

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the collected data from students' argumentative writing assignments of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya and the analysis of it. The derivational suffix error and the error frequency obtained are showed as research findings. Finally, the analyzed data is explained based on the types of derivational suffix error in discussion part.

A. Research Findings

The data was obtained by collecting the weekly students' writing assignment. There were 26 students who collect the writing assignment. They got different topic in making an argumentative essay every week. In this case, the researcher only used three writing assignment of each student to be analyzed.

In analyzing the writing assignment, the researcher identified the data in each word. After collecting and analyzing the data, the researcher found that there were still many error words in form of derivational suffix in the students' writing assignment.

1. Derivational Suffix Errors in Students' Writing Assignment

All the students made derivational suffix error in their writing assignment. After collecting and analyzing the data, the researcher found that there were 133 error words in form of derivatioal suffix and classified them into four types, they were nominal suffix error, verbal suffix error, adjectival suffix error and adverbial suffix error. Those are presented in the following tables:

a. Nominal Suffix Errors

Based on the analysis, it was found that there were 60 error words in form of nominal suffix. The errors are characterized by an incorrect construction in using derivational suffix to form new word class (noun).

Table 4.1 : Nominal Suffix Errors in Students' Writing Assignment

| Original Word Class | Suffix | Base Word | Derived Word | | Total |
|---------------------|----------------------------|--|---|--|-------|
| | | | Error Word | Correct Word | |
| Verb | -ment | Amuse Enchant Move Govern Entertain Treat Enjoy | Amusing Enchanting Moving Governer Entertainer Treaten Enjoyness | Amusement Enchantment Movement Government Entertainment Treatment Enjoyment | 7 |
| | -er / -or | Lecture Consume Consume Manufacture Observe Direct Visit Facilitate | Lectures Consument Consument Manufactor Observator Directur Visiters Facilitater | Lecturer Consumer Consumer Manufacturer Observer Director Visitor Facilitator | 8 |
| | -ation /-ition /-ion | Expect Participate Protect React Explain Conclude Generate Expand Attract Experiment Compete Transport Add Pollute Compete | Expecting Participating Protecting Reacting Explaining Conclution Generasion Expansion Attractor Experimenter Competition Transportion Additional Pollutant Competitive | Expectation Participation Protection Reaction Explanation Conclusion Generation Expansion Attraction Experimentation Competition Transportation Addition Pollution Competition | 15 |
| | -dom | Bore Bore | Bored Boring | Boredom Boredom | 2 |
| | -th | Grow | Growing | Growth | 1 |
| | -y | Scare Controvert | Scarey Controverce | Scary Controversy | 2 |
| | -ee | Employ | Employes | Employee | 1 |
| | -ence/ -ance | Compete Exist | Competent Existance | Competence Existence | 4 |

| | | | | | |
|-----------|-----------------|---|---|--|----|
| | | Guide Maintain | Guidence Maintaining | Guidance Maintenance | |
| Adjective | -ity/ -y | National Social Curious Responsible Mental Active Difficult | Nationalty Socialty Curiously Responsibly Mentals Activeness Difficulth | Nationality Sociality Curiosity Responsibility Mentality Activity Difficulty | 7 |
| | -ion | Abstract Appropriate | Abstractness Appropriatness | Abstraction Appropriation | 2 |
| | -ance/ -ence | Important Violent Independent Consequent | Impotence Violency Independency Consequention | Importance Violence Independence Concequence | 4 |
| | -ness | Brave Happy | Bravement Happyness | Braveness Happiness | 2 |
| | -ency | Efficient | Efficiention | Efficiency | 1 |
| Noun | -ure | Architect | Architectural | Architecture | 1 |
| | -ist | Psychology Pharmacy | Psychologist Pharmator | Psychology Pharmacist | 2 |
| | -er | Philosoph | Philosophist | Philosopher | 1 |
| Total | | | | | 60 |

From verb as the original word class, there are: seven error words in using suffix “-ment”, eight error words found in using suffix “-er/-or”, fifteen error words found in using suffix “-ation/-ition/-ion”, two error words found in using suffix “-dom”, one error word found in using suffix “-th”, two error words found in using suffix “-y”, one error word found in using suffix “-ee”, four error words found in using suffix “-ence/-ance”.

From adjective as the original word class, there are: seven error words found in using suffix “-ity/-y”, two error words found in using suffix “-ion”, four error words found in using suffix “-ence/-ance”, two error words found in using suffix “-ness”, one error words found in using suffix “-ency”.

From noun as the original word class: there are: one error word in using suffix “-ure”, two error word

in using suffix “-ist”, one error word in using suffix “-er”.

b. Verbal Suffix Errors

Based on the analysis, it was found that there were 8 error words in form of verbal suffix. The errors are characterized by an incorrect construction in using derivational suffix to form new word class (verb).

Table 4.2 : Verbal Suffix Errors in Students’ Writing Assignment

| Original Word Class | Suffix | Base Word | Derived Word | | Total |
|---------------------|--------|------------------------------|-------------------------------------|------------------------------------|-------|
| | | | Error Word | Correct Word | |
| Adjective | -ify | Simple | Simpler | Simplify | 1 |
| | -en | Hard Sharp | Hardish Sharpn | Harden Sharpen | 2 |
| | -ize | Modern Social Concrete | Moderned Socialise Concretize | Modernize Socialize Concrete | 3 |
| | -ate | Active | Activet | Activate | 1 |
| Noun | -e | Breath | Breaths | Breathe | 1 |
| Total | | | | | 8 |

From adjective as the original word class, there are: one error word in using suffix “-ify”, two error words found in using suffix “-en”, three error words found in using suffix “-ize”, one error word found in using suffix “-ate”, one error word found in using suffix “-e”.

c. Adjectival Suffix Errors

Based on the analysis, it was found that there were 52 error words in form of verbal suffix. The errors are characterized by an incorrect construction in using derivational suffix to form new word class (adjective).

Table 4.3 : Adjectival Suffix Errors in Students’ Writing Assignment

| Original Word Class | Suffix | Base Word | Derived Word | | Total |
|---------------------|--------|--------------------------|------------------------------|------------------------------|-------|
| | | | Error Word | Correct Word | |
| Noun | -ic | Enthusiast Enthusiast | Enthusiasm Enthusiastical | Enthusiastic Enthusiastic | 3 |

| | | | | | |
|------|-----------------|---|--|---|----|
| | | Atmosphere | Atmospherical | Atmospheric | |
| | -able | Comfort Instagram | Comforteble Instagramable | Comfortable --- | 2 |
| | -al | Controversy Electric Mystic Music Tropic Industry Agriculture Economic Procedure Historic Education Finance Picture Individu Motivation | Controversil Electricity Mystis Musicle Tropica Industrial Agriculturial Economical Prosedurial Historial Educatial Financial Pictural Individualized Motivating | Controversial Electrical Mystical Musical Tropical Industrial Agricultural Economical Procedural Historical Educational Financial Pictorial Individual Motivational | 15 |
| | -y | Noise Wind | Noisey Windly | Noisy Windy | 2 |
| | -ly | Friend | Friendly | Friendly | 1 |
| | -ed | Interest Interest | Interesting Interesting | Interested Interested | 2 |
| | -ful | Success Success Meaning Harm | Successfull Successfull Meaningfull Harmfully | Successful Successful Meaningful Harmful | 4 |
| | -ous | Danger Danger Danger Fame Mystery Fame | Dangers Dangerouse Dangerouse Famouse Misteriuse Famuse | Dangerous Dangerous Dangerous Dangerous Mysterious Famous | 6 |
| | -ish | Fool | Fool | Foolish | 1 |
| | -ary | Costume | Customize | Customary | 1 |
| Verb | -ed | Addict Introvert | Addiction Introverting | Addicted Introverted | 2 |
| | -ive/ -ative | Communicate Conduce Attract Compare | Communication Conduisif Attracting Comparably | Communicative Conductive Attractive Comparative | 4 |

| | | | | | |
|-------|-------|---------------------------------------|--|--|----|
| | -able | Move Enjoy | Moveable Enjoying | Movable Enjoyable | 2 |
| | -ent | Confide | Confidences | Confident | 1 |
| | -ous | Prosper | Prosperative | Prosperous | 1 |
| | -ful | Wonder Harm Use Use Boast | Wonderfull Harmfull Usefull Usefull Boastish | Wonderful Harmful Useful Useful Boastful | 5 |
| Total | | | | | 52 |

From noun as the original word class, there are: three error words in using suffix “-ic”, two error words found in using suffix “-able”, fifteen error words found in using suffix “-al”, two error words found in using suffix “-y”, one error word found in using suffix “-ly”, two error words found in using suffix “-ed”, four error words found in using suffix “-ful”, six error words found in using suffix “-our”, one error words found in using suffix “-ish”, one error words found in using suffix “-ary”.

From verb as the original word class, there are: two error words in using suffix “-ed”, four error words found in using suffix “-ive/-ative”, two error words found in using suffix “-able”, one error words found in using suffix “-ent”, one error word found in using suffix “-ous”, five error words found in using suffix “-ful”,

d. Adverbial Suffix Errors

Based on the analysis, it was found that there were 15 error words in form of verbal suffix. The errors are characterized by an incorrect construction in using derivational suffix to form new word class (adverb).

Table 4.4 : Adverbial Suffix Errors in Students’ Writing Assignment

| Original Word Class | Suffix | Base Word | Derived Word | | Total |
|---------------------|--------|-------------------------------------|---|---|-------|
| | | | Error Word | Correct Word | |
| Adjective | -ly | Unfortunate Positive Arguable | Unfortunately Positively Arguabably | Unfortunately Positively Arguably | 13 |

| | | | | | |
|-------|--|---------------|---------------|-----------------|----|
| | | Intimate | Intimately | Intimately | |
| | | Especial | Especially | Especially | |
| | | Critical | Critically | Critically | |
| | | Environmental | Environmently | Environmentally | |
| | | Physical | Physically | Physically | |
| | | Speedy | Speedly | Speedily | |
| | | Similar | Similary | Similarly | |
| | | Entire | Entirery | Entirely | |
| | | Explicit | Explicity | Explicitly | |
| | | Significant | Significanty | Significantly | |
| Total | | | | | 13 |

All the errors are from adjective as the original word class, there are thirteen error words and all of them are in using suffix “*ly*”.

2. The Error Frequencies of Derivational Suffix in Students’ Writing Assignment

After explaining the errors, the next step was to present the data quantitatively to know the error frequency and the most dominant of the error based on the type of derivational suffixes. It can be interpreted from the table above that the most frequent error occurred on nominal suffix with 60 frequencies (45.112%). The word class-changing from noun to noun are 4 frequencies (3.007%), verb to noun are 40 frequencies (30.075%), adjective to noun are 16 frequencies (12.03%).

The second most frequent error occurred on adjectival suffix with 52 frequencies (39.097%). The word class-changing from noun to adjective are 37 frequencies (27.819%), verb to adjective are 15 frequencies (11.278%).

The third place is adverbial suffix with 13 frequencies (9.774%). The word class-changing from adjective to adverb are 13 frequencies (9.774%), and none of noun to adverb word class-changing occurred.

The least frequent error happened to verbal suffix with 8 frequencies (6.015%). The word class-changing from noun to verb 1 frequencies (0.751%), and adjective to verb are 7 frequencies (5.263%).

Table 4.5 : Percentage of Derivational Suffix Error

| Original Wors Class | Types of Derivational Suffix | | | | | | | | Total (N) |
|---------------------|------------------------------|----------|---------------|---------|-------------------|----------|------------------|---------|----------------|
| | Nominal Suffix | | Verbal Suffix | | Adjectival Suffix | | Adverbial Suffix | | |
| | F | P% | F | P% | F | P% | F | P% | |
| Noun | 4 | 3.007 % | 1 | 0.751 % | 37 | 27.819 % | | | 133 (100 %) |
| Verb | 40 | 30.075 % | | | 15 | 11.278 % | | | |
| Adjective | 16 | 12.03 % | 7 | 5.263 % | | | 13 | 9.774 % | |
| Adverb | | | | | | | | | |
| Total | 60 | 45.112 % | 8 | 6.015 % | 52 | 39.097 % | 13 | 9.774 % | |

B. Discussion

The research findings of this study had been known clearly after doing the analysis on the students' argumentative writing assignment of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya, and this part presented the discussion of the research findings.

Based on the data displayed above, the researcher noticed that all of the students made error in their writing assignment. It can be seen that the error occurred due to omission, addition and misformation error, but there was no misordering error. All types of derivational errors were found, such as nominal suffix error, adjectival suffix error, verbal suffix error, and adverbial suffix error. The total number of error was 133, in which the most frequent error occurred on nominal suffix with 60 frequencies (45.112%). Therefore, this research finding had correlation with the previous finding by Salsabila. She found that most of students still had difficulties in the use of derivation properly. Eventhough, she analyzed not only the suffix but also the prefix and used different instrument of the data with this research (that is test), but it has the same result with this research. She found that the most frequent error in the use of derivation is in forming noun.¹ However, the result of

¹ Salsabila Farah, "An error analysis on the use of Derivation at English Education Department of Universitas Muhammadiyah Yogyakarta", Unpublished Bachelor Thesis, (Yogyakarta: Muhammadiyah University of Yogyakarta, 2016)

the least frequent was different with this research. She found that the least frequent error in the use of derivation was in forming adjective. It indicated that the result was almost the same with this research.

1. The Type of Derivational Suffix Errors

After using the checklist as the key instrument to answer the first research question, the researcher had found the words produced in students' writing assignment contained many errors in a form of derivational suffix which are classified into four types and they are discussed in the following explanation.

a. Nominal Suffix Errors

Nominal suffix is a suffix which is added at the end of the base and changes the base into noun. According to John Wiley & Sons, there are many kinds of suffix that can be used in forming noun word class. There are *-ade, -age, -al, -ance/-ence, -ancy/-ency, -arian, -arium, -ary, -ion/-ation/-ition, -cy, -dom, -ee, er/-or, -ent, -ry/-ery, -ese, -ess, -ful, -hood, -ian, -ic, -ing, -ish, -ism, -ist, -th, -ity/-ty, -ization, -let, -man, -ment, -ness, -ology, -ory, -ship, -ure*.²

In fact from the suffixes mentioned, the nominal suffix errors which were found in student's writing assignment only *-ment, -er/-or, -ation/-ition/-ion, -dom, -th, -y, -ee, -ence/-ance, -ity/-y, -ness, -ency, -ure, -ist*. In this type of error, the students commonly used suffix *-ation/-ition/-ion* in their writing assignment with 15 frequencies. Then, they seldom use suffix *-er, -ency, -ure, -th, -ee* with 1 frequency. Those derivational suffixes error above used by the students are discussed in the following explanation:

- Suffix *-ment*

Suffix *ment* are used to form noun word class. But from the research finding, some students use other suffixes when suffix *-ment* is actually needed to form the new word. First, some

² John Wiley & Sons, "The Reading Teacher's Book of Lists", (Fifth Edition; 2006), p. 106

students make error by using suffix “-ing” to change verb to noun word class such as in words “amusing”, “enchanting”, and “moving”. One of the example in sentence “*Game is an activity that one engages in for amusing or fun*”. In the context of that sentence, the use of suffix “-ing” is error since there is suffix “-ment” to change and form the word become noun word class (amusement). It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-ing” in the place of derivational suffix “-ment” to form word “amusement”, “enchantment”, and “movement”. Then, the students also make error in words “governer” and “intertainer”. Actually, suffix “-er” are used in forming nouns designating persons from the object of their occupation. One of the example in sentence “*Governers think that old building prservation can make ...*”. In the context of the sentence, the word actually denote an action not a person. Therefore, suffix “-ment” is needed to form a noun denoting an action such as “government” and “intertainment”. It is also categorized as misformation error, in which the error is indicated by the use of derivational suffix “-er” in the place of derivational suffix “-ment”. The error is also in word “treaten”. Suffix “-en” is used to form verb not noun word class. Therefore, suffix “-ment” is needed to form noun from word “*treat*” become “treatment”. It is categorizes as misformation error, in which the error is indicated by the use of derivational suffix “-en” in the place of derivational suffix “-ment”. The last is in word “enjoyness”. There is no such that word in dictionary. Means that, the word “*enjoy*” can not be added by suffix “-ness” but suffix “-ment” which create new word “enjoyment”. It is categorized as misformation error, in which the error is indicated by the use of

an inappropriate derivational suffix “-ness” in the place of derivational suffix “-ment”.

- Suffix -er/-or

Suffix -er/-or is used to indicate a person or a tool. In fact, some students still make error in the use of it. For example; First, in word “lectures”. The example is in sentence “*By increasing engagement, the lectures also see ...*”. In the context of the sentence, actually the students meant to write the person from word “lecture” not the activity, but she did not add any derivational suffix instead adding inflectional suffix “-s”. It is categorized as omission error, in which the error is indicated by the absence of suffix “-er” that must appear as to form word “lecturer”. Second, word “consument” in sentence “*online shop does not always give the advantage for consument*”. Actually the students meant to form a noun denoting a person from word “consume”. But, they add error suffix “-ment” to the word. It is categorized as misformation error, in which the error is indicated by the use of error derivational suffix “-ment” in the place of derivational suffix “-er” to form word “consumer”. Third, in words “manufactors” and “observer”. Those words are error because of the use of suffix “-or”. One of the example in sentence “*because manufactors can not fully recover the cost of ...*”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-or” in the place of derivational suffix “-er” to form word “manufacturer” and “observer”. Otherwise, in words “visiter” and “facilitater”. Those words are error because of the use of suffix “-er”. One of the example is in sentence “*So, the teacher just as a monitor and facilitater for the student*”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix

“-er” in the place of derivational suffix “-or” to form word “*facilitator*” and “*visitor*”. Next, in word “*directur*”. This word is actually got influenced from the student’s first language in which in indonesia it is written as “*direktur*”. Therefore, it is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ur” in the place of derivational suffix “-or”. Then, in word “*philosophist*”. In that word, the use of suffix “-ist” is error to be added since there is suffix “-er” to create word “*philosopher*”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-ist” in the place of derivational suffix “-er” to form word “*philospher*”.

- Suffix *-ation/-ition/-ion*

These suffixes are used to form noun word class, but some students used other suffixes when it actually needed to be used. For example: some words use suffix “-ing” in forming noun word class such as in words “*expecting*”, “*protecting*”, “*participating*”, “*reacting*”, and “*explaining*”. One of the examples in sentence “..., *stimulate their reacting to teacher explanation*,...”. In this term, the student actually meant to write the noun from word “*expect*”, but she used error suffix. In this term, Those words are categorized as misformation error, in which the error is indicated by the use of derivational suffix “-ing” in the place of derivational suffix “-ation/-ition/-ion”. Second, in word “*conclusion*”. Its original word is “*conclude*”. If the word ends with “*de*” then it is added by suffix “-ion”, the “*de*” should be change with letter “*s*”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect letter “*t*” instead of letter “*s*” before derivational suffix “-ion”. Third, in word “*generasion*”. Actually it is misspelling

word. Because when the word ends with “te” then it is added by suffix “-ion”, the letter “t” must not be changed into “s”. Therefore, it is categorized as misformation error. Fourth, in word “expandsion”. If a word ends with letter “d” and it is added by suffix “-ion”, the letter “d” is changed by letter “s”. In this term, she still write the letter “d” which made the word “expandsion” error. Therefore, it is categorized as addition error. Fifth, in word “attractor” and “experimenter”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-or/-er” in the place of derivational suffix “ion/-ation” to form noun word “attraction” and “experimentation”. Seventh, in word “competition” and “transportion”. In this term, actually the student was not careful in adding the suffix. The use of suffix “ion” is error since suffix “-ition and -ation” are needed to create word “competition” and “transportation”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “ion” in the place of derivational suffix “-ition/-ation”. Eighth, the word “additioanal” in sentence “*In additional, in this era the old building....*” it is error because in the context of the sentence she actually means to write the noun not adjective, but she add suffix “al”. It is categorized as addition error, in which the error is indicated by the presence of derivational suffix “-al” that must not appear after derivational suffix “-ition”. Ninth, in word “pollutant”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-nt” in the place of derivational suffix “ion”. Then, in word “competitive”. The In the context of the sentence, she actually should use suffix “-ation” to make the noun form from “compete” word, but she use

suffix “-itive” that make the word become adjective. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “itive” in the place of derivational suffix “-ation”. Then, in word “abstractness” and “appropriatness”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ness” in the place of derivational suffix “-ion”.

- Suffix -dom

In the research finding, there were two error words found in using suffing “-dom”, those are from base word “bore”. Actually, the students meant to write the noun form from word “bore”, but they misused the suffix. First, the word “bored” in sentence “... in other activities that cab chase their bored”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-ed” in the place of derivational suffix “dom”. Second, in word “boring”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-ing” in the place of derivational suffix “-dom”.

- Suffix -th

There was only one error word found in using suffix “-th”. It is word “growing” in sentence “*The growing of the population nowadays is ...*”. In the context of the sentence, the student actually meant to write the noun from word “grow”, but she used error derivational suffix. Therefore, it is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-ing” in the place of derivational suffix “th”.

- Suffix -y

There were two error words found in using suffix “-y”. First, in word “scarey”. If the word ends with letter “e” and it is added with suffix “-

y” , then the letter “e” should not be written but replaced by suffix “-y”. In this term, she still wrote the letter “e”. Therefore, it is categorized as addition error. Second, in word “controverce”. The correct word should be “controversy”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-erce” in the place of derivational suffix “-y”.

- Suffix *-ee*

There was only one error word found in using suffix “-ee”. It is in word “employes”. In the context of the sentence, she actually meant to write the person from “employ” word, but she did not add any derivational suffix instead inflectional suffix “-s”. It is categorized as omission error, in which the error is indicated by the absence of letter “e” in derivational suffix “-ee”.

- Suffix *-ence/-ance*

There were four error words found in using suffix “-ence/ance”. First, in word “competent”. Because in the context of the sentence, the student actually should use noun word, but she wrote the adjective word. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-nt” instead of derivational suffix “-ence”. Second, in word “existance”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ance” in the place of derivational suffix “-ence”. Third, in word “maintaining”. Because in the context of the sentence she actually means to write the noun of word “maintain”, but she was incorrect in using the suffix. Is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “ing” instead of derivational suffix “-ance”. Fourth, in word “guidence” word. It is categorized as

misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ence” in the place of derivational suffix “-ance”.

- Suffix *-ity/-y*

In the research finding, some student were error in using suffix “-ity” instead of using suffix “-ty”. For example in words “*nationalty*”, “*curiousty*”, “*socialty*” and “*responsiblety*”. It is categorized as omission error, in which the error is indicated by the absence of letter “i” that must appear in derivational suffix “-ity”. Second, word “*mentals*” in sentence “...it can disturb their *mentals and psychology*”. In this term, the student did not add any suffix in this word to form noun. It is categorized as omission error, in which the error is indicated by the absence of derivational suffix “-ity”. Third, in word “*activeness*”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ness” in the place of derivational suffix “-ity”. Fourth, in word “*difficulth*”. It is categorized as misformation error, in which the error is indicated by the use derivational suffix “-th” in the place of derivational suffix “-y”.

- Suffix *-ency*

There was only one error word found in using suffix “-ency”. It is in word “*efficiention*”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ion” in the place of derivational suffix error “-ency”.

- Suffix *-ure*

Some students made error in the use of this suffix. It is word “*architectural*” in sentence “...*architectural or old bulisding is one of...*”. In the context of the sentence, the student actually should use the noun from word “*architect*”, but she wrote and added it using adjectival suffix

“al”. It is categorized as addition error, in which the error is indicated by the presence of derivational suffix “-al” that must not appear after derivational suffix “-ure”.

- Suffix –*ist*

There were two error words found in using suffix “-ist”. First, word “*psychologist*” in sentence “*if there is not pressure on their psychologist, they will get easy to understand*”. In the context of the sentence, she actually meant to write the thing not the person from word “*psychology*”, but she added suffix “-ist” to the word. Therefore, it is categorized as addition error. Second, in word “*pharmator*”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “or” in the place of derivational suffix “-ist”.

b. Verbal Suffix Errors

Verbal suffix is a suffix which is added at the end of the base and changes the base into verb. According to John Wiley & Sons, there are many kinds of suffix that can be used in forming noun word class. There are –*e*, –*ade*, –*age*, –*ate*, –*en*, –*ify*, –*ise/-ize*, –*ure*.³ In fact from the suffixes mentioned, the verbal suffix errors which were found in student’s writing assignment only –*ify*, –*en*, –*ize*, –*ate*, –*e*. In this type of error, the students commonly used suffix –*ize* in their writing assignment with 3 frequencies. Then, they seldom use suffix –*ify*, –*ate*, –*e* with 1 frequency. Those derivational suffixes error above used by the students are discussed in the following explanation:

- Suffix –*ify*

There are one error word in using suffix “-ify”. It is word “*simpler*” in sentence “*game can simpler the complex of real life*”. In the context of the sentence, she actually meant to write verb

³ *Ibid.* p.109

word but she wrote it adjective with suffix “-er”. Therefore, it is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-er” in the place of derivational suffix “-ify”.

- Suffix *-en*

Some students still make error in forming verb word class by using suffix *-en*. For example in word “hardish”. In this term, she actually wanted to form the verb form “hard” word, but she did not add the correct suffix. Therefore, it is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ish” in the place of derivational suffix “-en”. Then, in word “sharpn”. The correct word should be “sharpen”. It is categorized as omission error, in which the error is indicated by the absence of letter “e” that must appear in derivational suffix “-en”.

- Suffix *-ize*

From the research finding, there were three error words found in using suffix “-ize”. First, word “moderned” in sentence “... to understand how to moderned our countries”. In the context of the sentence, she actually meant to write the verb of word “modern”, but she add inflectional suffix “-ed”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ed” in the place of derivational suffix “-ize”. Third, in word “concretize”. She actually formed the verbal from word “concrete” by adding suffix “-ize” to the word, in fact the verb of word “concrete” is constantly “concrete” without any additional suffix. Therefore, she was not needed to add any suffix to the word. It is categorized as addition error, in which the error is indicated by the presence of derivational suffix “-ize” that must not appear in that word.

- Suffix *-ate*

There was only one error word found in using duffix “*-ate*”. It is in word “*activet*”. It is categorized as misformation error, in which the error is indicated by misspelling suffix “*-ate*” become “*-et*” that make the construction of word “*activet*” incorrect.

- Suffix *-e*

There was only one error word found in using duffix “*-e*”. It is word “*breaths*” in sentence “*we can breaths fresh*”. In the context of the sentence she actually means to write the verb form but she does not add derivational suffix instead of letter “*s*”. It is categorized as omission error, in which the error is indicated by the absence of derivational suffix “*-e*”.

c. Adjectival Suffix Errors

Adjectival suffix is a suffix which is added at the end of the base and changes the base into adjective. It is the same with other suffix because it change the words meaning and part of speech. In English, there are some suffixes that can be form adjectives such as –*able/ble*, *-ous*, *-al*, *-an*, *-ant/-ent*, *-ary*, *-ate*, *-ative/-ive*, *-en*, *-ed*, *-esque*, *-ic*, *-ful*, *-ish*, *-ive*, *-less*, *-like*, *-most*, *-some*, *-th/-eth*, *-ward*, *-y*.⁴

In fact from the suffixes mentioned, the adjectival suffix errors which were found in student’s writing assignment only *-ic*, *-able*, *-al*, *-y*, *-ly*, *-ed*, *-ful*, *-ous*, *-ish*, *-ary*, *-ive/-ative*, *-ent*. In this type of error, the students commonly used suffix *-al* in their writing assignment with 15 frequencies. Then, they seldom use suffix *-ly*, *-ary*, *-ish*, *-ent*, *-ous* with 1 frequency. Those derivational suffixes error above used by the students are discussed in the following explanation:

⁴ *Ibid.* p.108

- Suffix *-ic*

Some students make error in the use of suffix *-ic*. For example in word “*enthusiasm*” in sentence “...tool to engage and make students *enthusiam*”. In this term, she actually meant to write adjective form from word “*enthusiast*”, but she added the error suffix “*-ism*”. Therefore, it is categorized as misformation error, in which the error is indicated by the use of derivational suffix “*-ism*” in the place of derivational suffix “*-ic*”. Then, in words “*Enthusiastical*” and “*atmosph~~er~~ical*”. It is categorized as addition error, in which the error is indicated by the presence of derivational suffix “*-al*”, so the construction of *Enthusiastical* and *atmosph~~er~~ical* are incorrect.

- Suffix *-able*

There were four error words found in using suffix “*-able*”. First, in word “*comf~~ort~~ebel*”. In this term, she made error to spell derivational suffix “*-able*” become “*-ebel*”. Thus, it is categorized as misformation error. Second, in word “*instagramable*”. Based on Oxford Dictionary, there is no word such “*instagramable*”. Actually, the word “*instagram*” is the name of social media that can not be added by suffix. Therefore, it is categorized as addition error, in which the error is indicated by the presence of derivational suffix “*-able*” that is not appropriate with the word “*instagram*”. Next, in word “*moveable*”. If the word ends with letter “*e*” and it is added by derivational suffix “*-able*”, the letter “*e*” must be removed. In this term, she still wrote the letter “*e*” before derivational suffix “*-able*”. Therefore, it is categorized as addition error. Last, word “*enjoying*” in sentence “*games are the most enjoying activity that every people...*”. The correct word should be “*enjoyable*”. In this term, she actually meant to

use the adjectival form from “enjoy”, but she did not use the correct suffix. Therefore, it is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ing” in the place of derivational suffix “-able”.

- Suffix *-al*

There were fifteen error words found in using suffix “-al”. First, in word “*controversil*”. It is categorized as omission error, in which the error is indicated by the absence of letter “a” in form of derivational suffix “-al”. Second, word “*electricity*” in sentence “*it uses electricity power as its fuel*”. In the context of the sentence, she actually should use adjective word but she writes the noun word. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ity” instead of derivational suffix “-al”. Third, word “*mystic*” in sentence “*...the old building also has a mystic element*”. In the context of the sentence, she actually should use adjective word but she did not add any suffix to the word. It is categorized as omission error, in which the error is indicated by the absence of derivational suffix “-al” that must appear in the word. Fourth, in word “*musicle*”. It is categorized as misformation error, in which the error is indicated by misspelling derivational suffix “-al” become “-le”. Fifth, in word “*tropicq*”. It is categorized as omission error, in which the error is indicated by the absence of letter “l” in derivational suffix “-al”. Sixth, in word “*industrial*”. It is categorized as addition error, in which the error is indicated by the presence of letter “c” in derivational suffix “-al” that make the construction of “*industrial*” error. Seventh, in words “*agricultural*”, “*economical*” and “*prosedural*”. It is categorized as addition error, in which the error is indicated by the

presence of letter “i” before derivational suffix “-al” that make the construction of *agricultural*, *economicial* and *prosedurial* error. Eighth, in word “*historial*”. It is categorized as omission error, in which the error is indicated by the absence of letter “c” that must appear before derivational suffix “-al”. Ninth, in word “*educatial*”. In this term, she misspelled to form adjective word. She did not write the suffix “-ion” before the word is added by derivational suffix “-al”. Tenth, in word “*financeal*”. It is categorized as addition error, in which the error is indicated by the presence of letter “e” before derivational suffix “-al”. Eleventh, in word “*pictural*”. In this term, she actually misspelled the “*orial*” become “*ural*”. It is categorized as misformation error. Twelfth, word “*individualized*” in sentence “...because their children get individualized education that...”. In the context of the sentence, the student actually meant to use adjective word, but she added the error suffix. It is categorized as addition error, in which the error is indicated by the presence of derivational suffix “-ize” that must not appear after derivational suffix “-al”. Thirteenth, word “*motivating*” in sentence “it can also be a motivating tool for students”. In the context of the sentence, actually she wanted to form adjective word, but she was error in adding the derivational suffix. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “ing” instead of derivational suffix “-al”.

- Suffix -y

There were two error words found in using suffix “-y”. First, in word “*noisly*”. It is categorized as addition error, in which the error is indicated by the presence of letter “i” that must not appear before derivational suffix “-y”. Second word “*windly*” in sentence “Dutch is a windly

country". The correct word should be "*windy*". It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix "*-ly*" in the place of derivational suffix "*-y*".

- Suffix *-ly*

There was only one error word found in using suffix "*-ly*". It is in word "*friendly*". The correct word should be "*friendly*". It is categorized as omission error, in which the error is indicated by the absence of letter "l" in the derivational suffix "*-ly*".

- Suffix *-ed*

There were four error words found in using suffix "*-ed*". First, word "*interesting*" in sentence "*...student will be happy and interesting in learning*". In the sentence actually she wants to use adjective word not verb word. Therefore she need to use derivational suffix "*-ed*" not derivational suffix "*-ing*". Thus, it is categorized as misformation error. Second is the same error word with the first error. Then, in word "*addiction*" in sentence "*they feel addiction in finishing puzzle*". In the context of the sentence she actually should use the adjective form not noun. Therefore, she need to add derivational suffix "*-ed*" not "*-ion*". It is categorized as misformation error, in which the error is indicated by the use of incorrect derivational suffix "*-ion*" in the place of derivational suffix "*ed*". Last, in word "*introverting*" in sentence "*the introverting student can just repeat...*". In this term, she actually meant to write adjective word, but she write the verb word. Therefore, it is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix "*-ing*" in the place of derivational suffix "*ed*".

- Suffix *-ful*

Some students make error in the use of suffix *-ful*. They use other suffixes when suffix *-ful* needed to form the adjectiv. First, in word “*successful*” and “*meaningful*”. It is categorized as addition error, in which the error is indicated by the presence of letter “*l*” that must not appear in derivational suffix “*-ful*”. Second, in word “*harmfully*”. The correct word should be “*harmful*”. It is categorized as addotion error, in which the error is indicated by the presence of derivational suffix “*-ly*” that must not appear after derivational suffix “*-ful*”. Then, in words “*wonderful*”, “*harmfull*” and “*usefull*”. It is categorized as addition error, in which the error is indicated by the presence of letter “*l*” that not must appear in derivational suffix “*-ful*”. Last, in word “*boastish*”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “*-ish*” in the place of derivational suffix “*-ful*”.

- Suffix *-ous*

There were seven error words found in using suffix “*-ous*”. First, word “*dangers*” in sentence “...because it is danger”. Because in the context of the sentence, she should use adjective word but she write the noun word. It is categorized as omission error, in which the error is indicated by the absence of derivational suffix “*-ous*” to form adjective word. Second, in word “*dangerouse*” and “*famouse*”. It is categorized as addition error, in which the error is indicated by the presence of letter “*e*” that must not appear after derivational suffix “*-ous*”. Third, in word “*famuse*” and “*misteriuse*”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect of “*-use*” in the place of derivational suffix “*-ous*”. Then, it is word “*prosperative*” in sentence “so the society will be prosperative

because...” and the correct word should be “prosperous”. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix “-ative” in the place of derivational suffix “-ous”.

- Suffix *-ish*

There was only one error word found in using suffix “-ish”. It is word “*fool*” in sentence “...*that our ancestor are fool*”. In the context of the sentence, the student actually need to add suffix “-ish”, but she did not add it. It is categorized as omission error, in which the error is indicated by the absence of suffix “-ish” that must appear in that word”.

- Suffix *-ary*

There was only one error word found in using suffix “ary”. It is word “customize” in sentence “...*the game in learning process may instead create a customize experience*”. The correct word should be “customary”. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-ize” instead of derivational suffix “-ary”.

- Suffix *-ive/-ative*

There were four error words found in using suffix “-ive”. First, word “communication” in sentence “...*for example communication skill, critical thinker skill,...*”. Because in the context of the sentence, she actually need to use the adjective word not the noun word. It is categorized as misformation error, in which the error is indicated by the use of derivational suffix “-ion” in the place of derivational suffix “-ive”. Second, in word “condusif”. In this term, she is actually influenced by the first language in bahasa “*”kondusif”*”, so she misspelled the word. It is categorized as omission error, in which the error is indicated by the absence of derivational suffix “-ive”. Third, word “attracting” in sentence “*they*

can deliver the material via attracting video". The correct word should be "attractive". In the context of the sentence, she actually should use adjective word but she add error suffix to the word. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix "-ing" in the place of derivational suffix "ive". Fourth, in word "*comparably*". The correct word should be "*comparative*". It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix "-ably" in the place of derivational suffix "ative".

- Suffix -nt

There was only one error word found in using suffix "-nt". It is word "*confidences*" in sentence "*student will learn how to be more confidence in class...*". The correct word should be "*confident*", because in the context of the sentence she actually should use the adjective word not noun word. It is categorized as misformation error, in which the error is indicated by the use of an incorrect derivational suffix "-ence" in the place of derivational suffix "nt".

d. Adverbial Suffix Errors

Adverbial suffixes is a suffix which is added at the end of the base and changes the base into adverb. The suffixes to form adverb (adverbial suffixes) there are -ly, -ways, -wise, -ward(s).⁵ In fact from the suffixes mentioned, the adverbial suffix error which was found in student's writing assignment only -ly. This derivational suffix error used by the students is discussed in the following explanation:

- Suffix -ly

Some students create error words such as "*unfortunatelly*", "*positivelly*", "*arguablelly*" and "*intimatelly*". These words are error because

⁵ Ibid.

of the error suffix “-ly”. It is categorized as addition error, in which the error is indicated by the presence of letter ‘l’ that must not appear before derivational suffix “-ly”. Second, some student create error word such as “*especially*”, “*critically*”, “*environmently*” and “*physically*”. It is categorized as omission error, in which the error is indicated by the absence of letter “l” that must appear before derivational suffix “-ly”. Third, in word “*speedly*”. Actually, she meant to write the adverb from “speedy”. If the word ends with “y” then it is added by suffix “-ly”, the letter “y” is changed into “i”. Therefore, the word become “*speedily*”. It is categorized as omission error. Fourth, in words “*similary*”, “*entirery*”, “*explicity*” and “*significanty*”. These words are error because actually the students meant to write adverb words, in fact they did not use derivational suffix “-ly” instead of derivational suffix “-y”. Whereas, suffix “-y” is used to form noun and adjective word class. Therefore, It is categorized as omission error, in which the error is indicated by the absence of letter “l” that must appear in derivational suffix “-ly”.

