

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the research finding and discussion which is covered during this research. The result of the research finding is used to answer the research questions. The researcher presents the process of analyzing data and also discusses the result of data analysis to obtain information about data description, the kinds of misformation error, the most frequent of misformation error, and discussion.

A. Research finding

The research finding covered the types of misinformation errors in using negative prefixes. The number of sample was 30 students in which they were given the test consisted of 25 items focusing on six negative prefix “*dis-*, *mis-*, *in-*, *un-*, *non-*, and *a-*.”

1. Misinformation Error in Using Negative Prefixes

Having collected, identified, classified and analyzed the data, the researcher finds the misinformation error from the result of the test by students of English Teacher Education Department at UIN Sunan Ampel Surabaya Academy year 2012. The result of this study shows that all the types of negative prefixes have the misinformation errors. The researcher shows the result of the study on the table in order to get clear view of the misinformation errors made by the sixth semester students of English Teacher Education Department at UIN

Table 2

| Misformation of prefix non- | Correction | No. of Error |
|--|---|--------------|
| You aren't member of the club. You are <u>unmember.</u> | You aren't member of the club. You are <u>nonmember.</u> | 10 |

The underlined word belongs to misformation error because the student used the prefix *un-* for substituting prefix *non-*, in order to form a noun the students should change the prefix *un-* into prefix *non-*. The underlined word should be reconstructed as "You aren't a member of the club. You are *nonmember*".

Table 3

| Misformation of Prefix a- | Correction | No. of Error |
|--|---|--------------|
| It is an <u>untypical</u> of her to eat before brushing her teeth. | It is an <u>atypical</u> of her to eat before brushing her teeth. | 20 |
| Oh, come on. You must agree this is absolutely <u>unmoral.</u> | Oh, come on. You must agree this is absolutely <u>amoral</u> | 4 |

The underlined words belongs to misformation error because the student used the prefix *un-* for substituting prefix *a-*. Prefix *un-* is not appropriate prefix to use in the underlined word. The student should used prefix *a-* in order to form the underline word into adjectives. The prefix *a-* is a derivational morpheme which can be attached to adjectives to form new

Table 5

| Misformation of Prefix in- | Correction | No. of Error |
|---|---|--------------|
| Are you <u>unsane</u> ? If you do this jump you're going to die. | Are you <u>insane</u> ? If you do this jump you're going to die. | 2 |
| I believe this information is <u>unaccurate</u> . This can't be true. | I believe this information is <u>inaccurate</u> . This can't be true. | 4 |

The underlined words belongs to misformation error because the student used the prefix *un-* for substituting Prefix *in-* as showed above. Prefix *in-* should be used in the underlined word in order to form a new adjectives with several meaning. The new adjective is indicated by the change of meaning 'not' in the derived word. In this case the meaning of this prefix is 'not' as in words "sane" becomes "insane" and "accurate" becomes "inaccurate".

Table 6

| Misformation of prefix im- | Correction | No. of Error |
|---|---|--------------|
| I hate to wait in queues. I'm too <u>unpatient</u> | I hate to wait in queues. I'm too <u>impatient</u> | 2 |
| The pretest was <u>unperfect</u> but the retest was perfect. | The pretest was <u>imperfect</u> but the retest was perfect. | 8 |
| I find it highly <u>unprobable</u> that he will come to your party. He doesn't like crowds. | I find it highly <u>improbable</u> that he will come to your party. He doesn't like crowds. | 9 |

Table 8

| Misformation of prefix <i>il-</i> | Correction | No. of Error |
|---|---|--------------|
| Her arguments don't make sense. They're completely <u>unlogical</u> . | Her arguments don't make sense. They're completely <u>illogical</u> . | 10 |
| They're always calling him names. They say he's an <u>unlegitimate</u> son. | They're always calling him names. They say he's an <u>illegitimate</u> son. | 6 |

The underlined words belongs to misformation error because the student used the prefix *un-* for substituting prefix *il-* to change the word “logical” and legitimate. The students should be change the prefix *un-* into prefix *il-* which assimilated from prefix *in-*, because the first consonant of adjectives word is “l”. So the underlined words should be reconstructed as “logical” + prefix *in-* becomes “illogical” and “legitimate” + prefix *in-* becomes “illegitimate”.

Based on the table 4.1 it can be concluded that the number of misformation error ware made by students in employing negative prefix *un-* is 50,21%. The result of data analysis showed that 124 errors of misformation in employing negative prefix *un-*. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there were nine types misformation error; they were misformation of prefix *dis-* 16 , prefix *non-* 10, prefix *a-* 24, prefix *mis-* 19, prefix *in-* 6, prefix *im-* 19 , prefix *ir-* 14, and prefix *il-* 16.

Students made misinformation errors of negative prefix *un-* because the students used the prefix *un-* for substituting negative prefix *dis-*, *mis-*, *non-*, *a-*, *im-*, *il-*, and *ir-* to create the negative meaning of the word. Whereas it shouldn't used prefix *un-*, but to create the negative meaning of the word students should know the appropriate prefix. There are two kinds of the prefix *un-* in English. The first is attached to adjectives to form new adjectives, and the second is attached to verbs to form new verbs. The prefix *un-* attached to adjectives means 'not' to give the negative meaning of the word. In this case students assume that the negative prefix *un-* can be used to negating the meaning of the word

1.2 Misinformation errors in employing negative prefix non-

Table 4.2

Misformation Error in Employing Negative Prefix *non-*

Table 1

| Misformation of prefix dis- | Correction | No. of Error |
|---|---|--------------|
| My keys seem to have <u>nonappeared</u> . I can't find them anywhere! | My keys seem to have <u>disappeared</u> . I can't find them anywhere! | 3 |

The underline word belongs to misinformation error because the students used prefix *non-* for substituting prefix *dis-* as showed above to negating the meaning of word. The student should be used prefix *dis-*. In word “appeared” the prefix *dis-* is a derivational morpheme which can be

an adjectives word “ungrateful”. And prefix *un-* also can attach to verb to form a verb as in “pack” is a verb becomes a new verb with different meaning “unpack”.

Table 3

| Misformation of Prefix a- | Correction | No. of Error |
|--|--|--------------|
| It is an <u>nontypical</u> of her to eat before brushing her teeth. | It is an <u>atypical</u> of her to eat before brushing her teeth. | 3 |

The underlined word above belongs to misinformation error because the students used prefix *non-* for substituting prefix *a-*, the student should change the prefix *non-* into prefix *a-*. In word “typical” the prefix *a-* is a derivational morpheme which can be attached to adjectives to form new adjectives with negative meaning, and the word “typical” becomes “atypical”.

Table 4

| Misformation of Prefix mis- | Correction | No. of Error |
|---|---|--------------|
| The BBC tries to avoid <u>nonpronouncing</u> foreign words. | The BBC tries to avoid <u>mispronouncing</u> foreign words. | 1 |
| Mr. John claimed that the president had been misled and <u>noninformed</u> by his adviser. | Mr. John claimed that the president had been misled and <u>misinformed</u> by his adviser. | 4 |

Table 6

| Misformation of prefix <i>im-</i> | Correction | No. of Error |
|---|--|--------------|
| The pretest was <u>nonperfect</u> but the retest was perfect. | The pretest was <u>imperfect</u> but the retest was perfect. | 1 |

The underlined words belongs to misformation error because the student used the prefix *non-* for substituting prefix *im-* to change the word “perfect”. The students should be change the prefix *non-* into prefix *im-* which assimilated from prefix *in-*, because the first consonant of adjectives word is “p”. So the underlined words should be reconstructed as “perfect”+ prefix *in-* becomes “imperfect”.

Table 7

| Misformation of prefix <i>il-</i> | Correction | No. of Error |
|---|---|--------------|
| They’re always calling him names. They say he’s an <u>nonlegitimate</u> son. | They’re always calling him names. They say he’s an <u>illegitimate</u> son. | 6 |

The underlined words belong to misformation error because the student used the prefix *non-* for substituting prefixes *il-* to change the word “logical”. The students should be change the prefix *non-* into prefix *il-* which assimilated from prefix *in-*, because the first consonant of adjectives word is

“I”. So the underlined words should be reconstructed as “logical” + prefix *in-* becomes “illogical”.

Based on the table 4.2 it can be concluded that the number of misformation error were made by students in employing negative prefix *non-* is 10, 11%. The result of data analysis showed that 25 errors of misformation in employing negative prefix *non-*. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there were seventh types misformation error; they were misformation of prefix *dis-* 3, prefix *un-* 6, prefix *a-* 3, prefix *mis-* 5, prefix *in-* 1, prefix *im-* 1, and prefix *il-* 6.

Students made misinformation errors of negative prefix *non-* because the students used the prefix *non-* for substituting negative prefix *dis-*, *mis-*, *un-*, *a-*, *im-* and *il-* to create the negative meaning of the word. Whereas it shouldn't used prefix *non-*, but to create the negative meaning of the word students should know the appropriate prefix. This prefix *non-* means “not” or “absence of something” and can be used with adjectives, adverbs, and nouns.

Table 2

| Misformation of Prefix <i>mis-</i> | Correction | No. of Error |
|--|--|--------------|
| The BBC tries to avoid <u>dispronouncing</u> foreign words. | The BBC tries to avoid <u>mispronouncing</u> foreign words. | 5 |
| Mr. John claimed that the president had been misled and <u>disinformed</u> by his adviser. | Mr. John claimed that the president had been misled and <u>misinformed</u> by his adviser. | 4 |
| I think I've <u>disunderstood</u> . Could you please repeat the directions? | I think I've <u>misunderstood</u> . Could you please repeat the directions? | 2 |

The underlined words belong to misformation error because the student used the prefix *dis-* for substituting Prefix *mis-* as showed above. Prefix *mis-* should be used in the underlined word in order to form a new verb with several meaning. The prefix *mis-* is the derivational bound morpheme attached to verbs to form new verbs. The new verb is indicated by the change of meaning. In this case, the prefix *mis-* brings the basic meaning 'wrong' to the verb as in words "pronouncing" becomes "mispronouncing", the word "informed" becomes "misinformed", and understood becomes misunderstood.

Table 3

| Misformation of prefix <i>im-</i> | Correction | No. of Error |
|--|---|--------------|
| I find it highly <u>disprobable</u> that he will come to your party. He doesn't like crowds. | I find it highly <u>improbable</u> that he will come to your party. He doesn't like crowds. | 1 |

The underlined word belongs to misformation error because the student used the prefix *dis-* for substituting prefix *im-* to change the underlined words. The students should be change the prefix *dis-* into prefix *im-* which assimilated from prefix *in-*, because the first consonant of adjectives word is “p”. So the underlined words should be reconstructed as “probable” + prefix *in-* becomes “improbable”.

Based on the table 4.3 it can be concluded that the number of misformation error were made by students in employing negative prefix *dis-* is 11, 33%. The result of data analysis showed that 28 errors of misformation in employing negative prefix *dis-*. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there were three types of misformation error; they were misformation of prefix *un-* 16, *mis-* 11, prefix *im-* 1.

Students made misformation errors of negative prefix *dis-* because the students used the prefix *dis-* for substituting negative prefix *un-*, *mis-*, *im-* to create the negative meaning of the word. Whereas it shouldn't used prefix

dis-, but to create the negative meaning of the word students should know the appropriate prefix. The prefix *dis-* is a derivational morpheme which can be attached to verbs to form new verbs, The prefix *dis-* can be attached to nouns to form new nouns, and The prefix *dis-* can also be attached to adjectives to form new adjectives. In this case, the prefix *dis-* brings the basic meaning 'not' to the adjectives. The prefix *dis-* attached to verbs are more productive than that attached to nouns and adjectives. ¹

1.5 Misinformation errors in employing negative prefix *mis-*

Table 4.5

Misinformation Error in Employing Negative Prefix *mis-*

Table 1

| Misinformation of prefix dis- | Correction | No. of Error |
|--|--|--------------|
| I find it highly <u>misregard</u> that he will come to your party. He doesn't like crowds. | I find it highly <u>disregard</u> that he will come to your party. He doesn't like crowds. | 5 |

The underline word belongs to misinformation error because the students used the prefix *mis-* for substituting prefix *dis-*. Prefix *dis-* should be used in the word. In word “regard” the prefix *dis-* attached to nouns to form new

¹ Bauer, Laurie, *English Word Formation*, (New York: Cambridge University Press, 1983) P.220

adjectives with negative meaning, and in word “complicated” is an
adjectives + prefix un- becomes a new adjectives word with negative
meaning “uncomplicated”.

Table 2

| Misformation of prefix dis- | Correction | No. of Error |
|--|---|--------------|
| It was such a <u>incouraging</u> experience | It was such a <u>discouraging</u> experience | 2 |

The underline word belongs to misinformation error because the students used the prefix *in-* for substituting prefix *dis-*. Prefix *dis-* should be used in those words. In word “*couraging*” the prefix *dis-* attached to adjectives to form new adjectives “*dicouraging*”. In this case the prefix *dis-* brings the basic meaning ‘not’ to the new word as noun, verb and adjective.

Table 3

| Misformation of prefix im- | Correction | No. of Error |
|--|--|--------------|
| I find it highly <u>improbable</u> that he will come to your party. He doesn't like crowds. | I find it highly <u>improbable</u> that he will come to your party. He doesn't like crowds. | 1 |
| The pretest was <u>imperfect</u> but the retest was perfect. | The pretest was <u>imperfect</u> but the retest was perfect. | 3 |

The underlined words belongs to misformation error because the student used the prefix *in-* for substituting prefix *im-* to change the words “probable” and “perfect”. The students should be change the prefix *in-* into prefix *im-* which assimilated from prefix *in-*, because the first consonant of adjectives word is “p”. So the underlined words should be reconstructed as “probable + prefix *in* becomes “improbable” and the word “perfect”+ prefix *in-* becomes “imperfect”.

Table 4

| Misformation of Prefix <i>ir-</i> | Correction | No. of Error |
|---|--|--------------|
| John spent the whole class making <u>inrelevant</u> remarks. I wish the teacher would have shut him up. | John spent the whole class making <u>irrelevant</u> remarks. I wish the teacher would have shut him up | 2 |

The underlined word above belongs to misformation error because the students used prefix *in-* for substituting prefix *ir-*, to change word “relevant”. The student should change the prefix *in-* into prefix *ir-*, which assimilated from prefix *in-*. Because the first consonant of adjectives word is “r”, so the underlined words should be reconstructed as “relevant”+ prefix *in-* becomes “irrelevant”.

Table 5

| Misformation of prefix <i>il-</i> | Correction | No. of Error |
|---|---|--------------|
| They’re always calling him names. They say he’s an <u>inlegitimate</u> son. | They’re always calling him names. They say he’s an <u>illegitimate</u> son. | 6 |

negative meaning of the word. Whereas it shouldn't used prefix *ir-*. But to create the negative meaning of the word students should know the appropriate prefix.

1.8 Misformation errors in employing negative prefix *im-*

Table 4.8

Misinformation Error in Employing Negative Prefix *im-*

Table 1

| Misformation of prefix un- | Correction | No. Of Error |
|--|--|--------------|
| I can't go out today. I just got back from vacation and I really need <u>impack</u> . | I can't go out today. I just got back from vacation and I really need <u>unpack</u> . | 6 |

The underlined word above belongs to misformation error because the students used prefix *im-* for substituting prefix *un-*, as showed above to form an adjective with negative meaning. The student should be used prefix *un-* because the prefix *un-* can attach to verb to form new verb with different meaning. So the underlined words should be reconstructed as prefix *un-* attach the word “pack” becomes “unpack”.

| Misformation of prefix a- | Correction | No. of Error |
|--|--|--------------|
| Oh, come on. You must agree this is absolutely imoral . | Oh, come on. You must agree this is absolutely amoral . | 13 |

Students made misinformation errors of negative prefix *il-* because the students used the prefix *il-* for substituting negative prefix, *un-*, to create the negative meaning of the word. Whereas it shouldn't used prefix *il-*. But to create the negative meaning of the word students should know the appropriate prefix.

2. the Most Dominant Error in Employing Negative Prefixes

Table 4.10

The Total Number of Error in Employing Negative Prefixes Based on the Type of Error and the percentage

| Prefix | Frequency | Percentage |
|--------|-----------|------------|
| Un- | 124 | 50, 21% |
| Non- | 25 | 10, 11% |
| a- | 2 | 0, 81% |
| Dis- | 28 | 11, 34% |
| Mis- | 12 | 4, 86% |
| In- | 18 | 7, 28% |
| Ir- | 13 | 5, 26% |
| Im- | 19 | 7, 7% |
| Il- | 6 | 2, 43% |
| Total | 247 | 100% |

After studying and classifying the error, the next step was to present the data quantitatively it was to know the frequency of occurrence of each type of

the students have mastered the material that is being taught by teacher or not. It is also as a mean to measure the teacher's success in teaching the material.

This research was about misinformation error in using negative prefix made by six semester students of English Department at UIN Sunan Ampel Surabaya. It focuses on what is misinformation errors made by students in employing negative prefixes and in what prefixes that student often made misinformation error.

Based on the description of data display above, the writer notices most of students make errors in their answer sheets. It can be seen that most error occurred in misinformation, the total number of error was 248. as stated by Dulay that misinformation indicates that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his/her way to the target language proficiency.²This means that the learners have wrong concept in applying the grammatical rules in using negative prefixes, so that, they misform in applying negative prefixes.

The total number of error was 248 in which the frequent error was in negative prefix *un-* (50, 21%). The researcher also found the least errors made by six semester students on employing negative prefixes was in negative prefix *a-* (0,81%).

² *ibid.*.... p. 163

Student usually made misformation errors in learning English and it was caused by some factors. In employing negative prefix, this matter becomes common thing, because the students cannot always employ the formation to change the word qualities. The students have to memorize or do more practice to avoid errors.

From the analysis of result of the test, it can assume that error came from outside and inside aspects which were caused by context of intralingual transfer. Error in employing negative prefixes may be caused by intralingual transfer. That refers to the incomplete mastery of learning that target language (English). The most frequent error who made by the students was error in employing negative prefix *un-*. In this case, the students made error because they still got difficulties in employing negative prefix *un-* with appropriate word in the sentence construction and they didn't understand the concept or the rules in employing prefixes.

The teaching learning process might also influence the student's error in employing negative prefixes. Teaching learning process refers to the teaching learning process with the materials. The students made errors because the misleading explanation or unclear explanation from the teacher and because the teaching methods were not interesting or in explaining the material the teacher explain too fast and they don't care weather the students understand the material or not.