

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 every field, such as education, economy, technology, social and cultures. The existence of the language in its using does not suddenly emerge, but it experiences morphological process to make various forms such us words, phrases, clauses and sentences.

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

It can't be denied that English has a complicated affixation, then it leads students get difficult to learn English as a second language or foreign language. This condition was experienced by the eleventh grade students of SMA Swasta Ma'had Muhammad Saman which is based on the preliminary observation, affixation errors were found in their English writing. For examples:

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

in this sentence, suffix-s should be added to indicate 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.

Affixation also becomes a 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 tounge's grammar (Imroh: 2014)

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. 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, 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 writer got that their writing score is 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 types of genre texts, such as report, narrative, recount, descriptive, procedure, explanation, anecdote, hortatory and analytical exposition text. In the syllabus that stated in Competence Standart of the Eleventh Grade students curriculum of English subject, there are two writing genres which must be learned by the students. They are narrative and analytical exposition text. So the writer uses those genres as the writing genres in this study.

Narrative text is a text which retells events or experiences in the past. Its purpose is either to inform or to amuse the audience, and give a moral lesson from the story. While the analytical exposition is aimed to show arguments in agreeing or disagreeing about certain topic.

As Jackson (2002: 72) 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.

All languages have words, meanwhile word is a speech sound, or series of them, serving to communicate meaning and consisting of at least one base morpheme and the sentence. Every word in English has a basic meaning. A word normally begins with a root which perhaps the complete word, or perhaps a part of complete word. To this root may add a prefix (a word-part that appears in front of a root) or a suffix (word-part that appears in the end of a root). When root is added by prefix or suffix it will create a new word formation and sometimes by new meaning. Affixation can change a word's part of speech or a word's meaning within its part of speech (Umera : 2012)

Based on the writing error which happened, the writer will analyze the students's problem in affixation. The error analysis is useful to know what students' need, then the teacher can get the solution for it. The writer expects that the finding of this study can be useful for educational progress in the future.

In writing activity, the student's error can not be separated from their writing (Hyland: 2002). Sometimes, few teacher tend to not care about it. They just go straight to the next material without giving feed back to correct their students' writing error. So the students become upset and can 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. As Erdogan (2005: 57) states that error analysis enable teachers to figure out the source of error and take pedagogical 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' errors is something advantageous in order to know what students' needs then finding solution for it. The writer hopes that the finding in the analysis of students' affixation errors especially in derivational affixes can be useful for education progress.

B. The Problems of the Study

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

1. What are the types of derivational affixes errors found in the narrative and analytical exposition text written?
2. Why do they make the errors as it is?

C. The Scope of the Study

The writer has to limit the problem of the study, that it deals with the error analysis. The writer focuses on derivational affixes errors, and the causes of errors were found in narrative and analytical exposition text written by the eleventh grade students of Muhammad Saman Islamic Boarding School.

D. The Objectives of the Study

Based on the statement of the problem, the writer determines the objectives of the study as following:

1. To identify and classify the types of derivational affixes errors found in narrative and analytical exposition text written by the eleventh grade students of Muhammad Saman Islamic Boarding School.
2. To find out the causes of derivational affixes errors found in narrative and analytical exposition text written by the eleventh grade students of Muhammad Saman Islamic Boarding School.

E. The Significance of the Study

The significance of the study can be formulated as following:

1. Theoretical

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. Practical

The finding of this study is expected to be useful for teachers and students.

- a. The Teachers

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 and analytical exposition text or another kinds of text, in order to not making the errors again.

c. The other researchers

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