

**An Analysis of Affixation Error in Essay Writing by Third Grade Students of
English Department of Mataram University Academic Year 2017/2018**



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BY

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APPROVAL

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**“An Analysis of Affixation Error in Essay Writing by Third Grade Students
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ABSTRACT

This research aims at finding out the types of affixation error and the most dominant type of affixation error made by the students. The researcher limits the two primary types of affixes: Prefixes and Suffixes. This research also refers to Zapata (2007: 2) that classified affixes into derivational and inflectional affixes. Meanwhile, in analyzing the affixation errors made by the students, it uses four types of errors proposed by Dulay (1982) such as omission, addition errors, misformation errors and misordering errors. The result of the study shows that from 29 essay writing, there were 384 affixes that consist of *derivational prefixes*, *derivational suffixes* and *inflectional suffixes*. There were 70 errors on the use of affixation. There were 24 error sentences (34.28%) in the use of derivational suffixes *-ing*, *-ion*, *-ly*, *-ness*. There were 46 error sentences (65.72%) in the use of inflectional suffixes *-s* plural, *-s* present, *-ed* past, *-ing* present participle, and (0%) error in the use of derivational prefixes. Based on the percentage of each error, the most dominant one was on inflectional suffixes (65.72%) and the omission of suffix *-s* (34.78%) in plural form is the highest. Followed by derivational suffixes (34.28%) and the omission of suffix *-ing* (50.00%) is the highest. While the lowest error made by the students was on derivational prefixes (0%) errors.

Keywords: Error analysis, Affixation, Essay writing.

I. INTRODUCTION

In the classroom process of learning a foreign language, making errors is a common thing that the Indonesian learners face when they write and errors seem to be unavoidable for every second language learner. Especially in composing an academic writing such as essay, EFL students need a lot of vocabulary. Napa (1991:6) stated that vocabulary is one of the components of language and that no language exists without words. He further explains that there are three main areas in studying vocabulary; they are lexical meaning, contextual clues and structural analysis. Structural analysis itself is an analysis that is breaking a word into its element (root, prefix and suffix). Every word in English has a basic meaning. A word normally begins with a root which is perhaps the complete word, or perhaps a part of complete word. This extremely common morphological process in language is affixation, the addition of an affix.

Based on the researcher observation in English Department of Mataram University, one of the problems that students faced in writing an essay was vocabulary. The reasons are because they don't know the word, correct word choice and correct word-structure to use. Thus in order to analyze the students' mastery on writing and the implementation of how words are structured in the sentence, the researcher is motivated to discover the students' errors in writing an essay. The researcher hopes that the result of this analysis will be useful to enrich the readers understanding of affixation in morphological study. *This paper aims to identify the types of affixation error and to analyze the most dominant type of affixation error in essay writing made by the students.*

II. REVIEW OF RELATED LITERATURE

1. The Nature of Morphology

Morphology is the study of morphemes and their arrangement in forming words. Hanafi (2017: 4) states that morphology is the study of morpheme. Meanwhile, morpheme defined as the smallest meaningful units of an utterance. Morphology is also one of branches in linguistics which concerned with the form of word. It is focused on the process of building new words. According to Lieber (2009: 8) morphology is the study of word formation, including the ways new words are coined in the language of the world, and the way forms of the words are varied depending on how they are used in sentences.

2. The Concept of Word

Words play a very significant role in the formation of an attractive language. There is no existence of language without words. Words are the basic unit in the making of any language. Of all the units of linguistic analysis, the word is the smallest free forms found in language, a free form is an element that can occur in isolation or do not occur in isolation (O'grady 1997: 118). The most important component of word structure is the morpheme, the smallest unit of language that carries information about meaning or function.

3. The Concept of Morpheme

The concept of morpheme differs from the concept of word, as many morphemes cannot stand as words on their own. Some of the morphemes that can stand alone as a word called free morpheme and the morphemes that

cannot stand alone are called bound morpheme. The free morpheme can be form of basic noun, adjective, adverb, verb, etc. This basic word forms are known as *root or base or stem*. According to O'grady (1997) defines the three elements of morpheme in different definition " The root is the core of the word and carries the major component of its meaning. A base is the element to which an affix is added, in many cases the base is also the root, for example *books*, the element to which the suffix *-s* is added corresponds to the word's root. The stem is the base to which an inflectional affix is added". The morpheme *boy* for example, is free since it can be used as a word on its own; plural *-s*, on the other hand, is bound (O'grady 1997:119). Bound morphemes can be divided into prefixes which is located in the front of the words and suffixes are the bound morphemes which is located at the back of the words, this common morphological phenomena called as Affixation.

4. Affixation

Affixation is the general terms for bound morphemes that are added to roots or bases. Crowley (cited in Aryati 2014) argues there are two common types of affixes, they are Prefixes and Suffixes. If an affix added to the beginning of the root/base, it is a prefix such as *un-*, *re-*. If added at the end of the root/base, it is a suffix such as *-ly*, *-ness*. Based on the function, affixes fulfill in the language, affixes are classified into derivational and inflectional affixes (Zapata 2007: 2). Derivation forms a word with a meaning and/or category distinct from that of its base through the edition of an affix (O'Grady 1997:128). For example of derivational can change the meaning of a word:

happy and *unhappy* have the opposite meaning, it also changes the part of speech or both in sentence: *happily* is an adverb, and *happiness* is a noun. Meanwhile, inflectional form does not change either the grammatical category or the type of meaning found in the word to which it applies. They only have certain grammatical function. In English, both prefixes and suffixes can be derivational, but only suffixes can be inflectional. It means prefix does not have type of inflectional form. Below are some of the more common example:

Derivation	Inflection
<ul style="list-style-type: none"> • Derivational Prefix Example: <i>Anti-, Ex-, In-, Un-, De-, Dis-, Mis-, Re-, Un</i> • Derivational Suffixes Example: <i>-able, -ant, -(at)ion, -er, -ing, -ive, -ment, -ful, -(i)al, -(i)an, -ize, -less, -ous, -ate, -en, -ity-ly, -ness</i> 	<ul style="list-style-type: none"> • Inflectional Suffixes -s Plural -'s Possessive -er Comparative -est Superlative -s Present -ed Past -en Past participle -ing Present participle

5. The Nature of Writing

Writing is one of the four aspects of language skills. Silfia (2014: 15) explains that writing is as a communicative skill, plays an important role for the students to express their ideas, thoughts and feelings. Writing is also concerned about the linguistics because “Linguistics is the scientific study of language” Todd (1987: 5). In linguistics there are branches of the linguistics which one of them has the specific purpose that also help the learners in learning writing. As we know there are two types of writing which is exists in the native language. They are the type of writing that usually exists in literature, such as novel, romance, poem, short story, science fiction, etc, and

the type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essay, etc.

6. Essay

There are many kinds of writing, such as writing sentence, writing paragraph, writing paper and writing essay. Writing essay is kind of academic writing. It means that in academic writing, essay is always learned and is probably the most important contribution work at college or university. Jordan (1999) states the unit is concerned with the general organization of a piece of academic writing, e.g. a report, an essay, an assignment a project. It is structurally and particularly the way which the different parts are link together.

7. The Nature of Errors

Error is a thing that cannot be avoided by students in writing, especially in writing using the foreign language such as English for students in Indonesia. To analyze the errors it refers to Dulay (1982), he divided the errors into four types, they are:

- 1) Omission, uncharacterized of item(s) that must appear in well formed utterance. For example “Mary President new company” instead of “Mary is the President of the new company”
- 2) Addition errors, the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. For example “He doesn’t knows my name”.
- 3) Misformation errors, characterized by the use of wrong form of the morpheme or structure. For example, in misformation errors the learner

supplies a past tense marker although it is not correct as in: “the dog eated the chicken”

- 4) Misordering errors, characterized by the incorrect placement of a morpheme or group of morpheme in an utterance, for example: “he is the time late”.

8. Related Study

In field of error analysis of affixation, some studies related to affixes had been conducted. The previous studies were conducted by Qiat Alfianto (2014) entitled “A Morphological Study of Affixes Found in *Campus English Magazine*” which is aimed to identify the kinds of affixes, and to explain the forms and meaning of each affixes in *Campus English Magazine*.

The next study was conducted Aryati (2014) entitled “ An Analysis of Derivational Affixes in *The Land of Fife Towers* Novel by A.Fuadi Translated by Angie Kilbane”

III. RESEARCH METHOD

In this research the researcher used the descriptive qualitative of research. It means collecting, analyzing, and interpreting the primary data and supporting data in as much detail as possible to draw conclusion.

The population of this research involved all the third grade students of Mataram University in the academic year of 2017/2018, in both morning-class and noon-class, as the subject to aid the inquiry. They consisted of 174 students. There were 102 students in morning-class that separate into three classes, and 72 students in noon-class that separate into three classes. The sample of this research

was 32 students of III A morning-class, they were selected by using purposive sampling and cluster random sampling (Sugiyono, 2014).

The data used in this study were obtained by means of documents (students' essay writing). The researcher took written documents from the students' final assignment test at III A Morning-class. In analyzing the errors of affixation written by the students, the researcher have some steps, they are; identifying errors, classifying errors, describing errors, calculating errors and explaining errors.

IV. FINDINGS AND DISCUSSION

1. Findings

After analyzing the data, the researcher found the classification of affixation types used in the text, affixation error and the most dominant affixation error. there were 384 affixes that consist of *derivational prefixes*, *derivational suffixes* and *inflectional suffixes*. There were 13 derivational prefixes (3,39%), 216 derivational suffixes (56,25%), and 155 inflectional suffixes (40,36%).

Percentage of Affixation Error

No	Types of Affixation	Number of Errors	Percentage of Errors
1	Derivational Prefixes	0	0%
2	Derivational Suffixes	24	34.28 %
3	Inflectional Suffixes	46	65.72 %
Total		72	70

Based on table, it shows that there are three types of affixation, but only derivational suffixes and inflectional suffixes that contained errors. There were 24 error sentences (34.28 %) in the use of derivational suffixes – *ing*, *-ion*, *-ly*, *-ness*. There were 46 error sentences (65.72 %) in the use of inflectional suffixes –s plural, -s present *-ed*, *-ing* and (0%) error in the use of derivational prefixes.

2. Discussion

This heading explains two parts. The first part is about the types of affixation error and the second part is the type of affixation error in essay writing is the most dominantly made by the students in essay writing. The incorrect word or sentences are underlined by the researcher. Below is the discussion of the types of affixation error.

a) Derivational Suffixes

In writing essay there were some kinds of derivational suffixes error made by the students. The sentences were as follows:

No.	Sentence	Correction	Explanation
1	By <u>do</u> this, I will get my prosperity in education.	By <i>doing</i> this, I will get my prosperity in education.	Omission of <i>-ing</i> form
2	If we learn about religion correctly and <u>continual</u> , I am sure it can make us being good people.	If we learn about religion correctly and <i>continually</i> , I am sure it can make us being good people.	Omission of <i>-ly</i> form
3	From my planning that i get from this point i will start <u>to finding</u> some part time job	From my planning that i get from this point i will start to <i>find</i> some part time job.	Addition of <i>-ing</i> form

4	<i>We can make new relations with <u>others</u> people to get new experience and makes our path more easy to get <u>successfully</u></i>	<i>We can make new relations with other people to get new experience and makes our path more easy to get successful.</i>	Addition of inflectional suffix <i>-s</i> Derivational suffix <i>-ly</i>
5	<i>I will try to remain a <u>motivator</u> for them</i>	<i>I will try to remind a motivation for them.</i>	Misformation of <i>-ion</i> form
6	<i>I want to make their hearts into a man with big spirits and high <u>mindedness</u></i>	<i>I want to make their hearts into a man with big spirits and high minded.</i>	Misformation of <i>-ness</i> form

The table above show that the students made affixation error of omission, addition and misformation in using *derivational suffixes*.

b) Inflectional Suffixes

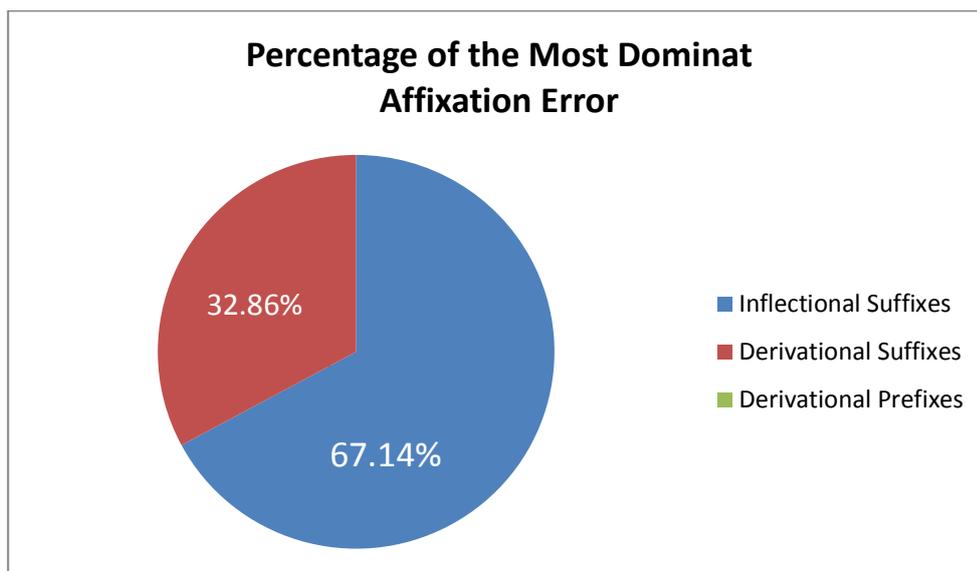
In the implementation of inflectional suffixes, the students also made some errors. Below are some sentences in which students made errors:

No.	Sentence	Correction	Explanation
1	<i>I have some <u>plan</u> to change my life for better.</i>	<i>I have some plans to change my life better.</i>	Omission of <i>-s Plural</i>
2	<i>I don't care what he <u>say</u> me</i>	<i>I don't care what he says to me.</i>	Omission of <i>-s present</i>
3	<i>Share can be <u>help</u> you to <u>makes</u> other planning in our life because we could be know what people feel</i>	<i>Share can be helped you to make other planning in our life because we could be know what people feel.</i>	Omission of <i>-ed past</i> Addition of <i>-s plural</i>
4	<i>Because communication is what makes people into a <u>groups</u> (EF, Paragraph</i>	<i>Because communication is what makes people into a group.</i>	Addition of <i>-s plural</i>
5	<i><u>Makes</u> my parents <u>smiles</u> is my biggest plan in future</i>	<i>Make my parents smile is my biggest plan in future.</i>	Addition of <i>-s plural</i> and <i>-s present</i>

6	<i>STAN did not <u>charged</u> the cost of education to the students of the college</i>	<i>STAN did not charge the cost of education to the students of the college.</i>	Addition of <i>-ed past</i>
	<i>I will <u>looking</u> for a cooking course to hone my talent</i>	<i>I will look for a cooking course to hone my talent.</i>	Addition of <i>-ing present participle</i>
7	<i>I was <u>listent</u> English language song</i>	<i>I was listened English language song.</i>	Misformation of <i>-ed verb form of (listened) in past tense.</i>

The table above show that the students made affixation error of omission, addition and misformation in using *inflectional suffixes*.

According to the analysis of student's essay writing, the students produced errors because they have limited knowledge about affixation, especially two common morphological processes, derivation and inflection. The students made incorrect word structure and wrong word choices to be implemented in the sentences such as the used of derivational suffixes *-ing*, *-ion* indicated noun category of verb, *-ly* adverb category of adjective and *-ness* noun category of adjective. The students also did not know the rules of how to form inflectional suffixes in the sentence such as the rule in using *-s/es* that include noun: singular and plural from and for third singular person, inflectional *-ed*, *-ing* is used indicated present verb and present participle verb.



The table shows that the most dominant type of affixation error made by the students of the third semester of English Department of Mataram University. The most to the least percentage errors on the use of affixation were inflectional suffixes with 46 or 65.72% errors from 70 of total number of affixation errors in essay writing. Derivational suffixes with 24 or 34.28% errors and the lowest error is derivational prefix with 0% errors.

The type of derivational suffixes error made were omission of suffix *-ing*, *-ly*, addition of suffix *-ing*, *-ly*, *-ness* and misformation of suffix *-ion*. The omission of derivational suffix *-ing* 12 or 50.00% errors is the highest. The kind of inflectional suffixes error produced were omission of suffix *-s*, *-s*, *-ed*, *-ing* for plural form, present form, past tense and present participle. Addition of suffix *-s*, *-s*, *-ed*, *-ing* for plural form, present form, past tense and present participle. The misformation of suffix *-ed*, for past tense. The omission of inflectional suffix *-s* 16 or 34.78% errors in form of plural is the highest.

V. CONCLUSION AND SUGGESTION

Based on the discussion and the data analysis of the previous chapter, two major conclusions can be drawn by the researcher according to the research questions in the first chapter.

1. The finding showed that from 29 essay writing, there were 384 affixes that consist of *derivational prefixes*, *derivational suffixes* and *inflectional suffixes*. There were 70 errors on the use of affixation. There were 24 error sentences (34.28%) in the use of derivational suffixes *-ing*, *-ion*, *-ly*, *-ness*. There were 46 error sentences (65.72%) in the use of inflectional suffixes *-s* plural, *-s* present, *-ed*, *-ing*, and (0%) error in the use of derivational prefixes.
2. Based on the percentage of each error, the most dominant error occurred on the use of affixation in students' writing was inflectional suffixes (65.72%) and the omission of suffix *-s* (34.78%) in plural form is the highest. Followed by derivational suffixes (34.28%) and the omission of suffix *-ing* (50.00%) is the highest. While the lowest error made by the students is error of derivational prefixes (0% errors).

From the conclusion above, the researcher proposed several suggestions as follows:

1. The students are suggested to learn more about affixation, because affixes took an important role in writing. The students also have to pay attention to the word choice and word structure to use when they write.
2. The lecturers of extensive writing and vocabulary are suggested to give clear explanation about affixation to the students. The researcher also suggests to the

- English Education Program or stake holder to pay more attention to subject study and credit that given to the students every semester, so the students will get the theories first than practices, this can reduce the errors.
3. The next researchers who will conduct the same research about affixation are suggested to use other ways to collect the data, for example asking the students to compose the writing in the class by providing some topics.

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