#### **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 misformation 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. Misformation Error in Using Negative Prefixes

Having collected, identified, classified and analyzed the data, the researcher finds the misformation 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 misformation errors. The researcher shows the result of the study on the table in order to get clear view of the misformation errors made by the sixth semester students of English Teacher Education Department at UIN

Sunan Ampel Surabaya Academy year 2012, in doing the test including six types of negative prefixes.

# 1.1 Misformation errors in employing negative prefix un-

Table 4.1 Misformation Error in Employing Negative Prefix un-

Table 1

Misformation of prefix dis-	Correction	No. of
		Error
I find it highly <b>unregard</b> that he	I find it highly <b>disregard</b> that he will	7
will come to your party. He	come to your party. He doesn't like	
doesn't like crowds.	crowds.	
My keys seem to have	My keys seem to have disappeared. I	6
unappeared. I can't find them	can't find them anywhere!	
anywhere!		
It was such a uncouraging	It was such a discouraging experience	3
experience		

The underline words belongs to misformation error because the students used the prefix *un*- for substituting prefix *dis*-. Prefix *dis*- should be used in those words. In word "regard" the prefix *dis*- attached to nouns to form new nouns "disregard". In word "appeared" The prefix *dis*- is a derivational morpheme which can be attached to verbs to form new verbs, "disappeared". In word "courage" The prefix *dis*- can also be attached to adjectives to form new adjectives, "discouraging". In this case the prefix *dis*-brings the basic meaning 'not' to the new word as noun, verb and adjective.

Table 2

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

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 <b>untypical</b> of her to eat	It is an <b>atypical</b> of her to eat before	20
before brushing her teeth.	brushing her teeth.	
Oh, come on. You must agree	Oh, come on. You must agree this is	4
this is absolutely <b>unmoral</b> .	absolutely <u>amoral</u>	

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

adjectives. This prefix has several meanings but its basic meaning is 'not' as in word "typical" becomes "atypical" and "moral" becomes "amoral".

Table 4

Misformation of Prefix mis-	Correction	No. of
		Error
The BBC tries to avoid	The BBC tries to avoid	11
unpronouncing foreign	<b>mispronouncing</b> foreign words.	
words.		
Mr. John claimed that the	Mr. John claimed that the president	6
president had been misled and	had been misled and misinformed	
<u>uninformed</u> by his adviser.	by his adviser.	
I think I've ununderstood.	I think I've misunderstood. Could	2
Could you please repeat the	you please repeat the directions?	
directions?		

The underlined words belongs to misformation error because the student used the prefix *un*- 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", "informed" becomes "misinformed" and "understood" becomes "misunderstood".

Table 5

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

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	I hate to wait in queues. I'm	2
<u>unpatient</u>	too <u>impatient</u>	
The pretest was <b>unperfect</b> but the	The pretest was <b>imperfect</b> but	8
retest was perfect.	the retest was perfect.	
I find it highly <b>unprobable</b> that he	I find it highly <b>improbable</b>	9
will come to your party. He	that he will come to your	
doesn't like crowds.	party. He doesn't like crowds.	

The underlined words belongs to misformation error because the student used the prefix un- for substituting prefix *im*- to change the underlined words. The students should be change the prefix *un*- 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 "patient" + prefix *in*- becomes "impatient", "perfect" + *in*- becomes "imperfect" and "probable" + prefix *in*- becomes "improbable".

Table 7

Misformation of Prefix ir-	Correction	No. of
		Error
John spent the whole class making	John spent the whole class	12
unrelevant remarks. I wish the	making <b>irrelevant</b> remarks. I	
teacher would have shut him up.	wish the teacher would have	
	shut him up	
The accident caused him	The accident caused him	2
unreversible brain damage. I'm	irreversible brain damage. I'm	
afraid.	afraid	

The underlined words above belongs to misformation error because the students used prefix *un*- for substituting prefix *ir*-, to change word "relevant" and "reversible". The student should change the prefix un- 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*- become "irrelevant", and "reversible"+ prefix *in*- becomes "irreversible".

Table 8

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

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 "illogical" and "legitimate".

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 misformation 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 Misformation 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 <b>nonappeared</b> .	My keys seem to have	3
I can't find them anywhere!	disappeared. I can't find them	
	anywhere!	

The underline word belongs to misformation 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

attached to verbs to form new verbs. The new verb is indicated by the change of meaning. In this case, the prefix *dis*- brings the basic meaning 'not' to the verb. And the underline word should be reconstructed as "disappeared".

Table 2

Misformation of Prefix Un-	Correction	No. of
		Error
I tried to speak to the professor, but he	I tried to speak to the professor, but	4
was <u>nonavailable</u> .	he was <u>unavailable</u> .	
I can't go out today. I just got back	I can't go out today. I just got back	1
from vacation and I really need	from vacation and I really need	
<u>nonpack</u> .	unpack.	
Oh, Mary, you're so nongrateful He's	Oh, Mary, you're so ungrateful	1
always done so much to help you.	He's always done so much to help	
	you.	

The underlined word above belongs to misformation error because the students used prefix *non*- 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 adjectives to form new adjectives with different meaning. So the underlined words should be reconstructed as "available" is an adjectives + prefix *un*- becomes "unavailable" is an adjectives too, and in word "grateful" is an adjectives + prefix un- becomes

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 <b>nontypical</b> of her to eat	It is an atypical of her to eat	3
before brushing her teeth.	before brushing her teeth.	

The underlined word above belongs to misformation 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	The BBC tries to avoid	1
<b>nonpronouncing</b> foreign words.	<b>mispronouncing</b> foreign words.	
Mr. John claimed that the president	Mr. John claimed that the	4
had been misled and <b>noninformed</b>	president had been misled and	
by his adviser.	misinformed by his adviser.	

The underlined words belong to misformation error because the student used the prefix *non*- 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", and the word "informed" becomes "misinformed".

Table 5

Misformation of Prefix in-	Correction	No. of
		Error
Are you nonsane? If you do this	Are you insane? If you do this	1
jump you're going to die.	jump you're going to die.	

The underlined word belongs to misformation error because the student used the prefix *non*- for substituting Prefix *in*- as showed above. Prefix *in*- should be used in the underlined word in order to form a new adjectives with different 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".

Table 6

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

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

Misfor	rmation of prefix il-	Correction	No. of
			Error
They're alw	yays calling him names.	They're always calling him	6
They say he	e's an <b>nonlegitimate</b> son.	names. They say he's an	
		<u>illegitimate</u> son.	

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 ware 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 misformation 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.

# 1.3 Misformation errors in employing negative prefix a-

Table 1

Misformation of Prefix ir-	Correction	No. of Error
The accident caused him <b>areversible</b>	The accident caused him	2
brain damage. I'm afraid.	<u>irreversible</u> brain damage.	
	I'm afraid	

The underlined words above belongs to misformation error because the students used prefix *a*- for substituting prefix *ir*-, to change word "reversible". The student should change the prefix a- 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 "reversible"+ prefix *in*- becomes "irreversible".

Based on the table 4.3 it can be concluded that the number of misformation error ware made by students in employing negative prefix a- is 0, 81%. The result of data analysis showed that 2 errors of misformation in employing negative prefix a-. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there was one type's of misformation error; it was misformation of prefix ir- 2.

# 1.4 Misformation errors in employing negative prefix dis-

Table 4.4

Misformation Error in Employing Negative Prefix dis-

#### Table1

Misformation of Prefix Un-	Correction	No. of
		Error
I can't go out today. I just got back	I can't go out today. I just got back	2
from vacation and I really need	from vacation and I really need	
dispack.	unpack.	
Oh, Mary, you're so disgrateful He's	Oh, Mary, you're so ungrateful	2
always done so much to help you.	He's always done so much to help	
	you.	
She was <b>disable</b> to take the test	She was unable to take the test	9
because she was really sick	because she was really sick	
T. 1 10 101 1 1211 1 11	T.1 . 1 191 1 191 1 19	2
It's extremely <u>dislikely I'll</u> do well	It's extremely <u>unlikely</u> I'll do well	3
on this test. I didn't study a thing.	on this test. I didn't study a thing	

The underlined word above belongs to misformation error because the students used prefix *dis*- for substituting prefix *un*-, as showed above to form a verb with negative meaning. The student should be used prefix *un*- because the prefix *un*- can attach to adjectives to form new adjectives with different meaning. So the underlined words should be reconstructed as "pack" is a verb + prefix *un*- becomes "unpack" is a new verb with negative meaning, and in word "able" is an adjectives + prefix un- becomes new an adjectives word "unable". And prefix *un*- attach the word "likely" becomes "unlikely".

Table 2

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

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

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 ware 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.

# 1.5 Misformation errors in employing negative prefix mis-

Table 4.5

Misformation Error in Employing Negative Prefix *mis*-

Table 1

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

The underline word belongs to misformation 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

<sup>&</sup>lt;sup>1</sup> Bauer, Laurie, English Word Formation, (New York: Cambridge University Press, 1983) P.220

nouns "disregard".. In this case the prefix *dis*- brings the basic meaning 'not' to the new word as noun, verb and adjective.

Table 2

Misformation of Prefix un-	Correction	No. of
		Error
This table is <b>missteady</b> . I believe one	This table is <u>unsteady</u> . I believe one	3
of the legs is crooked	of the legs is crooked	

The underlined word above belongs to misformation error because the students used prefix *mis*- 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 adjectives to form new adjectives with different meaning. So the underlined words should be reconstructed as prefix *un*- attach the word "steady" becomes "unsteady".

Table 3

Misformation of Prefix ir-	Correction	No. of
		Error
The accident caused him	The accident caused him	3
misreversible brain damage. I'm	<u>irreversible</u> brain damage. I'm	
afraid.	afraid	

The underlined word above belongs to misformation error because the students used prefix *mis*- for substituting prefix *ir*-, to change word "reversible". The student should change the prefix mis- 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 "reversible"+ prefix *in*- becomes "irreversible".

Table 4

Misformation of prefix il-	Correction	No. of Error
Her arguments don't make sense.	Her arguments don't make sense.	1
They're completely <b>mislogical</b> .	They're completely illogical.	

The underlined word belongs to misformation error because the student used the prefix *mis*- for substituting prefix *il*- to change the word "logical". The students should be change the prefix *mis*- 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 4.5 it can be concluded that the number of misformation error ware made by students in employing negative prefix *mis*-is 4,8%. The result of data analysis showed that 12 errors of misformation in employing negative prefix *mis*-. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there were four types of misformation error; they were misformation of prefix *dis*-5, *un*-3, *ir*-3, prefix *il*-1.

Students made misformation errors of negative prefix *mis*- because the students used the prefix *mis*- for substituting negative prefix *dis*-, *un*-, *ir*-, *and* 

*il*- to create the negative meaning of the word. Whereas it shouldn't used prefix mis-, but to create the negative meaning of the word students should know the appropriate prefix. The prefix *mis*- is the derivational bound morpheme attached to verbs to form new verbs. In this case, the prefix *mis*-brings the basic meaning 'wrong' to the verb.

# 1.6 Misformation errors in employing negative prefix in-

Table 4.6

Misformation Error in Employing Negative Prefix in-

Table 1

Misformation of Pr <mark>efi</mark> x Un-	Correction	No. of
		Error
Oh, Mary, you're so ingrateful He's	Oh, Mary, you're so ungrateful	2
always done so much to help you.	He's always done so much to help	
	you.	
I love Jane! She's so fun and	I love Jane! She's so fun and	2
incomplicated.	uncomplicated.	

The underlined words above belong to misformation error because the students used prefix *in*- for substituting prefix *un*-, as showed above to form an adjectives with negative meaning. The student should be used prefix *un*-because the prefix *un*- can attach to adjectives to form new adjectives with different meaning. So the underlined words should be reconstructed as "grateful" is an adjectives + prefix *un*- becomes "ungrateful" is a new

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 <b>incouraging</b> experience	It was such a <b>discouraging</b>	2
	experience	

The underline word belongs to misformation 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 <b>inprobable</b> that he	I find it highly <b>improbable</b> that	1
will come to your party. He doesn't	he will come to your party. He	
like crowds.	doesn't like crowds.	
The pretest was <b>inperfect</b> but the	The pretest was <b>imperfect</b> but	
retest was perfect.	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 ir-	Correction	No. of
		Error
John spent the whole class making	John spent the whole class making	2
inrelevant remarks. I wish the	irrelevant remarks. I wish the	
teacher would have shut him up.	teacher would have shut him up	

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 il-	Correction	No. of
		Error
They're always calling him names.	They're always calling him names.	6
They say he's an <b>inlegitimate</b> son.	They say he's an illegitimate son.	

The underlined word belongs to misformation error because the student used the prefix *in-* for substituting prefix *il-* to change the word "legitimate". The students should be change the prefix *in-* into prefix *il-* which assimilated from prefix *in-*, because the first consonant of adjectives word is "1". So the underlined words should be reconstructed as "legitimate" + prefix *in-* becomes "illegitimate.

Based on the table 4.6 it can be concluded that the number of misformation error ware made by students in employing negative prefix *in*-is 7,28%. The result of data analysis showed that 18 errors of misformation in employing negative prefix *in*-. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there were five types of misformation error; they were misformation of prefix *un*-4, *dis*-2, *im*-4, *ir*-2, *and il*-6.

Students made misformation errors of negative prefix *in*- because the students used the prefix *in*- for substituting negative prefix, *un*-, *dis*-, *im*-, *ir*-, *and il*- to create the negative meaning of the word. Whereas it shouldn't used prefix *in*-. But to create the negative meaning of the word students should know the appropriate prefix. The assimilation process of the change of the prefix *in*- with vowels "p", "l", "b", and "r" changes becomes prefix *im*-, *ir*-, and *il*-.

# 1.7 Misformation errors in employing negative prefix ir-

Table 4.7  $\label{eq:matter} \textbf{Misformation Error in Employing Negative Prefix } \textbf{\textit{ir}} \textbf{-}$ 

Table 1

Misformation of prefix dis-	Correction	No. of
		Error
So you are simply going to <b>irregard</b>	So you are simply going to	13
everything I told you about him and	disregard everything I told you	
just go on this date.	about him and just go on this date.	
ů ě		

The underline word belongs to misformation error because the students used the prefix *ir*- for substituting prefix *dis*-. Prefix *dis*- should be used in that word. In word "regard" the prefix *dis*- attached to nouns to form new nouns "disregard". In this case the prefix *dis*- brings the basic meaning 'not' to the new word as noun, verb and adjective.

Based on the table 4.7 it can be concluded that the number of misformation error ware made by students in employing negative prefix *ir*-is 5, 26%. The result of data analysis showed that 13 errors of misformation in employing negative prefix *ir*-. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there were one types of misformation error; it was misformation of prefix *dis-13*.

Students made misformation errors of negative prefix *ir*- because the students used the prefix *ir*- for substituting negative prefix, *dis*- to create the

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

Misformation Error in Employing Negative Prefix im-

Table 1

Misformation of perfix un-	Correction	No. Of
		Error
I can't go out today. I just got back	I can't go out today. I just got back	6
from vacation and I really need	from vacation and I really need	
impack.	unpack.	

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 perfix a-	Correction	No. of
		Error
Oh, come on. You must agree this is	Oh, come on. You must agree this is	13
absolutely <u>imoral</u> .	absolutely <u>amoral</u> .	

The underlined words belongs to misformation error because the student used the prefix *im*- for substituting prefix *a*-. Prefix im- 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 adjectives. This prefix has several meanings but its basic meaning is 'not' as in word "moral" becomes "amoral".

Based on the table 4.8 it can be concluded that the number of misformation error ware made by students in employing negative prefix *im*-is 7, 7%. The result of data analysis showed that 19 errors of misformation in employing negative prefix *im*-. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there were two types of misformation error; they were misformation of prefix *un*- and *a*-.

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

# 1.9 Misformation errors in employing negative prefix il-

Table 4.9  $\label{eq:matter} \mbox{Misformation Error in Employing Negative Prefix $il$-}$ 

Table 1

Misformation of prefix un-	Correction	No of
		Error
It's extremely <u>illikely</u> I'll do	It's extremely <b>unlikely</b> I'll do well	6
well on this test. I didn't study	on this test. I didn't study a thing.	
a thing.		

The underlined word above belongs to misformation error because the students used prefix *il*- 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 adjectives to form new adjectives with different meaning. So the underlined words should be reconstructed as prefix *un*- attach the word "likely" becomes "unlikely".

Based on the table 4.9 it can be concluded that the number of misformation error ware made by students in employing negative prefix *il*- is 2, 4%. The result of data analysis showed that 6 errors of misformation in employing negative prefix *il*-. It is as the result from misapplying word formation or the use of the wrong form. The researcher found that there was one types of misformation error; that was misformation of prefix *un*-.

Students made misformation 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 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%
II-	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

error and the most dominant of error based on the type of prefixes. we can see at the table above shows that from the students' answer sheet, there are 247 misformation errors which are classified into 124 misformation errors in negative prefix *un*-, 25 misformation errors in negative prefix *non*-, 2 misformation error of negative prefix *a*-, 39 verb tense errors, 28 misformation errors of negative prefix *dis*-, 12 misformation errors of negative prefix *mis*-, 18 misformation errors of negative prefix *in*-, 13 misformation errors of negative prefix *ir*-, 19 misformation errors of negative prefix *in*-, and the last is 6 misformation errors of negative prefix *il*-.

The frequency of occurrence shows that each type of error which made by the students in employing negative prefixes. The most frequent error was negative prefix un-(50, 21%), followed by negative prefix in-(22, 67%) which consist of prefix in-(7, 28%), prefix ir-(5, 26%), prefix im-(7, 7%), and prefix il-(2, 43%). The next followed prefix is negative prefix dis-(11, 34%), and negative prefix non-(10, 11%). In other words the most dominant of error was in negative prefix un-.

#### **B.** Discussions

Studying students' error is regarded as an important thing to know the learning process and the strategies conducted by the teacher. The result of the study focusing on students' errors can be used as a mean to measure whether

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 misformation error in using negative prefix made by six semester students of English Department at UIN Sunan Ampel Surabaya. It focuses on what is misformation errors made by students in employing negative prefixes and in what prefixes that student often made misformation 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 misformation, the total number of error was 248. as stated by Dulay that misformation 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. This 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%).

<sup>&</sup>lt;sup>2</sup> 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.