

CHAPTER I INTRODUCTION

A. The Background of The Study

Language is a tool which is used to express thoughts, feelings, and ideas to other people. Talking about language means talking about agreement. In order to understand and be understood by other people, someone must follow the language rules which are commonly accepted. The existence of the language in its using does not suddenly emerge, but it experiences morphological processes to make various forms such as words, phrases, clauses, and sentences.

Word formation is something fundamental that should be known well before using the more complex language units. And one of the ways in forming words is through affixation. In the case of English as an international language, people likewise Indonesian are required to be able to speak it written or spoken. Therefore, the basic knowledge about word formation in English is a necessity.

It can't be denied that English has complicated affixation, this condition leads the difficulties to learn English either for English as a second language (ESL) or English as a foreign language (EFL). Thus, the English learners may face difficulties which lead to the errors in their English learning process (Maulianasari, 2007). This condition was experienced by the eleventh grade students of SMA Swasta Parulian which is based on the preliminary observation, affixation errors were found in their English writings. Some sentences which are indicated have errors are :

1. It's make me happy (*It makes me happy*)

In this sentence, suffix –s should be added to indicate verb for singular person.

2. Hi Novelina, how are you ? I hope you fines. (*Hi Novelina, how are you ? I hope you are fine*)

Fine in this sentence is adjective. The existence of adjective in sentence comes after to be and it is never added with suffix –s.

3. First impress after she came to the class is good. (*first impression when she came to the class was good*)

Suffix- ion should be added to word *impress* to indicate noun

4. Thank you miss because you teach us patient. (*Thank you miss because you teach us patiently*)

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

5. I want to tell all about present miss Nina in this school. (*I want to tell all about the presence of miss Nina in This school / I want to tell all about miss Nina's presence in this school*

In this sentence, the word that is used should be in noun. The word *present* is added with suffix –ence to make it noun.

Affixation also becomes problem for foreign students in Bandung international school. Based on the research, Indonesian affixation is a subject which is difficult to be understood by the foreign students. This matter occurs

because of Indonesian grammar is different from their mother tongue's grammar (Widawati, 2012).

The researches about English mastery found that the most dominant errors produced by the students are morphological aspects of language. Affixes, adverbs, adjectives, plural forms are some of the categories that students find problem with. The research which was conducted by Jalaludin, Awal, Bakar (2008) in Malaysia indicated that this happens because the different morphological structures between bahasa Melayu and English. Furthermore, the research which was conducted by Hidayati (2011) found that substitution type of errors is most frequently found.

The facts above indicate that affixation which is frequently neglected in classrooms and teaching materials still become the problem for students in language using. Whereas, knowledge about affixation is something important in supporting language mastery, especially in vocabulary (Nurhemida, 2007; Nakayama, 2008; Kim, 2013; Mousavi & Hasani, 2014; Buddhing, 2005). As it is known, vocabulary has great role in language skills. In senior high school level, the sufficient English vocabulary power is required to have by senior high school students in order to do English final examination, university entrance test, and other tests successfully.

Moreover, the using affixes can cause significant effect to the quality of writing and message delivering. As senior high school students, the ability to write various genre texts effectively is a necessity. The role of affixes is obviously needed in creating effective texts.

Unfortunately, students still have lack knowledge in 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 researches found that writing score of senior high school students are still under the minimum criteria mastery (*KKM or Kriteria Ketuntasan Minimal*) (Wulandari, 2004; Septryani, 2008; Munthe, 2008).

Referring to the Educational Unit Oriented Curriculum (*Kurikulum Tingkat Satuan Pendidikan* or KTSP) 2006 of senior high school, the ability to write various genre texts is required to have by students. Specifically, in the syllabus that stated in Competence Standard of the eleventh grade student curriculum of English subject, analytical exposition is one of texts that must be learned by students. Analytical exposition text is the text which contains about someone's arguments in agreeing or disagreeing about certain topic. The language features which are used in this text is considered large, because it contains about someone's responds towards something. This consideration makes analytical exposition text becomes the object analysis of affixation errors which are committed by the eleventh grade students.

It is important then to analyse students' problems in affixation especially in writing because it has significant role in language using. The analysis of students' errors is something advantageous in order to know students' needs then finding the solution for it. The research hopes that the findings in the analysis of students' affixation errors can be useful for education progress.

B. The Scope of the Study

Affixation in English can be divided into two, they are prefix and suffix. Prefix and suffix are attached into words based on the word category itself which is in derivational or inflectional. Then, this study focuses only on inflection in analytical exposition texts which are written by the eleventh grade students of natural science program in six private schools at Marelan sub-district region.

C. The Problems of the Study

Based on the explanations above, the problems of the study are formulated as following :

1. What are the types of inflectional affixation errors of the eleventh grade students at Marelan private schools in writing analytical exposition text ?
2. Why do the eleventh grade students of Marelan private schools make the errors as it is ?

D. The Objectives of the Study

Related to the problems, the objectives of this study are to find out :

1. The types of inflectional affixation errors of the eleventh grade students at Marelan private schools in writing analytical exposition text
2. The causes of errors made by the eleventh grade students of Marelan private schools

E. The Significance of the Study

The findings of this research are expected not to be the merely data aggregation but something more advantageous both theoretically and practically, which can be described as follows :

Theoretically, the result of the research can be a reference for those who are interested and want to conduct a research in Error Analysis especially about affixation. Practically, the researcher hopes that this study will be useful for :

1. The teachers

To give advantageous informations based on the contents and the findings of this research.

2. The students

To increase their awareness about affixation in writing report, narrative, analytical exposition or any kind of text in order to avoid making the errors on and on.

3. The other researchers, to enrich their knowledge about errors especially in affixation so that they can conduct research and analyze deeper beside to give additional information for the next related study.