

A Morphosyntactic Analysis on Narrative Writing of the Fresh Year Students's of Management Informatics AMIK MEDICOM

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Abstract

The purpose of the research is to analyze about morphology and syntactic structure in writing an English narrative essay. Morphology and Syntax are very important studies in learning English. Morphology is the study of how words are structured and how they are put together from smaller parts, as morphemes are the smallest significant units of grammar. Meanwhile syntax discusses how sentences are structured. The purposes of this research are to cover the students' morphosyntactic errors operating on the students of the management informatics students' narrative writing and how these errors affect the whole clause structure, the inflectional morphemes, derivational morphemes and the pattern of clause structure in the students' narrative writing. The method used in this research is qualitative description where the data sources are taken from the fresh year students' narrative writing. The findings reveal two kinds of morphology, they are derivational and inflectional. Affixes such as suffixes, infixes, prefixes, ablaut and reduplication are kinds of derivational morphology, meanwhile plural, possessive, past time, progressive, comparative, and superlative are kinds of inflectional morphology. Syntactically, the errors occur because of not being aware how to build a phrase or a sentence in English. They write more than one verb in a phrase or a sentence which does not need but one. As well they are not sure about word order in English and how to build a simple sentence. They like to miss subject or object pronoun in their sentence. We can explain that by saying that all these forms do not exist in Bahasa Indonesia (Indonesian Language), resulting in the tendency for the students to omit or add these forms in their writing. Too many clauses in one sentence often occur in their sentence.

Keyword: morphosyntactic analysis, writing

INTRODUCTION

Writing is one of the skills in learning a second or foreign language like English. It is an indispensable thing for English learners in their learning process. According to J. B. Heaton, 1988, writing is the most difficult part in learning English: "The writing skills are complex and certainly difficult to teach, requiring not only of grammatical and theoretical

devices but also conceptual and judgmental elements". No wonder then, if English learners happen to make errors and mistakes in their writing.

Some factors made writing in English looks difficult, such as spelling, vocabulary and grammar. Spelling, as it is usually different between the students' source language – their native language, and the target language, that is English. Lack of vocabularies also becomes one problem for the students to write. Moreover, the grammar between the two languages –their native and English- could be merely different. Many aspects in grammar should be mastered by the learners to avoid errors in learning English.

One aspect of grammar is linguistics and writing is also concerned about the linguistics. Linguistics is the scientific study of language (Loreto Todd, 1987). There are branches of the linguistics which one of them has the specific purpose that also help the learners in learning writing. Some even have focused on the grammatical errors made by the learners in that they have searched upon the errors, such as spelling, sentence structure, word formation and word semantics ((Gabrys-Barker (2008), Erdogan (2005), Zainal (1990)).

The main subject of this writing is that learners of foreign language who are in advance educational level continue making grammatical errors in terms of morphology (word formation) and syntax (sentence structure) in their written productions even they have mastered the target language rules. Accordingly, linguists distinguished between linguistic competence and performance. Linguistic competence is the knowledge in a man's brain (Chomsky: I-language), however, linguistic performance is the actual use of this knowledge (Chomsky: E-language) (Gabrys-Barker, 2008). Thus, foreign learners might have the knowledge of a language rules but their writing activeness still have many errors.

In the process of acquiring and learning a second or foreign language, a learner is going to make a mistake or an error. A learner might make a mistake because he does not master a language rule. However, an error might be a product of unawareness of a language rule. As many researchers claim, making errors is an unavoidable problem in foreign and second language acquisition (see: Dulay, Burt & Krashen (1982), Brown (2000), Zainal (1990) and Aronoff & Fudeman (2005)). However, a student in secondary school level of education in country which English is the third or the fourth language is anticipated to have enough linguistic competence in English which can be seen in his performance in the academic field. Nevertheless it has not been given its due as a subject of study, nor has it received enough critical attention from scholars or students of language in terms of morphological and syntactical analyses.

This study intends to cover the morphosyntactic errors operating on the narrative writing of the Management Informatics students and how these errors affect the whole clause structure. Mainly it makes use of random sample, ten (10) selected students' writing from a Management Informatics student. As for the analysis, a morphological and syntactic analysis is carried out in terms of derivation and inflectional and the sentence structure.

The significance of this study might be considered as a self-justified. It shows without saying it in words that this genre of study will contribute to morphological analysis on one hand and syntactic analysis from the other hand. Morphologically, the

research will determine the morphological errors that are committed by the fresh year students of AMIK Medicom majoring Management Informatics. Syntactically, it will analyze and explain the sentence structure of those students.

In related to the references, the problem discussed are as follows:

1. What are the morphosyntactic errors operating on the narrative essay of the Management Informatics students?
2. What are the morphosyntactic errors operating on the narrative writing of the Management Medicom students?
3. To what extent the morphosyntactic errors operating on the essay of the Management Informatics students affecting the whole clause structure?

REVIEW OF LITERATURE

Language is a set of sentences formed in logical syntactic structure or combination (Chomsky, 1957). Furthermore, Finch (2000) argued that languages like English deal with word order, however some other languages do from the words *per se*. Meanwhile, Chomsky's (1965) Universal Grammar (UG) stated that all languages share common basic features. However, Borsley (1999) discusses that problems of syntax are due to the fact that languages are not 'clear cut objectives'. The linguistic definition of *morphology* is "the mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed" Aronoff & Fudeman (2011: 2). Moreover, they believe that morphology should not be only a secondary data source in theories for analyzing other language elements but it has to be handled in its own as a subject of study.

Syntax "is a term used for the study of rules governing the way words and combined to form sentences" (Finch, 2000: 77). Hence, syntax is concerned with the way that sentence is structured. Similarly, Bell (1991) states that syntax is the knowledge of manipulating sentence elements in the chain and choice of the system within the proposition semantic unite. He defines syntactic knowledge as a "matter of knowing what elements exist in a language and how they may be legitimately combined" (ibid: 207). Morphosyntactic issue is the focus of this paper.

In the process of acquiring and learning a second or foreign language, a learner is going to make a mistake or an error. A learner might make a mistake because he does not master a language rule. However, an error might be a product of unawareness of a language rule. As many researchers claim, making errors is an unavoidable problem in foreign and second language acquisition (see: Dulay, Burt & Krashen (1982), Brown (2000), Zainal (1990) and Aronoff & Fudeman(2005)). However, a student in secondary school level of education in country which English is the third or the forth language is anticipated to have enough linguistic competence in English which can be seen in his performance in the academic field. Nevertheless it has not been given its due as a subject of study, nor has it received enough critical attention from scholars or students of language in terms of morphological and syntactical analyses.

The Nature of Morphology

Morphology based on Loretto Todd, is a part of phonology and phonology has been described as the study of speech sounds and their patterns. It is a study based on the 'phoneme' or smallest significant unit of speech. Loretto Todd (1987:41) stated, "Morphology is the study of morphemes, which are the smallest significant units of grammar." This definition becomes more comprehensible based on the examples below:

hand → hands

hand → handed

In linguistics, morphology is the identification, analysis and description of the structure of morphemes and other units of meaning in a language like words, affixes, and parts of speech and intonation/stress, implied context (words in a lexicon are the subject matter of lexicology).

There are two kinds of morphology, they are derivational and inflectional morphology.

a. Derivational morphology

Derivational morphology fulfills two main functions in English. Morphemes can be used to form new words. Derivational morphemes make new words from old ones (Crystal, 1991) Thus creation is formed from create, but they are two separate words. Most languages, but especially agglutinating and inflectional ones, differentiate between the stem of the word, which carries the basic meaning, and various affixes or attachments that carry additional, often grammatical, meanings.

There are several kinds of affixes, prefix, infix, suffix, Ablaut, and Reduplication. **Prefixes** are attached to the front of the stem; **Infixes** are put in the middle of the word; **Suffixes** are attached to the end of the stem; **Ablaut** is a change in a vowel that carries extra meaning; **Reduplication** is a matter of doubling a syllable to do the same.

Suffixes are the most common, and English uses them. For example, the past tense of most verbs is a matter of adding -ed to the stem; the present participle is made by adding -ing; the plural of a noun is made by adding -s. There are also some prefixes which commonly occurs, such as: be-, de-en-, ex-, hyper-, pre-, pro-, re-, sub-, super-and trans-. Prefixes alter the meaning but do not always change the function of the word to which they are prefixed. There are also suffixes which commonly change the class of the word to which they are attached: beauty (n) + ful = beautiful (adj.), determine (v) + ation = determination (n).

- Words ending in the morphemes -acy, -ation, -er, -or, -ess, -ity, -ment, ness, and -ship tend to be nouns: democracy, actor, agreement, determination, headmistress, weakness.
- Words ending in -ise, -ize tend to be verbs: energize, hospitalize.
- Words ending in -able, -ed, -ful, -ical, -ive, -less, -like, -ous and -y tend to be adjectives: enjoyable, helpful, economical, polished, diminutive, hopeless.
- Words ending in -ly, tend to be adverbs:

Read the instruction *carefully*.

She is smiling *happily*.

But not all of the words ending in -ly tend to be adverbs. It can be adjectives also.

She is a *lovely* girl.

They gave a *friendly* welcome last time.

b. Inflectional morphology

Inflectional morphology never involves a change of class. It occurs with nouns, pronouns and verbs.

In nouns:

- inflection marks plurality in regular nouns:
Book → books box → boxes
Chair → chairs lady → ladies
- The possessive of all nouns:
John's book/books
The women's bag/bags
- Irregular nouns often form their plurals by a vowel change:
Child children
Tooth teeth

In possessive

- they form the possessive in exactly the same way as regular nouns:
The dog tail - the *dog's* tail The student book - the *student's* book
- There is no difference in sound between a regular noun's plural form and its possessive.
The *student's* books
The *students'* books

In Verb

- Inflectional suffixes are used to indicate present tense agreement:
I/You/They/We swim / write
He/She/It swim + s / write + s
- The present participle:
Swim + -ing / write + -ing
- The past tense and past participle:
I play + -ed / I have play + -ed
She pray + -ed /
She has pray + -ed
- In irregular verbs, the past tense and the past participle are often signaled by a vowel change or a vowel change plus a suffix:
Swim swam swum
Get got got

The Nature of Syntax

The syntax of a language is described in terms of a taxonomy (i.e. classificatory list) of the range of different types of syntactic structures found in the language (Radford, 2004). Additionally, Weschler (2015) explained that syntax may be defined as the grammatical system for combining words into utterances, so syntax in this broad sense

includes phrase structure, morphosyntax, and compositional semantics. Hence, Syntax is the study which is related to how to arrange the words in the sentence recording to the setting that had been considered. Sentence is a group of words that you use to communicate your ideas in writing or in speech. It is complete, independent unit of thought, and consists of two main parts (Oshima & Hogue, 1983).

In grammatical study, this explanation becomes focused to an utterance that expresses a feeling or opinion, but refers to technical definition, it will become a grammatically self-contained speech unit of a word, or syntactically related group that express a statement, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter and ends with a period, question mark, or punctuation mark (Nurlaili, 2015). Sentence is the way to express feelings or opinion in writing or speech. A sentence can contain in one or more clauses, a clause can contain in one or more phrases, a phrase can contain in one or more words, and a word can contain in one or more morphemes and morphemes are the minimal unit in the language. Clause as a sense is the 'main' clause of the sentence (Husnton & Francis, 2000). Additionally, every clause has at least a subject and a verb (Stilman, 2010). Hence, a clause is combination of words that consists of minimal one verb and one predicate, but in other case, a clause can consist of subject, predicate, object or adjunct and complement.

METHOD

This research uses descriptive method. Descriptive method tries to give the explanation about the symptoms relating with the recent situation. It consists on the effort of giving the note, the analysis and the interpretation of the recent symptoms. It tries to give the fact, straight to the problem and the recent variables aren't manipulated by the researcher.

Data Collection

The study is analysed with a descriptive qualitative methodology in our analysis on the morphosyntactic issues which occur in the fresh year of Management Informatics students of AMIK Medicom. To be more specific, we are going to analyze the word form and the sentence structure of ten students which chosen randomly with a reference to selected texts from their written works. The students are asked to write a narrative writing about their childhood.

The Technique of Analyzing the Data

The data available in this research are analyzed by using descriptive qualitative analysis. The writer analyses descriptively to give description what types of morphological error the students made when they composed their writing.

In this research, the writer analyzes the data by using the steps as follow:

1. Collecting the data, the fresh year students's writing
2. Choosing ten sample of the data from the writings randomly.
3. Identifying the types of errors and classifying the types of errors in the the students' writings
4. Calculating the number on percentage of each type of errors in the text written by the students and interpreting the errors made by the students.
5. Drawing a conclusion.

FINDINGS AND DISCUSSIONS

Data Analysis

For the first glance, although of the non-well handwriting in some students' writings, I notice many grammatical errors which all of the ten students committed. Such as orthographic mistakes, informal expressions, active/passive construction, the use of past participles, the use of past simple tense instead of the present simple tense, the misuse of 's' as a possessive mark, as a plural mark or a '3rd singular' mark, correlation, add or omit morphemes, subject verb-agreement, words combination, word structure, punctuation, sentence structure and singular-plural form. However, I am not going to analyze and explain all of the errors and the issues but the ones relate and touch the morphosyntactic analysis, inflection, derivation and sentence structure.

1. Morphology Level

a. Derivational

No.	Sentence	Correction	Level
1.	The games we often played were _ football, running, cycling until the afternoon.	The games we often played were <u>playing</u> football, running, cycling until afternoon.	Derivational in gerund as verbal noun
2.	I remember very well that sometimes the boys hit us ⁽¹⁾ <u>real</u> , so we were in pain and _ ended up in a real fight and of course we lost, and all we did was ⁽²⁾ <u>complain</u> to the parents so they got scolded.	I remember very well that sometimes the boys ⁽¹⁾ <u>really</u> hit us, so we were in pain and <u>it</u> ended up in a real fight and of course we lost, and all we did was ⁽²⁾ <u>to complain</u> to the parents so they got scolded.	(1) Derivational in adverb (2) Derivational in to infinitive as a verbal noun after to be.
3.	My childhood is very <u>fun</u> .	My childhood is very <u>funny</u> ./ My childhood is <u>fun</u>	Derivation of adjective
4.	When we were <u>small</u> , of course we went through a lot of fun <u>times</u> .	When we were <u>little</u> , of course we went through a lot of fun ⁽¹⁾ <u>time</u> .	Derivation of noun

Here are the explanations:

1. The games we often played were _ football, running, cycling until the afternoon. The word football is not parallel with the other next words. Football is a pure noun while the next words are gerund or verbal noun. It must be parallel with the other morphemes by forming the gerund form. It should be: The games we often played were playing football, running, cycling until the afternoon.

2. (1)“The boys hit us real,... “ the word ‘real’ is an adjective which function to modify noun while ‘hit’ is a verb wich need an adverb to modify it. The adverb of real is really.
 (2)and all we did was complain to the parents so they got scolded. When ‘to be’ functions as a copula, it should be followed by noun, adjective or adverb. The noun verb of a ‘Complain’ is in gerund form or to infinitive. In this sentence the right form is to invinitive after tobe, ‘to complain’.
3. ‘Fun’ in the sentence ‘My childhood is very fun’, is not right. Very is an adverb that modify verb, adverb or adjective. Fun is noun. When Fun is functioned as an adjective it still takes the meaning of noun. So, ‘fun’ should not be followed by very except it change into funny. But fun and funny have different meaning.
4. The sentence ‘When we were small, of course we went through a lot of fun times’, has two wrong words. First, the word ‘small’. Semantically it should be ‘little’ to support the meaning of the sentence. The second is derivational that is ‘time’. ‘Times’ in the sentence indicates an adverb of frequency while the proper word is ‘time’ to say moment without ‘-s’. When -s is attached to the word, it changes the meaning and the word class. ‘Times’ is an adverb.

b. Inflectional

No.	Sentence	Correction	Level
1.	My childhood ⁽¹⁾ <u>friend</u> ⁽²⁾ <u>named</u> ⁽³⁾ __ Alfi and Rani, ...	My childhood ⁽¹⁾ <u>friends</u> ⁽²⁾ <u>names</u> ⁽³⁾ <u>are</u> Alfi and Rani.	(1) Inflectional in possessive <hr/> (2) Inflectional in plural noun <hr/> (3) inflectional of present tense
2.	She <u>was</u> one year younger than me She <u>was name</u> Silvia Simarmata.	She <u>is</u> one year younger than me She <u>is named</u> Silvia Simarmata.	Inflectional in present tense <hr/> Inflectional in present tense
3.	There <u>was</u> an experience that I can’t forget that I fell off the bike,	There <u>is</u> an experience that I can’t forget that I fell off the bike.	Inflectional in present tense.
4.	It <u>was</u> the worst experience I’ve ever had	It <u>is</u> the worst experience I’ve ever had.	Inflectional in present tense
5.	My ⁽¹⁾ <u>cousin</u> ⁽²⁾ <u>name</u> is Rian and Chintya	My ⁽¹⁾ <u>cousins</u> ’ ⁽²⁾ <u>names</u> are Rian and Chintya	(1) Inflectional in possessive <hr/> (2) Inflectional in plural nouns

6.	The <u>name of my friend</u> when I was little was Udi, Yeyo, Roni, Evit, Bobby, Josua, Marcel, Anggi, Putra and Herman.	The <u>names of my friends</u> when I was little were Udi, Yeyo, Roni, Evit, Bobby, Josua, Marcel, Anggi, Putra and Herman.	Inflectional in plural noun.
7.	I think my experience was very good, because we <u>are</u> still in 5th grade.	I think my experience was very good. We <u>were</u> still in 5th grade.	Inflectional of past tense
8.	I spent my childhood playing with my friends on the soccer field, I usually <u>play</u> hide and seek, <u>continue</u> to jump rubber, then congklak, and <u>climb</u> the guava tree, together with my friends named Kuntum, Rafael, Dani, and Erna.	I spent my childhood playing with my friends on the soccer field. I usually <u>played</u> hide and seek, <u>continued</u> to jump rubber, then <u>played</u> congklak, and climbed the guava tree, together with my friends named Kuntum, Rafael, Dani, and Erna.	Inflectional of past tense
9.	My experience ⁽¹⁾ <u>make</u> me happy because I ⁽²⁾ <u>can</u> be called forward to lift the trophy in front of friends ⁽³⁾ other schools.	My experience ⁽¹⁾ <u>made</u> me happy because I <u>could</u> be called forward to lift the trophy in front of friends ⁽²⁾ <u>from</u> other schools.	(1) Inflectional in past tense (2) Preposition of place
10.	It was my childhood experience that made me learn that falling off my bike <u>doesn't</u> mean I <u>have</u> to stop but it <u>makes</u> me learn more and more until I <u>can</u> .	It was my childhood experience that made me learn that falling off my bike <u>didn't</u> mean I <u>had</u> to stop but it <u>made</u> me learn more and more until I <u>can</u> .	Inflectional in past tense

Here are the explanations:

1. 'My childhood ⁽¹⁾friend ⁽²⁾named ⁽³⁾Alfi and Rani,...', the correct form is 'My childhood ⁽¹⁾friends ⁽²⁾names ⁽³⁾are Alfi and Rani'. It is part of a sentence before corrected. There are three inflectional morphemes in it. Inflectional in possessive, Inflectional in plural noun and inflectional of present tense.
2. The sentence 'She was one year younger than me' should be 'She is one year younger than me'. It is a fact when talking about age. It is Inflectional in present tense.
3. She was name Selvia Simarmata is not correct for it is present tense. It is a fact, so it is present. But it is more acceptable when the sentence transform into 'her name is

- Selvia Simarmata'. The subject 'she' turn into possessive form 'her + name'. Thewhen the 'name' used is a noun.
4. 'It was the worst experience I've ever had'. The sentence is wrong. 'Was' is to be past while it should be in present. The corret one is 'It is the worst experience I've ever had'.
 5. 'My ⁽¹⁾cousin ⁽²⁾name is Rian and Chintya'. It is wrong. The corect one is My ⁽¹⁾cousins' ⁽²⁾names are Rian and Chintya.' The inflectional morpheme happen in possession and plural.
 6. The name of my friend when I was little was Udi, Yeyo, Roni, Evit, Bobby, Josua, Marcel, Anggi, Putra and Herman. In the sentence, the case of plural inflection and past inflection happen. The correct sentence is 'The names of my friends when I was little are Udi, Yeyo, Roni,Evit, Bobby, Josua, Marcel, Anggi, Putra and Herman'.
 7. 'I think my experience was very good, because we are still in 5th grade'. The sentence is wrong'. The correct one is 'I think my experience was very good. We were still in 5th grade. Inflectional in past tense occur.
 8. 'I usually play hide and seek, continue to jump rubber, then congklak, and climb the guava tree, together with my friends named Kuntum, Rafael, Dani, and Erna. This sentence is wrong for it talks about past time condition. The correct sentence is 'I usually played hide and seek, continued to jump rubber, then played congklak, and climbed the guava tree, together with my friends named Kuntum, Rafael, Dani, and Erna.
 9. 'My experience ⁽¹⁾make me happy because I ⁽²⁾can be called forward to lift the throuphy in front of friends ⁽³⁾other schools.' The correct sentence is 'It was my childhood experience that made me learn that falling off my bike didn't mean I had to stop but it made me learn more and more until I can. Again the past inflection has occured.
 10. In the sentence 'It was my childhood experience that made me learn that falling off my bike doesn't mean I have to stop but it makes me learn more and more until I can.', the fault of tense happens. The sentence is begun with past activity in verb past and the next activities should be in past form, too, while it not. The correct one is 'It was my childhood experience that made me learn that falling off my bike didn't mean I had to stop but it made me learn more and more until I can.

2. Syntax Level

No	Sentence	Correction	Level
1.	My childhood ⁽¹⁾ friend named Alfi and Rani, <u>at that time I was 8 years old</u>	⁽¹⁾ My childhood <u>friends</u> ' <u>names are</u> Alfi and Rani. ⁽²⁾ I was 8 years old at that time	The sentence should be in 2 clauses: (1) S + Verb Predicative Noun). (2) S+V+Adv of time
2.	<u>If I could turn back time</u>	<u>If I could turn back the</u>	Adverb Clause:

	I would prefer my childhood to now	<u>time</u> I would prefer my childhood to now (adolescent age)	Prep + S + V + O (The missing of article 'the' in the object noun phrase.
3.	I also have a very strong and handsome father <u>who</u> I call Bapak.	I also have a very strong and handsome father <u>whom</u> I call Bapak.	The wrong relative pronoun of subject Noun clause
4.	I remember very well that sometimes the boys ⁽¹⁾ hit us <u>real</u> , so we were in pain and ⁽²⁾ _ ended up in a real fight and of course we lost, and all we did was ⁽³⁾ <u>complain</u> to the parents so they got scolded.	I remember very well that sometimes the boys ⁽¹⁾ <u>really</u> hit us, so we were in pain and ⁽²⁾ <u>it</u> ended up in a real fight and of course we lost, and all we did was ⁽³⁾ <u>to complain</u> to the parents so they got scolded.	(1) Sentence Pattern/Word order in Noun clause: The boys + <u>really</u> + hit + us (S + Adv + V + Obj) (2) The omission of subject 'pronoun it' in a clause.
5.	My unforgettable experience was when we won a football match <u>when a competition was held to commemorate independence day</u> , and my friends and I were chosen to represent the school to compete against other school.	My unforgettable experience is when we won a football match ⁽²⁾ <u>in a competition which was held to commemorate independence day</u> , and my friends and I were chosen to represent the school to compete against other schools.	(1) Sentence Pattern (2) Too many clauses in one sentence. It could be constructed in two sentences of clauses.
6.	When I was little, my mother <u>was too allowed</u> to play as we pleased	When I was little, my mother <u>also allowed</u> us to play as we pleased.	The sentence must be in active not in passive sentence

Here are the explanations:

1. My childhood ⁽¹⁾friend named Alfi and Rani, ⁽²⁾at that time I was 8 years old., is not correct. It is one sentence, but has no correlation, one clause is not related with the next clause. Syntactically, it must be constructed into 2 sentences. But it needs predicate. Besides, there have been some inflectional errors of possessive and plural. The correct form is 'My childhood ⁽¹⁾friends ⁽²⁾names ⁽³⁾are Alfi and Rani', which is constructed by S + Verb noun Predicative, and the other one is 'I was 8 years old at that time.' S + V + Adv of time. In the second sentence, the position of adverb of time is better at the end of the sentence. So, it is clearly seen now that the sentence construction is not correct.

2. I also have a very strong and handsome father who I call Bapak. The sentence consist of S + Adv + Vpredicate + Object - Noun Clause. The wrong is the relative pronoun in the noun clause, 'who', it should be 'whom' for it modify object and I is the subject of the clause. The correct sentence is:
'I also have a very strong and handsome father whom I call Bapak.'
S + Adv + Verb + Object - (Nclause: N + object Relative Pronoun + S + V + Obj)
3. If I could turn back time I would prefer my childhood to now. The correct sentence is If I could turn back the time I would prefer my childhood to now (adolescent age). The sentence structure : if clause, main clause. The problem is in If Clause, If + S + V + Direct Object. The direct Object 'time' needs article 'the'.
4. I remember very well that sometimes the boys ⁽¹⁾hit us real, so we were in pain and ⁽²⁾ ended up in a real fight and of course we lost, and all we did was ⁽³⁾complain to the parents so they got scolded. This sentence is wrong. The correct one is 'I remember very well that sometimes the boys ⁽¹⁾really hit us, so we were in pain and ⁽²⁾it ended up in a real fight and of course we lost, and all we did was to complain to the parents so they got scolded.' The error in mophology level occurs in number ⁽¹⁾ and ⁽³⁾, while the syntax error occur in the absence of subject ⁽²⁾. The subject pronoun is 'It'.
5. My unforgettable experience was when we won a football match when a competition was held to commemorate independence day, and my friends and I were chosen to represent the school to compete against other school. This sentence is not correct. There are some clauses which are not coherence because of the wrong use of relative pronoun. It is too long for one sentence with unproper construction :
S + Predicate + adv of time (Adv. Clause 1) + adv of time (clause 2) + Clause 3
(Main subject) + (main verb/predicative adverb) + when + (clause 1: S + V + Obj (when + clause 2: S + Predicate - passive verb + Obj)), + Clause 3 (this is better in other new sentence)
The correct sentence is: My unforgettable experience is when we won a football match ⁽²⁾in a competition **which** was held to commemorate independence day. My friends and I were chosen to represent the school to compete against other schools.
6. When I was little, my mother was too allowed to play as we pleased. This sentence, is not corret. The correct one is When I was little, my mother also allowed us to play as we pleased. The sentence must be in active not in passive.

The Indonesian students commit many morphological and syntactical errors in their writing. Morphologically, the students do more inflectional morphological error than derivational morphological error. They do not use the proper tense, usually between present and past tense. Besides, they do not use the plural mark '-s' in a proper way and they do not differentiate between '-s' as plural mark and '-s' for possessive mark. However, The addition and omission of the morpheme '-s' in both cases do not affect the general meaning of the phrase or sentence. Because the problem is focalized within the

word, these errors can easily be indicated to the students. Syntactically the students are not fully aware how to build a phrase or a sentence in English. They write more than one verb in a phrase or a sentence which does not need but one. As well they are not sure about word order in English and how to build a simple sentence. They like to miss subject or object pronoun in their sentence. All these forms do not exist in Bahasa Indonesia (Indonesian Language), resulting in the tendency for the students to omit or add these forms in their writing. Too many clauses in one sentence often occur in students' sentences. Finally, in a general sense, the morphological errors do not affect the sentence structure or the whole meaning of the phrase or the sentence. Moreover, the erroneous construction of the sentence does not lead to ambiguity in the whole meaning of the phrase or the sentence; the meaning can be fully understood through the context.

CONCLUSION

In this paper we analyzed and explained the morphosyntactic issues on the fresh year students on narrative writing of the Management Informatics AMIK MEDICOM. We found that some errors are due to the lack of knowledge of the English grammar system and some others are due to non existence of the English grammar rules in the Indonesian system. As well some others are due to the misapplying of the rule; the students apply the English grammar rule in the wrong way and place. However, we suggest that English school teachers of all educational levels should focus on these errors and issues to reduce their occurrence by applying more exercises and practices. After that teachers should discuss the students' writing output with them and give them feedback.

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