LAPORAN AKHIR
PENELITIAN

MORPHOLOGICAL AND SYNTACTICAL ERRORS
IN STUDENTS' WRITING

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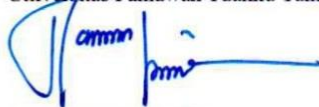
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Abstract

This research aims to show types of morpholigical errors in descriptive writing, to show types of syntactic erros in descriptive writing, and to show types of errors, in terms of morphology or syntact in descriptive writing. It uses qualitative method (case study). It was conducted in SMA Negeri 1 Bangkinang Kota, Riau. It has started since September to December 2020. The 62 sample were gained through random sampling. The errors classicication sheets, which are derived from 62 students' writing from SMA Negeri 1 Bangkinang, are used for the reasearch instrument. The data collected from documents. These documents are belong to students' descriptive writing. Then, the date was analized with qualitative data analysis based Flick (2014). The results of this research are: 1) there are some morphological errors in students' descriptive writing, such as inflection, derivation, noun, adjective, verb, adverb, preposition, article, copula (be), auxiliary, conjuction, and pronouns. The errors mostly occur in auxiliary with percentage 14.67%. 2) there are some syntactical errors in students' descriptive writing, such as passive voice, tense, noun phrase, prepositional phrase, subject/predicate, subject-verb agreement, demonstrative determiner, and paired adjective. The errors highly occur in Subject-verb agreement with percentage 23.04%. 3) The morphological and syntactical errors occur in the ommision, addition, misformation, and misordering.

Keywords: Morphological Errors, Syntactical Errors, Descriptive Writing

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CHAPTER I
INTRODUCTION

A. Background of the Problem

English is a universal language since it is spoken and understood more widely than other languages. It can be at least found almost everywhere, such as in the language of cinema, television, music, among educated people, etc. In today's global world, the usage of English is also very important, particularly it may play a major role in many sectors for global competitiveness in education, medicine, business, or engineering. As a result, many people like learning English as a foreign language or using it as their second language.

In Indonesia, English is considered as a foreign language. Alwasilah (2011, as cited in Musthafa, B & Hamied, FA 2014, p. 4) said:

"While the status of English as a Foreign Language was declared early (in 1955) and accorded the status of a compulsory subject to be taught in Junior Secondary Schools approximately in the same year, the policy to introduce the English language as an optional school subject to elementary school pupils was not made until the 1990's."

It means that English more likely is taught by the teachers as a foreign language started from early school. Today, they also teach English language in Univesity as an additional subject. Althought the students have learned English since primary school, many student still have difficulty in expressing or writing good English. To help the student to improve their English language skills, it is important to recognize some language errors that are commonly made by them.

Writing is one of the hardest skills in English language skills. Many students still can not write good english eventhough they may have some knowledge about writing. To write good English, students must know and consider some several aspects of English language, such as morphology, syntax, semantics, and pragmatism. Morphology deals with word structure ot components of grammar, while syntax deals with structure of the language. Semantics deals with meaning meaning at the levels of words, phrases, or sentences. Whereas, pragmatism deals with appropriate context of the language. It means that students should master this compenents.

Observation has been made at the SMA Negeri 1 Bangkinang and it reveals that some students are still difficult to master English writing skills. Many students still make errors in the correct usage of English grammar or structure, such as using superlative

form (*it is the oldest mosque*) of words and using noun phrase (we can see *the fountain colorful).* The first error is a morphological error. The student omits the use of morpheme of word superlative. The inflection suffix-*s* is required to form superlative adjective. The second error is considered as a syntactical error. The student puts the modifier *colorful* after the head of noun. It is incorrect position, so it is called *misordering error of a noun phrase.*

Based on the observations, the researcher wants to conduct an anlaysis the different type of errors that commonly appear in the students' writing. The researcher considers to choose a descriptive text because it is one of writing text that exist in the syllabus of SMA Negeri 1 Bangkinang. Moreover, the students have been familiar with this text because they have learned this text since elemantary school or junior high school. Therefore, I am interested in conducting a study about " Morphological and Syntactical Errors in Students' Writing."

B. Formulation of the Research
The following are the formulation of this reasearch:

1. What types of morpholigical errors are committed by the students in their compositions?

2. What types of syntactic erros are committed by the students in their compositions?

3. What type of errors, in terms of morphology or syntactic that is committed most frequently in the compositions?

C. Purposes of the Research
Dealing with the formulation of the research above, the purpose of the research is as follows:

1. To show types of morpholigical errors in descriptive writing.

2. To show types of syntactic erros in descriptive writing.

3. To show types of errors, in terms of morphology or syntact in descriptive writing.

D. Significances of the Research
The results of this research are expected to be beneficial both theoretically and practically.

1. Theoretically, through this study, the other researchers can enhance the theory of morphological and syntactic errors analysis. Moreover, this study will contribute for education since it will bring good solutions or knowledge that is useful for not only teachers but also the educational institution.

2. Practically, I give the draw of evidence and the real facts for the extent, fuction, advantage or disadvantage analysis, and also provide advice on the use of errors.

   a) For the teacher

   The researcher provides information about the students' error which can help teacher and make teaching process better. The effect of this study will help the teacher to recognize his or her students' errors in writing, so the teacher will pay attention to the errors made by the learners and also the reasons of the errors in the students' writing. Therefore, the teacher encourage his or her student to give more effective explanation that helps the students to correct the errors made by themselve. The teacher also can take some better treatments and more reinforcements, so it can be a feedback for the students and they can use it to develope their writing competences. Then, they can modify their teaching materials to adapt to the students' needs.

   b) For the English learners

   It will help the learners to be aware of the errors and the cause of the problems they have, so they probably will prevent to make the same mistakes in the future writing products. It also enables them to reflect on their learning, so they can develeop their competence.

   c) For the researcher

   This reseach not only can become a reference for the other researchers but also can stimulate the other researcher to make similar type of this research, but in the different form. In other words, it should be deeper and better from this research.

   d) For the institution of Education

   The results of the research will be useful for educational institutions or schools. The findings are real data, so it will support them to find problems that exist in English teaching learning process. Therefore, they can evaluate this problem and resolve this problem by probably making some actions related to English teaching learning process.

A. Review of Related Theories
  1. The Nature of Morphology

         The term 'morphology' initially was used in Biology, but then it has been used in a language. According to Mark Aronoff and Kirsten Fudeman (2010: 1), Morphology has been used since the nineteenth century in a Biological context. It was used by the German poet and Goethe who was a researcher. In the Biology, it refers to the study of structure of taxon and its component parts. In linguistics, however, it refers to the study of the form of language and it was firstly used by August Schleicher, who is a German linguistics.

         In linguistics, Morphology, nowdays, is well-known as branch of micro-linguistics concerned with internal structure of words and of the rules by which words are formed. Haspelmath and Sims declare two defenitions about Morphology. The first, "Morphology is the study of systematic covariation in the form and meaning of words". The second, "Morphology is the study of the combination of morphemes to yield of words" (2010: 2-3). Schmid (as cited in Braber, Cummings & Morrish, 2015), furthermore, says that Morphology is concerned with the form and the meaning. In other words, we need to see the form and the meaning, so we could analyse and describe the component parts of words and the principles that underlie the composition of words. Then, if we have already seen the resemblance in both form and meaning, there will be the morphological structure.

         Morphemes is the smallest unit which has meaning and grammatical function. For example; the word *teacher* consist of two : the verb *teach I*(which has a meaning "*to instruct*") and suffix-*er* (which has a function as a noun, a someone who does something). Gwilliams, L (2019: 3), furthermore, describes that :

         Morpheme is the smallest linguistic unit that carries meaning. Each type of morpheme has a different meaning, such as; lexical morphemes presents semantic information (e.g. [house], [dog], [appear]); functional morpheme convies the grammatical or morpho-syntactic information (e.g. [-s], [-ion], [dis-]), such as tense, number and word class.

         In Morphology, we will aslo identify these terms; root and stem. Root is the core meaning or a word itself, while stem is a base unit to which another

morphological pieces (affixes) are attached (Luthfiyati, Kholiq, & Zahroh, 2017: 32). For example, *workers* We can break it three morpheme: *work, -er, -s. Work* is the root while *worker* is considered as the stem to which *–s* is attached.

A single word can be composed by one or more morphemes, such as:

One morpheme	child
	help
	mean
Two morphemes	child + ish
	help + less
	mean + ing
Three morphemes	child + ish + ness
	help + less + ness
	mean + ing + ful
Four morphemes	gentle + man + li + ness
	un + desire + able + ity
More than four morphemes	un + gentle + man + li + ness
	anti + dis + establish + ment + ari + an + ism

(Öz, 2014: 88)

Moreover, he also categorizes morphemes into two classes, such as free morpheme and bound morpheme. According to him, *"a free morpheme can stand alone as an independent, single word, for example open and visit. In contrast, a bound morpheme cannot normally stand alone and must be typically attached to another form. For example, the plural morpheme -s can only occur when it is attached to nouns, or the past tense -ed morpheme must be attached to verbs"*.

In addition, a free morpheme defines as a morpheme can appear on its own as a word and it does not have to be attached to another morpheme. Whereas morphemes that is attached to some other unit (affixes) is called bound morphemes (Delahunty and Garvey, 2010: 122). Based on these explanation regarding the distinction between two types of morphemes, we can conclude that free morphemes are morphemes that can stand alone while the bound morphemes cannot. *Bottle, sit, look, door,* click are example of the free morpheme. But if these words are added with some other word-building element, such as suffic-*s (Bottles, sits, looks, doors)*, it will be the

bound morpheme.

Lexical morphemes and functional morpheme are classiefied as a free morphemes. Lexical morpheme considered as lexical items, such as nouns, verbs, adjectives, preposotions, and adverbs. For example, *house, speak, beautiful, figure out, fast, etc.* Meanwhile, functional morpheme refers to function words that exist in language, such as mostly prepositions, pronouns, conjunctions, modals, and auxiliary verbs. For instance, *in, he, but, will, is* (Lems, 2010: 95). Derivational morphemes and inflectonal morphemes, on the otherhand are classified into the bound morphemes.

Delahunty and Garvey (2010: 124) explain that *"Derivational morphemes are added to forms to create separate words: {-er} is a derivational suffix whose addition turns a verb into a noun, usually meaning the person or thing that performs the action denoted by the verb. For example, {paint}+{-er} creates painter, one of whose meanings is "someone who paints." Inflectional morphemes do not create separate words. They merely modify the word in which they occur in order to indicate grammatical properties such as plurality, as the {-s} of magazines does, or past tense, as the {ed} of babecued does"*.

Yule (2010: 69) additionally describes that derivational morphemes are morphemes that are used to create new words which have different grammatical class from the steam. Prefixes and suffixes are a part in derivatioanl morphemes. For example; suffix-*ize* changes the adjective *normal* to the verb *normalize.* Inflectional morphemes, on the other hands, are the morphemes that are used to show some aspects of the grammatical function of a word. Additionaly, inflectional morphemes produce words-form rather than new words (Schimd, 2015: 2). This following table is eight inflectional morphemes in English:

Inflectional Morphemes

Word-class	Morpheme	Functions/Meanings	Grammatical Category
Noun	(plural) (genetif)	Making of plural Marking of genetif, possession, part- of, etc.	Number Case
Verb	(3rd person)	3rd person singular present, marking agreement with subject	Person, Aggreement

	(-ing)	Present principle, marking of progressive aspect	Aspect
	(-ed)	Simple past	
	(-ed)	Past participle, used for present perfect and passive voice	
Adjective	(-er)	Comparative	Gradation
	(-est)	Superlative	

2. The Nature of Syntax

      In linguistics, Syntax refers to the study of grammatical structure of sentence. It can also define as a set rule of words or phrase to make a sentence. It is similar to Mısır 's statement (2017: 30) stated "*Mostly when talking about*

      syntax, it usually means word order and sentence structure." Moreover, Hussein and Elttayef (2018: 39) emphasized "S*yntax conceived as structures, grammar, lexicon, sounds, intonation, is the means to understand and explain the meaning(s); and pragmatics".*

      According to Nordquist (2019), furthermore, syntax is also the rules that affect in wich words combine to form phrase,clauses and sentences. Phrase is a group of words that do not have Subject and Predicate, such as *great job*. As Onions (2015: 130) stated *"A group of words forming an Equivalent and not having a Subject and Predicate of its own is called a Phrase".* NP (noun phrase), VP (verb phrase), PP (prepositonal phrase), ADJ P (adjective phrase), and ADV P (adverb phrase) are the phrasal syntactic categories. NP (noun phrase), VP (verb phrase), PP (prepositonal phrase) are the major categories, while the minor categories are those which do not project to phrasal level.

    a. NP (noun phrase)

      It is one of the syntactic categories composed of a noun and an article. NP can be Subject (S) (if it is put before verb,such as *the cat* eats), Object (O) (if it id put after the verb,such as the cat eat *a fish)* Direct Object (DO) (e.g.,we can fly *the kite)* , Indirect Object (IO) (e.g. we pass *the salt* to Kim) and modifier of a noun (e.g., *a hat* with the red colour).

b. VP (Verb Phrase)

It is one of the syntactic categories composed of a verb then followed with NP, such as; the doctor *found the puppy.* Additionally, VP can consist of a veb and adjective, a present participle verb, an adverb place or time, and a preposition.

c. PP (Preposition Phrase)

It is one of the syntactic categories and a phrase that begins with a preposition, in which the preposition function as the headword of phrase. For instance, the teacher read the book *in the library,* he arrives by *plane.*

d. ADJ P (Adjective Phrase)

It is one of the syntactic categories that consists of phrase that modifies noun or prounoun. It can be added before or after noun or pronoun. For example, The *very small* kitten jumped at the big dog, Jorge was *merely anxious* to get on his way, she seemed *extremely pleasant.*

e. ADV P (Adverb Phrase)

It is one of the syntactic categories which fuction to modify other expressions, including verbs, adjectives, adverbs, adverbials, and sentences. For example, she sang *very well* and we are expecting him to com *next year.*

If the phrase is the group of words that has no Subject (S) and Predicate (P), the Clause is the opposite of the phrase. In other words, it has Subject (S) and Predicate (P). It is also confirmed by Delahunty and Garvey, *" Clause is a grammatical unit that contains a subject and a predicate."* (2010: 322). Independent clause and dependent clauses are the basic types of clauses. Gambrill (2014: 1) defines the independet clause as a clause which contains a complete sentence and it can stand by itself as a complete simple sentence, while dependent clause is a clause that can't stand by itself as a complete sentence. It means that independent or main clauses are clauses that can stand alone made up of S and P. For example, *My dog eats* pizza crusts. Meanwhile the dependent or subordinate clause is the clause that containts S and V, but do not express a complete idea. For example, *When my mom arrives.* Dependent and independent clause may be found in adverb clauses, adjective or relative clauses, adverb clauses and noun clauses.

Besides the phrase and clause, the sentence also has type of sentence structures in Syntax, such as; simple sentence (which consist od S-V structur, e.g. *The father eats*), coumpound sentence (which consists of S-V-O-Conjuction-S-Verb

structure, e.g. *the father eats melon, and his son does, too*), Complex sentence (which consists of Dependent clause-S-V-Object structure, e.g. althought *he was tired after working, he decided to watch a movie*), and compound –complex sentence (which consists of four clauses, dependent and independent structure, e.g. *althougt we are not going to China, we still feel happy, we are excited, because we are gathering together at home*).

3. The Nature of Error

       Error is also known as a a mistake or faulty that arises unexpectedly. It can appear in written form or spoken form, such as misspellings or inappropriate verb, tense in a sentence. There are four descriptive taxonomies commonly used as the basic to classify the errors. They are Linguistics Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy. In this Research, the researcher uses Linguistics Category Taxonomy and Surface Strategy Taxonomy to classify the error. Dulay, Burt and Krashen's Surface Strategy Taxonomy (1982, cited in Kharmila and Narius, 2019, p. 328) classified errors into four categories, as follows;

    a) Omission Errors

       Omission errors are characterized by the absence of an element that must appear in a sentence.

          For Example:

             The apple $\varnothing$ on the table

       The student omits "*is*" (Auxiliary Verb) that should be added before *on the table* (Preposition Phrase) The sentence above should be *the apple is on the table.*

    b) Addition Errors

       Addition errors are characterized by the presence of an item which must not appear in a well-formed or incorrect location.

          For Example:

             He doesn't finds his toys

       Based on the example above, it can be seen that the the student makes a negative sentence in the simple present tense. However, he or she adds morpheme "*s*" in the Verb *find.* So, the sentence should be *He doesn't find his*

toys.

c) Misformation Errors

Misformation Errors are the use of unappropriate or wrong form of morpheme or structur in written form.

For Example:

The tigers is in the zoo

In the sentence, student puts *"is"* instead of *"are"* for plural noun, so it is incorrect.

d) Misordering Erros

Misordering Erros could be seen when two elements exchange in the incorrect position

For example:

Comes the teacher to the class

The students make a positive sentence in the simple present tense. However, he or she puts "*comes*" (Verb) before *the teacher* (Subject), which is incorrect placement. It should be *"the teacher **comes** to the class"*

4. The Nature of Writing

Writing is the fourth of four language skills in English and it is also one of communicattion forms. For example, through writing we could express our idea or our opinion, or even to convey a message or information in constructed text. Additionally, it is a productive skill that must be mastered in learning or using a language. To make the language readable, we can use writing as a tool.

Writing is about discovering ideas, thingking to communicate and to develop them into statements and paragraphs that will be comprehensible to readers. Morover , Writing is a skill that can be learned like the most the other skills, such as driving or cooking (Langan, 2012: 9). It means that writing also a skill that can be mastered with continously practicing. It is also a process because writers do severals steps to produce writing product, such as to create, to plane, to write some drafts, to revise and finally to publish. Then, the final writing that is published by the writers will be read by the readers as the product. It means that writing is also a skill that can be mastered with continously practicing.

Generally, there are four purposes writers use for writing; to express oneself,

to provide information, to persuade, or to create a literary work. Thefirst is expressive writing used to express writers' opinions, ideas, belief or even argument. The second is informative writing used to educate or to explain something to the audience (essay, research papers, presentation). The third is the persuative writing, used to persuade or change readers' mind. The last is literary work used to entertain the readers.

Besides the purposes of writing, there are type of writing: expository writing, descriptive writing, narative writing, persuasive writing, creative writing. The first is the expository writing defined as writing that is used to covey factual information or explaination, for instance; encyclopedia entries, news reports, instruction manuals, informative essays, and research papers. To do expository writing in writing class, *"students need to investigat an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc"* (Baker & Brizee, 2010). The second is descriptive writing defines as writing that describes something in detailed. In other words, writers make their ideas seems real to their readers' imagination. Descriptive text includes in this writing. The third is narrative wiriting define as story writing. In other words, it is kind of writing that tells a story and the story could based on imaginatives or stories that are not actually happened (fiction) or based on real facts (nonfiction). For example; short stories, novels, personal narratives, anecdotes, and biographies. According to Chapman; Caswell: & Duke (as cited in Martin 2010: 13), this kind of writing is easier for student to learn and they recommend to use it as a tool to teach writing in the elemantary grades. The third is persuasive writing defined as writing to convine someone to take a certain action. To make this type of writing, writers needs knowledge of the subject, strong convictions, logical thinking, and technical skill. These are examples of persuasive writing; literary essays, editorials, advertisements, and book, music or movie reviews. The last type is creative writing defined as fun type of writing because writers follow their imaginative ideas or thoughts. Therefore, it is also kind or intresting and interesting writing. Novels poems, epics, short stories, screenplays, songs, television scripts are categorized as creative writing. Then, to make these types of writing perfect we need to do several process of writing.

Writing is complex skill because it requires another skills. The other skills are involved , such as handwriting or typing, spelling constructing grammatical sentences and punctuating (Yenita, Tanjung, & Septy, 2014: 3) It means that it

requires high level of language control, problem-solving form, generating ideas, planning, goal setting, monitoring, and assessing. Firstly they must already have thoungts or developed ideas when they start writing. After they have finished writing, they must read over their written draft and try to make some correction. They write and revise continously until they feel satiesfied with their writing. Therefore, writing is also called a complicated process.

5. Descriptive Text

Descriptive text is one of texts that is used by the writer to describes an object. Keraf (2000, cited in Potradinata, 2018, p. 125) stated that to write descriptive text, the writer must transfer and convey the image, feeling or thing to a reader with clear detail, so the reader can visualize it. It means that a student, as a writer, is expected to be able to convey and tranfer his or her ideas into a text with clear detail of the objects. Therefore, his or her readers can get information about the object clearly.

Moreover, Descriptive text has a generic structure and grammatical features. Suryana (2008, cited in Amelia, 2017, p. 278) said that the generic structure of descriptive text is identification and description. Firstly, the identification used to identify the phenomenon of the place, person, or thing are described. Secondly, description used to describe parts, qualities, characteristics, and the way to be done. In short, Identification aims to introduce or identify the object before the object is described with clear detail (in description). Besides the generic structure, it also has grammatical features or linguistics features, as follows;

a. *Focus on specific participants as the main character;*

b. *Use present tense as dominant tense;*

c. *Use lingking verbs or relational process frequently (is, am, has, have, belongs to) to classify and describe appearance or qualities and parts or function of the participant;*

d. *Use action verbs or material process and behavioral process in giving additional desription regarding action and behavior done by the participants in text;*

e. *Use mental verb or mental process when describing feelings;*

f. *Use adjectives and adverbs to add information to nouns (participants) and add information to verbs (actions) to provide more detailed description about the topic;*

g. *Use adverbial phrases to add more information about manner, place or tima, and sometimes realized in embedded clause which functions as circumstances.*

Derewianka; Emilia and Christie, Gerot and Wignell; Knapp and Watkins (1990; 2013;1994; 2005, cited in Noprianto, 2017)

However, the language feature of descriptive text commonly are introduced to students, includes specific participant, simple present tense, action or linking verb, and adjective.

B. Review of Related Findings

The reasercher has been reviewed some related studies about Morphological and syntactical errors on the English writing. The first study is conducted by Bao (2015) entitled with "Emperical study on Morphological Error of Mongolian Learners in English Writing". The objective study is to answer the type of morphological errors are found in Mongolian studensts' English writing, the causes of Mongolian students make such morphological errors, and the implication of these morphological error to the English writing. The result shows that the morphological Error of Mongolian learners are interlingual which is caused by the interference from Mongolan, others are intralingual which is caused by over-generalization, ignorance of rule restrictions, incomplete application of rules and false concept hypothesis and the rest are caused by their second language, Chinese. the implications of errors to the English teaching are; Firstly, teachers should help students lay a solid foundation of English. The Mongolian students usually make some simple and "silly" mistakes because they don't have a solid foundation of the English grammar. Teachers should encourage them study hard and lay a solid foundation of English basic knowledge. Secondly, teachers should give students instructions on character, that is to say, students should have such characters as confidence and hard-work, as is shown in Hyde School Principle: "if you teach students the merit of such values as truth, courage, integrity, leadership, curiosity and concern, then academic achievement naturally follows." The teachers should also let the students know the importance of learning strategies. Thirdly, there are similarities between Mongolian and English and teachers can make use of positive transfer to improve students' English learning. Lastly, curricular, syllabus, and textbook that are particular for Mongolian learners should be produced. However it is a difficult task. It needs furthering researching.

The second study is conducted by Vethamaicccam & Ganaphaty (2017) entiled with "Analysis Errors among Form One Students' written English Composition in a Private Chinese School. This study aims to analyze the common grammatical errors that students make in writing their composition and to find out the measure taken to prevent

student from repeating the errors while writing composition. Findings show that The common grammatical errors that students make in writing their composition are identified as errors in mechanics, errors in tenses, errors in prepositions, improper use of subject-verb-agreement and incorrect word choice to write the composition. There are a few measures being suggested to be adhered to as to help students and teachers related to writing composition component, such as; motivating students to learn grammar, teacher teach grammar using language arts and games, correction and improvement, classification errors.

The third study is conducted by Gayo and Widodo (2018) entitled "An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students". their study aims to investigate the errors that occur on students' English writing at the morphological and syntactical levels and the factors that cause these errors. The result of the study shows that, firstly, the types of morphological errors occur in the omission, addition, and misformation which include the derivation, inflection, preposition, article, copula be, personal pronoun, auxiliary, and determiner. Secondly, syntactical errors occur in the omission, addition, misformation, and disordering which include the passive voice, tense, noun phrase, auxiliary, subject-verb agreement, and determiner. The two major sources of errors are the interlingual (first language interference) and intralingual factors.

Based on three prior studies, there are similarities and differences with this study. The similarities are that this study and these prior studies use qualtive research as the research method. Then, the third and this study use two similar object of study (Morphological Error and Syntactical Error). However, this study has different objective, subject and place, and instrument, of the study from these prior studies. This study aims to find out type of morphological error, syntactical error, and frequently these errors. While, three prior studies aims to answer the type of error either morphological error or syntactical error, the cause of error, and the implication of the error. Next, the subject and place of the study. The first prior study uses 50 Mongolians majors from Scool of Foreign Language in Inner Mongolian University for Nationalities, the second prior study uses 37 private Chinese students in Han Chiang High School located in Georgetown area of Penang, Malaysia, and the third prior study uses 77 students of grade IX in SMP Negeri 9 Yogyakarta. Whereas, this study use 62 high school students in SMA Negeri 1 Bangkinang, Riau Province. The last is the instrument of the study. the student's assignment, questionare, and interview are the instrument of the first prior study, Ginger

sentence and grammar checker is the software that is used as the instrument od the second prior study, error classification sheets and interview guidelines are the instrument of the third prior study. Whereas, this study uses only students' writing, Zoom Aplication for online class, and some theories to classify the type and measure the frequency of morphological and syntactical errors.

C. Conceptual Framework

        In analyzing problems related to the object of study, the researcher uses Ozy (2014: 88); Nordquist (2019); Brown (as cited in Saputra, Tantra, & Ratminingsih, 2014); Linguistics Category Taxonomy and Surface Strategy Taxonomy. These theories are applied in this study because of their clear and complete explanations of type of morphology and syntac, and type of errors. Ozy's theory explain about not only the derivational and inflectional morpheme, but also their functions. Nordquist's theory, on the other hands, convies that the type of syntac (structure of sentence). To analyze the error, the researcher utilizes Linguistics Category Taxonomy and Surface Strategy Taxonomy.

        This study aims to know type of morphological and syntactical errors that commonly happen in English composition, particularly in the descriptive writing and to know what kind kind of errors that mostly appear in the descriptive writing. So both teachers and students are expected to be able to identify and find out the error in order to guide them to create proper strategy in language learning.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research uses a qualitative research and the method used in this research is descriptive research. According to Bieber and Lavey (2011:4) qualitative research is a research presented in generally words and texts. Meanwhile, descriptive research is a method that represents a state or phenomenon as it is (Sudaryono, 2017 : 82). Therefore the results of this research will be mostly in form of descriptions and sentences.

B. Participants
Population

According to Alvi (2016: 10) population is the comprehensive group of element, such as individual, institution, object, etc, which depends on the nature of invertigation. In other word, a population is the entire group that the researcher want to investigate. In this research, the population was the first year students of SMA Negeri 1 Bangkinang.

The total number of the population is 369 students who are divided into 11 classes:

Table 3 1 Total of the students

Classes	Total of the Students
X MIPA 1	31
X MIPA 2	35
X MIPA 3	35
X MIPA 4	31
X MIPA 5	35
X MIPA 6	35
X BAHASA	26
X IPS 1	35
X IPS 2	35
X IPS 3	35
X IPS 4	36
Total	369

Sample

Alvi (2016: 11) states that sample is the smaller number of population. It means that a sample is representative group of elements which is selected from the population. Gay (2012: 143) mentioned that a single participant or with as many as 60 or 70 participant could be a sample size in qualitative research. He also mentioned that more participant (in the qualitative research) does not necessarily mean the research or its result will be more realible or useful, so it is better for qualitative researcher to take fewer samples.

The sample of this research was selected by using simple random sampling as mentioned by Gay (2012 : 143) that simple random sampling is the technique to determine a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. Randomnes of this technique is that depends on the process of selecting a sample from the population. The method that researcher used for simple random sampling were lottery method. Therefore, the sample of this research is 62 students from 369 students.

C. Instruments

The research uses the errors classification sheets, which are derived from 62 students' writing from SMA Negeri 1 Bangkinang.

D. Location of the Research

The research was carried out at SMA Negeri 1 Bangkinang Kota. It is conducted at two classes; X MIPA 1 and X MIPA 4.

E. Data Collection

To collect the data, the researcher uses type of data collected from documents. These documents are belong to students' descriptive writing. Accoding to Paltridge and Phakiti (2010: 99-100):

> There are varied type of data collected in qualitative research, such types description of behaviour (what people are seen or heard doing or saying), description of event (piece of behaviour, defined either by the people in the setting or by the researcher), description of institution (the way the setting operates in term of regulations, tacit, rules, rituals), description of appearance (what the setting or people in it look it), description of research event (what

people say or do in interview, focus group), personal narrative (reconstruction of experience that aids understanding), account (what people say or write to the researcher-actual words), talk (what people are heard saying), visual record (what is actuallly seen), and document (piece of writing belonging or pertaining to the setting).

In collecting the data, the researcher has done several steps. These steps are as follows:

1. The researcher joined the classroom and gave an explanation to students about the descriptive text and how to make or write descriptive text;

2. The researcher gave a topic about descriptive text;

3. The reasercher asked the students to write descriptive writing about historical places or famous place that exist in their town. The researcher asked them to write a maximum of 150 words and write it on a paper.

After the result of students'writing are collected, the researcher analyzed the errors made by the students.

F. Data Analysis

In this research, the researcher applies qualitative data analysis based Flick (2014). According to Flick (2014: 4-5):

"Qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making (subjective or social meaning) in material and what is represented in it. It also combines approaches of a rough analysis of a detailed analysis (elaboration, condensation, summaries) with approaches of a detailed analysis (elaboration of categories, hermeneutic interpretations or identified structure)."

Then the reseacher does some procedure of analysis, as follows:

a. Organizing the data, after collecting the data the researcher checked the data and choose some sentences that have errors. Then, put them into the table.

b. Sorting or Categorizing the data, the researcher classified or seperated the data according to the theory of

Afterwards, the data will be categorized into the morphological and syntactical errors.

CHAPTER IV

RESEARCH FUNDING AND TIME ALLOCATION

A. Research Funding

Table 4 1 Budget Allocation

Uraian	Satuan	Volume	Besaran	Total (Rp)
1. Honorarium				
Honorarium koordinator peneliti (2 org x 6 bln)	OJB	6	100.000	1.200.000
Pembantu Peneliti (2 org x 4 bln)	OB	4	78.000	624.000
Subtotal Honorarium				**1.824.000**
2. Bahan Penelitian				
Kertas A4	Rim	10	50.000	500.000
Tinta Printer Epson 4 warna	Set	4	320.000	1.280.000
Pena	Kotak	3	50.000	150.000
Pulsa telpon	Paket	8	52.000	416.000
Hard disk external Toshiba basic	Buah	1	668.000	668.000
Penggandaan Proposal	Paket	3	150.000	450.000
Steples dan Isi Staples	Paket	1	22.000	22.000
Jilid Proposal	Paket	3	35.000	105.000
Subtotal Bahan Penelitian				**3.591.000**
3. Pengumpulan Data				
Transport	OK	2	150.000	300.000
Biaya Konsumsi	OK	62	50.000	3.100.000
Snack	OK	62	15.000	930.000
Subtotal Pengumpulan Data				**4.330.000**
4. Pelaporan, Luran Penelitian				
Jilid Laporan	Paket	3	35.000	105.000
Penggandaan Laporan PkM	Paket	3	50.000	150.000

Subtotal Pelaporan, Luaran Penelitian	**255.000**
Total Anggaran	**10.000.000**

B. Time Allocation

Table 4 2 Time Allocation

No	Month and Year	Activities
1	February 2022	Conducting Pre-research Activiy
2	March 2022	Reading Literature Review
3	April 2022	Formulating Writing Topic
4	May 2022	Discussing Writing Topic
5	November 2022	Collecting Data
6	Desember 2022	Analyzing Data
7	January 2023	Concluding Data
8	February 2023	Reporting

BAB V
FINDINGS & DISCUSSION

A. Research Finding

Based on the analysis of students'descriptive writing, the researcher found that many errors occur at both the morphological and syntactical levels.

Table 5 1 Research Finding

Linguistic Level	Kinds of Error	Omiss	Add	Misform	Misorder	Total	Percentage
Morpheme	Inflection	5	12			17	8.90%
	Derivation	1	4			5	2.61%
	Noun	3			1	4	2.09%
	Adjective				2	2	1.05%
	Verb	1	1		2	4	2.09%
	Adverb		1			1	0.52%
	Preposition	7	4			11	5.76%
	Article	7	1			8	4.19%
	Copula (be)	21	2	2		23	12.05%
	Auxiliary	20		8		28	14.67%
	Conjuction	2			1	3	1.57%
	Pronouns	13		1		14	7.33%
Syntax	Passive Voice			6	2	8	4.19%
	Tense			4		4	2.09%
	Noun Phrase				5	5	2.62%
	Prepositional Phrase				2	2	1.05%
	Subject/ Predicate	6				6	3.14%

Subject-Verb Agreement			44		44	23.04%
Demonstrative Determiner	1				1	0.52%
Paired Adjective				1	1	0.52%
Total	87	25	65	16	191	100%
Percentage						100%

Table 2 shows that many errors occur at both morphological and syntactical levels. In the morphological level, the errors include inflection, derivation, noun, adjective, verb, adverb, preposition, article, copula (be), auxiliary, conjuction, and pronouns. The highest number of morphological errors occur in the use of *auxiliary* with a percentage 14.67% whereas the lowest number of morphological errors occur in the use of *adverb* with a percentage 0.52%. In the syntactical level, the errors include passive voice, tense, noun phrase, prepositional phrase, subject/predicate, subject-verb agreement, demonstrative determiner, and paired adjective. The highest number of the syntactical errors is *Subject-verb agreement* with percentage 23.04%. Meanwhile, . The lowest number of the syntactical errors is *demonstrative determiner* and *paired adjective* with percentage 0.52%.

B. Discussion
1. Ommission

   According to Dulay, Burt and Krashen's Surface Strategy Taxonomy (1982, cited in Kharmila and Narius, 2019, p. 328), Omission errors are characterized by the absence of an element that must appear in a sentence. In the following table, the data about ommission errors, that are obtained from students' descrptive text, are presented:

Table 5 2 Ommision at Morphological and Syntactical Levels

Level of Liguistic	Kind of Error	Errors
Morpheme	Inflection	2.7.There are two **stair**∅ which are on the right and on the left.

28.5. It is the old∅ mosque in Pekanbaru.

29.9. Candi Tuo is **the old∅** and **the large∅** than others, which is 32.8 m x 21. 8 m.

31.4. There are four **temple∅** inside the complex, such as Candi Tua, Candi Palangka, Candi Mahligai, Candi Bungsu.

42.8. There are many big mirror∅ on the wall.

Derivation	41.13. It is about IDR 15.000, **include∅** parking area.
Verb	41.7. They ∅ different size and shape, but they ∅ made of stones and bricks.
Noun	10.3. This mosque has **beautiful garden and large ∅**, so many citizens and tourist visit it.
	33.6. The main ∅ is a large and it has stupa on the top.
	54.11. **Many people comes** here on ∅ weekend, especially young ∅.
Preposition	3.1. The Gulamo river is one of the river in Kampar, specifically ∅ Bangkinang, XII Koto Kampar district.
	8.2. It is the only historical heritage site in the form of a temple ∅ Riau.
	11.4. This temple is made ∅ sandstone, river stones, and bricks.
	18.7. It is made ∅ the combination of stones, sand, and molded bricks.
	20.7. Mostly, alot of people come here ∅ weekend or holiday.
	46.1. Green river or Sungai Hijau is one of the best place in Riau, especially ∅ summer.
	54.11. **Many people comes** here on ∅ weekend, especially young ∅.

Article	1.7. The river is Kampar river, which is long river ∅Kampar**.**
	21.5. ∅wall has each meaningful carving.
	22.3. ∅ Water is not literally green.
	23.4. ∅Flora that can be found in the forest usually are Pasak Bumi, Empas, Meranti,etc.
	28.12. The gate is larger and it is in ∅ north.
	32.7. ∅ roof ∅dark red and It also has similar architecture with Minangkabau house.
	32.9. It **is** near ∅ river, so it is built on stilts.
Copula (be)	1.13.The ticket ∅ affordable, so many people want to keep come to Muara Takus temple.
	5.5. It ∅ approximately 135 km from Pekanbaru city.
	13.8.Achaelogist ∅ still unsure when this temple was founded.
	15.9. The roof ∅ like a pyramid.
	16.5. The lion statue that **exist** in the temple ∅ also similar to lion's head in India.
	23.6. The river is small but the water ∅ clear.
	24.4. This river is perfect for children, because it ∅ shallow.
	25.12. Its roof ∅ like a pyramid.
	31.8. It ∅ nearly close to Kampar river.
	32.7. ∅ roof ∅dark red and It also has similar architecture with Minangkabau house.
	40.8. The sand ∅ as white as at the beach.
	40.13. It ∅ about 10.000 to 25.000 rupiahs.
	41.6. They ∅ Candi Tuo, Candi Bungsu, Candi Mahligai and Candi Palangka.
	42.9. The frame ∅ gold and yellow.
	44.3. It ∅ 135 km from Pekanbaru, but it near the Kampar river.
	45.2. It ∅ a popular destination that offers some natural views.

	45.8. Although they can't reach the island, they ∅ still happy.
	51.2. It ∅ actually not an Island, but **many people names** it as Raja Ampat Island.
	52.7. In Buddhist, The water ∅ quite important, especially for ritual.
	53.2. The road ∅ smoothly nice, so It is only 1.5 or 2 hours from Padang.
	54.13.The parking area is a bit small, so bus ∅ hardly able park there.
Auxiliary	1.4. They ∅ made of white stone and they are 80 cm in height.
	4.6.However, The materials for Muara Takus temple are taken from a vilage called Pongkai, which ∅ located about 6 Km (3.5 m) from the temple.
	6.6. The materials of the temple ∅ made of bricks and stones.
	6.10.Inside the temple complex, there are buildings that ∅ used to burn human bones.
	10.6.Moreover, this mosque ∅ equipped with a library, halls, and office islamic organizations.
	23.10. If they ∅ not follow the rules, they probably will be disappear.
	24.11. washrooms ∅ provided by the owner.
	26.10. They are not real Raja Ampat, but they ∅ nearly similar.
	27.2. This temple is located a bit far from Pekanbaru, Which ∅ about 3 or 4 hours.
	27.8. However, it ∅ still debated among researchers and historians, because Sriwijaya Kingdom is located in Palembang and ∅ far from Riau.
	30.2.In 1900, it was built by Mr. Hamid, but it ∅ officially open in 1988.
	31.7. This temple ∅ not as big as Borobudur

	temple, although it has large area.
	35.3. This building ∅ decorated with various carvings and colorful motifs.
	39.5. **The stones mostly comes** from a village, which ∅called Pongkai.
	42.3.Today, this palace is belong to Siak goverment and it ∅ used for tourist attraction.
	44.7. they ∅ made of various stones and bricks.
	53.5. The island ∅ sorrounded by other small islands, such as traju islands, setan kecil island, sironjong besar island, sironjong kecil island, and cubadak island.
	55.4. The stone ∅ mostly taken from Pongkai village, which is 6 km from Muara Takus Temple.
	57.7. In addition, this mosque ∅ supported with 4 pillars.
	58.8. Local people believes that sick people can ∅ better after washing their body or face with the water.
Conjuction	31.1. The temple is made of bricks ∅ stones.
	46.3. My family ∅ I often visit river, especially on weekend.
Personal Pronouns	2.3.Before ∅ convert into Brimob's dormitory and medical place, it was a house which is belong to a **businessman successful.**
	4.11. Besides the temple, there is long river and ∅ is called Kampar river.
	7.2. because ∅ beauty and views are almost similar to Raja Ampat.
	24.2. ∅ is in Salo.
	25.10. ∅ Often visit on Ramadhan month or after Eid Al-Fitr.
	32.3. ∅ Also has some kind of objects that have always been used in Ancient times.

		32.4. Lontiok house is also known as a **house Lancang and Pencalang**, because ∅ shape is the same with Lancang.
		33.8. They are different in shape, but ∅ have stairs.
		54.7. ∅ is 500.000 or 600.000 rupiahs and it includes life jacket and entrance fee.
		55.1. Muara Takus Temple is the oldest temple in Sumatra and ∅ is the only one historical place in Riau.
		57.1. ∅ is one of palaces in Pelalawan, Riau.
		61.9. It is belived that ∅ can help people to be better, especially for sick person.
		61.10. By washing their body or face, ∅ can help them to recover.
Syntax	Subject/ Predicate	9.4. This Temple is located in Riau province and ∅ 135 kilometers from the city.
		13.6. ∅ Made of white stones **with** a wall has 30 cm in height.
		36.7. The waterboom is a little bit small, but ∅ clean.
		40.15. We can use them but ∅ not free.
		41.1. ∅ Located in Muara Takus village, XII Koto Kampar and approximately 135 km from Pekanabaru.
		52.2. ∅ Located about 135 km from Pekanbaru, Riau, Indonesia.
	Demonstrative Determiner	1.6. Then, ∅ a river nearby.

The analysis of the data is presented as follows;

1) Morpheme

   2.7. There are two **stair**∅ which are on the right and on the left.

   From the data there is an ommision error in student's writing occur at the morphological levels. It shows that the student omits suffix –*s* at the morpheme *stair*. There is the word *two* before *stair* which expresses the number of the noun

stair. It means that the stair is more than one, and it is plural noun. Therefore, it is incorrect. The sentence should be *There are two stairs which are on the right and on the left.*

28.5. It is the **old**∅ mosque in Pekanbaru.

From the data there is an ommision error in student's writing occur at the morphological levels. It shows that the student make a sentence with superlative adjective. However, he/she omits the inflectional morpheme; *-est* after the word *"old"*. Therefore, it is incorrect. The sentence should be *it is the oldest mosque in Pekanbaru.*

29.9.Candi Tuo is **the old**∅ and **the large**∅ than others, which is 32.8 m x 21. 8 m.

From the data there is an ommision error in student's writing occur at the morphological levels. It shows that the student make a sentence with superlative adjective. However, he/she omits the inflectional morpheme; *-est* after the word *"old"* and *"large"*. Therefore, it is incorrect. The sentence should be *Candi Tuo is the oldest and the largest than others, which is 32.8 m x 21. 8 m.*

31.4. There are four **temple**∅ inside the complex, such as Candi Tua, Candi Palangka, Candi Mahligai, Candi Bungsu.

From the data there is an ommision error in student's writing occur at the morphological levels. It shows that the student omits suffix *–s* at the morpheme *"temple"*. Before the morpheme *"temple"*, there is the word *"four"* which expresses the number of the noun *"temple"*. It means that the temple is more than one, and it is plural noun. Therefore, it is incorrect. The sentence should be *There are four temples inside the complex, such as Candi Tua, Candi Palangka, Candi Mahligai, Candi Bungsu.*

42.8. There are many big mirror∅ on the wall.

From the data there is an ommision error in student's writing occur at the morphological levels. It shows that the student omits suffix *–s* at the morpheme *"mirror"*. The morpheme *"mirror"* is considered as countable noun and there is a quantifier word such as *"Many"*, which express quantities. It means that The

morpheme *"mirror"* is a plural noun, so the sentence should be *There are many big mirrors on the wall.*

41.13. It is about IDR 15.000, **include**∅ parking area.

From the data there is an ommision error in student's writing occur at the morphological levels. It shows that the student probably wants to put Preposition after the comma (,), but he/she omits the derivational morpheme; *"-ing"* in the end of word. As a result, the word *"include"* affect the meaning and fuctions in the sentence. Therefore, it is incorrect. The sentence should be *It is about IDR 15.000, including parking area.*

41.7. They ∅ different size and shape, but they ∅ made of stones and bricks.

From the data it shows that the student joins two sentences with conjuction *but*. However, there is still an ommision error in student's writing occur at the morphological levels. In the first sentence *"They ∅ different size and shape"*, the student omists one morpheme. The reasearcher considers the morpheme is *have*, because it is free morpheme that functions as present tense. In the second sentence, on the other hand, *"but they ∅ made of stones and bricks."* The student omits the one morpheme, such as *are*. She/he should put the morpheme before main verb *made of*, which consist of three morphemes; *make,-ed,* and *of*. *Are* is considered as auxiliary (be) at word class, so it exactly appropriates to the subject *they*. Therefore, the sentence should be *They have different size and shape, but they are made of stones and bricks.*

10.3. This mosque has **beautiful garden and large** ∅, so many citizens and tourist visit it.

From the data it shows that the student joins two sentences with coordinating conjuction *so*. However, there is still an ommision error in student's writing that occurs at the morphological levels. In the first sentence *"This mosque has* **beautiful garden and large** ∅,*"* the researcher considers that the student wants to connect two adjective phrase with conjuction *and*. However, he/she omits a noun after the adjective *large*, so it is incomplete adjective phrase. Therefore, the student should add the noun after the adjective. The researcher considers that the noun is

probably the word *garden*. Finally, the sentence should be *This mosque has beautiful garden and large garden, so many citizens and tourist visit it.*

33.6. The main ∅ is a large and it has stupa on the top.

From the data It shows that the student make a sentence with present tense, but it is still incorrect. There is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits noun *building*. It should be put after morpheme *main*, so they will become Noun phrase *the main building*. In the sentence, *the main building* functions as Subject. Finally, the correct sentence could be *The main building is a large and it has stupa on the top.*

54.11. **Many people comes** here on ∅ weekend, especially young ∅.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (many *people)*, but the verb is singular (*comes*). Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *comes.* Moreover, the researcher find omission errors occur at the level of morpheme. based on the sentence, the student omits an article and a noun. Therefore, it is incomplete sentence. The student should add the article *the* between the word *on* and *weekend*. whereas, the noun should be put after adjective *young*. The researcher considers that the noun is *people* because *young people* is considered as one of the people. Finally, the sentence should be *Many people come here on the weekend, especially young people.*

3.1.The Gulamo river is one of the river in Kampar, specifically ∅ Bangkinang, XII Koto Kampar district.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits a morpheme *"in"*. *"in"*is a free morpheme and it functions to indicate where *The Gulamo river* is located. If *"in"* is put before *Bangkinang*, its function will be changed into prepotional phrase. Then, the sentence will be correct and it will be *The Gulamo river is one of the river in Kampar, specifically in Bangkinang, XII Koto Kampar district.*

8.2. It is the only historical heritage site in the form of a temple ∅ Riau.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits a morpheme *"in"*. *"in"*is a free morpheme and it functions to indicate where a place is located. In the sentence, *it* repleces the place, that also functions as a Subject. If *"in"* is put before *Riau*, its function will be changed into prepotional phrase. Then, the sentence will be correct and it will be *It is the only historical heritage site in the form of a temple in Riau.*

11.4. This temple is made ∅ sandstone, river stones, and bricks.

From the data It shows that the student make a passive sentence but it is still incorrect. There is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits preposition *of*. It should be put after the verb *made*, so they will be prepotional verb "*made of"* and the object will come directly after the preposition *of*, so the correct sentence could be *This temple is made* of *sandstone, river stones, and bricks.*

18.7. It is made ∅ the combination of stones, sand, and molded bricks.

From the data It shows that the student make a passive sentence but it is still incorrect. There is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits preposition *of*. It should be put after the verb *made*, so they will be prepotional verb "*made of"* and the object will come directly after the preposition *of*, so the correct sentence could be *it is made of the combination of stones, sand, and molded bricks.*

20.7.Mostly, alot of people come here ∅ weekend or holiday.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits a preposition *on*. It should be put before the word *weekend*, so the sentence should be *Mostly, alot of people come here on the weekend or holiday.*

46.1.Green river or Sungai Hijau is one of the best place in Riau, especially ∅

summer.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits a preposition *in*. It should be put before the word *summer*, so the sentence should be *Green river or Sungai Hijau is one of the best place in Riau, especially in summer.*

1.7. The river is Kampar river, which is long river ∅Kampar**.**

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits a preposition *in*. It should be put before the word *Kampar*, so the sentence should be *The river is Kampar river, which is long river in Kampar.*

21.5. ∅wall has each meaningful carving.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that he/she omits a morpheme *the*. She/he probably wants make a sentence with specific noun, but she/he omits the morpheme *the*. Therefore, it is incorrect. The morpheme *the* must be put before the morpheme *wall* (noun), so it could be *the wall*. *The wall* become two morphemes with similar function. It functions as Subject in the sentence, so the sentence should be *The wall has each meaningful carving.*

22.3. ∅ Water is not literally green.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that she/he probably wants make a sentence with specific noun, but she/he omits the morpheme *the*. He/she only writes morpheme *Water*, so the morpheme *water* become general noun. Therefore, it is incorrect. The morpheme *the* must be put before the morpheme *water* (noun), so it could be *the water*. *The water* become two morphemes with similar function. It functions as Subject in the sentence, so the sentence should be *the water is not literally green.*

23.4.∅Flora that can be found in the forest usually are Pasak Bumi, Empas, Meranti,etc.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that she/he probably wants make a sentence with specific noun, but she/he omits the morpheme *the*. He/she only writes morpheme *flora*, so the morpheme *flora* become general noun. Therefore, it is incorrect. The morpheme *the* must be put before the morpheme *flora* (noun), so it could be *the flora*. *The flora* become two morphemes with similar function. It functions as Subject in the sentence, so the sentence should be *The flora that can be found in the forest usually are Pasak Bumi, Empas, Meranti,etc.*

28.12. The gate is larger and it is in ∅ north.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she omits a morpheme which is important in the sentence. The researcher considers that the morpheme is *the*. In morphological level, *the* is an article. In the sentence, the student wants to share where the subject *the gate* is located with point of the compass. However, he or she omits a definite article *the* between morpheme *in* and *north.* Therefore, it is incorrect. The sentence should be *The gate is larger and it is in the north.*

32.9. It is near ∅ river, so it build on stilts.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she omits a morpheme. The researcher considers that the morpheme is *the*. In morphological level, *the* is an article. In the sentence, the student wants to share where the subject *it* is exactly located with morpheme *river* (noun). However, he or she omits a definite article *the* between morpheme *near* and *river.* Therefore, it is incorrect. The sentence should be *It is near the river, so it is built on stilts.*

1.13.The ticket ∅ affordable, so many people want to keep come to Muara Takus temple.

From the data there is an ommision error in student's writing occur at the morphological levels.. The researcher considers that the student does not put copula (be) in his/her sentence. In the sentence, copula (be) should be *is* because the Subject is singular noun *the ticket*. The word *affordable*, which modifies the

pronoun *the ticket,* is an adjective. In a sentence, copula (be) *is* is added before adjective word. Therefore, the sentence should be *The ticket is affordable, so many people want to keep come to Muara Takus temple.*

5.5. It ∅ approximately 135 km from Pekanbaru city.

From the data there is an ommision error in student's writing occur at the morphological levels. The reseacher considers that the student ommits copula (be) *is*. The word *is* should be put after the subject *it,*but the student does not put it in the setence. Therefore, it is incorrect. The sentence should be *It is approximately 135 km from Pekanbaru city.*

13.8.Achaelogist ∅ still unsure when this temple was founded.

From the data there is an ommision error in student's writing occur at the morphological levels. The reseacher considers that the student ommits copula (be) *is*. The word *is* should be put after the subject *Achaelogist*, but the student does not put it in the setence. Therefore, it is incorrect. The sentence should be *Achaelogist is still unsure when this temple was founded.*

15.9. The roof ∅ like a pyramid.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she still omits copula (be) *is*. The researcher considers that *is* has one morpheme. In the sentence, the student should put tobe *is* between three morphemes; *The, roof,* and *like*. Because the Subject is singular noun *the roof,* its tobe is *is.* Therefore, the sentence should be *The roof is like a pyramid.*

16.5. The lion statue that **exist**∅ in the temple ∅ also similar to lion's head in India.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with relative clause. The subject is singular noun *The lion statue*, but the verb is plural *exist*. Also, there is no copula (be) in the non-defining clause *"∅ also similar to lion's head in India"*. Therefore, it is still incorrect. To form the 3 [rd] person singular present tense, the student should put suffix-*s* at morpheme *exist*. Then, he/she should put copula (be)

is at the beginning of non-defining clause. the copula (be) must be *is* because the Subject is singular noun. Therefore, the sentence should be *The lion statue that exists in the temple is also similar to lion's head in India.*

23.6. The river is small but the water ∅ clear.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she still omits copula (be). The researcher considers that the copula (be) is *is.* In the sentence, the student should put the word *is* after subject *the water*. The copula (be) must be *is* because the Subject is singular noun. Therefore, the sentence should be *The river is small but the water is clear.*

24.4. This river is perfect for children, because it ∅ shallow.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but still there is an omision error in the sentence"*because it ∅ shallow.*". The reseacher considers that he or she make this sentence "*because it ∅ shallow.*"to express a reason for the main caluse *"This river is perfect for children"* . however, he/she omits the coupla (be) in the independent clause. The researcher considers that the copula (be) is *is* because the Subject is singular noun *(it)*. Then, it should be added before the word *shallow.* In the sentence, *shallow* is one morpheme that functions as an adjective. Therefore, the sentence should be *This river is perfect for children, because it is shallow.*

25.12. Its roof ∅ like a pyramid.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she still omits copula (be). The researcher considers that the copula (be) is *is.* In the sentence, the student should put the the copula (be) *is* before the word *like* which has one morpheme. The copula (be) must be *is* because the Subject is singular noun *its roof.* Therefore, the sentence should be *Its roof is like a pyramid.*

31.8. It ∅ nearly close to Kampar river.

From the data there is an ommision error in student's writing occur at the

morphological levels. The student makes a sentence with present tense, but he/she still omits copula (be). The researcher considers that the copula (be) is *is*. In the sentence, the student should put the the copula (be) *is* after the word *It.* The copula (be) must be *is* because the Subject is singular noun. Therefore, the sentence should be *It is nearly close to Kampar river.*

32.7.∅ roof ∅dark red and It also has similar architecture with Minangkabau house.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she omits two morphemes. Therefore, it is incorrect. *the* and *is* are two morphemes which are ommited by the student. Morpheme *the* should be added before morpheme *roof* , so it could be a specific noun *the roof.* Whereas, morpheme *is* should be put after *the roof* . In the sentence, these morphemes *the roof* functions as a Subject and it is singular noun, so the auxiliary verb must be singular be *is.* Finally, the sentence should be *the roof is dark red and It also has similar architecture with Minangkabau house.*

40.8. The sand ∅ as white as at the beach.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she still omits copula (be). The researcher considers that the copula (be) is *is.* In the sentence, the student should put the copula (be) *is* before the Noun phrase *the sand.* The copula (be)must be *is* because the Noun Phrase is considered as singular noun. Therefore, the sentence should be *The sand is as white as at the beach.*

40.13. It ∅ about 10.000 to 25.000 rupiahs.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she still omits one morpheme. The researcher considers that the morpheme is *is.* It should be put after the subject *it*, which consist of one morpheme and it should be *is* because the subject is singular noun. Therefore, the sentence should be *It is about 10.000 to 25.000 rupiahs.*

41.6. They ∅ Candi Tuo, Candi Bungsu, Candi Mahligai and Candi Palangka.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but he/she still omits copula (be). The researcher considers that the copula (be) is *are* and it should be put after the subject *they*, which consist of one morpheme. Because the subject is a plural noun, *are* , the copula (be), is used for the subject. Therefore, the sentence should *They are Candi Tuo, Candi Bungsu, Candi Mahligai and Candi Palangka.*

42.9. The frame ∅ gold and yellow.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but the sentence is still incorrect. The researcher considers that the student should put the word *is* after noun phrase *the frame*. *Is* is considered as one morpheme and it is also considered as an auxiliary (be). The student should put tobe *is* for the subject *the frame,* so the sentence should be *The frame is gold and yellow.*

44.3. It ∅ 135 km from Pekanbaru, but it near the Kampar river.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but the sentene is still incorrect. The researcher considers that the student omits the word *is* after the subject *it*. *Is* is considered as one morpheme and it is also considered as a copula (be). To make a complete sentence, The student should put the copula (*is)* for the subject *(it),* so the sentence should be *It is 135 km from Pekanbaru, but it near the Kampar river.*

45.2. It ∅ a popular destination that offers some natural views.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but the main sentence is still incorrect. The researcher considers that the student omits the word *is* after the subject *it*. *Is* is considered as one morpheme and it is also considered as a copula (be). To make a complete sentence, The student should put

the copula *(is)* for the subject *(it),* so the sentence should be *It is a popular destination that offers some natural views.*

45.8. Although they can't reach the island, they ∅ still happy.

From the data there is an ommision error in student's writing occur at the morphological levels. The student probably wants to join two clauses with subordinate conjuction *although*, but there is an ommission errors in the main clause. The researcher considers that the student omits the word *are* after the subject *they. are* is considered as one morpheme and it is also considered as a copula (be). To make a complete sentence, The student should put the copula *(are)* for the subject *(they),* so the sentence should be *Although they can't reach the island, they are still happy.*

51.2. It ∅ actually not an Island, but **many people names** it as Raja Ampat Island.

From the data the student probably wants to join two sentences with coordinating conjuction *but*. However, the researcher finds that there is ommision error in student's sentence occur at the morphological levels. it is showed at the first sentence "*It ∅ actually not an Island,"*. The student omit the word *is. Is* is considered as one morpheme and it is also considered as a copula (be). To make a complete sentence, The student should put the copula *(is)* for the subject *(it),* so the sentence should be *It is actually not an Island.* Moreover, the researcher finds an misformation error in student's sentence occur at the syntactical levels. It can be seen at the second sentence "*but **many people names** it as Raja Ampat Island."* The researcher considers that the student adds suffix *–s* after the word *name*. Cosequently, the subject and the verb are not proper. The student should omit the suffix *–s* after the word *name*, so the sentence should be *but many people name it as Raja Ampat Island.*

52.7. In Buddhist, The water ∅ quite important, especially for ritual.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with present tense, but the sentence is still incorrect. The researcher considers that the student omits the word *is* after the subject *the water. Is* is considered as one morpheme and it is also

considered as a copula (be). To make a complete sentence, The student should put the copula (*is*) for the subject *(the water),* so the sentence should be *In Buddhist, The water is quite important, especially for ritual.*

53.2. The road ∅ smoothly nice, so It is only 1.5 or 2 hours from Padang.

From the data there is an ommision error in student's writing occur at the morphological levels. The student probably wants to join two sentences with coordinating conjuction *so*, but there is still an ommission errors in the first sentence "*The road ∅ smoothly nice,*". The researcher considers that the student omits the word *is* after the subject *the road. is* is considered as one morpheme and it is also considered as a copula (be). To make a complete sentence, The student should put the copula (*is*) for the subject *(the road),* so the sentence should be *The road is smoothly nice, so It is only 1.5 or 2 hours from Padang.*

54.13.The parking area is a bit small, so bus ∅ hardly able park there.

From the data there is an ommision error in student's writing occur at the morphological levels. The student probably wants to join two sentences with coordinating conjuction *so*, but there is still an ommission errors in the second sentence "*so bus ∅ hardly able park there.*". The researcher considers that the student omits the word *is* after the subject *the road. is* is considered as one morpheme and it is also considered as a copula (be). To make a complete sentence, The student should put the copula (*is*) for the subject *(bus),* so the sentence should be *The parking area is a bit small, so bus is hardly able park there.*

1.4. They ∅ made of white stone and they are 80 cm in height.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with passive voice, but he/she omits a morpheme. The researcher considers that the morpheme is *are*. In morphological level, *are* is auxiliary verb (be) . In the sentence, the student should put the auxiliary verb *are* before the main verb *made of*. The auxiliary verb must be *are* because the Subject is plural noun *They*. Therefore, the sentence should be *they are made of white stone and they are 80 cm in height.*

4.6.However, The materials for Muara Takus temple are taken from a vilage called

Pongkai, which ∅ located about 6 Km (3.5 m) from the temple.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with passive voice, but there is an omision error at the independent clause. The reseacher considers that he or she uses the independent clause "*which ∅ located about 6 Km (3.5 m) from the temple*" for giving more information about the Pronoun *Pongkai*. However, he/she omits the morpheme *is* between three morpheme; *which* and *locate; -ed*, so the sentence should be *The materials for Muara Takus temple are taken from a vilage called Pongkai, which is located about 6 Km (3.5 m) from the temple*. Therefore, the morpheme *is* could be auxilary verb (be) that is added after the morpheme *which*.

6.6. The materials of the temple ∅ made of bricks and stones.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with passive voice, but he/she omits a morpheme. The researcher considers that the morpheme is *are*. In morphological level, *are* is auxiliary verb (be) . In the sentence, the student should put the auxiliary verb *are* before the main verb *made of*. The auxiliary verb must be *are* because the Subject is plural noun *The materials*. Therefore, the sentence should be *The materials of the temple is made of bricks and stones*.

6.10. Inside the temple complex, there are buildings that ∅ used to burn human bones.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with independent clause, but there is an omision error at the independent clause. The reseacher considers that he or she uses the independent clause "*that ∅ used to burn human bones*" for giving more information about the Pronoun *The Buildings*. However, he/she omits the morpheme *are* between three morpheme; *that* and *use; -ed*, so the sentence should be *Inside the temple complex, there are buildings that are used to burn human bones.*Therefore, the morpheme *are* could be auxilary verb (be) that is added after the morpheme *that*.

10.6.Moreover, this mosque ∅ equipped with a library, halls, and office islamic organizations.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with passive voice, but he/she still omits a morpheme. The researcher considers that the morpheme is *is.* In morphological level, *is* is auxiliary verb (be) . In the sentence, the student should put the auxiliary verb *is* before the main verb *equipped.* The auxiliary verb must be *is* because the Subject is singular noun *this mosque.* Therefore, the sentence should be *Moreover, this mosque is equipped with a library, halls, and office islamic organizations.*

23.10. If they ∅ not follow the rules, they probably will be disappear.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a conditional sentence, but he/she still omits one morpheme at the if-clause *"If they ∅ not follow the rules"*. The researcher considers that the morpheme is *do. Do* is one of auxiliary verbs used to help main verb and it is used for plural noun (subject). In the if-clause, The main verb is *follow* which has one morpheme and the subject is *they.* The reaseacher considers that the student want make negative sentence in the if-clause because the morpheme *not* is presented before the main verb *follow.* Therefore, the sentence should be *If they do not follow the rules, they probably will be disappear.*

24.11. washrooms ∅ provided by the owner.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with passive voice, but he/she still omits a morpheme. The researcher considers that the morpheme is *are.* In morphological level, *are* is auxiliary verb (be) . In the sentence, The main verb consists of two morpheme; *provide; -ed.* the student should put the auxiliary verb *are* before the main verb *provided.* The auxiliary verb must be *are* because the Subject is plural noun *washrooms.* Therefore, the sentence should be *washrooms was provided by the owner.*

26.10. They are not real Raja Ampat, but they ∅ nearly similar.

From the data there is an ommision error in student's writing occur at the morphological levels. The student joins two sentences with coordinating conjuction *but*, but there is an omision error at the *"but they ∅ nearly similar"*. The reseacher considers that he or she uses the coordinating conjuction *but* for contrast. However, he/she omits the auxiliary verb (be) in the sentence *"but they ∅ nearly similar"*. The researcher considers that the auxiliary verb (be) is a morpheme *are* because the Subject is plural noun *(They)*. Then, it should be added before two morphemes; *near* and *-ly* . Therefore, the sentence should be *They are not real Raja Ampat, but they are nearly similar.*

27.2. This temple is located a bit far from Pekanbaru, which ∅ about 3 or 4 hours.

From the data there is an ommision error in student's writing occur at the morphological levels. The reseacher considers that the student uses the dependent clause *"Which ∅ about 3 or 4 hours."* for giving more information about the Pronoun. However, he/she omits the morpheme *is* between two morphemes; *which* and *about*, so the sentence should be *This temple is located a bit far from Pekanbaru, which is about 3 or 4 hours.* Therefore, the morpheme *is* could be auxilary verb (be) that is added after the morpheme *which*.

27.8. However, it ∅ still debated among researchers and historians, because Sriwijaya Kingdom is located in Palembang and ∅ far from Riau.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes the sentence with passive voice, but still there is an omision error in the sentence. The reseacher considers that the student omits auxiliary (be) *is* in the sentence *"However, it ∅ still debated among researchers and historians"*. *debated* has two morphemes; *debate* and *–ed*. The free morpheme *Debate* changes into inflectional morpheme *debated* after suffix-*ed* is put into the root and it will be fuctioned as main verb of passive voice. The student should put it after axuliary verb (be) *is*, which does not exist in the sentence. Moreover, the omission error also exist in the sentence *"because Sriwijaya Kingdom is located in Palembang and ∅ far from Riau."* The student should add subject and auxiliary verb before the conjuction *and,* so the sentence

will be a complece sentence *it is far from Riau.* Therefore, the final sentence should be *However, it is still debated among researchers and historians, because Sriwijaya Kingdom is located in Palembang and it is far from Riau.*

30.2. In 1900, it was built by Mr. Hamid, but it ∅ officially open in 1988.

From the data there is an ommision error in student's writing occur at the morphological levels. The reseacher considers that the student joins two sentences with coordinating conjuction *but*. In the second sentence, the student omits the auxiliary verb *was*, which is used for helping the main verb. Because the sentence is formed using passive voice, the main verb should be used past participle. However, the student uses present participle instead of past participle. Therefore, it is incorrect. The student should add an inflectional suffix-*s* in the end of the min verb *open*, so the sentence should be *In 1900, it was built by Mr. Hamid, but it was officially opened in 1988.*

31.7. This temple ∅ not as big as Borobudur temple, **although** it has large area.

From the data there is an ommision error in student's writing occur at the morphological levels. The student uses subordinate clause in his or her writing, but it is still incorrect. The researcher considers that the student omits auxiliary verb (be) *is* in the main clause. Beside at the morphological levels, the researcher also finds a misordering error in the dependent clause. It shows that he/she puts a subordinate conjuction *although* in wrong place. The subordinate conjuction *although* should be put at the beginning of main clause, so the sentence should be *although the temple is not as big as a Borobudur temple, it has large area.*

35.3. This building ∅ decorated with various carvings and colorful motifs.

From the data there is an ommision error in student's writing occur at the morphological levels. The student makes a sentence with passive voice, but his/her sentence is still incorrect. The researcher considers that the student omits auxiliary (be) *is* which consist of one morpheme and it should be put before the main verb *decorated,* which consist of two morpheme; *decorate* and *–ed*. The auxiliary (be) should be *is* because the sentence starts with singular pronoun *this building*. Therefore, the sentence should be *This building is decorated with various carvings*

and colorful motifs.

39.5. **The stones mostly comes** from a village, which ⱷcalled Pongkai.

From the data there is an ommision error in student's writing occur at the morphological levels. It is showed in the dependent clause "*which ⱷcalled Pongkai.*" The researcher considers that the student omits an one morpheme in the dependent clause. The morpheme is *are*. The researcher considers that *are* should put between relative pronoun *which* and the main verb *called*. It should be *are* because the subject *the stones* is plural noun and it should be added before *called* because its function a auxilary verb for the main verb *called*. The main verb *called* consists of two morphemes which functions as Passive voice verb. They are *call* and *–ed*. Therefore, the dependet clause should be *which is called Pongkai.* Beside the ommision error, the researcher also find misformation in the syntactical level. It presents in the independent claue ***The stones mostly comes*** *from a village*. The verb *comes*, which has two morpheme (*come and –s*), is not appropriate for the Subject *the stones,* so it is incorrect. The verb should be singular verb because the subject is the plural noun. To make the singular verb, the suffix *–s,* which exists in the word *comes,* must be ommited. Therefore the sentence should be *The stones mostly come from a village, which is called Pongkai.*

42.3.Today, this palace is belong to Siak goverment and it ⱷ used for tourist attraction.

From the data there is an ommision error in student's writing occur at the morphological levels. The student joins two sentences with conjuction *and*. In the second sentence "*it ⱷ used for tourist attraction.*", the researcher finds an ommision error that occurs at the morphological levels. The researcher considers that the students omits the word *is*. *Is* is considered as one morpheme and it exactly appropriates for the subject *it*, which is singular noun. Also, it is suitable for helping main verb *used*, which consists of two morphemes; *use* and suffix *–ed,* so the word *is* became auxiliary (be) here. Therefore, the sentence should be *Today, this palace is belong to Siak goverment and it is used for tourist attraction.*

44.7. they ∅ made of various stones and bricks.

From the data there is an ommision error in student's writing occur at the morphological levels. The student write a sentence with passive voice. However, the researcher finds an ommision error that occurs at the morphological levels. The researcher considers that the students omits the word *is*. *Is* is considered as one morpheme and it exactly appropriates for the subject *it*, which is singular noun. Also, it is suitable for helping main verb *made*, so the word *is* became an auxiliary (be) here. Therefore, the sentence should be *they* are *made of various stones and bricks.*

53.5. The island ∅ sorrounded by other small islands, such as traju islands, setan kecil island, sironjong besar island, sironjong kecil island, and cubadak island.

From the data there is an ommision error in student's writing occur at the morphological levels. The student write a sentence with pasive voice. However, the researcher still finds an ommision error that occurs at the morphological levels. The researcher considers that the students omits the word *is*. *Is* is considered as one morpheme and it exactly appropriates for the subject *the island*, which is singular noun. Also, it is suitable for helping main verb *sorrounded*, so the word *is* became an auxiliary (be) here. Therefore, the sentence should be *The island is sorrounded by other small islands, such as traju islands, setan kecil island, sironjong besar island, sironjong kecil island, and cubadak island.*

55.4. The stone ∅ mostly taken from Pongkai village, which is 6 km from Muara Takus Temple.

From the data there is an ommision error in student's writing occur at the morphological levels. The student write a sentence with pasive voice. However, the researcher still finds an ommision error that occurs at the morphological levels. The researcher considers that the students omits the word *is*. *Is* is considered as one morpheme and it exactly appropriates for the subject *the stone*, which is singular noun. Also, it is suitable for helping main verb *taken*, so the word *is* became an auxiliary (be) here. Therefore, the sentence should be *The stone is mostly taken from Pongkai village, which is 6 km from Muara Takus*

Temple.

57.7. In addition, this mosque ∅ supported with 4 pillars.

From the data there is an ommision error in student's writing occur at the morphological levels. The student write a sentence with passive voice. However, the researcher still finds an ommision error that occurs at the morphological levels. The researcher considers that the students omits the word *is*. *Is* is considered as one morpheme and it exactly appropriates for the subject *this mosque*, which is singular noun. Also, it is suitable for helping main verb *supported with*, so the word *is* became an auxiliary (be) here. Therefore, the sentence should be *In addition, this mosque is supported with 4 pillars.*

58.8.Local people believes that sick people can ∅ better after washing their body or face with the water.

From the data there is an ommision error in student's writing occur at the morphological levels. The student write a sentence with present tense, but he/she omits *be* after the modal verb *can.* The *be* is considered as auxiliary verb that help modal verb. Therefore, the sentence should be *Local people believes that sick people can be better after washing their body or face with the water.*

31.1. The temple is made of bricks ∅ stones.

From the data there is an ommision error in student's writing occur at the morphological levels. The student probably wants to join two noun with coordinating conjuction, such as *and*, but he/she does not write the word *and* between the word *bricks* and *stones*. Consequently, the sentence is incorrect. The sentence should be *The temple is made of bricks and stones.*

46.3. My family ∅ I often visit river, especially on weekend.

From the data there is an ommision error in student's writing occur at the morphological levels. The student probably wants to join two pronouns with coordinating conjuction, such as *and*, but he/she does not write the word *and* between the word *My family* and *I*. Consequently, the sentence is incorrect. The sentence should be *My family and I often visit river, especially on weekend.*

2.3.Before ∅ convert into Brimob's dormitory and medical place, it was a house which is belong to **a businessman successful.**

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher finds the the student omits personal pronoun *it* at the subordinate clauses. The student should put *it* after subordinate conjuction (*before)* and change the plural verb (*convert*) to a singular verb. To make it singular verb, we must put suffix *–s* after the word *convert.* Consequently, the sentence should be *Before it converts into Brimob's dormitory and medical place.* Morever, the researcher also finds an error in syntactical levels. It occurs at incorrect placement of noun phrase "*a businessman successful".* The noun phrase "*a businessman successful"*consists of 5 morphemes. They are *a, business, -man, success, -ful*. The word *successful* should be put before the word *businessman*. Therefore, the sentence should be *it was a house which is belong to a successful businessman.*

4.11. Besides the temple, there is long river and ∅ is called Kampar river.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher finds the the student omits personal pronoun *it* after coordinating conjuction *and*. Therefore, it is incorrect. The sentence should be *Besides the temple, there is long river and it is called Kampar river.*

7.2. because ∅ beauty and views are almost similar to Raja Ampat.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher finds that the student omits a subject in the subordinating clause. The subject is the word *its*, which is considered as possessive pronoun. The student should write and put the word *its* before the word *beauty* and *views*, so the reader will not confused about the meaning. Therefore, the sentence should be *because its beauty and views are almost similar to Raja Ampat.*

24.2. ∅ is in Salo.

From the data there is an ommision error in student's writing occur at the

morphological levels. The researcher considers that the student wants write a simple present tense with verb "be". However, she or he omits the personal pronoun, such as *It*, which functions as a subject in the sentence. Therefore, the sentence should be *it is in Salo.*

25.10. ∅ Often visit on Ramadhan month or after Eid Al-Fitr.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student wants write a simple present tense. However, she or he omits the plural personal pronoun, such as *They*, which functions as a subject in the sentence. Based on his/her descriptive writing, *they* refer to people who visit Jami's mosque. Therefore, the sentence should be *they often visit on Ramadhan month or after Eid Al-Fitr.*

32.3. ∅ Also has some kind of objects that have always been used in Ancient times.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits the singular personal pronoun, such as *it*, which functions as a subject in the sentence. Based on his/her descriptive writing, *it* refer to *Rumah Lontiok*. Therefore, the sentence should be *it also has some kind of objects that have always been used in Ancient times.*

32.4. Lontiok house is also known as a **house Lancang and Pencalang**, because ∅ shape is the same with Lancang.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student omits the singular personal pronoun, such as *its*. It should be put before the noun *shape*, so the sentence should be *because its shape is the same with Lancang.*

33.8. They are different in shape, but ∅ have stairs.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student joins two sentences with coordinating conjuction *but*. However, there is stil an ommision error in the second sentence "*but ∅ have stairs*" . the student omits a plural

personal pronoun, such as *they*, which functions as a subject in the second sentence. Therefore, the sentence should be *They are different in shape, but they have stairs.*

54.7. ∅ is 500.000 or 600.000 rupiahs and it includes life jacket and entrance fee. From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student joins two sentences with coordinating conjuction *and*. However, there is stil an ommision error in the first sentence "*∅ is 500.000 or 600.000 rupiahs*". The student omits a singular personal pronoun, such as *it*, which functions as a subject in the first sentence. Therefore, the sentence should be *it is 500.000 or 600.000 rupiahs and it includes life jacket and entrance fee*.

55.1.Muara Takus Temple is the oldest temple in Sumatra and ∅ is the only one historical place in Riau.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student joins two sentences with coordinating conjuction *and*. However, there is stil an ommision error in the second sentence "*∅ is the only one historical place in Riau*". The student omits a singular personal pronoun, such as *it*, which functions as a subject in the second sentence. Based on the sentence, *it* refers to Muara Takus Temple.

57.1. ∅ is one of palaces in Pelalawan, Riau.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student wants write a simple present tense with verb "be". However, she or he omits the singular personal pronoun, such as *It*, which functions as a subject in the sentence. Therefore, the sentence should be *it is one of palaces in Pelalawan, Riau.*

61.9. It is belived that ∅ can help people to be better, especially for sick person.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student make an error in the object noun clause that "*∅ can help people to be better, especially for sick person.*" He/she ommits the singular personal pronoun, such as *It*, which

functions as a subject in the clause. Therefore, the sentence should be *It is belived that it can help people to be better, especially for sick person.*

61.10. By washing their body or face, Ø can help them to recover.

From the data there is an ommision error in student's writing occur at the morphological levels. The researcher considers that the student ommits the singular personal pronoun, such as *It*, which functions as a subject. It should be put after the modal verb *can*. Consequently . the sentence could be *By washing their body or face, it can help them to recover.*

2) Syntax

9.4.This Temple is located in Riau province and Ø 135 kilometers from the city.

From the data there is an ommision error in student's writing occur at the syntax levels. The researcher considers that the student joins two sentences with coordinating conjuction (*and)*, but there is still an ommision error in the second sentence *"Ø 135 kilometers from the city."* In the sentence, subject and predicate does not present. Therefore, it is uncomplete sentece. To complete the sentence, the student should put the subject *it* and the predicate such as *is*. The subject *it* refers to noun phrase *this temple* which is the subject in the first sentence. Wheareas, *is* is the predicate which express the state of subject. The subject is singular noun, so the predicte should be singular too. Therefore, the sentence should be *This Temple is located in Riau province and it is 135 kilometers from the city.*

13.6. Ø Made of white stones **with** a wall has 30 cm in height.

From the data there is an ommision error in student's writing occur at the syntax levels. The researcher considers that the student make a passive voie-simple tenses. In his/her sentence, The verb-past participle has been put, but no subject and the auxiliary verb. Based on the student's descriptive writing, the researcher considers that *it* is properly used for the subject with auxiliary (be) *is.* Moreover, the student should omit the conjuction *with* and change it to conjuction *and*. therefore, the sentence should be *it is made of white stones and a wall has 30 cm in height.*

36.7. The waterboom is a little bit small, but ∅ clean.

From the data there is an ommision error in student's writing occur at the syntax levels. The researcher considers that the student joins two sentences with coordinating conjuction (*but)*, but there is still an ommision error in the second sentence *",but ∅ clean."* In the sentence, subject and predicate does not present. Therefore, it is uncomplete sentece. To complete the sentence, the student should put the subject *it* and the predicate such as *is*. The subject *it* refers to noun phrase *the waterboom* which is the subject in the first sentence. Wheareas, *is* is the predicate which express the state of subject. The subject is singular noun, so the predicte should be singular too. Therefore, the sentence should be *The waterboom is a little bit small, but it is clean.*

40.15. We can use them but ∅ not free.

From the data there is an ommision error in student's writing occur at the syntax levels. The researcher considers that the student joins two sentences with coordinating conjuction (*but)*, but there is still an ommision error in the second sentence *",but ∅ not free."* In the sentence, subject and predicate does not present. Therefore, it is uncomplete negative sentece. To complete the negative sentence, the student should put the subject *they* and the predicate such as *are*. The subject *they* refers to *them* which is the object in the first sentence. Wheareas, *are* is the predicate which express the state of subject. The subject is plural noun, so the predicte should be plural too. Therefore, the sentence should be *We can use them, but they are not free.*

41.1.∅ Located in Muara Takus village, XII Koto Kampar and ∅ approximately 135 km from Pekanabaru.

From the data there is an ommision error in student's writing occur at the syntax levels. The researcher considers that the student joins two sentences with coordinating conjuction (*and)*, but there is still an ommision error in the sentences. It shows that both sentences do not present a subjet and a predicate. Therefore, it is uncomplete sentece. To complete the sentence, the student should put the subject *it* and the predicate such as *is*. The subject *it* refers to *Muara Takus Temple* which is the name of the place. Wheareas, *is* is the predicate which

express the state of subject. The subject is a singular noun, so the predicte should be singular too. Therefore, the sentence should be *it is located in Muara Takus village, XII Koto Kampar and it is approximately 135 km from Pekanabaru.*

52.2. ∅ Located about 135 km from Pekanbaru, Riau, Indonesia.

From the data there is an ommision error in student's writing occur at the syntax levels. The researcher considers that the student writes passive voice sentence-present from. However, there is still an ommision error in his/her sentence. Therefore, it is uncomplete sentece. To complete the sentence, the student should put the subject *it* and the predicate such as *is*. The subject *it* refers to *Muara Takus Temple* which is the name of the place. Wheareas, *is* is the predicate which express the state of subject. The subject is a singular noun, so the predicte should be singular too. Therefore, the sentence should be *it is located about 135 km from Pekanbaru, Riau, Indonesia.*

1.6. Then, ∅ a river nearby.

From the data there is an ommision error in student's writing occur at the syntax levels. The researcher considers that the student omits demonstrative determiner, such as *there is* in the sentence. Therefore, the sentence should be *Then, there is a river nearby.*

2. Addition

According to Dulay, Burt and Krashen's Surface Strategy Taxonomy (1982, cited in Kharmila and Narius, 2019, p. 328), Addition errors are characterized by the presence of an item which must not appear in a well-formed or incorrect location. In the following table, the data about addition errors, that are obtained from students' descrptive text, are presented:

Table 5 3Addition at Morphological Levels

Level of Liguistic	Kind of Error	Errors
Morpheme	Inflection	3.11.They must **pays** 5000 rupiahs for the enterancy fee.
		3.12.They also must **pays** 2000 rupiahs if **they**

	wants change their cloth in a room provided by the river's owner.
	14.3. Pelalawan palace **nears** to the river.
	15.7. This stone can **moves** without anyone moving it.
	24.14. Each person must **pays** IDR 5.000.
	25.7. Inside, there is a big **rocks** that look like a buffalo head.
	36.9. The parking area is large, so bus can **parks** there as well.
	37.8. This boat can still **fits** up to 15 people.
	38.8. Parking area is large, so bus and car can **parks** there.
	52.9. Inside the temple area, there is a **mounds**.
	53.7. The boat can **carries** 15 passangers and It cost IDR 600.000.
	56.9. The roof is **likes** a pyramid, which is coloured with dark brown.
Derivation	23.7. **People local** believe the myths that the mythical creatures still **living** in the forest.
	23.8. They have a their own village but it is **not unvisible.**
	25.3. They even **the slaughter** 10 buffaloes.
	43.11. However, we must climb the top carefully, especially on **raining** days, because the road does not have a layer of asphalt.
Verb	22.8. It is only **take** an hour from Pekanbaru.
Adverb	32.12. However, we **only** cannot see inside the house.

Preposition	34.2. It is a symbol **of**.
	34.4. It has been opened since **in** 1975.
	42.2.It **has becames** a place for Sultan since **in** 1889.
	50.6.**They has beed** used for buddhist ritual event since **in** 4th or 11 th century.
Article	25.3. They even **the slaughter** 10 buffaloes.
Copula be	22.12.Therefore, the number visitors highly increase **is** on a day before Ramadhan.
	52.3.It **is** prove that Buddhism has ever existed in Riau.

1) Morpheme

3.11.They must **pays** 5000 rupiahs for the enterancy fee.

From the data there is an error that the student produces at the level of morpheme. She/he adds an inflectional suffix –*s* after the word *pay*, which is incorrect. *They* is the subject of the sentence and it is plural noun, so the verb should be plural verb. However, the verb is singular because of the inflectional suffix –*s*. The sentence should be *They must pay 5000 rupiahs for the enterancy fee.*

3.12.They also must **pays** 2000 rupiahs if **they wants** change their cloth in a room provided by the river's owner.

From the data there is an error that the student produces at the level of morpheme. She/he adds an inflectional suffix –*s* after the word *pay* and *want*, which is incorrect. *They* is the subject of the sentence and it is plural noun, so the verb should be plural verb. However, the verb is singular because of the inflectional suffix –*s*. The sentence should be *They also must pay 2000 rupiahs if they want change their cloth in a room provided by the river's owner.*

14.3. Pelalawan palace **nears** to the river.

From the data there is an error that the student produces at the level of morpheme. The researcher considers that the student want to use *near to* as an adverb, but he/she puts

suffix-*s* after the word *near*. Therefore, it is incorrect. The student should add *be (is)* before the subject instead of the suffix-*s* after the word *near*. Therefore, the sentence should be *Pelalawan palace nears to the river*.

15.7.This stone can **moves** without anyone moving it.

From the data there is an error that the student produces at the level of morpheme. The researcher considers that the student wants to make a sentence with modal verb *can*, but he/she adds an inflectional suffix –*s* in the main verb *move*. Probably, he/she thinks that the main verb should be added with the inflectional suffix –*s* because the subject is a singular noun. However, she/he probably forgets that he/she is using a sentence with the modal verb *can*. If modal verb is used in a sentence, its main verb will have no inflection, and indeed it is valid for 3rd person singular. Therefore, the sentence should be *This stone can move without anyone moving it.*

24.14. Each person must **pays** IDR 5.000.

From the data there is an error that the student produces at the level of morpheme. The researcher considers that the student wants to make a sentence with modal verb *must*, but he/she adds an inflectional suffix –*s* in the main verb *pay*. Probably, he/she thinks that the main verb should be added with the inflectional suffix –*s* because the subject is a singular noun. However, she/he probably forgets that he/she is using a sentence with the modal verb *must*. If modal verb is used in a sentence, its main verb will have no inflection, and indeed it is valid for 3rd person singular. Therefore, the sentence should be *Each person must pay IDR 5.000.*

25.7. Inside, there is a big **rocks** that look like a buffalo head.

From the data there is an error that the student produces at the level of morpheme. There is article *a* before noun phrase *big rocks*, which indicates one in number. However, the student puts an inflectional suffix- *s* after the noun *rock* which shows that noun are used more than one. Therefore, it is incorrect. The student should omit the inflectional suffix- *s*, so the sentence should be *Inside, there is a big rock that look like a buffalo head.*

37.8. This boat can still **fits** up to 15 people.

From the data there is an error that the student produces at the level of morpheme. The

researcher considers that the student wants to make a sentence with modal verb *can*, but he/she adds an inflectional suffix –*s* in the main verb *fit*. Probably, he/she thinks that the main verb should be added with the inflectional suffix –*s* because the subject is a singular noun. However, she/he probably forgets that he/she is using a sentence with the modal verb *can*. If modal verb is used in a sentence, its main verb will have no inflection, and indeed it is valid for 3rd person singular. Therefore, the sentence should be *This boat can still **fits** up to 15 people.*

38.8. Parking area is large, so bus and car can **parks** there.

From the data there is an error that the student produces at the level of morpheme. The researcher considers that the student wants to make a sentence with modal verb *can*, but he/she adds an inflectional suffix –*s* in the main verb *park*. Probably, he/she thinks that the main verb should be added with the inflectional suffix –*s* because the subject is a singular noun. However, she/he probably forgets that he/she is using a sentence with the modal verb *can*. If modal verb is used in a sentence, its main verb will have no inflection. Therefore, it is incorrect. The sentence should be *Parking area is large, so bus and car can park there.*

52.9. Inside the temple area, there is a **mounds**.

From the data there is an error that the student produces at the level of morpheme. There is article *a* before the word *mounds*, which indicates one in number. However, the student puts an inflectional suffix- *s* after the noun *mound* which shows that noun are used more than one. Therefore, it is incorrect. The student should omit the inflectional suffix- *s*, so the sentence should be *Inside the temple area, there is a mound.*

53.7.The boat can **carries** 15 passangers and It cost IDR 600.000.

From the data there is an error that the student produces at the level of morpheme. The researcher considers that the student wants to make a sentence with modal verb *can*, but he/she adds an inflectional suffix –*s* in the main verb *carry*. Probably, he/she thinks that the main verb should be added with the inflectional suffix –*s* because the subject is a singular noun. However, she/he probably forgets that he/she is using a sentence with the modal verb *can*. If modal verb is used in a sentence, its main verb will have no inflection, and indeed it is valid for 3rd person singular. Therefore, the

sentence should be *The boat can carry 15 passangers and It cost IDR 600.000.*

56.9.The roof is **likes** a pyramid, which is coloured with dark brown.

From the data there is an error that the student produces at the level of morpheme. Based on student's sentence, the researcher considers that the student wants to use the word *like* as preposition. However, he/she adds an inflectional suffix –*s* in the word *like*. Suffix-*s* is never added to the end of preposition, but it is often added to noun and verb, which show the plurality. Therefore, it is incorrect. The student should omit the inflectional suffix –*s* in the word *like*, so the sentence should be *the roof is like a pyramid, which is coloured with dark brown.*

23.7.**People local** believe the myths that the mythical creatures still **living** in the forest.

From the data there are errors that the student produces at the level of morpheme. The researcher considers that the student wants to write simple present tense. However, she/he adds a derivational suffix –*ing* after the verb *live*. The verb *live* changes into a noun *living* because of the derivational suffix –*ing*. It means that this change can affect the literal meaning. Moreover, the researcher finds that there is misordering at the subject *People local*. The student should place the adjective *local* before noun *people*, but she/he puts it after the noun. Therefore, it is incorrect. The sentence should be *local people believe the myths that the mythical creatures still live in the forest.*

23.8. They have a their own village but it is **not unvisible.**

From the data there is an error that the student produces at the level of morpheme. The researcher considers that the student joints two sentences with coordinating conjuction *but*, but there is an error in 2nd sentence (*but it is **not unvisible**).* The student probably wants to make a negation form, because there is the word *not* in the sentence. After the word *not*, he/she puts an adjective *visible* with adding derivational prefix –*un*. It is incorrect negation form because the derivational prefix –*un* is not necessarily used. The derivational prefix –*un* will change the literal meaning of the sentence, if it is still placed in the word. Consequently, the meaning will be different. Therefore, the derivational prefix –*un* is ommited. The sentence should be *They have a their own village but it is not visible.*

25.3. They even **the slaughter** 10 buffaloes.

From the data there are errors that the student produce at the level of morpheme. She/he adds an article *the* and derivational suffix-*s* after the word *slaugh*. The researcher considers that it is incorrect because the sentence is not consistent with the meaning. Therefore, the student should omit article *the* and derivational suffix-*s* after the word *slaugh*. Then, the word *slaugh* without suffix-*s* is put after the word *even*. The word *slaugh* became singular verb and it is appropriate for its plural subject *they*. The sentence should be *They even slaugh 10 buffaloes.*

43.11.However, we must climb the top carefully, especially on **raining** days, because the road does not have a layer of asphalt.

From the data there is an error that the student produces at the level of morpheme. It is presented on the word *raining*. The word *raining* contains two morpheme; *rain* (root) and a derivational suffix-*ing*. It is correct form if it is not used for an adjective. The reasearcher considers that the student put incorrect the derivational suffix. He/she should add suffix-*y* after the root *rain*, instead suffix –*ing*. Therefore, the sentence should be *However, we must climb the top carefully, especially on rainy days, because the road does not have a layer of asphalt.*

22.8. It is only **take** an hour from Pekanbaru.

From the data there is an additional error that the student produces at the level of morpheme. It shows that there is an additional verb *take* used after the copula *(is)*. The student should omit the verb *take*, so the sentence will be correct. The sentence should be *It is only an hour from Pekanbaru.*

32.12.However, we **only** cannot see inside the house.

From the data there is an additional error that the student produces at the level of morpheme. It shows that there is an additional adverb *only* placed after the subject. The student should omit the adverb *only*, so the sentence will be understood. The sentence should be *However, we cannot see inside the house.*

34.2. It is a symbol **of**.

From the data there is an additional error that the student produces at the level of morpheme. It shows that there is an additional preposition *of* placed after the noun *symbol*. The student should omit the preposition *of*, so the sentence will be

understood. The sentence should be *It is a symbol.*

34.4. It has been opened since **in** 1975.

From the data there is an additional error that the student produces at the level of morpheme. The researcher considers that the student make present perfect tense in passive voice, but he/she adds an additional preposition, such as *in* after the word *since*. Therefore, it is incorrect. the student should omit the preposition *in,* so the sentence should be *It has been opened since 1975.*

42.2.It **has becames** a place for Sultan since **in** 1889.

From the data there are errors that the student produce at the level of morpheme and syntax. In morpholical level, the reasearcher considers that the student adds an additional preposition, such as *in* after the word *since*. Whereas, in the syntactical level, the researcher considers that there is misformation error of verb tense "***has becames***". It is present perfect tense because it is formed using *has* and past participle verb *became*. However, the student puts an inflectional suffix-*s* after the past participle verb *became*, which is incorrect form. Therefore, the verb is not match with present perfect tense. The student should omit the inflectional suffix-*s* after the past participle verb *became*. Finally, the sentence should be *It has became a place for Sultan since 1889.*

50.6.**They has beed** used for buddhist ritual event since **in** 4th or 11 th century.

From the data there are errors that the student produce at the level of morpheme and syntax. In morpholical level, the reasearcher considers that the student adds an additional preposition, such as *in* after the word *since*. Whereas, in the syntactical level, the researcher considers that there is a misformation error of verb tense "**They has beed**". The researcher considers that the student wants to write the word *been*, but he/she writes *d* in the end of word instead of *n*. Moreover, he/she use *has* instead of *have* before the main verb. It is not suitable with the subject *they,* so it is incorrect. To correct his/her sentence, he/she should use *have* as the helping verb because the subject is plural, replace *d* with *n* (*beed*)*,* and omit the preposition *in*. Finally, the sentence should be *They have been used for buddhist ritual event since 4th or 11 th century.*

22.12. Therefore, the number visitors highly increase **is** on a day before Ramadhan.

From the data there is an additional error that the student produces at the level of morpheme. It shows that there is an additional copula (be) *is* placed after the verb *increase*. The student should omit the copula (be) *is,* because it is not necessary. Therefore, the sentence should be *Therefore, the number visitors highly increase on a day before Ramadhan.*

52.3. It **is** prove that Buddhism has ever existed in Riau.

From the data there is an additional error that the student produces at the level of morpheme. It shows that there is an additional copula (be) *is* placed after the verb *prove*. The researcher considers that the student want to make a sentence with simple present tense. However, he/she adds copula (be) *is* insted of adding an inflectional suffix-*s* after the verb *prove*. Therefore, student should omit the copula (be) *is,* because it is not necessary. Then, he/she should put inflectional suffix-*s* after the verb *prove*. Finally, the sentence should be *It proves that Buddhism has ever existed in Riau.*

3. Misformation

According to Dulay, Burt and Krashen's Surface Strategy Taxonomy (1982, cited in Kharmila and Narius, 2019, p. 328), Misformation Errors are the use of unappropriate or wrong form of morpheme or structur in written form. In the following table, the data about misformation errors, that are obtained from students' descrptive text, are presented:

Table 5 4 Misformation at Morphological and Syntactical Levels

Level of Liguistic	Kind of Error	Errors
Morpheme	Personal Pronoun	8.12. You can visit **it** easily because the four temples are in the same area.
	Copula (be)	38.14. **The food and drinks is** affordable, so we don't need to worry about that.
		39.7. In the past, **people was** willing to cooperate to bring the stones.

	Auxiliary	3.6. In the middle of river there is two waterfalls that **is made** of big woods.
		10.2. **This mosque have been** opened since 2000.
		13.7.outside the temple, there are **walls that is** sorrounded, such as Tuo temple, Bungsu temple, Mahligai temple stupa, and Palangka.
		21.7.Inside the mosque, there are 40 pillar that symbolize **the people who is** doing Friday prayer.
		32.11. There is no entrancy fee, so **we does** not need to pay.
		35.5. In the first floor, we can finds some **the oldest Malay Poems which is** belong to Raja Ali Haji.
		45.12.**Each person have** to pay 5000 rupiahs.
		47.3.**Muara Takus temple have been exist** since Sriwijaya Kingdom.
Syntax	Passive Voice	2.6. **It is builts** on 5000 square meter site with Europan home style.
		7.6.To go to the top of Ulu Kasok, we must climb carefully because the road **is** still **coveres** in dirt.
		14.9.The palace **is supporting** four pillars.
		19.9.**This mosque is always visit by tourists**, especially on Ramadhan month.
		52.5.**These temples is sorrounded** by a wall.
		59.14. **It is calleds** *Meriam Puntung.*
	Tense	22.4. **It only appeared** green because it reflects the color of the trees.
		28.3. It shows that Siak Sri Indrapura **Kingdom has ever reigns** Pekanbaru.
		42.2.It **has becames** a place for Sultan since **in** 1889.
		50.6.**They has beed** used for buddhist ritual event

	since **in** 4th or 11 th century.
Subject-Verb Agreement	3.9. **Many visitors comes** especially on holiday.
	3.12.They also must **pays** 2000 rupiahs if **they wants** change their cloth in a room provided by the river's owner.
	4.5.In Java island, **the temples is** made of andesit stones taken from mountains
	4.9.**Pongkai have** similar meaning to Pongkaii in Siam.
	4.10. **They refers** to rivers.
	5.1.**Muara Takus Temple are** the oldest site in sumatra.
	5.9.**Muara Takus temple consist** of buildings, such as the oldest temple, bungsu temple, mahligai stupa, and palangka.
	5.10.**Archapologist have not been** able to determine certainly when this temple was founded.
	7.14. **They comes** from various province.
	8.7.**The building are** made of a mixture stone, sand, and molded bricks.
	9.1.**Muara Takus Temple are** the oldest site in sumatra.
	12.2. **It take** approximately 135 km from Pekanbaru city.
	12.5.**The materials of this temple is** made of bricks with various size.
	13.7.outside the temple, there are **walls that is** sorrounded, such as Tuo temple, Bungsu temple, Mahligai temple stupa, and Palangka.
	13.10.In addition, **historian predict** that this temple is one of the central goverment s of Sriwijaya Kingdom.
	15.8.**The mosque describe** the combination of Malay and Chinese architectural styles.
	16.6. **It mostly appear** in the Ashoka period.

17.3. **It consist** of 2 floors, which are designed with Malay, Arabian, and European architectural style.

19.10.**They comes** from mostly Singapore, Malaysia, and Brunei Darussalam.

21.10.**Many people comes** here especially on Ramadhan month.

21.11.**This mosque open** 24 hours, so people can come here everytime.

24.13.**Green river open** at 08.00 – 18.00.

26.12.**The owner also provide** some boat for sailing around the islands, but people must pay the ticket.

28.9. **they still lies** in the mosque.

31.5. **All the temples has** stairs.

34.12. **This Monument open** at 08.00 a.m. to 10.00 p.m..

36.3.It is **an outdoor area which provide** a attractive attrations, such as flying fox, air softgun, tree top adventure, suspension bridge, ATV Arena, Waterboom, artificial park and lake.

36.12.**It exclude** ticket for flying fox, air softgun, tree top adventure, suspension bridge, ATV Arena and Waterboom.

37.3.**Many people comes** to Ulu Kasok because of its view.

40.4.**Pantai Cinta offer** natural beautiful views.

43.8.**The boat fit** to 10 people.

47.4.**Some people estimates** that it is built in 4th or 11th century.

48.9.**People mostly visits** this river on summer or weekend.

51.2.It $\varnothing$ actually not an Island, but **many people names** it as Raja Ampat Island.

52.15.This temple opens almost everyday and **it**

start at 08.00 a.m. to 05.30 p.m.

54.8. Beside the canyo, **the river also present** greenish water.

54.11. **Many people comes** here on weekend, especially young.

55.77. althought **they has** different size but **they has** similar architecture with other temples, which exist in Myanmar.

57.8. **Those pillars has** meaningful meaning.

59.4. **Maymun palace have** quite large building and yard, which is 2.772 m^2 in width.

59.5. **It consist** of three building; main building which is in the middle and the other buildings are on the left and on the right.

59.12. If we look at the roof, **the roof look** like an inverted bow.

60.4. Many people like recording video or taking a picture from the top because they can see some **islands that resembles** with Raja Ampat Islands.

62.9. Local people say that the rock often moved around alot, but **it always cames back** to the mosque, especially when it felt thirsty.

1) Morpheme

8.12. You can visit **it** easily because the four temples are in the same area.

From the data there is misfromation error that the student produces at the level of morpheme. based on the sentence, the student joins two sentences with subordinating conjuction *because*. In the first sentence (*You can visit **it** easily),* the researcher considers that the student write wrong form of the personal pronoun. He/she should write *them* instead of *it* because the temples is more than one. Therefore, the sentence should be *You can visit them easily because the four temples are in the same area.*

38.14.**The food and drinks is** affordable, so we don't need to worry about that.

From the data there is misfromation error that the student produces at the level of morpheme. Based on the sentence, the student joins two sentences with coordinating conjuction *so*. There are two noun which are used for the subject, but the auxiliary verb (be) is not appropiate to the subject. Therefore, the subject and verb do not match. The student should replace the auxiliary verb (be) *is* with *are*. Because the subject is plural, the auxiliary verb (be) should be formed using plural too. Finally, the sentence should be *The food and drinks are affordable, so we don't need to worry about that.*

39.7.In the past, **people was** willing to cooperate to bring the stones.

From the data there is misfromation error that the student produces at the level of morpheme. Based on the sentence, the student write wrong an auxiliary verb (be). The subject is plural, but (be) is singular. Therefore, the subject and the auxiliary verb do not match. The student should replace the auxiliary verb (be) *was* with *were*. Because the subject is plural, the auxiliary verb (be) should be formed using plural too. Finally, the sentence should be *In the past, people were willing to cooperate to bring the stones.*

3.6. In the middle of river there is two waterfalls that **is made** of big woods.

From the data there is a misformation error that the student produces at the level of morpheme. based on the sentence, the student writes wrong auxiliary (be) in the subordinate clause. The subject is more than one *two waterfalls*, but he/she writes singular be *is* instead of plural be *are*. Therefore, it is incorrect. The student should replace the singular be *is* with the plural *be*. Finally, the sentence should be *In the middle of river there is two waterfalls that are made of big woods.*

10.2. **This mosque have been** opened since 2000.

From the data there is a misformation error that the student produces at the level of morpheme. based on the sentence, the student writes sentences with passive voice. The main verb is correct, but the auxiliary verb is incorrect. Because the subject is singular noun, the auxiliary verb should be singular too. Therefore, the student needs to change *have* to *has*. Finally, the sentence should be *This mosque has been opened since 2000.*

13.7. outside the temple, there are **walls that is** sorrounded, such as Tuo temple, Bungsu temple, Mahligai temple stupa, and Palangka.

From the data there is a misformation error that the student produces at the level of morpheme. Based on the sentence, the student joins two sentences with subordinating conjunction *that*. The main verb is correct, but the auxiliary verb is incorrect. Because the subject is plural noun ***walls***, the auxiliary verb should be plural too. Therefore, the student needs to change *is* to *are*. Finally, the sentence should be *outside the temple, there are walls that are sorrounded, such as Tuo temple, Bungsu temple, Mahligai temple stupa, and Palangka.*

21.7. Inside the mosque, there are 40 pillar that symbolize **the people who is** doing Friday prayer.

From the data there is a misformation error that the student produces at the level of morpheme. Based on the sentence, the student joins two sentences with subordinating conjunction *that*. The main verb is correct, but the auxiliary verb is incorrect. Because the subject is plural noun ***the people***, the auxiliary verb should be plural too. Therefore, the student needs to change *is* to *are*. Finally, the sentence should be *Inside the mosque, there are 40 pillar that symbolize the people who are doing Friday prayer.*

32.11. There is no entrancy fee, so **we does** not need to pay.

From the data there is a misformation error that the student produces at the level of morpheme. Based on the sentence, the student joins two sentences with coordinatng conjunction *so*. In the second sentence, the student write wrong auxiliary verb for the subject. In the present tense, auxiliary verb *does* is used for singular subject and auxiliary verb *do* is used for plural subject. However, it shows that the student writes *does* instead of *do*. Therefore, it is incorrect. The student should replace *does* with *do*. Finally, the sentence should be *There is no entrancy fee, so we do not need to pay.*

35.5. In the first floor, we can finds some **the oldest Malay Poems which is** belong to Raja Ali Haji.

From the data there is a misformation error that the student produces at the level of

morpheme. Based on the sentence, the student joins two sentences with subordinating conjunction *which*. The main verb is correct, but the auxiliary verb is incorrect. Because the subject is plural noun **the oldest Malay Poems**, the auxiliary verb should be plural too. Therefore, the student needs to change *is* to *are*. Finally, the sentence should be *In the first floor, we can finds some the oldest Malay Poems which are belong to Raja Ali Haji.*

45.12.**Each person have** to pay 5000 rupiahs.

From the data there is a misformation error that the student produces at the level of morpheme. The researcher finds that the student uses plural auxiliary verb for the singular subject *each person.* Therefore, it is incorrect. The student should replace the wrong auxiliary verb *have* with *has*. Finally the sentence should be *Each person has to pay 5000 rupiahs.*

47.3.**Muara Takus temple have been exist** since Sriwijaya Kingdom.

From the data there is a misformation error that the student produces at the level of morpheme. based on the sentence, the student writes a sentence with passive voice. The researcher finds that the student uses plural auxiliary verb for the singular subject *Muara Takus Temple* and omits an inflectional suffix-*ed* in the end of the main verb *exist*. Therefore, it is incorrect. The student should replace the wrong auxiliary verb *have* with *has* and add the inflectional suffix-*ed* in the end of the main verb *exist*. Finally the sentence should be *Muara Takus temple has been existed since Sriwijaya Kingdom.*

2) Syntax

2.6. **It is builts** on 5000 square meter site with Europan home style.

From the data there is a misformation error that the student produces at the level of syntax. It shows that there is an inflectional suffix-*s* after the main verb *built.* The researcher considers that the main verb is not appropriate for the passive voice. Because the sentence is formed using passive voise, the past participle verb should be added as the main verb. Therefore, the student should omit the inflectional suffix-*s* after the main verb *built.* Finally, the sentence should be *It is built on 5000 square meter site with Europan home style.*

7.6.To go to the top of Ulu Kasok, we must climb carefully because the road **is** still **coveres** in dirt.

From the data there is a misformation error that the student produces at the level of syntax. The researcher considers that the student wants to write the main verb for the passive voice. However, the student writes *coveres* instead of past participle verb *covered*. The inflectional suffix(- *es)* is generally used to mark of plural. It is normally used for simple present tense with 3rd person singular present. Therefore, it is incorrect. Because the sentence is formed using passive voice, the past participle verb should be added as the main verb. To correct the wrong main verb, the student should replace the the suffix – *es* with the inflectional suffix- *ed*. Finally, the sentence should be *To go to the top of Ulu Kasok, we must climb carefully because the road is still covered in dirt.*

14.9.The palace **is supporting** four pillars.

From the data there is a misformation error that the student produces at the level of syntax. The researcher considers that the student wants to write the main verb for the passive voice. However, the student writes *supporting* instead of past participle verb *supported*. The inflectional suffix(- *ing)* is generally used to mark of progessive aspect. Therefore, it is incorrect. Because the sentence is formed using passive voise, the past participle verb should be added as the main verb. To correct the wrong main verb, the student should replace the the inflectional suffix – *ing* with the inflectional suffix- *ed* and add preposition *by* before the thing doing the action *four pillars*. Finally, the sentence should be *The palace is supported by four pillars.*

19.9.**This mosque is always visit by tourists**, especially on Ramadhan month.

From the data there is a misformation error that the student produces at the level of syntax. Because the sentence is formed using passive voise, the past participle verb should be added as the main verb. However, the student writes wrong main verb in the sentence. He/she omit an inflectional suffix-*ed* in the end of the main verb *visit*. Therefore, it is incorrect. To change the wrong verb to proper verb, the student should adds the inflectional suffix-*ed* in the end of the main verb *visit*. Therefore, the sentence should be *This mosque is always visited by tourists, especially on Ramadhan month.*

52.5.**These temples is sorrounded** by a wall.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the main verb of passive voice is correct, but the auxiliary verb (be) is not appropriate to the subject. The student writes plural subject *these temple*, but he/she write wrong the auxiliary verb (be), such as *is*. The auxiliary verb (*is*) is used for singular subject while The auxiliary verb (*are*) is used for plural subject. Therefore, the student should replace *is* with *are*. Finally, the sentence should be *These temples are sorrounded by a wall.*

59.14. **It is calleds** *Meriam Puntung.*

From the data there is a misformation error that the student produces at the level of syntax. It shows that there is an inflectional suffix-*s* after the main verb *called.* The researcher considers that the main verb is not appropriate for the passive voice. Because the sentence is formed using passive voise, the past participle verb should be added as the main verb. Therefore, the student should omit the inflectional suffix-*s* after the main verb *called.* Finally, the sentence should be *It is called Meriam Puntung.*

22.4. **It only appeared** green because it reflects the color of the trees.

From the data there is misfromation error that the student produces at the level of morpheme. based on the sentence, the student joins two sentences with subordinating conjuction *because*. In the first sentence (**It only appeared** *green),* the researcher considers that the student write writes a wrong form of verb. Because it is formed using present tense, the verb should be present verb. In present tense, the verb should be formed using the present verb, not in past particple. Therefore, the student should replace the inflectional suffix-*ed* with the inflectional suffix-*s*. The sentence should be *It only appears green because it reflects the color of the trees.*

28.3.It shows that Siak Sri Indrapura **Kingdom has ever reigns** Pekanbaru.

From the data there is a misformation error that the student produces at the level of syntax. It shows that there is an inflectional suffix-*s* after the main verb *reign.* The researcher considers that the main verb is not appropriate for the present perfect

tense because the verb is formed adding an inflectional suffix-*s*. Therefore, the student should replace the inflectional suffix-*s* with the inflectional suffix-*ed*. Finally, the sentence should be *It shows that Siak Sri Indrapura Kingdom has ever reigned Pekanbaru.*

42.2.It **has becames** a place for Sultan since **in** 1889.

From the data there are errors that the student produce at the level of morpheme and syntax. In morpholical level, the reasearcher considers that the student adds an additional preposition, such as *in* after the word *since*. Whereas, in the syntactical level, the researcher considers that there is misformation error of verb tense "***has becames***". It is present perfect tense because it is formed using *has* and past participle verb *became*. However, the student puts an inflectional suffix-*s* after the past participle verb *became*, which is incorrect form. Therefore, the verb is not match with present perfect tense. The student should omit the inflectional suffix-*s* after the past participle verb *became*. Finally, the sentence should be *It has became a place for Sultan since 1889.*

50.6.**They has beed** used for buddhist ritual event since **in** 4th or 11 th century.

From the data there are errors that the student produce at the level of morpheme and syntax. In morpholical level, the reasearcher considers that the student adds an additional preposition, such as *in* after the word *since*. Whereas, in the syntactical level, the researcher considers that there is a misformation error of verb tense "**They *has beed***". The researcher considers that the student wants to write the word *been*, but he/she writes *d* in the end of word instead of *n*. Moreover, he/she use *has* instead of *have* before the main verb. It is not suitable with the subject *they,* so it is incorrect. To correct his/her sentence, he/she should use *have* as the helping verb because the subject is plural, replace *d* with *n* (*beed*), and omit the preposition *in*. Finally, the sentence should be *They have been used for buddhist ritual event since 4th or 11 th century.*

3.9.**Many visitors comes** especially on holiday.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*many visitors)*, but the verb is singular (*comes*). Consequently, both subject and verb do not match. Therefore, the student

should omit the inflectional suffix-*s* in the end of the verb *comes*. Finally the sentence should be *Many visitors come especially on holiday.*

3.12. **They** also must **pays** 2000 rupiahs if **they wants** change their cloth in a room provided by the river's owner.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the student joins two sentences with subordinating conjunction *if*. In the first sentence, the researcher finds that an unnecessary suffix (-*s*) is added to the main verb *pay*. In the second sentence, on the otherhand; the researcher also finds that the student omits *to-infinitive* after the main verb. Moreover, the main verb is written with the inflectional suffix-*s* by the student although the subject is plural (*they*). Consequently, both subject and verb do not match. Therefore, the student should omit all the inflectional suffixes-*s* that appear in the end of verbs. Finally, the sentence should be *They also must pay 2000 rupiahs if they want change their cloth in a room provided by the river's owner.*

4.5. In Java island, **the temples is** made of andesit stones taken from mountains

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject and auxiliary (be) do not match. The student still write *is* as the auxiliary (be) although the subject (*the temples*) is plural subject. *Is* is generally used for singular subject. It will be wrong if it is used for a plural subject. To match the subject and verb, the student can replace the singular auxiliary (be) *is* with plural *are*. Therefore, the sentence should be *In Java island, the temples is made of andesit stones taken from mountains.*

4.9. **Pongkai have** similar meaning to Pongkaii in Siam.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*Pongkai)*, but the verb is plural (*have*). Consequently, both subject and verb do not match. Therefore, the student should replace the plural verb (*have)* with the singular verb (*has)* Finally the sentence should be *Pongkai has similar meaning to Pongkaii in Siam.*

4.10. **They refers** to rivers.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*they)*, but the verb is singular (*refers)*.

Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *refers*. Finally the sentence should be *They refer to rivers.*

5.1.**Muara Takus Temple are** the oldest site in sumatra.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject and copula (be) do not match. The student still write *are* as the copula (be) although the subject (*Muara Takus Temple*) is singular. *Are* is generally used for a plural subject. It will be wrong if it is used for a singular subject. To match the subject and verb, the student can replace the the copula (be) *are* with *is*. Therefore, the sentence should be *Muara Takus Temple is the oldest site in sumatra.*

5.9.**Muara Takus temple consist** of buildings, such as the oldest temple, bungsu temple, mahligai stupa, and palangka.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*Muara Takus temple)*, but the verb is singular (*consist*). Consequently, both subject and verb do not match. Therefore, the student should add inflectional suffix-*s* in the end of the verb (*consist*). Finally, the sentence should be *Muara Takus temple consists of buildings, such as the oldest temple, bungsu temple, mahligai stupa, and palangka.*

5.10.**Archapologist have not been** able to determine certainly when this temple was founded.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the student write the wrong subject and verb. The researcher considers that the student wants to deliver his/her subject is a a person who studies human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains, which is called Archaeologist. However, he/she write incorrect word (*Archapologist*) instead of the Archaeologist. The subject is considered as a singular noun, so the auxiliary verb should be singular too. However, the student write plural auxiliary verb (*have*) instead of singular (*has)*. Therefore, it is incorrect. The sentence should be Archaeologist *has not been able to determine certainly when this temple was founded.*

7.14. **They comes** from various province.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*they)*, but the verb is singular (*comes*). Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *come*. Finally the sentence should be *They come from various province.*

8.7.**The building are** made of a mixture stone, sand, and molded bricks.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject and auxiliary (be) do not match. The student still write *are* as the auxiliary (be) although the subject (*the building*) is singular subject. *are* is generally used for plural subject. It will be wrong if it is used for a singular subject. To match the subject and verb, the student can replace the plural auxiliary (be) *are* with singular *is*. Therefore, the sentence should be *The building is made of a mixture stone, sand, and molded bricks.*

9.1.**Muara Takus Temple are** the oldest site in sumatra.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject and auxiliary (be) do not match. The student still write *are* as the auxiliary (be) although the subject (*Muara Takus Temple*) is singular subject. *are* is generally used for plural subject. It will be wrong if it is used for a singular subject. To match the subject and verb, the student can replace the plural auxiliary (be) *are* with singular *is*. Therefore, the sentence should be *Muara Takus Temple is the oldest site in sumatra.*

12.2. **It take** approximately 135 km from Pekanbaru city.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*it)*, but the verb is plural (*take*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *take*. Finally the sentence should be *It takes approximately 135 km from Pekanbaru city.*

12.5.**The materials of this temple is** made of bricks with various size.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject and auxiliary (be) do not match. The student still write *is* as the auxiliary (be) although the subject (*the materials*) is plural subject. *Is* is generally used for singular subject. It will be wrong if it is used for a plural subject. To match the subject and verb, the student can replace the singular auxiliary (be) *is* with plural *are*. Therefore, the sentence should be *The materials of this temple are made of bricks with various size.*

13.10.In addition, **historian predict** that this temple is one of the central goverment s of Sriwijaya Kingdom.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*historian)*, but the verb is plural (*predict*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *predict*. Finally the sentence should be *In addition, historian predicts that this temple is one of the central goverment s of Sriwijaya Kingdom.*

15.8.**The mosque describe** the combination of Malay and Chinese architectural styles.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*the mosque)*, but the verb is plural (*describe*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *describe*. Finally the sentence should be *The mosque describes the combination of Malay and Chinese architectural styles.*

16.6. **It mostly appear** in the Ashoka period.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*it)*, but the verb is plural (*appear*). Consequently, both subject and verb do not match. In the present tense, regular

verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *appear*. Finally the sentence should be *It mostly appears in the Ashoka period.*

17.3.**It consist** of 2 floors, which are designed with Malay, Arabian, and European architectural style.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*it)*, but the verb is plural (*consist)*. Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *consist*. Finally the sentence should be *It consists of 2 floors, which are designed with Malay, Arabian, and European architectural style.*

19.10.**They comes** from mostly Singapore, Malaysia, and Brunei Darussalam.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*they)*, but the verb is singular (*comes)*. Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *come*. Finally the sentence should be *They come from mostly Singapore, Malaysia, and Brunei Darussalam.*

21.10.**Many people comes** here especially on Ramadhan month.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*many people)*, but the verb is singular (*comes)*. Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *come*. Moreover, the student writes wrong preposition of time "***on Ramadhan month***". In basic English, the preposition of time (*on)* is used for days and dates, while *in* is used for month and year. Therefore, the student should replace it with the preposition of time *in*. Finally, the sentence should be *Many people come here especially in Ramadhan month.*

21.11.**This mosque open** 24 hours, so people can come here everytime.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*this mosque)*, but the verb is plural (*open*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *open*. Finally the sentence should be *This mosque opens 24 hours, so people can come here everytime.*

24.13.**Green river open** at 08.00 – 18.00.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*green river)*, but the verb is plural (*open*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *open*. Finally the sentence should be *Green river opens at 08.00 – 18.00.*

26.12.**The owner also provide** some boat for sailing around the islands, but people must pay the ticket.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*the owner)*, but the verb is plural (*provide*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *provide*. Finally the sentence should be *The owner also provides some boat for sailing around the islands, but people must pay the ticket.*

28.9. **they still lies** in the mosque.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*they)*, but the verb is singular (*lie*). Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *lie*. Finally the sentence should be *they still lie in the mosque.*

31.5. **All the temples has** stairs.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*all the temples)*, but the verb is singular (*has*). Consequently, both subject and verb do not match. Therefore, the student should replace the singular verb (*has)* with the plural verb (*have.)* Finally the sentence should be *All the temples have stairs.*

34.12. **This Monument open** at 08.00 a.m. to 10.00 p.m..

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*this monument)*, but the verb is plural (*open*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *open*. Finally the sentence should be *This Monument opens at 08.00 a.m. to 10.00 p.m..*

36.3.It is **an outdoor area which provide** a attractive attrations, such as flying fox, air softgun, tree top adventure, suspension bridge, ATV Arena, Waterboom, artificial park and lake.

From the data there is a misformation error that the student produces at the level of syntax. To connect two sentence, the student uses relative pronouns. *Which* is used for replace *an outdoor area* and it is also used for connecting both sentences. Based on the sentence, the researcher finds that the subject and main verb does not match. The subject is *an outdoor area,* which is singular, but the main verb is plural. Therefore, it is incorrect. To match the subject and main verb, the student should add suffix-*s* in the end of verb *provide*. Finally, the sentence should be *It is an outdoor area which provides a attractive attrations, such as flying fox, air softgun, tree top adventure, suspension bridge, ATV Arena, Waterboom, artificial park and lake.*

36.12.**It exclude** ticket for flying fox, air softgun, tree top adventure, suspension bridge, ATV Arena and Waterboom.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*it)*, but the verb is plural (*exclude*).

Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *open*. Then, he/she can also add article *the* before the noun *ticket*. Finally the sentence should be *It excludes the ticket for flying fox, air softgun, tree top adventure, suspension bridge, ATV Arena and Waterboom.*

37.3.**Many people comes** to Ulu Kasok because of its view.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*many people)*, but the verb is singular (*comes*). Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *come*. Finally, the sentence should be *Many people come to Ulu Kasok because of its view.*

40.4.**Pantai Cinta offer** natural beautiful views.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*Pantai Cinta)*, but the verb is plural (*offer)*. Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *offer*. Finally the sentence should be *Pantai Cinta offers natural beautiful views.*

43.8.**The boat fit** to 10 people.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*the boat)*, but the verb is plural (*fit*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *fit*. Finally the sentence should be *The boat fits to 10 people.*

47.4.**Some people estimates** that it is built in 4th or 11th century.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*some people)*, but the verb is singular (*estimates*). Consequently, both subject and verb do not match. Therefore, the

student should omit the inflectional suffix-*s* in the end of the verb *estimate*. Finally, the sentence should be *Some people estimate that it is built in 4th or 11th century.*

48.9. **People mostly visits** this river on summer or weekend.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (*people)*, but the verb is singular (*visits*). Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *visit*. Finally, the sentence should be *People mostly visit this river on summer or weekend.*

51.2. It ∅ actually not an Island, but **many people names** it as Raja Ampat Island.

From the data the student probably wants to join two sentences with coordinating conjuction *but*. However, the researcher finds that there is ommision error in student's sentence occur at the morphological levels. it is showed at the first sentence "*It ∅ actually not an Island,".* The student omit the word *is*. *Is* is considered as one morpheme and it is also considered as a copula (be). To make a complete sentence, The student should put the copula (*is*) for the subject *(it),* so the sentence should be *It is actually not an Island*. Moreover, the researcher finds an misformation error in student's sentence occur at the syntactical levels. It can be seen at the second sentence "*but **many people names** it as Raja Ampat Island."* The researcher considers that the student adds suffix *–s* after the word *name*. Cosequently, the subject and the verb are not proper. The student should omit the suffix *–s* after the word *name*, so the sentence should be *but many people name it as Raja Ampat Island.*

52.15. This temple opens almost everyday and **it start** at 08.00 a.m. to 05.30 p.m.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the student connects two sentences with coordinating conjuction *and*. In the second sentence, the researcher finds that the subject and verb do not match. The subject is singular (*it)*, but the verb is plural (*start*). In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *start*. Finally the sentence should be *This temple opens almost everyday and it*

starts at 08.00 a.m. to 05.30 p.m.

54.8.Beside the canyo, **the river also present** greenish water.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*the river)*, but the verb is plural (*present*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *present*. Finally the sentence should be *Beside the canyo, the river also presents greenish water.*

54.11. **Many people comes** here on ∅ weekend, especially young ∅.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is plural (many *people)*, but the verb is singular (*comes*). Consequently, both subject and verb do not match. Therefore, the student should omit the inflectional suffix-*s* in the end of the verb *comes.* Moreover, the researcher find omission errors occur at the level of morpheme. based on the sentence, the student omits an article and a noun. Therefore, it is incomplete sentence. The student should add the article *the* between the word *on* and *weekend*. whereas, the noun should be put after adjective *young*. The researcher considers that the noun is *people* because *young people* is considered as one of the people. Finally, the sentence should be *Many people come here on the weekend, especially young people.*

55.77.althought **they has** different size but **they has** similar architecture with other temples, which exist in Myanmar.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the student connects two sentences with coordinating conjuction *but*. He/she write proper subjects, but not the verb. Consequently, both subject and verb do not match. The student should replace *has* with *have* because the subject is plural. Therefore, the sentence should be *althought they have different size but they have similar architecture with other temples, which exist in Myanmar.*

57.8.**Those pillars has** meaningful meaning.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the student write proper subject, but not the verb. Consequently, both subject and verb do not match. The student should replace *has* with *have,* because the subject is plural noun. Therefore, the sentence should be *Those pillars have meaningful meaning.*

59.4.**Maymun palace have** quite large building and yard, which is 2.772 m^2 in width.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the student write proper subject, but not the verb. Consequently, both subject and verb do not match. The student should replace *has* with *have* because the subject is singular noun. Therefore, the sentence should be *Maymun palace has quite large building and yard, which is 2.772 m^2 in width.*

59.5.**It consist** of three building; main building which is in the middle and the other buildings are on the left and on the right.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the subject is singular (*it)*, but the verb is plural (*consist*). Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *consist*. Finally the sentence should be *It consists of three building; main building which is in the middle and the other buildings are on the left and on the right.*

59.12.If we look at the roof, **the roof look** like an inverted bow.

From the data there is a misformation error that the student produces at the level of syntax. The researcher finds that the students write wrong verb in the second sentence "***the roof look** like an inverted bow"*, it shows that the subject is singular, but the verb is plural. Consequently, both subject and verb do not match. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should add the inflectional suffix-*s* in the end of the verb *look*. Finally the sentence should be *If we look at the roof, the roof looks like an inverted bow.*

60.4. Many people like recording video or taking a picture from the top because they can see **some islands that resembles** with Raja Ampat Islands.

From the data there is a misformation error that the student produces at the level of syntax. Based on the sentence, the researcher finds that the subject and main verb does not match. The subject is *some islands,* which is plural, but the main verb *resembles* is singular. Therefore, it is incorrect. To match the subject and main verb, the student should omit the inflectional suffix-*s* in the end of verb *resemble*. Therefore, the sentence should be *Many people like recording video or taking a picture from the top because they can see some islands that resemble with Raja Ampat Islands.*

62.9. Local people say that the rock often moved around alot, but **it always cames back** to the mosque, especially when it felt thirsty.

From the data there is a misformation error that the student produces at the level of syntax. It shows that the student connects two sentences with coordinating conjuction *but*. In the second sentence, the researcher finds that the subject and verb do not match. The subject is singular (*it)*, but the verb is past participle with an inflectional suffix-*s*. Cosequently, it is incorrect. In the present tense, regular verbs are conjugated by adding suffix-*s* in the third person singular. Therefore, the student should replace the past participle (*came)* with *come*. Then, the inflectional suffix-*s* should be added to the end of the verb *come*. Finally, the sentence should be *Local people say that the rock often moved around alot, but it always comes back to the mosque, especially when it felt thirsty.*

4. Misordering

According to Dulay, Burt and Krashen's Surface Strategy Taxonomy (1982, cited in Kharmila and Narius, 2019, p. 328), Misordering Erros could be seen when two elements exchange in the incorrect position. In the following table, the data about misordering errors, that are obtained from students' descrptive text, are presented:

Table 5 5 Misordering at Morphological and Syntactical Levels

Level of	Kind of	Errors

Liguistic	Error	
Morpheme		
	Verb	24.10.We also will find some people who drink and food **sell.**
		24.12.There is large parking area, so **park** the bus can here as well.
	Noun	30.3. This museum **name** has uniqe**.**
	Adjective	24.5.This river also has other characteristics; water **clear** and greenish atmosphere.
		3.10.They are mostly people **local** here.
	Conjuction	31.7. This temple ∅ not as big as Borobudur temple, **although** it has large area.
Syntax		1.10.This temple also has **a parking area large.**
	Noun Phrase	22.11.In Kampar, Balimau Kasai is **a tradition traditional** to welcome Ramadhan month.
		23.1.Forest of horor Rumbio is located in **the distric Kampar.**
		34.13.It is better to go there at night because we can see **the fountain colorful.**
		53.3.It is also **a tourist favorite destination**, especially for local tourists.
	Prepositional Phrase	3.8. There are no fishes **the water inside.**
		28.14. **by a motorcycle or a bicycle** it is better to go there.
	Paired Adjective	35.2.It is usually used for traditional **events Malay.**
	Passive Voice	1.3. **Sorrounded by** Muara Takus Temple **is** big walls.
		26.13.Swimming **allow is** there, but everybody knows that the water is not good.

1) Morpheme

   24.10.We also will find some people who **drink and food sell.**

From the data there is a misordering error in student's writing occur at the morphological levels. It shows that the student puts the word *sell* after words *drink* and *food* connected with conjuction *and.* Based on the sentence, the researcher considers that the word *sell* functions as verb and the object is the words *food and drink* . In present tense, Verb is normally placed before object, so it is incorrect position. The student should put the word *sell* before the object because it functions as the object in the dependent clause. Therefore, the sentence should be *We also will find some people who sell drink and food.*

24.12. There is large parking area, so **park** the bus **can** here as well.

From the data there is a misordering error in student's writing occur at the morphological levels. It shows that the student puts the word *park* before the word *can*. Based on the sentence, the researcher considers that the word *can* functions as auxiliary verb and the main verb is *park*.

When the sentence uses auxiliary verb or modal verb, the main verb follows after the auxiliary verb. However, the student puts the main verb *park* before the auxiliary verb or modal verb *can*, so it is incorrect position. The student should place the main verb *park* before the auxiliary verb or modal verb *can*. Therefore, the sentence should be *There is large parking area, so the bus can park here as well.*

30.3. This museum **name** has **uniqe.**

From the data there is a misordering error in student's writing occur at the morphological levels. It shows that the student puts the word *name* before the word *uniqe*. Based on the sentence, the researcher considers that the word *uniqe* functions as an adjective and the word *name* is a noun. One of adjective functions is to describe noun. To describe noun, the adjective word is placed before the noun word. The researcher considers that the adjective that student make is to describe the noun. However, the student puts the noun *name* before the adjective word *uniqe*, so it is not proper placement. The students should place the noun *name* after the adjective *uniqe*. Moreover, because the subject (*museum)* only has one name, so the student could add an article *a* before the adjective. The article should be *a* because /j/ (yu:) is the first sound of the adjective word *uniqe*. Therefore, the sentence should be *This museum has a uniqe name.*

24.5. This river also has other characteristics; **water clear** and greenish atmosphere.

From the data there is a misordering error in student's writing occur at the morphological levels. It shows that the student puts the word *clear* before the word *water*. Based on the sentence, the researcher considers that the word *clear* functions as an adjective and the word *water* is a noun. One of adjective functions is to describe noun. To describe noun, the adjective word is placed before the noun word. The researcher considers that the adjective that student make is to describe the noun. However, the student puts the adjective *clear* before the noun word *water*, so it is not proper placement. The students should place the adjective *clear* before the noun word *water*. Therefore, the sentence should be *This river also has other characteristics; clear water and greenish atmosphere.*

3.10. They are mostly **people local** here.

From the data there is a misordering error in student's writing occur at the morphological levels. It shows that the student puts the word *local* before the word *people*. Based on the sentence, the researcher considers that the word *local* functions as an adjective and the word *people* is a noun. One of adjective functions is to describe noun. To describe noun, the adjective word is placed before the noun word. The researcher considers that the adjective that student make is to describe the noun. However, the student puts the adjective *local* before the noun word *people*, so it is not proper placement. The students should place the adjective *local* before the noun word *people*. Then, the adverb *here* should be omitted by the student because it is not necessary. Therefore, the sentence should be *They are mostly local people.*

31.7. This temple ∅ not as big as Borobudur temple, **although** it has large area

From the data there is an ommision error in student's writing occur at the morphological levels. The student uses subordinate clause in his or her writing, but it is still incorrect. The researcher considers that the student omits auxiliary verb (be) *is* in the main clause. Beside at the morphological levels, the researcher also finds a misordering error in the dependent clause. It shows that he/she puts a

subordinate conjuction *although* in wrong place. The subordinate conjuction *although* should be put at the beginning of main clause, so the sentence should be *although the temple is not as big as a Borobudur temple, it has large area.*

2) Syntax

1.10. This temple also has **a parking area large.**

From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at noun phrase *a parking area large*. The researcher considers that the word *large* is an adjective and *parkin area* is a noun entity. The researcher also considers that the adjective as a modifier and it should be placed before the noun entity. Therefore, it is incorrect position. The student should place the modifier *large* before the noun entity *parking area large*. Finally, the sentence should be *This temple also has a large parking area.*

22.11. In Kampar, Balimau Kasai is **a tradition traditional** to welcome Ramadhan month.

From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at noun phrase *a tradition traditional*. The researcher considers that the word *traditional* is an adjective and *tradition* is a noun entity. The researcher also considers that the adjective as a modifier and it should be placed before the noun entity. Therefore, it is incorrect position. The student should place the modifier *traditional* before the noun entity *tradition.* Finally, the sentence should be *In Kampar, Balimau Kasai is a traditional tradition to welcome Ramadhan month.*

23.1. Forest of horor Rumbio is located in **the distric Kampar.**

From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at noun phrase *the distric Kampar.* The researcher considers that the noun phrase consists of a determiner *the*, a noun as premodifier *Kampar*, and a head *distric*. Premodifier is a modifier which is placed after determiner, but before the head of noun. Because the word *Kampar* is the premodifier, it is should be placed in the middle of the determiner and the head of noun. However, the student puts it incorrectly. Therfeore, the student should translocate the premodifier *Kampar* into the middle of the determiner *the* and the

head of noun *distric*. Moreover, the student should add a letter (*t*) to the end of the word *distric*. Therefore, the sentence should be *Forest of horor Rumbio is located in the Kampar district.*

34.13.It is better to go there at night because we can see **the fountain colorful.**
From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at noun phrase *the fountain colorful.* The researcher considers that the noun phrase consists of a determiner *the*, an adjective as premodifier *colorful*, and a head *fountain*. Premodifier is a modifier which is placed after determiner, but before the head of noun. Because the word *colorful* is the premodifier, it is should be placed in the middle of the determiner and the head of noun. However, the student puts it incorrectly. Therfeore, the student should translocate the premodifier *colorful* into the middle of the determiner *the* and the head *fountain*. Therefore, the sentence should be *It is better to go there at night because we can see the colorful fountain.*

53.3.It is also **a tourist favorite destination**, especially for local tourists.
From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at noun phrase *a tourist favorite destination.* The researcher considers that the noun phrase is consist of a determiner *a*, an adjective as premodifier *favorite*, a noun as premodifier *tourist* and the head *destination*. Premodifier is a modifier which is placed after determiner, but before the head of noun. Because the word *favorite* and *tourist* are the premodifier, they should be placed in the middle of the determiner and the head. The student has placed both premodifiers in the middle of the determiner and the head, but its word order is still incorrect. The word *favorite* should be put before the word *tourist* because it is an adjective while the *tourist* is a noun. Therefore, the sentence should be *It is also a favorite tourist destination, especially for local tourists.*

3.8. There are no fishes **the water inside.**
From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at prepositional phrase *the water inside.* The researcher considers that the prepositional phrase consists of a head *inside*, and a

noun phrase that functions as object of preposition *the water*. In the prepositional phrase, the head is placed before the object of preposition. However, the student places the head *inside* after the object of preposition *the water*. Therefore, it is inccorect placement. The student should put the head *inside* before the object of preposition *the water*. Finally, the sentence should be *There are no fishes inside the water*.

28.14. **by a motorcycle or a bicycle** it is better to go there.

From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at prepositional phrase *by a motorcycle or a bicycle*. The researcher considers that the prepositional phrase consists of two heads (*by*), and two noun phrase (*a motorcycleI* and *a bicycle).* This prepositional phrase is considered as a modifier of the noun *there*, so it should be placed after the word *there*. Therefore, the sentence should be *it is better to go there by a motorcyle or a bicycle.*

35.2.It is usually used for **traditional events Malay.**

From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at the object *traditional events Malay.* The researcher considers that *Malay* and *traditional* are adjective words, while the word *events* is a noun. It is also considered as paired adjective. Paired adjective refers to two adjectives that are used for describing a noun. It is always placed together before a noun. However, the student puts one of the adjectives incorrectly. Therefore, it becomes a misformation error. The student should join two adjectives *traditional* and *Malay*. Then, he/she puts them before the noun. Finally, the sentence should be *It is usually used for traditional Malay events.*

1.3. **Sorrounded by** Muara Takus Temple **is** big walls.

From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at passive voice. The students incorrectly puts the main verb and conjuction of passive voice. In passive voice, the main verb should be put after the auxiliary verb (be) , while the conjuction *by* is put after the main verb. Based on the sentence, the word *sorrounded* is the main verb and *by* is the conjuction. The student should put the main verb (*sorrounded)* and the conjuction (*by*) after the auxiliary verb *is*. Therefore, the sentence should be

Muara Takus Temple is sorrounded by big walls.

26.13.Swimming **allow is** there, but everybody knows that the water is not good. From the data there is a misordering error that the student produces at the level of syntax. It shows that the error occurs at passive voice. The students incorrectly puts the main verb of passive voice. Based on the sentence, the word *allow* is considered as the main verb although the student omits the inflectional suffix-*ed* at the end of the word. The word *is*, on the otherhand is the auxilary verb (be). In passive voice, the main verb should be put after the auxiliary verb (be). However, the student does not put it in the correct place. Therefore, the student should firstly add the inflectional suffix-*ed* at the end of the word *allow*. Then, he/she should place it after the auxiliary verb (*is*). Finally, the sentence should be *Swimming is allowed there, but everybody knows that the water is not good.*

CHAPTER VI
CONCLUSION

Research on Morphological and Syntactical Errors in Students' Writing showed that some errors that existed in the students' descriptive writing mostly occurred at both the morphological and syntactical levels. The morphological errors include inflection, derivation, noun, adjective, verb, adverb, preposition, article, copula (be), auxiliary, conjunction, and pronouns, while the syntactical errors include passive voice, tense, noun phrase, prepositional phrase, subject/predicate, subject-verb agreement, demonstrative determiner, and paired adjective. The morphological and syntactical errors occur in omission, addition, misformation, and misordering. At the morphological level, the errors mostly occur in auxiliary. The students often omit and misform the auxiliary verb, such as be (in the passive voice) and has (in the present perfect tense). Meanwhile, at the syntactical level, errors highly occur in Subject-verb agreement. The students often write the wrong verb, so the subject and the verb do not match.

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Lampiran 1. Biodata diri, Riwayat Penelitian, PkM, dan Publikasi

A. Identitas

1	Nama	Hannisa Haris, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	-
4	NIP	-
5	NIDN	1002049601
6	Tempat dan Tanggal Lahir	Bangkinang/ 02 April 1996
7	e-mail	hannisaharis1@gmail.com
8	No. HP	081296454816
9	Alamat Kantor	JL. Tuanku Tambusai, No. 23, Bangkinang Kota, Kabupaten Kampar, Riau, Indonesia.
10	No Telepon/Fax	-
11	Lulusan yang telah dihasilkan	-
12	Mata Kuliah yang diampu	1. Psikologi pendidikan 2. English for Nursing

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Negeri Riau	Universitas Indraprasta PGRI	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi	An Analysis of Code Mixing in the Entertainment Corner of Local Newspapers in Pekanbaru	Morphological and Syntactical Errors in Students' Descriptive Writing	
Nama Pembimbing/Promotor	Dr. Jismulatif, SS, M.Hum	Prof. Dr. Soenarjati Djajanegara	

	Dr. Dahnilsyah, S.S., Dipl.Appl., M.A.	Dr. Syahfitri Purnama, SH., MH., M.Pd.	

A. Identitas

1	Nama	Vitri Angraini Hardi, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Lektor
4	NIP	096 542 172
5	NIDN	1024129002
6	Tempat dan Tanggal Lahir	Tarusan/ 24 Desember 1990
7	e-mail	vitrihardi@gmail.com
8	No. HP	0852 7100 4598
9	Alamat Kantor	JL. Tuanku Tambusai, No. 23, Bangkinang Kota, Kabupaten Kampar, Riau, Indonesia.
10	No Telepon/Fax	-
11	Lulusan yang telah dihasilkan	S 1 Pendidikan Bahasa Inggris
12	Mata Kuliah yang diampu	1. Speaking 1 2. Translation 1

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Judul Skripsi/Tesis/Disertasi	An Analysis on Speaking Activities Created by English Teacher at SMA	Analysis on Students' Speaking Anxiety at Meeting Performance	-

	N 2 Bangkinang Kota	Class at UIR	
Nama Pembimbing/Promotor	1. Dra. Betty Syailun, M.Ed 2. Diyah Ayu Rizqiani, M.Hum	1. Prof. Dr Jufrizal, M.Hum 2. Prof. Dra. Yenny Rozimela, PhD	-

C. Pengalaman Penelitian dalam 3 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (juta Rp)
1	2021	Suitability Analysis of Textbook Contents from Students' Characteristics		
2	2020	Analisis Buku Teks Pelajaran Bahasa Inggris SD Berdasarkan Karateristik Pembelajar Muda pada Kelas Rendah		
3	2019	Speaking activities applied by the teacher in teaching speaking of the Eleventh grade SMA N 2 Bangkinang		

D. Pengalaman Pengabdian dalam 3 Tahun Terakhir

No	Tahun	Judul Pengabdian	Pendanaan	
			Sumber	Jumlah (juta Rp)
1	2021	Pengabdian Kepada Masyarakat Pengenalan Extramural English	Mandiri	3.500.000

		di Panti Asuhan Putra Bangkinang		
2	2020	Pelatihan Peningkatan Kemampuan Berbicara Mahasiswa melalui Metode Tanya Jawab	Mandiri	3.000.000
3	2019	Pelatihan Public Speaking	Mandiri	1.800.000

E. Publikasi Ilmiah dalam 3 Tahun Terakhir

No	Nama Jurnal	Volume	Tahun
1	Jurnal Basicedu 4 (4), 1398-1407	4	2021
2	2nd Annual Conference on Social Science and Humanities (ANCOSH 2020), 383-386		2020
3	Journal of English Language and Education 4 (1), 1-24	4	2019

Lampiran 2. Dokumentasi

NO.

DATE :

Istana Pelalawan

Pelalawan palace or Istana Pelalawan is the palace located in Pelalawan regency, Riau Province. This place was founded during the reign od Sultan Assyaidi Syarif Hasim (1892-1930) Which the 11th king of Pelalawan Village, 30 km from Pangkalan kerinci, Riau.

Pelalawan palace nears to the river. It also has main bulding which is Coloured with yellow. The main building is 4.327 m² and there is another building on the right and the left side. They are coloured with green. Therefore, Pelalawan palace is also called Istana Sayap (the palace which has wings). The stairs have fretwork from Melayu Riau. The palace is supporting four pillars. These pillar symbolize the kingdom has four representative. Inside the main building, there are several royal relics, such as keris, spears, weapons, ceramics, thrones, king's umbrellas, tekad, and some paintings.

Nama = Difa Aura Ansani

kelas, X MIPA 1

PAPERLINE

Masjid Raya Pekanbaru

Masjid Raya Pekanbaru is the a mosque that is located on Senapelan Street. This mosque was built in the 18 th century or in 1762. It shows that Siak Sri Indrapura Kingdom has everreigns Pekanbaru The leader was Sultan Muhammad Ali Abdul Jalil Muazzam Syah, who was the 4 th Sultan of Siak Sri Indrapura.

It is the old mosque in Pekanbaru. The mosque is coloured with yellow, green, brown and white. The mosque has been renovated since 2009. Six pillars are all that remains of the mosque. They still lies in the mosque. A small yellow dome is put on the of pillars. Besides the pillars, there is also a mimbar inside the mosque. The gate is larger and it is in nort However, the parking area is a bit smaller, so by a motorcycle or a bicycle it is better to go there.

Renny Siti Muazzimah
X MIPA I

ENGLISH

Dewi Renatha Sulasmi . S.
   X MIPA 4

PANTAI CINTA

Pantai Cinta is river that is located at Teluk Jering, Teluk Kendai village. It is Kampar river. Located not far from Pekanbaru. It is one of the best destination in Riau.

Pantai Cinta has an extraordinary views, such as it has white sand, greenish views, and water clear. Many people like swimming there, because there are no fishes. There are some spots for selfie. Parking area is large, so bus and car can parks there. However, it is not free. Visitors must pay about 2000 or 5000 rupiahs for entrance fee. To avoid the sunlight, we can rent beach umbrella. It is about 15000 rupiahs to 30000 rupiahs. To ride a boat, we must spend 10000 rupiahs. The food and drinks is affordable, so we don't need to worry about that.

X Mipa 4.

Revina Rahmadani

Binggris.

DATE :

Wing Palace

is one of Palaces in Pelalawan, Riau. It was built by Sultan Assyaidi Syarif Hasim. The area has 4.327 m². There are a three buildings. The First bulding which is in the Middle is a main bulding. The bulding that is at the right is the Second bulding, and the bul bulding that is at the left is third building. From the outside, this Place Looks like a building which has two wings. In addition, this Mosque Supported with 4 Pillars has MeaningFull meaning. They refer to representative of the Palace. There are also some historical things. Such as keris, spears, weapons, thorne, and king's Umbrella. It is better to not come on weekend because it will be so crowded and noisy.

PAPERLINE

Lampiran 3. Surat Izin Penelitian

UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
e-mail : lppm.tambusai@yahoo.co.id
Alamat : Jl. Tuanku Tambusai No. 23 Bangkinang-Kampar-Riau   Kode Pos. 28412
Telp. (0762)21677, 085278005611, 085211804568

Bangkinang, 28 November 2022

Nomor : 2637 / LPPM/UPTT/XI/2022
Lamp : -
Perihal : **Izin Pengambilan dan Pelaksanaan Penelitian**

Kepada Yth,
Ibu Kepala SMAN 1 Bangkinang Kota
  Di
    Tempat

Assalamu'alaikum. Wr, Wb
Dengan Hormat,

Do'a dan harapan kami semoga Bapak/Ibu senantiasa dalam keadaan sehat wal'afiat dan dapat melakukan aktivitas sehari-hari. *Amin.*

Disampaikan dengan hormat kepada Bapak/Ibu, bahwa dalam memenuhi kewajiban dosen yang tertuang dalam Tri Dharma Perguruan Tinggi, bahwa setiap dosen harus melaksanakan tugas penelitian setiap tahunnya. Sehubungan dengan hal tersebut, maka kami mengharapkan kesediaan Bapak/Ibu Kepala SMAN 1 Bangkinang Kotauntuk dapat memberikan izin pelaksanaan penelitian di SMAN 1 Bangkinang Kota kepada dosen :

Nama Ketua Peneliti   : Hannisa Haris, M.Pd
NIDN/ NIP   : 1002049601
Program Studi   : Prodi S1 Pendidikan Bahasa Inggris
Anggota   : Vitri Anggraini Hardi, M.PdMuhammad Padila
Judul Penelitian   : Morphologycal and Sybtactical Errors in Students' Writing
Data yang Dibutuhkan : -

Demikian disampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.
Wassalam..

Ketua

Dr. Musnar Indra Daulay, M.Pd
NIP – TT 096.542.108

Lampiran 4. Surat Perintah Tugas

UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
e-mail : lppm.tambusai@yahoo.co.id
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Telp. (0762)21677, 085278005611, 085211804568

SURAT PERINTAH TUGAS
No : 2642 /LPPM/UPTT/XI/2022

Yang bertanda tangan dibawah ini :

Nama	:	Dr. Musnar Indra Daulay, M.Pd
Jabatan	:	Ketua LPPM Universitas Pahlawan Tuanku Tambusai
Alamat	:	Jl. Tuanku Tambusai No. 23 Bangkinang

Menugaskan Kepada :

Nama Ketua Peneliti	:	Hannisa Haris, M.Pd
NIDN/ NIP TT	:	1002049601
Anggota	:	Vitri Anggraini Hardi, M.Pd,
		Yola Rosa Lina,
		Muhammad Padila
Program Studi	:	Prodi S1 Pendidikan Bahasa Inggris Fakultas Ilmu Pendidikan Universitas Pahlawan Tuanku Tambusai
Judul Penelitian	:	Morphologycal and Sybtactical Errors in Students' Writing

Melaksanakan kegiatan Penelitian di periode November tahun 2022. Dengan dikeluarkannya surat tugas ini, maka yang bersangkutan wajib melaksanakan tugas dengan sebenarnya dan bertanggungjawab kepada Ketua Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pahlawan Tuanku Tambusai.

Demikian surat tugas ini dibuat, untuk dapat dilaksanakan sebagaimana mestinya.

Bangkinang, 28 November 2022
LPPM Universitas Pahlawan Tuanku Tambusai
Ketua

Dr. Musnar Indra Daulay, M.Pd
NIP-TT. 096.542.108

KETERANGAN
DARI PEJABAT YANG MEMBERI TUGAS

Tempat kedudukan pegawai yang memberi tugas	Berangkat	Tiba kembali
	Tanggal, tandatangan	Tanggal, tandatangan
	Lembaga Penelitian dan Pengabdian Masyarakat Ketua, Dr. Musnar Indra Daulay, M.Pd NIP-TT. 096.542.108	Lembaga Penelitian dan Pengabdian Masyarakat Ketua, Dr. Musnar Indra Daulay, M.Pd NIP-TT. 096.542.108

DARI PEJABAT DI TEMPAT YANG DIKUNJUNGI

Tempat kedudukan pegawai yang dikunjungi	Tiba di	Berangkat dari
	Tanggal, tandatangan	Tanggal, tandatangan