Analysis of Grammar

by Purnama Rina

Analysis of Grammatical Morpheme Acquisition of Indonesian High School English Learners

Rina Astuti Purnamaningwulan
Sanata Dharma University
email: rina.ap@usd.ac.id

ABSTRACT

L2 learners' morpheme acquisition has been studied a lot subsequent to Dulay and Burt's work (1974). Similar to other studies responding to Krashen's (1977) notion on natural acquisition order, this small-scale research aims at investigating whether Indonesian high school English learners also go through similar acquisition order as the respective notion. The data taken from a group of Indonesian high school students' writing assignment were analyzed using the Obligatory Occasion Analysis (Ellis & Barkhuzien, 2005) to investigate the grammatical morpheme acquisition order of the students. Subsequently, the finding was analyzed to see whether the acquisition order was influenced by Krashen's hypothesis. The findings showed that the morpheme acquisition order of the research participants did not go through similar acquisition order as stated in Krashen's natural order hypothesis. Further, the participants' L1 partially contributed to the order.

Keywords: *grammatical morpheme acquisition*, *acquisition order, learner language*

INTRODUCTION

Learner language has been one of the major focuses of study in Second Language Acquisition. There are four studies in the scope of learner language proposed by Ellis (1994, p.43), those are: 1) learners' errors, 2) developmental patterns, 3) variability, and 4) pragmatic features. In the context of Indonesia, most studies on Indonesian EFL learner language have been more on the errors that the learners produce, rather than the performances that learners make (e.g. Hidayati, 2011; Septiana, 2011; Fadzilyna, 2013; Wiannastiti, 2014). In contrast, not many studies have been conducted to investigate Indonesian learners' language in terms of their ability to perform in the second language (Widyastuti, 2015).

This study is conducted to investigate one of the issues concerning learners' developmental patterns which are quite frequently analyzed through error analysis approach. As the researcher agrees with the notion that error analysis tends to "describe learner language as a collection of errors" (Ellis, 1994, p.73), she wants to see the learner language through a more positive viewpoint, which is what learners are able to perform instead what they cannot. Thus, an analysis of L2 learners' grammatical morpheme acquisition was selected as the basis of the research. Grammatical morpheme acquisition is a particular focus in the field of learner's developmental pattern in the acquisition of L2. As reported by Luk & Shirai (2009) and Seog (2015), there have been a number of studies on grammatical morpheme acquisition which studied ESL learners with different L1, e.g Korea (Pak, 1987), China (Dulay & Burt, 1974), Japan (Izumi & Isahara, 2004), and Spain (Pica, 1983). However, there has not been any major, influential publication of

reports on Indonesian EFL learners' morpheme acquisition. Thus, it is necessary to conduct a study examining the respective issue.

Studies on morpheme acquisition are inseparable from the natural order hypothesis initiated by Krashen (1977). As Dulay and Burt (1973, p. 43, as cited in Luk & Shirai, 2009) state that "the concept of natural order remains very important for understanding SLA both from linguistic and cognitive approaches", some discussions on the development of morpheme acquisition studies from the 1970s until 2000s are included to enrich this study. The following research questions are addressed in this study:

1) What is the morpheme acquisition order of Indonesian learners of English in SMA N 2 Banguntapan Bantul (Senior High School)?
2) Does the Indonesian high school English learners' acquisition order found in this study confirm Krashen's natural order?

Influenced mostly by Seog (2015), this research report covers the following: 1) review of relevant previous studies; 2) examination of writing samples by Indonesian high school English learners in SMA N 2 Banguntapan, Bantul; 3) identification of the acquisition order depicted by the written data; 4) analysis and discussions of current findings compared to the previous studies; 5) conclusions and implications of the study.

REVIEW OF LITERATURE

There are two sections presented in this part. The first section provides an overview of the development of L2 morpheme acquisition drawn from previous research. Meanwhile, the second section elaborates the characteristics of Bahasa Indonesia, which is the first language (L1) of the English learners whose writing samples are examined in this study.

The Development of Studies on L2 Morpheme Acquisition

Grammatical morpheme acquisition studies are "a kind of performance analysis in the sense that they aimed to provide a description of the L2 learner's language development and looked not just at deviant but also at well-formed utterances" (Ellis 1990, p. 46). Brown (1973) was the first figure who investigated the acquisition order of English grammatical morphemes conducted to L1 learners, which resulted in a universal pattern of acquisition order. Not long after, Dulay and Burt (1974) adopted this research into the context of L2 acquisition of young learners from different L1 backgrounds (in Luk & Shirai, 2009).

Krashen (1977) then conducted another research as the extension of Dulay & Burt's (Seog, 2005). The finding on morpheme acquisition order by Dulay and Burt (1974) was then clarified by Krashen (1977) through empirical research which resulted in the formulation of the Natural Order Hypothesis, as presented in figure 1 below:
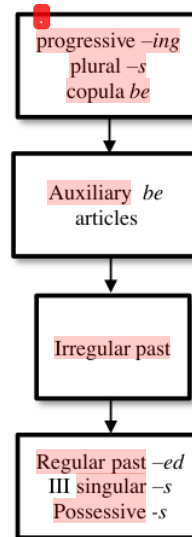

Figure 1. Proposed natural order for L2 morpheme acquisition

Since the postulate of Krashen's acquisition order hypothesis, it has been criticized a lot by a number of researchers (e.g. Andersen, 1983; Sasaki,1987; Lightbrown, 1983 as cited in Luk & Shirai, 2009) since the evidence obtained in their studies on learners' L2 morpheme acquisition do not demonstrate significant correlation with the natural order. Despite the large number of criticism addressed to his hypothesis, Krashen remains recommending his theory, only he added the term of 'average' to revise it. The most current development of the Natural Order Hypothesis is that it shows the 'average' order of acquisition of English grammatical morphemes as a second language for both children and adult acquirers (Krashen, 2009, p.13).

Further, a number of research reported by Seog (2015) result in contradictory findings suggesting that other variables may affect the order of acquisition. Among the research supporting this notion, the L1 transfer is pointed out to influence L2 morpheme acquisition. One significant report is from Luk and Shirai (2009), who reviewed a number of research investigating grammatical morpheme acquisition of learners with different L1. They summarize that L1 turns out to be the significant predictor of L2 English morpheme acquisition. Accordingly, "L1 transfer has played a large role in explaining deviations between the morpheme acquisition orders of different L1 groups and the natural order" (Seog, 2015, p.152).

In this study particularly, the elaboration above is adopted as the foundation of examining the morpheme acquisition order of Indonesian English learners in a senior high school in Yogyakarta, Indonesia. The finding is then used to confirm whether or not their acquisition order follows Krashen's

(1977) Natural order Hypothesis. Further, the results of the study are useful to confirm which notion is more likely to contribute to the acquisition of English morpheme of a group of high school English learners whose L1 is Bahasa Indonesia.

Overview of Bahasa Indonesia Sentence Structures Equal to English Morphemes

Indonesian or Bahasa Indonesia developed under the umbrella of Austronesian languages. It is the language that forms the biggest group of language users (Mat Awal, Abu Bakar, Abdul Hamid, & Jalaluddin, 2007). As the extension of Malay language, Bahasa Indonesia and Malay are similar in structure; they just employ different vocabularies. On the other hand, English, is classified in the Germanic language from the European group. Therefore, English and Indonesian are not connected. In fact, they have a lot of structural differences (Mat Awal, et.al, 2007) which cause problems for Indonesian students in acquiring English.

Mat Awal, et.al. (2007) investigate the difference between English and Malay as the language that belongs to Indonesia family group in terms of morphology. However, not all the notions they suggest is suitable in the context of Bahasa Indonesia, regardless the similarity of Bahasa Indonesia and Malay. Consequently, there is limited information regarding the differences in the particular morphemes studied in this research, namely: progressive –*ing*, plural –*s*, copula *be*, auxiliary *be*, articles, irregular past, regular past –*ed*, 3rd person singular –*s*, and possessive –*s*. For this reason, the researcher, as a native Indonesian and a former Bahasa Indonesia as a Foreign Language teacher will use her knowledge to compare the two languages, in which the mapping is presented in the table below.

Table 1. The comparative overview of English and Bahasa Indonesia

No	Morphemes	Exist in Bahasa Indonesia?	Examples	
			English	**Bahasa Indonesia**
1	Progressive –*ing*	No	He is sleep<u>ing</u>.	*Dia sedang <u>tidur</u>.*
2	Plural –*s*	No	The <u>teachers</u> are in the office. <u>Some</u> <u>teachers</u> are in the library.	*<u>Guru-guru</u> berada di kantor.* *<u>Beberapa</u> guru ada di perpustakaan.*
3	Copula *be*	Yes	She <u>is</u> a student. **They <u>are</u> beautiful. We <u>are</u> at school. My name <u>is</u> Rina.	*Dia <u>(adalah)</u> seorang murid.* ***Mereka cantik.* *Kita <u>(berada)</u> di sekolah.* *Nama saya <u>(adalah)</u> Rina.*
4	Auxiliary *be*	Yes/No*	You <u>are</u> reading a book. The mountain <u>is</u> seen. The house has <u>been</u> sold by the owner.	*Kamu <u>sedang</u> membaca buku.* *Gunungnya terlihat.* *Rumahnya sudah dijual pemiliknya.*
5	Articles	Yes/No*	<u>A</u> book. <u>An</u> egg. <u>The</u> house. <u>The</u> big one. <u>The</u> Governor of Jakarta	*<u>(Sebuah)</u> buku* *<u>(Sebutir)</u> telur* *Rumah<u>nya</u>* *<u>Yang</u> besar* *Gubernur Jakarta*
6	Irregular past	No	I <u>went</u> to school.	*Saya <u>pergi</u> ke sekolah.*
7	Regular past –*ed*	No	He <u>cried.</u>	*Dia <u>menangis</u>*
8	III singular –*s*	No	She <u>reads</u> a book.	*Dia <u>membaca</u> buku.*
9	Possessive –*'s*	No	Doni<u>'s</u> book Mom's house	*Buku Doni.* *Rumah ibu.*

* Exists in limited context only

The verbs in Bahasa Indonesia are not affected by the tenses. This means that regardless the time context, inflection does not occur in the verbs (Mat Awal,et.al., 2007). For example in morpheme number (1), the verb *'tidur'* remains the same although it is progressive. In morphemes (6), and (7), the verbs '*pergi*' and *'menangis'* remain in basic forms although it is used in past time context. This phenomenon also occurs in the verbs that come after a third person singular subject pronoun (8). Overall, regardless the tenses and the subject pronouns, the verb forms in Bahasa Indonesia remain unchanged.

Nouns in Bahasa Indonesia may experience 'reduplication' in which one of the functions is to indicate non-singularity (Alwi, Dardjowidjojo, Lapoliwa, & Moeliono, 1993, p.267). In particular, plural nouns which are stated without exact quantifiers are repeated. If quantifier exists, the nouns are not repeated (see morpheme (2)).

In row number (3), it can be seen that copula

be usually has a direct translation in Bahasa Indonesia as shown in the words in the parentheses which function as copulas in Indonesian. However, they usually appear only in a formal context. For informal contexts, they can be omitted without changing the meaning. **An exception of the direct translation of copula *be* is when adjectives follow the subject pronouns.

Be as an auxiliary verb is used in progressive verb tenses and in the passives (Azar, 2002, p. A6). The main functions of auxiliary *be* is to help the formation of verbs when used in different tenses and construction, e.g. progressive context and passive voices. In Bahasa Indonesia, auxiliary *be* when standing alone does not have any equal direct translation, except in some progressive contexts as shown in row number 4, 'are' is translated into 'sedang' just because it serves as a progressive action marker (see also row number 1). Meanwhile, in other uses of the auxiliary *be*, especially in passive constructions, the forms of *'be'* do not exist in Bahasa Indonesia.

Articles 'a' and 'an' that function to describe singularity have direct translations in Bahasa Indonesia, depending on the nouns following. Alwi, et.al. (1993) explain that Bahasa Indonesia has a group of words that categorize the nouns into particular categories. However, people have the tendency to omit those particular words when the noun is contextually clear to be a singular noun (Alwi,et.al., 1993, p.311). For this reason, the translation *'sebutir'* and *'sebuah'* are put in parentheses. Meanwhile, 'The' is quite complex when translated into Indonesian, for example when it is translated into the suffix '*nya*' only if the noun refers to something that has been stated before. On the contrary, it is not translated vice versa (see row number 5). After all, not all articles exist in all contexts in Bahasa Indonesia.

Regarding the possessive *–'s*, it does not exist in Bahasa Indonesia. In fact, the noun phrase structure of possessive in English and Bahasa Indonesia are contrary, as can be seen in the examples in row number (9).

METHOD

Data Collection

In collecting the data, purposive sampling technique was used. The data were twenty pieces of writing written by twenty six ten graders of SMA N 2 Banguntapan, Bantul, Yogyakarta, Indonesia. In the writing assignment, the students were required to write a handwritten letter addressed to their pen friends in Alor Island, Indonesia. In this study context, the students who wrote the letters had varied lengths of studying English, ranging from three to nine years. Three years was their minimum length of studying English since all of them had studied English as a compulsory subject in Junior High School. It was not generalizable that the student writers only studied English in Junior High School because they came from different elementary schools, some of which provided English lessons while others did not.

In writing the personal letter, the students were given one topic to write about their schooling experiences. As this task was a take-home assignment, the students were given two days to complete writing the letter. In completing this assignment, the students were allowed to consult dictionaries or any online resources. Neither the length nor the number of words provided in the letter was determined by the teacher. However, the lengths of the resulting letters varied from 130-200 words. Therefore, the total number of words analyzed as the data was approximately 4,600 words.

Further, as the nature of the data texts type and topic was limited to personal letter telling about schooling experiences, there was a limitation in the lexico-grammatical features that appeared in the data. This limitation, therefore, was anticipated to influence the study result.

Data Analysis

Since the acquisition order found in the data texts was compared to Krashen's Natural Acquisition Order, the analysis was focused on 9 English grammatical morphemes found in Krashen's (1977) natural order of morpheme acquisition. They are: 1) progressive *–ing*; 2) plural *–s*; 3) copula *be*; 4) auxiliary *be*; 5) articles; 6) irregular past; 7) regular past *–ed*; 8) 3rd person singular *–s*; 9) possessive *–s*.

To answer the first research question, the writer employed the Obligatory Occasion Analysis proposed by Ellis and Barkhuizen (2005, cp. 4). The procedures of performing this analysis are presented below (Ellis & Barkhuizen, 2005, p.80):

1) Go through the data and identify obligatory occasions for the use of the morpheme.
2) Count the total number of occasions for each of the morpheme.
3) Establish whether the correct morpheme is supplied in each

obligatory context. Count the number of times it is supplied.

4) As suggested by Dulay & Burt (1980, as cited in Ellis & Barkhuizen, 2005), the morpheme supplied will be calculated as follows:

- No morpheme supplied (ex: last night I come...) = 0 point
- Misformed morpheme supplied (ex: last night I comed...) = 1 point
- Correct morpheme supplied (ex: last night I came...) = 2 point

5) Calculate the percentage of accurate use of each of the morphemes with the formula below:

$$\frac{n \text{ correct suppliance in context}}{n \text{ obligatory contexts} + n \text{ suppliance in non-obligatory contexts}} \times 100 = \text{percent accuracy}$$

As the overuse of morphemes is also taken into account, the variable 'n suppliance in non-obligatory contexts' is counted (Pica, 1984, as cited in Ellis & Barkhuzien, 2005).

6) Rank the morpheme scores in order to determine the order of acquisition. The morpheme identification process is conducted manually, while the calculation and ranking are performed using Microsoft Excel 2013.

To answer the second research question, the acquisition order resulting from the Obligatory Occasion Analysis was analyzed to see whether the order was in accordance with the L1 or the proposed natural morpheme order hypothesis by Krashen. This was done by checking the score results with the tendencies occurring in Bahasa Indonesia sentence structure as well as comparing the acquisition rank to the order proposed Krashen's hypothesis.

RESULTS AND DISCUSSIONS

There are two sections presented in this part. The first section elaborates the morpheme acquisition order of Indonesian high school English learners. Meanwhile, the second section contains an analysis of the most probable influence of the morpheme acquisition order.

The Morpheme Acquisition Order of Indonesian High School English Learners

In the examination of the data, the morphemes are labeled into three items. The first item is the obligatory occurrence, which is the frequency that the morphemes should properly occur. The second item is the suppliance, which is the occurrence of grammatical morphemes that are both correctly supplied and supplied with misforms. As explained before, when the suppliance is completely correct, the score is 2, but when it is partially correct, the score is 1 (see examples in section 3.2). Lastly, the third item is overuse. Overuse is when morphemes are not necessarily supplied, but they are supplied. It is, therefore, scored 0. The non-supplied morphemes in obligatory contexts are scored 0, of course. Table 2 below presents the calculated score based on the obtained data.

Table 2. Findings on students' grammatical morpheme applications

Grammatical morphemes	Number of obligatory occurrence (N)	Overuse	Expected score (Nx2)	Actual score
Progressive –ing	34	6	68	53
Plural –s	126	8	252	182
Copula be	189	4	378	271
Auxiliary be	42	6	84	40
Articles	140	1	280	159
Irregular past	36	10	72	22
Regular past –ed	26	3	52	18
3r person singular –s	7	2	14	9
Possessive –s	3	6	6	0

Based on the values above, the acquisition percentage can be determined using the formula proposed by Pica (1984, as cited in Ellis & Barkhuizen, 2005). This formula is modified based on the scoring suggested by Dulay and Burt (1980, as cited in Ellis & Barkhuizen, 2005) mentioned in section 3.2. The formula modification is as follows:

$$\frac{\text{Actual score}}{\text{Expected score} + (2 \times \text{overuse})} \times 100 = \text{percent accuracy}$$

Once the acquisition percentage is obtained, the results are ranked so that the acquisition order is identified. Thus, the Indonesian high school English learners' morpheme acquisition order is presented in Table 3 below.

Table 3. The morpheme acquisition order of the Indonesian high school English learners

Rank	Morphemes	Acquisition percentage
1	Copula *be*	70.21
2	Plural –*s*	67.91
3	Progressive –*ing*	66.25
4	Articles	56.38
5	3rd person singular –*s*	50
6	Auxiliary *be*	41.67
7	Regular past –*ed*	31.03
8	Irregular past	23.9
9	Possessive –*'s*	0

Table 3 above shows the grammatical morpheme acquisition percentage of Indonesian high school English learners as shown in their writing samples. From the table, it is seen that the highest value of the acquisition percentage is 70.21% and the lowest is 0%. Dulay and Burt (1984, as cited in Widiatmoko, 2008) state that a learner is already in the perfect acquisition of particular morphemes when they achieve 90% of accurate supplies in the respective grammar morpheme. From this notion, it is implied that the student participants had not met a perfect acquisition in any of the morphemes.

As it can be seen from the table, the morpheme that is acquired most by the Indonesian high school English learners is the copula *be* with the correctness of 70.21%. The second highest acquired morpheme is the plural –s with 67.91% correctness. Meanwhile, the third least difficulty that the student participants had was progressive –ing, with the acquisition percentage of 66.25%. on the other hand, the regular past, irregular past, and possessive –s got the lowest acquisition percentages with 31%, 23.9%, and 0% respectively. The fact that the participants had not acquired accurately the morpheme of possessive –'s was quite surprising as they had studied English for at least 3 years. There were a few attempts to supply possessive –'s done by some students. Among 9 occurrences, 6 of them were oversupply. Thus, 0% of accurate suppliance of this morpheme was definitely not expected to occur at their level of study.

After all, the findings of this study are affected by a number of factors, such as the nature of the data, amount of data, and the limited topic. The data were in the form of written texts, which could result in different findings compared to spoken data, as some previous studies suggested (Larsen-Freeman, 1975; Ellis, 1994; Seog, 2015). Besides, the small data size and the single topic given for all participants also influenced the study findings. Results might be different if the data size was larger and the texts covered numerous topics.

Analysis on the Most Probable Influence of the Morpheme Acquisition Order

Until recently, the universality of morpheme acquisition is still "treated as a fundamental assumption on which theorizing in SLA is based" (Luk & Shirai, 2009, p.724) as a number of recent research reported by Luk & Shirai still advocates the justification of Krashen's natural order hypothesis on grammatical morpheme acquisition (e.g. Mitchell & Myles, 2004; Saville-Troike, 2006). Therefore, the natural order of morpheme acquisition initiated by Krashen (1977) is challenged in this research using the study findings obtained in the data. In order to answer the second research question, the research subjects' acquisition order is compared to Krashen's. The comparison is presented in Table 4.

Table 4. Comparison of Krashen's proposed acquisition order to the current Research finding

Grammatical Morphemes	Rank	
	Krashen's	Current research finding
Progressive –*ing*	1	3
Plural –*s*	2	2
Copula *be*	3	1
Auxiliary *be*	4	6
Articles	5	4
Irregular past	6	8
Regular past –*ed*	7	7
3rd person singular –*'s*	8	5
Possessive –*s*	9	9

From table 4, it is seen that among nine grammatical morphemes, only two items met Krashen's proposed acquisition order. That number is equal to 28.6%, which means the similarity between Krashen's natural morpheme acquisition order and the current research finding is relatively low. This finding implies that Indonesian high school English learners' grammatical morpheme acquisition is not fully in accordance with Krashen's proposed natural order.

Although two morphemes were acquired according to the order suggested by Krashen, namely regular past –*ed* and possessive –*'s*, the fact needs further examination. In Krashen's hypothesis, the regular past –*ed* is acquired in the 7th place, after the irregular past is acquired. On the other hand, it was confirmed in this study that the acquisition of regular past –*ed* occured in the 7th place, which was earlier than the acquisition of irregular past, which occurred in the 8th place. After all, the possessive –*'s* that is suggested to be acquired the latest in Krashen's theory, was confirmed accordingly in this study findings.

Other than those morphemes discussed earlier, there were no other morphemes that corresponded to the proposed natural order. Based on this analysis, it can be concluded that Indonesian high school English learners' morpheme acquisition order did not confirm Krashen's natural order hypothesis. There must be another factor that influenced learners' morpheme acquisition order. Thus, learners' L1 was taken into consideration.

The L1 of this research participants is Bahasa Indonesia. Therefore, the equal forms in Bahasa Indonesia for each of the English morphemes that become the focus in this study were examined. Later in this section, the existence and non-existence of particular morphemes are discussed in order to see whether L1 has a significant influence to the subjects' morpheme acquisition order. Table 5 below presents the summary of the existence of the studied English grammatical morphemes in Bahasa Indonesia.

Table 5. The Existence of Grammatical Morphemes in Bahasa Indonesia Based on the Rank

Rank	Morphemes	Exist in Bahasa Indonesia?
1	Copula *be*	Yes
2	Plural –*s*	No
3	Progressive –*ing*	No
4	Articles	Yes/No
5	3rd person singular –*s*	No
6	Auxiliary *be*	Yes/no
7	Regular past –*ed*	No
8	Irregular past	No
9	Possessive – *'s*	No

As expected, the acquisition of copula *be* occurs the earliest mostly because a similar concept also exists in the subjects' L1. A more unexpected disparity is that plural –*s* and progressive –*ing* are acquired relatively early. In fact, the absence of plural –*s* and progressive –*ing* in Bahasa Indonesia does not hinder the subjects to acquire those morphemes quite early. The reason behind this is probably because in English instructional process at schools in Indonesia, the plural –*s* and progressive –*ing* are taught in a relatively early stage. Another conspicuous finding is that the third person singular –*s* - a concept that does not exist in Bahasa Indonesia - is acquired earlier compared to auxiliary *be*, which occurs in some Bahasa Indonesia contexts. Again, this might be caused by other outside factors, like the inconsistency that students produce during the insertion of auxiliary *be*, which contribute more to inaccuracy. The other three morphemes: regular past –*ed*, irregular past, and possessive – *'s* are expectedly acquired the latest due to their absence in Bahasa Indonesia.

It is interesting to see the result compiled in table 5 because the subjects' acquisition order is not completely influenced by their L1 as well. In spite of that, generally, L1 influence still has more contribution to the learners' morpheme acquisition order, compared to the proposed morpheme natural order proposed by Krashen. Other variables such as the nature and amount of data, as well as data

collection and analysis techniques might be responsible for the variants occurring in the study result be responsible for the variants occurring in the study result. However, this is not the first case that such variants occur. Ellis and Barkhuizen (2005) reported less conclusive results in some previous studies, such as the one performed by Rosansky (1976). After all, it needs deeper analyses and scrutiny to respond to this finding as well as to anticipate further similar research.

CONCLUSION

The obligatory occasion analysis employed to analyze data helped to reveal the grammatical morpheme acquisition order of Indonesian high school English learners. The current study shows that the high school students' acquisition order does not fully confirm the natural order. Similarly, the students' L1, that was initially expected to influence the acquisition order was not confirmed either. Some other factors like the nature and amount of data, as well as data collection and analysis techniques were presumed to have contribution in the study result.

Even though it was proven that the L1 is more likely to affect the acquisition order rather than Krashen's natural order hypothesis, further and more thorough studies need to be conducted. As Seog (2015) stated, morpheme order studies are crucial in broadening our understanding of the language acquisition process. Thus, other determining factors need to be considered in planning future studies in order to yield better discoveries.

REFERENCES

Alwi, H., Dardjowidjojo, S., Lapoliwa, H., Moeliono, A. (1993). Tata Bahasa Baku Bahasa Indonesia Edisi Kedua. Jakarta: Departemen Pendidikan dan kebudayaan Republik Indonesia.

Azar, B.S. (2002). Understanding and Using English Grammar Third Edition with Answer Key. NY: Pearson Education.

Dulay, H. C., & Burt, M. K. (1974). Natural Sequences in Child Second Language Acquisition. *Language Learning, 24*(1), 37–53.   DOI: 10.1111/j.1467-1770.1974.tb00234.x

Ellis, R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University press.

Ellis, R. (1990). *Instructed Second Language Acquisition*. Oxford: Basil Blackwell.

Ellis, R. (1994). The Study of Second Language Acquisition. Oxford: Oxford University Press.

Fadzilyna. (2013). *Errors in Using Past Tense Made by Eighth Graders of MTSn Model Trenggalek*. Published thesis. Malang: State university of Malang.

Hidayati, S. (2011). Error Analysis on a Short Speech: A Case of an ESL Indonesian Learner. *Journal of English Culture, Language, Literature, and Education 5*(1).   Retrieved   from http://staff.uny.ac.id/sites/default/files/penelitian/sari-hidayati-ssma/error-analysis-short-speech.pdf

Krashen, S.D. (1977). Some issues relating to the Monitor Model. In H. D. Brown, C. A. Yorio and R. H. Crymes (eds.), *On TESOL '77: Teaching and Learning English as a Second Language: Trends in Research and Practice*, 144-158. Washington DC: TESOL.

Krashen, S.D. (2009). *Principles and Practice in Second Language Acquisition (Internet Edition)*. CA: University of Southern California.

Larsen-Freeman, D. (1975). The acquisition of grammatical morphemes by adult ESL students. *TESOL Quarterly 9*(4): 409–419.

Luk, Z.P. & Shirai, Y. (2009). Is the Acquisition Order of Grammatical Morphemes Impervious to L1 Knowledge? Evidence from the Acquisition of Plural –s, articles, and Possessive 's. *Language Learning, 59*(4), 721-754.

Mat Awal, N., Abu Bakar, K. Abdul Hamid, NZ., Jalaluddin, NH. (2007). *Morphological Differences Between Bahasa Melayu and English: Constraints in Students' Understanding*. College publication. Selangor: Universiti Kebangsaan Malaysia.

Seog, D.S. (2015). Accuracy Order of Grammatical Morphemes of Korean EFL Learners: Disparities among the Same L1 Groups. *Linguistic Research 32* (Special Edition), 151-171

Septiana. (2011). *Errors in Writing Descriptive Text Made by the Second Grade Students of SMP Negeri 1 Kartasura*. College publication. Surakarta: Muhammadiyah University of Surakarta.

Wiannastiti, M. (2014). Error made in Conversation by Indonesian Learners Learning English Based on Syntax and Exchanging Information. *Humaniora 5*(2), 861-871. Retrieved from http://research-dashboard.binus.ac.id/uploads/paper/document/publication/Proceeding/Humaniora/Vol%205%20no%202%20Oktober%202014/32_IG_Melania_Error%20Made.pdf

Widiatmoko, P. (2008). Grammatical Morpheme Acquisition: An Analysis of an EFL Learner's Language Samples. *Jurnal Sastra Inggris 8*(1), 22-37. Retrieved from datafsastra.awardspace.com/jurnal0208/artikel3.pdf

Widyastuti, I. (2015). A Processability Theory Study: Past –ed Acquisition in University Learners in Indonesia. *Ahmad Dahlan Journal of English Studies*   2(3),   78-8

Analysis of Grammar