



**AN ANALYSIS ON STUDENTS' ERRORS
IN USING DERIVATIONAL AFFIXES**

(Descriptive Qualitative Study of Second Semester Students at English
Department of UNNES in the Academic Year 2018/2019)

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Submitted in Partial Fulfillment of the Requirements
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by

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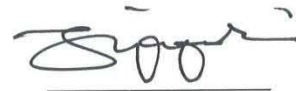
APPROVAL

This final project entitled *An Analysis on Students' Errors in Using Derivational Affixes (Descriptive Qualitative Study of Second Semester Students at English Department of UNNES in the Academic Year 2018/2019)* has been approved by board of examination and officially verified by the Dean of the Faculty of Languages and Arts on December 9th, 2019.

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DECLARATION OF ORIGINALITY

I, Parsih, hereby declare that this final project entitled *AN ANALYSIS ON STUDENTS' ERRORS IN USING DERIVATIONAL AFFIXES (Descriptive Qualitative Study of Second Semester Students at English Department of UNNES in the Academic Year 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, December 9th, 2019



Parsih

MOTTO AND DEDICATION

“Do the best and pray. God will take care of the rest”.

“There is only one thing that makes a dream impossible to achieve: the fear of failure”. –Paulo Coelho, The Alchemist

This final project is dedicated to:

Allah S.W.T.,

my beloved parents, Kemijo Hadi S., Parisah

my lovely brothers and sisters,

my honorable teachers, lecturers,

Hapeuk Girls (Anika, Ayu, Dinda, Ragil), and

my friends.

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First and foremost, I would like to express my greatest gratitude to Allah SWT for the blessing, health, power, and inspiration to the completion of this final project. Blessing and salutation may always be given to the Prophet Muhammad, the one who taught the Holy Qur'an and brought knowledge about the day of resurrection to all moslem.

I would like to express my deepest and sincerest gratitude and appreciation to Alief Noor Farida, S. Pd., M. Pd. as my advisor for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all the time of research and writing of this final project. My special honor and gratitude are also addressed to all lecturers at English Department of UNNES who have given their knowledge and guidance during my study.

I sincerely would like to give deepest thanks to my beloved parents, my beloved sisters and brothers who always pray for me in every prayer for finishing my study. I would also like to address my deepest admiration to my best friends who never let me give up and for their endless support, for me, you are the great friends I have ever had.

Finally, this final project is expected to be beneficial for the readers. I am pleased to accept any addition related to this study.

Parsih

ABSTRACT

Parsih, 2019. An Analysis on Students' Errors in Using Derivational Affixes: A Descriptive Qualitative Study of Second Semester Students at English Department of UNNES in the Academic Year 2018/2019. Final Project, English Department, Faculty of Languages and Arts of UNNES. Advisor: Alief Noor Farida S.Pd., M.Pd.

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This study aims to determine the kinds of errors and the most dominant error made by the students in using derivational affixes. This study used a descriptive qualitative research method that focused on analyzing students' errors in using derivational affixes. The subjects of this study were the second semester students in English Education Program of UNNES batch 2018. In collecting data, there were two instruments used namely test and questionnaire. The test was divided into two namely try out test and real test. In analyzing these data, I used the theory of error analysis methods (error analysis). The method consists of identifying errors, describing errors, explaining errors, and evaluating errors. Various errors found were divided into 4 parts, namely omission, addition, misordering and misformation. The results showed that errors were found in all types of derivational affixes. There were 1700 errors consisting of 1527 (89.83%) misformation, 159 (9.35%) omission, and 14 (0.82%) addition. Thus, the data clearly shows that the most common error is misformation. The results of this study also showed that the students had the most difficulty in converting verbs into adjectives and verbs into nouns. Based on this study, it is crystal clear that the students still have difficulties in using derivational affixes for the most frequent error is misformation. I suggested that the lecturers should be careful in explaining the material to the students. The lecturers have to learn more to handle the students' errors and how to guide them to avoid the same errors. The students should learn harder. Their perception n of derivational affixes should be changed. It is a way to create a good atmosphere when learning about derivation, especially derivational affixes.

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CHAPTER I

INTRODUCTION

The first chapter presents the introduction to the study which consists of six subchapters. They are the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study. Description of subchapter is presented as follows.

1.1 Background of the Study

Language is one of the main parts of communication. We communicate in speech or writing with someone use a language. According to Minor (2012), “Language is the way of expressing ideas and feelings using movements, symbols, and sounds”, by the presence of the language we are easy to convey ideas and feelings to someone. Brown (1980: 4) said that language is a system of communication by sound operating the organ or speech or hearing, among or members given community, using vocal symbols processing arbitrary conventional meaning. Moreover, people are able to know the information using language. Therefore, people need to know more about language and its elements. English is one of languages which is spoken by most people in the world as a medium of international communication. Considering the importance of English, it is important for us to know the English language component. It is important to learn vocabulary and understand the meaning of that vocabulary. If people have enough vocabulary, it will make them easier to learn a new language and understand the meaning of the language itself.

In learning the language, we will find some kinds of study about language. One of such studies is morphology. According to Fromkin et al. (2011: 41) morphology is the study of internal structure of words and of the rules informing words. Delahunty and Garvey (2010: 53) stated that “morphology is a linguistic component dealing with the units (morphemes) that can be combined to make up words.” Furthermore, Lieber (2009: 2) confirmed that morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they are used in sentences. It can be concluded that morphology is the study of word formation in English.

Talking about a morphological study, Haspelmath and Sims (2010: 18) said that there are two types of morphological relationship. They are inflection (inflectional morpheme) and derivation (derivational morpheme). According to Fromkin et al. (2011: 44) new word with a new meaning is derived when derivational morphemes are added to a base. The derived word may also be a different grammatical class than the original word, as shown by suffixes *-able* in *desirable* (desire + able). On the other hand, Sukrisno (2016: 23) added that, if affixes change the part of speech of the root base, we call them derivational affixes. However, if they do not change the part of speech of the root, do not create new words, and they only have certain grammatical functions usually called inflectional affixes. In contrast, derivation usually occurs by the addition of affixes, whether it is prefixes or suffixes. For example we can add suffixes (*-age*, -

al, -ance, -ancy, -ence, -cy, -ee, -er, -ess, -ful, etc.) or prefixes (*-pre, -inter, -mono, -un, -non, -re, -dis, etc.*) to the root or base.

Understanding affixes are very important for English learners. By understanding affixes, learners can also understand the meaning of words, but if they do not understand what affixes are, it will be difficult for them to know the meaning of words and to improve their vocabulary. In fact, it becomes a problem for students. Setyani (2016) said that when she got exercises or tests in word-based lexical studies, she and her friends found some problems in transforming the words. For example, a noun can be made by adding *-ist or -ism* to the noun; *-ion, -ment, -er* to the verb; or *-ness, -ity* to the adjective. A verb can be made by adding *-fy* to the noun or *-en* to the adjective. They were a little bit confused in choosing the appropriate affixes to be added to the root or base.

Considering the above statement, it is important then to analyze students' problem in affixation especially in changing derivational words. The analysis of students' errors is something advantageous in order to know what students need and find a solution for it. I hope that the finding in the analysis of students' affixation errors especially derivational affixes can be useful for educational progress.

1.2 Reasons for Choosing the Topic

Affixation is frequently used in written or spoken text. It is hard for students to comprehend the English sentences correctly without understanding the process of word formation especially the process of affixation which change the class and

meaning of the words. The ability to identify derivational affixes can develop the vocabulary significantly because from one word can gain many words with different part of speech and meaning. The understanding of derivational process can be used for an English language activity such as writing journal, essay, article, abstract, final project and etc. That is why derivational affixes are important and interesting to be analyzed.

Error analysis is very crucial not only for students but also for teachers, especially derivational affixes error analysis maintains role in English language teaching and learning. For the students it can show students' ability and understanding affixation process. While for the teachers, by doing error analysis the teachers can evaluate themselves whether they are successful or not in teaching derivational affixes and also gather information on how to decrease the students' error. Therefore, the reason above made me interested in exploring the topic about derivational affixes.

1.3 Statements of the Problem

Based on the background of study above, the problems of the study are as follows:

- (1) What kinds of error made by the students especially the 2nd semester of English Education Program in UNNES in using derivational affixes?
- (2) What are the most dominant errors made by the students especially the 2nd semester of English Education Program in UNNES in using derivational affixes?

1.4 Objectives of the Study

Based on the problems above, this research has the following objectives:

- (1) to identify kinds of error made by the students especially the 2nd semester of English Education Program in UNNES in using derivational affixes, and
- (2) to find out the most dominant errors made by the students especially the 2nd semester of English Education Program in UNNES in using derivational affixes.

1.5 Significance of the Study

This study is supposed to have significant contribution to the quality of language teaching and learning, either theoretically, practically, and also pedagogically. I hope that this study will give advantages for students, lecturers, and other researchers.

Theoretically, I hope this study useful for future researchers to be one of their references and to get inspiration or information while conducting a research with the same topic.

Practically, I hope that the result of this study will be useful for the lecturers and students, especially in English Department of UNNES. For the lectures, they will be able to know the students' error in using derivational affixes and the students' difficulties in learning derivational affixes. Therefore, they can find out the solution about the problem. For the students, this research can help

them aware in which part of materials they find difficulty so that they learn better to overcome it. It can also motivate the students to master English vocabulary by learning derivational affixes.

Pedagogically, I hope this study gives the students knowledge about derivational affixes and helps them to understand several ways to avoid their errors in using derivational affixes, and also aware of the errors they made.

1.6 Outline of the Study

This study is divided into five main chapters and followed by sub chapters. First chapter is the introduction of the study. It consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter two is review of related literature, which consists of three subchapters. First subchapter discusses about the review of the previous studies; this part explains some previous studies that relate to analyze students' error in using derivational affixes. The second subchapter focuses on the theoretical study, this part discusses about the related theories of morphology, derivational affixes, sentence, and error analysis. The last but not least is a framework of the present study; it describes how the theories are applied in the proofs of analysis in answering the statements of problem.

Chapter three is research methodology; this chapter consists of seven subchapters. The first subchapter discusses about the research design. The second

subchapter discusses about the subject of the study. The third subchapter discusses the object of the study. The next subchapter is about types of data. The fifth subchapter gives information about the roles of the researcher. The sixth is about the instrument which is used in this study. The seventh subchapter discusses the procedures of analyzing the data.

Chapter four is the analysis, it presents findings and discussions. It contains the analysis regarding to the result of the students' work. This chapter answers all the questions which appear in the research problems, and also reaches the purposes of the study. The last is chapter five which contains conclusions and some suggestions dealing with the subject matter of this study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of the related literature to the study. It discusses review of the previous study, review of the theoretical study, and theoretical framework.

2.1 Review of the Previous Studies

Learning morphology is important for learners to comprehend and improve their knowledge of a language. Kolanchery (2015) indicated that someone who wants to learn more about a language is better if they know about morphology because it is useful for them. Hasani, Mousavi, and Zarei (2014) showed their study about the use one of the vocabulary learning strategies named word formation strategy (morphology) in terms of the number affixes by English as a foreign language (EFL) intermediate students in Qazvin Province in Iran. The result showed that if the students learn more about affixes their performance on vocabulary learning is better. Furthermore, the importance of learning morphology in improving students' vocabulary knowledge has been proven in a study conducted by Mei-kiu (2002) in Chinese EFL Learner in local EMI (English as the medium of instruction) Band One Secondary School. The researcher found that affix learning is beneficial to learners' vocabulary expansion in terms of word recognition and word retention. The students also prefer learning words by learning their affixes explicitly instead of learning the whole words.

Improving English vocabulary can be in various ways, techniques, and methods. One of such ways is by understanding derivational morphology. Leontjev (2016) found that knowledge of derivational morphology is considered an important aspect of vocabulary knowledge both in L1 (mother tongue) and L2 (second or foreign language) English language learning. Miguel (2017) added that understanding derivational morphology is beneficial for improving reading ability and vocabulary acquisition in a second language acquisition because it facilitates word recognition and retention. Another way in improving the mastery of students' vocabulary is by using morphemes as one of the linguistics approaches in English teaching and learning process. Morphemes are a powerful aspect to form a word. In other words, morphemes construct all words (Novita, 2010). If the students learn more the morphemes, they will understand the meaning of unknown words by combining morphemes clues and context clues.

Morpheme is the main discussion in morphology. There are two kinds of morpheme in English. They are free morphemes which can occur as separate words and bound morphemes which cannot stand alone as separate words. Words are the most familiar in communication; sometimes people understand what the other say but sometimes not because word is a part of everyone's vocabulary (Adi & Santi, 2016). Another study also showed that language learners encounter complex words during the early stages of their lesson. It was proved by Nagy & Anderson (1984) which demonstrated that 60% of newly encountered words by children are morphologically-transparent complex words. Some learners are also able to use their knowledge of morphological to express the meaning of newly

encountered words (Gordon 1989 and Carlisle & Stone 2003). Ebbers (2009) also claimed that morphemic awareness is essential to learners because secondary school text contains many complex words; and if the learners could find the meaning of these complex words effectively they can be successful language users.

Success in English does not just about know English words but also should be able to apply the words in a sentence. Raja (2014) said that to create a new sentence requires new words and new words are acquired from word formation process such as affixation through prefixation or suffixation. In addition, Fotokian and Rahmatipasand (2015) confirmed that vocabulary is a fundamental aspect of every sentence in every languages and affix knowledge is one of the most effective strategies in vocabulary learning. Analyzing words into morphemes proved to be effective in improving the students' vocabulary level and its use to the meaningful sentences (Itmeizeh, 2018). It can be concluded that learning both derivational and inflectional affixes is very useful not only improves vocabulary but also very useful in the process of making sentences.

Moreover, affixes can be found in some forms of English texts either written or spoken text. There are two kinds of affixes namely derivational affixes and inflectional affixes. Several types of inflectional affixes appeared in the undergraduate thesis abstracts such as suffixes in nouns (plural), suffixes in verbal forms, suffixes in adjectives forms, and the last is suffixes in possessive forms (Cahyadi, 2018). On the other hand, Sanita (2014) found that there are eight prefixes and eighteen suffixes used in the Declaration of Independence and most

of them are derivational affixes which are still used till nowadays. Kusumawardhani (2018) also found that some derivational morphology found in the learners' English narrative compositions such as derivation of noun, adverb, gerund after a preposition, gerund after the verb, to-infinitive, present participle, modals, and adjective.

On the other hand, morphology is mostly used in writing and it is one of the difficult parts in English (Kusumawardhani, 2018). It is proved by Sayer and Abdulsalam (2018), Kurdish learners of English, like other foreign learners of English face any obstacles in the production of English derivational affixes. This statement is supported by Dehham (2015) who found that Iraqi learners of English have problem in recognizing and producing adjectives. In addition, Alotaibi and Alotaibi (2017) demonstrated that Kuwaiti EFL learners found any difficulties related to the non-neutral derivational suffixes that change the stem/root of word to which they are attached. Schmitt and Zimmerman (2002) suggested that "... acquiring the productive use of derivative members of word family can be problematic for English learners".

Therefore, I analyze the students' difficulties in affixation especially on the use of derivational affixes on a sentence using error analysis. By studying the learners' errors, of course, giving insight to the teacher about the difficulties faced by the learners in their learning process and therefore they are considered indispensable in learning teaching process (Tizazu, 2014). The error analysis is useful to know what students' need, then the teacher or lecture can get the solution for it. I focus on the kinds of derivational affixes errors and the most derivational

affixes errors made by the students. I expect that the finding of the study can be useful for educational progress in the future.

2.2 Review of the Theoretical Study

In this section, I would like to review the theoretical studies that relate to the topic of the study, namely general concept of morphology, derivational affixes, sentences, and error analysis.

2.2.1 Morphology

Learning about language certainly cannot be separated from linguistics and its branches which one of them has a specific purpose that helps the learners in learning English. Morphology is one of linguistics branches that study the process of word formation. Carstairs and McCarthy (2002: 24) stated that “morphology technically is the area of grammar concerned with structure of words and with relationships between words involving the morphemes that compose them. Fromkin et al. (2011: 41) added that “morphology is the part of grammatical knowledge of a language.” The term morphology consists of two morphemes that are morph and ology (science or branch of knowledge concerning). Therefore, it is the study of the internal structure of words, and of rules by which words are formed.

Meanwhile, Wojdak (2008: 1) assumed that “morphology governs affixation, as it imposes restrictions on the internal composition of words”. According to him “it is an aspect of grammar which differentiates between

‘bound’ morphemes such as –un, which forms subpart of words, and ‘free’ morphemes such as –not which are permitted as independent words”. For example, the English morpheme \neg –un must occur as an affix (specifically, a prefix), and not as an independent word. (a) I am unhurried (I am not rushed), (b) I am unfamiliar (I am not known or recognized).

According to Akmajian et al. (1984: 55), “Morphology is the subfield of linguistics that studies the internal structure of words and the interrelationships among words”. Moreover, they explained that for every word people have learned, they intuitively know something about its internal structure, for example, the word cat which cannot be broken into any meaningful parts. But, take a look at a word cats, it is made up of two parts; the word cat and an additional element –s (plural marker).

Morphology is the branch of linguistics or in other words one of the major components of grammar that studies word structure, especially in terms of morphemes, which are the smallest units of a language they can be base words or components that form words such as affixes.

2.2.2 Morpheme

A morpheme is a meaningful linguistic unit consisting of the word (such as pen) or a word element (such as the –s at the end of pens) that cannot be divided into smaller meaningful parts. “A morpheme may be represented by a single sound,” (Fromkin et al., 2011: 42). The word achromatic and acellular (morpheme –a meaning ‘without’). A morpheme may be represented by a single syllable such as

bite; by two syllables as in beggar, sugar, woman; by three syllables, as in camera, banana; or by four or more syllables, as in imaginary, implementation etc. Fasold and Linton (2014: 50) added that morpheme is a part of a word like prefix and suffix or a word, for instance, the *bird* (morpheme) and *birds* (morpheme + suffix -s). It is clear that morpheme is the minimal linguistic unit; it is an arbitrary union of a sound and a meaning that cannot be further analyzed.

Recognizing a morpheme depends on the word which it appears. The negative morpheme *un-*, it occurs in an indefinitely large number of words such as unconscious, unhappy, unwell, etc. However, Katamba (1993: 20) stated that “sometimes a morpheme may be restricted to relatively few words.” This is true of the morpheme *-dom*, which the meaning is condition, state, dignity, we can find in words like kingdom and chieftom.

Morphemes are related to morphology as they are attached to the words to change the meaning of words. Morphemes can be defined as the minimal meaningful unit that cannot be further subdivided. A morpheme is the smallest meaning-bearing unit of language; *un-*, *re-*, *-s*, *-ion*, *-ment*, and *-ly* is not a word, but they do carry meaning. Commonly, morphemes are classified as either free morphemes (which can occur as separate words) or bound morphemes (which cannot stand alone as words).

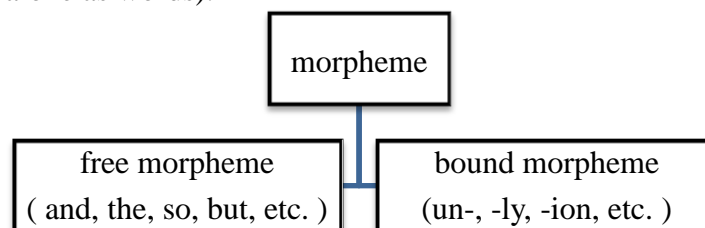


Figure 2.1 Kinds of Morpheme

(a) Bound Morpheme

According to Fasold and Linton (2014: 70), bound morpheme cannot stand alone and it must be added to another morpheme or root. Typically, bound morphemes are attached to another form. They can be both prefixes or suffixes such (*re-*, *un-*, *dis-*, *-ly*, *-dish*, *pre-*, *-ness*, *-less*). They are never words by themselves but always parts of words.

(b) Free Morpheme

Fasold and Linton (2014: 70) said that bound morphemes can stand alone, so without any additional suffix or prefix; the morphemes can stand by themselves as single words. These technically separate English word forms such as basic nouns, verbs, adjectives, etc. The examples of free morpheme are *cat*, *text*, *quick*, *book*, *go*, *sit*, *sick*, etc. They may occur independently.

2.2.3 Roots and Affixes

Affixation is the most common word formation process in English. Words are formed by adding affixes to roots. Most English words are made up of smaller elements: roots, prefixes, and suffixes. When you know the common ones and how to combine them, you can understand hundreds of different words.

(a) Definition of Roots

Root is basic part always presents in a lexical morpheme before any morphological operation has added to it (Fasold and Linton, 2014: 529). Many English words are formed by taking basic words and adding a combination of

prefixes and affixes to them. The root word is also a word in its own right. For example, wash is root and it appears in the set of word forms that instantiate the lexeme wash such as wash, washes, washing, washed.

In contrast, a root is a basis of a new word, but it does not typically form a stand-alone word on its own. For example, the word respect (look up to) is made up of the prefix re- and the Latin root spect (see look), which is not a stand-alone word.

(b) Affixes

The most common way to create either a different form of a word or a new word with different meaning in English is by affixation. Many words are formed by adding affixes to the beginning or end of the root word. Fasold and Linton (2014: 74) identified “an affix is a grammatical morpheme which (by definition) must be bound to a root or to another affix”. Two primary kinds of affix in English are prefixation (the addition of prefix) and suffixation (the addition of suffix).

1. Prefixes

Fasold and Linton (2014: 74) identified “affixes which attach to the left, or front, of a base are called prefixes”. Prefixes include example like pre- (presale), inter- (international), mono (monolog), un- (uncertainty), non- (nonstop), re- (reuse), dis- (disloyal), etc.

2. Suffixes

According to Fasold and Linton (2014: 74), “Affixes which attach to the right, or end, of a base are called prefixes”. Prefixes include example like –age (marriage),

-ee (employee), -ess (actress), -ist (dentist), -ism (terrorism), -ship (scholarship), -ish (childish), -let (booklet).

2.2.4 Derivational Affixes

Derivation in linguistic is used to form a new word. The word “derivational” relates to something having been placed under a category, group, or classification. Hence, the affix is called derivational because the job of this particular lexical addition is to change the word class of the original root by making a completely different word. Fasold and Linton (2014: 81) stated that “derivation creates or derives new lexemes from existing ones.” Derivational morphology creates new lexemes from existing ones, often with a changing the meaning. The process of derivation is by addition of affixes, chiefly prefixes, and suffixes in English, to base forms result in the creation of new words. As mentioned above, derivation often changes the lexical category of a word, or its meaning, or both. For example:

Affix + **Noun** → **Verb**

-de + forest → deforest

Verb + **Suffix** → **Noun**

improve + -ment → improvement

(a) Derivational Prefixes

Prefix is a bound morpheme which attaches to the front of the stem or base word to form a new word or change the meaning of the word. All prefixes in English

are derivational, meaning it creates new word. Prefixes usually do not change the class of the base word, but sometimes also there are prefixes that change the class of the base word. According to Johnson (2011), the most common prefixes in English are in the following:

Table 2.1
The Example of Prefixes

Prefix	Meaning	Example
a-	predicative adjective with progressive aspect	awake, afloat
a-, an-	not, without	asexual, atheist, anemic
afro-	relating to Africa	Afro-American, Afro-Caribbean
after-	following after, behind	afterglow, afterlife
ambi-	both	ambidextrous
amphi-	around, two, both, on both sides	amphibiotic, amphibian
an-/ana-	up, against	anacardiaceous, analog, anode
anglo-	relating to England	Anglo-Norman, Anglos-Saxon
ante-	before	antenatal, antedate
anti-	against, opposite	anticlimax, antiviral
ap-/apo-	away from, detached	aphelion, apogee
arch-	ruling dominating most extreme	archangel, archconservative
auto-	self	autobiography, automatic
back-	behind	backfire, backhoe
be-	equipped with, covered with, beset with	becalm, bewitch, bedeviled
bi-	two, twice	bicycle, biannual, bilingual
bio-	life biological	biotic, biology
contra-, counter-	against	contradict, counteract
di-, dis	lack of, not, apart	disadvantage, displacement
ex-	former	ex-wife, ex-students
ex-	out of	extract, exhale
fore-	before	foresee, foreshadow
hemi-	half	hemisphere
hypo-	under, insufficient	hypothetical, hypodermic
hyper-	above, excessive	hyperactive, hypertension
il-, im-, ir-, in-	in, into, not, against	illegal, inadequate, immature, irreversible

Prefix	Meaning	Example
inter-	among between	international, interpose
intra-	within	intramural, intravenous
macro-	large	macrobiotic, macrocosm
micro-	small	microwave, micro-computer, microscopic
mis-	badly, wrongly	misinform, misunderstand, mistranslate
mono-	one, single	monologue, monogamous, monotonous
multi-	many	multicultural, multi-national, multiracial
non-	not, lacking	nonsense, nonfat
over -	too much	oversleep, overtired, overload, overeat
poly-	many	polygon, polygamous
post -	after	postgraduate, postwar
pro-	in favour of	pro-government, pro-revolutionary
pseudo	false	pseudo-scientific, pseudo-intellectual
re-	against or back	reread, rewrite, reuse, replace, retype
semi-	half	semi-final, semicircular, semi-annual
sub-	under	subway, submarine, subdivision, subtropical
ultra -	beyond, excessive	ultraliberal, ultrasonic
un-	not	undeserved, unhappy, unfamiliar, unnatural

(b) Derivational Suffixes

Suffixes are a letter or group of letters which is attached to the stem of word and creates a new word, as well as alter the way it functions grammatically. A derivational suffix is a type of suffix that creates a new word; the new word is derived from a base word. There are many kinds of suffix such as –al, -ence, -ance, -er, -ion, -ist, -ation, ... etc. According to form class of derivatives that they

produce, suffixes are classification into: nominal suffixes (suffixes forming nouns), verbal suffixes (suffixes forming verbs), adjectival suffixes (suffixes forming adjectives), adverbial suffixes (suffixes forming adverb).

1. Nominal suffixes

Nominal suffix is a suffix which is added to the end of base and changes the base into noun. In English there are some suffixes that can be used in forming nouns from noun, verb, and adjective base form. According to Koltai (2014), the examples of nominal suffixes are as follows:

Table 2.2
The Example of Noun Suffixes

Noun Suffixes	Meaning	Example
-acy	state or quality	democracy, accuracy, lunacy
-al	the action or process of	remedial, denial, refusal trial, criminal
-ance, -ence	state or quality of	nuisance, ambience, tolerance
-dom	place or state of being	freedom, kingdom, boredom, stardom
-er, -or	person or object that does a specified action	reader, singer, interpreter, photographer, collaborator, editor, creator
-ism	act of doing, manner of action or conduct, state, condition or fact of being, characteristic of	chauvinism, Judaism, escapism, scientism, journalism, terrorism
-ist	person or object that does a specified action	geologist, guitarist, communist, dentist
-ity, -ty	quality of	validity, extremity, enormity
-ment	condition	argument, enchantment, compliment
-ness	state of being	happiness, sickness,

Noun Suffixes	Meaning	Example
		heaviness
-ship	position held	friendship, relationship, internship
-sion, -tion	state of being	promotion, position, cohesion, discussion
-let	having a diminutive force	piglet, booklet, droplet
-ee	object of an action	employee, refugee
-ful	denoting quantity that would fill	cupful, spoonful

2. Verbal Suffixes

Verbal suffix is a suffix which is added to the end of base and changes the base into verb. In English there are some suffixes that can be used in forming verb from noun and adjective base form. According to Koltai (2014), the examples of verbal suffixes are as follows:

Table 2.3
The Example of Verbal Suffixes

Verb Suffixes	Meaning	Example
-ate	become	mediate, collaborate,
-en	become	sharpen, strengthen, loosen, deepen
-ify, -fy	make or become	justify, purify, simplify, magnify, beautify, satisfy
-ise, -ize	become	synthesize, hypnotize, publicize

3. Adjectival Suffixes

Adjectival suffix is a suffix which is added to the end of base and changes the base into adjective. In English there are some suffixes that can be used in forming

adjective from noun and verb base form. According to Koltai (2014), the examples of adjectival suffixes are as follows:

Table 2.4
The Example of Adjectival Suffixes

Adjective Suffixes	Meaning	Example
-able, -ible	capable of being	portable, edible, fallible, audible
-al	having the form or character of	colonial, herbal, thermal, dermal
-esque	in a manner of or resembling	picturesque, burlesque
-ful	notable for	playful, joyful, handful, skillful, helpful
-ic, -ical	having the form or character of	prehistoric, methodical, musical, psychological
-ious, -ous	characterized by	jealous, pious, religious, ridiculous
-ish	having the quality of	childish, selfish
-ive	having the nature of	attentive, creative, informative
-less	without	hopeless, homeless, harmless
-y	characterized by	beauty, dainty, airy, jealousy

4. Adverbial Suffixes

Adverbial suffix is a suffix which is added to the end of base and changes the base into adverb. In English there are some suffixes that can be used in forming adjective from noun and adjective base form. According to Koltai (2014), the examples of adverbial suffixes are as follows:

Table 2.5
The Example of Adverbial Suffixes

Adverb Suffixes	Meaning	Example
-ly	related to or quality	softly, quickly, madly, sadly, slowly
-ward, -wards	direction	towards, backward, inward, afterwards
-wise	in relation to	clockwise, likewise, otherwise

2.2.5 Sentence

Sentence is a unit of communication which expresses a complete thought or idea that is considered a grammatical unit in composing clause or clauses. When writing in a foreign language it is important for learners to know and to review the order of the words in the sentences they make. Many times the learners only translate directly from their native language and they do not notice that the order of elements is not necessarily the same. Before learning the foreign language deeply, the learners should know what sentence is. Downing and Locke (2006: 272) said that,

The term ‘sentence’ is widely used to refer to quite different types of unit. Grammatically, it is the highest unit and consists of one independent clause, or two or more related clauses. Orthographically and rhetorically, it is that unit which starts with a capital letter and ends with a full stop, question mark or exclamation mark.

Verspoor and Sauter (2000: 35) also said that “sentence is a group of words that in writing starts with capital letter and ends with a full stop, question mark, and exclamation mark.” The word sentence comes from Latin which has meaning “to feel”. The adjective form of the word is “sentential”. The sentence traditionally is

defined as a word or group of words that express a complete idea and that include a subject and a verb. Students should know the right sentence pattern before making a sentence. Almost clauses or sentences have to be labeled in functional terms such as in (subject + finite + object), but if the students decide to use structural labels the pattern should be written as in NP (Noun Phrase) + VP (Verb Phrase) + NP (Noun Phrase). The proposed description of sentence pattern suggested the functional and the structural level of abstraction.

Table 2.6
Sentence Pattern

	John	lives		in Semarang
Structural level	Subject	Finite (does) fused with Predicator (live)		Adjunct
Functional level	Noun	Verb		Adverb (place)
	John	does not	live	in Semarang
Structural level	Subject	Finite	Predicator	Adjunct
Functional level	Noun	Verb	Verb	Adverb
	John	is	going to live	in Semarang
Structural level	Subject	Finite	Predicator	Adjunct
Functional level	Noun	Verb	Verb Phrase	Adverb

(a) Sentence Elements

A sentence is a group of words expressing an idea. Every complete sentence has a subject and a predicate. According to Butte College (n.d.) there are four elements of sentence namely subject, predicate, object, and complement.

1. Subject

Subject is the part of sentence or clause which tells who or what performed the action of verb. The subject is realized by a pronoun, noun, or a noun phrase (a

word that names a thing, place, and person). Almost all of English sentences have subject. For example:

Table 2.7
The Example of Subject

Subject	Predicate	Object
A dog	eats	meats
He	kicks	the ball
I	like	tomatoes

2. Predicate

Predicate expresses action or being within the sentences. The simple predicate is realized by verb and also realized by modifying words, phrases, or clauses. The purpose of the predicate is to complete an idea about the subject, such as what it does or what it is like. For example:

Table 2.8
The Example of Predicate

Subject	Predicate	Object
I	make	a cake
She	watches	the movie
They	like	junk food

3. Object

Object usually follows the verb. The object is typically noun phrases (a noun or pronoun and dependent words before or after it). Object has two types, they are direct object (shows who or what the action of the verb affects) and indirect object (usually a person or an animal) receives or is affected by the direct object. For example:

Table 2.9
The Example of Object

Subject	Predicate	Object
My Mom	cooked	rice
She	plays	guitar
Sam	writes	a letter

4. Complement

Complement is a word or group of words which completes the meaning of a subject or object. The complement is used to answer the question ‘is/had what, to whom, did to what’. Object complement can be noun, pronoun, and adjective (after direct object) which explains or describes the name and the place. There are two types of complement: subject complement and object complement. Subject complements complete the meaning of the subjects; they normally stand after linking verb. Whereas, object complements complete the meaning of the object; they normally stand after direct objects.

Table 2.10
The Example of Complement

Subject	Predicate	Object	Complement
Agnes M	is	-	a singer
I	call	my cat	Pussy
Bob	painted	his room	Blue

2.2.6 Error

As long as continue to learn a first, second, or foreign language, we will commit errors at all linguistic levels. The term “error” refers to a systematic deviation from a selected norm or a set of norms of a target language. However, the experts

present various definition of the term error. Basically that definition contains the same meaning while the difference lies only on the ways they formulate them. Ellis (1997: 17) defined error as a gap in a learner's knowledge, they occur because the learners didn't know what the correct rules of the target language. They occur repeatedly and unrealized by the learner.

Ellis (1997: 15) added that focusing on errors is important. There are many reasons why we should focus to error in learning language. First, they are the 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.

2.2.7 Error Analysis

Error analysis is a method used to document the learner's errors in learning target language, determine whether those errors are systematic, and if possible explain what caused them. Learners' errors will have to be analyzed as means of gaining an insight into language learning process. From pedagogical perspective, error analysis still plays its traditional role of assisting teachers providing corrective feedback.

Error analysis (EA) is the systematic study of deviation from target language in second language acquisition, especially in terms of the learners' developing inter-language. EA in language acquisition was originated by Stephen

Pit Corder in 1960s and was influenced by the Behaviorism Approach. It was an alternative to Contrastive Analysis Approach.

If we want to define error, we must learn what others say about an error.

According to Corder as quoted by Brown (2007: 257) said that,

A learner's errors... are significant in (that) they provide the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.

2.2.8 Types of Errors

Dulay et al. (1982: 155) stated that there are four types of errors based on the surface strategy taxonomy namely; omission, addition, misformation, and misordering.

(a) Omission

According to Dulay et al. (1982: 55) omission errors are characterized by the absence of items that must present in a well-formed utterance or sentence. The example is when the students write '*departmen*' instead of '*department*' or they write '*enviromental*' instead of '*environmental*'.

(b) Addition

Addition error characterized by the presence of an item which must not be present in a well formed sentence. Addition error is the opposite of omission error (Dulay

et al., 1982: 156). The example is when the students write '*complemenity*' instead of '*complement*' or they write '*fastly*' instead of '*fast*'.

(c) Misformation

Misformation error is characterized by the use of the unacceptable forms of the morpheme or structure. In misformation errors the learner supplies something although it is incorrect (Dulay et al., 1982: 157). The example is when the students are applying negative prefixes in word '*connect*', they use '*unconnect*' instead of '*disconnect*' or they write '*unnormal*' instead of '*abnormal*'.

(d) Misordering

Misordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance or sentence. The example is when the students write '*a high beautiful mountain*' instead of '*a beautiful high mountain*' or they write '*they not do work here*' instead of '*they do not work here*'. The students have made written misordering errors that are word-for-word translation of native language surface structure.

2.2.9 Procedures of Analyzing the Errors

According to Ellis (1997: 15), there are four steps in analyzing errors made by the learners in learning the target language.

(a) Identifying Errors

The first step in analyzing the errors 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.

(b) Describing Errors

Once all the errors have been identified, the next step was describing the errors. In describing the errors there are several ways such as omission, addition, misformation, and misordering. Classifying the errors in these ways help us to diagnose learners' learning problem at any one stage of their development and also how changes in error patterns occur over time.

(c) Explaining Errors

The second step in analyzing the errors is explaining errors. In this step, the errors can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. Another way might be to try to identify general ways in which the learner's utterances differ from the reconstructed target language utterances.

(d) Errors 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.

2.3 Theoretical Framework

This present study is conducted based on the theory of morphology (Carstairs and McCharty 2002) and (Fromkin et al., 2011) which is supported by (Wojdak, 2008) that assumed morphology governs affixation as it imposes restrictions on the internal composition of words. Furthermore, morphology is the subfield of linguistics that studies the internal structure of words and the interrelationships among words (Akmajian et al., 1984).

Moreover, further explanation about morphology and the part of that study is based on the theory about morpheme by Fromkin et al. (2011) and Katamba (1993). Additionally in the relation to the morpheme, the classification of morpheme, root and affixes (Fasold and Linton, 2014) is also taken into consideration in this present study.

In terms of sentence and its elements the theory came from (Downing and Locke, 2006) and (Verspoor and Sauter, 2000) which said that sentence is a group of words that the writing starts with capital letter and ends with a full stop, question mark, or exclamation mark.

This present study is also conducted based on the theory of error analysis (Ellis, 1997), (Corder, 1967) and for the types of errors is classified by (Dullay et al., 1982). Thus it can be concluded that in this present study, error analysis is the main theory for analyzing the students' error in using derivational affixes on the sentences which is hoped has any significance for learning English.

The following is a figure of theoretical framework

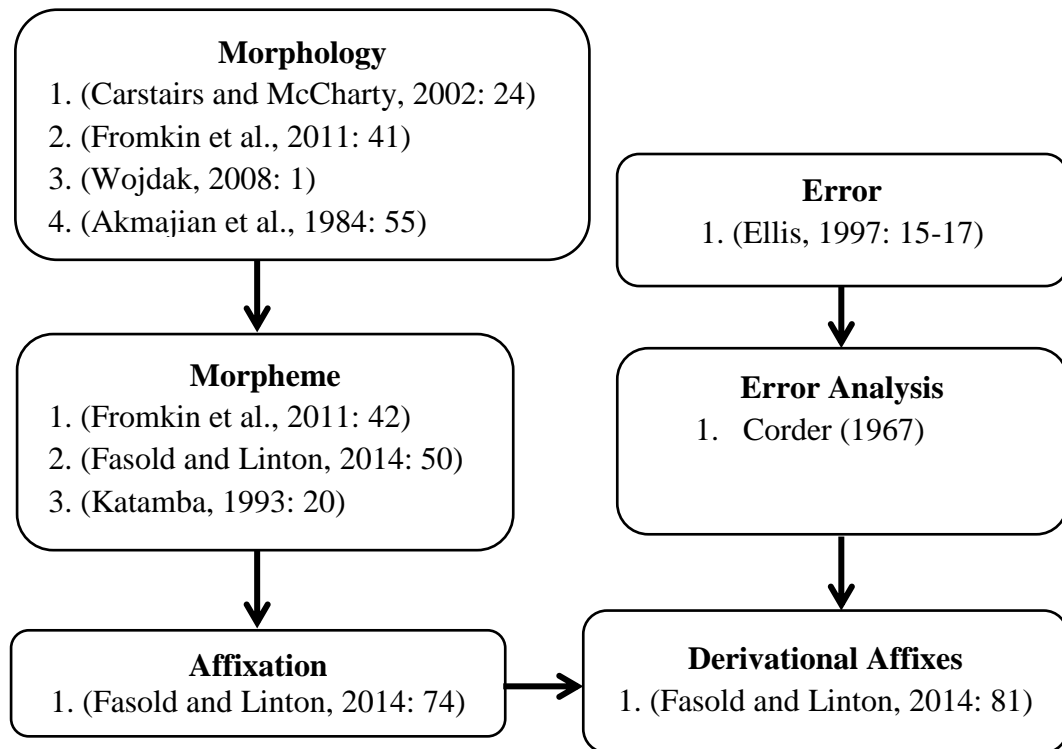


Figure 2.2 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Having described the result of this study in Chapter IV, I would like to draw a conclusion based on the result and the objective of the study. In this chapter, conclusions are presented to make the result of this study clearer.

After analyzing the data, the objectives of the research are achieved. The result of the data analysis shows that the second semester students of English Department of UNNES in the academic year 2018/2019 made errors dealing with the use of derivational affixes in a sentence. The errors involve errors of omission, errors of addition, and errors of misformation.

The result of the study is dominated by errors of misformation. 1527 errors are found due to this category, and it is equal to 89.83 % out of 100% of the frequency of the whole errors. The second most frequent error is errors of omission with 159 or 9.35 %. While errors of addition take the smallest part in error frequency with only 14 errors are found. It is equal to 0.82 % of the whole errors. Both the test and questionnaire result indicated that most students have difficulty in changing a *verb into adjective* and *verb into a noun*. The students made the most errors in both derivation categories. Therefore, it can be concluded that the students still found difficulty in using derivational affixes in a sentence.

5.2 Suggestions

Theoretically, teaching English is always related to word formation. It also happens in changing the word class using derivational affixes. Error in using derivational affixes is one of the problems that happened naturally on the students who learn English as their foreign language. Reducing the error is the way to improve their ability in using derivational affixes on a sentence. Improving the teaching technique and learning technique give a different effect for the students. The lecturer should be careful in explaining the material to the students. The lecturer has to learn more on how to handle the students' errors and how to guide them to avoid the same errors. The students also should learn harder and find more learning sources. They have to change their perception of derivational affixes. It is the way to create a good atmosphere in learning derivational affixes.

Practically, the lecturer has an important role in guiding the students to avoid the same errors. They should be more active to support the students to use derivational affixes according to the correct rules. The lecturer takes big opportunities to make the students interested in learning derivational affixes. It cannot be denied that errors naturally happened among the students, so the lecturer should be aware of. They have to give students warnings and how to fix the errors into the correct one in front of them. If the lecturer explains in which they made the errors and the step to fix it, the students can understand it easily. The students are going to learn that it is incorrect and how to correct the errors. It will be more effective to avoid the students making any errors.

Pedagogically, this study provides the students' errors in using derivational affixes that may happen around the second semester students in the university. The lecturer should be aware in teaching this subject in the future to avoid the same errors. Since errors naturally happen to the students who use English as their foreign language, it needs more effort to learn about word formation especially in using derivational affixes in a sentence.

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