verb Incorrect	Plural Noun Incorrect	Simple Past Tense Incorrect	Past Participle Incorrect	Comparative Adj/Adv Incorrect
1	Student 1	1	0	1	0	1	3	0	0
2	Student 2	0	1	0	0	1	3	0	0
3	Student 3	0	0	2	0	2	3	0	0
4	Student 4	0	0	0	0	1	3	0	0
5	Student 5	2	0	0	0	1	10	0	1
6	Student 6	1	1	0	0	0	2	0	0

7	Student 7	4	1	1	0	0	0	1	0
8	Student 8	0	1	1	0	1	0	1	0
9	Student 9	1	2	0	0	0	0	0	0
10	Student 10	2	0	0	0	0	2	0	0
11	Student 11	0	0	0	0	0	3	0	0
12	Student 12	4	0	0	0	0	4	0	0
13	Student 13	1	0	0	0	0	0	0	0
14	Student 14	1	0	0	0	2	5	0	0
15	Student 15	0	2	0	0	1	3	0	0
16	Student 16	0	0	1	0	0	3	0	0
17	Student 17	2	0	0	0	0	15	0	0
18	Student 18	1	0	0	0	0	9	1	0
19	Student 19	0	0	0	1	0	6	0	0
20	Student 20	0	0	0	0	3	8	1	0

21	Student 21	0	0	0	3	0	9	0	0
22	Student 22	0	0	1	0	0	0	0	0
23	Student 23	1	0	0	2	2	5	0	0
24	Student 24	0	0	1	0	4	5	0	0
25	Student 25	4	0	0	0	0	11	0	0
26	Student 26	1	0	1	0	0	1	2	0
27	Student 27	1	0	0	0	0	1	0	0
28	Student 28	0	0	1	0	0	5	0	0
29	Student 29	1	0	0	0	0	0	0	0
30	Student 30	1	0	0	0	3	0	0	0
31	Student 31	2	1	0	0	3	3	0	0
32	Student 32	0	0	1	1	0	2	2	0
33	Student 33	1	0	0	0	0	3	0	0
34	Student 34	1	1	0	0	1	6	0	0

35	Student 35	0	1	1	1	1	7	0	0
36	Student 36	0	0	0	0	0	0	0	0
37	Student 37	2	0	0	0	1	1	0	0
38	Student 38	1	0	0	0	2	9	0	0
39	Student 39	2	0	0	0	0	0	0	0
40	Student 40	1	0	0	0	1	7	0	0
41	Student 41	0	1	0	0	0	0	0	0
42	Student 42	0	0	0	0	0	5	0	0
43	Student 43	2	0	0	0	1	3	0	0
44	Student 44	0	0	0	0	0	2	0	0
45	Student 45	1	0	0	0	3	7	0	0
46	Student 46	0	1	0	1	1	2	1	0
47	Student 47	0	0	2	0	3	0	0	0

After that, all those classifications are counted to find the each percentage of morphological errors' types. The Table 3.2 below is created to categorise the classification of morphological errors.

Table 3.2 Classification of Morphological Errors' Percentage

NO	Classification of Morphological Errors	Number of Error	Percentage (%)
1	Derivational Errors	42	13,86%
2	Inflectional Errors:		
	Indefinite Article Incorrect	13	4,29%
3	Possessive Case Incorrect	14	4,62%
4	Third Person Singular Verb Incorrect	9	2,97%
5	Plural Noun Incorrect	39	12,87%
6	Simple Past Tense Incorrect	176	58,09%
7	Past Participle Incorrect	9	2,97%
8	Comparative Adjective/Adverb Incorrect	1	0,33%
	TOTAL	303	100%

According to the mentioned table 3.2 above, it shows some percentages of each types of morphological errors based on Linguistics Category Taxonomy. It is started by Derivational Errors with result as (13,86%), Inflectional Errors that is parted as; Indefinite Article Incorrect (4,29%), Possessive Case Incorrect (4,62%), Third Person Singular Verb Incorrect (2,97%), Plural Noun Incorrect (12,87%), Simple Past Tense Incorrect (58,09%), Past Participle Incorrect (2,97%), and

Comparative Adjective/Adverb Incorrect (0,33%) with total of the errors is 303 errors.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER IV

CONCLUSION & SUGGESTION

4.1 Conclusion

This research focused on linguistics, specifically about morphological errors. Those errors are divided into two major morphemes; inflectional morpheme and derivational morpheme. Linguistics Category Taxonomy is the errors' types that are separated as their own classification, which derivational errors is on its own, as for inflectional errors, it has branches that are Indefinite Article Incorrect, Possessive Case Incorrect, Third Person Singular Verb Incorrect, Plural Noun Incorrect, Simple Past Tense Incorrect, Past Participle Incorrect, and Comparative Adjective/Adverb Incorrect.

All those errors are gotten from first year students in intensive writing class during final examination. The researcher found out each percentage of different categories or types of morphological errors. As for Derivational Errors had (13,86%), Inflectional Errors that is divided into Indefinite Article Incorrect (4,29%), Possessive Case Incorrect (4,62%), Third Person Singular Verb Incorrect (2,97%), Plural Noun Incorrect (12,87%), Simple Past Tense Incorrect (58,09%), Past Participle Incorrect (2,97%), and Comparative Adjective/Adverb Incorrect (0,33%) with the overall of the errors is 303 errors.

The highest type's percentage of morphological errors is Simple Past Tense that gained (58,09%), meanwhile the lowest type is Comparative Adjective/Adverb Incorrect by getting (0,33%) only. So, it can be concluded that

most of students still have lack of knowledge in Simple Past Tense and have high understanding in Comparative Adjective/Adverb.

4.2 Suggestion

Teacher should pay more attention towards students' knowledge in grammar, especially the simple past tense one because the researcher found the students had made the highest morphological errors on that kind of tense. They still cannot differentiate the use of simple past tense in sentence.

Beside the simple past tense error, teacher also need to provide more learning about how to write paragraph properly, because students still have problem with writing by considering the paragraph and most likely in deciding the topic sentence. The students have no idea the length of paragraph and write absurd words on their writing.

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