

ABSTRACT

A MORPHOSYNTACTIC ANALYSIS ON EFL STUDENTS' WRITING

By

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This research aims at investigating and identifying morphosyntactic issues on EFL students' writing. 24 participants of English Department of FKIP Unila in Academic Year of 2015/2016 were chosen as the participants of the research. Systematically, they were asked to write a free composition based on the two tasks given. This present study applied qualitative approach because the researcher intended to reveal out the problems faced by the students in learning English. As a whole, this present study referred to a *discourse analysis* in which the analysis had covered the linguistic aspects regarded as the problems in language learning. In relevance with this issue, the researcher used a *focused description* as the design of this research in which the researcher had prepared some categorical data from both issues: morphology and syntax before collecting the data.

The result of analysis revealed out that 56% of syntactic errors covering seven areas were committed by the students, 31% of all six areas of morphological errors and 13% of morphosyntactic errors. Based on the result, the morphosyntactic errors were mostly committed by the majority of students, followed by the errors of omission of suffix *s/es* and regular/irregular inflection. Therefore, it can be inferred that the first language interference becomes the main cause of the error production of morphosyntax.

Key words: discourse analysis, error analysis, morphosyntax