

**ERROR ANALYSIS OF DERIVATIONAL AFFIXES ON ELEVENTH GRADE
STUDENTS IN WRITING NARRATIVE PARAGRAPH**

SKRIPSI

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ABSTRACT

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This research deals with the derivational affixes errors in writing narrative paragraph by eleventh grade students. This research uses a qualitative design in which the data are taken from the sentences of paragraphs. Dulay's theory is applied to describe the type of errors on derivational affixes. The source of data in this study is Grade (XI) students of Madrasah Aliyah Al Usmaniyah, 30 students are chosen as the sample. The data of this study is taken from the students' writing narrative paragraph. The analysis found that there are four classification of errors occurred in students writing: they are omission 10 cases, addition 4 cases, misformation 11 cases and disorder 13 cases. The most dominant error in derivational was disorder 34%, misformation 28%, omission 26% and addition 10%. It is hoped that the result of this research is useful for everyone who wants to study or make a similar research about affixation errors.

Keywords: *Error Analysis, Derivational Affixes, Narrative*

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Hopefully the findings of this research are expected to be useful for those who read this study and interested to the topics.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language takes an important role in human's daily life. People will be difficult on expressing their ideas, opinions, and feelings without language because language is a tool of communication. English is world-widely spoken to communicate to each other in very field, such as education, economy, technology, social and culture. The existence of the language in its using does not suddenly emerge, but it experiences morphological process to make various from such us words, phrases, clauses, and sentences.

Word formation is something fundamental that should be known well before using the more complex language unit. One of the ways is word formation through affixation. As english is an international language, all people around the world are required to able to master it in written or spoken. Then, the basic knowledge about affixation in english in necessity.

It can't be denied that English has a complicated affixation, then it leads students get difficult to learn English as second language or foreign language. This condition is experienced by the eleventh grade students of MA. Al Usmaniyah which is based on the preliminary observation, affixation errors are found in their English writing. For example:

1. It makes he happy (*it makes him happy*)

In this sentence, suffix-s should be added to indicated verb for singular person.

2. Money is very importance for people (*Money is very Important for people*)

In this sentence, the form of derivational is wrong. Because it should be *adjective*.

3. because you always teach us patient (*because you teach us patiently*)

In this sentence, the word *patient* should be added suffix-ly to indicate adverb.

Unfortunately, the students still have lack knowledge about affixation. Students' problem in inability to use words effectively and productively can be seen from the average students' writing scores for English lesson which are considered low. The researcher got that their writing scores are still under of the minimum criteria mastery (*KKM or Kriteria Ketuntasan Maksimal*).

Referring to the Educational Unit Oriented Curriculum (Kesatuan Tingkat Satuan Pendidikan or KTSP) 2006 of senior high school, the students must have an ability to write some various type of genre texts, such report, narrative, recount, descriptive, procedure, explanation, anecdote, hortatory and analytical exposition text. In the syllabus that stated in Competence Standard of the Eleventh Grade students curriculum of English subject, there are two writing genres which must be learned by the students. But, the researcher only focus the study in writing narrative paragraph. Narrative text is the text which retells events of experiences in the past. Its purpose is either to inform to amuse the audience, and give a moral lesson from the story.

Jackson (2002: 72) state that there are two kinds of affixes : inflectional and derivational. An affix is basically a morpheme which is generally attached to the base morpheme, which is either the root or to a stem in order to add to the formation of a word. Affix is something that is very derivational such as English-*ness* and *pre-*, or inflectional, such as English plural-*s* and past tense-*ed*. Affixes that can change the part of speech of the root or base are derivational affixes. The using of affixes can cause a significant effect to the quality of writing and its' message.

Based on writing error which happened, the researcher was analyzed the students' problem in affixation. The error analysis is useful to know what students' need, then the teacher can get

the solution for it. The researcher expects that the finding of this study can be useful for educational progress in the future.

In writing activity, the students' error can not be separated from their writing (Hyland: 2002). Sometimes, few teacher tend to not change to get better. It is actually not good for the teachers, they should give a correction for their students' writing error by doing a significant error analysis. Erdogan (2005: 57) states that error analysis enable teacher to figure out the source of error and take pedogogical precautions towards them.

It is important then to analyze students' problem in affixation especially in writing because it has significant role in language using. The analysis of students' error is something adventagous in order to know what students needs then finding solution for it. The researher hopes that the finding in the analysis of students' affixation errors especially in derivational affixes can be useful for education pogress.

B.The Identification of the Problem

In line to background of the above, the problems of the study can be formulated as following:

1. The students are lock of derivational affixes.
2. The students can not apply derivational affixes in writing.

C. The Scope and Limitation

The researcher has to limit the problem of the study, that it deals with the error analysis. The researcher focuses on derivational affixes errors, and the type of errors are found in narrative paragraph written by the eleventh grade of Madrasah Aliyah Al Usmaniyah.

D. The Formulation of the Problem

The problem of this research were formulated as follows

1. What types of error made by the students in derivational affixes?
2. What is the dominant type of error made by the students in derivational affixes?

E. The Objectives of the Study

Based on the statment of the problem, the researcher determines the objectives of the study as following.

1. to identify and clasify the types of derivational affixes errors found in narrative paragraph written by the elevent grade students of MA. Al Usmaniyah.
2. to find out the dominant type of derivational affixes errors founds in narrative paragraph written by the eleventh grade students of MA. Al Usmaniyah.

F.The Significance of the Problem

Findings of this study are expected to be useful and relevant to

1. Theoritically, the finding of this study is expected to be useful for a reference for those who want to conduct a similar field of research, especially in error analysis about the derivational affixes.
2. Practically, the finding of this study is expected to be useful for teachers and

students.

a. The Teacher

To inspire the English teachers to give correction and more exercises about affixation, especially about the derivational affixes.

b. The Students

To improve the students' awareness about affixation, especially derivational affixes in writing narrative in order to not making the errors again.

c. The Other Reseacher

To enrich their knowledge about errors aspecially in affixation, so that they can study and analyze deeper beside to give additional information for their next similiar study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conduct the research, the researcher conducts to elaborate the theories and clarify some terms and concepts which used in this study. This framework is made clear, in order to give a clearer understanding about the theories. The theoretical elaboration about the terms and concept will be presented in the following part.

1. Morphology

One of the keys to mastering English spelling is mastering the processes or word formation. The mode of word formation can influence the spelling. The study of meaningful parts of a word is known as morphology (Umera: 2012). As Mark Aronoff & Kristen Fedeman (2011:12) state that morphology is a field of linguistics focused on the study of the forms and formation of words in a language.

Morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with word, their internal structure, and how they are formed. The formal differences among words serve a variety of purposes, from the creation of new lexical items to the indication of grammatical structure. While in linguistics, morphology is identification, analysis and description of the structure of a given languages' morphemes and other linguistic units, such as word, affixes, part of speech, intonation/stress or implied context.

Morphology is the branch of linguistics studying how words are structured and how they are put together from smaller parts (Zainuddin, 2012:3).

Morphology deals with word form, the forming process of word and also its changing forms that create the difference in function and meaning. Based on the statement above, the word is the result of morphological process.

1.1 Word

In linguistics, a word is the smallest unit of grammar that can stand alone as a complete utterance, separated by spaces in written language and potentially by pauses in speech (Crystal: 2003). This contrasts with a morpheme, which is the smallest unit of a meaning but will not necessarily stand on its own.

A word may consist of a single morpheme (*for example: oh!, rock, red, quick, run, expect*), or several (*rocks, redness, quickly, running, unexpected*), whereas a morpheme may not be able to stand on its own as a word (in the words just mentioned, these are *-s, -ness, -ly, -ing, -un, -ed*).

A complex word will typically include a root and one or more affixes (*rock-s, red-ness, quick-ly, run-ning, un-expect-ed*), or more than one root in a compound (*black – board, rat-race*). Words can be put together to build larger elements of language, such as phrases (*a red rock*) clauses (*I threw a rock*) and sentences (*He threw a rock too but he missed*).

1.2 Morpheme

The object of morphology is morpheme. Morpheme is the minimal unit of word building in language. Morpheme is defined as the smallest unit in language utterances which has meaning.

Katamba (1992:24) states that morpheme is the smallest difference in the shape of a word or sentence meaning in grammatical structure. While Mark

Aronoff & Kristen Fudeman (2011:16) states that morpheme is a meaningful linguistic unit that can not be divided into smaller meaningful parts.

Based on the both definitions, morpheme can be concluded as the smallest unit of word which has function to differentiate one word to another that influences the meaning and its rule. Morpheme can be divided into two, they are free morpheme and bound morpheme.

Free morpheme is the morpheme that can stand alone has independent word (Clark:1977) Free morpheme is one which may stand alone in a language, without requiring the presence of additional morphemes in order to be freely pronounceable as a word. The example is word *tree* in the sentences "Tom sat under the tree". As it can stand independently, this kind of morpheme also called as simple words.

On the other hand, when free morpheme can stand alone by itself, bound morpheme can not stand by itself. It must be attached to another morpheme to get a meaning. The example is *-or* in the word *actor*; *-ion* in the word *action*; and *-a* for *alike*. It can be concluded that bound morpheme is usually known as affixes.

2. Derivational Affixes

English affixes can be divided into two kinds, they are inflectional affixes and derivational affixes (Jackson, 2002:72). In inflectional affixes, the affixes or morpheme can simply mark grammatical categories as plurality, tense (past, present or continuous), comparative (tall-er), superlative (tall-est), and third person singular (talk-s). Then, this kind of affixes or morpheme have several principles but they do not make a changed meaning from the original word, because it does not change the part of speech of the word itself.

On the other hand, derivational affixes are the affixes that can be used to create a new word from the original word because the part of speech of the word which is attached by the affixes already changed.

Derivational can change the word class of the item they are added to and establish words as members of the various word classes (Jackson, 2002: 74). For the example is the word *actor*. The word is taken from the word *act*. After adding the suffix *-or*, the part of speech changes from verb into noun, and its meaning changes from *act* means 'doing something' becomes *actor* means 'someone who does something'. The other example is suffix *-ful* that changes noun into adjective. The word *beauty* as noun, after adding suffix *-ful* it becomes *beautiful* as adjective. Suffix *-ify* that changes noun into verb. The word *beauty* as noun, then becomes *beautify* as verb. Suffix *-ly* that changes adjectives into adverb. The word *beautiful* as adjective, then becomes *beautifully* as the adverb.

2.1 Characteristic of Derivational Affixes

There are several characteristics of derivational affixes.

1. Derivational affixes change the word class, for example *strong-ly* change from adjective into adverb.
2. Derivational affixes change the meaning of the word which they are attached to. For example, *connect – disconnect* is having opposite meaning.
3. Derivational affixation do not require a rule just like inflectional affixes, because derivational are optional.
4. Derivational are less productive than inflectional affixes individually.

5. Derivational affixes can not be attached into any word as inflectional affixes done. For example; *suffix -hood can only be attached into certain word like child (childhood), adult (adulthood), neighbour (neighbourhood), or brother (brotherhood).*

Another characteristic of derivational affixes is that it is located closest to the root. Derivational affixes are inner with respect to inflectional, so that derivations and inflectional co- occur, derivations are innerw closer to the root, while inflections are outer furthest from the root, as shown in the table below.

Example	Base form	+ derivation	+ inflection
Frightened	Fright	-en	-ed
Activating	Active	-ate	-ing
Payments	Pay	-ment	-s

2.2 Type of Derivational Affixes

Jacson (2002:75) state that Derivational affixes are divided into two kinds: class-changing and class-maintaining. They will be presented as following:

1. Class- changing derivational affixes

Class- derivational affixes change the word class of the word to which they are added. For example; *resign* is a verb + *-action* becomes *resignation* which is a noun. While class-maintaining derivational affixes do not change the word class of the word but change the meaning of the derivative itself. For example; *child* is a noun + *-hood* becomes *childhood* which is still a noun , but it changes from the concrete noun into abstract noun.

Class- changing derivational affixes, once added to a root, form a derivative which is automatically marked by that affix as noun, verb, adjective or adverb. The derivations are said to determine or govern the word class pf the root. Each of

them has two distinct pattern of derivation depending on the word class with which the affixes is associated.

For example, nouns can be derived from either verbs or adjectives; verbs from either nouns or adjectives; adjectives from either nouns or verbs; and dverbs from either adjective or nouns. English class- changing derivations are mainly suffixes. The example of class changing derivation were taken from *Look Ahead* English text book for Elevent Grade students. It will be shown as following:

Table 1.1
Noun derivational affixes or ‘nominalizers’.

Verb	Affix	Noun
Arrange	-ment	Arrangement
Betray	-al	Betrayal
Inform	-ation	Information
Suggest	-ion	Suggestion
Consult	-ant	Consultant
Act	-or	Actor
Train	-er	Trainer
Heal	-th	Health

Adjective	Affix	Noun
Jealous	-y	Jealousy
Natural	-ist	Naturalist
Real	-ity	Reality
Free	-dom	Freedom
Good	-ness	Goodness
True (e)	-th	Truth

Table 1.2
Verb derivational Affixes or ‘Verbalizers’.

Noun	Affix	Verb
Courage	En-	Encourage
Adjective	Affix	Verb
Able	En-	Enable
Pur(e)	-fy	Purify

Verb derivational affixes, also known as 'verbalizer' are used to form verbs from other root. When compared with order derivational affixes. They are rather rare.

Table 1.3
Adjective derivational affixes or 'Adjectivizer'

Noun	Affix	Adjective
Mechanic	-al	Mechanical
Care	-less	Careless
Gold	-en	Golden
Hope	-ful	Hopeful
Day	-ly	Daily
Luxury	-ous	Luxurious
Passion	-ate	Passionate
Child	-ish	Childish
Verb	Affix	Adjective
Move	-able	Moveable
Construct	-ive	Constructive
Depend	-ent	Dependent

Adjective derivational affixes are used to form adjective when added to a given root. In English, adjective are generally formed from nouns, more rarely from verbs.

Table 1.4
Adverb derivational affixes or 'Adverbializers'

Adjectives	Affix	Adverb
Happy	-ly	Happily
Easy	-ly	Easily
Loud	-ly	Loudly
Common	-ly	Commonly
Slow	-ly	Slowly
Wild	-ly	Wildly
Obvious	-ly	Obviously

2. Class- maintaining derivational affixes

Class-maintaining derivational affixes refer to those derivations which do not change the word class of the root to which they are added although they change the meaning. Unlike class-changing derivations, which are mainly suffixes, English class-maintaining derivations are mainly prefixes. The examples of class-maintaining derivations were taken from *Look Ahead* English text book for Eleventh Grade Student. It will be shown as following:

Table 1.5
Noun Patterns:

Noun	Affix	Noun
Friend	-ship	Friendship
Neighbour	-hood	Neighbourhood

Table 1.6
Verb Patterns:

Verb	Affix	Verb
Change	Ex-	Exchange
Like	Dis-	Dislike
Play	re-	Replay
Operate	Co-	Cooperate

Table 1.7
Adjective Patterns:

Adjective	Affix	Adjective
Efficient	In-	Inefficient
Possible	Im-	Impossible
Fool	-ish	Foolish
Kind	-ly	Kindly

3. Error Analysis

Errors are the flawed side of learner speech or writing (Dulay et al. 1982: 139). Error is something that will not able be separated from writing, because it is the nature of writing. In writing text, especially for English text the writing error looks like difficult to avoid. That is the reason that the error analysis is needed to do to find it out. Error analysis is a type of linguistic analysis that focuses on the error learners make.

Gass & Slinker (2001:79) state that error analysis is a type of linguistic analysis that focuses on the errors learners make. It is the process of determination the incidence, nature, causes, and consequences of unsuccessful language. When one studies the standard works on the teaching of modern language it comes as a surprise to find how cursorily the authors deal with the question of learners' error and their correction (Richard, 1973: 19). Then, the writer that the error analysis is an activity to identify, classify, interpret and describe that the errors made by learner and to find out the error source.

3.1. Cause of Errors

Errors can be caused by some factors. The cause of errors are categorized within to domains: interlingual transfer and intralingual transfer (Erdogan,2005: 265).

a. Interlingual transfer

Errors can happen because of the learners' first language. It may occur at different levels such as transfer of phonological, morphological, grammatical and lexical semantic element of the native speaker into the target language. At

phonological the learners tend to place a vowel between them as in the example of 'sitation, instead of station'.

At morphological, students tend to omit the plural suffix at the end of the word such as " three book" and " three students is coming", instead of the "three books", and "three students are coming". At the lexical transfer, the learners use the wrong item in the second language. For example," the clock is ten now", instead"the time is ten now".

b. Intralingual transfer

It is caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet.

When they say "he is come here", instead of " he comes here". It is because the singularity of the third person requires "is" in the present continuous, and " -s"at the end of a verb in simple present tense. The case is called overgeneralization. In short, intralingual errors occur as a result of learners' attempt to build up concepts and hypothesis about the target language from their limited experience with it. (Erdogan, 2005: 270).

3.2. Type of Error

Surface strategy taxonomy proposed is a taxonomy developed in analyzing the error made by the learner which consist of several alternatives for error classification as result of comparative categorization and communicative effect taxonomy (Dulay et al, 1982:) Classifying errors using the surface taxonomy is very practical since it can physically highlight the cognitive process underlying learners' reconstruction of the mother tongue and target language. This taxonomy

divides learners errors into four categories, which are Omission, Addition, Misformation and Misordering. The categories of errors will be explained as follows:

a. Ommision

Ommision error refers to the ebsence of an item which must be presented in a well-formed utterances. For example: *I was so happy in my **chilhod***. The correct form: *I was happy in my **childhood***.

b. Addtion

Addition error refers to presence of an extra item which must not be presented in a well-formed utterance. For example: *I **dissagrrre** of your opinion*. The correct form : *I **disagree** of your opinion*.

c. Misformation

Misformation error refers to the use erong formof the morpheme or structure. There are three type misformation: regularization, archy-from and alternating form. For example: *She was a **biutiful** lady*. The correct form : *She was a **beautiful** lady*.

d. Misordering

Misordering error refers to the incorrect placement of a morpheme or a group of morphemes in the utterances. For example: *Run **slow** please*. The correct form: *Run **slowly** please*.

4. Writing

Writing is one of the important parts of communication among human. Writing is also ane of language skill which has given an important contribution to

human work. There are so many records of recent activities that can be read today, which can also be read in the future. Writing can help people to share the message or information even when being in different distance.

Richard (2005:2) says that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them. Ghaith (2002) states that writing is about more than making our thoughts and idea visible and concrete. While writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and connect that could be communicated to other people by the writer.

From defenition above the writer concludes that writing is a way to product language which comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. It is also a process that our writing can be influenced by onstraints of genre and has to be present in learning activity.

4.1 Narrative Paragraph

Narrative paragraph is a paragraph which retells events or experiences in the past. Its purpose is either to inform or to amuse the audiance, and give a moral lesson from the story. Narrative text is a text retells events or experiences in the past. Its social function is to amuse, or informing. It is usually has a number of events that takes place and a problem that needs to be solved by the characters, and usually it has a crisis in it the it is resolved at the end of the story (Knapp:2002).

Narrative may be a bit like recount, but narrative leans to be complicated. While recount text, there is no complication among the participant and that is the difference from narrative. There are four text elements of narrative text which can be presented as following:

1. Generic Structure of Narrative Paragraph

Generic structure is the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose.

a. Orientation

Introduction of the participant, place, and time, it consists of the background of the story. It will show the reader about the topic activity, the setting (when, where) and the participants who are involved.

b. Complication

Describing series of crises arise. It consists of the details about the chronology of the story which participants experience are arranged systematically, the problem occurs up to climax.

c. Resolution

Showing the reaction of the participant after getting the problem. It consists of the participant's action to solve the problem, for the better or for the worse.

d. Coda

Showing the conclusion. It consists of the conclusion by giving a moral lesson to the reader or listener.

2. Language Feature of Narrative Paragraph

- a. Using the action verb in the past tense form : got, tried, screamed,etc.
- b. Using spesific nouns as a personal pronoun, certain animals and object in the story: the king , a huge snake,etc.
- c. Using adjective which form the noun phrase : long black hair,two red apples,etc.
- d. Using time and conjunctions connectives to sequence events : then, before, after, soon, etc.

To make a good a effective writing narrative text,the example can be seen on the the table 2.1 as follows.

Table 2.1
Generic Structure of Narative Paragraph

Title	The Greedy Cow
Orientation	A long time ago there was a barn with owners named Mr and Mrs Smith. They were poor and they only had a horse for riding, 2 sheep for wool, 1 cow and a bull and a sheep for milk.
Sequence of problematic events- Complication to climax	They were poor because their cow ate them out of house and home and he didn't share with the other animals. His named was Bob.'You should go on diet' said Clarebelle the horse.'Oh be quite, i'm not fat i've got big bones'. A few minutes later Bob was rolling around on the ground.' I'm sick,I'm sick, he shouted. 'Help me,help me'. Mr and Mrs Smith ran down and called the vet. The vet came quickly and said quiently,'If he eats like he has been eating he'll surely die'. 'Oh', groaned the cow.
Resolution	Clarabelle overheard and said to the other animals, 'Our friend is dying, we've got to help him'. 'Yeah' said the other animals ' lets go'. They went upto Bob and said, ' We are going to get you in shape'. First they told him to eat only half of the food in the trof. Then they made him run up and down the hill and made him swim in the duck pond.

Coda	He did this every day for three long weeks and he got better and he thanked Clarabelle and Bob was never greedy again.
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5. Relevant Studies

There are several studies related to the affixation errors which are useful to supporting the researcher's thesis. The following studies have same field analysis with this thesis, that is about affixation. These studies can give a wider information to support th writer's thesis about the error in affixation by their findings.

Maulina (2007) in her research entitled *The Errors of Derivational Affixes produced by the fourth semester students of English Department at Petra Cristian university*. In her research findings, the writer can see that half of the students made errors about derivational affixes. The most dominant error which made by the students is prefix- de. The most type of error affixes made by the students are categorized into five ranks. The first rank was prefix de-; the second rank was prefix non-, suffix – age; the third rang was anti-; the fourth rank was prefix mal-; the fifth rank was suffix – ion and –ive. This study gives useful information about the type of derivational affixes and how to analyse the errors.

Nnka Umera (2012) in her research entitled *Exploring Affixation in English*. This study has shown the important role of affixation in word formation process in the english language. The list is in exhaustible. Some prefixes and suffixes are only inflections added to word to pluralise, change tense or mark comparaive and superlative form of adjectives. Someother, as we have seen, are class-changing

ssuffixes. The mastery of these affixes will lead to a good mastery of English spelling. This study give a wider perspective to see the defferent sffixes.

Syarifah (2014) in her research entitled *Error Analysis of Affixation of Eleventh Grade Students In Writing Recount Text*. This study about affixation but only focused on error of inflectional affixes. This study gives a complete explanation about inflectional affixes errors and the type errors. In her research findings, the researcher see that ommision gets the highest percentage of error (34,7%) then followed by errors dominantly occur because the absence of suffix-s. In addition, the errors frequently occur because the persence of suffix-s to form plural which should be singular. In misinformation, the dominant error that occur is misformation of *more + syllable* in comparative degree.

B. Conceptual Framework

Writing is one of skill which must be acquired in language learning. Experiences, events, ideas, information, and feeling can be expressed through writing. In writing, researcher should be able to find so many knowledge and idea in order to make a written information that easily comprehended by the reader.

It becomes the reason that writing is considered as the most difficult skill from all of other many skill for language learner, because they are required to be able to follow the rules and structure of language that are complicated. As writing is the complex process that needs feelings, thinkings, share opinion and willingness to write something, it will difficult to the learner can organize all the vocabulary and grammar to express the content correctly, then it becomes the error.

The errors naturally happen because of the lack of learner's knowledge. Actually errors will always exist in learning process. Errors can be found in every language skills such as English especially in writing, because writing needs a complex knowledge about language.

In writing, there are some errors in grammar or structure which must be found and they can be known easily because they can be seen directly by the readers. Errors can be understood by reading the materials about the error analysis and classifying the errors based on the type or analyzing the causes of errors that occurred.

Writing deals with a text, text is combination of some paragraphs which have a unity and coherence one another with a clear conclusion. There are so many type of text. But in this case, the researcher chooses the narrative paragraph written by eleventh grade students in Al Usmaniyah as the data source for the researcher in collecting the errors.

This study is text analysis. It is focused on students' errors in writing narrative text. Error analysis here is the process to observe, analyze, classify the deviations of the rule of the second language or foreign language and then to reveal the systems operated by learner, also identify the types and the causes of derivational affixes errors.

The advantages of error analysis for students are to show the students in what aspect which is difficult for them, to know the source or the cause of error and can learn from their mistakes in order that they will not make some errors repeatedly. For the teacher, it is required to evaluate themselves whether they are successful or not in teaching English.

This study is expected be a guidance to knowing and analyzing the errors of derivational affixes which made by the students in another writing text in English.

CHAPTER III

METHOD OF RESEARCH

A. The Location of Research

This research was conducted at Madrasah Aliyah Al Usmaniyah Bagan Batu of the academic year 2016 /2017 eleventh grade in senior high school. The location that chosen because of some reasons, they are.

1. The same focus on study has never been conducting before and
2. The data needed to answer the problem that are enables to be solved at this school.

B. Subject of Research

Reseachers was chosen subject of research is from the students' answer sheet from test. and the students from Madrasah Aliyah Al Usmaniyah and in this school the students do not know about derivational affixes.

C. Research Design

This study intended to find out the derivational affixes errors in writing narrative paragraph. The researcher use a descriptive qualitative design because this study deals with the data in the form of words rather than number. This study was used descriptive qualitative design to describe the errors of derivational affixes by students. Ary (2002) says that the qualitative study seek to understand phenomenon by focusing on the total picture rather than bracking down into variable. Besides, the data were analyzed and interpreted based on surface strategy

taxonomy by Dulay et al explain the way surface structure were altered by omitting necessary elements.

Qualitative research is a research that produces descriptive data, speech or word and behavior that can be observed by the subject itself. One of the characteristic of descriptive research is that there is no control or treatment as in experiment research. Qualitative research does not include any calculation and inferential statistic. This study was focused on the errors of derivational affixes in students's writing paragraph and the cause of errors. The researcher considered that using a descriptive research is appropriate in this study.

D. The Source of Data

The source of data was taken from the writing errors which made by eleventh grade students. These students were chosen to be analyzed in order to identify the derivational affixes errors. The data is taken from students's error of using derivational affixes in narrative paragraph. As they are high school students, they must be learning English for many years and writing is not a new activity for them, but the error in writing a text still occurs.

In order to be a capable language users, the capability in using the proper affixation is needed, whether in written or spoken language. Because the error of using affixation can impact the quality of writing or speaking itself. Before continuing to the higher level of education, the knowledge of affixation should be improved to the students.

E. Technique for Collecting Data

The collection of the data was held at the eleventh grade students at Madrasah Aliyah Al Usmaniyah. The researcher would do the error analysis in students' writing narrative paragraph. The procedure of collecting data was done as follows :

1. Asking every students to write a narrative paragraph.
2. Analyzing the error of derivational affixes in their writing narrative paragraph.

F. The Technique for analyzing data

In conducting the research, the procedure should be made clearly and systematically. The data collected in research must be analyzed. The researcher uses descriptive analysis technique (percentage) to calculate the frequency of the errors data (Mansur: 2008).

As Gass et al (2008: 103) states there are some steps which need to do for getting the errors occurred in students affixation:

1. Identifying errors. What is the error?
2. Classifying the errors. Is it an error of Derivation?
3. Quantifying the errors. How many errors of derivation occurred?
4. Interpreting the type of the errors.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

This study was a qualitative research described the finding of analyzed data and used descriptive method in which the data are collected, and drawn a conclusion. In this case, the study analyzed the derivational affixes errors made by the eleventh grade students to find out the type of errors and the causes of errors occurrences.

1. Classification of Errors

The data were taken from the students' errors of using derivational affixes in writing narrative paragraph. There were 11 errors occurrences based on the classification of errors. The classification of errors consist of errors of omission, errors of addition, errors misformation and errors of disorder. There were 3 cases happened in error of omission, it was followed by addition that occurred 2 cases, for misformation occurred 1 cases and for disorder occurred 5 cases.

The recapitulation of the errors type in writing narrative paragraph could be seen as follow on table 4.1

Table 4.1
The Recapitulation of Classification of errors

No	Type of Error	Type of Derivation		Derivational categories				Total Error
		C.C	C.M	N	V	Adj	Adv	
1	Ommision	8	2	4	-	6	-	10
2	Addition	4	-	-	-	3	1	4
3	Misformation	9	2	4	2	5	-	11
4	Misorder	12	1	3	1	6	3	13

Based on the table 4.1 the highest percentage error was found in error of misorder that occurred 10 cases, then it was followed by the lowest percentage error was found in error of addition that occurred 4 cases. Some students found a bit difficulty in writing narrative paragraph, so they wrote the text too short and derivational affixes was less productive in it.

The error of misorder was the highest level because it was caused by influence of interlingual transfer. It occurred due to the differences of morphology in Indonesia and English. The students found a difficulty to distinguish which the adjective and adverb, they thought it was just same at all. Then some of them made a wrong placement of derivational adjective or adverb where it should be.

The error of addition was the lowest level because it was caused by most of students have known about the word itself, so they did not make a mistake in

writing the word. It was found rarely that some students added a redundant letter from the original right form.

Most of students made a wrong derivational in adjective, the error are caused by interlingual transfer. It occurred due to the errors of sentence structure. The lowest text got error was narrative text, it happened because the student were able to write a narrative text. The students had been studied narrative text since in ten grade, so it helped them to write the narrative text easily.

2. Classification of type of Derivational' Error

There were 38 occurrences of class changing and class maintaining errors made by the students.

Based on the data above, the dominant error is class changing derivational. For all categories, they were noun, verb, adjective, and adverb, totaly it occurred 33 causes then followed by class maintaining derivational errors which occurred 5 cases.

Class changing derivatioal became the highest level because class changing derivational is the most productive derivational which often used in writing. In writing narrative paragraph, the students used derivational but unfortunately they did not know the right form of derivational itself. Class changing derivatioanal would change the class word into which it is added, and usually the meaning would be changed after all. But students might not know about the changing itself, so they felt difficult to change it then they did the error repeatly.

Meanwhile the class maintaining derivatioanal is less productive and rarely used in writing. Eventhough there were some students who used this type of derivational, but they also made a mistake in writing the right form.

B. Data Analysis

The following section is sequence of steps in analyzing data: identification of errors, classification of errors and percentage of errors in the text.

1. Identification of Errors

After the researched conducted, the students' writing were collected and analyzed, the identification of error were focused on the use of derivational affixes in writing narrative paragraph by the eleventh grade students at Madrasah Aliyah Al Usmaiyah In Bagan Batu.

Unfortunately, the students' writing result were not same. It means that some students made composition more than a hundred words even tough the researcher has determined the criteria of these test minimally 100 words.

Because of this different writing result, the researcher found the errors of derivational affixes mostly in students' writing which fulfilled the criteria that was 100 words. Whereas the other which not fulfilled the composition as 100 words almost having no errors, just some of them did the errors. It happened because they wrote too short paragraph.

2. Classification of Errors

After all errors are noted, there are classification of errors into four types.

The classification of errors could be seen as follows.

2.1 Error of Omission

This type of errors are the absence of an item that must appear in a well formed utterance. These type of errors occurred 10 cases, there are 8 class changing and 2 class maintaining. First the students did errors on noun derivational affixes. Most of the students omitted one letter from the right form of derivational word.

a. The Error of Omission on Noun Derivational

1. To ride motorcycle with my **freedom**. (To ride motorcycle with my *freedom*)

free (adj) + suffix-dom = freedom (n), Class Changing Derivational. In this sentences the letter 'e' is omitted from the right form.

2. and give **argumen** as comment. (and give *argument* as comment).

Argue (v) + Suffix -ment = Argument (n), Class changing derivational. in this sentences. The letter 't' is omitted from the right form.

3. First **impress** to face the techonology. (First *impression* to face the techonology).

Impress (v) + suffix -ion = Impression (n), Class Changing Derivational. In this sentences the suffix 'ion' is omitted from the right form.

4. Make the **Tenegers** forget their homework. (Make the *Teenegers* forget their homework.)

Teenage (adj) + Suffix-er = Teenager(n), Class Changing Derivational. In this sentence, the letter 'e' is omitted from the right form.

Second, the students also did error on adjective derivational by omitting the letter 't' to make the right form of derivational word should be.

b. The Error of Omission on adjective Derivational

1. Animal Horns are **beutiful** (Animal Horns are *beautiful*).

Beauty (n) + suffix-ful = Beautiful(adj), class changing Derivational. In this sentence, the letter 'a' is omitted from the right form.

2. Some people are **careles** about the risk. (Some people are *careless* about the risk.)

Care (n) + suffix -less = Careless (adj), Class Changing Derivational. In this sentence, the letter 's' is omitted from the right form.

3. Normal people **usualy** working this activity (Normal people **usually** working this activity.)

Usual (adj) + suffix -ly = Usually (adj), Class Maintaining Derivational. In this sentence, the letter 'u' and 'l' is omitted from the right form.

4. so our health still can **healty** (so our health still can be healthy).

Health (n) + suffix-y = Healthy (adj), class changing derivational. In this sentences, the letter 'h' is ommited from the right form.

5. **Unfortunatly**, the boy said he was not a child anymore (*Unfortunately*, the boy said he was not a child anymore.

Fortune (n) + prefix – y = Healthy (adj), Class Changing derivational. In this sentences, the letter 'e' is ommited fro the right form.

6. ‘you are **foolis**’ the mouse deer said (“you are foolish” the mouse deer said)

Fool (adj) + suffix – ish = foolish (adj), Class Maintaining Derivational. In this sentences, the letter 'h' is ommited fro the right form.

Based on data above , the students did errors in narrative paragraph. In this case, actually all of students are almost right to write the derivational word, but unfortunately they omitted one until two letter from the complete derivayional word and it became the errors.

Based on explanation above, the errors of omission which made by students were influenced by intralingual transfer. It occured of the limited knowledge of students about the right form of derivational and also their ignorance to be more carefull in writing the derivational word itself. They just wrote what they know, so they did errors.

2.2 Error of Addition

In this type of errors, the students added a redundant letter to the word at the same time. It was the lowest level errors found in students' writing . these

errors occurred 4 cases, all of the errors on adjective derivational by adding the redundant letter from the right form derivational word. The example of addition on adjective derivational errors could be seen on the explanation .

a. The Error Addition on Adjective Derivational

1. She is a **powerfull** witch (She is a *powerful* witch)

Power (n) + suffix -ful = powerful (adj). Class changing Derivational. In this sentences, the unnecessary letter 'l' is added from the right form

2. In our **daily** life (In our *daily* life).

Day (n) + suffix -ly = Daily (adj), Class Changing Derivational. In this sentences, the unnecessary letter 'l' is added from the right form.

3. We are **hopefull** that we body will be healthy (We are *hopeful* that we body will be healthy)

Hope (n) + suffix -ful = Hopeful (adj), Class Changing Derivational. In this sentences, the unnecessary letter 'l' is added from the right form.

Second, the students did error on adverb derivational. They did error by adding the same redundant from the right form derivational word. This error was the only one for the adverb derivational. For example, could be seen on the explanation as follows.

b. The Error of addition on Adverb Derivational

1. Until he command distinct and **wiselly** understood (Until he command distinct and *wisely* understood)

Wise (adj) + suffix-ly = wisely (adv), Class Changing Derivational. In this sentences, the unnecessary letter 'l' is added from the right form.

Based on the explanation, the students made the errors in narrative paragraph, for the explanation, it could be seen that the errors of addition made by students were influenced by interlingual transfer.

It is almost similar as the omission error that the students tended to ignore their limited knowledge of English derivational, so they did errors in writing. If in omission error the students omitted one or two letters to make a right form of derivational, as contrary in addition the students added redundant letter from the right form derivational word.

2.3 Error of Misformation

This type of errors happened because students misformed the words by ignoring the rules of word. The errors made by students occurred because they alternatively used the incorrect form of words. These errors occurred 11 cases, there are 9 class changing and 2 class maintaining. First, the students did errors on noun derivational. For example could be seen on the explanation as follows.

a. The Error of Misformation on Noun Derivational

1. Lose compation with people in other country. (Lose *competition* with people in other country).

Compete (v) + Suffix – ion = Competition, Class Changing Derivational.

In this sentence, the misformed word ‘campation’ should be ‘ competition’ as the right form.

2. Because the **obsety** is very bad (Because the *obesity* is very bad).

Obese(adj)) + Suffix –ity = obesity, Class Changing Derivational. In this sentence, the misformed word ‘obsety’ should be ‘ obesity’ as the right form.

3. Seek **Impormation** in the internet (Seek *Information* in the internet).

Inform (v) + Suffix –ation = Information, Class Changing Derivational. In this sentence, the misformed word ‘impormation’ should be ‘ information’ as the right form.

4. Enough sleep is one **prioryty** of life (Enough sleep sis one *priority* of life).

Prior (adj) + Suffix – ity = Priority, Class Changing Derivational. In this sentence, the misformed word ‘prioryty’ should be ‘ priority’ as the right form.

Second, the students did error on verb derivational. For example could be seen on the explanation as follows.

b. The Error of Misformation on Verb Derivational

1. Because we can **richarge** the energy (Because we can *recharge* the energy)

Charge (v) + prefix-re = Recharge (v), Class Maintaining Derivational. In this sentence, the misformed word 'richarge' should be 'recharge' as the right form.

2. The games **ancaourage** student to mix with one another (The games *encourage* student to mix with one another).

Caurage (n) + prefix-en = Encourage (v), Class Changing Derivational. In this sentence, the misformed word 'ancaourage' should be 'encourage' as the right form.

Third, the students did error on adjective derivational. For example could be seen on the explanation as follows.

c. The Error of Misformation on Adjective Derivational

1. The mouse deer knew that he was in **dengerous** (The mouse deer knew that he was in *dangerous*).

Danger (n)+ suffix-ous = Dangerous (v), Class Changing Derivational. In this sentence, the misformed word 'dengerous' should be 'dangerous' as the right form.

2. Because deer meat is **deligious** (Because deer meat is delicious).

Delicacy (n)+ suffix-ous = Delicious(adj), Class Changing Derivational. In this sentence, the misformed word ‘ deligious’ should be ‘ delicious’ as the right form.

3. **Otherwise** we can be ill (*Otherwise* we can be ill).

Other (n)+ suffix-wise = Otherwise (adj)), Class Changing Derivational. In this sentence, the misformed word ‘ otherwise’ should be ‘ otherwise’ as the right form.

4. We must smart and **creatife** (We must smart and *creative*).

Create (n) + suffix-ive = Creative, Class Changing Derivational. In this sentence, the misformed word ‘ creatife’ should be ‘ creative’ as the right form.

5. But no people knew he had a **golds** egg (But no people knew he had a *golden* egg).

Gold (n) + suffix-en = Golden (n), Class Changing Derivational. In this sentence, the misformed word ‘ gold’ should be ‘ golden’ as the right form.

Based from all the tables, it could be seen that students did misformation errors in narrative paragraph. The students made this type of errors because they misformed the well sturuced derivational word. It was influenced by interlingual transfer.

It can be found in the example of word ‘ golds’, the students were probably influenced by interlingual transfer. They might know in Indonesia there is no difference in saying ‘gold’ and ‘gold colour’ where actually the right form to say the colour of gold is ‘ golden’. Because the limited knowledge, then they did the error. It was similar with the word of ‘ importation’, they did error in writing this derivational word because of their ignorance the rule of word. When Intralingually, the students did errors in word ‘ encourage’ and ‘priority’. They were trying to make the right form and appropriate to English rule, but unfortunately it was incorrect.

2. 4 Error of Misorder

This type of errors happened because students did the incorrect placement of morpheme or a group of morphemes in the utterances. These errors occurred 13 cases, there are 12 class changing derivational and 1 class maintaining derivational. First, the students did errors on noun derivational. For examples, could be seen on the explanation as follows.

a. The Error of Misorder on Noun Derivational

1. The apple tree so sad for the **betrayed** of boy (The apple tree so sad for the betrayal of boy).

Betray (v) + suffix-al = Betrayal (n), Class Changing Derivational. In this sentence, the word that is used should be noun. Then, it should be changed from ‘ batray’ to’ betrayal.

2. It has **goods** for breakfast every morning (It has *goodness* for breakfast every morning).

Good (adj) + Suffix-ness = Goodness(n), Class Changing Derivational. In this sentence, the word that is used should be noun. Then, it should be changed from ‘ goods’ to ‘ goodness’.

3. Social Media is a good tool to make **communicate** to other people (Social Media is a good tool to make *communication* to other people).

Communicate (v) + Suffix-ion = Communication (n), Class Changing Derivational. In this sentence, the word that is used should be noun. Then, it should be changed from ‘ communicate’ to ‘ communication’

Second, the students did disorder errors on verb derivational. It was the only error for this category. For example couple be seen on the explanation as follows.

b. The Error of Misorder on Verb Derivational

1. We also accept people **not like** to our picture (We also accept people *dislike* to our picture).

Like (v) + prefix-dis = Dislike (v), Class Maintaining Derivational. In this sentence, the word that is used should be verb. Then, it should be changed from ‘ not like’ to ‘ dislike’.

Third, the students did misorder errors on adjective derivational. This category was the most errors that occurred. For example could be seen on the explanation as follows.

c. The Error of Misorder on Adjective Derivational

1. It was so beautiful and **colours** (It was so beautiful and *colourful*)

Colour (n) suffix-ful = Colourful (adj) , Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘ colours’ to ‘colourful’.

2. Because his power is **dangers** (Because his power is *dangerous*).

Danger (n)) suffix-ous = Dangerous (adj) , Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘ dangers’ to ‘dangerous’.

3. Because it is **dangers** to our body (Because it is *dangerous* to our body).

Danger (n) suffix-ous = Dangerous (adj) , Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘ dangers’ to ‘dangerous’.

4. Music is very **importance** in this period (Music is very *important* in this period).

Import (v) suffix-ant = Important (adj) , Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘ importance’ to ‘important’.

5. Money is very **importance** for people (Money is very *important* for people)

Import (v) + suffix-ant = Important (adj) , Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘ importance’ to ‘important’.

6. Not only to show a **luxury** life (Not only to show a *luxurious* life).

Luxury (n) + suffix-ous = Luxurious (adj), Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘ luxury’ to ‘luxurious’.

Fourth, the students did disorder errors on adverb derivational. This categories was the most errors that occurred. For example could be seen on the explanation as follows.

d. The Error of Misorder on adverb Derivational

1. They were life forever and **happiness** (They were life *happily* forever)

Happy (adj) + suffix- ly = Happily (adv), , Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘ happiness’ to ‘happily’.

2. They lived happy ever after (They lived happy ever after).

Happy (adj) + suffix- ly = Happily (adv), Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘ happiness’ to ‘happily’.

3. Cinderella tried and it fitted her **perfected** (Cinderella tried and it fitted her *perfectly*).

Perfect (adj) + suffix- ly = perfectly (adv), Class Changing Derivational. In this sentence, the word that is used should be adjective. Then, it should be changed from ‘perfected’ to ‘perfectly’.

Based on all of the explanation above, it could be seen that the students did error because of wrong placement. It occurred in morphological level. Most of students tried to translate words by words into target language without good structure, then it turned to be errors.

In this case, the errors of misordering occurred because the students were influenced by interlingual transfer. It occurred due to the errors of sentence structure. The students looked like not able to write in good structure in making sentences, it was also caused by their limited knowledge about English role of derivational. Finally, they did the errors repeatedly.

C. Findings

The analysis revealed that the errors of derivational affixes existed in narrative paragraph written by eleventh grade students at MA Al Usmaniyah. After analyzing all the paragraph, there were some findings of this study. The findings could be seen below.

- a. The classification of errors were omission that occurred 10 cases, addition 4 cases, misformation 11 cases and disorder 13 cases. The error of omission occurred in noun derivational, and adjective

derivational. The error of addition occurred in adjective derivational and adverb derivational. The misformation occurred in noun, verb and adjective derivational. The error of misorder occurred in noun, verb, adjective and adverb derivational.

- b. The error of misorder was the highest of errors in students' writing. These errors happened because students did the incorrect placement of morpheme or a group of morphemes in the utterances. It was caused by their limited knowledge about English role of derivational. Finally, they did the errors repeatedly.
- c. The error of omission occurred 10 cases. These errors happened because the absence of an item that must appear in a well-formed utterances. It was caused by the students' ignorance to be more careful in writing the derivational word itself. They just wrote what they know, so they did errors.
- d. The error of addition occurred 4 cases, it was the lowest of errors in students' writing. These errors happened because a redundant letter added to the word at the same time.
- e. The error of misformation occurred 11 cases. These errors happened because students misformed the words by ignoring the rules of word.
- f. The dominant error of type of derivational was class changing derivational. It occurred 33 cases (86.8%) then followed by class maintaining derivational that occurred 5 cases (13.2 %).

D. Discussion

From the explanation of the previous data analysis, all classification of errors occur in derivational affixes in writing narrative paragraph. The errors occur in omission, addition, misformation, and disorder.

In the former studies however which analyzed about the derivational affixation, because error has been a common issue for those who concern about analyzing the errors of Indonesian students in English affixation, especially in derivational. This case is also found in this study, the error of omission found that actually all of student are almost right to write the derivational word, but unfortunately they omitted one until two letter from the complete derivational word and it became the errors.

This study also finds that in additional error it is almost similar as the omission error, if in omission the students omitted one or two letter to make a right form of derivational, as contrary in addition the students added redundant letter from the right form derivational word.

While in misformation errors, the students made this type of errors because they misformed the well-structured derivational word. The students tried to write it in right form, but their limited knowledge of derivational turned it into the errors.

The most errors occurred is disorder error. It could be seen that the students did error because of wrong placement. Most of students tried to transfer

words by words into target language without good structure, then it turned to be errors. Based on all errors occurred, the cause of errors was influenced by interlingual and intralingual transfer.

The dominant type of derivational affixes' error are class changing errors. It is higher than class maintaining error, because most of derivational affixes are class changing while class maintaining are less productively used.

However, in this study the amount of students' writing depend on the students' activeness and creativity. It means that students who are active in writing will have a big possibility to make the greater errors. Then, it is unfair to judge about students' ability in each school. The errors which are made by the students are caused by the interlingual and intralingual transfer. But overall, the errors that occur are dominantly caused by intralingual transfer.

Referring to the students' quality in writing based on the component which should be mastered well (Raimes : 1983). Then, it can be concluded that students writing product is not good yet. It can be seen from the perspective of grammar, especially through the analysis of derivational affixes error that found in this study.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis of research at the eleventh grade students at MA. Al Usmaniyah, the researcher wants to present to conclusions. The conclusion consist of several points that are related to the problem of the study.

They are:

1. The classification of errors that found in narrative paragraph written by eleventh grade students at MA. Al Usmaniyah are omission 10 cases, addition 4 cases , misformation 11 cases, disorder 13 cases.
2. The dominant type of error made by the students was disorder 13 cases (34%), next misformation 11 cases (28%), then omission 10 cases (26%) and the last addition 4 cases (10%).

. Suggestions

Considering the conclusions above, some suggestions are presented in this part. As discussed in the previous chapter, this study hopefully can give a useful informations both theoretically and practically.

1. For the teacher
 - a. The teacher are expected to give a proper emphasis about affixation to students.

- b. The teacher are expected to discuss and remind students about the derivational affixation related to the English topic that they learn, by doing this students will be more aware about affixations.
- c. The teacher are expected to give more exercises continuously to students, then discuss it together so they would be able to know about affixation especially derivational affixes.

2. For the students

- a. The students should be able to comprehend about the words formation in derivational affixes.
- b. The students are expected to be more aware about affixation rules, in order to have a mastery in using English spoken and writing.
- c. The students are expected to learn more about English affixation.
- d. The students are expected to do more exercises and practice about the affixation to train their ability in using it.

3. For the researcher

It is eagerly suggested to the other researcher to conduct a further study about affixation in other kinds of paragraph which are considered important for students' need in learning English.

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APPENDIX A

WRITING TEST

Subject : English

Time Allocation : 60 minutes

Read the instruction below!

1. This is the individual task, you are not allowed to discuss with your friends.
2. Every students write narrative paragraph by your own word story.
3. Write at least consist of three paragraph or 100 words.
4. Do not use any gadget or other sources to do copying from them.
5. Write your name and calss.

APPENDIX B

THE CLASSIFICATION OF ERRORS (1)

Classification of Errors						
No	Students' Initial Name	O	A	MF	MO	Total
1	AR	1-	-	-	-	1
2	AA	-	-	-	1	1
3	DA	-	1	-	2	3
4	FA	1	-	-	1	2
5	HA		1	-	-	1
6	HN	1	-	1	-	2
7	LDS	-	-	-	1	1
8	MDS	-	-	-	-	-
9	MHS	-	-	-	-	-
10	MH	-	-	-	-	-
11	NHS	-	-	-	-	-
12	RK	-	-	-	-	-
13	RM	-	-	-	-	-
14	RS	-	-	-	-	-
15	RU	-	-	-	-	-
16	RP	1	-	1	-	2
17	SW	1	-	-	1	2
18	SS	2		1		3
19	YA	1	1	-	1	3
20	MS	1	-	-	1	2
21	BS	-	-	1	1	2
22	AS	-	-	1	-	1
23	RA	-	-	-	2	2
24	AR	-	-	1	-	1
25	H	-	-	1	-	1
26	NH	-	1	1	-	2
27	MRY	-	-	1	-	1
28	MAS	-	-	2	-	2
29	AS	-	-	-	1	1
30	AHM	1	-	-	1	2
Total of Error		10	4	11	13	38

APENDIX B

THE CLASSIFICATION OF ERRORS (2)

NOTES:

C.C	= Class Changing	V	= Verb
C.M	= Class Maintaining	Adj	= Adjective
N	= Noun	Adv	= Adverb

1. The Errors of Omission

No	Type of Derivational		Derivational Categories				The Form of Errors	The right Forms
	C.C	C.M	N	V	Adj	Adv		
1	√	-	√	-	-	-	To ride motorcycle with my freedom	To ride motorcycle with my <i>freedom</i>
2	√	-	√	-	-	-	But the heath and body	But the <i>health</i> and body
3	√	-	√	-	-	-	And give argumen as comment	And give <i>argument</i> as comment
4	√	-	√	-	-	-	Make the teneger forget they homework	Make the <i>teenegers</i> forget they homework
5	√	-	-	-	√	-	Animal horns is beutiful	Animal horns are <i>beautiful</i>
6	√	-	-	-	√	-	Some people are careles about the risk	Some people are <i>careless</i> about the risk

7	√	-	-	-	√	-	So our health still can healty	So our health still can <i>healthy</i>
8		√	-	-	√	-	Normal people usaly working this activity	Normal people <i>usually</i> working this activity
9	√	-	-	-	√	-	Unfortunatly , the boy said he was not a child anymore	<i>Unfortunately</i> , the boy said he was not a child anymore
10	-	√	-	-	√	-	“you are foolis ” the mouse deer said	“you are <i>foolish</i> ” the mouse deer said
Total								10 cases

2. The errors of Addition

No	Type of Derivational		DerivationalCategories				The Form of Errors	The Right Forms
	C.C	C.M	N	V	Adj	Adv		
1	√	-	-	-	√	-	She is powerfull witch	She is <i>powerful</i> witch

2	√	-	-	-	√	-	In our daily life	In our <i>daily</i> life
3	√	-	-	-	√	-	We are hopefull that we body will be healthy	We are <i>hopeful</i> that we body will be healthy
4	√	-	-	-	-	√	Untill he command distinct and wiselly understood	Untill he command distinct and <i>wisely</i> understood
Total								4 Cases

3. The Errors of Misformation

No	Type of Derivational		Derivational Categories				The Form of Errors	The Right Forms
	C.C	C.M	N	V	Adj	Adv		
1	√	-	√	-	-	-	Lose compation with people in other country	Lose <i>competition</i> with people in other country
2	√	-	√	-	-	-	Because the obsety is very bad	Because the <i>obesity</i> is very bad
3	√	-	√	-	-	-	Seek impormation in the internet	Seek <i>information</i> in the internet
4	√	-	√	-	-	-	Enough sleep is one prioryty of life	Enough sleep is one <i>priority</i> of life
5	-	√	-	-	-	-	Because we can richarge the energy	Because we can recharge the energy
6	√	-	-	√	-	-	The games ancourage students to mix one another	The games <i>encourage</i> students to mix one another
7	√	-	-	√	√	-	The mouse deer knew that he was dangerous	The mouse deer knew that he was <i>dangerous</i>
8	√	-	-	-	√	-	Because deer meat is deligious	Because deer meat is <i>delicious</i>
9	-	√	-	-	√	-	Otherwice we can be ill	<i>Otherwise</i> we can be ill

10	√	-	-	-	√	-	We must smart and creatif to wear it	We must smart and <i>creative</i> to wear it
11	√	-	-	-	√	-	But no people knew he had a golds egg	But no people knew he had a <i>golden</i> egg
Total							11 cases	

4. The error of Misorder

No	Type of Derivational		Derivational Categories				The Form Of Errors	The Right Form
	C.C	C.M	N	V	Adj	Adv		
1	√	-	√	-	-	-	The apple tree so sad for the betrayed of boy	The apple tree so sad for the <i>betrayel</i> of boy
2	√√	-	√	-	-	-	It has goods for breakfast every morning	It has <i>goodness</i> for breakfast every morning

3	√	-	√	-	-	-	Social media is a good tool make communicate to other people	Social media is <i>communication</i> to o
4	-	√	-	√	-	-	We also accept people not like to our pitcure	We also accept peop
5	√	-	-	-	√	-	It was so beautiful and colours	It was so beautiful a
6	√	-	-	-	√	-	Because his power is dangers	Because his power i
7	√	-	-	-	√	-	Because it is danger to our body	Because it is <i>danger</i>
8	√	-	-	-	√	-	Music is very importance in this period	Music is very <i>impor</i>
9	√	-	-	-	√	-	Money is very importance for people	Money is very <i>impo</i>
10	√	-	-	-	√	-	Not only to show a luxury life	Not only to show a
11	√	-	-	-	-	√	They were life forever and happiness	They were life <i>happ</i>
12	√	-	-	-	-	√	They lived happy ever after	They lived <i>happily</i>
13	√	-	-	-	-	√	Cinderella tried and it fitted her perfected	Cinderella tried and
Total							13 cases	