

**AN ANALYSIS OF MORPHOLOGICAL ERROR IN ENGLISH  
WORD FORMATION PROCESS MADE BY THE THIRD  
SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT MADURA ISLAMIC UNIVERSITY**

**Samsi Rijal**

English Education Department,  
Madura Islamic University  
samsirijal1983@gmail.com

*Abstract*

This research begins from the observation at teaching and learning process of English language as foreign language especially at the English Morphology class, the researcher found some students' problems related to the analyzing of English word formation process through tree diagram. They felt difficulties in analyzing English word formation process particularly in combining prefixes and suffixes. In this research, the researcher used descriptive qualitative which is the objective to describe the morphological error in analyzing the English word formation. The subject of this research is the third semester students of academic year 2018/2019 at English Education Department FKIP Madura Islamic University. In collecting the data, the researcher used the test and document study. The result of the research, the students understand well the function of every affixes in English word formation process but they made some errors in analyzing English word formation in multi word formation processes especially in combining prefix and suffix, derivational affix and inflectional affix.

**Keywords:** Word Formation, prefixes, suffixes.

**INTRODUCTION**

Language is the most important thing in social life, by the language people can communicate each other. One of the languages that most of the people use in the world is English language. It becomes the most familiar language which people use. For Indonesia students, English language is still foreign language. Therefore, they often make some errors in using English language, especially in the aspect of word formation or morphology. Talking about morphology, it's closely related to the word formation. There are many word formations in English language and the most common word formation in English is derivational and inflectional affixes.

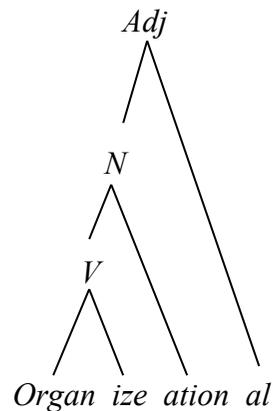
O'Grady (1997; 99) stated that derivation is creating a new word by changing the category and/or the meaning of the base to which it applies such as the word *help* (*verb*) becomes *helper* (*noun*), *teach* becomes *teacher*, *inform* becomes *information* and the word *happy* become *unhappy*. In addition, Rijal (2016;53) stated that derivation change the part of speech or basic meaning of the word. For example the *re-activate* means *activate again*. Furthermore, Yule (2006:57) stated that derivation is accomplished by means of large number of small 'bits' of the English language which are not usually given separate listings in the dictionaries. These small 'bits' are called by *affixes* and a few examples are the element of *careless* and *boyish*. Most of English words formed by this derivational process use either prefixes or suffixes, or both.

The first is derivational prefix, it is creating a new word by adding the affix before a base and it changes the word class or a meaning. Katamba (1993:44) stated that a prefix is an affix attached before a root or stem or base such as *re-read* that has meaning *again*, *mis-call* which has meaning *wrong*, and *un-happy* that has meaning *not*.

The second is derivational suffix, it is added in the end of the word and also change the class of word and meaning. Katamba (1993:44) said that an affix attached after root (or stem or base). For examples the word *information* (*noun*), this word is derived from the word *inform* (*verb*), the suffix *-ation* changes the word class from *verb* to *noun*. The second example is the word *happiness* (*noun*), this word is derived from the word *happy* (*adjective*), the suffix *-ness* changes the word class from *adjective* to *noun*. Another example is *read-able*, this word is derived from the word *read* (*verb*), the suffix *-able* changes the word class from *verb* to *adjective*. In English word formation processes, these derivational suffixes are mostly used in creating a new word.

The third is derivational multiple processes. George Yule (2006:58) state that Although we have concentrated on each of these word formation process in isolation, it is possible to trace the operation of more than on

process at work in the creation of a particular word, and it is called by *multiple process*. In addition O'Grady (1997; 101) said that this derivation can create multiple levels of word structure such as *organizational*.



Another word formation in English is by adding the inflectional affixes, these affixes do not change the word class and meaning, it is only grammatical function. O'Grady (1997; 107) stated inflectional affix modifies a word's form in order to mark the grammatical subclass to which it belongs. For examples "she *runs* every morning", the word *runs* is derived from the word *run* (*verb*). The affix *-s* does not change the word class and also meaning, it only marks as *third person*. The second example "John *called* his mother", the word *call-ed* is derived from the word *call* (*verb*), the affix *-ed* also does not change the meaning and word class, it is only grammatical information as *past time*.

Based on the observation at English morphology class, the students understand the function of every affixes either prefixes or suffixes such as the function of prefix *re-* in the word *re-work*, it needs *a verb* (*work*), prefix *un-* in the word *un-happy*, it needs *adjective* (*happy*), prefix *mis-* in the word *mis-understand*, it needs *verb* (*understand*). Suffix *-able* in the word *read-able*, it needs *verb* (*read*), suffix *-en* in the word *straight-en*, it needs *verb* (*straight*), and suffix *-ly* in the word *slow-ly*, it needs *adjective* (*slow*). Those functions are understandable well by students when they analyze only one affix (prefix or

suffix). In contrary, when they analyzed multi affixes in one word such as *re-straight-en-ed*, most of them made some errors in analyzing this word formation.

Concerning to this problem above, the researcher conducted the research to know the students' errors in analyzing English word formation.

## RESEARCH DESIGN

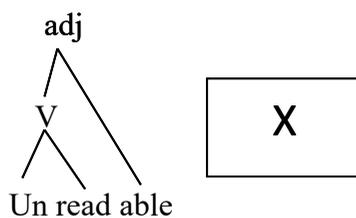
This research design is descriptive qualitative research, according to Moleong (2011:12) qualitative research refers to the following criteria : 1) having one natural setting as the data source, 2) using the reserscher as key instrument, 3) having much concern with the process rather than the outcomes, 4) being descriptive in nature, 5) having much concern with the uttarences or words as the analysis of the data rather than number, 6) and analyzing the data inductively

The subject of this research is students of the third semester of academic year 2018-2019 at English Education Department, Teacher Training and Education Faculty, Madura Islamic University. The collection used test and documentation.

After collecting the data, the researcher analyzed the data by interpreting and classifying it. It is line with Creswell's statement that analyzing the data for description and themes using text analysis and interpreting the larger meaning of the finding. The last, the researcher wrote the report or draw the conclusion of the data.

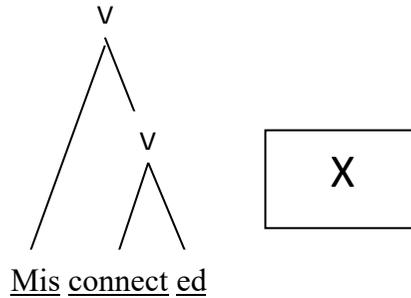
## FINDING AND DISCUSSION

After doing the research by giving the test to the third semester students, the researcher found some errors made by students in analyzing word formation using tree diagram. The **first** error is in analyzing prefix *un-*, some students felt confused when it comes together with another affixation especially the suffix. Such as,

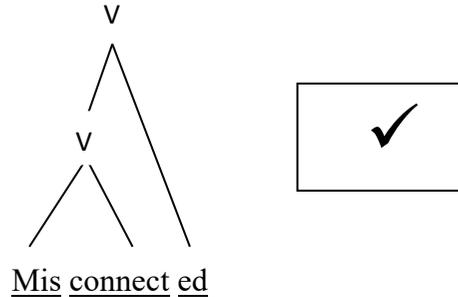




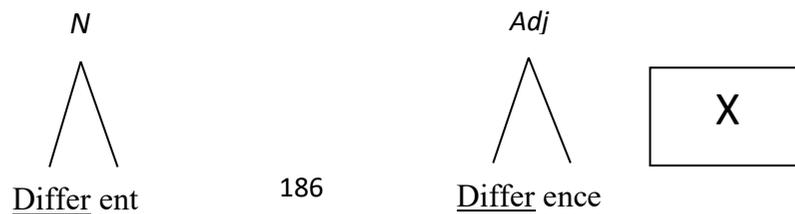
The **third** finding is when the inflectional affix and derivational affix come together. The students felt confused which comes first, inflectional or derivational affix.



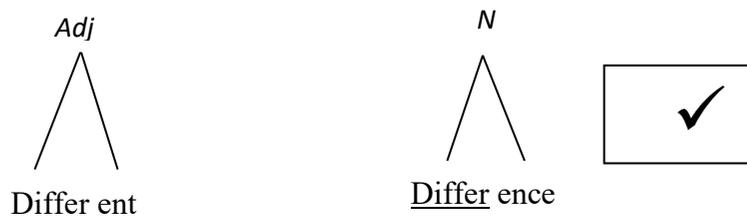
In the **analyzing above**, the *derivational affix* must be added first before *inflectional affix* to the verb (connect). Prefix *mis-* is derivational affix while suffix *-ed* is inflectional affix. So, prefix *mis-* must be added to the verb (connect) before suffix *-ed*.



The **fourth** finding is when the students found the word that can be added by two affixes which rather similar such as the following the word *difference* and *different*. The students often misanalyses which one is *noun* and *adjective*.



In this case, students think that *difference* is *Adjective* and *different* is *noun*. In contrast, the correct one is the word *difference* is *noun* and *different* is *adjective*.



From the discussion above, the errors of students' analysis in English word formation processes are in adding the derivational and also inflectional affixes. It is in line with the research result of Juriyah and Kusumawati (2015) on "Students' Morphological Errors in Writing Recount Text at Muhammadiyah", they found most of the students made errors in inflectional morpheme. The students' omit morpheme *-s* to indicate that the noun is plural or omit morpheme *-ed* to indicate that the sentences are past form. Besides, the students also made some errors in derivational morpheme

## SUMMARY

After doing the research, the researcher can conclude that students' error in analyzing word formation by using tree diagram because: 1) students made error when there are prefix and suffix come together, they felt difficult which one is to be analyzed first, 2) when they found derivational affix and inflectional affix, they analyzed inflectional affix before derivational one, 3) if there are two affixes rather similar, they often misanalysis the function of them.

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