



**AN ANALYSIS OF INFLECTIONAL MORPHEME ERRORS
FOUND IN ENGLISH STUDENTS' THESIS PROPOSAL**

THESIS

*Submitted to English Teaching Department of Faculty of Tarbiyah
and Teachers Training of UIN Mahmud Yunus
Batusangkar
as A Requirement for Obtain Bachelor Degree
in English Teaching*

AIDIL FITRA
Reg No. 1630104004

**ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN MAHMUD YUNUS BATUSNGKAR**

2022

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : Aidil Fitra
NIM : 1630104004
Jurusan : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi yang berjudul “An Analysis of Inflectional Morpheme Errors Found in English Students’ Thesis Proposal” adalah hasil karya sendiri bukan plagiat kecuali yang dicantumkan sumbernya.

Apabila dikemudian hari terbukti bahwa karya ilmiah ini plagiat, maka saya bersedia menerima sanksi sesuai dengan ketentuan perundang-undangan yang berlaku.

Demikian surat pernyataan ini dibuat dengan sebenarnya untuk digunakan sebagaimana semestinya.

Batusangkar, Agustus 2022

Saya yang menyatakan,

Aidil Fitra
NIM:1630104004

THESIS ADVISOR'S APPROVAL

The thesis advisor of AIDIL FITRA, 1630104004, entitled: “**AN ANALYSIS OF INFLECTIONAL MORPHEME ERRORS FOUND IN STUDENTS’ ENGLISH THESIS PROPOSAL**” approves that be mentioned thesis fulfilled the requirements to proceeds the thesis examination.

This approved is granted and used appropriately.

Batusangkar, 25 Juli 2022

Advisor

A handwritten signature in black ink, appearing to be 'Hendra Eka Putra', written over a horizontal line.

Hendra Eka Putra, M.Pd.

NIP. 19760924 200710 1 003

THESIS EXAMINERS' APPROVAL

This thesis was written by AIDIL FITRA, Reg. No. 1630104004, entitled: **“AN ANALYSIS OF INFLRCTIONAL MORPHEME ERRORS FOUND IN ENGLISH STUDENTS' THESIS PROPOSAL”** has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of UIN Mahmud Yunus Batusangkar on Thursday, August 1st 2022 and approved to be accepted as requirement to obtain Bachelor Degree in Teaching English.

No	Names	Position	Date	Signature
1	Suyono, M.A, Ph.D NIP. 19720403 200003 1 005	Examiner 1		
2	Rahmawati, M.Pd. NIP. 19700928 200501 2 009	Examiner 2		
3	Hendra Eka Putra, M.Pd NIP. 19760924 200710 1 003	Advisor		

Batusangkar, August 2022

Approved by,
Dekan of Tarbiyah and
Teacher Training Faculty
State Islamic University
(UIN) of Mahmud Yunus
Batusangkar

Dr. Adripen, M.Pd
NIP. 19650504 199303 1 003

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin. All the praises be to Allah SWT, the Lord of 'Alamin. First and foremost, researcher praise and send her great gratitude to Allah SWT who always gives His generous grace and extraordinary blessing in completing her thesis entitled "AN ANALYSIS OF INFLECTIONAL MORPHEME ERRORS FOUND IN ENGLISH STUDENTS' THESIS PROPOSAL". Then, he wants to send prayers and greetings to great prophet Muhammad SAW who is the best messenger for all people throughout the world.

This thesis is written as one of the requirements to get a Bachelor's degree (S.1) from UIN Mahmud Yunus Batusangkar's English Language Teaching Department. In completing this thesis, the researcher has been assisted by many people to whom he is very grateful. First, he would like to thank several people who have provided special guidance and assistance. He wants expressed his deepest gratitude to Mr. Hendra Eka Putra, M.Pd as advisor who provided assistance, guidance and suggestions in the process of writing this thesis so that he can finish it. Second, he would like to express his special thanks to Mr. Suyono, MA, Ph.D.and Mrs. Rahmawati, M.Pd as munaqasah examiners, who gave suggestions, criticism, additional information for better thesis writing, and he wants expressed his thankful for English students who gave her/his thesis proposal as document for this research.

The researcher also thanked to Mrs. Dr. Suswati Hendriani, M.Pd., M.Pd, as academic advisors who always guide and provide advice for academics world and has given her knowledge and guided until this period. Then, he also thanked the staff of the English teaching department Mr. Syahrur Ramli, S.Pd, M.I who helped his enter administration during the writing of this thesis. Special thanks to the head of LPPM of UIN Mahmud Yunus Batusangkar, DR. H. Muhmmad Fazis, M.Pd who gave it recommendation for conducting this research. Then, deep appreciation is addressed to Mr. Prof. Dr. Marjoni Imamora, M. Sc as the rector of UIN Mahmud Yunus Batusangkar.

Next, from the deepest of her heart, researcher wants to express her gratitude to loving mother (Ernida) and father (Sudirman), also dear brother and

sister (Doni Sangra Buana, Dona Sangra Dewi and Syamsul Answar) who has been many sacrifice both physiologically and financially in supporting his studies that always encourage and motivate researcher, without it maybe this thesis will not be done as it is.

Special thanks to beloved best fiends (Nelvi Zuliani, Nadila Afrianis, Mutiara Ikhsani, Junita Kasma Ayu, Ariska Ade Putra and Refky Rahmat) and his friends from English Teaching department TBI A, B, C students in 2016 academic year who always support him. Finally, he thank so much to anyone who has encourage him in completing this thesis.

Batusangkar, 25 Juli 2022

The Researcher,

A handwritten signature in black ink, appearing to read 'Aidil Fitra', with a horizontal line extending from the bottom of the signature.

AIDIL FITRA

Reg. 1630104004

ABSTRAK

AIDIL FITRA, NIM 1630104004, Judul Skripsi : “AN ANALYSIS OF INFLECTIONAL MORPHEME ERRORS FOUND IN ENGLISH STUDENTS’ THESIS PROPOSAL” Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Penelitian ini dilatar belakangi oleh banyaknya mahasiswa yang masih mengalami kesalahan dalam penulisan proposal skripsi yang salah satunya dalam penggunaan *inflectional morpheme*. Adapun tujuan dari penelitian ini adalah untuk mendeskripsikan kesalahan apa saja yang ditemukan dalam penulisan skripsi dan pendistribisian kesalahan yang berhubungan dengan *inflectional morpheme* dengan menggunakan *error analysis surface strategy taxonomy*.

Jenis penelitian ini adalah kualitatif dengan pendekatan analisis dokumen, data yang digunakan adalah dokumen berupa proposal skripsi mahasiswa tadris bahasa Inggris di UIN Mahmud Yunus Batusangkar sebanyak 8 dokumen. Dalam meneliti dokumen, peneliti hanya focus pada 3 jenis *inflectional morpheme* yaitu *plural*, *third person singular* dan *past tense*. Setelah menemukan kesalahan peneliti mengkategorikan kesalahan tersebut menggunakan teori *Dulay* yaitu *omission*, *addition*, *misformation* dan *misordering*. Dari hasil analisis data dapat ditarik kesimpulan bahwa terdapat 3 jenis kesalahan pada 3 jenis *inflectional morpheme* yaitu *omission* yang ditemukan terjadi sebanyak 47 kali (55. 95%). *Misformation* terjadi sebanyak 24 kali (28.57%). Dan *addition* sebanyak 13 kali (15. 47%).

TABLE OF CONTENTS

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI.....	ii
THESIS ADVISOR’S APPROVAL	iii
THESIS EXAMINER APPROVAL.....	iv
ACKNOWLEDGEMENT	v
ABSTRAK.....	viii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF APPENDICES.....	xi
CHAPTER I: INTRODUCTION.....	1
A. Background of The Problem.....	1
B. Focus and Question of the Research	6
C. Definition of Key Terms.....	6
D. Purpose of the Research	6
E. Significance of the Research.....	7
CHAPTER II: REVIEW OF RELATED LITERATURE	7
A. Review of Related Theories.....	7
1 .Writing.....	7
2. Thesis Proposal	9
3 .Morpheme.....	12
4. Inflection Morphemes Error	16
B. Review of Relevant Studies.....	28
CHAPTER III:RESEARCH METHODOLOGY30	
A. Research Design.....	30
B. Data and Data Source	30
1. Data	30
2. Data Source	31
C. Technque of the Data Collection.....	31
1. Research Instrument	31
D. Checking the Data Trustworthiness	32
E. Techniques of Data Analysis	32
CHAPTER IV: FINDING AND DISCUSSION.....	34

A. Research Finding.....	34
B. Discussion.....	49
CHAPTER V: CONCLUSION AND SUGGESTION	52
A. CONCLUSION.....	52
B. SUGGESTION.....	52
BIBLIOGRAPHY	50
APPENDICES.....	52

LIST OF TABLES

Table 1: The sample of noun adding suffix “es”	17
Table 2: the sample of noun adding suffix “s”	17
Table 3: the sample of noun adding suffix “ies”	18
Table 4: the sample of adjective end in “e”	22
Table 5: the sample of adjective end in “y”	22
Table 6: the sample of adjective end in “consonant and has single vowel”	23
Table 7: types of inflectional morphemes according to Bojars and Buridge	23
Table 8: the sample of regulation error	26
Table 9: the sample of simple addition error	27
Table 10: surface strategy taxonomy according to dulay	31
Table 11: type of error according to surface strategy taxonomy	34
Table 12: inflectional morpheme errors based on surface strategy taxonomy	36
Table 13: the distribution of inflectional morpheme errors	48

LIST OF APPENDICES

APPENDIX 1: Sample of English Students' Thesis Proposal	57
APPENDIX 2: Types of Error Based on Surface Strategy Taxonomy	92
APPENDIX 3: Types of Inflectional Morphemes Error	95
APPENDIX 4: Surat Izin Penelitian	102

CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is one important skill in learning English. In writing the students can express their ideas, opinions, feelings and other in form writing. Through writing, the students can sharing ideas, feelings, persuading and convincing others. It means, with writing the student can share and give some information about something to the reader. In other words, writing is the way to communicate by expressing ideas, feelings and opinions in written form.

Writing, as a necessary component of human life, allows people to share information with others. People must use their hand, eyes, and intellect to write down their thoughts, feelings, or ideas in order to convey them (Raimes, 1983, p. 2). As a result, writers must keep their eyes open while writing, use their brains to guess new words, and use their hands to put the words together into sentences

Content, vocabulary, structure, language, and mechanics are five factors to consider when writing (Tribble, 1996, p. 130). In this context, the term "content" refers to the material, which should express the theme. In terms of language, the writer should select words that are appropriate to the subject matter. Organization implies that the material must be coherent. The writer, Mechanic, must be aware of proper spelling, punctuation, and capitalization. In this context, language refers to grammar; the writer must apply accurate grammar in the form of a syntactic pattern to create a writing with clear meaning and understandability. Grammar is the most important aspect of language.

By considering factors above, it will help the students to write a good writing especially for thesis proposal with applying criteria of good writing such as, content/ ideas, organization, grammar/ structure, word choice / word form and mechanics. To make thesis proposal as a good writing, the students

should have skill about how to write in English and also need knowledge about criteria of good writing.

A thesis proposal is normally in the written form. The purpose is to convince a funding source, reviewers, or other parties that the researcher can deliver a product, i.e. answer the research questions. Ross (2006) (Purnawan) states that a researcher through his written proposal has to be able to convince others that he understands the issue, is familiar with what has been done in that area, can identify what is missing, and can do the work and deliver a high quality product. Those points characterize a good proposal, in the sense that it reflects a logic, methodologically correct, and easy-to-follow flow of research from the beginning to the final stage.

The quality of a research proposal depends not only on the quality of a proposed project, but also on the quality of a student's proposal writing. A research project may run the risk of rejection simply because the proposal is poorly organized, poorly written, carelessly prepared or because students fail to follow formatting instructions.

The most common mistake found in research proposals is wordiness. All writing should be as terse and informative as possible. However, conciseness in expression is not readily achieved, in particular not by inexperienced students. The use of jargon should be avoided (Blanco & Lee, 2012). The students emphasize the importance of using a scientific writing style and scientific language instead of a casual writing style. Poor language skills as well as inappropriate or irrelevant vocabulary could also impact negatively on the quality of a research proposal.

As mentioned by Victoria Fromkin "In our sense, the grammar consists of everything speakers know about their language - the sound system, known as phonology; the system of meaning, known as semantics; the rules of word formation, known as morphology; and the guidelines of sentence formation, known as syntax. It's also includes the vocabulary of words – the dictionary or lexicon" in (Amalina, 2018, p. 3). It means, grammar includes the sound, meaning, dictionary, till formation of word and sentence. Grammar has many

regulations that the students should be concerned. The students usually make mistake when they do not mastered, for example wrong placement in using tense, punctuation, spelling and many others. One of the mistakes that the students did is adding suffix. Suffix also known as inflectional morpheme in branch of linguistic.

Morpheme is the smallest significant unit of utterance which can be related with any one particular difference within the content structure” (Jr, 1961). Morphology is the study of this case in linguistics. Morphology is a subfield of linguistics concerned with words, their basic mechanism, and how they are generated. Morphology is the study of word formation, which consists of the construction of words based on their use in sentences. As a result, morphology is one of the fields of linguistics that focuses only on words and how they are generated..

In morphology, there are types of word formation; inflection and derivation (Yule, *The Study of Language*, (4th Ed), 2010, p. 69). The distinction between derivation and inflection is seen in the placement of their word construction. Inflectional refers to word formation that make the word does not change the meaning; just change the word form suitable with the grammatical contexts (Liebere, 2009, p. 88). Inflectional word formation is form the word to distinguish grammatical word. For example nouns{-s} for plural (stars) and {-s} for genitive/possessive (star’s book), adjectives/adverbs {-er} for comparative (taller) and {-est} for superlative (tallest), verbs {-s} third person singular present tense (proves); {-ed} past tense (proved); {-ing} progressive/present participle (is proving); {-en} past participle (has proven) and (was proven).

Inflectional morpheme contrast to derivational morpheme, it creates a brand new word. Derivational morpheme is morpheme that attached to the lexeme (Victoria Fromkin and Robert Rodman, 1988., p. 132). Derivational morphemes are used to make words of various grammatical class from the root. For examples we can change a verb into noun, or adjective into adverb, such as: train become trainer and happy become happily.

Therefore, inflection means by adding the suffixes, the word formation do no longer change their meaning. as an example “hand” (noun) comes from “hand + s” which is still noun. the use of –s indicate the “hand” is plural. Derivational indicates that the added object can modify the word construction by adding suffixes or prefixes, such as "homeless" (adjective) from home (noun) + less (suffix).

According to the researcher's experiences, most students still struggled with grammar at some point during teaching and language learning process. The most frequent difficulty that students have in studying grammar is understanding English morphology, and there are many exceptions that must be learned. For example, -s/-es should be used to add third person singular inflection. There are numerous requirements that must be followed in order for it to be added by -s/-es. Past tense inflection should be supplied with –ed, however there are several exceptions related to irregular verbs that cannot be added with –ed.

Some examples of morphological inflection in English Errors in third person singular inflection, for examples : My brother usually ride his bike to high school (My brother usually rides his bike to high school), error in past tense inflection, e.g. : Rahmad and Dian study English yesterday (Rahmad and Dian studied English yesterday), errors in plural inflection, e. g: Dian have five story book (Dian have five story books), errors in comparative inflection, e. g: Joni is small than Adit (Joni is smaller than Adit), error in superlative inflection, e.g: Ade is fastest student in race (Ade is the fastest student in race), error in perfect tense inflection, e.g: My sister has already cook in the kitchen (My sister has already cooked in the kitchen), error in progressive inflection, e. g: Dian is write a letter (Dian is writing a letter), error in possessive inflection, e. g: Aidil bike is old (Aidil's bike is old), and and many others.

As a result, the differences in word structure between Bahasa and English may cause students to make mistakes or errors. However, making mistakes throughout the learning process is normal since students can't comprehend the lesson unless they try to detect and correct their mistakes. Mistake / error

occurs when students do not comprehend the grammar of the foreign language that they have acquired and because they have got several difficulties in studying foreign language and it is also caused of impact by their own language or their mother tongue.

Errors in the process of learning a new language are caused by influence from the mother tongue (Wilkins, 1980). Furthermore, each language has its own patterns and norms that target language learners must be aware of. As a result, errors in learning a foreign language, particularly English, are cases that may be difficult to avoid. People cannot learn other languages without making systematic mistakes. Furthermore, errors in language acquisition might be viewed as a sign of development and success. As a result, the students' errors demonstrate that they do not master the second language.

When talk about error, it's also talking about error analysis. The fact that learners do make errors and that errors can be observed, analyzed and classified to reveal something of the system operating within the learner led to surge of the study of the learners' error called error analysis (Brown H. D., 1980, p. 166). It indicates that error analysis is a method for monitoring, evaluating, and summarizing errors committed by the students or learners. The aim of monitoring, evaluating and characterizing errors are to categorize them based on their types.

Error analysis is a process of determining the incidence, nature, causes, and consequences of unsuccessful language, James in (Solihah, 2017). According to the statement above, error analysis is a very crucial and vital procedure for determining which areas of grammar are difficult for the students. Through error analysis, it is possible to easily discover the errors produced by the students. Therefore, the researcher wants to know the research about inflectional morpheme errors found in English students' thesis proposal entitled "An Analysis of Inflectional Morpheme Errors Found in English Students' Thesis Proposal at UIN Mahmud Yunus Batusangkar Academic Year 2021/2022."

B. Focus and Question of the Research

Based on the background of the problem above, the researcher focused his research on inflectional morpheme errors of plural (noun-s), third person singular (-s/-es), and past tense (verb -ed) that were found in students' English thesis proposal in chapter I, background of the problem. Because the background of the problem students have original writing before got advice and suggestion from the advisor. Based on the focus of research, the question of this research was formulated as follows:

1. "What kinds of inflectional morpheme errors found in English students' thesis proposal at UIN Mahmud Yunus Batusangkar related to Surface Strategy taxonomy?"
2. What is the distribution of inflectional morpheme errors?

C. Definition of Key Terms

In order to avoid misunderstanding in this proposal, the researcher defines some key terms as follows:

1. Inflectional morpheme errors mean several mistakes committed by English department students of UIN Mahmud Yunus Batusangkar in putting affixes such as past tense, plural nouns, and third person singular into the word. Those mistakes may contribute to change the meaning of that word.
2. Students' English thesis proposal mean the original scientific writing written by students before got any revise from the advisor that consists of three chapters as a requirement to conduct seminar examination.

D. Purpose of the Research

Based on the questions of the research above, the purposes of this research are describe the types of inflectional morpheme errors and the distribution of errors found in English students' thesis proposal at UIN Batusangkar Academic Year 2021/2022.

E. Significance of the Research

By doing this research, this research is expected to be useful in both theoretically and practically. Theoretically, the result of this research hopefully can describe inflectional morpheme errors found in students' English thesis proposal. Practically, this research is useful for:

1. English Students

The result of this research may give information about inflectional morpheme errors found in students' thesis proposal, especially the students of English Teaching Department of UIN Mahmud Yunus Batusangkar who are conducting thesis proposal. By knowing inflectional morpheme errors in their thesis proposal, they may master inflectional morpheme errors, so that they may minimize those errors in writing. They also can take benefit by mastering them for teaching and learning process in the future.

2. English Linguistic Lecturers

The result of this research expected to give information for English linguistics lecturers related with inflectional morpheme errors made by students who are writing thesis proposal. It is also as a way to evaluate themselves whether they are successful or not in teaching English at UIN Mahmud Yunus Batusangkar.

3. Thesis Advisor

This research may be useful for thesis advisor in helping students in writing their research after knowing inflectional morpheme errors. It is also done in order to avoid mistakes in writing thesis proposal in the future.

4. Researcher Himself

By conducting this research, the researcher can get better understanding and information about inflectional morpheme errors found in students' thesis proposal. By having knowledge of inflectional morpheme errors, he will know to share the knowledge to other students who will or are writing thesis proposal related with inflectional morpheme.

It is also very useful as a requirement to get sarjana degree (S.1) from UIN Mahmud Yunus Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Writing

a. Definition of Writing

Writing is one of basic ability in language teaching besides reading, listening, and speaking. In writing the students can explicit their thoughts, opinions, feelings and other inform writing. Through writing, the students can share thoughts, feelings, persuading and convincing the others. It means, with writing the students can share and deliver some information about something to the reader. In other words, writing is the manner to communicate by expressing thoughts, feelings and opinions in written form.

Writing is one of the ways to transmit thoughts or ideas to the other people and also the important skill in studying English, which need great investment from the students (Huy, 2015). It means, the students can enhance their creativity in sharing thoughts. besides, writing is a procedure of discovering, organizing thoughts, putting them on paper and revising them, and also writing is a procedure of transferring thoughts, emotions and opinions from writer to the reader. In writing process, the students always involve thinking ability and creative ability. Then, writing is a ability that is required in written verbal exchange. Writing is the most hard language abilties. a good writing is not always easy and can be a challenge even for the students.

Next, Ruswinarsih (2015: 12) states that —writing is one of the best ways to improve the students' ability in mastery English as a communication tool . Writing is another way of communication and interaction among the writer and the reader. It means, in writing the writer can explicit the thoughts, feelings and opinions, and it is able to make the reader understand what the writer means. Writing isn't always

only communicative ability but also productive ability that may produce a text, sentence and also paragraph.

In writing, the students can explicit the thoughts with many ways. the students can share anything that he or she want to write down such as experiences or feelings. According to Brown in (Ramadhani, 2020) writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develop naturally. It means that students need a lot of practices to master writing ability that allows you to produce an excellent text. Writing cannot be achieved in short times, it needs a few stages inside the process of writing. it is different from other abilities which may be done in short times.

Based on definition above, it is able to finish that writing is an interest to express thoughts, ideas, feelings and other things in written form. Writing is organization of thoughts and expressing ideas into sentences and paragraph. In writing, the students must be able to integrate the words to be a great sentence and good paragraph. Writing is also a form of verbal exchange that allows students to put their feelings and ideas on paper, to organize their understanding and convincing their arguments, and to convey meaning. In making good writing, the students use correct grammatical rules, vocabulary, punctuation, and don't forget the coherent

b. Aspect in Writing

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. The students can correct his error's utterances by themself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been written out, thus the students should arrange his words accurately to create an understandable message. To convey the message to the others or readers, the students must concern to the aspects of writing. Some aspects that are used in

writing are content, organization, vocabulary, language and mechanics (Tribble, 1996);

1) Content

Content refers to the material, the awareness of the main idea is referred to as content (unity). The topic sentence might be used to identify the content. The primary concept of the paragraph should be expressed in the topic sentence.

2) Organization

It refers to the arrangement of the material or its coherence. This feature refers to one primary concept to another main idea, hence the main ideas are linked together..

3) Vocabulary

In this context, vocabulary refers to selecting words that are appropriate for the material.

4) Language

Grammar is referred regarded as language. To produce a well-formed sentence, the writer must use proper grammar..

5) Mechanics

It relates to the use of visual language rules like as punctuation, spelling, and capitalization..

2. Thesis Proposal

a. Definition of Thesis proposal

A thesis proposal is a comprehensive plan for a research project. It is a written description of a research plan that has to be undertaken. It determines the specific areas of research, states the purpose, scope, methodology, overall organization and limitations of the study (Karanja, 2016).

In brief, a research proposal :

- a. Is a document which determines whether a candidate is capable of carrying out independent research.

- b. presents a problem, discusses related research efforts, outlines needed to solve the problems, and shows the design used to gather and analyze the data.
- c. It is a work plan, prospectus, outline, statement of intent, or draft plan.
- d. Tells the reader what, why, how, where, and to whom the research will be done and shows the benefit of doing research.
- e. Is used in most institutions as the main criterion to accept or reject a student's candidacy.

A thesis is defined as a proposition advanced and defended by argument. Also a thesis can be defined as a report on an original piece of work. Therefore we can conclude that; a thesis is a product of scholarly professional study at the masters' degree level by graduate students, usually a document in a format and style specified by the particular university.

b. The Purpose of Thesis Proposal

- 1) To present the research question to be researched on and relate its importance.
- 2) To discuss the research efforts of others who have worked on related research question.
- 3) To suggest the data necessary for solving the research question and how the data will be gathered, treated and interpreted.
- 4) The proposal displays the researchers discipline, organization and logic and hence allows the reader the researcher and the proposed design.
- 5) Serves as a basis for discussion between the researcher and the instructor .

- 6) The process of writing a research proposal encourages the researcher to plan and review the study's logical steps.
- 7) The researcher is also able to assess previous approaches to similar research questions and revise the research plan accordingly.
- 8) The researcher is able to spot flaws in the logic, errors in assumptions or even a research question that is not adequately addressed by the objectives.
- 9) The researcher will use the approved research proposal as a guide throughout the study and can monitor progress and completion of the study, the proposal will also provide an outline of the final research report.
- 10) The research is able to establish the time and the cost of the study which helps in planning so as to work steadily towards the deadline and completion of the study.

c. Importance of Thesis Proposal

The thesis proposal is of great significance both to the researcher and the readers:

- 1) It makes known one's intention of getting involved with research work and this is done through the researcher spelling out the objectives of this his /her study.
- 2) The process of writing a proposal allows the researcher to plan and review the steps that will be undertaken in the project. It gives the researcher an opportunity to spot flows in the logic, errors in assumptions and even problems that are not adequately addressed by the objection and design of the study.
- 3) In general, it provides justification for funding, assuming one was looking for a potential sponsor. One has to justify the use of resources.

- 4) The proposal also provides justification for acceptance as contributing to either exciting knowledge or adding to it (i.e. either extending the current field or providing additional knowledge to the existing field).
- 5) A well designed thesis proposal helps the researcher to avoid the tiring and time consuming alternatives once the research thesis takes off.
- 6) The proposal provides basis for the evaluation of the final report. It gives the supervisor a basis for assisting the researcher.
- 7) A [proposal is also able to suggest the methodology and data necessary for solving the problem. It can provide details on how the data will be collected, treated and interpreted.
- 8) Once the proposal has been approved ;
 - a. The document serves as a guide for the researcher throughout the investigations' i.e. progress can be monitored.
 - b. It becomes a bond /contract. The approved proposal describes a study that, when conducted competently and completely, should lead to an acceptable report.

3. Morpheme

a. Definition of Morpheme

Morpheme comes from the Greek, "*morphe*" that is shape or form. Morphemes can be thought of as minimal units of morphology (Carstairs-McCarthy, 2002, p. 143). A Morpheme is the smallest unit of a language system which has meaning (Wynne, 2010, p. 4). Agreeing with previous experts, morphemes are the smallest significant components of a language sentence. In support of this, the word flowers, for example, may be divided into independently meaningful parts: flower + s. This indicates that morpheme knowledge is information about the simplest meaning of a word.

As said by Lieber, the morpheme is a crucial component of word structure. Morpheme is a study of the smallest unit of word, and each smallest unit has its own meaning. The morpheme is without a doubt the smallest unit. A morpheme is the smallest language element that has a meaning or performs a grammatical function. Despite the fact that many people consider words to be the basic meaningful pieces of a language, many words may be broken down into even smaller units.

Based on the quoted theories above, it could be seen that the experts might define morpheme in a different way. However, the researcher might conclude that morpheme is a form of morphology, which is the study of smaller components of words, and that all words are made of one or more morphemes.

b. Types of Morpheme

There are two types of morpheme (Carstairs-McCarthy, 2002). They are as follows:

1) Free Morpheme

Free morphemes are morphemes that may stand alone as a word because they have meaning (Carstairs-McCarthy, 2002, p. 143). It indicates that a free morpheme may exist on its own and have meaning. Cat, text, book, quick, faculty, boy, lady, teach, examination, church, mosque, and so on are instances of free morphemes..

Linguists sometimes refer to free morphemes as whole morphemes. The majority of free morphemes are content or lexical terms (Adeniyi, 2010, p. 9). Free morphemes are classified into two types::

a) Lexical morphemes

Lexical morphemes are a group of common nouns, adjectives, and verbs that we consider to be the words that contain the 'content' of the messages we send. Furthermore, lexical morphemes are affixable morphemes (Yule, The Study

of Language (Third Edition), 2006, p. 64). As a result, they are seen as an open class of words, which means that they can create new meanings or word classes. For example, beauty (beautiful), pen (pens), agree (agreement), happy (happiness), listen (listened), and a variety of other words.

b) Functional morphemes

Functional morphemes are a group of conjunctions, prepositions, articles, and pronouns that make up a large percentage of functional words in the language. Furthermore, functional morphemes are morphemes that cannot be assigned an affix. As a result, they may be described as a closed class of words, implying that they cannot create new meanings or word classes. For instance, after, before, when, while, at, beneath, the, we, you, on, because, above, it, and so on.

2) Bound Morphemes

Bound morphemes are morphemes that cannot stand alone as word (Carstairs-McCarthy, 2002, p. 141). This indicates that a bound morpheme cannot originate on its own. To have a clear meaning, it must be linked to a free morpheme. The examples of bound morphemes are -ment, -en, -ing, -ed, -ness, -ful, mis-, en-, un-, im-, in-, -anti, -less, etc in the words 'department', 'playing', 'cooked', 'happiful', and so on.

Bound morphemes are usually affixes. Affixes are classified according to whether they attach before (prefixes) or after the stem (suffixes), Borjars and Burridge in (Amalina, 2018). The bound morphemes are also known as empty morphemes. They are also known as grammatical signals since they have the ability to influence grammar (Adeniyi, 2010). Furthermore, bound morphemes are sometimes referred to as affixes that include grammatical indicators when used to construct a sentence. Affixes are classified into two types :

a) Prefix

A prefix is an affix that comes before the root, stem, or base (Katamba, 1993, p. 44). A prefix is a word or words that occur before the root and can change the root's meaning (Wynne, 2010, p. 4). It means that prefix is affix that precedes the root and may change the meaning of the root. Prefix can be used only for derivational morphemes such as: -en in the word enlarge, -im within the word impatient, -un inside the word unhappy, and some other prefixes.

b) Suffix

A suffix is a word or words that can be added to the end of a root to change the tense or meaning of the root. It indicates that a suffix is an affix that comes after the root and can affect the root's original tense or meaning. Suffixes can be used for both derivational and inflectional morphemes, such as -ance inside the word performance. In the term readable, the suffix -able is used. The word studying has the suffix -ing.

Bound morphemes are classified into two types; derivational and inflectional morphemes. Derivational morphemes are used to create new words in the language and are frequently used to create words from a different grammatical category than the root. While inflectional morphemes are not used to create new words in the English language, they are used to convey features of a word's grammatical function (Yule, *The Study of Language* (Third Edition), 2006, p. 64). Inflectional morphemes are also used to indicate whether a word is plural or single, whether it is past tense or not, and so on.

4. Inflection Morphemes Error

a. Concept of Inflectional Morphemes

Some experts define Inflectional Morphemes in numerous way. Yule states the second set of bound morphemes includes inflectional morphemes. These are not carried out to create new words, but rather to describe features of a word's grammatical function (Amalina, 2018). It implies that inflectional are used to show whether a word is plural or singular, whether it is past or not, whether it is comparative or possessive form, and so on. For example, the suffix "-ed" is used to modify a verb in past tense form, while "-ing" indicates that the verb is progressive.

In step with previous, Lieber (2009: 88) defines Inflectional morphemes are morphemes that modify the shape of word forms such that they fit into multiple grammatical contexts or meanings without changing category or creating new lexemes. As a result, inflectional morphemes are suffixes that have grammatical meaning. Term construction inflectional does not modify the part of speech or meaning of the word. Inflectional guarantees that the word is correctly grammatically.

To summarize, inflection is a word creation process in which elements are added to the basic form of a word to express grammatical meaning in order to make sure that the word with in sentence is correct both grammatically and meaningfully. These are not used to create new words inside the language, but rather to describe components of a word's grammatical function.

b. Types of Inflectional Morphemes

There are numerous types of inflectional morphemes according to experts. There are eight inflectional morphemes (inflections) (Yule, 2010, p. 70). Those inflectional morphemes are; (s) as present, third person singular and plural noun; (s') as possessive;

(ed) as past tense; (ing) as progressive; (er) as comparative; (est) as superlative and (en) as past participle.

Similarly, Borjars and Buridge in (Amalina, 2018, p. 23) state that here are eight variation in the form of inflectional. They are suffixes derived from *Noun*, *Verb*, and *Adjective*. In suffixes derived from noun, there are two types: word ends with *-s* (noun plural) and word ends with *-’s* (Noun possessive). Detail information can be seen in the following part.

1) Plural (-s)

The following spelling guidelines should be followed when writing. The typical way to pluralize a word is to add "-s" or "-es." Sargeant provides an example of a plural noun using the rules, as shown in tables (Amalina, 2018, p. 28)

Table 2.1

The example of noun adding the suffix “es”

If the nouns :			
Ending in s, ss, ch, x, and z		Ending in –o preceded by a consonant	
Glass	Glasses	Tomato	Tomatoes
Brush	Brushes	Potato	Potatoes
Watch	Watches	Hero	Heroes

Table 2.2

The examples of noun adding the suffix “s”

If the nouns :			
-o preceded by a vowel		-y preceded by a vowel	
Radio	Radios	Key	Keys
Piano	Pianos	Day	Days
Video	Videos	Boy	Boys

Table 2.3

The examples of noun adding the suffix “ies”

Nouns ending in -y preceded by a consonant	
Story	Stories
Fly	Flies
Country	Countries

2) Possessive ('s)

Possessive inflection different from the -'s in verb e.g. she's singing. English have some way of indicating that a noun is the owner or possessor of another noun. To make the possessive form, put an apostrophe, add an s ('s) after a singular noun. For examples: John's book, Tina's house, Rosa's Laptop.

Notes:

- a) To produce the possessive form when two names are connected by and are the owners, place ('s) just after the second name. Here are several examples: Katy and Mike's house is rather large. (The residence owned by both Katy and Mike)
 - b) Two possessive forms with's may appear together, one after the other, at times: This is John's younger brother's ball. (John's brother owns the ball.)
 - c) To produce the possessive form after plural nouns that do not end in "s," use an apostrophe and add suffix-'s.
- Examples::

The kids' room is constantly a mess.

Some people's houses are significantly larger than ours..

- d) After Add an apostrophe (') after plural nouns and people's names that finish in "s." For example, the students' desks are placed in a row.

In suffixes derived from verb, there are four types: word ends with *-s* (3rd person singular, present), word ends with *-ing* (progressive aspect), word ends with *-ed* (past tense) and word ends with *-en* (past participle). Detail information can be seen in the following part.

1) 3rd person, singular, and present (-s)

The following spelling guidelines should be followed while writing::

a) Adding suffix *-es*

Verbs ending in *-s*, *-ss*, *-sh*, *-ch*, *-tch*, *-x*, *-zz*, and *-o* must be followed by *-es*..

For example:

Watch = watches	Mix = mixes
Kiss = kisses	Buz = buzzes
Go = goes	

b) Adding suffix *-ies*

When “y” follows a consonant it is changed into *-ies*.

For example:

Study= studies	Carry= carries
----------------	----------------

But, if the “Y” is not followed by consonant, the inflectional *-s* is added.

For example:

Play = plays	Obey = obey
Pay = pays	Lay = lays

c) Adding the suffix *-s*

If the verb is ending in *-se*, *-ce*, *-ze*, *-(d)ge*.

For example :

Please = pleases	Stage = stages
------------------	----------------

2) Progressive aspect (-ing)

The present progressive tense is often used to describe events that are still taking place. It forms the present progressive tense by combining am, is, or are with a verb ending in -ing. For instance, I am learning to swim. Sometimes a little modification to the base form is required before adding -ing, such as the dropping of a final -e or a doubling of the final consonant:

Make = making	star = staring
Shine = shining	come = coming
Tie = tying	tap = tapping
Sob = sobbing	run = running

3) Past tense (-ed)

Regular verbs create the past tense by adding -ed to the base form (or simply -d if the base form already ends in -e).

For example:

Open – opened	move – moved
Need – needed	place – placed

The suffix is added -ed if the base form :

a) If the word ends in two consonants.

For example:

Start – started	fold – folded
demand – demanded	

b) Verbs that end in -y and preceded by a consonant, change -y to -i, and add -ed.

For example:

Study – studied	try – tried
reply – replied	

c) If -y is preceded by a vowel, keep the -y.

For examples :

enjoy – enjoyed

pray – prayed

4) Past participle (–en)

When an auxiliary verb plus a lexical verb produce a verb phrase, the lexical verb takes the form of a past participle. The past participle of certain frequent irregular verbs differs from the simple past tense..

For examples:

Eat = eaten, e.g. Someone has eaten all the chocolates.

Fall = fallen e.g. One of the pictures has fallen off the wall.

Go = gone I'm sorry, but your train has already gone.

Speak = spoken Miss Hill has spoken about the problem

In suffixes derived from adjective, there are two types: word ends with *-er* (comparative), and word ends with *-est* (superlative). Detail information can be seen in the following part.

1) Comparative (-er)

Comparative is a word that is used to compare two people or two objects. Adding "er" to the adjective creates the comparative form. When comparing two items or people, the word "than" is commonly applied. As an illustration: Aisyah is taller than Dian. The car is slower than train.

2) Superlative (-est)

Use the superlative form of an adjective to compare three or more people or objects. Typically, the superlative shape is formed by adding "est" to the adjective. Before the superlative form, the word "the" is commonly used. as an example: The plane is the fastest transport in the world.

There are requirements for using -er and -est in both comparative and superlative sentences, like as (Sargeant, 2007, pp. 12-14):

- a) If the adjective ends in "e," add "r" to make a comparative and "st" to make a superlative. In terms of specifics::

Table 2.4

The example of adjective end in “e”

Adjective	Comparative	Superlative
Nice	Nicer	Nicest
Close	Closer	Closest
Large	Larger	Largest
Rude	Ruder	Rudest
Safe	Safer	Safest
Wide	Wider	Widest

- b) Suppose the adjective has two syllables and ends in y. Just change the “y” to “i” and add “er” to make the comparative and add “est” to make the superlative

Table 2.5

The example of adjective end in “y”

Adjective	Comparative	Superlative
Easy	Easier	Easiest
Funny	Funnier	Funniest
Dirty	Dirtier	Dirtiest
Noisy	Noisier	Noisiest
Happy	Happier	Happiest
Pretty	Prettier	Prettiest

- c) Assume the adjective is a short word with a single vowel in the center and a consonant at the end. Simply double the consonant and add "er" to create a comparative and "est" to create a superlative. As seen in the table::

Table 2.6

The example of adjective end in “consonant and has single vowel”

Adjective	Comparative	Superlative
Sad	Sadder	Saddest
Wet	Wetter	Wettest
Slim	Slimmer	Slimmest
Thin	Thinner	Thinnest
Big	Bigger	Biggest

In getting more simple about those types, it can be seen in the following table.

Table 2.7

Types of Inflectional Morphemes according to
Borjars and Burridge in (Amalina, 2018)

Noun

Suffix	Description	Example
-s	Noun plural	The cats are cute (cat lexeme + s suffix)
-‘s	Noun possessive	The cat’s lead is broken (cat lexeme + ‘s suffix)

Verb

Suffix	Description	Example
-s	3 rd person, singular, present	He cleans every day (clean lexeme + s suffix)
-ing	Progressive aspect (denoting action in progress)	He is cleaning right now (clean lexeme + ing suffix)
-ed	Past tense	She cleaned yesterday (clean lexeme + ed suffix)
-en	Past participle	She has beaten the dog (clean lexeme + en suffix)

Adjective

Suffix	Description	Example
-er	Comparative adjective	He is a faster runner (run lexeme + er suffix)
-est	Superlative adjective	She is the fastest runner (fast lexeme + est suffix)

--	--	--

c. Error in inflectional morpheme

Errors are made throughout the process of learning a language. Errors are flaws in a learner's speech or writing (Dulay, 1982, p. 138). The students have a habit of producing improper words. This occurrence is really rather common, as no one can learn a language without first making a series of mistakes.

Errors and mistakes are perceived differently by various people. It gets irreversibly treated and has a detrimental influence on students' ability to understand and assess their English language learning skills. Learning is a process that requires the making of errors. Errors, misjudgements, miscalculation, and incorrect assumptions are all part of the learning process (Brown H. D., Principles of Language Learning and Teaching, 2007). This implies that errors and mistakes are made by students on a daily basis. Corder elaborates on Errors and Mistakes in (Cholipah, 2014). He distinguishes between mistakes and errors; a mistake is a random performance slip caused by exhaustion or enthusiasm, and can thus be easily self-corrected; an error is a systematic departure produced by students who have not yet learned the rules of the L2. Students cannot self-correct an error since it is a result of their present level of underlying competency.

It may be said that Error is connected to the students' lack of competence, which indicates that students do not know anything about the language knowledge since they have not learned it yet, and it cannot be self-corrected. While mistakes are connected to the students' quality performance and are caused by variables such as exhaustion, lack of attention and motivation, carelessness, and

other factors, they may be referred to be self-corrected since the students understand the rule language.

1) Error Analysis of inflectional morphemes using Surface Strategy Taxonomy

Since the students modify the surface structure, four categories were offered to show how sentences deliver from the right forms. Students are free to omit necessary words, add unneeded ones, misform and misorder them. As a result, Dulay divides the mistake into four types based on the surface approach taxonomy. There are four of them: omission, addition, misformation, and misorder.

a) Omission

The absence of an item that must be in the sentence is referred to as omission. It frequently occurs during the early phases of second language acquisition. The most frequent referential meaning of a sentence is carried by content morphemes, which include nouns, verbs, adjectives, and adverbs. Grammatical morphemes are more commonly omitted by students than content words. For example:

Billy is the student of the Brawijaya University.

In the previous sentence, content morpheme and grammatical morpheme are mentioned. Billy, student, Brawijaya, and University are content morphemes. Is, the, of, and the are grammatical morphemes..

Billy the student of the Brawijaya University.
(Omission of Grammatical Morpheme “is”)

Billy is the students of the Brawijaya.

(Omission of Content Morpheme “university”)

b) Addition

The existence of an item that should not be present in a well-formed phrase is referred to as an addition error. Furthermore, there are three types of additions: double marks, regularization, and simple addition.

1. Double Marking

Double marking occurs when two things are tagged for the same characteristic. Students who have learned the tenses form for both the auxiliary and the verb frequently use the marker both, as seen in the example below.:

- She does not closes the door.
- They did not closed the door.

While the correct sentence above is:

- She does not close the door.
- They did not close the door.

2. Regularization

Regularization error happens when students add morphemes to unusual words, such as::

Table 2.8
Example of Regularization Errors

No.	Regularization Errors	Correction
1.	Putted	Put
2.	Writed	Wrote
3.	Deers	Deer
4.	Hitted	Hit
5.	Readed	Read

3. Simple Addition

This category includes the usage of an item that should not be used in well-formed sentences..

Table 2.9
Simple Addition Errors

Linguistics Item Added	Example
3rd person singular –s	The students doesn't study at home.
Past tense (irregular)	The student is gonna went to the school.
Article a or an	an that
Preposition	on over there

c) Misformation

It refers to the usage of the incorrect structural form. There are three types of misformation: irregular marked is substituted by regular marked in regulations, archi – forms relate to the usage of one member of a class of forms rather than all members, and alternating forms are represented by free alternation of various members of a class with each other..

1. Regularization Errors

Its errors are classified as missformations, in which a conventional marker is substituted for an irregular one, as in putted for put..

2. Archi – Forms

A typical feature of all levels of second language learning is the selection of one member of a class of forms to represent others in the class. For example:

- Give me that.
- Me hungry

3. Alternating Forms

The usage of archi-forms frequently allows for the seemingly unrestricted interchange of several members of a class with one another. For example:

- Those book.
- I written book yesterday.

d) Misordering

It occurs when a morpheme of them is mistakenly positioned in an utterance. For example:

- I get up at 7 o'clock always.
- What Brother is doing?
- How wonderful is it.

The correct sentences are:

- I always get up at 7 o'clock.
- What is Brother doing?
- How wonderful it is.

B. Review of Relevant Studies

There are some reseraches that related with this research. First, (Chudhori, 2017) had been done a research entitled: "The Analysis of Derivational Affixes of Research Proposal". The result showed that There were 7 derivational prefix "In-", "Un-", "En-", "Im-", "mis-", "inter-", and "Re-"; and 22 derivational suffixes "-ive", "-er", "-ion", "-ed", "-s", "-ing", "-ly", "-al", "-ence", "-ty", "-an", "-ent", "-logy", "-able", "-ic", "-ment", "-es", "-ship", "-en", "ation", "-ness", and "-tion". There were three types if affixes; prefix, suffix, and infix; but the writer just found prefix and suffix. There were many derivational affixes. Moreover, suffix "-ing" became the most dominant affixes. The similarity of the previous research with the on going one is that they discuss about morpheme in

research proposal. The difference between them is that the previous research discussed about derivational affixes, but the on going research will discuss about the inflectional morpheme errors found in the students' thesis proposal.

The second research was conducted by (Alfiyani, 2013) entitled: An Analysis of Grammatical Errors in Writing Among The Second Semester Students of English Department of Yogyakarta State University. The result showed that there were four types of grammatical errors. These four errors are as follows. Omission error was found 281 times, mis-formation error was committed 119 times, addition error occurred 189 times, and mis-ordering errors 6 times in the analysis. As for the sources of errors, four types of errors affected the occurrence of students' errors. These four errors are as follows. Developmental error was found 302 times, ambiguous error occurred 294 times, inter-lingual error was produced 191 times, and unique error was found 52 times. The similarity of the previous research with the on going one is that they discuss about students' errors. The difference between them is that the previous research discussed about grammatical errors in writing among the students but the on going research will discuss about the inflectional morpheme errors found in the students' thesis proposal.

The third research was conducted by (Setti, 2018) entitled: An Error Analysis on The Use of Simple Past Tense in Narrative Text Made by The Third Semester of English Department Students at Muhammadiyah University of Makassar. . The similarity of the previous research with the ongoing one is that they discuss about error analysis. The difference between them is that the previous research discussed about an error analysis on the use of simple past tense in writing narrative text but the ongoing research will discuss about the inflectional morpheme errors found in the students' thesis proposal.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research was qualitative research, a content analysis. Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications (Fraenkel, 2009). The analysis of the usually, but not necessarily, written contents of a communication. Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures—in fact, the contents of virtually any type of communication—can be analyzed. In addition, content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material (Chelimsky, 1989, p. 6).

Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insights into a particular phenomenon of interest (Gay, L., Mills, G., & Airsian, P., 2012). It means this research focuses on evaluation research that explains and describes events, phenomenon, and data happened in the field based on the reality.

Based on the theories above, the researcher did content analysis in this research in order to know inflectional morpheme errors found in English students' thesis Proposal at UIN Mahmud Yunus Batusangkar Academic year 2021/2022

B. Data and Data Source

1. Data

The data of this research was the result of analyzed inflectional morpheme errors found in English students' thesis proposal at UIN Mahmud Yunus Batusangkar Academic year 2022/2022.

2. Data Source

The data source of this research was documents of English students' thesis proposal at UIN Mahmud Yunus Batusangkar 2021/2022 academic year which had seminar examination.

C. Technique of the Data Collection

1. Research Instrument

The key instrument of this research was the researcher himself. The main instrument of this research was the students' thesis proposal. The researcher choose thesis proposal because thesis proposal as final written that the students need to put all their knowledge in making scientific writing as a requirement to get sarjana degree. The researcher collected the data directly from the students that have seminar examination as same as the researcher grade. From 13 students, the researcher got 8 documents of English thesis proposal, because only 8 students that had seminar examination and 5 students still doing revising form the advisor. The researcher analyzed the inflectional morpheme errors and the distribution of errors found in students' thesis proposal. In analyzing those documents, he used a theory Errors Based on Surface Strategy Taxonomy from (Dulay, 1982) which analyze about omission, addition, misformation, and disorder. For more information can be seen in the table as follows:

Table 3.1
Surface Strategy Taxonomy

NO	Type of errors	Explanation
1.	Omission	Absence of an item that must appear in a well a formed sentence.
2.	Addition a. Double Marking b. Regularization	Two items rather than one more marked for the same feature. The type of error that related to regular and irregular.

	c. Simple Addition	An addition of error which is not a double marking or a regularization.
3.	Misformation a. Regularization Errors b. Archi-forms c. Alternating forms	Misformation category in regular to irregular ones. The wrong form selected by the learners. The learner use alternative way of various member of a class with each other.
4.	Misordering	Incorrect placement of a morpheme or group or morpheme in an utterance

D. Checking the Data Trustworthiness

In analyzing the data, the researcher needs to check the data trustworthiness. It is aim to make sure about there was no difference between the report of the research and the reality that happen. The researcher used the credibility test for check the data trustworthiness of the research.

According to Sugiyono (2012: 121), credibility test could be done through several ways such as extending of observation, improving the diligence, data triangulation, peer discussion, analysis of negative case and member check. In this research, checking the data trustworthiness through extending of observation which the researcher analyzed the data repeatedly to make sure which types of inflectional errors found in student's English thesis proposal based on surface strategy taxonomy.

E. Techniques of Data Analysis

The researcher analyzed the data by using content analysis. The researcher analyzed the inflectional morpheme errors found in student's thesis proposal. In this research, researcher used the steps of doing content analysis based on the theory of Barkhuizen (2005). Here were some steps to analyze the data, as follows:

1. Collecting the data from the result of the students' thesis posposal.
2. Classifying their error based on surface strategy taxonomy whether it is omission, addition, misordering or misformation by giving code. For

example, omission one coded as O1 and so on; addition one coded as A1 and so on; misordering one coded as MO1 and so on; misinformation coded as MF1 document one coded as D1, document two coded as D2, and so on. Similarly, paragraph one coded as P1, paragraph two coded as P2, and so on.

3. Finding , identifying and analyzing the students' errors
4. Explaining the students' errors.
5. Calculating the total error from each type of classification of error based on surface strategy taxonomy to know the percentages of students' error. According to Anas, to count the percentage of errors the researcher was use the following formula:

$$P = \frac{F}{N} \times 100\%$$

P : percentage

N: Number

F : Frequency

6. Making conclusion.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

This chapter discusses analysis of the data of Inflectional Morpheme Errors found in English Students' Thesis Proposal. The document of this research was thesis proposal of English students who had signed form thesis advisor to conduct seminar examination. The researcher found 8 documents form English Students at UIN Mahmud Yunus Batusangkar. After collecting all of the data, he coded the data based on surface strategy taxonomy from Dulay, then he found, identified and analyzed the error by underlined the error found in English students' thesis proposal.

Based on data analysis, the researcher used three types of inflectional morpheme they are plural, third person singular, and past tense. He used surface strategy taxonomy form Dulay to decide the errors occur in English students' thesis proposal. From data analysis, there were three types of error found on inflectional morpheme in English students' thesis proposal they are omission, addition, and misformation.

1. Inflectional Morpheme Error Based on Surface Strategy Taxonomy

The result of errors in inflectional morpheme plural (s), third person singular (s), and past tense (ed) in English students thesis proposal can be seen as follow:

Table 4.1

Inflectional morpheme error based on surface strategy taxonomy

Types of error	Documents/ Paragraph
Omission	Plural inflection (D1;P4,D1;P5, D3;P2, D3;P4, D3;P5, D3;P6, D4;P2,D5;P1, D6;P9, D6;P10, D8;P5, D8;P16)

	Third person singular (D1;P4, D2;P2, D2;P3, D2;P4, D2;P8, D4;P4, D4;P8, D7;P2, D7;P5, D8;P6, D8;P10, D8;P11, D8;P12, D8;P17, D8;P21) Past tense (D2;P2, D4;P1, D4;P9, D7;P3, D7;P6, D8;P15)
Addition	Plural inflection (D4;P8, D6;P4, D6;P5, D6;P10, D8;P3, D8;P4, D8;P16) Third person singular (D4;P2, D8;P5) Past tense (D7;P3)
Misformation	Plural inflection (D2;P8, D4;P10) Third person singular (D4;P1, D4;P10, D8;P4, D8;P6, D8;P8, D8;P12, D8;P16) Past tense (D1;P3, D2;P4, D3;P6, D4;P9, D7;P2, D7;P3, D7;P5)
Misordering	-

From the table above, the researcher gives more information about inflectional morpheme errors in English students' thesis proposal as follows:

a) Omission

Omission, the absence of an item that must be in the sentence is referred to as omission. It frequently occurs during the early phases of second language acquisition. In this research, the researcher found there are some documents contains omission of inflectional morpheme, they are:

D1; P4: "...a 55 year old...".

From the error above, the student committed omission of plurality because the student doesn't add the additional item suffix "s" as mark of plurality. The student should add suffix "s" at the end of word "year". So the correct sentence should be "...a 55 years old..."

D1; P4: "...covid -19 include fever, fatigue and dry cough..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "s" as mark of third person singular. The student should add suffix "s" at the end of word "include". So the correct sentence should be "covid-19 includes fever, fatigue and dry cough"

D2; P2: "...English teacher learn to control..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "s" as mark of third person singular. The student should add suffix "s" at the end of word "learn". So the correct sentence should be "...English teacher learns to control..."

D2; P4: "...to apply what they learn at school..."

From the error above, the student committed omission of past tense because the student doesn't add the additional item suffix "ed" as mark of past tense. The student should add suffix "ed" at the end of word "learn". So the correct sentence should be "...to apply what they learned at school..."

D2; P3: "...teacher practice play an important role..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "s" as mark of third person singular. The student should add suffix "s" at the end of word "play". So the correct sentence should be "...teacher practice plays an important role..."

D2; P4: "...teacher practice provide future teacher..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item

suffix “s” as mark of third person singular. The student should add suffix “s” at the end of word “provide”. So the correct sentence should be “...teacher practice provides future teacher...”

D2; P8: “...the researcher interest to find out...”

From the error above, the student committed omission of third person singular because the student doesn’t add the additional item suffix “s” as mark of third person singular. The student should add suffix “s” at the end of word “interest”. So the correct sentence should be “...the researcher interests to find out...”

D3;P2 : “...help student in English study...”

From the error above, the student committed omission of plurality because the student doesn’t add the additional item suffix “s” as mark of plurality. The student should add suffix “s” at the end of word “student”. So the correct sentence should be “help students in English study”.

D3; P4: “...in speaking several aspect should be mastered...”

From the error above, the student committed omission of plurality because the student doesn’t add the additional item suffix “s” as mark of plurality. The student should add suffix “s” at the end of word “aspect”. So the correct sentence should be “in speaking several aspects should be mastered”.

D3; P5: “...their feelings, emotions, and belief...”

From the error above, the student committed omission of plurality because the student doesn’t add the additional item suffix “es” as mark of plurality. The student should add suffix “es” at the end of

word “belief”. So the correct sentence should be “...their feelings, emotions, and believes...”

D3; P6: “...affective issue...”

From the error above, the student committed omission of plurality because the student doesn’t add the additional item suffix “s” as mark of plurality. The student should add suffix “s” at the end of word “issue”. So the correct sentence should be “...affective issues...”

D4; P4: “...the disease that has hit the world...”

From the error above, the student committed omission of third person singular because the student doesn’t add the additional item suffix “s” as mark of third person singular. The student should add suffix “s” at the end of word “hit”.. So the correct sentence should be “the disease that has hits the world”

D4; P8: “...children who carry out learning at home...”

From the error above, the student committed omission of third person singular because the student doesn’t add the additional item suffix “es” as mark of third person singular. The student should add suffix “es” at the end of word “carry”. So the correct sentence should be “...children who carries out learning at home...”

D4; P9: “researcher's preliminary interview with the teachers”

From the error above, the student committed omission of past tense because the student doesn’t add the additional item suffix “ed” as mark of past. The student should add suffix “ed” at the end of word “interview”. So the correct sentence should be “...researcher's preliminary interviewed with the teachers...”

D5; P1: “...four language skill...”

From the error above, the student committed omission of plurality because the student doesn't add the additional item suffix “s” as mark of plurality. The student should add suffix “s” at the end of word “skill”. So the correct sentence should be “...four language skills...”

D6; P9: “...the study are the use of technology...”

From the error above, the student committed omission of plurality because the student doesn't add the additional item suffix “es” as mark of plurality. The student should add suffix “es” at the end of word “study”. So the correct sentence should be “...the studies are the use of technology...”

D6;P10: “from several research conducted”

From the error above, the student committed omission of plurality because the student doesn't add the additional item suffix “es” as mark of plurality. The student should add suffix “es” at the end of word “research”. So the correct sentence should be “...from several researches conducted...”

D7; P2: “the lecturer demand the students make mini research”

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix “s” as mark of third person singular. The student should add suffix “s” at the end of word “demand”. So the correct sentence should be “...the lecturer demands the students make mini research...”

D7; P3: “...when the students face writing anxiety negatively...”

From the error above, the student committed omission of past tense because the student doesn't add the additional item suffix “ed” as mark of past. The student should add suffix “ed” at the end of word

“face”. So the correct sentence should be “...when the students faced writing anxiety negatively...”

D7; P5: “...so it make the students feel so scare...”

From the error above, the student committed omission of third person singular because the student doesn’t add the additional item suffix “s” as mark of third person singular. The student should add suffix “s” at the end of word “make”. So the correct sentence should be “...so it makes the students feel so scare...”

D7; P6: “...From some overcome that was state...”

From the error above, the student committed omission of past tense because the student doesn’t add the additional item suffix “ed” as mark of past. The student should add suffix “ed” at the end of word “state”. So the correct sentence should be “...From some overcome that was stated...”

D8;P5: “...follow the rule of the maxim...”

From the error above, the student committed omission of plurality because the student doesn’t add the additional item suffix “s” as mark of plurality. The student should add suffix “s” at the end of word “rule”. So the correct sentence should be “...follow the rules of the maxim...”

D8; P6: “...Flouting maxim happen when a speaker...”

From the error above, the student committed omission of third person singular because the student doesn’t add the additional item suffix “s” as mark of third person singular. The student should add suffix “s” at the end of word “happen”. So the correct sentence should be “...Flouting maxim happens when a speaker...”

D8; P6: "...a speaker do not disobey the rules..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "es" as mark of third person singular. The student should add suffix "es" at the end of word "do". So the correct sentence should be "a speaker does not disobey the rules"

D8;P10: "...Speaker B answer A's question with untrue information..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "s" as mark of third person singular. The student should add suffix "s" at the end of word "answer". So the correct sentence should be "...Speaker B answers A's question with untrue information..."

D8; P11: "...the speakers of a conversation fail to be relevant incommunicating..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "s" as mark of third person singular. The student should add suffix "s" at the end of word "fails". So the correct sentence should be "the speakers of a conversation fails to be relevant incommunicating"

D8; P12: "...B answer A's question about..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "s" as mark of third person singular. The student should add suffix "s" at the end of word "answer". So the correct sentence should be "...B answers A's question about..."

D8; P15: "...they analyze movie..."

From the error above, the student committed omission of past tense because the student doesn't add the additional item suffix "ed" as mark of past. The student should add suffix "ed" at the end of word "analyze".. So the correct sentence should be "...they analyzed movie..."

D8; P17: "...the researcher think that conduct a research..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "s" as mark of third person singular. The student should add suffix "s" at the end of word "think". So the correct sentence should be "...the researcher thinks that conduct a research..."

D8; P21: "...the examinee give answer with lack of evidence..."

From the error above, the student committed omission of third person singular because the student doesn't add the additional item suffix "s" as mark of third person singular. The student should add suffix "s" at the end of word "give". So the correct sentence should be "...the examinee gives answer with lack of evidence..."

D8;P16: "... most of the research purpose are to find out..."

From the error above, the student committed omission of plurality because the student doesn't add the additional item suffix "s" as mark of plurality. The student should add suffix "s" at the end of word "research". So the correct sentence should be "...most of the researches purpose are to find out..."

b) Addition

The existence of an item that should not be present in a well-formed phrase is referred to as an addition error. In this research, the

researcher found there are some documents contains addition of inflectional morpheme, they are:

D4; P8: “researchers saw many children”

From the error above, the student committed addition of plurality because the student adds the additional item suffix “s” as mark of plurality. The student should not add suffix “s” at the end of word “researcher”. So the correct sentence should be “...researcher saw many children...”

D6; P4: “..researchers have observed...”

From the error above, the student committed addition of plurality because the student adds the additional item suffix “s” as mark of plurality. The student should not add suffix “s” at the end of word “researcher”. So the correct sentence should be “...researcher have observed...”

D6; P5: “...In conclusion, the researchers observed...”

From the error above, the student committed addition of plurality because the student adds the additional item suffix “s” as mark of plurality. The student should not add suffix “s” at the end of word “researcher”. So the correct sentence should be “...in conclusion, the researcher observed...”

D6; P10: “...the research that will be carried out by researchers...”

From the error above, the student committed addition of plurality because the student add the additional item suffix “s” as mark of plurality. The student should not add suffix “s” at the end of word “researcher”. So the correct sentence should be “...the research that will be carried out by researcher...”

D6; P10: “...researchers focused on...”

From the error above, the student committed addition of plurality because the student add the additional item suffix “s” as mark of plurality. The student should not add suffix “s” at the end of word “researcher”. So the correct sentence should be “...researcher focused on...”

D7; P3: “...it can related with the students...”

From the error above, the student committed addition of past tense because the student adds the additional item suffix “ed” as mark of past after auxiliary. The student should not add suffix “ed” at the end of word “related”. So the correct sentence should be “...it can relate with the students...”

D8; P3: “...when doing interactions...”

From the error above, the student committed addition of plurality because the student adds the additional item suffix “s” as mark of plurality. The student should not add suffix “s” at the end of word “interactions”. So the correct sentence should be “...when doing interaction...”

D8; P3: “...avoid misunderstanding in interactions...”

From the error above, the student committed addition of plurality because the student adds the additional item suffix “s” as mark of plurality. The student should not add suffix “s” at the end of word “interactions”. So the correct sentence should be “...avoid misunderstanding in interaction...”

D8; P4: “...responsible for their actions...”

From the error above, the student committed addition of plurality because the student adds the additional item suffix “s” as mark of plurality. The student should not add suffix “s” at the end of word

“actions”. So the correct sentence should be “...responsible for their action...”

D8; P5: “...some person disobeys the cooperative principle or fails to live up to the maxims...”

From the error above, the student committed addition of third person singular because the student adds the additional item suffix “s” as mark of third person singular. The student should not add suffix “s” at the end of word “disobeys”. So the correct sentence should be “some person disobey the cooperative principle or fail to live up to the maxims”

c) Misformation

It refers to the usage of the incorrect structural form. There are three types of misformation: irregular marked is substituted by regular marked in regulations, archi – forms relate to the usage of one member of a class of forms rather than all members, and alternating forms are represented by free alternation of various members of a class with each other. In this research, the researcher found there are some documents contains misformation of inflectional morpheme, they are:

D1; P3: “also get supervisor during the experimental practice process”

From the error above, the student committed misforamtion of past tense because the student used infinitive form while the word should in past tense form. The student should change word add “get” into past tense form “got”. So the correct sentence should be “...also got supervisor during the experimental practice process...”

D2; P4: “which became discovered in Wuhan (China)”

From the error above, the student committed misforamtion of past tense because the student used paste tense word while the word should in infinitive form. The student should change word “became” into infinitive form “become” So the correct sentence should be “which become discovered in Wuhan (China)”

D2; P8: “the researchers are keen to investigate the problems educators”

From the error above, the student committed misforamtion of plurality because the student adds suffix “s” as mark of plurality iin word “researcher” and used to be “are”. The student should not add suffix “s” into the “researcher”. So the correct sentence should be “...the researcher is keen to investigate the problems educators...”

D4; P1: “...a teacher in providing understanding...”

From the error above, the student committed misforamtion because the student used progressive form while the word should in third person singular form. The student should change word “providing” into third person singular form “provides” So the correct sentence should be “...a teacher in provides understanding...”

D4; P9: “...the researcher do an interview to know...”

From the error above, the student committed misforamtion of past tense because the student used infinitive form while the word should in past tense form. The student should change word “do” into past tense form “did”. So the correct sentence should be “...the researcher did an interview to know...”

D4; P10: “...seeing this, the researchers are increasingly convinced...”

From the error above, the student committed misforamtion of plurality because the student adds suffix “s” as mark of plurality in word “researcher” and used to be “are”. The student should not add suffix “s” into the “researcher” and should change to be “are” being “is”. So the correct sentence should be “...seeing this, the researcher is increasingly convinced...”

D7; P5: “...make something they never write it before...”

From the error above, the student committed misforamtion of past tense because the student used infinitive form while the word should in past tense form. The student should change word “write” into past tense form “wrote”. So the correct sentence should be “...make something they never wrote before...”

D8; P4: “...Pragmatic is the study of the meaning that interpreted by the listener or reader...”

From the error above, the student committed misforamtion of past tense because the student used infinitive form while the word should in third person singular form. The student should change word “interpreted” into past tense form “interprets”. So the correct sentence should be “...Pragmatic is the study of the meaning that interprets by the listener or reader...”

D8; P8: “the teacher flouted the maxim of quantity”

From the error above, the word “flouted” is incorrect structural form and should change into “flouts”. So the correct sentence should be “the teacher flouts the maxim of quantity”

D8; P12: “B has flouted maxim of relevance”

From the error above, the word “flouted” is incorrect structural form and should change into “flouts”. So the correct sentence should be “B has flouts the maxim of relevance”

D8; P16: “...they researcher analyzed the flouting maxim...”

From the error above, the student committed misinformation because the student adds the additional item suffix “er” as mark of comparative. The student should not add suffix “er” at the end of word “researcher”. So the correct sentence should be “...they research analyzed the flouting maxim...”

2. The Distribution of Inflectional Morpheme Error Related Surface Strategy Taxonomy

After analyzed and identified the data based on surface strategy taxonomy; omission, addition, misinformation and misordering. The total numbers of errors is 87 items. They are 42 items of omission, 13 items of addition, 32 items of misinformation and 0 item of misordering.

Table 4.2
The Distribution of Inflectional Morpheme Error Related Surface Strategy Taxonomy

No	Types of Error	Frequency	Percentage
1	Omission	42 items	48.3%
2	Addition	13 items	15%
3	Misinformation	32 items	36.8%
4	Misordering	0 items	0%
Total		87 items	100%

Based on the data, the researcher made the percentage of the result. The result of this research shows that percentage of omission is (48.3%) other types of error is addition (15%) and misinformation (36.8%) and the last is misordering (0%)

B. Discussion

Based on research finding above, the researcher finds three types' error based on Surface Strategy Taxonomy from Dulay, they were Omission, Addition, and Misformation which focus on Inflectional Morpheme of Plural, Third Person Singular, and Past Tense form thesis proposal were collected through English students at UIN Mahmud Yunus Batusangkar academic year 2021/2022.

First is omission. The researcher found inflectional morpheme errors of omission were 42 times (48.3%) that the students committed in their thesis proposal. Omission characterized by the absence of an item that must appear in a well sentence. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. If content words are omitted in Language second speech, it is usually occasioned by lack of vocabulary, and learners usually indicate their awareness of the missing constituent (Dulay et al, 1982). Omission may be caused by students' low in vocabulary when they using both either word or phrase.

For example,

He think you are important

The sentence should be,

He thinks you are important.

The suffix "s" in this case, the student omits in the end of the verb when the sentence should be in present tense rules.

Second is addition. The researcher found inflectional morpheme errors of addition were 13 times (15%) that the students committed in their thesis proposal. Addition characterized by the presence of an item which must not appear in well formed sentence. Addition occurs because of the failure of the students to know the exception to the general rules and this error might also be due to the student's inability to know the appropriate rule for each item (Suhono, 2016).

The last is misformation. The researcher found inflectional morpheme errors of misformation were 32 times (36.8%) that the students committed in their thesis proposal. Misformation characterized by the use of wrong placement of morpheme or structure in well formed of sentence. Misformation indicates that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his or her way to target language proficiency (Dulay et al, 1982).

The type that the students did not make error is misordering. Misordering means incorrect placement of a morpheme or group of morphemes in the utterance. The researcher found that 0% errors of the total number error. Error analysis only reveals what students do wrong and not what they do correctly. Although, misordering can be found on student's writing because the students do not master in arranging a word. In this research, the fact shows that no error in this type, it does not directly mean that the students master in put the word in the right place. It could be explained by the fact that the students simply avoided using the pattern which they do not understand how to write it.

Another research conducted by (Amalina, 2018) with the title "Grammatical Errors In Using Inflectional Morpheme In Writing At The Fifth Semester Student Of English Education Department Based On Surface Strategy Taxonomy". She researched about grammatical errors in using inflectional morpheme and finding the proportions of errors that made by student by using surface strategy taxonomy. She found that the first error comes to omission which is 52 items. The second is addition which is 22 items. The third is misformation which is 10 items and the last is misordering that she didn't find in student written. It means that she only found three types of error belong to surface strategy taxonomy.

Based on explanation above, it can conclude that English students' thesis proposal contain of errors that they committed. In this research, there were three types of error of plural inflection, third person singular inflection, and past tense inflection found in English students' thesis

proposal at UIN Mahmud Yunus Batusangkar academic year 2021/2022. The most prevalent inflectional morpheme errors were omission with 42 times of error. It shows that English thesis proposal contain lot of error includes inflectional morpheme that can be used as learning for the reader or the researcher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

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

1. This analysis defines that there were three types of error of inflectional morpheme found in English thesis proposal, they were omission, addition, and misformation.
2. The distribution of error committed by English students in thesis proposal are omission with 42 times errors (48.3%), the second level is misformation with 32 times errors (36.8%), and the last is addition with 13 times of errors (15%).

B. SUGGESTION

All the end of this study, the researcher would like to deliver some suggestions related to the result of this study as follow:

1. English Students

Errors can occur by the students in learning. The students are suggested to learn from the errors that they have made and have more practices in English Inflectional Morpheme, In order to avoid repeating the same errors in the future. They should pay attention to English grammatical rules and should be motivating at becoming serious foreign language learners. It means that they should follow the teachers' instructions.

2. English Teacher

The English Teacher is suggested to give special attention and a new method for teaching in a learning activity in order to anticipate the errors in the future and made the students enjoy learning English.

3. The next researcher

Based on the result of this research the researcher gives suggestion to the next researcher. It is suggested to find out other errors in inflectional or other morphemes. May be the next researcher can do the research about “an analysis of derivational morpheme in writing essay of English students”.

BIBLIOGRAPHY

- Ade Hidayati, d. (2016). An Analysis Of Inflectional Morphemes Errors In Writing A Text By Second Year Student Of Mas Silau Dunia. *VISION*: Unpublished Thesis.
- Adeniyi, H. (2010). *English Morphology*. Nigeria: National Open University of Nigeria.
- Afthoniyah, N. (2012). An Error Analysis Of English Morphological Inflection Made Bythe First Year Students Of Smk Yasmu Manyar Gresik. Surabaya:Adapted from www.digilib.uinsby.ac.id.
- Alfiyani, L. M. (2013). An Analysis of Grammatical Errors in Writing Among The Second Semester Students of English Department of Yogyakarta University. Yogyakarta: Yogyakarta State University: Unpublished Thesis.
- Amalina, A. (2018). Grammatical Errors In Using Inflectional Morphemes In Writing At The Fifth Semester Student Of English Education Departement Based On Surface Strategy Taxonomy. Lampung: Unpublished Thesis.
- Antyaswuri, F. (2010). An Error Analysis on the Use of Simple Past Tense In Recount Text Made by The Tenth Graders of SMA Negeri 1 Probolinggo. Surabaya: State University of Surabaya: Unpublished Bachelor Thesis.
- Barkhuizen, R. E. (2005). *Analysing Learner Language* . Oxford: Oxford University.
- Brown, H. D. (1980). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc.
- Carstairs-Mc Carthy, A. (2002). *An Introduction to English Morphology: Words and Their Structure*. Edinburgh: Edinburgh University press.
- Chelmsky, E. (1989). *Conten Analysis: A methodology for structuring and Analyzing Writtn Material*. United States General Accountg Office.
- Cholipah. (2014). An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan. Jakarta: State Islamic University Syarif Hidayatullah Jakarta: Unpublished Thesis.

- Chudhuri, A. (2017). The Analysis of Derivational Affixes of Research Proposal. Salatiga: IAIN Salatiga: Unpublished Thesis.
- Dulay et al. (1982). *Language Two*. New York: Oxford University Press.
- Dulay, H. (1982). *Language Two*. New York: Oxford University Press.
- Fasold, R. a.-L. (2006). *An Introduction to Language and Linguistics*. New York: Cambridge University Press.
- Fraenkel, J. R. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Fromkin, V., Rodman, R., & Hyams, N. (2007). *An Introduction to Language (Eighth edition)*. Australia: Thomson Wadsworth.
- Jabeen, A. (2015). The Role of Error Analysis in Teaching and Learning of Second and Foreign Language. *Journal of Education and Linguistics Research*, 1, 53.
- Jack C. Richard, R. S. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Education .
- Jr, H. A. (1961). *An Introduction to Descriptive Linguistics*. United State of America: Holt, Rinehart, and Winston, Inc.
- Katamba, F. (1993). *Modern Linguistics (Morphology)*. London: The Macmillan Press, Ltd.
- Lieber, R. (2009). *Introducing Morphology*. New York: Cambridge University Press.
- Lieber, R. (2009). *Introducing Morphology*. New York: Cambridge University Press.
- Mark Aronoff and Kriste'n Fudeman. (2011). *What Is Morphology? (2nd Ed)*. Oxford:: Blackwell Publishing Ltd.
- Mulia, N. (2010). An analysis of the Errors on the Derivational Affixes Found in the Students' Writing. Surabaya: State University of Surabaya: Unpublished Bachelor Thesis.
- Noviabahari, J. L. (2010). The Analysis of Grammatical Errors in Recount Text by the First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo. Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya: Unpublished Bachelor Thesis.

- Raimes, A. (1983). *Technique in Teaching Writing*. New York:: Oxford University Press.
- Sargeant, H. (2007). *Basic English Grammar: for English Language Learner* . United State of America: Saddleback Educational Publishing.
- Setti, W. A. (2018). An Error Analysis on the Use of Simple Past Tense in Narrative Text Made by The Third Semester of English Department Students at Muhammadiyah University of Makassar. Makassar: Muhammadiyah University of Makassar: Unpublished Thesis.
- Sholihah, D. K. (2017). Grammatical Errors Analysis in The Fourth Semester Students' Essay Writing at Universitas Muhammadiyah Sidoarjo. Sidoarjo: Unpublished Thesis.
- Sydney Greenbaum and Gerald Nelson. (2002). *An Introduction to English Grammar*,. Malaysia: Pearson Education Limited.
- Tribble, C. (1996). *Writing*. New York: Oxford University Press.
- Victoria Fromkin and Robert Rodman. (1988.). *Fromkin, VictoAn Introduction to Language (Fourth Edition)*. Florida: Holt, Rinehart and Winston, Inc.
- Victoria Fromkin, e. (2003). *An Introduction to Language, (7nd Ed)*. United State: Wadsworth.
- Wilkins, D. A. (1980). *Linguistics in Language Teaching*. Great Britain: Chaucer Press Ltd.
- Wynne, S. (2010). *Texas English as a Second Language (ESL)*. Boston: XAMonline, Inc.
- Yule, G. (2006). *The Study of Language (Third Edition)*. Cambridge: Cambridge University Press.
- Yule, G. (2010). *The Study of Language, (4th Ed)*. Cambridge : Cambridge University Press.

APPENDIX 1: Sample of English Students' Thesis Proposal

DOCUMENT 1

CHAPTER I

INTRODUCTION

A. Background of Problem

Coping is defined as a cognitive and behavioral effort that changes constantly to manage certain external and / or internal demands that are considered heavy and exceed one's resources (Lazarus & Folkman, 1984). Coping can also be said as a form of adaptation effort because coping is a way of how a person reacts to an impulse that is obtained from the surrounding environment. Pearling and Schooler, 1978 (in Ivancovich, 2004) define coping *present*) as a response to life's tensions that serve to prevent, avoid, or control emotional disorders.

According to Lazarus and Folkman (1984) Coping strategy is a process to overcome various kinds of demands both from internal and external sides that exceed the person's capacity.

Practical experience or it can be called pre-service is a course that is run by students in semester 7. For students who are teacher training, the experience is to be placed in school and become a teacher there and also get a supervisor during the experiential practice process (MF1). This practical experience is given to students as an illustration of what the teacher's job is and how to do good teaching.

In 2020 the world will be shocked by the presence of a virus that has killed 1.34 million people and will probably continue to increase every day and the virus is known as Corona or known as COVID-19. A 55-year-old (O1) person from Hubei province, China, is thought to be the first person to catch COVID-19, the disease caused by the novel Coronavirus

that has spread around the world. A media search by the South China Morning Post found the initial case was detected on November 17, 2019. According to WHO (World Health Organization) Corona is a large family of viruses that can cause disease in animals or humans. In humans, corona is known to cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The most common symptoms caused by COVID-19 include fever, fatigue and dry cough (O2). Some sufferers of this virus also experience aches and pains, nasal congestion, runny nose, sore throat or diarrhea. These symptoms are mild and occur gradually. quoted from Huffpost, the US Centers for Disease Control and Prevention (CDC) explained that the Corona Covid-19 virus is usually spread through droplets when an infected person sneezes or coughs rather than through contaminated objects.

COVID-19 makes state governments lock down in their respective countries and prohibits citizens from leaving the house if there is no urgent need and if there is, that person must wear a mask and bring sanitaizer so that they are not contaminated by Coivd-19. Covid-19 interferes with almost all normal activities that humans usually do on a daily basis. But now everything is limited, people are working a lot at home now and for students they learn through online such as Zoom, Google Class and other applications that support the learning process. For students who practice experiential experiences who are teacher training, they usually carry out a face-to-face learning process so that learning can be even more effective, but since the COVID-19 epidemic has changed practical experience activities, which are usually face-to-face learning to online or digital learning and cause various problems and changes in situations due to student habits and teaching who usually carry out a face-to-face learning process.

Based on all the phenomena that the researchers got (A1), the researcher wanted to know(MF2) what coping strategies were used by English education department of the UIN Mahmud Yunus Batusangkar students register in 2017/2020 academic year in semester 7 who were practicing experiences in dealing with the problems they faced when carrying out the learning online process.

DOCUMET 2

CHAPTER I

INTRODUCTION

A. Background of the Problem

As a pupil analyzing English teacher training, coaching exercise is important for English teacher before the actual face-to-face teaching. Pre service teaching is a crucial a part of trainee instructors' first-hand coaching enjoy. Classroom exercise can decorate the pleasant and improvement of college students' know-how, competencies, and attitudes. Similarly, potential teachers need to be capable of develop and apply pedagogical theories to the practice of coaching micro-courses (Lavasani & Khandan, 2011).

In other words, the greater practice in teaching, the extra higher can developing teaching knowledge and capabilities in actual classroom teaching. In study room exercise, future English teacher learn to control (O3) the learning technique within the classroom, allocate time correctly, and clear up problems inside the study room. Therefore, coaching practice is carefully related to microteaching. Micro-teaching is step one in having 10-12 students practice lectures and take classes from aspiring instructors with classmates as students. Instructors collaborating inside the schooling exhibit educational practices for 35-40 minutes.

Practice is how internships to gain educational experience in real-world settings (Loughran & Hamilton, 2016). In hands-on classes, student instructors learn and train for destiny academic experiences. This ought to be supported in all schooling systems. It starts off evolved with school associations, internships (teacher training and exercise), trainer and pupil placement, and fingers-on revel in. practising inside the school room is an essential part of mastering. study room practice is the activity of destiny

instructors who put together training through exercise. Hands-on studying and practical application of teaching strategies, teaching techniques, coaching concepts, coaching methods, and faculty activities, which might be the various each day activities of the faculty. it's also a convenient way to use the understanding discovered by way of teachers to face-to-face training. Jusoh points out in Zailani Jusoh, (2012) that classroom practice provides students with opportunities to apply what they learn at school (O4). As Ulla, (2016) teacher practice planning is an essential part of the teacher education curriculum as it is a great way for aspiring teachers to apply the theory learned in the real classroom.

Ranjan, (2013) believes that teacher practice an important part of the teaching profession and provide future teachers a real study room reveal in(O5). within the classroom practice, destiny instructors ought to have more opportunities to participate inside the lecture room exercise and put together for the actual lesson. Inside the realistic education task, English teachers in training are taught by instructors. Mentors are a useful resource for destiny English instructors. Maphalala, (2013) stated that teacher practice play an important role(O6) in pushing student teachers into the education industry. Trainers are recognized for their practical knowledge of the teaching profession, which complements the theoretical knowledge of future teachers at the university. To be successful in pre-teaching, several factors influence the success of teacher teaching, including empathy, leadership, self confidence, professional practice, knowledge, and skills. So, we can conclude that pre service teacher is a education program specifically designed by campus to prepare prospective teachers who master teacher skills and fully integrated. After finish the education and appointed as teachers, hopefully ready to carry out their duties as teachers.

Two years ago, exactly on March 2020, the primary case of the entering virus Corona Virus Disease in Indonesia (COVID-19). Nobody anticipated that the disease, which became discovered in Wuhan (MF3)

could turn out to be a plague that spreads rapidly in the world. Now, nearly all countries in around the arena have cases of the corona virus. Due to growing wide variety cases of the corona virus in Indonesia, the government has determined to introduce online mastering in all stage of scenario. This gadget can update the traditional machine of tutorial procedures where in college students and instructors conduct educational sports without direct dialoge. The online studying technique is finished via the net.

This studying process allows students and instructors to engage and percentage records and expertise associated with their respective disciplines. The e-gaining knowledge of manner is the Indonesian supplementary education devices. In Indonesia, offline gaining knowledge of is necessary due to the fact students and instructors frequently visit elegance to see the work development stay, however in a web getting to know machine, college students and instructors use generation as a primary device in learning coaching procedure, it is necessary. Furthermore, an effective learning process must be supported by the right technology. That is why we do online learning untill now.

In online learning, always have a trouble. Based on the latest research, there are several barriers to the online learning process. (Berlian & Prabawati, 2021) stated that the student's eyes were focused on the face. There are several issues with this, such as internet access and low [student\(O7\)](#) participation. Ogbonnaya et al. (2020) also explained among the positive online learning experiences that participants in this study had a midst the COVID-19 pandemic. There are some challenges they faced with online learning, such as internet connectivity, cost, power outages (electricity), devices, IT knowledge, time management, and family relaxation.

Refers to Maulina, (2021), found students participation in online learning is low. This can also be seen in online learning through the Zoom

platform. Student attendance is only 50-70% (O8) of the total number of Level students. In other hands, (By & Eachers, 2021) also stated that many teachers find it difficult to sit in front of a computer for hours because of "zoom fatigue". Some pre-service teachers wrote that working with others on forum can make work easier.

In the preliminary survey, I was interview some student teachers(MF4), especially on 20 December 2021. I got some facts. They said they had problems in teaching online. First of all, students are not motivated. Second, there is another reason for students to collect homework. Third, students are cheating on their homework. After all, the students were says bad words to the teacher.

Based on this phenomenon, researchers are keen to investigate the problems educators(MF5) face when doing online learning a midst COVID-19 pandemic. COVID-19 will be gone someday, but as time goes by, online learning will continue to be used. In Industry 4.0, technology has permeated our entire lives. So, the researcher is interest to find out about(MF6) pre-service teacher problems in online learning amid COVID-19 pandemics.

DOCUMENT 3

CHAPTER 1

INTRODUCTION

A. Backround of the Problem

Language cannot separate in human life, because language is needed by everyone in their interaction and do communication each other. Language is as tool communication; how to express the idea, giving opinion, asking something, in order to access information in daily life and know someone idea as well through language. Because language is very important in human life, language is needed to learn, include one of them is learning English. English is international language, all the people around the world use English to communicate, but in Indonesia, English is a foreign language, because that most of Indonesian students learn English, but learning English is not easy job for us, because English is differrn with our mother tongue were we use it every day.

In learning English, students should be mastered several language skill(O8), such as speaking, listening, reading and writing. Speaking is essensial skill in learning second or foreign language, because the ability in speaking is very useful to help student(O9) in English Study not only for education, but also speaking has great impact in other aspect in human life(O10) such as economic, turism, etc. Speaking can be defined as a process of communication between two or more people, there is a process of transferring information, idea, and meaning become utterance. Harmer (In Marwiyah: 2015), Speaking is the process of building and sharing meaning through the use of verbal or non verbal symbol in a variety of contexts. Therefore, to make communication effectively, student(O11) have to be good speaker and able to use speaking as a tool communication.

Next, Nunan (In Leong : 2017), learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. Brown and Yule (In there are three function of speaking, "...three part version of Brown and Yule's framework (after Jones 1996 & Burns 1998): talks as interaction: talk as transaction: talk as performance. Talk as performance, in this case, speaking activities(A2) is focus more on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

Among the four language skill(O12) should be mastered by English students, speaking skill include difficult skill to be mastered by most of the English students. Various reasons student's weakness when speaking performance, due to in speaking several aspect should be mastered(O13), namely "language feature(O14)" that are accuracy such as how to produce grammatical accuracy sentence, fluency it's mean being able(MF7) to communicate one's ideas with normal and natural, and appropriateness in speaking show the different levels of formality that suits(A3) a situation. Hammer (In Derakhshan et.al : 2016), learner should know "language feature" and the ability to process them in communication. It means to master speaking ability, student should be mastered the other skill, include in language feature(O15), that are grammar, vocabulary and pronunciation.

There are several factors influence speaking performance stated by Tuan (In Leong : 2017), learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill and feedback during speaking task. Affective factors related to one's self, such as anxiety, confidence and motivation. It's happen with English(MF8) Student at IAIN Batusangkar(O16), when they are speaking performance, they face up with affective issue related to their

feelings, emotions and belief(O17). The affective issue(O18) that have contribute to their successful or unsuccessful in speaking performance.

Base on researcher observed, in speaking class, the researcher found the affective issue(O19) that is happened to student(O20) while speaking performance. The first issue is self confidence. They have lack of self confidence, self-confidence is closely related to self-esteem, self-esteem is one of the personality variables that contribute to students' success in speaking. Those who have self esteem are potential to perform speaking in more fluent way because they make the problem of making mistakes becomes the last matter to think about.

The second issue is student's less motivation. It means that students have no strong feeling to make them acquire the target language. Student who have less motivation tend to keep silent and not participate(O21) in learning interaction, it will be impact to their speaking performance.

And the last issue is anxiety, it means that they are afraid to express their idea in front of the class, and do not like to show their self to the public because they worry about assess from lecturer and friend because they are afraid about negative evaluation so they have lack of confidence, they need time to think before acting make they are passive in class, they are rarely speaking in class, make they are low in using vocabulary and fluent in speaking.

Considering phenomena and theories, the researcher is interested in researching "Affective Issue in Speaking Performance Faced by Englis Student IAIN Batusangkar". For exploring the importance of affective factor in second language learning, knowing the affective factor issues in English speaking faced by English Students, and the cause of the issues. Hopefully, teachers can find effective solution for the affective factor issue and increase students speaking performance after knowing what the issues are and the cause of it.

DOCUMENT 4

CHAPTER I INTRODUCTION

A. Background of the Problem

Teaching is an activity whose function is to provide understanding and skills. Nilsen in Ababio (2013:37) state that teaching(O22) is the process of a teacher in guiding students to a higher level of knowledge or skill. this means that the function of teaching will be in line with the process of a teacher in providing understanding(MF9) and skills to students by guiding students to a higher level of knowledge. As we know that the purpose of teaching is to convey knowledge to children so that children can achieve the goals of learning. as in teaching English, this is not only about the knowledge that is read but also how we can practice that knowledge in the form of communication using English.

The process of teaching English will look easy if we rely on the material in the book which looks very simple. Every teacher who teaches English will look easy when explaining but difficult for students to understand. teaching English is not just conveying material, but also how students get comfortable during the teaching and learning process so that the material we convey can be well received by students. Teachers who have good English skills are not enough if they are not accompanied by good teaching skills and creativity that continues to be developed(A4). students who have difficulties in understanding English should be the main focus of a teacher to be able to find solutions so that students can follow learning easily.

In the standard content of English subjects for junior high school level, one of the objectives of holding these subjects is so that students "have an awareness of the nature and importance of English to increase the nation's competitiveness in a global society" (Santoso, 2014: 4). English is one of the international languages used by most educated groups around the world.

where the goal is to make someone aware of the importance of English and improve the nation's competitiveness as a means of communication in the era of globalization. Now the world is being hit by a disease outbreak that has resulted in the cessation of activities in terms of economic, social, and especially in terms of education.

The disease that has hit the world is known as Corona Disease 2019 (Covid-19). Coronavirus Disease 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. The virus that causes COVID-19 is called Sars-CoV-2 which is transmitted between animals and humans (Putri, 2020: 705). Based on scientific evidence, COVID-19 can be transmitted from person to person through coughing or sneezing. People who are most at risk of contracting this disease are people who are in close contact with COVID-19 patients, including those who treat COVID-19 patients (Kemenkes RI, 2020). Common signs and symptoms of Covid-19 infection include symptoms of acute respiratory distress such as fever, cough, and shortness of breath.

The existence of Covid-19 forces all levels of society to undergo social distancing or better known as physical distancing to break the chain or minimize the spread of the virus. The implementation of the physical distancing policy which eventually became the basis for implementing work at home, worshiping from home, and learning from home. The policy of learning from home that utilizes information technology is applied suddenly, often surprising educators and students, including parents and even everyone in the house. The teaching and learning process, which is usually done face-to-face, now has to be done online.

The impact of online learning shows several consequences from the perspectives of students, teachers, and parents. From the students' point of view, they consider studying from home as a holiday and tend to feel bored because learning is done at home with monotonous tasks and inadequate facilities. while Yamin (2017: 86) says that one of the concepts that can be adopted by teachers in teaching English as a foreign language is to create a

situation that is full of interest and motivation. This means that online learning cannot be categorized in the concept of creating a situation that is full of interest and motivation because learning is carried out remotely and students are in their own condition without a real learning environment such as being in a classroom.

For teachers, learning and teaching at home is not easy because many teachers do not understand technology and cannot develop fun learning through technology. Then parents get an additional task to guide their children in learning as well as a large enough cost to buy a child's internet data package (Purwanto in Qadafi, 2021:423). These results mean that online learning has a very big influence on the teaching and learning process. This impact is also felt by teachers who teach English at SMP Batusangkar.

During the pandemic era that hit the world, especially in Indonesia, researchers saw many children(A5) around their neighborhood who felt difficulties when learning online. Starting from primary school, junior high school, and senior high school, they have different difficulties. For example, a sister from researcher who is in junior high school grade 2. He always complains about this online learning so he is lazy to do the assignment given by his teacher. Difficult material is always the biggest reason he gives. Seeing this, the researcher became thinking about what factors made children like that, and the researcher also thought that if many children complained about this online learning, the researcher also believed that there must be problems faced by the teacher so that it had an impact on children who carry out learning at home(O22).

Based on the researcher's preliminary interview with the teachers(O23) that live near from researcher's house on June 6th, 2021 at 09.41 am, the researcher do an interview to know(MF11) a little bit about problems that teachers got when teaching via online. The researcher conducted an interview with her by telephone due to the Covid-19 lockdown at the time. She said online learning was a challenge for teachers to find solutions or developments in the teaching and learning process. This makes the teacher must learn to

solve this problem by continuously trying some suitable ways and techniques so that the teaching and learning process can be carried out properly and smoothly. One of the obstacles faced by teachers is access to material delivery which is difficult because students do not have telephones as a means of communication. Many students have to wait and ask their parents for help for the smooth teaching and learning process, while many parents are also active workers where the telephone is the main tool. Seeing this, researchers are increasingly convinced(MF12) to take a deeper look at what problems the world of education is facing during a pandemic, especially from the side of a teacher.

Based on explanation and phenomenon above, the researcher interested(MF13) and thinks that there must be some problems that teachers faced in teaching English online. So that, the researcher wants to know about ***“Problems Faced by English Teachers In Teaching English Via Online During Covid-19 at SMPN Batusangkar.*** This research will be conducted at the English teachers at SMPN Batusangkar such as SMPN 1 Batusangkar, SMPN 2 Batusangkar, SMPN 3 Batusangkar, SMPN 4 Batusangkar, and SMPN 5 Batusangkar.

DOCUMENT 5

CHAPTER I

INTRODUCTION

A. Background of the Problem

English Teaching Department of IAIN Batusangkar is one of many Departments at Faculty of Tarbiyah and Teacher Training at IAIN Batusangkar. The students are taught to master the four language skill(O23) such as (listening, speaking, reading and writing). In this department providing students with five level of speaking(O24). The first level is English for daily conversation, the second is English for class discussion and participation, the third is English for tourism, the fourth is English for simple speech presentations, and the last is English for speaking. Those basic skills are integrally taught because the goal of English teaching department is that students are able to develop their communicative skills in both spoken and written form in English. Speaking skill is the most used of all aspects of language learning caused by speaking is an important aspect in learning English because students use it to communicate with other people.

In simple Speech presentations, students were provided with several topics. They are *principle 1* (speech preparation Purpose/Audiences/ topics, outlining the speech, body of Speech, Supporting material, the Introduction, and the conclusion), *principle 2* (presentation Using Visual Aids and Non-verbal Presentation Language), and *principle 3* (Basic Principles and examples of presentation outlines and models). *principle 4* (Personal Experience Speech. The fifth topic is Basic Principles and an example framework and model presentation.) *principle 5* (Islamic Short Speech. The eighth topic is Humor Speech.) *principle 6* (Farewell Speech. This course is intended to help students to be able to present clear and fluent descriptions or arguments

in a context-appropriate style and with an efficient logistical structure so that the audience can understand the significant points of the presentation.)

The spread of Covid_19 attacks all of the world had changed, The many impacts caused on world life. They are: The first is in the economic sector, Profits obtained by business actors have decreased due to the Covid-19 outbreak so that the poverty rate has increased. The Second is in the political sector, the government should have take advantage of this emergency situation to get closer to or return to their constituents as people's representatives, but from the various cases found by Covid_19 officials actually use it as an arena to commit corruption. The third is in the social sector, the emergence of suspicion and loss of trust in others. The fourth is in the health sector, the level of health has decreased because many have been exposed to covid-19 causing fear and anxiety in the community causing stress due to worry and fear of contracting the Covid_19 virus, this is what makes the body's immune system decrease. Coupled with current government policies requires every citizen to get vaccinated. And also in the of education which makes the learning process must be done online without face to face, so there are many complaints from students, parents. and teacher.

In the Education sector many changes occur in the learning system. All students study online from their homes. This causes a change in the method of learning. which is usually done face to face turned into online learning. As for the negative impact caused by online learning, they are the difficulty of students in understanding online learning materials, the limitations of students in getting a good internet network in online learning. limitations in accessing online learning support applications and not participating. as for the positive impact of the online learning system they are the learning process can be done anywhere students do not have to come to school but they can learn from home, students can get to know applications or technologies that support learning so that they can increase their knowledge.

Because of bad impact of the corona virus, this causes a change in the method of learning in simple speech presentation class, where students usually appear to speak in front of the class which is brought by the audience and lecturers. So that lecturers can directly provide feedback to students. Of course, it will feel different when learning to speak is done independently at home in the form of videos without being witnessed by the audience and lecturers and does not directly provide input from the lecturer. Learning speech in the classroom in a real situation is different from learning during Covid-19 Pandemic. In real situation, the lecturer explains about what topics will be presented by students, after that the lecturer gives the topic to students at random, after that the students present the topic in front of the class, then the lecturer gives input and suggestions to each student's appearance. Contrast with a real situation, students learn speech presentation in online classroom because of the Covid-19 Pandemic spreadness. There are several ways used by the lecturer in teaching English student for simple speech presentation Starting from the explanation of learning materials and speaking practice using the WhatsAps application and zoom. In practical activities, students explain each topic that will be displayed by students through the zoom application. Then, the lecturer determines the topic that will be displayed by the students. After that, students were asked to record their conversation via video recording and send it via WA. After that the lecturer will provide comments and input for students through the zoom application.

Based on the preliminary research which was done to two English students who had followed online simple speech presentation Class in 2020 doing interview, the researcher knew that the first informant had negative perception on Online Simple speech Presentation class. She said that the the teaching and learning process of online learning in simple speech presentation classroom was ineffective because the goal of teaching the subject could not be achieved properly like eye contact with the audience. She also said that the students who followed the class could not see and know if her audience was interested in what is being conveyed or the ideas of students are not

conveyed. She informed that they felt unconfident to perform their English because their English were not good enough, so that it could not improve their speaking skill later on.

In contrast, the second informant said the teaching and learning process during covid-19 made her learning easier. She said that she did not need to prepare herself before sending the video consisting of her speaking performance to the lecturer. She got strategy recording its video by putting a paper that could be read when recording. This means she donot need to have some preparation before performing her speaking skill in this class. This, then, contributes to good feeling when following. At last, she did not perform in front of her friend in the classroom.

Based on the background above, the researcher thinks that it is important to know ‘‘Students' perceptions on online learning in simple speech presentation class during Covid-19 pandemic’’. Students' perceptions need to be known on the basis that students are objects of the learning process. After knowing the perceptions of students, it is hoped that appropriate adjustments can be made for the success of the learning process for speaking courses as suggestions to lecturers and other information will help in the Department of English Education IAIN Batusangkar.

DOCUMENT 6

CHAPTER I INTRODUCTION

A. Background of the Problem

As English teachers we must be able to master all the competencies that must be possessed by professional teachers. The competencies that must be possessed by teachers include four aspects, namely pedagogic competence, professional competence, interpersonal competence, and social competence. According to Sulasmi (2017) there are four competencies that a good English teacher must have, namely: First, technical knowledge controlling four English skills (speaking, listening, writing, and reading), other grammar, vocabulary, pronunciation, explaining material clearly, and managing time. Second, interpersonal skills possessed by the teacher such as giving criticism that is fun, friendly, funny, communicative, friendly teaching techniques, maintaining harmonious relationships with teachers and other students, having a responsible attitude, and being a good figure. Third, the competencies are related to the characteristics of English teachers related to skills in managing pedagogical classes, motivating students, providing optimal feedback, using technology, using interesting learning media, applying appropriate and varied techniques, stimulating students to be active, and evaluating student abilities. Fourth, namely social competence is related to how a teacher can socialize with his social environment.

In pedagogic competence, teachers are required to be able to use technology integration in teaching English. Technology is very important to use in learning English, so teachers must be able to use technology (Liu & Kleinsasser, 2015). Teachers can use technology in English language learning to better prepare TPACK or Technological Pedagogical Content Knowledge for English language teaching and English language learning effectiveness. Teachers are required to be able to design media and

technology-based strategies to support English Learning. When the teacher does not master the technology, the learning carried out is not effective and the teacher has difficulty in carrying out learning according to current developments.

Technology integration in teaching English as an effective transfer of teachers' technological, pedagogical and content knowledge to their students. In English teaching and learning, ICT tools are considered to be the most important components of teaching-learning environments due to their important contributions to structuring the teaching process in a way that appeals to many sensory organs, helps students meet their individual needs, draws attention to them, facilitates remembrance, saves time, embodies abstract concepts. (Gunuç & Babacan, 2017). According to Gunuç & Babacan, (2017) there are some advantages of technology integration in teaching English namely : first, encourages students to learn actively. Second, cooperatively based on learning and critical thinking. Third, supports various learning styles of students. Fourth, provides individual development and motivation. Fifth, increases teacher-student interaction. sixth, improves communication skills. Seventh, helps students build cultural bridges.

Based on the preliminary results of observations when the researcher did field practice as a pre-service teacher, for approximately 2 months at SMPN 2 Tilatang Kamang. The learning system used was a shift system, where one class was divided into two groups and alternated every day for offline and online shifts. By implementing a shift system like that, of course, teachers are required to be able to master technology to support learning. Researchers have observed(A6) some teachers who teach there have difficulty in using technology in some aspects. First, the teachers lack of knowledge to use technology such as laptops, For example, teachers ask for help of PPL students to open their laptops and apply them. Second, most of the teachers were only fixated on traditional learning systems and less on using technology. Third, the students lack of

knowledge in using technology so the teachers find it difficult to apply technology in learning English.

For example, when the researcher joined the teacher in the teacher's room, many teachers asked PPL students for help on various matters relating to the use of technology and lacked the knowledge to use technology, especially senior teachers. The researcher also saw that there were still English teachers who used very conventional methods using the lecture method in the classroom. Moreover when online learning, the teacher was more dominant using WA groups, even learning there rarely used virtual face-to-face applications for learning, such as Zoom or Google Meet, Zoom, etc. This is due to the teacher's lack of knowledge to use technology and the lack of understanding of students to use that technology. Once a PPL teacher tried to use the Zoom application for online learning but many students did not follow it because they did not understand how to use the application. In conclusion, the researchers observed there was(A7) still very little knowledge of the technology used by most teachers so that their students also received less.

Several literature reviews have been carried out on "the use of technology in English learning" which can be mapped into five types, namely: first, the study are the use of technology(MF14) in learning English. The results of this research are using technologies can improve language learning skills, and enables teachers to adapt classroom activities, thus enhancing the language learning process. (Ahmadi, 2018; Mofareh, 2019). The second is the kinds or types of technology used in English learning. The results of this research are teachers used technology in teaching English likewise Lcd, laptops, speakers, the internet, google classroom, E-mail, Whatsapp, Facebook, Instagram, youtube, PowerPoint, focus key, Microsoft word, podcasts, computers, creating class websites and blogs, use of the mobile device, use of smart interactive whiteboards, use of digital microphones, and use of online media (Arifin, 2020; Das, 2018).

Third is teachers' perception of using technology in English learning, the results of this research are the perception of the participants many of whom had not yet actually experienced the difficulties of CALL first-hand; therefore, certain constraints may have been overlooked by them or have received insufficient attention. Teachers in Bandung have a positive perception of the use of technology to teach in the classroom to help students facilitate their lessons. Teachers are very familiar with the use of ICT and do not hesitate to apply technology in the classroom. And teachers have positive attitudes toward the use of technology, particularly computer. (Hedayati & computers 2014; Katemba, 2020; Nikian, Nor, Marzila, 2013; Mollaei & Riasati, 2012).

The fourth is the advantages and disadvantages of using technology in English learning, the results of this research are: Firstly, the advantages of technology in the classroom, there are some advantages of using technology in the classroom, namely: Technology gives students the most current information available, Students can practice collaboration skills by working in teams on projects using shared documents or conferencing technologies, students will need to know how to use technology to communicate and collaborate in their future careers, technology allows teachers to engage and motivate students in new ways, using technology can make classroom practice more interactive, technology allows more communication, makes teaching efficient, teachers can design student-centered lessons, teachers can use technology to meet the individual needs of students. Secondly, the disadvantages of technology in the classroom. There are some disadvantages in using technology, namely: technology can be a source of frustration for both the teacher and the student, connection problems, technology does not have a place in classrooms where teachers have not been adequately trained in its implementation, a lot of families cannot afford to continue updating their technological purchases, technology can have unexpected breakdowns,

and most students engage in multiple forms of communication online (Das, 2018).

And the last one is about teachers' challenges or difficulties in using technology in English learning, the results of this research are the subject indicate the challenges and the problems of educators with teaching the English language in secondary schools. The major barriers were lack of genuine software, inadequate computer in the classroom, low-speed internet, lack of motivation from both teacher and student side to use ICT, lack of proper training skills, unavailability of latest ICT equipment, lack of expert technical staff, poor administrative support, poor course curriculum etc. (Amoozegar & Behroozi, 2013; Habibu, Al Mamun, Clement, 2012).

From several research(O25) conducted related to the use of technology in learning, the research that will be carried out by researchers(A8 is different from previous research. Previously, there were many researchers who investigated the type, implementation, perspective of using technology in the classroom, there were also those who examined the difficulties of teachers in using technology in the classroom but in general it was different from the research that would be conducted by researchers(A9) because researchers focused on(A10) the difficulties experienced by English teachers in learning English.

DOCUMENT 7

CHAPTER I INTRODUCTION

A. Background of the Problem

To provide students at university with the knowledge of doing research, they are introduced two types of research. They are quantitative and qualitative research. In IAIN Batusangkar, the students are taught to master those two types at fourth semester. In quantitative research, they are taught to understand some topics: introduction to research methods in ELT, identifying a research problem, reviewing the literature, selecting samples, collecting data, analyzing data, and reporting research. While, in qualitative they are taught to understand in some topics: definition, functions, and characteristic of qualitative research, research methods in qualitative, problems research of qualitative, review of related literature, social situation sampling technique, research instrument and data collection, data analysis, checking data trustworthiness, and research report.

At IAIN Batusangkar, the lecturer of quantitative who had responsibility to this subject gave(MF15) tasks to students to make them understood with the subject. The tasks such as pre-classroom activities, while classroom activities, and post classroom activities. Every topic of quantitative research the lecturer also gave the tasks(MF16), actually way from how the lecturer gave the tasks is good, because make the students more understand of the topic. After the tasks of theory was done, in mid term test the lecturer demand the students make mini research(O26) chapter 1 until chapter 3 as their tasks for mid term test and added with make video recording about what have their make(MF17), also same like proposal seminar. Causes with the tasks of mid term test, most of all the

students' feel anxiety cause feel afraid if they make mistake in write mini research, did not know and understand how to make it.

Unfortunately, giving tasks of mini research by the lecturer made students faced some difficulties(MF18) in understanding how to make the mini research and feeling anxiety later on. Anxiety is a feeling of unease, such as worry or fear that can be mild or severe. Anxiety is someone's feeling or uneasiness and apprehension about situation since they are not sure with what its outcome will be. (Ormrod, 2011:401) in M. Abdurrohim Lubis (2020:1). Anxiety may either have negative or positive impacts on one's learning process. It is possible that anxiety may deteriorate the quality of learning process by making the learner intellectually and psychologically disturbed. In other cases, anxiety may increase students' learning motivation due to the feeling pressure. It can related with the students(MF19) anxiety of writing or can called writing anxiety, when the students face writing anxiety negatively, they will lazy and tend to be procrastinate. Otherwise, when the students face writing anxiety positively, they tend to get pressure in positive way to do their assignment enthusiastically.

Make a mini research make the students' feel confused of what will they write, and the students' feel afraid to write cause failure of idea in write mini research, they afraid if make mistake in point-point of mini research, so the students' feel writing anxiety. Writing anxiety is a term for the tension, worry, nervousness, and a wide variety of other negative feelings that may occur when given a writing task. Writing anxiety is anxious feeling usually caused by fear of negative feedback and lack of motivation in writing because students see writing as task instead necessary skill to have. Writing anxiety is a fear of the writing process that outweighs the expected benefits of being able to write. (Thompson (1980:121). Causes of writing anxiety the students' get factors or causes of writing anxiety in write mini research.

In writing anxiety the students' will have factors or causes in write the mini research that influence writing anxiety. Factors or causes of writing anxiety in make mini research is, cause they are for the first time make mini research, so their will feel afraid if failed to make it, they did not know how to make it, they feel difficult searching the source of the theory, so it make the students feel so scare(O27) when make something they never write it before(MF20). From the factors it should have a way to overcome their writing anxiety to easier the students' to overcome their writing anxiety.

Several overcome can be suggest to students who feel anxiety to make mini research in quantitative subject. The researcher propose to overcome of make mini research in quantitative subject is the students should can and smart to get the journal for the mini research, students should learn again of grammar to avoid mistake of grammar, adding of vocabulary to make the students easier when make the mini research, asked to senior if get failure in make the mini research, discuss with friends to make the idea more refresh, and should be confident for what have done of mini research in quantitative subject. From some overcome that was state(O28), it can be a way to overcome writing anxiety of the students'.

Based on the researcher's experienced and also after interviewing some students(MF21) the results is the students are feel writing anxiety. And the problem come when students didn't know too much about what have they do and make. And then they have several steps to overcome their writing anxiety such as start to easier step and look the assignment who has passed it, give the effort and searching the material about, ask to senior how to search journal or ask to other friends who more understand about their difficulties.

From the phenomena above, the researcher are interested in conducting research(MF22) on Students' Strategies in Overcoming Their Writing Anxiety in Quantitative Research for ELT Subject. Because if the

students still feeling writing anxiety it will affect their writing qualities, and they need to know how to overcome this writing anxiety, that's why this topic should be conducted.

Data 8

CHAPTER I

INTRODUCTION

A. Background of the Problem

Humans as social beings are inextricably linked to communication. Communication is defined as the process of transferring ideas or other types of information from one person to another, where the information is understood by the receiver so that it can develop meaning and interpret it. (Wood, 2009), (Keyton, 2011), (Hanna, 2017). Communication seems to have a significant role in helping humans in doing a multitude of activities. In communication, there are two main parties involved are sender and receiver. The sender and receiver can relate to other people or groups, as well as their surroundings, through communication. Communication can be classified into two forms. There are communication verbal and nonverbal.

According to Fujishin (2009:5), there are two types of communication processes: nonverbal and verbal communication. Nonverbal communication is all communication that is not spoken or written. Meanwhile verbal communication refers to the ability to communicate using the words and grammatical structure of a particular society. It encompasses speaking, writing, and sign language and is based on the ELLITE Journal of Education, Linguistics, Literature, and Language Teaching 4 language. It means that all of the communication, whether spoken or written, is referred to as verbal communication. One kind of verbal communication is oral communication.

Oral communication is a required skill that includes both speaking and listening. Oral communication is defined as Oliver and Philp in Ibna

& Hadina (2021: 229) as form of speaking and listening that occurs in real time (in the present) in communicative exchanges (interactions). When doing interactions(A11), it is possible that the listener will misunderstand the speaker's meaning. People must comprehend the speaker's aim or meaning in order to avoid misunderstandings in interactions(A12). The study of what speaker's meaning is called pragmatic.

Pragmatics is the study of the meaning that interpreted by the listener or reader(MF23) to connect what is said to what is assumed based on the context . Yule (1996:3) proposed that Pragmatic(MF24) is a branch of linguistic which concerns with the study of meaning of communications between two speakers and hearer. Pragmatic studies what meant by the speakers when doing the interaction. Each person in an interaction is responsible for their actions(A13) if they use language to communicate. When they interact, they unconsciously expect that speaker and listener will be conversationally cooperative that we will cooperate together to achieve successful conversation.

People will have a successful conversation when they follow a Cooperative Principle. Based on theory of Grice's Cooperative in Herawati Agnes (2013: 44) there are four main sub-principles or maxims. Those maxims are: 1) The maxim of quantity (be brief). 2) The maxim of quality (be true). 3) The maxim of relation (relevant). 4) The maxim of manner (be clear). These maxims, in particular, explain listeners' assumptions about how speakers speak, rather than prescribing how someone should speak. These maxims should be considered by the speaker so that the listener can understand the meaning and the conversation can go smoothly. However, some person disobeys the cooperative principle(A14) or fails to live up to the maxims. People do not always follow the rule of the maxim(O29) in their interactions, it will result an inefficient communication. The speaker who does not follow the rule of the maxim it called as flouting maxim.

Flouting maxim happen when a speaker(O30) appears not to follow the Gricean maxim, he is expecting the hearers to infer the meaning implied (Cutting , 2002), (Thomas, 2014), (Lestari, 2019). In other words, in flouting a maxim, the speaker blatantly fails to observe a maxim because the speaker wants the hearer to look for implied meaning. They expect the hearer to uncover the hidden meaning behind the utterance. When people flouted the maxims, they still try to cooperate, but there will be another meaning in what is said. It means that flouting maxim is when a speaker do not disobey(O31) the rules, their utterance made the addressee to draw an inference.

In the same way as the four maxims, flouting maxim also divided into four categories as follows: quantity, quality, relevance and manner. Firstly, Flouting of Maxim Quantity means the speaker gives too much information or a lack of information. For example:

A: I forgot the result. Please, would you send it again.

B: Oh my god, you can scroll up.

Based on the conversation above, the teacher didn't give the information(MF25) which was needed by the student. Instead of sending the score to the group, the teacher said, "Oh my god, you can scroll up," which implied that(MF26) she didn't want to send it again, and asked the student to look for(MF27) the score by scrolling up. Here, the teacher flouted the maxim of quantity(MF27) because she didn't give the information(MF28) what is required. Secondly, Flouting of Maxim Quality means when a speaker flouts a maxim of quality, the speaker says something that does not represent what he or she thinks. For example:

A: So who are you going out with tonight?

B: Koosh and Laura

Speaker B answer A's question(O32) with untrue information, because B actually does not going out with anyone tonight. It means that B has flouts maxim of quality when B answer A's question(O33).

Thirdly, Flouting of Maxim Relation means that the speakers of a conversation fail to be relevant incommunicating. For example:

A: Where's my box of chocolates?

B: I've got a train to catch.

In the conversation above, B has flouted maxim(MF29) of relevance, which is not causality. When A asks B about 'where', actually B should answer the question about the place. However, B, here, has changed the topic(MF30) of conversation. A asks B about A's box of chocolates, but B answer A's question(O34) about his/her wanting to get a train. Therefore, B's utterance is unmatched.

Fourthly, Flouting of Maxim Manner means when a speaker is ambiguous, not transparent, not brief, perspicuous (ambiguous), and orderly in saying things. For example:

A: What are your plans for this afternoon?

B: Well, I was going to take the D-O-G for a W-A-L-K

In this case, We can see that B answers the question's A by spelling the words 'dog' and 'walk', this means that B flouts the maxim of manner because he answers the question vaguely.

The study about flouting maxims has been conducted by many people. Firstly, the study of flouting maxim was done by Esra Juniati Op. Sunggu and Afriana Binawan (2020). They analyze "Movie(O39)". This research focus on types of maxim that flouted and cause or reason in the Wonder Women movie. Secondly, in Maryatul Kipya (2019), They analyze the flouting maxim in "Talkshow"(O40). This research foccus

types, strategies, and politeness principles of flouting the maxim found in conversation at Ellen DeGeberes Show and The Tonight Show Starring Jimmy Fallon. And the thirdly is Susan Hutapea (2017) she conducted a research which provoke humor by using Grice's theory with a thesis's title is "An Analysis Of Flouting Maxim In Oprah Winfrey Show. This research focus on types of maxim and the strategies that used In Oprah Winfrey Show".

From the previous studies, this research have the differences from others. In the previous studies, they researcher analyzed(MF31) the flouting maxims in Non academic setting are Movie and Talkshow. Most of The research purpose are(O35) to find the types, strategies and also the reason of flouting maxim. In this research, the researcher focuses on academic setting which are flouted by students(MF32) during proposal seminar. It is about what maxim are(O36) flouted and the reason of flouting maxim.

Based on the previous studies, the researcher think that conduct(O37) a research about flouting maxim is very important, because it can make students to be more aware of being cooperative in a conversation in order to make the conversation run smoothly. They can also avoid misinterpretation in the use of maxim flouting in a conversation. As stated by Faridah (2016) flouting maxim is important to make communication goes smooth. When people understand the deep meaning of what speaker say, misunderstanding will not appear(O38) in the end of conversation.

Flouting maxim is an interesting topic to be discussed because it can help students analyzing the meaning behind conversation. Flouting the maxim can occur in academic setting. One of the academic setting is in research presentation as held by English Teaching Department. Seminar is one of series where the students convey and explain the concept of their

research. There will be question and answer session about concepts that are presented which must be accounted by the students in front of their supervisors and examiners. One of the example can be seen in this conversation below:

Examiner : Is perspective same with perception?

Examinee : Hmmm, (The examinee look around while thinking) diff, (laughs) hehehe,,,diff,different,,different ma'am?

Examiner : I'm asking you..

Examinee : Hehehe,, Opinion is the same with perspective,,is the same with opinion, ma'am.

The context of conversation above was between an examiner and an examinee happened during proposal seminar at 12th July 2021 in question answer section. The examiner tested the examinee's knowledge about two things whether perspective is the same with opinion or not. The examiner needed the correct and clear answer. Naturally, the examinee should give a Yes/No response, as expected. But, The response from the examinee is unclear and rambling in answer the question. Even, she asked to her examiner. Therefore, In this utterance, the examinee was flouting maxim of manner. So it drew the implied meaning that she flouted the maxim because she could not read and comprehend the theory. Eventually, the session was not run smoothly.

The another example can be seen in this conversation below:

Examiner : Now for example, I asked you. Is there anyone in the world doesn't have self-regulated learning? Or everyone must have self-regulated learning.

Examinee : Of course yes sir

Examiner : What?

Examinee : Yes, of course yes sir. But, possibility. Eh but
aaa the level is different, sir.

The context of conversation above was between an examiner and an examinee happened during proposal seminar at 12th July 2021 in question answer section. The examiner asked the examinee whether anyone in the world has self regulated learning or not and everyone must have self regulated learning or not. In fact, there are two questions from the examiner. So, the examinee should explained the answer toward the questions given by the examiner as informative as possible. On the other hand, The examinee only answer “Of course yes sir”.It means, the answer too short and not informative as it required. Therefore, In this utterance the examinee was flouting maxim of quantity. So it drew the implied meaning that she flouted the maxim because she does not read yet the theory. Eventually, the session was not run smoothly. Finally, the examiner failed to convince the examinee about the question that he asked. Then, the conversation has continued....

Examiner : It means that everyone has self-regulated learning?

Examinee : Yes

Examiner : In theory, what does theory say?

Examinee : About self-regulated learning, ehm. So...

The context of conversation above was between an examiner and an examinee happened during proposal seminar at 12th July 2021 in question answer section. The examiner confirmed the examinee that anyone in the world has self regulated learning. Then, the examinee answer by saying “Yes”. Then, the examiner asked what does theory say?. The examinee can’t explain the word yes based on the theory. It means

that the examinee give answer with lack of evidence. Therefore, In this utterance the examinee was flouting maxim of quality. So it drew the implied meaning that she flouted the maxim because she does not read yet the theory. Eventually, the session was not run smoothly. The examiner didn't get the answer as she expected.

Based on the preliminary research, the researcher found an interesting phenomena(O41) and this often happens in proposal seminar. Therefore, the researcher gets curiosity to find out the flouting maxim and the reason(O42) of flouting maxims showed by examinee during proposal seminar.

APPENDIX 2: TYPES OF ERROR BASED ON SURFACE STRATEGY

TAXONOMY

Plural inflection (s)

Data/Paragraph	Types of error			
	Omission	Addition	Misformation	Misordering
(D1;P5)	✓			
(D1;P4)	✓			
(D2;P5)	✓			
(D2;P8)	✓			
(D2;P8)			✓	
(D3;P2)	✓			
(D3;P4)	✓			
(D3;P4)	✓			
(D3;P2)	✓			
(D3;P5)	✓			
(D3;P6)	✓			
(D3;P6)	✓			
(D3;P2)	✓			
(D3;P5)	✓			
(D3;P4)	✓			
(D4;P8)		✓		
(D4;P10)			✓	
(D4;P2)	✓			
(D5;P1)	✓			
(D5;P1)	✓			
(D6;P4)		✓		
(D6;P5)		✓		
(D6;P6)	✓			
(D6;P9)	✓			
(D6;P10)	✓			
(D6;P10)		✓		
(D6;P10)		✓		
(D6;P10)		✓		
(D8;P3)		✓		
(D8;P3)		✓		
(D8;P4)		✓		
(D8;P5)	✓			
(D8;P16)		✓		
(D8;P16)	✓			
(D8;P16)	✓			

Third person singular inflection (s)

Data/Paragraph	Types of error			
	Omission	Addition	Misformation	Misordering
(D1;P4)	✓			
(D2;P2)	✓			
(D2;P4)	✓			
(D2;P3)	✓			
(D2;P8)	✓			
(D1;P4)	✓			
(D4;P1)			✓	
(D4;P2)		✓		
(D4;P4)	✓			
(D4;P8)	✓			
(D4;P10)			✓	
(D7;P2)	✓			
(D7;P5)	✓			
(D8;P4)			✓	
(D8;P4)			✓	
(D8;P5)		✓		
(D8;P6)	✓			
(D8;P6)			✓	
(D8;P8)			✓	
(D8;P8)			✓	
(D8;P8)			✓	
(D8;P8)			✓	
(D8;P8)			✓	
(D8;P10)	✓			
(D8;P10)	✓			
(D8;P11)	✓			
(D8;P12)			✓	
(D8;P12)			✓	
(D8;P12)	✓			
(D8;P16)			✓	
(D8;P17)	✓			
(D8;P21)	✓			

Past tense inflection (ed)

Data/Paragraph	Types of error			
	Omission	Addition	Misformation	Misordering
(D1;P3)			✓	
(D2;P2)	✓			
(D2;P4)			✓	
(D3;P6)			✓	
(D4;P1)	✓			
(D4;P9)			✓	
(D4;P9)	✓			
(D7;P2)			✓	
(D7;P2)			✓	
(D7;P2)			✓	
(D7;P3)			✓	
(D7;P3)		✓		
(D7; P3)	✓			
(D7;P5)			✓	
(D7;P6)	✓			
(D8;P15)	✓			
(D8;P15)	✓			

$$P = \frac{E}{N} \times 100\%$$

Omission

$$\begin{aligned}
 P &= \frac{E}{N} \times 100\% \\
 &= \frac{42}{87} \times 100\% \\
 &= 48.27\%
 \end{aligned}$$

Addition

$$\begin{aligned}
 P &= \frac{E}{N} \times 100\% \\
 &= \frac{13}{87} \times 100\% \\
 &= 15\%
 \end{aligned}$$

Misformation

$$\begin{aligned}
 P &= \frac{E}{N} \times 100\% \\
 &= \frac{32}{87} \times 100\% \\
 &= 36.8\%
 \end{aligned}$$

APPENDIX 3: TYPES OF INFLECTIONAL MORPHEMES ERRORS

INFLECTION OF MORPHEME –S

Inflectional morpheme –s	Incorrect phrase/sentence	Correct sentence
Plural	... to student habits...	To students habits...(D1;P5)
	A 55-year-old	A 55-years-old (D1;P4)
	Student	Students (D2;P5)
	Student attendance is only 50-70%	Students attendance is only 50-70% (D2;P8)
	Student	Students (D3;P2)
	in speaking several aspect should be mastered	in speaking several aspects should be mastered (D3;P4)
	language feature	language features (D3;P4)
	several language skill	several language skills (D3;P2)
	their feelings, emotions and belief	their feelings, emotions and believes (D3;P5)
	affective issue	affective issues (D3;P6)
	Student	Students (D3;P6)
	student in English Study	students in English Study (D3;P2)
	It's happen with English Student at IAIN Batusangkar	It's happen with English Students at IAIN Batusangkar (D3;P5)
	<u>four language skill</u>	<u>four language skills</u>
	higher level of knowledge or skill	higher level of knowledge or skills (D4;P1)
	researchers saw many children	researcher saw many children (D4;P8)
	Seeing this, researchers are increasingly convinced	Seeing this, researcher is increasingly convinced
	Every teacher who teaches English	Every teachers who teaches English (D4;P2)
	four language skill	four language skills (D5;P1)
	five level of speaking	five levels of speaking (D5;P1)

	Researchers have observed	Researcher have observed (D6;P4)
	In conclusion, the researchers observed there was	In conclusion, the researcher observed there was (D6;P5)
	the study are the use of technology	the studies are the use of technology (D6;P6)
	the results of this research are the subject indicate the challenges	the results of this research are the subjects indicate the challenges (D6;P9)
	From several research conducted related to the use of technology in learning	From several researches conducted related to the use of technology in learning (D6;P10)
	the research that will be carried out by researchers	the research that will be carried out by researcher (D6;P10)
	researchers focused on	researcher focused on (D6;P10)
	it was different from the research that would be conducted by researchers	it was different from the research that would be conducted by researcher(D6;P10)
	Several overcome can be suggest to students	Several overcomes can be suggest to students (D7;P6)
	When doing Interactions	When doing Interaction (D8;P3)
	avoid misunderstandings in interactions	avoid misunderstandings in interaction (D8;P3)
	responsible for their actions	responsible for their action (D8;P4)
	People do not always follow the rule of the maxim	People do not always follow the rules of the maxim (D8;P5)
	In the previous studies, they researcher analyzed the flouting Maxims	In the previous studies, they researches analyzed the flouting Maxims (D8;P16)
	Most of the research purpose are to find the types	Most of the researches purpose are to find the types (D8;P16)
	It is about what maxim are flouted	It is about what maxims are flouted (D8;P16)

Third person singular	COVID-19 include fever, fatigue and dry cough	COVID-19 includes fever, fatigue and dry cough (D1;P4)
	...English teacher learn to control...	...English teacher learns to control... (D2;P2)
	teacher practice provide future teachers a real study room revel in	teacher practice provides future teachers a real study room revel in (D2;P4)
	teacher practice play an important role	teacher practice plays an important role (D2;P3)
	researchers are keen to investigate the problems educators	researcher are keen to investigates the problems educators (D2;P8)
	the researcher is interest to find out about	the researcher interests to find out about (D2;P8)
	researcher is interested in researching	researcher interests in research (D3;P9)
	other aspect in human life such as	other aspect in human lifes such as (D3;P2)
	first person to catch COVID-19 (D1;P4)	first person who catches COVID-19 (D1;P4)
	Nilsen in Ababio (2013:37) state that teaching	Nilsen in Ababio (2013:37) states that teaching (D4;P1)
	the teacher must learn to solve this problem	the teacher must learn to solves this problem (D4;P9)
	children who carry out learning at home	children who carrys out learning at home (D4;P8)
	the researcher interested	the researcher interests (D4;P10)
	teachers ask for help of PPL students	teachers asks for help of PPL students (D6;P4)
	the lecturer demand the students make mini research	the lecturer demands the students make mini research (D7;P2)
	so it make the students feel so scare	so it makes the students feel so scare (D7;P5)
	the researcher are interested in conducting research	the researcher interests in conducting research (D7;P8)
	Pragmatics is the study of the meaning that interpreted by the listener	Pragmatics is the study of the meaning that interprets by the listener

	or reader	or reader (D8;P4)
	Yule (1996:3) proposed that Pragmatic	Yule (1996:3) proposes that Pragmatic (D8;P4)
	some person disobeys the cooperative principle or fails to live up to the maxims.	some person disobey the cooperative principle or fail to live up to the maxims (D8;P5)
	Flouting maxim happen when a speaker	Flouting maxim happens when a speaker (D8;P6)
	a speaker do not disobey the rules,	a speaker does not disobey the rules (D8;P6)
	the teacher didn't give the information which was needed by the student	the teacher does not give the information which was needed by the student (D8;P8)
	which implied that she didn't want to send it again	which implies that she does not want to send it again (D8;P8)
	asked the student to look for the score by scrolling up	asks the student to look for the score by scrolling up (D8;P8)
	the teacher flouted the maxim of quantity	the teacher flouts the maxim of quantity (D8;P8)
	She did not give the information what is required	She does not give the information what is required (D8;P8)
	Speaker B answer A's question with untrue information	Speaker B answers A's question with untrue information (D8;P10)
	B answer A's question	B answers A's question (D8;P10)
	the speakers of a conversation fail to be relevant incommunicating	the speaker of a conversation fails to be relevant incommunicating (D8;P11)
	B has flouted maxim of relevance	B has flouts maxim of relevance (D8;P12)
	B, here, has changes the topic of conversation	B, here, has changed the topic of conversation (D8;P12)
	B answer A's question about	B answers A's question about (D8;P12)
	the researcher focuses on	the researcher focuses on


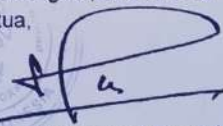
	academic setting which are flouted by students	academic setting which flouts by students (D8;P16)
	the researcher think that conduct a research	the researcher thinks that conduct a research (D8;P17)
	the examinee give answer with lack of evidence.	the examinee give answer with lack of evidence (D8;P21)

INFLECTION OF MORPHEME –ED

Inflectional morpheme – ed	Incorrect phrase/sentence	Correct phrase/sentence
	also get a supervisor during the experiential practice process	also got a supervisor during the experiential practice process (D1;P3)
	researcher's preliminary interview with the teachers	researcher's preliminary interviewed with the teachers (D4;P9)
	to apply what they learn at school	to apply what they learned at school (D2;P2)
	which became discovered in Wuhan (China),	which become discovered in Wuhan (China), (D2;P4)
	the researcher do an interview to know	the researcher did an interview to know (D4;P9)
	the lecturer of quantitative who had responsibility to this subject gave tasks to students to make them understood with the subject	the lecturer of quantitative who had responsibility to this subject gives tasks to students to make them understood with the subject (D7;P2)
	the lecturer also gave the tasks	the lecturer also gives the tasks (D7;P2)
	make video recording about what have their make	make video recording about what their have made (D7;P2)
	giving tasks of mini research by the lecturer made students faced some difficulties	giving tasks of mini research by the lecturer makes students faced some difficulties (D7;P3)
	It can related with the students	It can relate with the students (D7;P3)
	when the students face writing anxiety negatively	when the students faced writing anxiety negatively (D7; P3)
	make something they never write it before	make something they never wrote before (D7;P5)
	From some overcome that was state	From some overcome that was stated (D7;P6)

	They analyze“Movie”	They analyzed “Movie” (D8;P15)
	Maryatul Kipya (2019), They analyze the flouting maxim in “Talkshow”.	Maryatul Kipya (2019), she analyzed the flouting maxim in “Talkshow” (D8;P15).

APPENDIX 4 : SURAT IZIN PENELITIAN

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT Jl. Sudirman No. 137 Lima Kaum Batusangkar Telp. (0752) 71150, 574221, 71890 Fax. (0752) 71879 Website : www.iainbatusangkar.ac.id e-mail : lp2m@iainbatusangkar.ac.id																					
	<hr/>																					
	<p align="center">SURAT IZIN PENELITIAN</p> <p align="center">Nomor : B-947.d/In.27/L.I/TL.00/07/2022</p>																					
	<p>Berdasarkan surat saudara/i nomor surat: Istimewa pada 28 Juli 2022 perihal Mohon Izin Penelitian. Setelah dipelajari, maka Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Negeri Batusangkar menyatakan tidak keberatan atas penelitian dan memberikan izin kepada:</p>																					
<table border="0"> <tr> <td>Nama/NIM</td> <td>: Aidil Fitra/ 1630104004</td> </tr> <tr> <td>Tempat/Tanggal Lahir</td> <td>: Padang Panjang/ 09 Maret 1997</td> </tr> <tr> <td>Kartu Identitas</td> <td>: 13040200903970001</td> </tr> <tr> <td>Fakultas</td> <td>: FTIK</td> </tr> <tr> <td>Jurusan</td> <td>: Tadris Bahasa Inggris</td> </tr> <tr> <td>Alamat</td> <td>: Jorong Kubu Nan Limo</td> </tr> <tr> <td>Judul Penelitian</td> <td>: An Analysis Of Inflectional Morpheme Errors Found in English Students' Thesis Proposal</td> </tr> <tr> <td>Lokasi Penelitian</td> <td>: Jurusan Tadris Bahasa Inggris, FTIK, IAIN Batusangkar</td> </tr> <tr> <td>Waktu Penelitian</td> <td>: 28 Juli 2022 s.d 28 September 2022</td> </tr> <tr> <td>Dosen Pembimbing</td> <td>: Hendra Eka Putra, M.Pd</td> </tr> </table>			Nama/NIM	: Aidil Fitra/ 1630104004	Tempat/Tanggal Lahir	: Padang Panjang/ 09 Maret 1997	Kartu Identitas	: 13040200903970001	Fakultas	: FTIK	Jurusan	: Tadris Bahasa Inggris	Alamat	: Jorong Kubu Nan Limo	Judul Penelitian	: An Analysis Of Inflectional Morpheme Errors Found in English Students' Thesis Proposal	Lokasi Penelitian	: Jurusan Tadris Bahasa Inggris, FTIK, IAIN Batusangkar	Waktu Penelitian	: 28 Juli 2022 s.d 28 September 2022	Dosen Pembimbing	: Hendra Eka Putra, M.Pd
Nama/NIM	: Aidil Fitra/ 1630104004																					
Tempat/Tanggal Lahir	: Padang Panjang/ 09 Maret 1997																					
Kartu Identitas	: 13040200903970001																					
Fakultas	: FTIK																					
Jurusan	: Tadris Bahasa Inggris																					
Alamat	: Jorong Kubu Nan Limo																					
Judul Penelitian	: An Analysis Of Inflectional Morpheme Errors Found in English Students' Thesis Proposal																					
Lokasi Penelitian	: Jurusan Tadris Bahasa Inggris, FTIK, IAIN Batusangkar																					
Waktu Penelitian	: 28 Juli 2022 s.d 28 September 2022																					
Dosen Pembimbing	: Hendra Eka Putra, M.Pd																					
<p>Dengan ketentuan sebagai berikut :</p> <ol style="list-style-type: none"> 1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas. 2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan surat izin/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Jurusan, Ketua Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait. 3. Mematuhi dan menghormati semua peraturan yang berlaku di IAIN Batusangkar. 4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat izin ini/rekomendasi penelitian ini akan DICABUT Kembali 5. Surat izin ini/rekomendasi penelitian ini berlaku dari tanggal: 28 Juli 2022 s.d 28 September 2022 6. Melaporkan hasil penelitian kepada Rektor IAIN Batusangkar Cq. Ketua LP2M. 																						
<div style="text-align: right;"> <p>Batusangkar, 28 Juli 2022</p> <p>Ketua,</p>  <p>Dr. H. Muhammad Fazis, M.Pd</p> </div>																						
<p>Tembusan:</p> <ol style="list-style-type: none"> 1. Rektor IAIN Batusangkar (Sebagai Laporan) 2. Dekan Fakultas FTIK IAIN Batusangkar (Sebagai Laporan). 																						