MORPHOLOGICAL AND SYNTACTIC ERRORS FOUND IN ENGLISH COMPOSITION WRITTEN BY THE STUDENTS OF DAARUT TAQWA ISLAMIC BOARDING SCHOOL KLATEN

A Research Paper
Submitted by:
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S200 110 022

Submitted as Partial Fulfillment
to Gain Magister Degree in English Language Education

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UNIVERSITAS MUHAMMADIYAH SURAKARTA
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Bismillahirrahmanirrahim

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Judul  : Morphological and Syntactic Errors Found in English Composition
Written by the Students of Darur Taqwa Islamic Boarding School

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The Director of Graduate Program of
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Surakarta, 21st October 2015

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Second Advisor

Dr Dwi Haryanti M.Hum
MORPHOLOGICAL AND SYNTACTIC ERRORS FOUND IN ENGLISH COMPOSITION 
WRITTEN BY THE STUDENTS OF DAARUT TAQWA ISLAMIC BOARDING SCHOOL
KLATEN

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ABSTRACT

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself. This research focuses on errors in narrative English writing written by the students of grade five of KMI Islamic boarding school in Klaten (equal with grade eleven of senior high school) in order to know their classification of errors. The errors found in this research are classified into morphological and syntactic errors as the result of their effort to study the target language. The findings of the research show that the students create more errors in syntax rather than in morphology with different sources of errors, those are: language transfer, strategies of second language learning and overgeneralization. The findings also show that overgeneralization is the biggest source of errors, followed by strategies in second language learning and the least is language transfer. Based on the findings found in this research, it is hoped that it would trigger other researchers to build up further discussion and research on errors in this subject with the broader aspect and different subjects.

Keywords: Error analysis – Morphological error – Syntactic error – narrative text

1. Introduction

In Indonesia people speak many local languages besides they also speak their national language, the bahasa Indonesia. They can easily shift from local language to Indonesian language because of the similarities between them. Even though their native tongue is their local language but they seem not to have problem in using the national language in their daily life. They can still be credited as the native speakers of Indonesian language regardless of their local language.

When they begin to learn foreign language particularly English, the situation is not just the same. Learning English as foreign language is not easy. It needs hard work and curiosity to reach the intended goal. Often times in learning this foreign language, they encounter some problems. Not only in Indonesia, but also in any other country the non-native speakers of English who learn English will face the problems. Before learning English, usually they have their strong first language system. The remaining language system to certain extent will influence the language system of the target language.
In the process of expressing the language they are found to create mistakes and errors. In this study the researcher is eager to study the students’s errors in this interlanguage phase. Errors are different from mistakes. Mistakes happen when someone creates improper expression due to memory limitation, fatigue or emotional strain. The speaker is actually able to correct his/her improper expression. When the speaker creates improper expression due to imperfect competence in the target language then it is called an error.

Error analysis is the first approach to the study of the second language acquisition which includes an internal focus on learner’s creative ability to construct language (Saville-Troike, 2006:38).

This research is conducted to answer the following questions:

a. What are the morphological errors found in the students’ narrative composition?
b. What are syntactic errors made by those students?
c. What is the frequency of each type of error?
d. What are are the sources of errors found in their composition?

2. Review of Related Literature

Lea Gustillo and Carlo Magno (2012) studied the sentence-level errors of students at three proficiency levels and the aspect of writing. They said that error was one of the most unavoidable things in the world. In their research they found that all students committed errors regardless of their proficiency level. However, high proficient students made less errors compared to those the mid and low levels.

Summaira Sarfraz (2011) studied errors made by Pakistani students to know further about the occurrence of two types of errors: interlanguage error and mother tongue interference. The study showed that the majority of errors were grammatical resulting from interlanguage process.

Rohan Abeywickrama (2010) studied the errors analysis in English writing of Sinhala undergraduates in Srilangka. The finding of his study showed that the highly objective nature oriented investigation reflects negative first language transfer/ interference is not the major cause for error in the English composition that were written by Sinhala students.

Joel R.Tetreault and Martin Chodorow (2008) examined the ups and downs of preposition error. The objective of the research was to find out how the ups and downs of preposition error happen in their writing production. They took the steps of the procedure by processing, dividing, combining the samples into an annotation set, judging, calculating and using the values to calculate precision.

Dominika Uhrikova (2011) tried to focus the paper on some errors recurring throughout second-language written texts by proficient Slovak writers. The findings corroborated her conviction that elimination of error was impossible without proper
and explicit knowledge of the difference between the learner’s first language and second language.

3. Theoretical Background

People speak their mother tongue for the first time. After that they may want to start learning other language. When they begin to learn the second language, they will usually create errors. Errors are inevitable and can be considered as positive things in the process of second language acquisition. Linguists see errors as the important aspect to be analyzed. Even for the first time error was considered to be really avoided as suggested by behaviorism who regarded error as obstacle in language learning (Lopez, 1999:169), the recent linguists see error with different perspective. In the two decades between 1940s to 1960s contrastive analysis was developed. The theory assumed that learners’ errors were caused by the difference between the first language and their second language (Fauziati, 2009: 156). In 1970s error analysis became more popular and got important position in applied linguistic.

Error analysis is a type of linguistic analysis that focuses on the errors that learners make. It consists of comparison between the errors made in the target language and the target language itself. Pit Corder, the “father” of error analysis changed the previous linguists idea that error should be eradicated. Corder said that errors are important for learners themselves. Errors are indispensable, because making error can be regarded as a device the learner uses in order to learn.

Error analysis is the first approach to the study of second language acquisition which includes an internal focus on learner’s creative ability to construct language (Saville-Troike, 2006:38). The primary focus of error analysis is on learners’ errors and the evidence of how learner’s effort could provide an understanding of the underlying processes of second language learning. Learners’ errors are windows into the language learner’s mind, since they provide evidence for the system of language which a learner is using at any particular point in the course of second language development and the strategies or procedures the learner is using in discovery of language. Pit Corder (1978) has given error analysis new dimension by answering to the question of first and second language acquisition process the same or not.

In order to reach the intended goals, Corder (1978:126) proposed the procedure basically consisted of three major stages: recognition, description and explanation of errors. These stages were subsequently elaborated by Sridhar (1980:103) into: collection of data, identification of error, classification into error types, statement of relative frequency of error types, identification of the areas of difficulty in the target language and therapy or remedial lessons.

To conduct the analysis, the researcher classifies the error according to language components: morphology and syntax. Morphology is scientific study about word structure and formation rules. Morphology is the study of internal structures of words and how they can be modified (Somroo, 2011). Crystal (1991:20) gives the definiton of it as the study of word structure and how they can be modified, while Bloomfield (1995: 200) argued that morphology is to relate construction of words and parts of words.
Syntax is the study about various aspects of how sentences are formed and how they are understood (Stockwell, 1977:1). Syntax is the study of language structure and word order. It is concerned with the relationship between units at the level of words or morphology. Chomsky (1971:110) says that syntax is the study of the principles and process by which sentences are constructed in particular language.

The choice of narrative genre for the object of the study from the students’ composition simply with the consideration that students are familiar with that genre since the first time they studied English. This type tells a story. The purpose is to present a view of the world that entertains or informs the readers. It is related to the recount text (Anderson, 1997:6).

In this research the sources of errors as paradigm to analyze the errors are: language transfer, strategy of second language learning and overgeneralization as proposed by Selinker (Abi Samra, 2007:9)

4. Research Method

This study is a descriptive qualitative research. Dornyei (2009: 241) says that in general, qualitative research suggests just the opposite of quantitative research. It often involves data collection procedures that result in open-ended, non-numerical data which is then analyzed by non statistical method. While Brown as cited by Fauziati (2009:241) says that qualitative research is often associated with hypothesis generating and developing an understanding. It is inductive in nature, that is, it collects the data through observation and then comes up with a theory to account for the data. It looks for the hypotheses theories which can explain the data collected or the facts which are observed. Thus, it does not decide in advance what variables will be important. Instead, it attempts to describe as fully as possible what is being observed. In this sense, qualitative research is interested more in the process, eg. what actually goes on in the classroom.

The object of this research are sentences containing errors taken from the narrative composition written by the students of Daarut Taqwa Islamic boarding school in Klaten who sit in grade five of Kulliyatul Mu’allimien al Islamiyyah (grade eleven of senior high school). The researcher takes 14 students who write several texts within six months from November 2013 to April 2014.

During the process of the research, the researcher uses elicitation method. He first gives explanation to the students about writing narrative text, then he gives them assignment to write the composition. After that the researcher reads every composition, identifies the errors and classifies them and then analyzes those errors.

In technique of analyzing the data, the researcher uses the procedure of Brown (1980) that is error identification, error classification and error explanation.
5. Result
A. Morphological Errors

After analyzing all data, the researcher finds 338 errors, 138 of them belong to morphological errors. The errors of morphology are found in bound morphemes as well as in free morphemes.

The students make errors by omitting bound morphemes (-s/es) as plural marker.

a) All student in the boarding school...

All students in the boarding school...

b) After holiday around three week...

After holiday around three weeks...

In the sentences above, the students are not able yet to differentiate between the singular and plural. They simply omit bound morphemes (-s/es) ending of the plural marker.

The students make errors by omitting bound morphemes (-s/es) as the third person singular marker.

a) My sister sit in class 2 of senior high school

My sister sits in class 2 of senior high school

b) If I steal and the prophet ask to me ...

If I steal and the prophet asks to me ...

In the sentences above, the students are not able either to differentiate between the third singular with other pronouns as they just omit the (-s/es) from the verbs sit and ask.

In free morphemes, the errors are found in the forms of: false friend (similar in meaning, similar in form and literal translation) and misspelling.

a) We don’t serve them to fight

We don’t agree with them to fight

b) Since fortnight we waited for the holiday

Since two weeks ago we waited for the holiday

In this case, the students choose inappropriate words to express what they have in mind. The word serve and fortnight in those two sentences should be susbtituted by suitable words, they are agree with and two weeks ago. Here, the students see the words similar in meaning but actually they are different.

a) Do you promise me to leave lieness?

Do you promise me to leave the lie?

b) He is ten son from eleven brothers

He is the tenth son from eleven brothers

In the sentences above, the students use incorrect words which sound the same in the form but are actually inappropriate. The word lieness does not exist in English but
it should be *the lie* and the word *ten* is incorrect in this context because it should be substituted by ordinal number *the tenth*.

a) I invite you *to be lost* *his cry* but you make him cry more
   I invite you *to wipe out* *his cry* but you make him cry more
b) *For pregnant* you in my stomach is free...
   *The fee to bear you in my womb* is free...

The students translate the sentences literally which result in errors. The choice of the words *to be lost* are inappropriate due to literal translation that the students make, they should be changed by other word as *wipe out* to indicate the correct meaning. The second choice of words *for pregnant* is not suitable either to be put in that context. The students mean in Indonesian *mengandungmu*. The correct translation should be *the fee to bear you in my womb*.

The last category of free morphemes error is misspelling as in the following.

a) I will *invait* them to visit Pangandaran beach
   I will *invite* them to visit Pangandaran beach
b) I think it is not *enought*  
   I think it is not *enough*

The students create errors in writing some words. The spelling is not accurate, sometimes they add one or more letters, change one alphabet with other one or omit the letter which actually should exist.

B. Syntactic Errors

Out of 338 errors, 200 errors belong to Syntactic errors which comprise on To Be, Verb, Article, Preposition, Subject, Pronoun and Noun.

The errors of using To Be are found in three categories: omission of Be in passive voice, omission of Be as predicate and addition of Be in the present tense.

a) Yusuf *taken* out from the well
   Yusuf *was taken* out from the well
b) ... and said to their father Yusuf *eaten* by wolf
   ... and said to their father that Yusuf *was eaten* by wolf

In this case the students make error not to insert To Be before verb which indicates passive form.

a) *She my cousin* from uncle
   *She is my cousin*

b) Today I feel very hot because *now dry season*
   Today I feel very hot because *now is dry season*

The students create error not to insert To Be between subject and its predicate.
a) ...but *I am bring* Salak one box  
...but *I bring* one box of zalacca fruit  
b) *I am and my friends* break in the dormitory  
*I and my friends have* the break in the dormitory

The problem of the sentences above is because the students add Be which should not exist in the present tense.

In using Verb, the errors are found in: omission of verb as predicate, the use of verb 2 instead of verb 1, the use of verb ing instead of verb 0 and the use of verb 1 instead of verb 2.

   a) *I am and my friends break* in the dormitory  
      *I and my friends have the break* in the dormitory  
   b) *...because they are longing to saw sunrise*  
      *...because they are longing to see sunrise*  
   c) *We playing* football in the noon  
      *We play* foot in the noon  
   d) *The dog ran away because he feel sick*  
      *The dog ran away because he felt sick*

The first sentence is incorrect because it omits the verb before the word *break*. This word is not a verb but a noun that needs verb *have*.

The student creates error in second sentence where he uses verb *to saw* instead of *to see* to indicate verb 1. In the third sentence the error happens because the student uses verb ing *playing* instead of verb *play* which indicates a simple present tense. The last sentence is incorrect because the student uses verb 1 *feel* instead of verb 2 *felt* which indicates an activity happened in the past.

In using Article the errors are found in omission and also addition of article.

   a) *She is girl*  
      *She is a girl*  
   b) *...in the my boarding school*  
      *...in my boarding school*

The first sentence is incorrect because it is lack of article *a* before the word *girl*. The student just omits it and thinks it is not essential.

The second sentence is also inappropriate due to the addition of article *the* before the word *my*. It sounds weird and grammatically incorrect.

In using Preposition, the errors are found in the following: misselection of preposition, omission of preposition and addition of preposition.

   a) *We started our tour in Monday*  
      *We started our tour on Monday*  
   b) *My friend came to place my job*
My friend came to the place of my job  
c) ...because they want to explore of mountain  
...because they want to explore mountain

The students create error in those 3 sentences. In the first sentence, the error happens because they use incorrect preposition. The use of correct preposition to show the day is on not in. The second is wrong because they omit the preposition of before the word my job and the last sentence is incorrect because they add preposition of before mountain which actually should not exist.

In subject, there are two categories of errors: omission of subject and addition of subject.

a) Before arrived at home, Joko invited Fendi to buy meatball  
Before they arrived at home, Joko invited Fendi to buy meatball
b) My family they were sleeping when I watched TV  
My family were sleeping when I watched TV

The error in the first sentence is due to omission of subject they before the verb arrived and the second sentence is erroneous because the students add another subject which should not exist.

The error of Pronoun is found in substituting one function with another function of pronoun.

a) ... so we grow to eat who is after we  
... so we grow to eat who is after us
b) Many people go home to them village  
Many people go home to their village

The students create error by using improper pronoun. In the first sentence, they should actually use us not we which indicates the object. The second sentence is incorrect because the students use the word them. They should use the word their because it indicates possessive pronoun.

The last category is error in Noun. The errors happen in substituting noun with adjective and misordering noun phrase.

a) Her religion is Christian  
Her religion is Christianity
b) We can become athlete professional  
We can become professional athlete

The problem of the sentences above is because the students use the adjective Christian, whereas they should use noun Christianity in the first sentence, while in the second sentence they invert the position of adjective professional after the word athlete. The correct one should be professional athlete
Table 5.1
Table of The Frequency

<table>
<thead>
<tr>
<th>Component of Errors</th>
<th>Number of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. MORPHOLOGICAL ERRORS</td>
<td>138</td>
<td>40,83%</td>
</tr>
<tr>
<td>1) Bound Morphemes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Bound Morphemes (-s) or (es) as plural Marker</td>
<td>14</td>
<td>4,15%</td>
</tr>
<tr>
<td>b) Omission of Bound Morphemes (-s) or (es) as Third Person Singular marker</td>
<td>10</td>
<td>2,96 %</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1,19 %</td>
</tr>
<tr>
<td>2) Free Morphemes</td>
<td>124</td>
<td>36,68%</td>
</tr>
<tr>
<td>a) False Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Similar in meaning</td>
<td>28</td>
<td>8,28%</td>
</tr>
<tr>
<td>(b) Similar in form</td>
<td>12</td>
<td>3,55%</td>
</tr>
<tr>
<td>(c) Literal Translation</td>
<td>9</td>
<td>2,66%</td>
</tr>
<tr>
<td>b) Misspelling</td>
<td>75</td>
<td>22,19%</td>
</tr>
<tr>
<td>b. SYNTACTIC ERRORS</td>
<td>200</td>
<td>59,17%</td>
</tr>
<tr>
<td>1) TO BE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Omission of Be in passive voice</td>
<td>60</td>
<td>17,75%</td>
</tr>
<tr>
<td>b) Omission of BE as Predicate (Copula BE)</td>
<td>3</td>
<td>0,89%</td>
</tr>
<tr>
<td>c) Addition of BE in the present tense</td>
<td>34</td>
<td>10,06%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>6,8%</td>
</tr>
<tr>
<td>2) VERB</td>
<td>65</td>
<td>19,23%</td>
</tr>
<tr>
<td>a) Omission of Verb as Predicate</td>
<td>8</td>
<td>2,36%</td>
</tr>
<tr>
<td>b) The use of Verb 2 instead of Verb 1</td>
<td>4</td>
<td>1,19%</td>
</tr>
<tr>
<td>c) The use of Verb ing instead of Verb 0</td>
<td>11</td>
<td>3,25%</td>
</tr>
<tr>
<td>d) The use of Verb 1 instead of Verb 2</td>
<td>42</td>
<td>12,43%</td>
</tr>
<tr>
<td>3) Article</td>
<td>16</td>
<td>4,74%</td>
</tr>
<tr>
<td>a) Omission of Article</td>
<td>13</td>
<td>3,85%</td>
</tr>
<tr>
<td>b) Addition of Article</td>
<td>3</td>
<td>0,89%</td>
</tr>
</tbody>
</table>
### Preposition Errors

<table>
<thead>
<tr>
<th>Preposition Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Misselection of Preposition</td>
<td>29</td>
<td>8.58%</td>
</tr>
<tr>
<td>b) Omission of Preposition</td>
<td>17</td>
<td>5.03%</td>
</tr>
<tr>
<td>c) Addition of Preposition</td>
<td>8</td>
<td>2.36%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1.19%</td>
</tr>
</tbody>
</table>

### Subject Errors

<table>
<thead>
<tr>
<th>Subject Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Omission of Subject</td>
<td>13</td>
<td>3.85%</td>
</tr>
<tr>
<td>b) Addition of Subject</td>
<td>4</td>
<td>1.19%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>2.66%</td>
</tr>
</tbody>
</table>

### Pronoun Errors

<table>
<thead>
<tr>
<th>Pronoun Type, Substituting function with another function of pronoun</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substituting one function with another function of pronoun</td>
<td>6</td>
<td>1.77%</td>
</tr>
</tbody>
</table>

### Noun Errors

<table>
<thead>
<tr>
<th>Noun Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Substituting noun with adjective</td>
<td>11</td>
<td>3.25%</td>
</tr>
<tr>
<td>b) Misordering noun phrase</td>
<td>3</td>
<td>0.89%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>2.36%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>2.11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Errors</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>338</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Table 5.2: Percentage of Error Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntax</td>
<td>59.17</td>
<td></td>
</tr>
<tr>
<td>Morphology</td>
<td>40.83</td>
<td></td>
</tr>
</tbody>
</table>
C. Sources of Errors

In this research, the researcher finds the sources of the students errors in three categories: language transfer, strategy of second language learning and overgeneralization.

In language transfer there are 49 errors. The students develop a strategy in their mind which is called as language transfer. This strategy can be a positive strategy which results in correct sentence, but it can also become negative strategy which yields in incorrect sentence. The negative transfer is in the level of vocabulary, phrase and sentence.

At the level of vocabulary the source of error is found like in the following example:

a) Who is growing zaitun oil
   Olive tree

b) and they live in Mesir together
   Egypt

At the level of phrase the examples are:

a) He walked without careful then slip into the hole

   He walked carelessly then slipped into the hole
b) And I have **friendship namely Arai**

And I have **a friend whose name is Arai**

And at the level of the sentence the examples are:

a) I had finished **to work** the jobs that my mother gave to me

I had finished **to do** the jobs that my mother gave to me

b) Then I **looked** in the kitchen there was fire

Then I **saw** in the kitchen there was fire

In overgeneralization there are 200 errors which is the highest among the three sources of errors. Overgeneralization is one of students’ strategy to express the target language using linguistic knowledge they have known before. The errors happen because they overgeneralize all grammatical forms which actually should be changed or modified. Overgeneralization is found in using article, To Be, verb forms, and overgeneralization in using word with similar meaning or similar form.

a) Suddenly there was voice **through** kitchen

Suddenly there was voice **from** the kitchen

b) All students **disappointed** in this condition

All students **were disappointed** with that condition

c) And we **can’t swimming** there

And we **can not swim** there

d) He saw the **mouse deer fathom**

He saw the trace of the **mouse deer foot**

All of the four sentences use overgeneralization in expressing the idea. The first is overgeneralization in using article, the second is in using To Be, the third is in using verb forms and the last in using word with similar meaning or form.

The last source of error is the strategy of second language learning which has 89 errors. The strategy is done by students in their effort to express English by reducing the complicated structure of English with a new structure which they suppose to be simple. When it is done, the error happens because they do not reach the standard of correct English sentence. The strategy is found in omitting (s/es) as plural marker and omitting (s/es) in simple present tense for singular third person pronoun in affirmative sentences. The followings are the examples:

a) all **student** in the boarding school

**students**

b) After holiday around three **week**

**weeks**
The two sentences show how the students create error because they oversimplify the bound morphemes (-s/es) as plural marker.

**Table 5.4**

**Percentage of Sources of Errors**

<table>
<thead>
<tr>
<th>No</th>
<th>Sources of Errors</th>
<th>Quantity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language Transfer</td>
<td>49 errors</td>
<td>14.50%</td>
</tr>
<tr>
<td>2</td>
<td>Strategies of Second language learning</td>
<td>89 errors</td>
<td>26.33%</td>
</tr>
<tr>
<td>3</td>
<td>Overgeneralization</td>
<td>200 errors</td>
<td>59.17%</td>
</tr>
</tbody>
</table>

D. Conclusion

Viewed from the perspective of grammar, the errors are found in morphology and syntax. The morphological errors are in bound and free morphemes. The errors in bound morphemes reach 14 errors or 4.15% while the errors in free morphemes reach 124 errors or 36.68%, so the total number of morphological errors is 138 errors or 40.83%. The syntactic errors reach 200 errors or 59.17% of all errors. The syntactic errors are found in To Be with 60 errors or 17.75%, verb with 65 errors or 19.23%, articles with 16 errors or 4.72%, Preposition with 29 errors or 8.58%, subject with 13 errors or 3.85%, pronoun with 6 errors or 1.77% and the last is noun with 11 errors or 3.25%.

Viewed from the sources of errors, overgeneralization is the highest with 200 errors or 59.17%, then strategy of second language learning with 89 errors or 26.33% and the last is language transfer or 49 errors or 14.50%. The findings of the research show that the students of Daarut Taqwa Islamic boarding school are still confronted with difficulties in morphology and syntax as they still create a lot of errors.
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