

CHAPTER I INTRODUCTION

In this chapter the researcher presents some important key points, namely research background which consists of the reason or why the researcher is interested in the topic, research questions that come up with some cases, objective of the research that show the aims of conducting this research, significance of the research, scope and limit of the research, and definition of key terms that define the variables used in this research provided to avoid misunderstanding of those terms.

A. Research Background

Learning language has become a crucial thing since it is used as an instrument to communicate with each other. Through language people can understand what others actually mean both spoken and written. Using language correctly is not as easy as we think since there is a set of rules that must be followed called structure or grammar. Every language has its own system which is different from another, one another also may have similar complexity, but there is no exact similarity that occurs between them. By this complexity, the language is potential to produce more utterance in enriching its vocabulary. Like in English, it has the ability to produce more new words.

New words are made on the basis of patterns of meaning correspondence between existing words. It is not only creating new word but also creating new meaning. Furthermore, new words are the existing words which are likely undergo certain word-formation processes.¹ There are some types of word-formation processes that should be known, there are coinage, borrowing, compounding, blending, clipping, back-formation, conversion, acronyms and affixation.²

Morphology refers to the process on how the words of a language are formed to create meaningful messages.³

¹Ritama Ririn - M. Zaim - Rusdi noor Rosa, "Grammatical Semantic Constrains of Derivational Affixes of Minangkabau Used in Singgalangdaily Newspaper" English Language and Literature E-Journal / ISSN 2302-3546, p 222.

²George Yule, *The Study of Language (Third Edition)*, (Cambridge: Cambridge University Press, 2006), p 52.

³Sharon Wynne, *Texas English as a Second Language (ESL)*, (Boston: XAMonline, Inc., 2010), p 4.

Morphology identifies and classifies the morphemes and describes the types of combinations that build words in the language.⁴ In morphology, there are inflectional and derivational morphemes. According to Katamba, an affix is a morpheme which only occurs when it is attached to some other morpheme or morphemes such as a root or stem or base.⁵ In addition it can be concluded that a morpheme which attached the root or stem is called affix.

It can not be denied that English has a complicated affixation. Thus, it makes learning English more challenging. Consequently, English foreign learners might find it difficult and likely produce errors in productive skills especially in the written form.⁶ Students might make error in the writing process since they are foreign English language learners. This condition was experienced by the forth semester students of State Islamic University of Sunan Ampel Surabaya which is based on the preliminary observation, affixation errors were found in their English writings. In this case, the researcher took five students' writing assignments to be analyzed about the affixation. Then, the researcher compared between prefix and suffix errors. In fact, the learner mostly used suffixes rather than prefixes. Therefore, the researcher tends to analyze about suffix errors.

From that preliminary observation, some sentences were indicated have errors. First, suffix error were found in sentence “*We have a plan to compute our library system in order to make it organized and eassy to access*”. In this sentence, suffix *-ize* should be added to word compute to indicate verb. For example, “*We have a plan to computerize our library system in order to make it organized and eassy to access*”. Second, in sentence “*Dropping your book at the public library can be considered public disturbanced*”. In this sentence, the word that is used should be in noun. The word disturb added with suffix *-ance* to make it noun without suffix *-ed*. For example,

⁴Robert Lado, *Language Teaching: A Scientific Approach*, (New York: McGraw-Hill, 1986), p 13.

⁵Francis Katamba, *Morphology*, (New Tork: St. Martin's Press, 1993), p 44

⁶Sri Rejeki, *Frequent errors in students' work: an error analysis of the writing of grade XI students of SMA N 1 Purworejo in the academic year of 2009/2010*, (Yogyakarta: Universitas Negeri Yogyakarta, 2012)

“*Dropping your book at the public library can be considered public disturbance*”. Third, in sentence “*I just realized that Alice dependent friend*”. In this sentence, the word depend should be added with suffix –able to indicate adjective. For example, “*I just realized that Alice dependable friend*”. Fourth, in sentence “*Economical problems such as inflation and unemployment are difficult to cope with*”. In this sentence, because of the presence derivational suffix –al, the construction of economical is incorrect. For example, “*Economic problems such as inflation and unemployment are difficult to cope with*”. Fifth, in sentence “*The day was filled with happily as they all celebrated their team winning the match*”. In this sentence, the word that is used should be in noun. The word happy added with suffix –ness to make it noun not suffix –ly. For example, “*The day was filled with happiness as they all celebrated their team winning the match*”.

Affixation also becomes problem for foreign students in Bandung international school. Based on the research, English affixation is a subject which is difficult to be understood by the foreign students. This matter occurs because of English grammar is different from their mother tongue’s grammar.⁷ Beside that, based on the researcher’s experience during learning English, one of common language errors in writing is on how to form a word into other words. This kind of topic is discussed in morphology especially in the part of derivation.

Derivation makes a language rich of meaningful words. According to Haman, Zevenbergen, Andrus and Chmielewska, derivations are words derived from one stem or base word by attaching to them affixes, both prefixes and suffixes. These affixations are used to make new words in the language and are often used to make words of a different grammatical category from the root, for example the addition of suffix –ify to noun ‘*beauty*’ will form a new verb ‘*beautify*’ which means ‘to make beautiful’.⁸

⁷ Rika Widawati, *Kesalahan Afiksasi dalam Pembelajaran Bahasa Indonesia bagi Penutur Asing*, (Unpublished Thesis. Bandung: Universitas Pendidikan Indonesia, 2012)

⁸ Haman, E., Zevenbergen, A., Andrus, M., & Chmielewska, M., *Coining Compounds and Derivations – A Crosslinguistic Elicitation Study of Word-formation Abilities of Preschool*

Some example of derivational affixes error that are made by the students in the process of English learning based on the researcher's experience during learning English are omission error on using affixes (changes the word from adjective to adverb) "Beautiful" → "Beautifuly"(Incorrect) → "Beautifully"(Correct), addition errors on using affixes (changes the word from noun to adjective) "Beauty" → "Beautifully"(Incorrect) → "Beautiful"(Correct), misformation errors on using affixes (changes the word from verb to adjective) "Act" → "Action"(Incorrect) → "Active"(Correct), and so on.

The grammatical rules of derivational affixes are sometimes easy enough for some students to understand. Although the grammatical rules are easy enough for them, some students also still have problems because they are not careful, they do the task carelessly. For example, they do not add *-ness* to change adjective into noun. Beside that, there are some difficult grammatical rules that make the students do not understand and they are confused when they learn about it. For example, they are confused to choose what appropriate suffix to change adjective word into adverb word. From those explanations, it can be inferred that many students have problems when they learn derivational affixes especially in suffixes.

The problem of course will cause the reoccurring of errors or mistakes. However, making errors in the process of learning is natural because we can not understand the lesson before we try to understand and make errors. Errors in the process of foreign language learning are caused by the interference of mother tongue.⁹ Moreover, every language has different patterns and rules that should be paid attention to by the target language learners. So that's why, errors in foreign language learning especially English are the cases which are difficult enough to avoid. Dulay pointed out that people can not learn language without making systematically errors. Thus, making

Children and Adults in Polish and English. (Polish: Polish Psychological Bulletin, Vol. 40, 2009)

⁹D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd, 1980), p 197.

error is a part of learning. Moreover, errors could be served as an indicator of progress and success in mastering language.¹⁰

In this study, the researcher chooses english teacher education department of State Islamic University of Sunan Ampel Surabaya. The researcher is interested in conducting research at that department because the students are taught derivational suffixes subject at Morphosyntax class. So that, when they have learned derivational suffixes, logically they will apply and concern on the use of derivational suffixes especially in their writing. In addition, when she did a survey for english teacher education department of State Islamic University of Sunan Ampel Surabaya students, it showed that most of students were still confused to differentiate the kinds of derivation and they could not perform them correctly. The researcher thought that it is necessary to analyze students' error in derivational suffixes especially in writing because it has significant role in language using. The analysis of students' errors is something advantageous in order to know students' needs then finding the solution for it. The research hopes that the findings in the analysis of students' affixation errors can be useful for education progress.

Therefore, from that point of view above the researcher is interested to conduct a research entitled "*An Error Analysis on Derivational Suffixes in The Students' Writing Assignments of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya*".

¹⁰Dulay et al, *Language Two*, (New York: Oxford University Press, 1982), 138.

A. Research Question

This research was conducted to analyze the students' error in using derivational suffixes in writing. Thus, the researcher addresses a question in this study:

1. What are derivational suffix errors in the students' writing assignments of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya?
2. What are the most frequent derivational suffix errors in the students' writing assignments of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya?

B. Objective of The Research

Based on the statement of the problem above, this study aims to find the matter below:

1. To know the derivational suffix errors in the students' writing assignment of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya.
2. To know the most frequent derivational suffix errors in the students' writing assignment of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya.

C. Significance of The Research

This research offered benefits for some parties such as, lecturers, students, the researcher, and other readers. The researcher explained each part briefly.

1. The Lecturer

The research can be used for measuring the students' ability in learning derivational suffixes. The lecturer has to be aware of the students' error. The lecturer should give a better and clearer explanation especially about the students' difficulties in learning derivational suffixes. Then, the lecturer should design and improve more appropriate method in the next teaching so that the students could reach the learning goal easier.

2. The students

The research can be used to know the students' ability in learning derivational suffixes. It also can motivate the students to be able to study well, especially in derivational

suffixes that is difficult for students so they can write their English writing assignment correctly.

3. The reader

The research can be used to help the readers' understanding of derivational suffixes.

4. The researcher

The research can be used to expand knowledge and experience of the researcher about derivational suffixes.

D. Scope and Limit of The Research

The scope of this study is on students' errors in changing words using derivational affixes. Since we know that affixes are divided into three parts, namely prefix, suffix, and infix, but this study only focuses on the suffix. The researcher chooses derivational suffix errors because she thinks that it is the most common word formation which often used by students, not only for speaking but also for writing assignment.

This study is limited into fourth semester students of Argumentative writing class of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya academic year 2016-2017.

E. Definition of Key Terms

Related to this research, there are some key terms that need to be specified in order to avoid misunderstanding of the contents of the study. There are as follows:

1. Error Analysis

According to H. Douglas Brown, error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner.¹¹ In this study, error analysis describes and explains the errors of derivational suffixes made by learners in their written production in their target language. The errors need to be analyzed carefully since errors are parts of learning. A study of students' errors in derivational suffixes are obtained through the students' writing assignment at argumentative writing class of English teacher education department of State Islamic

¹¹H. Douglas Brown, *Principles of Language Learning and Teaching* (U.S. :Longman, 2007), p. 21

University of Sunan Ampel Surabaya by using some procedures of analysis proposed by Ellis's theory of error analysis which is also supported by Brown's theories.

2. Derivational Suffix

According to Peter T. Bauer derivational suffix is a group of letters at the end of a word which changes the word's meaning and often part of speech.¹² This material has been taught to the fourth semester students of english teacher education department of State Islamic University of Sunan Ampel Surabaya. But, most of the students were still confused to differentiate the kinds of derivational suffixes and they could not perform them correctly especially in their writing product. It is known from the result of analyzing the students' writing assignment at english teacher education department of Islamic State University of Sunan Ampel Surabaya.

¹²Peter Thomas Bauer, *English Word Formation*. (City of Cambridge : Cambridge University Press, 1983), p. 220