

ABSTRACT

This paper studies about the misuse of English Morphology in Teaching English as a Second Language (TESL) students' writing from KPTMKL. This study is design to find out the morphological errors in students' writing using the Surface Strategy Taxonomy proposed by Dulay (1982). There are three objectives of the study; firstly is to identify the types of morphological errors used by TESL students in journal writing such as omission, addition, miss formation or miss ordering, secondly is to examine the most dominant type of morphological errors in journal writing, and finally to analyze the interference of the mother tongue resulting to the morphological error in students' journal writing. The qualitative method used in this study and this is based on the journal that they have written for fourteen weeks. The researcher chose fifteen participants to participate in the study. All fifteen journals that have morphological errors have been chosen to be analyzed. The findings show that simple addition, regularization and also omission of preposition were the most common types of morphological errors made by TESL students. While, simple addition was the most dominant type of error found by the researcher. In addition, TESL students prone to use their mother tongue (Malay) and tend to translate it in English. This happens especially in writing and at the same time affect their sentence structure in the sense of they tend to omit auxiliary verb in sentences, omit noun inflection '-s' for possessive nouns and also omit an article.

ABSTRAK

Kertas kajian ini dijalankan untuk mengkaji penyalahgunaan morfologi Bahasa Inggeris secara bertulis bagi pelajar *Teaching English as a Second Language* (TESL) dari KPTMKL. Kajian ini dijalankan untuk mengetahui kesilapan morfologi dalam penulisan pelajar dengan menggunakan *Surface Strategy Taxonomy* yang dicadangkan oleh Dulay (1982). Objektif kajian ini adalah untuk mengenalpasti jenis kesilapan morfologi yang digunakan oleh pelajar TESL secara bertulis seperti *omission*, *addition*, *misformation* atau *misordering*, untuk memeriksa jenis kesalahan morfologi yang paling dominan secara bertulis, dan akhirnya untuk menganalisis adakah Bahasa Malaysia mempengaruhi dan menyebabkan kesilapan morfologi di dalam penulisan pelajar. Kaedah kualitatif telah digunakan di dalam kajian ini. Penyelidik juga memilih peserta berdasarkan jurnal mereka yang telah mereka tulis selama 14 minggu. Hanya 15 peserta telah mengambil bahagian di dalam kajian ini. Oleh itu, hanya 15 jurnal yang mempunyai kesilapan morfologi telah dipilih untuk dianalisis. Hasil kajian menunjukkan bahawa, jenis yang paling biasa yang dibuat oleh pelajar TESL bagi kesilapan morfologi adalah *simple addition*, *regularization* dan juga *omission of preposition*. Sementara itu, jenis yang paling dominan bagi kesilapan morfologi yang terdapat dalam penulisan pelajar TESL adalah *simple addition*. Selain daripada itu, apabila pelajar-pelajar TESL ini cenderung untuk menggunakan bahasa ibunda mereka iaitu Bahasa Malaysia dan menterjemahkannya di dalam Bahasa Inggeris terutamanya secara bertulis, ini sekaligus telah member kesan kepada struktur ayat mereka.

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TABLE OF CONTENTS

ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	ix
CHAPTER 1 : INTRODUCTION	
1.0 Background of the Study	1
1.1 Statement of the Problem	3
1.2 Objectives of the Study	4
1.3 Research Questions	4
1.4 Significance of the Study	5
1.5 Scope and Limitation of the Study	5
1.6 Organization of the Study	5

CHAPTER 2 : LITERATURE REVIEW

2.0 Introduction	7
2.1 Morphology	7
2.2 Morphemes	9
2.3 Issues in Academic Writing	16
2.4 The Role of Errors in Language Learning	17
2.5 Classification of Errors	19
2.6 Surface Strategy Taxonomy or Theory Taxonomy	21
2.7 Interlanguage (IL)	25
2.8 Morphological Errors in Writing	27
2.9 Conclusion	31

CHAPTER 3 : RESEARCH METHODOLOGY

3.0 Introduction	32
3.1 Research Design	32
3.2 Participants	32
3.3 Data	33
3.4 Data Collection	34
3.5 Data Analysis	35
3.6 Conclusion	35

CHAPTER 4 : ANALYSIS AND FINDINGS

4.0 Introduction	36
4.1 Omission of Content Morphemes	36
4.2 Omission of Grammatical Morphemes	38
4.3 Addition/ Double Marking Errors	45
4.4 Misformation	46
4.5 Misordering	50
4.6 Discussion	54

CHAPTER 5 : CONCLUSION AND RECOMMENDATIONS

5.0 Introduction	56
5.1 Summary of Findings	56
5.2 Conclusion	57
5.3 Recommendations	58

REFERENCES	60
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APPENDIX A –Consent Form

APPENDIX B – Sample of Students’ Journal Writing

LIST OF TABLES

Table 2.1 Change in the Word Form	13
Table 2.2 Change in the Meaning of the Word	14
Table 2.3 Eight English Inflectional Morphemes	15
Table 2.4 Error of Double Marking in L2 Production	23
Table 2.5 Simple Addition Error	24
Table 4.1 Omission of Content Morpheme	37
Table 4.2 Omission of Grammatical Morpheme	45
Table 4.3 Addition	46
Table 4.4 Misformation	50
Table 4.5 Misordering	51
Table 4.6 Frequency and Percentage of the Morphological Error	51

LIST OF FIGURES

Diagram 1 Data Collection Procedure	34
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