STUDENTS' PROBLEMS IN MAKING DERIVATIONAL WORDS

(Descriptive Qualitative Study of the Eighth Semester Students of the English Department of UNNES in the Academic Year of 2015/2016)

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submitted in partial fulfillment of the requirements
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in English

by

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APPROVAL

This final project entitled *Students' Problems in Making Derivational Words (Descriptive Qualitative Study at the Eighth Semester Students of the English Department of UNNES in the Academic Year of 2015/2016)* has been approved by board of examination and officially verified by the Dean of the Faculty of Languages and Arts on .December., 2016.
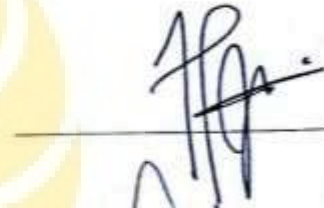
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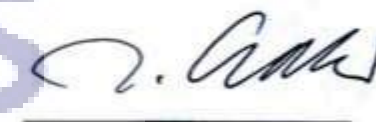   Dr. Alim Sukrisno, M.A.
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DECLARATION OF ORIGINALITY

The writer, Dwi Putri Setyani hereby declares that this final project entitled *Students'*
Problems in Making Derivational Words (Descriptive Qualitative Study at the Eighth
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Semarang, August 2016

Dwi Putri Setyani

MOTTO AND DEDICATION

"For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease" **(Al-Inshirah: 5-6)**.

"The more knowledge you have, the greater will be your fear of Allah" **(Abu Bakr)**.

"The help of Allah doesn't come until the effort or the sacrifice of the believers come first" **(Nouman Ali Khan)**.

This final project is dedicated to:

Allah S.W.T.,

her beloved parents, Sugiasti, Sulistyo,

her lovely brother, Firman,

her honorable teachers, lecturers, and

her dear friends.

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Finally, this research report is still far from being perfect. Therefore, suggestions and criticisms from the readers are expected for the improvement of this research. Hopefully it will be beneficial for readers.

Semarang, August 2016

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ABSTRACT

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Keywords: Derivational Morpheme, Error Analysis, Descriptive Qualitative Research, Surface Structure Taxonomy.

This study is concerned with the error analysis of derivational morpheme. It is aimed to find out what kinds of errors and the most frequent error in which the students made in forming derivational word.

It is a descriptive qualitative research which focuses on the error analysis of derivational morpheme. The subject of this study was the students of the Eighth Semester Students of the English Department of UNNES in the Academic Year of 2015/2016. There were 25 students for the try-out test and another 25 students for the real test. The data were collected from a test and questionnaires. The students were tested in order to identify the errors of derivational words they made. The test consisted of 27 items which were divided into 9 parts. They are derivational words *from adjective to adjective*, *noun to noun*, *adjective to noun*, *verb to noun*, *adjective to adjective*, *verb to adjective*, *noun to adjective*, *verb to verb*, and *noun to verb*. The questionnaire was used to represent their perspective about derivational morpheme including their difficulty in doing the test. In analyzing the data, the researcher used error analysis method which consists of identifying errors, describing errors, explaining errors and error evaluation.

The result showed that out of the total errors (146), the majority of errors were *deriving noun from noun* and *adjective from verb* with 30 errors. This is relevant to the questionnaire result which showed the highest percentage (60% or 15 students) found most of students found difficulty in *deriving noun from noun*. The collected errors were analyzed based on the Surface Structure Taxonomy that specifies four types of errors namely omission, addition, misformation and misordering. There were 146 errors which consisted of 98 (67.1%) misformation, 34 (23.3%) omission, and 14 (9.6%) addition.

From the result, it can be concluded that errors were found in all categories of derivational morpheme and it was crystal clear that the most frequent errors were misformation. Therefore, the writer suggests that the students should learn and practice more in deriving morphemes.

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CHAPTER I

INTRODUCTION

The first chapter is the introduction to the study. It consists of six sub chapters, namely background to the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study and outline of the study.

1.1 Background to the Study

One of the most fundamental units that should be learned to master English is vocabulary. According to the third edition of Cambridge Advanced Learner's Dictionary, "vocabulary is all the words known and used by a particular person." Anyone who has mastered English usually has a long list of words to convey information both spoken and written. Priyatmojo (2011) states "words (written or spoken) are used to convey a broad sense of meanings." They are associated with a wide range of information and each type of information forms an important area of study for a subfield of linguistics. This subfield is known as morphology. Within the field of morphology, it is possible to learn deeply about the nature of words.

Morphology is the part of linguistics that deals with the study of words. According to Akmajian et al. (1984:55), "morphology is subfield of linguistics that studies the internal structure of words and the interrelationships among words." Haspelmath and Sims (2002) state that "morphology is the internal structure of words." Furthermore, morphology, as Fromkin et al. (2011:41) define, is "the study of internal structure of words, and of the rules by which words are formed." Thus, it

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can be concluded that morphology is a branch of linguistics which studies about word forms.

Talking about morphological study, Haspelmath and Sims (2010:18) added that "there are two kinds of morphological relationship. They are inflection (inflectional morphemes) and derivation (derivational morphemes)." According to Fromkin et al. (2011:44), "when derivational morphemes are added to a base, a new word with new meaning is derived. The derived word may also be of a different grammatical class than the original word, as shown by suffixes such as –able in desire + able." Derivation usually occurs by the addition of an affix, whether it is prefix or suffix. Fromkin et al. (2011:45) stated that, "derivation can transform a word from verb into noun, noun into noun, adjective into adverb, adjective into noun, adjective into adjective, verb into adjective, noun into adjective, verb into verb and noun into verb." The change of derivational morpheme does not have specific rules or patterns. Certain changes occur such as transformation by adding suffixes (*-ance, -dom, -ful, -hood, -ion, -ist, -ity,* etc) or prefixes (*-uni, -bi, -di, -multi,* etc). Different process happens when we want to change the class of words.

Based on the writer's experience when she got derivational exercises in word based lexical studies and syntax classes, she and her friends found some difficulties in transforming the words. One of the examples was by adding suffixes *-er, -ist, -ian, -or, -ent,* or *-eon* to form the names of job, such as *surgeon, dentist, statistician, engineer,* etc. They were a bit confused in choosing the appropriate affixes to be added to the base. Therefore, this difficulty developed the problematicity for them.

Due to this irregular change, the researcher wants to analyze students' errors in changing derivational words. Therefore, the problem above has inspired the researcher to conduct a study on students' problem in making derivational words.

1.2 Reasons for Choosing the Topic

Several reasons have become the writer's points of consideration in choosing the topic about error analysis on derivational morpheme:

(1) Derivational words are essential to be acquired for students, especially for English education students. As teacher candidates, they should master it since they have to deliver English in the right way. The researcher wants to measure their understanding in making derivational words by analyzing their errors through this study.

(2) The research about students' problems in making derivational words' is still few. In fact, this error analysis is needed both for students and lecturers to measure and evaluate students' progress in mastering derivation. It is important to know in which parts of derivation the most frequent error occurs in order to learn and solve it. That is the reason why the researcher is interested in exploring in this topic.

1.3 Statement of the Problems

In order to limit the scope of analysis based on background to the study above, the writer presents the following problems:

(1) What errors are found in making derivational words by the subjects of the study?

(2) What are the most frequent errors made by the subjects of the study in making derivational words?

1.4   Objectives of the Study

The objectives of this study are elaborated into two sub objectives:

1. to identify kinds of errors in making derivational words by the subjects of the study, and

2. to find out and describe the most frequent errors made by the subjects of the study in making derivational words.

1.5   Significance of the Study

This study is expected to give contribution to some sides as follows.

Firstly, in terms of theoretical significance, this study can provide useful informations about the frequent errors of derivational morpheme which appear among students.

Secondly, in practical aspect, this study gives advantages for both the lecturers and the students, especially in State University of Semarang. For the lecturers, they will be able to know what errors their students make and to find out how well the students' ability in making derivational words. For the students, this research can help them to know in which part of the materials they find difficulty so that they learn better to overcome it.

Thirdly, in pedagogical point of view, the result is expected to give the students' knowledge and understanding about the error analysis in derivation. For the lecturers, hopefully this study will give additional insight in helping their students to

master derivational morphemes and assisting them to avoid making the same errors again in the future.

1.6 Outline of the Report

This study consists of five main chapters which are followed by sub chapters.

Chapter I is the introduction of the study. It consists of sub chapters namely background to the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter II explains about review of related literature. It consists of three sub chapters namely review of previous studies, review of theoretical background, and theoretical framework.

Chapter III discusses about the methodology. It covers the research design, subject of the study, types of the data, instrument of the data collection, and procedures of analyzing data.

Chapter IV explains about the data analysis and discussion of research findings. They consist of general description, detail results, and discussion.

Chapter V is the last chapter. It presents conclusions and suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about review of related literature. It consists of three sub-chapters namely review of the previous studies, review of the theoretical background, and theoretical framework.

2.1 Review of the Previous Studies

Increasingly, English derivational morpheme has drawn mounting attention from researchers in linguistics. These are some references of the previous studies related to this research.

The first study was conducted by Tyler and Nagy (1987) entitled "*The Acquisition of English Derivational Morphology.*" The objective of the study was to assess different aspects of students in the fourth, sixth, and eighth grades' knowledge of English derivational suffixes. The multiple choice test was administered to 21 students in the fourth grade, 50 in the sixth grade, 38 in the eighth grade, and also to 12 college students who had been identified as less skilled readers. The result showed that the fourth graders correctly answered an average of 39% of the items and the college students answered 97% correctly. It meant that different aspects of knowledge about suffixes are acquired at different times.

The second study was a research entitled *"An Error Analysis in Changing Verbs to Nouns"* conducted by Fitria (2008). In this research, she tried to find out the errors in changing verbs into nouns made by forty-two students of the eleventh year

students of SMU 1 Gebog Kudus in the academic year of 2007/2008. The result showed that there were 115 errors in using suffix -*ance*, 108 errors in using suffix -*or*, 107 errors in using suffix -*ence*, 101 errors in using suffix -*ment* and suffix -*ant*, 76 errors in using suffix -*er*, 59 errors in using suffix -*ure* and suffix -*ry*, 58 errors in suffix -*age*, 55 errors in using suffix -*ion* and suffix -*ent*, 52 errors in using *suffix -ist*, and 39 errors in using suffix –*al*.

The third was conducted by Fornkwa (2012) whose title was "*Aspects of Francophone Cameroon English Derivational Morphology: The Case of Noun-formation*". This study focused on a morphological analysis of noun-forming affixes that Francophone learners of English was used in their written English. It is carried out in four schools in Yaounde: the Government Bilingual Primary School Mballa II, Lycée d'Anguissa, College Adventist and The University of Yaounde I. The data were analyzed based on the Principles and Parameters theory in Second Language Acquisition. The result showed that there was evidence of French interference in the morphological parameter settings of these learners' written English due to the negative transfer and use of French morphological settings. Learners of all levels simply omitted the use of the affixes which they were not familiar with. Besides, they tended to over-generalize the use of the affixes to exceptional situations. In rare contexts, learners, especially those of Terminale and Level III, succeeded in setting and using some morphological parameter settings that were peculiar to English.

The next study was "*An Analysis of Derivative Words Usage in The Students' Post-Test Short Essay in IC Program of State University of Surabaya*". It was conducted by Febriahati (2013). The objective of this study was to describe the use

of derivative words in the composition of the English Department Students in UNESA. This study used students' composition in writing test after they finished the IC program. The result showed that the students made some errors in constructing derivative words. The errors were classified into four types based on the surface structure taxonomy. They were error of omission, error of addition, error of misformation and error of ordering. An example of addition error occurred when the student used the incorrect word of '*pronounciation*' which should be derived from '*pronunciation*'. It showed that college students still find difficulties in constructing derivative words. Furthermore, she found out two considerations in the case about why students in IC program still could not deal with difficulties in constructing derivative words in their posttest. First, it came to the idea of the IC handout usage that provided inadequate explanation to construct the words from the base form. Second, it was the learning process done in the class. The lecturers were not assigned to explain the grammar intensively since the main task given to them was to deliver the four skills of language comprehension, listening, reading, speaking and writing. Few lecturers gave the explanation of the grammar, especially derivative words and vocabulary. These problems caused the students to lack the understanding of derivative word constructions.

Another study was written by Foster from Colorado State University entitled "*A Concise Description of Derivational Suffixes in English with Pedagogical Applications for the ESL Classroom*". It emphasized on the brief linguistic description of English derivational suffixes, as well as research-based suggestions for pedagogical application in English as a second/foreign language classrooms. This

paper suggested several principles for aiding learning and acquisition of derivative word forms. When new words are introduced to students, derivative should also receive attention, as this may encourage students to begin conceptualizing the English lexicon in terms of word families and morphemes. They suggested providing learners with at least some explicit instruction in suffixes. Furthermore, they also suggested that teachers should emphasize adjectival and adverbial derivative forms, as derivatives in these word classes seem to be acquired last, if at all. Finally, they suggested incorporating academic texts into existing curriculum, or at least encouraging learners to seek these texts, as research in first language acquisition suggests that reading academic texts facilitates the acquisition of derivatives.

The last was the research conducted by Aryati (2014). She conducted a research entitled "*An Analysis of Derivational Affixes in The Land of Five Towers Novel by A. Fuadi Translated by Angie Kilbane.*" In this qualitative research, the researcher tried to find out the derivational affixes in The Land of Five Towers Novel by Fuadi. The result showed that the roots from the words that have been classified based on the part of speech were 199 (adj), 188 (noun) and 266 (verb).

Based on the previous studies above, it can be seen that there have been many researchers who conducted studies about derivation. However, this research provides a different prospective, in terms of analyzing errors in all categories of derivational morpheme based on surface structure taxonomy which has never been conducted before.

2.2 Review of the Theoretical Study

Several issues are going to be discussed. The issues are as follows.

2.2.1 Morphology

Morphology is a field of linguistics that studies word structure. Akmajian et al. (1984:55) explain that "Morphology is the subfield of linguistics that studies the internal structure of words and the interrelationships among words." According to them, for every word people have learned, they intuitively know something about its internal structure, for instance, the word *tree* which cannot be broken down into any meaningful parts. In contrast, the word *trees* is made up of two parts: the word *tree* plus an additional element, *-s* (known as the "plural" ending).

Meanwhile Fromkin et al. (2011:41) assume that "morphology is part of grammatical knowledge of a language." The term morphology is derived from the Greek word *morph* which means "form" and *logos* which means science. It is the study of the internal structure of words, and of the rules by which words are formed.

In Online Cambridge Advanced Learner's Dictionary, morphology is defined as "the scientific study of the structure and form of either animals and plants or words and phrases." Moreover, Katamba (1993:19) says that "morphology is the study of the internal structure of words." Basically, morphology arises through words merging with each other. It has been regarded as an essentially synchronic discipline, a discipline focusing on the study of word-structure at one stage in the life of a language rather than on the evolution of words.

The purpose of morphology was to study 'morphemes and their arrangements in forming words' (Nida in Katamba, 1993:5). It was introduced as a separate sub-branch of linguistics which are shown below.

Semantic level:	deals with meaning
Syntactic level:	deals with sentence-structure
Morphological level:	deals with word-structure
Phonology (or phonemics):	deals with sound system

Figure 2.1
Linguistics level

The linguistics levels were assumed to be ordered in a hierarchy, with phonology at the bottom and semantics at the top. It was classified in separate stages, first the pronunciation, then the word-structure, then the sentence-structure and finally the meaning of utterances.

2.2.2 Morpheme

The term morpheme is used to refer to the smallest, indivisible units of semantic content or grammatical function in which words are made up of. "A morpheme cannot decomposed into smaller units which are either meaningful by themselves or mark a grammatical function like singular or plural number in the noun" (Katamba, 1993:20). It is the smallest difference in the shape of a word that correlates with the smallest difference in word or sentence meaning or in grammatical structure. If we

divide the word *see* [si:] (which only contains one morpheme) into, say, [s] and [i:], it will be impossible to say what each of the sounds [s] and [i:] means by itself since sounds in themselves do not have meaning.

Recognizing a morpheme depends on the word in which it appears. The negative morpheme *un-*, for example, occurs in an indefinitely large number of words such as *unwell*, *unsafe*, *unhappy*, *unclean*, etc. However, according to Katamba (1993:20), "sometimes a morpheme may be restricted to relatively few words." This is true of the morpheme *-dom*, meaning condition, state, dignity, which is found in words like kingdom, martyrdom and chiefdom.

Normally, the morpheme is transcribed in curly brackets: { }, for instance in English we can find a plural morpheme {s}. It naturally has a number of realizations. Just consider the word *cat*, *lip* and *brother* in the plural form of *cats*, *lips* and *brothers*. The curly bracket is also added to create separate words: {-er} is a derivational suffix whose addition turns a verb into a noun, usually meaning the person or thing that performs the action denoted by the verb. For example, {sing}+{-er} creates *singer*, one of whose meanings is "someone who sings."

Meanwhile, Akmajian et al. (1984:58) state that "Morphemes are the minimal units of word-building in a language which cannot be broken down any further into recognizable or meaningful parts." The example is the word *book-s*; both *–s* and *book* are morphemes. Other examples would be combining several morphemes together to form more complex words. This can be seen in the morphemes like *un-faith-ful-ness, re-in-carn-at-ion, re-construct-ion*, and *hope-ful-ness*.

2.2.2.1 Kinds of Morpheme

Several kinds of morphemes are going to be discussed. The morphemes are as follows.

(1) Free Morpheme

"Free Morpheme is morpheme that can stand on its own as a word (Carstairs and Carthy, 2002:143)." It does not have to be attached to another morpheme. Their occurrence does not depend on that of another word with which they are associated. Most words in English dictionary are examples of free morphemes. The examples of free morphemes are *read*, *man*, *happy*, and *sing*. They constitute word by themselves.

(2) Bound Morpheme

"Morpheme that cannot stand on its own as a word is called Bound Morpheme (Carstairs and Carthy, 2002:152)." It is one which can only occur in connection with a further free morpheme. Some of the examples are *–ish*, *-ness*, *-ly*, *pre-*, *trans-*, and *un-*. They are never words by themselves but are always parts of words.

(3) Root, Affix, Combination

Several terminologies about root, affix and combination are going to be discussed. The explanations are as follows.

3.1 Root

According to Katamba (1993:41), "a root is the irreducible core of a word, with absolutely nothing else attached to it. It provides the basic meaning of the word. For example, *walk* is a root and it appears in the set of word-forms that instantiate the lexeme WALK such as *walk*, *walks*, *walking* and *walked.*"

3.2 Affix

Moreover, Katamba (1993:44) stated that "an affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base."

There are three types of affixes :

1) Prefix

"A prefix is an affix attached before a root or stem or base (Katamba, 1993:44)." It is placed at the beginning of a base like *re-*, *un-* and *in-*. Some of examples are *re-write, re-do, un-tidy, in-active, re-make, re-read* and *in-accurate.*

2) Suffix

"A suffix is an affix attached after a root or stem or base (Katamba, 1993:44)." It is placed at the end of a word like *–ly*, *-er*, *-ist*, *-s*, *-ing* and *-ed*. For instance kind-*ly*, teach-*er*, book-*s*, slow-*ly*, and talk-*ed*.

3) Infix

"An infix is an affix inserted into the roof itself by putting the affix somewhere in the middle of the word. It is somewhat rare in English (Katamba,1993:44) ."

3.3 Combination

"Combined form is bound morpheme, more root-like than affix-like, usually of Greek or Latin origin, that occurs only in compounds, usually with other combined forms. Some examples are *poly-* and *-gamy* in *polygamy* (Carstairs and Carthy, 2002:142)."

2.2.3 Morphological Process

Morphological process is related to the modifications of word formation. It is usually accompanied by a change in meaning or word class. In English, it can be devided into two major parts, namely derivational and inflectional morpheme.

2.2.3.1 Derivational Morpheme

Haspelmath and Sims (2010:18) describe, "derivational morpheme or derivation is the relationship between lexemes of a word family." This statement is strengthened by Aronoff and Fudeman (2011:47) who say, "derivational morpheme involves the creation of one lexeme from another, such as selector or selection from select." According to Katamba (1993:47), "derivational morpheme form words in different ways.

a.) by changing the meaning of the base to which they are attached, e.g. kind vs un-kind (both are adjectives but with opposite meanings); obey vs dis-obey (both are verbs but with opposite meanings), and

b.) by changing the word-class that a base belongs to, e.g. the addition of *-ly* to the adjective kind and simple produces the adverbs kind-*ly* and simp-*ly*. As a rule, it is possible to derive an adverb by adding the suffix *–ly* to an adjectival base."

These are some categories about derivation:

a. Adverbs derived from adjectives

(FAST and HARD)

Examples: FAST (as in *The Lamborghini was driven fast.*) and HARD (as in *Assad worked hard.*) derived from the adjective FAST (as in a fast car) and HARD as in hard work)

-ly   (e.g. exactly, sadly, efficiently, slowly, smoothly, intelligently)

b. Nouns derived from Nouns

-let, -ette, -ie	(e.g. droplet, booklet, cigarette, doggie)
-es,-ese, -ine	(e.g. waitress, princess, New Yorkese, heroine)
-er, *-ery*, *-(i)an*	(e.g. Londoner, New Yorker, fishery, Texan, Glaswegian)
-ship, *-hood*	(e.g. friendship, kingship, ladyship, motherhood, priesthood)
-ist, *-ian*	(e.g. contortionist, Marxist, logician, historian, Bostonian)
-ity	(e.g. humanity)
-dom	(e.g. kingdom)
-auto	(e.g. autobiography)
-ex	(e.g. exwife)
-dis	(e.g. disadvantage)
mono-	(e.g. monotheism)
vice-	(e.g. vice prsident)

c. Nouns derived from adjectives

-ity   (e.g. purity, equality, ferocity, sensitivity)

-ness   (e.g. goodness, tallness, fierceness, sensitiveness)

-ism   (e.g. radicalism, conservatism)

-dom   (e.g. freedom)

d. Nouns derived from verbs

-ance, -ence   (e.g. performance, ignorance, reference, convergence)

-ment   (e.g. announcement, commitment, development, engagement)

-ing   (e.g. painting, singing, building, ignoring)

-((a)t)ion   (e.g. denunciation, commission, organisation, confusion, discombulation)

-al   (e.g. refusal, arrival, referral, committal, acquittal)

-er   (e.g. painter, singer, organiser, grinder, digger)

-ist   (e.g. conformist)

e. Adjectives derived from adjectives

un-	*in-*
eatable / uneatable	edible / inedible
preadable / unreadable	legible / illegible
lawful / unlawful	legal / illegal
touchable / untouchable	tangible / intangible

-ish   (e.g. pinkish, grayish)

-like   (e.g. redlike)

a-   (e.g. amoral)

il-   (e.g. illegal, illegible)

semi-   (e.g. semiannual)

dis-   (e.g. disagreeable)

sub-   (e.g. subminimal, subhuman)

f. Adjectives derived from verbs

-able   (e.g. breakable, readable, reliable, watchable)

-ent, -ant   (e.g. repellent, expectant, conversant)

-ive   (e.g. repulsive, explosive, speculative, creative)

-ory   (e.g. migratory)

-y   (e.g. runny)

g. Adjectives derived from nouns

-ful   (e.g. joyful, hopeful, helpful, meaningful, healthful, soulful)

-less   (e.g. joyless, hopeless, helpless, meaningless)

-al   (e.g. original, normal, personal, national)

-ish   (e.g. boyish, loutish, waspish, selfish, hawkish)

-ous   (e.g. poisonous, virtuous)

-an   (e.g. Elizabethan)

-esque (e.g. picturesque)

-ate   (e.g. affectionate)

-ic   (e.g. alcoholic)

-like   (e.g. ironlike)

h. Verbs derived from verbs

re-   (e.g. repaint, re-enter, resurface)

un-   (e.g. untie, untangle)

de-   (e.g. decompose, desensitize)

dis-   (e.g. disentangle, disbelieve)

auto- (e.g. autodestruct)

pre-   (e.g. preregister)

under- (e.g. underestimate)

i. Verbs derived from nouns

-ate   *(e.g. vaccinate)*

-en   *(e.g. hasten)*

de-   (e.g. debug, deforest, delouse)

     -ise   (e.g. organise, patronise, terrorise)

     -(i)fy   (e.g. beautify, gentrify, petrify)

2.2.3.2 Inflectional Morpheme

Unlike derivational morpheme, inflectional morpheme does not change referential or cognitive meaning. We have already seen that a derivational affix like *un-* can change *kind* into *un-kind*. In this case, the derived word has a meaning which is opposite to that of the *input*. Meanwhile the addition of an inflectional affix will not change the cognitive meaning. Furthermore, while a derivational affix may move a base into a new word class (e.g., *kind* (adjective) but *kind-ly* (adverb), an inflectional morpheme does not alter the word-class of the base to which it is attached. Inflectional morphemes are only able to modify the form of a word so that it can fit into a particular syntactic slot. Thus, *book* and *books* are both nouns referring to the same kind of entity. The *–s* ending merely carries information about the number of those entities. According to Katamba (1993:51), "the grammar dictates that a form marked as plural (normally by suffixing *–s*) must be used when more than one entity is referred to. We must say *ten books*; **ten book* is ruled out, although the numeral ten makes it clear that more than one item are being referred to."

    Haspelmath and Sims (2010:18) describe that "inflectional morpheme or inflection is the relationship between word-forms of a lexeme. They are bound morphemes that mark properties such as tense, number, person and so on." Inflectional morphemes do not create separate words. They merely modify the word in which they occur in order to indicate grammatical properties such as plurality, as

the {-s} of *magazines* does, or past tense as the {-ed} of *decided* does. Basically, "English has only eight bound inflectional affixes (Fromkin et al., 2011:51)":

English Inflectional Morphemes		Examples
-s	third-person singular present	She wait-s at home.
-ed	past tense	She wait-ed at home.
-ing	progressive	She is eat-ing the donut.
-en	past participle	Mary has eat-en the donuts.
-s	plural	She ate the donut-s.
-'s	possessive	Disa's hair is short.
-er	comparative	Disa has short-**er** hair than Gina.
-est	superlative	Disa has the short-est hair.

2.2.3.3 The Distinction between Derivational and Inflectional Morphemes

The distinction between inflectional and derivational morphemes in English is based on a number of factors (Akmajian et al., 1984:81). First, inflectional affixes do not change the part of speech of the base morpheme to which they are attached. Second, inflectional and derivational suffixes occur in a certain relative order within words: namely, inflectional suffixes follow derivational suffixes. Third, the function of certain derivational affixes is to create new base forms (new stems) that other

derivational or inflectional affixes can attach to. Last, inflectional and derivational affixes can be distinguished in terms of semantic relations.

Fromkin et al. (2011:52) summarize the difference between derivational and inflectional morpheme as follows:

Table 2.1

The differences between Derivational and Inflectional Morpheme

Inflectional	Derivational
Grammatical function	Lexical function
No word class change	May cause word class change
Small or no meaning change	Some meaning change
Often required by rules of grammar	Never required by rules of grammar
Follow derivational morphemes in a word	Precede inflectional morphemes in a word
Productive	Some productive, many nonproductive

2.2.4 Error Analysis

At first sight, it may seem rather odd to focus on what learners get wrong rather than on what they get right. Making errors indicates that learner has not mastered the target language yet. Ellis (1997:15) states that errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. However, according to her, there are good reasons for focusing on errors. First, they are a conspicuous feature of learner language, raising the important question of 'Why do learners make errors?' Second, it is useful for teachers to know what errors learners

make. Third, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make.

According to James (1998:1), "error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language." It is the next paradigm to replace CA (Contrastive Analysis). This paradigm involves first independently or 'objectively' describing the learners' interlanguage (that is, their version of the target language) and the target language itself, followed by the comparison of the two, so as to locate mismatches. The novelty of error analysis, distinguishing it from contrasting analysis, was that the mother tongue was not supposed to enter the picture. The claim was made that errors could be fully described in terms of the target language, without the need to refer to the first language of the learners.

In the aspect of morphology, James states that a morphological error involves a failure to comply with the norm in supplying any part of any instance of the word classes; noun, verb, adverb, and adjective. One of the example is noun morphological error that happens in *abolishment* while the correct one is *abolition.*

2.2.5 The distinction between error and mistake

The distinction between error and mistake is necessary in order to get proper perception between them. Richards (1974:25) states that "a learner's errors provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system)." "Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. They

usually characterize the learners' linguistics system at a given stage of learning. Mistakes, otherwise reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows (Ellis, 1997:17)." Mistake happens when a learner has already possessed knowledge of the correct form and it can be self-corrigible.

From the previous explanation, it can be concluded that mistake refers to students' performance but it can be self-corrected due to the knowledge of the language rules the students have. Conversely, error refers to students' competence. It means that they have not mastered the language rules yet, so it is not self-corrected.

2.2.6 The procedures in analyzing errors

"There are four steps in analyzing learners' errors as stated by Ellis (1997:15)":

1. Identifying errors

"The first step is identifying errors. To identify errors we have to compare the sentences learners produce with what seem to be the normal or 'correct' sentences in the target language which correspond with them (Ellis, 1997:15)."

2. Describing errors

The second step is describing errors. Once all the errors have been identified, they can be described and classified in two ways; linguistic category and surface structure taxonomy. "Linguistic categories are associated with a traditional error analysis undertaken for pedagogic purposes; they can be chosen to correspond closely to those found in structural syllabi and language text books (Ellis, 1997:15)." This type

of description allows a detailed description of specific errors and also for a quantification of a corpus of errors. From another point of view, (Dulay et al., in James, 1998:106) proposed Surface Structure Taxonomy. This taxonomy divides learners' errors into four categories:

a.) Omission

"Omission refers to the absence of an item which must be present in a well-formed utterance. The example is leaving out the articles 'a', 'the', and '-s' plural nouns (James, 1998:106)."

b.) Addition

"Addition is characterized by the presence of an extra item which must not be present in a well formed utterance (James, 1998:106)." It is the result of all-too-faithful use of certain rules. It is divided into three types:

1) Regularization

"It involves overlooking exceptions and spreading rules to domains where they do not apply, for example producing the regular *buyed for bought (James, 1998:106)."

2) Double Marking

"It is failure to delete certain items which are required in some linguistic constructions but not in others (James, 1998:106)." Here are the examples:

He doesn't knows me.

I didn't went there yesterday.

3) Simple Addition

"It caters for all additions not describable as double markings or regularizations (James, 1998:106)." One of the example occurs in *prono**o**unciation*. In this part, there is an addition of letter *o*. The correct one is *pronunciation*.

c) Misformation

The use of the wrong form of a structure or morpheme. It is divided into three types:

1) Archiform

"The selection of one member of a class of forms to represent others in the class. It usually occurs in the use of *this/that/these/those*. One of the examples is *that dog*. In this case, *that dogs, 'that' is the archidemonstrative adjective representing the entire class of demonstrative adjectives (Chuang, 2005)."

2) Regularization

James (1998:106) states that "errors in which regular marker are used to place the irregular ones." The examples are *runned*, *gooses*, *womans*, *hitted*, etc.

There are many gooses.

I runned to school.

3) Alternating forms

Alternating form is fairly free alternation of various members of a class with each other (James, 1998:206).

I *seen* her yesterday.

He would have *saw* them.

d) Misordering

James (1998:106) stated that "misordering errors are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance. In English, certain word classes seem to be especially sensitive to misordering, for instance adverbials, interrogatives and adjectives", yielding errors as in:

He everytime comes late home

Tell me where did you go

The words little

3. Explaining errors

The next step is explaining errors. "The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur (James 1998:106)."

4. Error evaluation

Where the purpose of the error analysis is to help learners learn an L2, there is a need to evaluate errors. "Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says (James, 1998:106)."

2.2 Theoretical Framework

This study deals with students' problems in making derivational words. It was a descriptive qualitative research which was applied to subject of the study. The research started by collecting the data for try-out test. Then, the researcher analyzed the try-out test by counting the validity and reliability of all items. After analyzing the data, the researcher revised some items and began to conduct the real test. It was a completion test which was divided into 9 categories; changing adjective to adverb, noun to noun, adjective to noun, verb to noun, adjective to adjective, verb to adjective, noun to adjective, verb to verb and noun to verb. In addition, the questionnaire was given at the end of the test to know the students' perspective and understanding about derivational morpheme.

In analyzing the data, the researcher used error analysis method by Ellis (1997:15) which consists of identifying errors, describing errors, explaining errors, and error evaluation." After analyzing the data, the researcher showed the research findings. In this stage, we can find the percentage of errors and the interpretation of the data.

The following is the schematic diagram in which represents the framework of the study:

1.   Collecting The Data

Questionnaire

Test :
1.   Try-out test
2.   Real Test

2. Analyzing The Data

Identifying Errors

Describing Errors

Explaining Errors

Error Evaluation

3. Showing Research Findings

Percentage of Errors
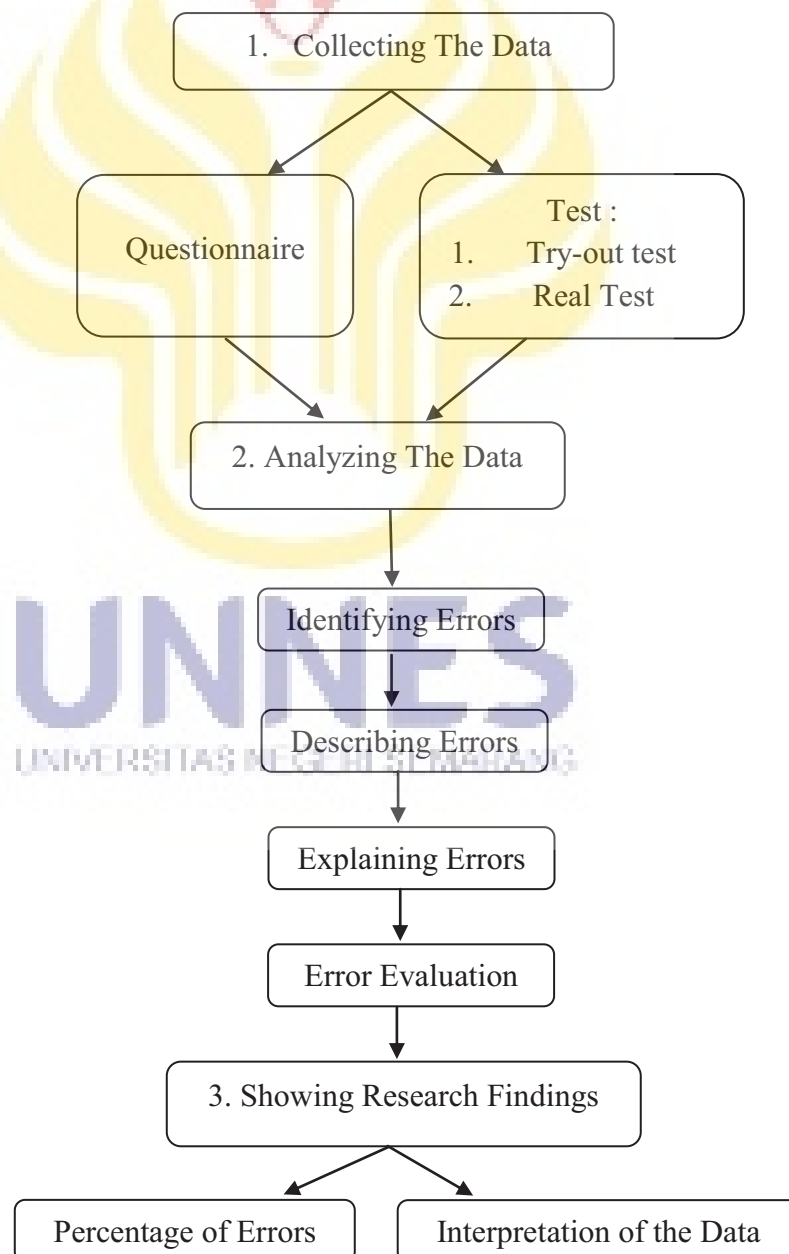
Interpretation of the Data

Figure 2.2 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the data analysis and discussion of research findings, some conclusions and suggestions can be drawn as follows.

5.1 Conclusions

After the data were scrutinized, 146 errors were found in all derivational categories. The errors were classified based on the four types of Surface Structure Taxonomy as proposed by (Dulay et al. in James, 1998:106). They are *omission, addition, misordering* and *misformation*. The research findings indicated that the most frequent errors occurred in *misformation* with 98 (67.1%) errors. It was followed by *omission* (34 errors or 23.3%), *addition* 14 (14 errors or 9.6%) and *misordering* (no error or 0%).

Out of the total errors (146), it showed that the majority of errors occurred in *deriving noun from noun* and *adjective from verb* with 30 errors. It was followed by 25 errors in *deriving verb from verb*, 23 errors in *deriving adjective from adjective*, 11 errors in *deriving adverb from adjective*, 10 errors in *deriving noun from verb*, 9 errors in *deriving verb from noun*, 5 errors in *driving adjective from noun* and 3 errors in *deriving noun from adjective*. This is relevant to the questionnaire result which showed the highest percentage (60 % or 15 students) found most of students agreed they found difficulty in *deriving noun from noun*. It was followed by 12 students or 48% stated that they found difficulty in *deriving adjective from verb*. It

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proved that both the test and questionnaire result indicated the most frequent error occurred in *deriving noun from noun*. Therefore, it can be concluded that the students found difficulty in forming derivational morphemes.

5.2 Suggestions

Based on the conclusions, suggestions can be offered as follows.

This study is far from being perfect, however it can be beneficial for English lecturers and the students under this observation. Firstly, for English lecturers, this study can be used as an optional reference for lecturers' in designing suitable learning activity or remedial instruction related to derivation. By knowing the subjects' most frequent errors in derivational morpheme, the lecturers would be able to help them to correct their errors and to assess their progress. Hopefully, it will help the subjects of the study not to repeat the same errors in the future.

Secondly, for the students under this observation, they should learn about derivational morpheme deeper to understand the rules in constructing derivational words well. Furthermore, they should do more practices to improve the mastery of derivational morpheme. In supporting the learning process, whenever they find difficulty, it would be better if they ask the lecturers to minimalize their errors.

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