## BAB II

## REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It concerns with the theoretical understanding as the references of this study. The references that will be discussed are (1) The definition of error, (2) The types of error (3) word formation, (4) Negative prefixes.

## A. Review of Related Literature

### 2.1 Definition of Error

Identifying an error goes beyond explaining what an error is.
However, as linguists pay attention to the distinction between an error and a mistake, it is necessary to go over the definition of the two different phenomena.

According to James, a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. ${ }^{10}$ Mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

[^0]
### 2.2 The Types of Errors

Error actually cannot be separated from language learning. It happens in speech as well as in writing. Therefore, some linguists are encouraged to study about errors made by the language learners as follows: ${ }^{11}$

## a. Linguistic Category Taxonomy

This taxonomy categorizes errors in respect to the language components or the particular linguistic constituent that the error effects. The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style). ${ }^{12}$ Meanwhile, constituent comprises each language components.

## b. Surface Strategy Taxonomy

This taxonomy shows the cognitive process that underlies the learners' reconstruction of the new language learned. Sometimes the learners omit necessary item, add unnecessary ones, misformation and misordering this items. So that, analyzing errors based on this taxonomy enables the researchers to identify the cognitive process that underlies the

[^1]learners' reconstruction of the new language learned. According to Dulay, there are four types of errors in this taxonomy as follows: ${ }^{13}$

## 1. Omission

This error is categorized by the absence of an item that must appear in a well-formed utterance. ${ }^{14}$ In this case, some types of morphemes are omitted more than others. For example: to glory instead of to glorif

## 2. Addition

The error is characterized by the presence of an item that must not appear in a well-formed utterance. ${ }^{15}$ They are the opposite of omission. The example is when students write complemenity instead of just complement.

## 3. Misformation

Misformation error is characterized by the use of wrong form of the morpheme or structure. ${ }^{16}$ The example is when students applying negative prefixes in word connect, they use unconnect instead of disconnect.

## 4. Misordering

This error is categorized by the incorrect placement of a morpheme or a group of morphemes in an utterance. ${ }^{17}$ For example: where you are going instead of where are you going?

[^2]In this study the researcher concern with error in using negative prefixes, based on explanation above to analyzing error in using negative prefixes, the researcher only used one of the type of error is misformation error. Because in applying negative prefixes in existing word, students usually made errors in applying the correct form.

### 2.3 Word-Formation

Word formation is the process of constructing new word from existing material. There are many ways how the new words are constructed. According to Plag, there are five ways including Affixation, compounding, blending, conversion, and clipping. ${ }^{18}$

### 2.3.1 Derivation

In affixation process, derivation is one important process in constructing new word. Derivation is constructing new words by adding affixes to existing words. In most language, derivation is one of the principal ways of obtaining new words from existing words. For example, disconnect is constructed from affix dis- and word connect. Derivation is different from inflection. When we add certain affixes to write, producing words like speaks, speaking, spoke, and spoken, we do not get any new words, but only grammatically distinct forms of the same

[^3]word namely inflection. In English there are only eight bound inflectional affixes, such as:

1. ( $-s$ ) to show third-person singular present example: She learn- $s$ at school.
2. (-ed) to show past tense example: She learn-ed at school.
3. (-ing) to show progressive example: She is writing-ing letter.
4. (en) to show past participle example: Mary has writ-en letter.
5. ( $-s /-e s$ ) to show plural example: She ate the bread- $s$. And she has four box-es.
6. (- 's) to show possessive example: Dzaky's home is big.
7. -er to show comparative degree example: Dzaky was smart-er than Raihan.
8. -est to show superlative degree example: Dzaky was the smart-est student In my school.

Except of which are mention above is called derivational affixes. The differences between inflectional and derivational morphemes can be seen in the table 2.1: ${ }^{19}$

[^4]Table 2.1
The Differences between Inflectional and Derivational
Morphemes

| NO. | Inflectional Morphemes | Derivational Morphemes |
| :--- | :--- | :--- |
| 1 | No word class change <br> For example, big, bigger. | May cause word class change <br> For example, -ment forms noun <br> judgement from verb judge. |
| 2. | Grammatical function <br> For example, the present tense <br> morpheme in waits shows <br> agreement with the subject of the <br> verb. | Lexical function <br> For example, morpheme ful in <br> painful has no particular <br> connection with any other <br> morpheme beyond the word <br> painful. |
| 3. | Typically occur with all <br> members of some large <br> Class of morpheme. For example, <br> the plural $-s$ occurs with most <br> nouns. | Typically occur with only some <br> members of morpheme. <br> For example, The suffix hood <br> occurs such as brother, knight, <br> and neighbor but not with most <br> others. For example, friend, <br> daughter and so on. |
| 4. | Follow derivational morphemes in <br> a word For example, the plural <br> morpheme $-s$ always comes last in <br> a word, as in babysitters. | Precede inflectional morphemes <br> in a word For example, teachers <br> the derivational suffix -er comes <br> before the inflectional suffix -s. |

### 2.3.2 Derivational Affixes

Derivational affixes can be categorized according to their types:

## 1. Form

The first form division concerns placement; before the base or root (prefixes) or following base or root (suffixes).

The second form is distinction concerning the change in the word class; noun to verbs, verbs to adjectives, and so forth.

## 2. Meaning

According to their semantics, this derivational can include the meaning of negative (impolite, illegal), attitude (anti-social), size (megastar, miniseries), or degree (proconsul), locative (foreskin, outdoor), temporal, or order (preschool, reprint), and number (bilingual, triangle).

### 2.3.3 Derivational prefixes

Derivational prefix is a word part placed in front of a root to modify the word's meaning or to construct new word. All prefixes in English are derivational so that all the prefixes in English create new meaning or create new words. ${ }^{20}$ The creation of new meaning can be accompanied by the change part of speech or not ${ }^{21}$. Most prefixes do not change part of speech. The prefix which changes the part of speech, for example, is the prefix en-. The prefix en- changes the bases into verbs. The word enlarge for example, consists of the prefix en- and the base large. The prefix enchanges the adjective large to the new verb enlarge. The prefix en-in the word endanger changes the noun to verb. The prefix $a$ - in aside changes the noun of word side to the adverb aside.

[^5]
### 2.4 Negative prefixes

There are stated different numbers of negatives prefixes by various authors. Plag have described five negative prefixes un-, non-, in-, a-/an-, deand dis-.$^{22}$ Redman Stuart puts un-, im-, il-, ir-, dis-, in-, and mis- into group of negative prefixes. ${ }^{23}$ According to McCarthy and O'dell there are six prefixes categorized as negative prefixes; in-, im-, il-, ir-, $u n$-, and dis-. ${ }^{24}$ Clark and Duncan lists prefixes; un-, in-, non-, anti-, $a$-, dis-, mal-, and mis- among negatives prefixes. ${ }^{25}$ Consider with various kind of negative prefixes above, the writer draws negative prefixes according dzugnova which include prefixes in-, un-, non-, $a$-, dis-, and mis-. ${ }^{26}$

## 1. Prefix in-

The basic meaning of this prefix is 'not"' ${ }^{27}$ For example, word inactive means 'not active". Typically with following words mean negation of their positive qualities; incomplete, inconvenient, inability, inacceptable, inaccurate, informal, incorrect, inadequate, etc.

[^6]The following table 2.2 shows the explanation about prefixes in.
Table 2.2: prefix in-

| PREFIX | EXAMPLE | MEANING |
| :--- | :--- | :--- |
| in- | Incomplete | Not complete. |
|  | Inconvenient | Causing trouble, difficulty, or <br> discomfort; awkward. |
|  | Invisible | Not appear |
|  | Insecure | A unsafe, not firm |
|  | Insignificant | Unimportant. |
|  | Informal | Without formality, not formal. |
|  | Incorrect | Not correct or not true |
|  | Incurable | That cannot be cured |

Negative prefix in- is often used to negative meaning give adjectives and some noun. Negative prefixes in- means ''not, without or lacking'' depends on word that added in-. Prefix in- added to adjectives means 'not'" as in the following example; inacceptable, incompetent, and insufficient.

Prefix in- also can means ''without or lacking '" as in the following words; inaccuracy, inattention, incompatibility, incompetence, innutrition, incomprehension, intolerance, etc.

According to Clark and Duncan and supported with Dzuganova the prefix in-, can have three different forms according to the beginning consonant of the words to which it is added. ${ }^{28}$

1. Before the consonant " $m$ " and " $p$ ", prefix in- becomes "im-". i.e. immature, impatient, imperfect, improper, imbalance etc.

[^7]2. Prefixes "in-" becomes " $i r$-" before the consonant " $r$ ". i.e. irregular, irrelevant, irreplaceable, irresponsible, etc.
3. Prefix in- becomes "il" before consonant " $l$ ". Typically words; illegible, illegal, illogical, illiberal, illiterate.

Table 2.3: prefix in-

| REFIXE | WORD | ASSIMILATION <br> RESULT | MEANING |
| :--- | :--- | :--- | :--- |
| in- | Mature | Immature | 1. Not mature. <br> 2.Undeveloped, <br> esp, emotionally. |
|  | Patient | Impatient | Lacking or showing a lack of <br> patience or tolerance. |
|  | Rational | Irrational | 1. Illogical, unreasonable <br> 2. Not endowed with reason |
|  | Responsible | Irresponsible | Acting or done without due <br> sense of responsibility. |
|  | Legible | Illegible | Not legible |
|  | Legal | Illegal | Not legal |

## 2. Prefix dis-

The second prefix is prefix dis- which is often used with verbs, nouns, and adjective. The prefix dis- attached to verbs is more productive than that attached to nouns and adjectives. ${ }^{29}$

Prefix dis- added to verb means "to reserve of action" as in the following words; disconnect, discontinue (cause of something to come to an end) discourage (take a way somebody' confidence) disintegrate (separate into component part of fragments. Break up), dislocate (disturb the normal

[^8]connection of something especially a joint in the body), disorganize (throw into confusion or disorder), disoriented, dissimilar (not same or unlike), etc. ${ }^{30}$

It also means "without lacking something" if added to adjective as in the following words; disinterested (lack of interest), dissociable, disproportion (lack of proportion or being out of proportion), dissent (lack of agreement; to disagree). From those examples this prefix is called pejorative prefixes. ${ }^{31}$

In addition not only verbs and adjectives, prefix dis- also can be added to abstract nouns, for example, disobedience (disobeying, rebellious), disbelief (be unable or unwilling to believe), and displeasure (make upset or angry ; annoy), etc. ${ }^{32}$

To make it clear, the following table 2.4 can show the use of prefix dis-.

## Table 2.4: prefix dis-

| PREFIX | WORD | MEANING |
| :--- | :--- | :--- |
| dis- | disconnect (verb) | Break the connection off. |
|  | discontinue (verb) | Come or bring to an end (a <br> discontinued line). |
|  | disinterested (adj) | Impartial; uninterested. |
|  | disobedient (adj) | Disobeying; rebellious. |
|  | disloyal (adj) | Not loyal; unfaithful. |
|  | disbelief (noun) | Be unable or unwilling to <br> believe; be skeptical. |

[^9]
## 3. Prefix un-

The prefix un- is the negative English prefix used for negation. Fromkin calls this derivation antonym or negative. ${ }^{33}$ It has basic meaning "not", "the opposite of". Thus unhappy means "not happy". The negative prefix un- usually used to simple adjectives e.g. unclean (not clean), unfair (not fair, just or not impartial), etc. First, Denominal derivative characterized by the suffixes; -ed, -y, -ful, -ly, -al, -ish, and (i)-ous. ${ }^{34}$ Typically words are; unexpected, unprecedented, unprejudiced, unprincipled, unprivileged; unguilty, unhealthy, unworthy, uneasy, untidy, unhappy, unbloodied, unlucky, unfatherly, unmotherly, unwomanly; unfruitful, unconditional, unconventional, uncircumstantial, unselfish, unadventurous, unceremonious, uneducated ${ }^{35}$. The second is Deverbal derivatives. These derivatives are likewise common with Denominal derivative. All words are formed with suffix -able. ${ }^{36}$ Typically words are; unbelievable, unbearable, unacceptable, unachievable, unadvisable, etc.

[^10]The following table 2.5 shows that prefix un- can be used for changing words qualities into negative qualities.

Prefix un- added to verb can form verb indicating:

1. The reversal or cancellation of an action or state. ${ }^{37}$ For example; undress (take of one's cloth), unlock (release the lock of the door), unsettle (disturb the settled state or arrangement or discompose).
2. Deprivation or separation. Typically words; unmask (remove the mask from), uncover (remove something that covering something).
3. Release from. For example unburden (relieve a burden), uncage (release from cage). ${ }^{38}$

Table 2.5: prefix $u$ -

| PREFIX | WORD | MEANING |
| :---: | :--- | :--- |
| un- | Unwise (adj) | foolish, imprudent |
|  | Unafraid(adj) | Not afraid |
|  | Unfit (adj) | Not fit |
|  | Unlock (verb) | Release the lock of the <br> door |
|  | Unmask(verb) | A remove the mask from |
|  | Unbelievable (adj) | Not believable |
|  | Unacceptable (adj) | Not acceptable |

[^11]
## 4. Prefix non-

The origin of the prefix non- is from latin word "non" which means "not". This prefix non- means "not" or "absence of something" and can be used with adjectives, adverbs, and nouns. ${ }^{39}$ E.g. Nonstop, noninterference, nonessential (not necessary), non-drip (non paint), non-existent (not existing or not continuance in life or being), non-alcoholic (containing no alcohol), non-smoker (person does not smoke, where smoking is forbidden), nonreader etc.

We probably find or notice the prefix non- is written with hyphen (-). In order text, the text books, dictionaries, and another material the prefix non- is strictly written with hyphen.

Today more and more the prefix non- written together with word it negates or written without using a hyphen. e.g. nonessential, nonsense, non existence, etc. to make it clear we can see the following table 2.6.

Table 2.6: prefix non-

| PRFIX | WORD | MEANING |
| :--- | :--- | :--- |
| non- | non- fiction | Literary work other than fiction |
|  | non-smoker(noun) | 1 person does not smoke. 2 train <br> compartment, etc. where smoking <br> is forbidden. |
|  |  | Non essential (adj) |
|  | Non-existent (adj) | Not essential |

[^12]
## 5. Prefix $a$ - and $a n$ -

The negative prefix $a$-represent Greek $a$ - (alpha privatium), which is ultimately the same as English negative un- and means either "without", "lacking for something", or not. The Greek prefix $a$ - becomes an- before vowels, including aspirated vowels. ${ }^{40}$ For example: aneroid, anorchism, anaerobe, anesthesia, anangular, anallagmatic, anovulation, anorchidism, anoetic, anecdote, anonymous, anaemic, anarchy.

From English explanations we can see that the negative prefixes $a$ combined with word steam to express inability, absence, anomaly, disability, or loss of something. ${ }^{41}$ It is also used in adjective derived from nouns e.g. abasic, acardiac, accellular, acholic, achromatic (without color), adendritic, afetal, agraphic, alexit, amoral (without moral principles), anemic (suffering from anemia), aseptic, asexual, asymmetric, etc. Very rarely it combines with verb as in anoxiate, anesthetize, or adverb created from adjectives, e.g. asexually, asymmetrically,etc.

The negative prefixes $a$ - is used mostly in scientific terminology, especially in the medical and nature science. ${ }^{42}$ Most the above mentioned terms have no positive counterpart, and their meaning is clear first of all

[^13]using in physicians and scientist. ${ }^{43}$ It is important not to confuse the negative a- prefix with other homonymic prefixes that also begin with letter $a$-, but are of Latin or English origins and have completely different meaning.

The table 7 shows the example of some words that can be added with prefix $a$-.

Table 2.7: prefix $a$ -

| PREFFIX | WORD | MEANING |
| :--- | :--- | :--- |
| a-lan- | Apolitical (adj) | Not interested in or concerned with <br> politics |
|  | Asymmetry <br> (noun) | Lack of symmetry |
|  | Asexual (adj) | 1 without sex, sexual organs, or <br> sexuality |
|  | Achromatic <br> (adj) | Without color |
|  | Anaerobe | Without oxygen or free oxygen |
|  | Anesthesia | Lose of sensation to touch or pain |

## 6. prefix mis-

The Oxford Encyclopedic English dictionary states that This prefix means bad or badly and wrong, typically words are misformation, misguide (mistaken in though or action), miscarriage, misanthropy, misogyny, in native words, old English mis- cognate with old Frisian, old Saxon, middle Dutch, and modern Dutch mis-. ${ }^{44}$ In borrowed words, Middle English mis-

[^14]borrowed from old French mes-, from Frankish (Compare Old German missa-, missi-, mis-).

Study the example in following table 2.8 can help us in understanding in using prefix mis-.

Table 2.8: prefix mis-

| PREFIX | WORD | MEANING |
| :--- | :--- | :--- |
| mis- | Miscommunication (noun) | Communication wrongly |
|  | Misunderstanding (noun) | Wrong understanding |
|  | Misguided (adj) | Mistaken in thought or action |
|  | Mispronounce (verb) | Mispronunciation |

## B. Previous Studies

Here, the researcher reviews some previouse studies which are related to this study as follows.

1. Akinmade Timothy wrote an article entitled "Morphological Errors in the English Usage of Some Nigerian". This paper examines the morphological errors in the English usage of some senior secondary school pupils in Nigeria. The subjects in the study were 250 Senior Secondary School Two (SSS2) pupils drawn from some schools in Osun and Ondo States. The elicitation techniques were essay writing and a rewriting exercise in addition to the errors observed in their spoken English. The study revealed that (a) the pupils' competence in English morphology is very low and (b) the errors were caused by such factors as the inconsistency in the morphological rules of English, overgeneralization of rules, misapplication
of rules as well as the interference of the subjects' mother tongue on English. ${ }^{45}$
2. The second study is done by Kim Choolo with his experimental study entitled "Vocabulary Acquisition with Affixation: Learning English Based on Prefixes \& Suffixes". This study was designed to investigate vocabulary learning. The result of his research is affixation knowledge is effective in improving the students' vocabulary knowledge. It is proven by the improvement of students' vocabulary knowledge in the post test. There was a significant difference in the average score for the 30 days vocabulary tests of EG (Experimental Group) ( $\mathrm{M}=7.39, \mathrm{SD}=1.07$ ) and those of NEG (Non Experimental Group) ( $\mathrm{M}=6.01, \mathrm{SD}=1.33$ ). It means that affixation knowledge in learning English words was significantly more effective based on the results. ${ }^{46}$
3. Reima Aljarf conducted the research entitled "Teaching English WordFormation Processes to Translation students". The result of the research is the typical student scored $75 \%$ on the post-test and $17.5 \%$ on the pre-test. Comparisons of the mean scores of the pre- and post-tests showed significant differences in understanding the course material, ability to identify, distinguish, and apply the English and Arabic word formation and
[^15]Arabization processes and strategies. This means that instruction in English and Arabic word-formation processes proven to be effectived in developing students' awareness of the similarities and differences between English and Arabic and enhancing students' skills in translating technical terms and lexical items accurately based on students' knowledge of those word formation processes. ${ }^{47}$
4. Alifanurul Barokah wrote a thesis entitled Analysis Derivational Words Found in Articles of Cool and Smart Magazine Published on May, 2011 as a Contribution in Teaching Morphology. His study was conducted to find out the derivational words found in the articles of Cool and Smart Magazine published on May, 2011, to find out the word class of derivational words, and to find out the meaning of derivational words. The result of the study shows that there are 36 derivational words from of noun, such as civilization, signature, freedom, making and user; 6 derivational words from of verb, such as, dissolve, decorate; 30 derivational words from of adjective, for example, African, dangerous, personal and amazing; 15 words from of adverb such as, generally, usually, appropriately, and easily. 48

[^16]5. Sri Romadhon Eko Yuliyanti with her thesis entitled The Analysis of Derivational Process of English Nouns as Found in some of the Jakarta Post Articles (Published on January, 2nd 2012). In her research she is eager to analyze derivational process of English nouns as found in some of the Jakarta post articles (published on January, 2nd 2012). This research discussed about the process of English noun words that added by derivational affixes in the some of the Jakarta post articles. This research used library research. Focusing on the problem statements, there are five cases. They are what are the derived nouns found in some of the Jakarta post articles, does the process of affixation change the category of the base words, do the new derived words change in the meaning, do the affixations occur in the specific root and what are the categories of the derived noun. The result of her study is she found 90 English nouns add trough derivational process. There are megawatt, disincentives*, discontent, nonEuropean, immigrant, undertaking, and etc. A lot of number word of verbs, adjective, and nouns which derives a new English noun. And the last the derivational processes of English nouns have changes the meaning all of the new words from the original words. ${ }^{49}$
6. Dwi Eddy Sholichin conducted a field research about An Error Analysis in Changing Verbs into Nouns Made by The Tenth Students of SMAN 1

[^17]Batangan Pati in the Academic year of 2008/2009. The population was the tenth year students of SMAN 1 Batangan which 42 students were choose as the samples. And the result of his study shows that there are 5, 3\% or 155 errors made by the students in using suffix -ance. $5,2 \%$ or 108 errors in using suffix -or, $4.76 \%$ or 107 errors in using suffix -ence, 5\% or 101 errors in using suffix -ment, and suffix -ant, $4.09 \%$ or 76 errors in using suffix -er, $2.76 \%$ or 59 errors in using suffix-ur and suffix -ry, $2.73 \%$ or 58 errors in using suffix- age, $2.8 \%$ or 55 errors in using suffix- ion and suffix -ent, $2.57 \%$ or 52 errors in using suffix -ist, and $1.95 \%$ or 39 errors in using suffix $-\mathrm{al} .{ }^{50}$
7. The previouse study has been done by Ning Mulia (State University of Surabaya, 2010), entitled "An Analysis of the Errors on the Derivational Affixes Found in the Students' Writing". In her research, she focused on the types of derivational affix errors and the causes that are factors which have influenced to the occurrence of derivational affix errors. She described and counted the errors based on the causes of derivational affix errors.
8. The next is a research concerning Morphology by Ririn Kusumawati with her study entitled Morphological Error Found in the English Essays of the Fifth Semester Students of English Letters and Language. This study investigates morphological error in the essays of the fifth semester students

[^18]of English Letters and Language Department of UIN Malang in 2008. The objectives of this study are to find out the kinds of morphological error in students' writings and describe the dominant morphological error found. The result of this study shows that there are several morphological errors in English student's essays of UIN Malang in the fifth semester (2008). The researcher found all types of morphological error in students' writings, they are; Omission, addition, misformation and misordering except contain morpheme and article which belong to the branch of omission. The total number of morphological errors is 61 times. Based on the findings, she found that the most dominant kind of morphological error is omission with 25 times used or $40.98 \%{ }^{51}$

Most of the previous research above analyzed about some component of morphological items such as affixes, Inflectional and derivational dealing with linguistics categories such as phonology and syntax. Nevertheless, the researcher wants to focus on analyzing the mistakes in using negative prefixes by students.

[^19]
[^0]:    ${ }^{10}$ Ibid

[^1]:    ${ }^{11}$ Heidi Dulay, Language Two (New York: Oxford University, 1982) p. 146
    ${ }^{12}$ Ibid., p. 147

[^2]:    ${ }^{13}$ Ibid., p. 150
    ${ }^{14}$ Ibid., p. 154
    ${ }^{15}$ Ibid., p. 156
    ${ }^{16}$ Ibid., p. 158

[^3]:    ${ }^{17}$ Ibid., p. 162
    ${ }^{18}$ Ingo Plag, Word Formation in English (Cambridge: Cambridge University Press, 2002) p. 9

[^4]:    ${ }^{19}$ Thomas E. Payne, Exploring Language Structure, (New York: Cambridge University Press, 2006) p 39.

[^5]:    ${ }^{20}$ ibid
    ${ }^{21}$ ibid

[^6]:    ${ }^{22}$ Ingo Plag, Word Formation in English (Cambridge: Cambridge University Press, 2002) p. 99-100.
    ${ }^{23}$ Stuart Redman, English Vocabulary in Use Pre-intermediate \& Intermediate (Cambridge: Cambridge University Press,2000).P. 123
    ${ }^{24}$ Michael McCarty - O'Dell Felicity, English Vocabulary in Use (Cambridge: Cambridge University Press, 1994) P. 24
    ${ }^{25}$ Ryamond Clark - L. Duncan Janie, Getting AFFix on Vocabulary: Using Words in the News. (Vermont: Pro Lingua Associates, 2000)
    ${ }^{26}$ ibid
    ${ }^{27}$. Ingo Plag, Word Formation in English (Cambridge: Cambridge University Press, 2002) p.100.

[^7]:    ${ }^{28}$ B. Dzuganova, "Negative Affixes in Medical English. Bratisl Lek Listy: 2006, 107 (08): 332-335 (online), http//www.pdfgeni.com/negative prefixes)

[^8]:    ${ }^{29}$ Bauer, Laurie. English Word Formation, (New York: Cambridge University Press, 1983) p. 220

[^9]:    ${ }^{30}$ Donka Minkova,Robert Stockwell, English word history and structure 2th edition, (Cambridge: Cambridge University Press, 2009) p. 156
    ${ }^{31}$ Ibid
    ${ }^{32}$ B. Dzuganova, "Negative Affixes in Medical English. Bratisl Lek Listy: 2006, 107 (08): 332-335 (online), http//www.pdfgeni.com/negative prefixes) p. 333

[^10]:    ${ }^{33}$ Fromkin, Victoria A, An Introduction to Language (Sydney: Harcourt Brace Jovanovich, Pty Limited. 1990) p. 130
    ${ }^{34}$ Fromkin, Victoria A, An Introduction to Language (Sydney: Harcourt Brace Jovanovich, Pty Limited. 1990) p. 131
    ${ }^{35}$ Fromkin, Victoria A, An Introduction to Language (Sydney: Harcourt Brace Jovanovich, Pty Limited. 1990) p. 132
    ${ }^{36}$ ibid

[^11]:    ${ }^{37}$ Angus Stevenson, Oxford Dictionary of English, (New York: Oxford University Press, 2005) p. 1927
    ${ }^{38}$ ibid

[^12]:    ${ }^{39}$ Randolph Quirk et al., A Comprehensive Grammar of the English Language, (New York: Long Man, 1985) 153

[^13]:    ${ }^{40}$ B. Dzuganova, "Negative Affixes in Medical English. Bratisl Lek Listy: 2006, 107 (08): 332-335 (online), http//www.pdfgeni.com/negative prefixes) p. 333
    ${ }^{41}$ ibid
    ${ }^{42}$ B. Dzuganova, "Negative Affixes in Medical English. Bratisl Lek Listy: 2006, 107 (08): 332-335 (online), http//www.pdfgeni.com/negative prefixes) p. 334

[^14]:    ${ }^{43}$ ibid
    ${ }^{44}$ The Oxford Encyclopedic English Dictionary, (Oxford University Press, 1991)

[^15]:    ${ }^{45}$ Akinmade Timothy, Thesis: Morphological Errors in the English Usage of Some Nigerian Learners: Causes and Remedies, (Obafemi Awolowo University, 2011) accessed on September 9, 2014 http://www.google.co.id
    ${ }^{46}$ Choolo, Kim, Vocabulary Acquisition with Affixation: Learning English Based on Prefixes \& Suffixes", (University of Hawai‘i at Mānoa) accessed on September 09, 2014.

[^16]:    ${ }^{47}$ Reima Al-Jarf, Teaching English Word-Formation Processes to Translation students, (King Saud University: Saudi Arabia), no.2, 2011, 160-173.
    ${ }^{48}$ Alifanurul Barokah, Analysis Derivational Words Found in Articles of Cool and Smart Magazine Published on May, 2011 as a Contribution in Teaching Morphology, (Undergraduate Thesis, IKIP PGRI Semarang, 2011)

[^17]:    ${ }^{49}$ Sri Romadhon Eko Yuliyanti, The Analysis of Derivational Process of English Nouns as Found in Some of the Jakarta Post Articles, (Published on January,2nd 2012), (Ungraduated Thesis, Sate Islamic Studies Institute STAIN Salatiga, 2012) http://ri.search.yahoo.com/

[^18]:    ${ }^{50}$ Dwi Eddy Sholichin, an error analysis in changing verbs into nouns made by the tenth students of SMAN 1 Batangan Pati in the academic year of 2008/2009, (Ungraduated Thesis, IKIP PGRI Semarang, 2009)

[^19]:    ${ }^{51}$ Ririn Kusumawati, Morphological Error Found in the English Essays of the Fifth Semester Students of English Letters and Language.(Undergraduate Thesis, Universitas Islam Negri Malang. 2010)

