

MORPHOLOGICAL AND SYNTACTICAL ERROR ANALYSIS ON THE STUDENTS' DESCRIPTIVE COMPOSITION OF PRIVATE VOCATIONAL HIGH SCHOOL

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ABSTRACT

The aim of this research is to find out morphological and syntactical errors made by the students in their composition, the frequency of errors, the dominant type of error, the sources of error, and also to find a remedial teaching. The method of the research is descriptive method. This research is conducted at the second semester of 2016/2017 in SMK Kharismawita 2 Jakarta with the sample of 30 students of XI APh class. The writer uses purposive sampling in choosing the sample and the method of this research is qualitative research. In this research, the errors are classified into 9 categories of morphological errors. The categories, number, percentage of morphological errors made by the students are adverbs, adjectives, indefinite demonstratives, adjectives, nouns, plurals, possessive adjectives, past formations, singulars and to infinitives. Meanwhile, the syntactical errors made by the students are categorized based on the surface strategy taxonomy. The categories, the numbers and the percentage are omission, addition, misformation, and misordering.

Key words: morphological, syntactical, descriptive composition

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui kesalahan morfologi dan sintaksis yang terdapat dalam karangan siswa, jumlah kesalahan, jenis kesalahan yang dominan, sumber sumber kesalahan, serta menemukan cara untuk pengulangan pembelajaran. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Penelitian ini dilaksanakan pada semester kedua tahun ajaran 2016/2017 di SMK Kharismawita 2 yang berlokasi di wilayah Jakarta Selatan dengan sampel berjumlah 30 karangan siswa kelas XI APh. Penulis menggunakan metode purposive sampling dalam memilih sampel dan metode yang digunakan adalah metode kualitatif. Dalam penelitian ini, penulis mendapatkan hasil yakni beberapa kesalahan morfologi dan sintaksis yang dibuat oleh siswa dalam karangan deskriptifnya. Kesalahan-kesalahan tersebut diklasifikasikan menjadi 9 kategori kesalahan morfologi. Kategori tersebut antara lain: adverb (kata keterangan), adjectives (kata sifat), indefinite demonstratives (kata ganti penunjuk tidak tentu), adjectives (kata sifat), nouns (kata benda), plurals (bentuk jamak), possessive adjectives (bentuk kata ganti kepemilikan), past formations (bentuk lampau), singulars (bentuk tunggal) dan to infinitives. Untuk kesalahan sintaksis, penulis meneliti kesalahan yang dikategorikan berdasarkan surface strategy taxonomy. Jenis-jenis kesalahan tersebut adalah omission (penghilangan), addition (penambahan), misformation (salah formasi), dan misordering (salah penyusunan).

Kata kunci: morfologi, sintaksis, karangan deskriptif

INTRODUCTION

It has been widely agreed that English plays an important role in communication because it is used in all aspects of life. Mastering English will enable people to communicate with other people around the world. English becomes more difficult when the students are asked to speak or to make a composition in English. Making composition is considered as the most challenging academic task for many students. Writing a composition is a complex activity that includes mechanics of writing, including hand writing, spelling, and the basics of language knowledge. It includes the following cognitive, meta-cognitive, self-regulatory, and motivation aspect.

Unfortunately, the teacher usually forgets to pay attention to all of those aspects above. In fact, the teacher only gives the topics that have to be written to the students and asks them to make a composition based on the topics. Writing a composition is not an easy task for the students since they have so many things to be worried about grammar, spelling, punctuation, capitalization, details, effective wording and so on. As the result, the students often make many errors in making English composition because of several reasons. First, the students have to translate their ideas in the form of written English. Second, the students have to apply the English rules in making the sentences. Third, a lot of students are not familiar with English grammar. Fourth, the students are interfered by their mother tongue rules, then applying them to English sentences, and many other reasons.

As the matter of fact, errors do not always give bad impacts to the students and the teacher in teaching and learning English. Analyzing the learner's errors provides much information about the system of the language that the learners

have already acquired. That information is useful to improve teaching and learning process. Error analysis becomes useful device both at beginning and during the stages of a foreign language teaching.

In this research, the researcher is interested in analyzing the learner's errors and the researcher wants to know the factors that make the students commit many errors. The researcher wants to count the frequency of error based on each category of error. In order to reduce the errors made by the students and in order to avoid the same error made by them, the researcher proposes a remedial teaching that can be used as a tool to improve English teaching learning process in SMK Kharismawita 2 Jakarta.

James (2013:1) said, "Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language." The researcher concludes that error analysis is not only useful to students, teachers, and curriculum designers, and to the English teachers but it is also beneficial to researchers through showing them the strategies of learners employ to learn a target language. Moreover, Ellis (2009:50) argues, "The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language or, more recently, with a baseline corpus of native-speaker language." According to those statements, researcher affirms that the errors are made of some factors such as utterance of target language, corpus of native language-speaker language and also the ability of the students who writes the writing.

Categories and examples taken from Dulay, Burt, and Krashen quoted by Ellis (2009) as follows:

a. Omission

The absence of an item that must appear in a well performed utterance.

Example: "She sleeping."

b. Addition

The presence of an item that must not appear in a well-formed utterance.

Example: "We *didn't* went there."

c. Misformation

The use of the wrong form of the morpheme of structure. Example:

"The dog *ated* the chicken."

d. Misordering

The incorrect placement of a morpheme of group of morphemes in an utterance. Example: "Why *daddy* is doing?"

Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonology error), grammar (syntactic error), misunderstanding of a speaker's intention on meaning (interpretive error), production of the wrong communicative effect e.g. through the faulty use of a speech act or one of the rules of speaking (pragmatic error). According to Thornbury (2000:114), the types of errors are:

a. Lexical errors

Lexical errors are also included as mistakes in the way of words are combined.

b. Grammar errors

Grammar errors cover such things as mistakes in the verb form and tense, as well as in the sentence.

c. Discourse errors

Discourse errors relate to the way of sentences are recognized and linked in order to make whole texts.

Todd (2000:41) said that "Morphology is the study of morphemes which are the smallest significant units of grammar." It explains that morphology is a study of morphemes which are the smallest unit of the word.

Todd (2000:42) also stated that "Morphemes which can occur freely on their own are called 'free' morphemes. Morphemes which can only occur as affixes are described as 'bound' morphemes." According to William, et. al. (2005:16), "Morpheme is the smallest unit of language that carries information about meaning of function." Morphology is a field of linguistics that examines internal structure of words and processes of word formation is known as morphology (Aronoff, 2009). On the other hand, "Articulation morpheme is the smallest component of word which contributes to meaning" (Aronoff, 2009:142).

We can conclude that Morphology is the study of morpheme which is the smallest unit of language that has information about meaning of function. Some morphemes are bound; they must be joined to other morphemes as part of words and never words by themselves. Other morphemes are free; they need not to be attached to other morphemes. Affixes, that is, prefixes, suffixes, and infixes are bound morphemes. Morphemes can be divided into two major functional categories, these are derivational morpheme and inflectional morpheme. Derivational morphemes are morphemes that can be added to word to create another word. Fromklin and Rodman (1998) state that derivational morphological rules are rules of word formation. "Derivational morpheme, when added to a root or stem may change the syntactic word class or the meaning of the word" (Bauer, 2004:37).

People do not realize that they always use a set of language rules. People only know that they have to answer the question from other, give the command, ask about something, and so forth. To make one message is understood by other, someone has to express the idea well. It means that

people have to use the well from of language. Knowing a language includes the ability to construct phrase and sentences out of morphemes and words. The part of grammar that represents a speaker's knowledge of these structures and their formation is called syntax (Fromklin and Rodman, 1998:106).

Syntax is the study of how the words are combined to form the sentences and the rules which govern the formation of sentences (Haspelmath, 2002). In linguistics, it is the set of rules principles and processes that govern the structure of sentences in a given language, specifically word order. The term syntax is also used to refer to the study of such principles and processes. Scalise (2012) considers syntax a taxonomical device to reach broad generalizations across languages. Every sentence is a sequence of words, but not every sequence of words is a sentence. Sequence of words that conform to the rules of syntax are said to be well formed or grammatical and those that violate the syntactic rules are therefore ill formed or ungrammatical. "The scope of syntax is in phrase, clause, and the sentence level" (Hanafi, 2003:3).

Descriptive text is purposed to describe or to explain something based on the writer's point of view. In writing descriptive it's probably different between writers to others, even the object is the same. Kane (2003:351) states "Description is about sensory experience, how something looks, sound, tastes. Mostly is about visual experience, but description also deals with other kinds of perception." By writing descriptive, a writer creates an impression to the readers to be felt, experienced, seen or heard the event described by the writer seems directly. The writing is objective, usually it describes person, place or event. Descriptive text uses objective or

realistic and subjective method.

Writing descriptive text, according to Oshima and Hogue (2007), appeals to the senses, so it tells how something looks, feels, smells, tastes, or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Descriptive is an activity to describe something in detail interestingly. It is a verbal picture of a person, place, and object. When people describe something or someone through essay writing, he/she tries to perform as real as possible that can attract the reader's sensor. Sensory language includes five senses; sight, smell, taste, and touch. People will describe through sight sense for the first time about object she/he seen.

METHOD

The method used in this research is qualitative method. In making the research, the writer describes the type of error based on the morphology and syntax rules, and classify morphological errors based on Linguistic Category Taxonomy and Syntactical errors based on the Surface Strategy Taxonomy which contain several procedures, such as to find out the dominant type of error, the frequency for each category, the sources of error and to propose a remedial teaching. The focus of this research is morphological and syntactical errors made by the students of SMK Kharismawita 2 Jakarta in making an English Descriptive Composition.

Meanwhile, the sub focuses of this research are: the dominant type of error made by the students, frequency of errors for each category, factors that make the students commit errors, remedial teaching that is appropriate to the problems faced by the students. The instrument of this research is the researcher herself and the main data of

this research is compositions made by the students of SMK Kharismawita 2 Jakarta 2014/2015. The data of this research is 30 written composition made by 30 students of eleventh grade of SMK Kharismawita 2 Jakarta 2016/2017. The topic of the composition is “My Dreaming Place”.

There are three steps that the researcher will do in collecting the data in this research. These steps are:

1. The researcher gave an explanation about how to make a composition to the students.
2. The researcher gave a topic to be elaborated to the students, and then the students make a composition.
3. The writer collected the result of composition and analyzed the errors made by the students.

There are three stages that are used by the writer. The stages are as follows:

- a. Classifying errors into categories.
In Classifying those errors, the researcher uses “Linguistic Category Taxonomy” and Surface Strategy Taxonomy”.
- b. Finding out the frequency of each error by using the formulation below:

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

RESULTS AND DISCUSSION

Morphological Errors Based on Linguistic Category Taxonomy

In this research the researcher finds 97 morphological errors made by the students. These errors can be classified into 9 categories of morphological errors. These categories are : adverbs, adjectives, indefinite, demonstrative adjectives, nouns, plurals, possessive adjectives, singular and to + infinitives. The tabulation of these categories can be shown in this table:

Table 1. Morphological Error Based on Linguistic Category Taxonomy

No.	Error Category	Number of Error	Percentage
1.	Adverb	22	22,7%
2.	Adjective	21	21,6%
3.	Indefinite Demonstrative	2	2,1%
4.	Noun	13	13,4%
5.	Plural	14	14,4%
6.	Possesive Adjective	4	4,1%
7.	Past Formation	4	4,1%
8.	Singular	4	4,1 %
9.	To + Infinitive	13	13,4%
Total Number of Errors		97	100%

Based on the table, it can be shown that the highest number of error made by the students is “adverb” category (22 errors). And the second is “adjective” category (21). Meanwhile, the lowest number of errors is in “indefinite demonstrative” category.

Syntactical Errors Based on Surface Strategy Taxonomy

In this research, the researcher finds 134 syntactical errors made by the students. These errors are classified based on Surface Strategy Taxonomy. In this research, the researcher finds: 55 omission errors, 25 addition errors, 34 misformation errors, 20 misordering errors.

The tabulation of these categories of error is shown in this table:

Table 2. Syntactical Error Based on Surface Strategy Taxonomy

No.	Categories	Number	Percentage
1.	Omission	55	41%
2.	Addition	25	18,6%
3.	Misformation	34	25,4%
4.	Misordering	20	14,9%
Total Number of Errors		134	100%

Based on this table, the highest number of error is omission error (55 errors).

Data Analysis

Morphological Error based on Surface Structure Taxonomy

In this research the writer finds 97 morphological errors made by the students. These errors can be classified into 9 categories of morphological errors. These categories are: adverb, adjective, indefinite, demonstrative adjective, noun, plural, possessive adjective, past formation, past tense (VII), singular, and to+infinitive. The discussions of these categories are below:

a. Adverb

In this category, the writer finds 22 errors made by the students. There are 13 participants make these errors. The participants who make these errors are: the 1st, 2nd, 4th, 7th, 10th, 12th, 14th, 15th, 17th, 20th, 22th, 26th and 27th participants. For example: “I want to visit my dreaming place with my family *every one year*.” Instead of: “I want to visit my dreaming place with my family *every year*.” The example is made by the 2nd participant. She makes this error because she makes word for word translation from Indonesian into english. This example shows that she wants to translate “setiap 1 tahun” and she translates these words into “every one year” it should be “every year”.

b. Adjective

In this category, the researcher finds 21 errors made by the students. There are 15 participants who make these errors. These participants are: the 1st, the 2nd, the 3rd, the 4th, the 5th, the 6th, the 12th, the 13th, the 14th, the 16th, the 19th, the 20th, the 21st, the 24th, the 29th participants. For example: “See various colour reef”. Instead of: “See various colourful reefs”. The example is made by the 1st participant. In this case, she wants to describe the reefs. It should be “colourful reefs” because reefs is a noun and the noun is modified by the adjective.

c. Indefinite Demonstrative Adjective

In this category, the researcher finds 2 errors made by the students. There are 2 students who made this error. These students are: the 24th and the 27th participants. For example: “I will come to some any place in the world”. Instead of: “I will come to some places in the world”. The example is made by the 24th participant. In this case, she does not know that “any” is used for negative or interogative sentence. She makes an error because her sentence is positive sentence. In positive sentence, she has to use “some”.

d. Noun

In this category, the researcher finds 13 errors made by the students. These errors are made by 11 participants. These participants are the 1st, the 6th, the 8th, the 10th, the 12th, the 14th, the 15th, the 16th, the 17th, the 19th and the 30th participants. For example: “My imagine”. Instead of: “my imagination”. The example is made by the 16th participant. She makes an error in constructing, the appropriate noun. She makes words from translation “khayalanku”. The word “imagine” is a verb and must be changed into another form by adding

the suffix become a noun. Thus, it should be “my imagination”.

e. Plural

In this category, the researcher finds 14 errors made by the students. These errors are made by 13 participants. These participants are: 1st, the 2nd, the 3rd, the 5th, the 7th, the 8th, the 9th, the 10th, the 12th, the 20th, the 23rd, the 27th, and the 28th participants. For example: “So many tourist”. Instead of: “So many tourists”. All of the participants in these examples do not know the rules about plural form. The example is made by the 9th participant, in this case she wants to translate “sangat banyak wisatawan” into English. She translates it into “so many tourist”. She makes an error because she omits “s” in the word “tourist”. It should be “their tourists”.

f. Possessive Adjective

In this category, the researcher finds 4 errors made by the students. These are made by 3 participants. These participants are: the 2nd, the 5th, and the 22nd participants. For example “People hang out with *they* friends.” Instead of: “People hang out with *their* friends”. The example is made by the 2nd participant. In this case, she makes an error in applying pronoun “they” is personal pronoun, to show the possession it requires a possessive adjective “their”, so it should be “their friends” instead of “they friends”.

Syntactical Error based on Surface Strategy Taxonomy

In this research, the researcher finds 134 syntactical errors made by the students. These errors are classified based on Surface Strategy Taxonomy. In this research, the researcher finds: 55 omission errors, 25 addition errors, 34 misformation errors, 20 misordering

errors. The discussion of these categories are:

a. Omission Errors

Omission of “To be”

In this case, the students cannot differentiate between verbal sentences and non-verbal sentence. The form of verbal sentence in English is S + V and the form of non-verbal sentence is S + to be + Adj, N, Prep, Adv. The students make these errors because the students apply Indonesian grammar to make English sentences. In this category, the researcher finds 17 errors made by the students. There are 11 participants who make this error, those participants are: the 1st, the 5th, the 15th, the 17th, the 18th, the 19th, the 20th, the 25th, the 27th, the 28th, and the 29th participants. For examples: “The water very clean.” Instead of: “The water *is* very clean.” Another is example is: “I very happy”. Instead of: “I *am* very happy.”

Omission of “have”

In this category, the researcher finds 2 errors made by the students. There are 2 students who make this error, they are: the 20th, and the 23rd participants. For examples: “I never saw it before.” Instead of: “I *have* never seen it before.” Another instance, “I ever hiking.” Instead of: “I have ever hiked.”

Omission of “s/es”

A final -s/es is added to a noun to make a plural noun. In this case, the students cannot make a distinction rule between singular and plural. In this category, the researcher finds 17 errors made by the students. There are 14 participants who make this error, those participants are: the 2nd, the 3rd, the 5th, the 6th, the 7th, the 8th, the 9th, the 12th, the 18th, the 20th, the 23rd, the 24th,

the 27th and the 28th participants. For examples: “To visit some place.” Instead of: “To visit some places.” Or “So many kind.” Instead of: “So many kinds.”

Omission of “article”

A speaker uses “the” when the speaker and the listener have the same thing or person in mind. The article “the” shows that a noun is specific. In Indonesian language, there is not a certain rule if someone want to show that something is specific or not. These errors are reflection of the rules of the student’s mother tongue. In this category, the researcher finds 8 errors made by the students. There are 7 participants who make this error, those participants are: the 3rd, the 8th, the 9th, the 15th, the 17th the 23th, and the 27th participants. For example: “because of blue color.” Instead of: “because of *the* blue color.”

Omission of “-ing”

In this case, the students do not understand about the rules of “gerund”. A gerund is a word formed from a verb, used as a noun and ending in “-ing”. One of the uses of gerund is, a gerund is used after prepositions. In this example, the student use V-1 after preposition “for” he/she has to use gerund after preposition “for”. In this category, the researcher finds 8 errors made by the students. There are 7 participants who make this error, those participants are : the 2nd, the 11th, the 17th, the 18th, the 25th the 29th, and the 30th participants. For example : “Stop for visit.” Instead of: “Stop for visiting.”

b. Addition Errors

Addition of “to”

This is the student’s weakness about infinitive. The students confuse in using “to-infinitive”. The bare

infinitive is the dictionary form of verb that receives a definition. However, the definition itself generally uses a “to-infinitive”. In this category, the researcher finds 12 errors made by the students. There are 10 participants who make this error. Those participants are: the 2nd, the 4th, the 11th, the 16th, the 17th, the 18th, the 23rd, the 27th, the 29th, and the 30th participants. For example: “I can *to* visit”. Instead of: “I can visit.”

Addition of “s/es”

In this research, the researcher finds 6 errors made by the participants. There are 6 participants who make these errors. These participants are : the 1st, the 2nd, the 10th, the 13th, the 22th, and the 26th participants. For example: “I can *feels*.” Instead of: “I can feel.”

c. Misformation

Misformation of “Verb”

In this case, the students commit some errors in choosing “tenses”. The students tend to use present tense instead of past tense. In this category, the researcher finds 7 participants commit this error. These participants are: the 18th, the 20th, the 22th, the 24th, the 26th, the 28 and the 30th participants. The researcher finds 20 errors made by the students. For examples: “Long time ago I *have*.” Instead of: “Long time ago I *had*.”

Misformation of “Modal Auxiliary”

In this case, the students are confused in constructing the sentence consists of modal auxiliary. Modal auxiliary only can be followed by simple form of the verb. In this category, the researcher finds 14 errors made by 8 participants commit this error. These participants are : the 2nd, the 3rd, the 5th, the 16th the 17th, the the 19th, the

24th and the 29th participants. For examples: “I can’t going.” Instead of: “I *couldn’t* go.”

d. Misordering

It is caused by direct translation from Indonesian into English. The students do not realize that English has a different rule. The students try to apply Indonesian rules to construct the English sentences. In this research, the researcher finds 20 errors made by the participants. There are 13 participants who make these errors. These participants are: the 1st, the 3rd, the 4th, the 5th, the 6th, the 10th,

the 12th, the 14th, the 15th, the 17th, the 19th, the 21st and the 27th participant. For example: “Someone who Allah invited.” Instead of: “Someone who is invited by Allah.”

Frequency of Errors

After classifying the data into categories, the researcher counts the frequency of each category of error and the researcher finds 97 morphological errors and 134 syntactical errors made by the students. In order to make the frequency of each category is clearer, the researcher shows it in the tables as follows:

Table 3. Frequency of Morphological Errors Based on Linguistic Category Taxonomy

No.	Error Category	Number	Percentage	Category
1.	Adverb	22	22,7 %	Very Low
2.	Adjective	21	21,6%	Very Low
3.	Indefinite Demonstrative	2	2,1%	Very Low
4.	Noun	13	13,4%	Very Low
5.	Plural	14	14,4%	Very Low
6.	Possessive adjective	4	4,1%	Very Low
7.	Past Formation	4	4,1%	Very Low
8.	Singular	4	4,1%	Very Low
9.	To + Infinitive	13	13,4%	Very Low
Total		97	100%	

Table 4. Frequency of Syntactical Error Based on Surface Strategy Taxonomy

No.	Categories	Number	Percentage	Criteria
1	Ommision	55	41%	Very Low
2	Addition	25	18,6%	Very Low
3	Misformaion	34	25,4%	Very Low
4	Misordering	20	14,9%	Very Low
Total		134	100%	

Based on the frequency of error above, the researcher concludes that dominant type of morphological error is adjective (21.6%). Some participants misspell the adjectives and others are still confused in choosing the appropriate parts of speech, in this case “adjective”.

And the dominant type of syntactical error is in the omission error (41%) category. Since the students apply Indonesian grammar to make English sentence, they frequently omit the essential component of a sentence. As the result, the sentences are

grammatically wrong. Thus, it proves that the students are still lack on vocabulary and grammar.

CONCLUSION

The result of analysis shows that the students of SMK Kharismawita 2 Jakarta, especially 2APh Class (2014/2015) are still poor in making a good composition. In this research, the researcher finds 97 morphological errors and 134 syntactical errors made by the students. Then, the researcher analyzes morphological errors made by the students based on Linguistic Category Taxonomy and syntactical errors based on the Surface Strategy Taxonomy. In this case the researcher finds 97 morphological errors made by the students. These errors can be classified into 9 categories of morphological errors. These categories of number and percentage of morphological errors made by the students are: adverbs (22/22,7%), adjectives (21/21,6%), indefinite demonstrative adjectives (2/2,1%), nouns (13/13,4%), plurals (14/14,4%), possessive adjectives (4/4,1%), past formations (4/4,1%), singular (4/4,1%) and to-infinitive (13/13,4%). Based on the computation, the highest number of morphological error is adjective category. In this case, the students are still confused to construct a phrase using adjective, moreover they frequently make an error in writing. It means that the students are still lack on their vocabularies. Meanwhile, in this research, the researcher finds 134 syntactical errors made by the students. These categories are categorized based on Surface Strategy Taxonomy. The categories, the numbers and the percentage are: omission (55/41%), addition (25/18,6%), misinformation (34/25,4%), and misordering (20/14,9%). Based on the frequency of error above, the

researcher concludes the dominant type of syntactical error is omission error (41%). In this research, the researcher finds two sources of errors made by the students, they are interlingual errors and intralingual transfer.

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