



**STUDENTS' ERROR ANALYSIS
IN PART OF SPEECH OF AFFIXES PROCESS
AT FIFTH SEMESTER TBI IAIN PADANGSIDIMPUAN
IN ACADEMIC YEAR 2016**

A THESIS

*Submitted to the State Institute For Islamic Studies Padangsidimpuan as a Partial
Fulfillment of the Requirement for the Degree of Education Scholar (S.Pd.) in English*

Written By :

EVI DEWI PUTRI A HARAHAP
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ENGLISH EDUCATION DEPARTEMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017**



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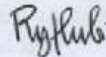
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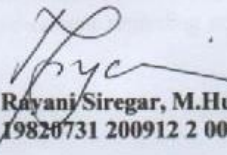
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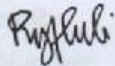


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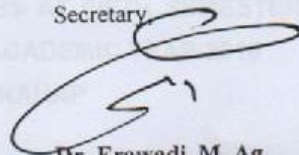
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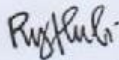
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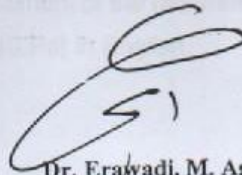


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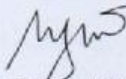
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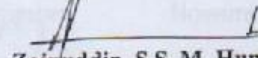
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IAIN PADANGSIDIMPUAN IN ACADEMIC YEAR 2016.**

ABSTRACT

The purposes of the research is to know the students' error in analyzing part of speech of affixes process at fifth semester TBI IAIN Padangsidimpuan, and to know the dominant error in analyzing part of speech of affixes process at fifth semester TBI IAIN Padangsidimpuan.

The research is conducted with descriptive analysis and qualitative approach. The source of the data in this research is the students of TBI 4 at fifth semester IAIN Padangsidimpuan who got low mark. TBI 4 consist of 30 students, and students who got low mark consist of 14 students. Second source of this research is morphology's lecturer. There is 1 instrument in collecting the data, such as test. Data are processed and analyzed by qualitative process. The test is analyzed by mean score as a supporting analysis.

Based on result of the research, researcher found that the students' error analysis in part of speech of affixes process at fifth semester TBI IAIN Padangsidimpuan academic year 2016 was 69. 64 according to the students error above the students still low in analyzing part of speech of affixes process. Then, the students' dominant error in analysis part of speech of affixes process is in adverb forming.

Key words; Error analysis, part of speech, and affixes process.

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Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is very important for human communication. It is used to transfer information, ideas, and feelings from one person to another. Understanding language as the social function is the purpose of human life to interact one another. Human acquire language in the same way, they do more then try to get another person to understand speaker's thought feeling when use language.

English is an international language. It is an important language, which are studied by students at schools, colleges and universities, so they can communicate by using English. It is used by many people in this world. English is used not only for trade association but also for the scientific terminologist. English has mushroomed in every part of the world and became a universal language because it is used by almost all countries, even though in some countries have become the primary language or has become the standard language used in everyday life whether in government, social, and other formal institution.

State Institute for Islamic Studies (IAIN) Padangsidempuan has a department that consist study English. The department is English Educational Department (TBI) of Tarbiyah and Teachers Training Faculty (FTIK). English has basics that need to be understood include writing, reading, listening, and speaking skill. Mastering writing needed many vocabularies to write the sentence. Mastering many vocabularies need more understanding in morphology.

English Educational Department (TBI) has a curriculum that study morphology. Morphology has syllabus that study word formation with some indicators, students can describe various of process in morphology and students can describe word classification and its word structure.¹ Studying affixation in morphology can help students in mastering many vocabularies and knowing the word classes of each word that process by affixation. Affixes process is to create new word by add prefix or suffix. In English there is two types of affixes according to position, they are derivational and inflectional affixes. Derivational affixes is a process of affixation , and the process can change the part of

¹Rayendriani Fahmei Lubis, et al., *Syllabus English Education Study Program Tarbiyah Department STAIN Padangsidempuan Academic Years 2013*, p. 132.

speech of the word and inflectional affixes is a process of affixation and the process does not change part of speech of the word.

In every language has found groups of words that share grammatical characteristics. The groups has name “part of speech”. Every person needs at least a minimal understanding of parts of speech in order to be able to use such common place items as dictionaries, which classify words according to their parts of speech.

A part of speech is a set of words with some grammatical characteristics in common and each part of speech differs in grammatical characteristics from every other part of speech, such as nouns have different properties from verbs, which have different properties from adjectives, and adverb. Part of speech analysis depends on knowing (or discovering) the distinguishing properties of the various word sets.

In traditional grammar, eight parts of speech are usually identified; they are noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. Parts of speech such as nouns, verbs, adjectives, and adverbs distinguish as the major parts of speech. Pronouns, prepositions, conjunctions and interjection as the minor parts of speech.

The major parts of speech contribute the major “content” to a message, and hence are sometimes called content words, as opposed to the other parts of speech known as function or structure words. The content words are the ones that can be seen in newspaper headlines where space is at a premium and they are the words we tend to keep in text messaging where costs per word can be high. However, in most types of discourse, function words significantly outnumber content words.

Affix is a letter or more that can change the meaning, types, and function of a basic word or basic form. Affixation has three kinds, such as prefix, suffix, and infix. Affixation in English occurs with the addition of prefix and suffix. Prefix is a bound morpheme which is added to the front base while suffix is a bound morpheme which is added to the back base.

Affixation in derivational is affixes process that change the part of speech of word. Usually, the part of speech that changes is in major part of speech, also most often in suffixes process. A change of part of speech in derivational suffixes, often make students confuse and do a mistake in analyzing word. Word which build by suffixes process are

much, such as beauty be *beautify*, *beautiful* or *beautifully*. Beauty is a noun, when added *-ify* become verb, when added *-ful* become adjective, and when added *-ly* become adverb. A case like that will make a confused to analyze the part of speech.

As the students of English Department, students need to know about parts of speech in order to be able to use and teach about it. There are many problems of students in learning affixes, especially in identifying part of speech of affixation. The researcher has observed the result score of students' in learning morphology at fifth semester. The students get enough score is more in TBI-4. The percentage is 45%.² According to Mrs. Fitri Rayani Siregar, M.Hum state that many students of fifth semester TBI IAIN Padangsidempuan do not understand well about morphological process especially cannot identify part of speech of affixes process.³ In addition, they want to know how to understanding the process of changing part of speech of affixes process well. According to the researcher's interviews to TBI fifth semester in IAIN Padangsidempuan NS, MD and AW said that they confuse in derivational

² *Daftar Kumpulan Nilai Mahasiswa Tadris Bahasa Inggris* (IAIN Padangsidempuan, tahun ajaran 2016/2017).

³ Fitri Rayani Siregar, Morphology Lecturer TBI-4 IAIN Padangsidempuan, *Private Interviews*, at June 22nd 2017.

affixes, don't know and understand that derivational affixes can change the part of speech and also lack in differentiate the part of speech.⁴

Students confuse when analyze part of speech of suffixes process. For example “the novel is *saleable*” the word *saleable* is an adjective. The base of the word is a verb *sale*. So, the process of changing part of speech of the word makes the students wrong in identifying the part of speech of the word. The other example is “president give *donation* to the victim of tsunami”, students will make that the part of speech of *donation* here as a verb. *donate* after added *-ion* will be a noun.

Based on the fact above, the researcher will make a thesis concern aspect part of speech of affixes process with title, **“Students’ Error Analysis in Part of Speech of Affixes Process at Fifth Semester TBI IAIN Padangsidempuan Academic Years 2016.**

B. Focus of the Problem

The researcher limited the research to describe the title as follow:

1. Derivateional affixes
2. Major part of speech

⁴ NS, MD and AW, students of TBI-4, *Private Interviews*, May 15th 2017.

C. Definition of the Key Termss

To avoid the vagueness and misunderstanding between the writer and the reader, the terminologies as follows:

1. Student

Student is a person is studying at university or college. Based on explanation above, researcher concludes that student is a person study at fifth semester TBI IAIN Padangsidempuan academic years 2016.

2. Error Analysis

Error analysis is the fact that the learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learners led to a surge of the study of the learners' errors.

3. Part of Speech

Part of speech is classification of word to make the different in placing. Part of speech is the basic sentence units. To understand sentence structure, one must first learn to recognize these basic units such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and, interjection.

4. Affixes Process

Affixes process is the process of created new word by adding prefix, suffix, or infix. Affixation is process of forming words by adding affixes to morpheme. In affixation there is derivational and inflectional affix. Derivational affix is affixation process that change part of speech. And inflectional affix is affixation process do not change the part of speech of the word.

5. English Education Department (TBI)

English Education Department (TBI) is study program in developing learner and English Educational Research with develop values Islamic and English knowledge to made madam society.

Based on explanation above researcher conclude that students' error analysis in part of speech of affixes process at fifth semester TBI IAIN Padangsidimpuan is a process to know students' error in analyzing part of speech of affixes process fifth semester IAIN Padangsidimpuan academic years 2016.

D. The Formulation of the Problem

According to background and focus of this research above, the researcher formulated the problem of the research as follow:

1. What are the students' error in analyzing part of speech of affixation process at fifth semester English TBI IAIN Padangsidempuan?
2. What are students' dominant error in analyzing part of speech of affixes process at fifth semester TBI IAIN Padangsidempuan?

E. The Purposes of the Research

Based on the formulation of the problem above, the purpose of the research as the following:

1. To know the students' error in analyzing part of speech of affixes process at fifth semester TBI IAIN Padangsidempuan.
2. To know students' dominant error in analyzing part of speech of affixes process at fifth semester TBI IAIN Padangsidempuan.

F. The Significant of the Research

The using of the research as follow:

1. To lecturer of English to know solution of the problems and improve their teaching and learning process especially in affixation.
2. To other researcher as addition of material to do a further research in the same field.

CHAPTER II

THEORETICAL DESCRIPTION

In arranging a research, theories are very important to explain some concepts or description are applied in concerned research.

A. Definition of Error

Errors are the result of some failure of performance. Moreover, the noticeable thing about erroneous sentence is that they can readily be corrected by the speaker himself since they are cases of failure to follow a noun rule.¹ Error is to be avoided and its influence overcomes. However, as errors were the result of the negative transfer of first language habits, it is difficult to see how they could become habits simply by tolerating them.²

Errors are failure performance in grammatical of language.

An error is noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner.³ Mistakes are imperfectness of utterances which refer to the language performance. Meanwhile, error is a mistake, especially one that causes problems or

¹ Carl James, *Error in Language Learning and Use*, (New York: Longman. 1998), p.79.

²Rod Ellis, *Understanding Second Language Acquisition*, (Hong Kong: Oxford University Press. 1985), p.22.

³H. Dougle As Brown, *Principles of Language Learning and Teaching*, (San Francisco State University: Pearson Longman. 2007), p. 258.

affects the result.⁴ The difference between error and mistake is that error is grammatical utterance which refers to the language competence, while mistake is imperfectness of utterances refers to the language performance. Shortly, when the students produce sentence incorrectly but they know and correct them, it means that they make mistake if they cannot correct them, it means that they make error in this research, the writer will consider mistake and error as one and she will not restrict it.

1. Types of Error

There are four kinds of error taxonomy, but two of these, the Comparative taxonomy and the Communicative Effect taxonomy, reveal the error causes and errors gravitas respectively. For the moment we are concerned only with descriptive taxonomies. They suggest there are two kinds of descriptive taxonomy of the sort we are concerned with:⁵

a. Linguistic Category Classification

This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the error is located in

⁴A.s Hornby, *Oxford Learner's Pocket Dictionary*, (New York: University Press, 2000), p.502.

⁵ Carder in Carl James. *Op. Cit*, p.104.

the overall system of the TL based on the linguistic item which is affected by the error.

b. The Surface Structure Taxonomy

There are four principal ways in which learners ‘modify’ target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. In addition there are:⁶

1) Omission

In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function words rather than content words at least in the early stages. More advanced learners tend to be aware of their ignorance of content words, and rather than omit one, they resort compensatory strategies to express their idea.⁷ For Example: My house is Padangsidimpuan. The preposition in is omitted. The correct sentence must be “my house is in Padangsidimpuan.”

⁶*Ibid*, p.106.

⁷H. Guntur Tarigan dan Djogotarigan, *Op.Cit*, p.149.

2) Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes.⁸ For example: The university is near behind the mosque. This sentence is wrong, because the preposition near or behind is added. The correct sentence must be “The University is behind the mosque” or “the” university is near the mosque.

3) Misformation

What the learner who produced this error has done is not misform but misselection errors. In this case the student used of the wrong form of a structure of sentence.⁹ For example: “I am sitting between my parent and my sisters.” The preposition among is substituted by between.

4) Misordering

In this case the student makes sentence in incorrect order. Misordering is often the result of learners relying on carrying

⁸*Ibid*, p. 151.

⁹Carl James, *Op.Cit*, p. 108.

out word for word translation of native language surface structures when producing written or spoken utterances in the TL.¹⁰ For example: Friends Ririn are playing outside hide and seek. The correct sentence must be Ririn friends are playing hide and seek outside.

c. Comparative Taxonomy

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types of construction. The errors are classified into developmental, errors, interlingual error, ambiguous errors, and unique errors.

d. Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies error into global errors and local errors.

B. Part of Speech

Since the early days of grammatical or syntactic study, words have been grouped into “word classes”, traditionally labeled the “part of

¹⁰H. Guntur Tarigan, *Loc. Cit.*

speech”.¹¹ There are not a fixed number of word classes. We can set up as many classes and subclasses as we need for our analysis. The more detailed our analysis, the more classes and subclasses we need. Word classes can be divided into open classes and closed classes.¹² Open classes are readily open to new words, noun, verb, adverb, and adjective is the open class. Closed classes are limited classes that rarely admit new words. For example, it is easy to create new nouns, but not new pronouns. Except the fourth is the close class.

Part of speech also says word class, class of word use two different function of the word. Any language's words can be classified according to the part of speech (grammatical category) they belong to.¹³ English words can be categorized as nouns, adjectives, pronouns, verbs, adverbs, determiners, prepositions, conjunctions, and so on.

Richard state that part of speech is a traditional term to describe the different types of word which are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and,

¹¹ Robert Sibarani, *An Introduction to Morphology*, (Medan: Penerbit Poda, 2002), p. 12.

¹² Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar Second Edition*, (London: Pearson Education, 2002), p. 86.

¹³ Richard V. Teschner and Eston E. Evans, *Analyzing The Grammar of English Third Edition*, (Washington D.C.: Georgetown University Press, 2007), p. 5.

interjection.¹⁴ Although English has hundreds of thousands of words, everyone can be placed into at least one of eight groups, or classifications. The system of classifying words based on their function is known as the parts of speech.

Delahunty and Garvey distinguish nouns, verbs, adjectives, and adverbs as the major parts of speech, and pronouns, articles, prepositions, conjunctions, etc as the minor parts of speech. The major parts of speech contribute the major “content” to a message, and hence are sometimes called content words, as opposed to other parts of speech known as function or structure words.¹⁵

The discussion of part of speech is very important in syntax. Part of speech is the basic sentence units. To understand sentence structure, one must first learn to recognize these basic units. Part of speech will help to recognize the grammatical function of units in a sentence and on the contrary, the ability in a sentence requires knowledge of its syntactic Category.

1. Noun

The word noun comes from Latin *nomen* meaning *name*.¹⁶ A noun is the name of a thing. Everything that exists has a name, whether you can see it or not. A blind person cannot see something,

¹⁴ J. Richard, *Loc. Cit.*

¹⁵ Gerald P. Delahunty and James J. Garvey, *Loc. Cit.*

¹⁶ Barbara Dykas, *Grammar for Everyone*, (Australia: Acer Press, 2007), p. 33.

but that does not mean that it isn't there! It may only exist in our minds, like hope, beauty or calories.

Lyons claims that all parts of speech have a semantic core that is language-independent.

- a. Nouns are names of people and physical objects, and entities that exist in time and space.
- b. Nouns are observable entities which take place and time.
- c. Entities are preposition that are truly abstract entities with no relation to time and space.¹⁷

Some nouns are very similar to verbs in meaning. Such as swimming, dancing, etc. Nouns also differ in other ways as well. Some nouns are very like adjective like colors and numbers.

Nouns refer to a person, place or thing (objects, concepts, ideas, or events). According to the function noun can be use as subject, object, complement, and object of preposition. So, noun is a word used to name a person, thing, place and idea or a quality of mind.

2. Verb

The word verb comes from the Latin *verbum* meaning *word*.¹⁸

Verbs are doing, being or having words. Verbs are words denote action. According to *Richard*, verb is a word which:

¹⁷ J. Lyons, *Semantics*, Vol. 2, (Cambridge: University Press, 1977), p. 219.

- 1) Occurs as part of the predicate of a sentence
- 2) Carries marker of grammatical categories, such as tense, aspects, person, number and mood
- 3) Refers to an action or state.¹⁹

Richard also explains that verb can be used to show action, situation, condition, and activity according to the word that use in the sentence.²⁰ Based on explanation above, researcher concludes that, verb is a word that shows action or activity.

3. Adjective

The word ‘adjective’ is from Latin *ad jacere* meaning *throw to* or *add*.²¹ In the grammatical sense, this means to add the characteristics of something. Adjective is a word used to describe or quality nouns.²² Adjective use to describe the other words, such as to describe a place *garden*, use adjective *comfortable, beautiful, cool and so on*.

¹⁸ Barbara Dykas, *Op. Cit*, p. 41

¹⁹ J. Richard, *Op. Cit*, p. 305.

²⁰ *Ibid*, p. 306.

²¹ Barbara Dykas, *Op. Cit*, p. 53.

²² Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 1998) p. 6

Adjectives are not like viewed as different from noun, adjective may also seem like verb. Usually, adjective is placing before noun (*sweet home*), and after *to be* (you are *beautiful*). So, can conclude that adjective is word that used for give character to a thing, and for limited in using noun.

4. Adverb

Remembering that the word verb is derived from Latin *verbum* meaning *word* we see that adverb must mean something added to a word. An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective).

Adverbs are best understood as being of two kinds, those that add to the meaning of a verb and those that add to the meaning of other parts of speech and other adverbs. Adverb is a word used to modify a verb, an adjective or another adverb, or a word used to explain how, where, when and why an action is performed.²³ Adverb can be used to explain manner (how) time (when) and place (where). Adverb is similar to adjective in many ways although they typically assign attributes to verb, clause, or entire sentence rather than to noun. Usually adverb forming by added *-ly*, but there are some word added

²³ *Ibid*, p. 7.

–ly didn't adverb form such as kindly, friendly, likely, lonely and so on. So, can conclude that adverb is a word that explains manner, time and place.

C. Affixation

Rachmadie says morpheme that here as the basic for words are sometimes called roots or base.²⁴ Thus, morphemes such as happy, quick, tidy, print are roots, they also called as free morpheme. On the other hand, morpheme such as -ly, -ness, un-, ir- is non roots (bound morpheme). They are usually called affixes. Crowley said that affixes are morphemes that are not free, in that must always be attached to a root morpheme.²⁵

Affix is a group of letters or sounds added to the beginning of a word or the end of the word". Words formed by the combination of noun affixes and free morphemes are the result of process of affixation. Based on the statement above, the researcher concludes that affixation is process of forming words by adding affixes to morpheme.

²⁴Sabroni Rachmadie, *Buku Materi Pokok Vocabulary*(Jakarta: Penerbit Karunika Jakarta, 1986), p. 13.

²⁵ Crowley, et al, *The Design of Language An Introduction to Descriptive Linguistic*, (New Zeland, 1995), p. 6

1. Types of affixation

According to their position in the word (or side of the word they are attached to), affixes are classified into prefixes, infixes and suffixes. According to Nirmala that there are three types of affixation, they are prefix, suffix and infix.²⁶ Prefix is the bound morphemes added initially to the base. Suffix is the bound morphemes added to the end of the base. According to Hornby define that suffix is a latter, sounds or syllable added the end of a word to make another word.

So, researcher concludes that prefix is added bound morpheme before free morpheme and suffix is added bound morpheme after free morpheme. But in this research, researcher limits just prefix and suffix. In English uses only prefix and suffix, and in many languages uses infix.

2. Derivational affixes

In affixation there is two types of affixation according to the function, they are derivational and inflectional affixes. Derivational affixes can change the word class of the item they are added to

²⁶ Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 96.

establish words as members of the various word classes.²⁷ Rachmadi said that derivational affixes are affixes that change the part of speech of the root or base.²⁸

Derivational affixes serve as an important means by which new words may be created in English. A derivational affix is an affix by means of which one word is formed (derived) from another. The derived word is often of a different word class from the original. Based on the statements above, the writer concludes that derivational affixes are affixes that change part of speech of root. According to the explanation above, researcher conclude that derivational affixes are affixes process that changes the part of speech of the base or root. In this research, researcher limit, just give derivational affixes.

a. Derivational prefixes

Prefixes alter meaning but do not always change the part of speech to which they are prefixed.²⁹ Some of them can change the part of speech as follow:

²⁷ Howerd Jackson and Etienne Ze Amvela, *Words, Meaning and Vocabulary An Intoduction to Modern Lexicology*, (New York: The Gromwell Press, 2000), p. 74.

²⁸ Sabroni Rachmadie, *Op, cit*, p. 23.

²⁹ Loreto Todd, *An Introduction to Linguistics*, Hong Kong: York Press, 1987), p. 43-44.

1) Verb Forming

Table I
Verb Forming
Derivational Prefixes

Base	Prefix	New Word
Able	En-	Enable
Danger		Endanger
Rich		Enrich
Act		Enact
Circle		Encircle
Close		Enclose
Rich		Enrich
Friend	Be-	Befriend
Witch		Bewitch
Head		Behead

b. Derivational suffixes

Derivational suffixes can change the word class of the item they are added to establish words as members of the various word classes.³⁰ Rachmadi said that derivational suffixes are suffixes that change the part of speech of the root or base.³¹

Derivational suffixes serve as an important means by which new words may be created in English. A derivational suffix is a suffix by means of which one word is formed (derived) from

³⁰Howard Jackson and Etienne Ze Amvela, *Words, Meaning and Vocabulary An Introduction to Modern Lexicology*, (New York: The Gromwell Press, 2000), p. 74.

³¹Sabroni Rachmadie, *Op, Cit*, p. 23.

another. The derived word is often of a different word class from the original. Based on the statements above, the writer concludes that derivational suffixes are suffixes that change part of speech of root. In this research, researcher limit, just give derivational suffixes. Commonly occurring suffixes is always change the class of word (part of speech) to which they are attached.

So researcher conclude that, suffix is added bound morpheme after free morpheme and also learning suffix is open up the meaning of thousands of words. Cause, the suffixation changes the part of speech of the base word in derivational suffix. Thus, suffixes can be classifying as noun forming, verb forming, adjective forming and adverb forming.

1) Noun forming

This suffix type, create noun from suffixes process by added suffix to the root be noun. The root can be a verb, adjective and so on.

Table II
Noun Forming
Derivational Suffixes

Root	Suffixes	New word
Marry	-age	Marriage
environ	-ment	environment
inform	-ation	information
pleas	-ure	pleasure
deny	al	denial
act	-ion	action
read	-er/-or	reader
act		actor
art	-ist	artist
free	-dom	freedom
good	-ness	goodness
disturb	-ance	disturbance
consult	-ant	consultant
inquire	-y	inquiry
solemn	-ity	solemnity
true	-th	truth

2) Verb forming

Verb forming is a type of suffix to create verb. Verb created by added suffix to the root in end of the root and be a verb. The root can be in verb, adjective and so on.

Table III
Verb Forming
Derivational Suffixes

Root	Suffixes	new word (verb)
Quick	-en	Quicken
beauty	-ify	beautify
legal	-ize	legalize

3) Adjective forming

Adjective forming is a type of suffixes process.

Adjective forming is added suffix to the root and be adjective. Suffix that change noun become adjectives as follow:

Table IV
Adjective Forming
Derivational Suffixes

Root	Suffixes	new word (adjective)
Wretch	-ed	Wretched
help	-less	helpless
fame	-ous	famous
suburb	-an	suburban
life	-like	lifelike
hope	-ful	hopeful
passion	-ate	passionate
sense	-ory	sensory
cream	-y	creamy
child	-ish	childish
enjoy	-able	enjoyable
create	-ive	creative
depend	-ent	dependent
tire	-some	tiresome

4) Adverb forming

This suffix types create adverb by added suffix to the root and be an adverb. Below are the suffixes that change root become adverb:

Table V
Adverb Forming
Derivational Suffixes

Root	suffixes	new word (adverb)
Slow	-ly	Slowly
home	-ward	homeward
clock	-wise	clockwise

D. Students' Difficulties in Identifying Suffixes

There are some problems of students in learning suffixation. Some students confuse when given a word that form by suffixation, cause some of words will be change if it is a derivational suffixes. According to Ismail Firat Altay that

learners may have some problems about suffixes but not prefixes, because suffixes may change the part of speech of a word. For example, the word *establish* is a verb. When the noun forming suffix –ment is added to this word the verb changes into noun as *establishment*. The change in part of speech of the word may cause problems for some learners. The reason is that, they may have difficulty in classifying these noun forming, verb forming, adjective forming and adverb forming³²

It is not easy in same level to understand the suffixes process well. Students must be careful in identifying the part of speech each word that forming by suffixes process. Know characteristic of each part of speech

³² Ismail Firat Altay, "Ways Of Creating Prefixes And Suffixes And Foreign Language Teaching" *Journal Of Language And Linguistic Studies*, Vol 2, No. 1, April 2016, p. 22 (www.turkofoni.org), on, December, 22th 2016

well especially major part speech will help students in identifying the word that forming by suffixes process, and know word which pertained derivational suffixes will make easier in mastery to identifying it well.

E. Review of Related Findings

Related to this research, some researches had been done as below: Herlinda Pohan entitled “An Analysis on Students’ Word Formation at the Fifth Semester TBI IAIN Padangsidimpuan” In her study, she found that the totality of the students’ test at the fifth semester TBI IAIN Padangsidimpuan’s in word formation is enough categorize with percentage is 47,58.³³

Then, Trilanti “An Analysis on the Students’ Ability in Understanding Vocabulary at First Yearstudents of English Education Study Programme (TBI) STAIN Padangsidimpuan” the conclusion of her research that understanding vocabulary in first year students

³³Herlinda Pohan, An Analysis on Students’ Word Formation at The Fifth Semester TBI IAIN Padangsidimpuan, *Unpublished Thesis*, (English Education Department IAIN Padangsidimpuan, 2015), p. 69.

especially in word formation (suffix) was very high, by getting percentage were 81, 1.³⁴

Third, Novi Suhartati had been done the research with title “Students’ Error Analysis in Using Adverb Clause at Grade XI MAS Muhammadiyah Paraman Ampalu”, in her research, she found that the students’ error analysis in using adverb clause was in enough category with percentage 56, 66%.³⁵

Based on the explanation above, the analysis about morphology as branch to study affixation they are prefix, suffix and infix. They researched about morphology on students’ ability in affixation. The research about students’ error also done by some research to increase the students ability in English. So, this research have relationship with students’ error analysis in part of speech of suffixes process that students’ were have ability in affixation is enough category because the students had mastery the difficulty in study affixation.

³⁴Trilanti, An Analysis on the Students’ Ability in Understanding Vocabulary at First Year Students of English Education Study Programe (TBI) STAIN Padangsidimpuan, *Unpublished Thesis*, STAIN Padangsidimpuan, 2013), p. 63

³⁵Novi Suhartati, Students’ Error Analysis in Using Adverb Clause at Grade XI MAS Muhammadiyah Paraman Ampalu, *Unpublished Thesis* (English Education Department IAIN Padangsidimpuan, 2016), p. 49.

So, the researcher wants to complete the research above. This research had explained about suffixation as the words most often wrong in analyze the part of speech. In suffixation there is change part of speech in the process. Suffixation is the process adding bound morpheme to the end of the root or base that often change the part of speech of the root or base. In analyze part of speech of the suffixation students often confuse and wrong. So the researcher wants to make an analysis on students' error when analyzing part of speech of suffixes process at TBI fifth Semester IAIN Padangsidempuan academic years 2016.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This research is conducted at IAIN Padangsidempuan. Located at Jl. H. T. Rizal Nurdin Km, 4.5 Sihitang, Call Number (0634) 22080, fax. (0634)-24022 Padangsidempuan 22733. This research started from October 2016 until October 2017.

B. Kind of The Research

This research uses the qualitative research. Based on the method, this research used descriptive method. So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. It is used to describe how the students' error in analysis part of speech of affixes process by fifth semester TBI IAIN Padangsidempuan. This method is used to describe, An Analysis it is used to describe an analysis of students' error in part of speech of affixes process TBI IAIN Padangsidempuan.

C. The Sources of the Data

The sources of data in this research are:

1. Primary data is students at fifth semester TBI IAIN Padangsidempuan, Researcher take one of class at fifth semester TBI IAIN Padangsidempuan. The total one class at fifth semester TBI IAIN Padangsidempuan academic year 2016 is 35 students. The researcher took 14 students because the students got low mark were 14 students.
2. Secondary sources of data, is information from the Morphology lecturer of fifth semester TBI IAIN Padangsidempuan academic year 2016. She is Mrs. Fitri Rayani SiregarM. Hum.

D. Instrument of Collecting Data

1. Test

To gather the data accurately on students' error analysis in part of speech of affixes process. The writer gives essay test. In essay test, the materials of part of speech in affixes process that will be test are analyzing part of speech in derivational prefix and suffix. Total of the test is 20, every number have score 5, total score is 100.

Table VI
Indicators of Test

No	Indicators	Subject of Indicators	No Items	Items	Score of Each Items
1	Students can minimize their errors in identify word forming by affixes process	Errors in noun forming	2, 4, 11, 14, 16, 17	6	5
2		Errors in verb forming	1, 3, 15, 19, 20	5	5
3		Errors in adjective forming	6, 7, 10, 12, 13, 18	6	5
4		Errors in adverb forming	5, 8, 9	3	5
Total				20	100

E. Technique of Data Analysis

Data analysis is the process preparation of data, that can be interpreted to give meaning that there are relational various concepts. The researcher takes the steps of the data analysis as follows:

1. Collecting the data based on the completion test's result of the students' works.
2. Checking the students' work, the writer judge whether the students make error or not.
3. Checking the students' errors by themselves.
4. Identifying the students' errors works by marking their errors
5. Counting the total number of errors made by the students.

6. Count the percentage of errors done by students, the writer uses this formula:

$$P = f/N \times 100\%$$

Explanation:

f = Frequency of error

N = Sum of all error samples

P = Percentage

7. After it count the percentage of errors. Based on the students' work, the percentage of the students error would be the result of the students' error. The most frequent errors would be determined as the result of the students' dominant errors.

So, from the explanation above that the researcher analyzed the result of the test with percentage, the researcher arranged the data with systematically and concluding of the research descriptively.

CHAPTER IV

THE RESULT OF RESEARCH

A. The Findings

1. The Description of Students' Error in Analyzing Part of Speech of Affixes Process

One of the purposes of the research is to know the students' error in analyzing part of speech of affixes process at fifth semester TBI IAIN Padangsidempuan. The researcher used instrument test to find out the students' error.

Based on the result of the test, some questions about affixes process has been answered by them. In this case, they are not seriously to answer correctly, besides they are difficult to analyze part of speech of the affixes process. The description of the students' error in analyzing part of speech of affixes process as follow

a. Noun forming

The question about noun forming was given to the students according to indicators of the test were 6 items. They were number 2, 4, 11, 14, 16 and 17. The students had answer the test.

To easier in describing the students' error the researcher showed the key answer for number 2.

2. The attraction is very interesting

Attract + ion = attraction
Verb(base) suffix noun(affixation)

The students had error for the test number 2 were 8 students. They were ISS, MD, NYS, NNDH, RSL, NLT, AW, and MSW. ISS made adjective for the base. MD made adjective in affixation. NYS made adjective in base. NNDH made adjective in base and affixation. RSL made adjective in base and no in affixation. NLT made adjective in base. AW made adjective in base. MSW also made adjective in base.

To easier in describing the students error the researcher showed the key answer for number 4.

4. I try to inform the information soon.

Inform + (a) tion = information
Verb(base) suffix noun(affixation)

The students had error for the test number 4 were 8 students. They were ISS, MD, NYS, NNDH, RSL, NLT, AW, and MSW. ISS made verb in base. MD made adjective in base and adverb in affixation. NYS made adverb in base. NNDH made noun in base and also in affixation . RSL made noun in base and also in affixation. NLT made adverb in base. AW made adverb in base and also MSW made adverb in base.

To easier in describing the students error the researcher showed the key answer for number 11.

11. The loud sound is very disturbance for me

disturb + ance = disturbance
Verb(base) suffix noun(affixation)

The students had error for the test number 11 were 7 students. They were ISS, MD, NNDH, NS, RSL, NLT, and MSW. ISS, MD, RSL, NLT, and MSW made noun in base. NNDH made adverb in base. NS made adjective in base.

To easier in describing the students error the researcher showed the key answer for number 14.

14. The truth is that he has two wives

true + th = truth
adj(base) suffix noun(affixation)

The students had error for the test number 14 were 11 students. They were ISS, MD, NYS, NNDH, YH, YPPD, WHD, RSL, NLT, AW and MSW. NNDH made noun in base and affixation. ISS, MD, NYS, RSL, NLT, AW and MSW made adjective in base and affixation. YH, YPPD and WHD made verb in base.

To easier in describing the students error the researcher showed the key answer for number 16.

4. He brought the brightness to the world.

bright + ness = brightness
adj(base) suffix noun(affixation)

The students did error for the test number 16 were 10 students. They were ISS, MD, NYS, AD, NS, YH, YPPD, WHD, AW and MSW.

ISS, NYS, AW and MSW made adverb in affixation. MD and NS made noun in base and adjective in affixation. YH, YPPD and WHD made verb in base.

To easier in describing the students error the researcher showed the key answer for number 17.

17. Go to consultant is a good idea.

consult + ant = consultant
Verb(base) suffix noun(affixation)

The students had error for the test number 17 were 3 students. They were MD, NNDH and NS. made noun in base. MD and NNDH made adverb in base. NS made noun in base and adjective in affixation.

The conclusion of the description above the students error in analyzing part of speech of affixes process according to the test was given to the students at seventh semester TBI IAIN Padangsidempuan in noun forming were 8 students for number 2. 8 students for number 4. 7 students for number 11. 11 students for number 14. 10 students for number 16. The last 3 students for number 17.

b. Verb forming

The question about verb forming was given to the students according to indicators of the test were 5 items. They were number 1, 3, 15, 19 and 20. The students had answer the test.

To easier in describing the students error the researcher showed the key answer for number 1.

1. I organize my work well.

organ + ize = organize
 noun(base) suffix verb(affixation)

The students had error for the test number 1 were 3 students. They were MD, NNDH and NS. MD, NNDH and NS made adjective for the affixation.

To easier in describing the students error the researcher showed the key answer for number 3.

3. The participant must quicken to get a victoria

quick + en = quicken
 adj(base) suffix verb(affixation)

The students had error for the test number 3 were 11 students. They were ISS, MD, NYS, NNDH, NS, YH, YPPD, WHD, RSL, NLT, AW and MSW. ISS, NYS, RSL NLT, AW and MSW made adjective for the base and affixation. MD made adverb in affixation. NNDH made noun in base and adjective in affixation. NS made noun in affixation. YH, YPPD and WHD, made verb in base and noun in affixation.

To easier in describing the students' error the researcher showed the key answer for number 15.

15. Mega tries to classify the food she like

class + fy = classify

noun(base) suffix verb(affixation)

The students had error for the test number 15 were 9 students. They were ISS, NYS, NNDH, AD, NS, RSL, NLT, AW and MSW. ISS made noun for the affixation. NYS, AD, RSL, NLT, AW and MSW made adjective in affixation. NNDH made adverb in affixation. NS made adverb in base and noun in affixation.

To easier in describing the students error the researcher showed the key answer for number 19.

19. Asmi always summarize her homework before enter the class

summary + ize = summarize
noun(base) suffix verb(affixation)

The students had error for the test number 19 were 6 students. They were MD, NNDH, SD, NS, YH, and YPPD. MD made adjective for the base and adverb for affixation. NNDH, NS made adverb in affixation. SD made verb in base and noun in affixation. made noun in affixation. YH and YPPD made verb in base and noun in affixation.

To easier in describing the students error the researcher showed the key answer for number 20.

20. The headmaster legalizes the letter

legal + ize = legalize
adj(base) suffix verb(affixation)

The students had error for the test number 20 were 11 students. They were ISS, MD, NYS, NNDH, SD, NS, YH, YPPD, WHD, NLT, and

MSW. ISS, NYS, SD, YH, WHD, NLT and MSW made noun for the affixation. MD, NNDH made adjective in base and adverb in affixation. NS made noun in base and adjective in affixation. YPPD made verb in base and noun in affixation.

c. Adjective forming

The question about adjective forming was given to the students according to indicators of the test were 6 items. They were number 6, 7, 10, 12, 13 and 18. The students had answer the test.

To easier in describing the students error the researcher showed the key answer for number 6.

6. She is a merciful.

<u>mercy</u>	+	<u>ful</u>	=	<u>merciful</u>
noun(base)		suffix		adj(affixation)

The students had error for the test number 6 were 12 students. They were ISS, NYS, NNDH, SD, AD, YH, YPPD, WHD, RSL, NLT AW and MSW. ISS, NYS, SD, RSL, NLT, AW and MSW made noun for the affixation. NNDH made adjective in base and no in affixation. AD made verb in base and no in affixation. YH, YPPD and WHD made verb in base and noun in affixation.

To easier in describing the students error the researcher showed the key answer for number 7.

7. The instant drink is very juicy.

juice + y = juicy
noun(base) suffix adj(affixation)

The students had error for the test number 7 were 11 students. They were ISS, MD, NYS, AD, YH, YPPD, WHD, RSL, NLT, AW and MSW. ISS, NYS, RSL, NLT, AW and MSW made adjective for the base. MD made verb in base. AD made noun in affixation. YH, YPPD and WHD made verb in affixation.

To easier in describing the students error the researcher showed the key answer for number 10.

10. His come to the world give a peaceful.

peace + ful = peaceful
noun(base) suffix adjective(affixation)

The students had error for the test number 10 were 11 students. They were ISS, MD, NYS, SD, YH, YPPD, WHD, RSL, NLT AW and MSW. ISS, MD, NYS, RSL, NLT, AW and MSW made adjective for the base and noun for affixation. SD made noun in affixation. YH, YPPD and WHD made verb in affixation.

To easier in describing the students error the researcher showed the key answer for number 12.

12. My new neighbor is very misterious.

mistery + ous = misterious
noun(base) suffix adjective(affixation)

The students had error for the test number 12 were 9 students. They were ISS, MD, NYS, SD, YH, YPPD, WHD, RSL and AW. ISS didn't make part of speech for the base and affixation. MD made no in affixation. NYS made adjective in base and noun in affixation. SD, RSL and MSW made noun in affixation. YH and YPPD made verb in affixation. WHD made verb in base and noun in affixation.

To easier in describing the students error the researcher showed the key answer for number 13.

13. My teacher is very loveable.

love + able = loveable
noun(base) suffix adj(affixation)

The students had error for the test number 6 were 14 students. They were ISS, MD, NYS, NNDH, SD, AD, NS, YH, YPPD, WHD, RSL, NLT, AW and MSW. ISS, MD, NYS, SD, NLT, AW and MSW made adjective for base and noun for the affixation. NNDH made no in affixation. AD WHD made noun in affixation. NS, YH, YPPD made verb in affixation. RSL made verb in base.

To easier in describing the students error the researcher showed the key answer for number 18.

18. His physical is good.

physic + al = physical
noun(base) suffix adj(affixation)

The students had error for the test number 18 were 12 students. They were ISS, NYS, NNDH, SD, AD, NS, YH, YPPD, WHD, RSL, NLT and AW. ISS, NYS, YH, YPPD, NLT and AW made verb for the affixation. NNDH, SD, AD and RSL made noun in affixation. NS made adjective in base and noun in affixation. WHD made verb in base and noun in affixation.

d. Adverb forming

The question about adverb forming was given to the students according to indicators of the test were 3 items. They were number 5, 8 and 9. The students had answer the test.

To easier in describing the students error the researcher showed the key answer for number 5.

5. She dresses simply.

<u>simple</u>	+	<u>ly</u>	=	<u>simply</u>
adj(base)		suffix		adv(affixation)

The students had error for the test number 5 were 11 students. They were ISS, NYS, NNDH, AD, YH, YPPD, WHD, RSL, NLT AW and MSW. ISS, NYS, NNDH, AD, RSL, NLT, AW and MSW made adverb for the affixation. YH, YPPD and WHD made verb in base and noun in affixation.

To easier in describing the students error the researcher showed the key answer for number 8.

8. They make no special demands food-wise.

food + wise = simply
 noun(base) suffix adv(affixation)

The students had error for the test number 8 were 13 students. They were ISS, MD, NYS, NNDH, AD, NS, YH, YPPD, WHD, RSL, NLT AW and MSW. ISS, NYS, NNDH, AD, RSL, NLT, AW and MSW made noun for the affixation. MD and NS made adjective in affixation. YH, YPPD and WHD made verb in affixation

To easier in describing the students error the researcher showed the key answer for number 9.

9. He does his homework completely.

complete + ly = completely
 adj(base) suffix adv(affixation)

The students had error for the test number 5 were 14 students. They were ISS, MD, NYS, NNDH, SD, AD, NS, YH, YPPD, WHD, RSL, NLT AW and MSW. ISS, NYS, AD, RSL, NLT, AW and MSW made adjective for the affixation. MD and SD made verb in base. NNDH made noun in affixation. NS made noun in base and adjective in affixation. YH, YPPD and WHD made verb in base and noun in affixation.

According to the description above can be conclude that the test was give to the students was 20 items. Every number was given score 5, total score was 100. According to the result of the test to the students, the

students got percentage 69.64 % (see appendix III) for their errors. So, according to the students' percentage in error analysis in part of speech of affixes process the students still low category in analyzing part of speech of affixes process.

2. The Students' Dominant Error in Analyzing Part of Speech of Affixes Process

Based on the result of the test, the researcher describes the students error analysis in part of speech of affixes process. The researcher would like to express frequency of the students error to know the dominant error do by the students.

a. Noun forming

The research was give the test to the students. The students has ordered to analyze the part of speech of the affixes process which is included in noun forming. Test consist of 6 items, with number 2, 4, 11, 14, 16, and 17, with 14 students. Every question has score 5 and the total of the score is 30.

First, ISS did errors 5 in noun forming. They are number 2, 4, 11, 14, and 16. Meanwhile, for question number 17, she did correct answer. So, according to her error in did the test she got 5 score in noun forming.

Second, MD did 6 errors from 6 items in noun forming. They are number 2, 4, 11, 14, 16, and 17. So, according to her error in did the test MD didn't get score in noun forming.

Third, NYS did errors 4 in noun forming. They are number 2, 4, 14, and 16. Meanwhile, for question number 11 dan 17, she did correct answer. So, according to her error in did the test she got 10 score in noun forming.

Forth, NNDH did 5 errors in noun forming. They are number 2, 4, 11, 14, and 17. Meanwhile, for question number 16, she did correct answer. So, according to her error in did the test she got 5 scores in noun forming.

Fifth, SD did 6 corrects from 6 items in noun forming. They are number 2, 4, 11, 14, 16, and 17. According to her correct in did the test, SD didn't get error in noun forming. So, he got 30 score for noun forming.

Sixth, AD did 5 corrects in noun forming. They are number 2, 4, 11, 14, and 17. Meanwhile, for question number 16, she did error answer. So, according to her error in did the test she got 25 score in noun forming.

Seventh, NS did 3 errors in noun forming. They are number 11, 16, and 17. Meanwhile, for question number 2, 4, 14, she did correct

answer. So, according to her error in did the test she got 15 score in noun forming.

Eighth, YH did 2 errors in noun forming. They are number14, and 16. Meanwhile, for question number 2, 4, 11, and 17, she did correct answer. So, according to her error in did the test she got 20 score in noun forming.

Ninth, YPPD did also 2 errors in noun forming. They are number14, and 16. Meanwhile, for question number 2, 4, 11, and 17, she did correct answer. So, according to her error in did the test she got 20 score in noun forming.

Tenth, WHD also did 2 errors in noun forming. They are number 14, and 16. Meanwhile, for question number 2, 4, 11, and 17, she did correct answer. So, according to her error in did the test she got 20 score in noun forming.

Eleventh, RSL did 4 errors in noun forming. They are number 2, 4, 11, and14. Meanwhile, for question number 16 and 17, she did correct answer. So, according to her error in did the test she got 10 score in noun forming.

Twelfth, NLT also did 4 errors in noun forming. They are number 2, 4, 11, and14. Meanwhile, for question number 16 and 17, she did correct answer. So, according to her error in did the test she got 10 score in noun forming.

Thirteenth, AW also did 4 errors in noun forming. They are number 2, 4, 14, and 16. Meanwhile, for question number 11 and 17, she did correct answer. So, according to her error in did the test she got 10 score in noun forming.

The last, MSW also did 5 errors in noun forming. They are number 2, 4, 11, 14 and 16. Meanwhile, for question number 17, she did correct answer. So, according to her error in did the test she got 5 score in noun forming.

According to the explanation above, could be conclude that the total of the errors done by the students in noun forming were ISS (5), MD (6), NYS (4), NNDH (5), SD (0), AD (1), NS (3), YH (2), YPPD (2), WHD (2), RSL (4), NLT (4), AW (4), and MSW (5). Frequency of the errors did by the students were 47 times from 84 (55. 95%).

b. Verb forming

The research was give the test to the students. The students had ordered to analyze the part of speech of the affixes process which is included in verb forming. The test is consist of 5 items, with 1, 3, 15, 19, and 20, with 14 students. Every question had scores 5 and the total of the score is 25.

First, ISS did errors 3 in verb forming. They are number 3, 15, and 20. Meanwhile, for question number 1 and 19, she did correct

answer. So, according to her error in did the test she got 10 score in verb forming.

Second, MD did 4 in errors verb forming. They are number 1, 3, 19, and 20. Meanwhile, for question number 15, she did correct answer. So, according to her error in did the test she got 5 scores in verb forming.

Third, NYS also did 3 errors in verb forming. They are number 3, 15, and 20. Meanwhile, for question number 1 and 19, she did correct answer. So, according to her error in did the test she got 10 score in verb forming.

Fourth, NNDH did 5 errors from 5 items in verb forming. They are number 1, 3, 15, 19, and 20. So, according to her error in did the test NNDH didn't get score in verb forming.

Fifth, SD did 3 corrects in verb forming. They are number 1, 3, and 15. Meanwhile, for question number 19 and 20, she did error answer. So, according to her error in did the test she got 15 score in verb forming.

Sixth, AD did 4 corrects in verb forming. They are number 1, 3, 19, and 20. Meanwhile, for question number 15, she did error answer. So, according to her error in did the test she got 20 score in verb forming.

Seventh, NS also did 5 errors from 5 items in verb forming. They are number 1, 3, 15, 19, and 20. So, according to her error in did the test SH didn't get score in verb forming.

Eighth, YH did 3 errors in verb forming. They are 3, 9, and 20. Meanwhile, for question number 1 and 15, she did correct answer. So, according to her error in did the test she got 10 score in verb forming.

Ninth, YPPD also did 3 errors in verb forming. They are 3, 9, and 20. Meanwhile, for question number 1 and 15, she did correct answer. So, according to her error in did the test she got 10 score in verb forming.

Tenth, WHD did 2 errors in verb forming. They are number 3 and 20. Meanwhile, for question number 1, 15, and 19, she did correct answer. So, according to her error in did the test she got 15 score in verb forming.

Eleventh, RSL also did 2 errors in verb forming. They are number 3 and 15. Meanwhile, for question number 1, 20, and 19, she did correct answer. So, according to her error in did the test she got 15 score in verb forming.

Twelfth, NLT also did 3 errors in verb forming. They are number 3, 15, and 20. Meanwhile, for question number 1 and 19, she did correct answer. So, according to her error in did the test she got 10 score in verb forming.

Thirteenth, AW also did 2 errors in verb forming. They are number 3 and 15. Meanwhile, for question number 1, 20, and 19, she did correct answer. So, according to her error in did the test she got 15 score in verb forming.

The last, MSW also did 3 errors in verb forming. They are number 3, 15, and 20. Meanwhile, for question number 1 and 19, she did correct answer. So, according to her error in did the test she got 10 score in verb forming.

According to the explanation above, could be conclude that the total of the errors done by the students in verb forming were ISS (3), MD (4), NYS (3), NNDH (5), SD (2), AD (1), NS (5), YH (3), YPPD (3), WHD (2), RSL (2), NLT (3), AW (2), and MSW (3). Frequency of the errors did by the students were 41 times from 70 (58.57%).

c. Adjective forming

The research was give the test to the students. The students had ordered to analyze the part of speech of the affixes process which is included in adjective forming. Test consist of 6 items, with 6, 7, 10, 12, 13, and 18, with 14 students. Every question had score 5 and the total of the score is 30.

First, ISS did errors 6 from 6 items in adjective forming. They are number 6, 7, 10, 12, 13, and 18. So, according to her error in did the test NNDH didn't get score in adjective forming.

Second, MD did 4 errors in adjective forming. They are number 7, 10, 12, and 13. Meanwhile, for question number 6 and 18, she did correct answer. So, according to her error in did the test she got 10 score in adjective forming.

Third, NYS also did 6 errors from 6 items in adjective forming. They are number 6, 7, 10, 12, 13, and 18. So, according to her error in did the test NNDH didn't get score in adjective forming.

Fourth, NNDH did 3 errors in adjective forming. They are number 6, 13, and 18. Meanwhile, for question number 7, 10 and 12, she did correct answer. So, according to her error in did the test she got 15 score in adjective forming.

Fifth, SD did 1 corrects in adjective forming. They are number 7. Meanwhile, for question number 6, 10, 12, 13, and 18, she did error answer. So, according to her error in did the test she got 5 score in adjective forming.

Sixth, AD did 2 corrects in adjective forming. They are number 10 and 12. Meanwhile, for question number 6, 7, 13, and 18, she did error answer. So, according to her error in did the test she got 10 score in adjective forming.

Seventh, NS did 2 errors in adjective forming. They are number 13 and 18. Meanwhile, for question number 6, 7, 10, and 12, she did

correct answer. So, according to her error in did the test she got 20 score in adjective forming.

Eighth, YH also did 6 errors from 6 items in adjective forming. They are number 6, 7, 10, 12, 13, and 18. So, according to her error in did the test NNDH didn't get score in adjective forming.

Ninth, YPPD also did 6 errors from 6 items in adjective forming. They are number 6, 7, 10, 12, 13, and 18. So, according to her error in did the test NNDH didn't get score in adjective forming.

Tenth, WHD also did 6 errors from 6 items in adjective forming. They are number 6, 7, 10, 12, 13, and 18. So, according to her error in did the test NNDH didn't get score in adjective forming.

Eleventh, RSL also did 6 errors from 6 items in adjective forming. They are number 6, 7, 10, 12, 13, and 18. So, according to her error in did the test NNDH didn't get score in adjective forming.

Twelfth, NLT also did 5 errors in adjective forming. They are number 6, 7, 10, 13 and 18. Meanwhile, for question number 12, she did correct answer. So, according to her error in did the test she got 5 score in adjective forming.

Thirteenth, AW also did 6 errors from 6 items in adjective forming. They are number 6, 7, 10, 12, 13, and 18. So, according to her error in did the test NNDH didn't get score in adjective forming.

The last, MSW also did 4 errors in adjective forming. They are number 6, 7, 10, and 13. Meanwhile, for question number 12 and 18, she did correct answer. So, according to her error in did the test she got 10 score in adjective forming.

According to the explanation above, could be conclude that the total of the errors done by the students in adjective forming were ISS (6), MD (4), NYS (6), NNDH (3), SD (5), AD (4), NS (2), YH (6), YPPD (6), WHD (6), RSL (6), NLT (5), AW (6), and MSW (4). Frequency of the errors did by the students were 69 times from 84 (82.14%).

d. Adverb forming

The research was give the test to the students. The students had ordered to analyze the part of speech of the affixes process which is included in adverb forming. Test consist of 3 items, they are 5, 8 and 9, with 14 students. Every question had score 5 and the total of the score is 15.

First, ISS did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Second, MD did 2 errors in adverb forming. They are number 8 and 9. Meanwhile, for question number 5, she did correct answer. So, according to her error in did the test she got 5 score in adverb forming.

Third, NYS also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Fourth, NNDH also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Fifth, SD did 2 corrects in adverb forming. They are number 5 and 8. Meanwhile, for question number 9, she did error answer. So, according to her error in did the test she got 10 score in adverb forming.

Sixth, AD also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Seventh, NS did 2 errors in adverb forming. They are number 8 and 9. Meanwhile, for question number 5, she did correct answer. So, according to her error in did the test she got 5 score in adverb forming.

Eighth, YH also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Ninth, YPPD also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Tenth, WHD also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Eleventh, RSL also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Twelfth, NLT also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

Thirteenth, AW also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

The last, MSW also did 3 errors from 3 items in adverb forming. They are number 5, 8 and 9. So, according to her error in did the test ISS didn't get score in adverb forming.

According to the explanation above, it could be conclude that the total of the errors done by the students in adverb forming were ISS (3), MD (2), NYS (3), NNDH (3), SD (1), AD (3), NS (2), YH (3), YPPD (3), WHD (3), RSL (3), NLT (3), AW (3), and MSW (3). Frequency of the errors did by the students were 38 times from 42 (90. 48).

The explanation above show that students did error in noun forming were 47 times (55. 95 %), verb forming were 41 times (58. 57 %), adjective forming

were 69 times (82.14 %), and adverb forming were 38 times (90.48 %). So, dominant error done by students of fifth semester TBI IAIN Padangsidimpuan is in adverb forming with percentage 90.48 (the calculation of percentage of dominant error see appendix V).

B. The Discussion

The result of this research with title “Students’ Error Analysis in Part of Speech of Affixes Process at Fifth Semester TBI IAIN Padangsidimpuan academic year 2016” were (69.64 %) for their errors. According to their error percentage, the students still low in analyzing part of speech of affixes process. This category same with researcher before that had been research by Herlinda Pohan had done research about “An Analysis on Students’ Word Formation at The Fifth Semester TBI IAIN Padangsidimpuan”. Based on the research, she found that the analysis on students’ word formation at fifth semester TBI IAIN Padangsidimpuan in 2014/2015 academic year can be stated into enough category (47, 58%).¹ Then, Trilanti had been research in academic year 2012/2013 with title “An Analysis on The Students’ Ability in Understanding Vocabulary at First Year Students of English Education Study Programme (TBI) STAIN Padangsidimpuan” the conclusion of her research that understanding vocabulary in first year students especially in word formation (suffix) can be

¹Herlinda Pohan, “*An Analysis On Students’ Word Formation At The Fifth Semester TBI IAIN Padangsidimpuan*”, (A Thesis, IAIN Padangsidimpuan, 2015), p. 69.

cotegory into very high, by getting percentage 81, 1%.² Third, Novi Suhartati had been done the research in 2015/2016 academic year with title “Studenents’ Error Analysis in Using Adverb Clause at Grade XI MAS Muhammadiyah Paraman Ampalu”, in her research, she found that the students’ error analysis in using adverb clsuse was in enough category with percentage 56, 66%.³

The students’ error in analyze the part of speech classified into noun forming, verb forming, adjective forming and adverb forming. Dominant error done by the students is in adverb forming with percentage 90. 48 % (38 times from 42 items). Then, adjective forming 69 times from 84 items (82. 14%). Then, verb forming 41 times from 70 items (58. 57 %), and the last 47 times from 84 items in noun forming (55. 95%).

After analyze the collecting data, it was gotten that the students error in analnalyze the part of speech of the affixes process at fifth semester TBI IAIN Padangsidimpuan were 69. 64 % for their errors, and in category low for their analysis in part of speech of affixes process.

C. Threats of the Research

In this research, there were many threats that researcher done. It started from the titles until the technique of analyzing date, so the researcher knew that it was so far from the perfectness.

²Trilanti, “*An Analysis On The Students’ Ability In Understanding Vocabulary At First Yearstudents Of English Education Study Programe (TBI) STAIN Padangsidimpuan*”, (A Thesis, STAIN Padangsidimpuan, 2013), p. 63

³Novi Suhartati, “*Studenents’ Error Analysis in Using Adverb Clause at Grade XI MAS Muhammadiyah Paraman Ampalu*”,(A Thesis IAIN Padangsidimpuan 2016), p. 49.

In doing the test, there were threats of time, because the students had many tasks. The other reason because of the range time when the researcher did the research is they were doing many task because they must did their KKL report. Besides, the time which was given to the were not enough and also the students did not have much time for doing the test. It made them difficult to doing the test. So, the researcher took the sheets answers directly without care about it.

The researcher was aware all things would want to be researcher but to get the excellent result from the research were the threats of the research. The researcher had research this research only. Finally, this research had been done cause helping from the entire advisor, morphology lecturer, students of TBI, and the chief of TBI.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of test and interview which are done by the research about students error analysis in part of speech of affixes process at fifth semester TBI IAIN Padangsidempuan, the conclusions are:

1. The students' error analysis in part of speech of affixes process at fifth semester TBI IAIN Padangsidempuan were 69. 64%, their analysis in part of speech of affixes process can be categorized into low category.
2. The students' dominant error analysis in part of speech of affixes process is in adverb forming (90. 48%). The students did error 38 times from 42 items in adverb forming.

B. The Suggestions

Based on the conclusions above, researcher gave some suggestions as follow:

1. The writer on this occasion hopes that other researcher will conduct a research related to the topic study, especially to find out other students' error analysis in part of speech of affixes process.
2. The morphology lecturer, motivate the students to improve their ability in affixation especially in derivational affixes.

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APPENDIX I

TEST

Instruction :

- Do the test by your self.
- Doesn't effect to your value.
- If you get confuse to do the test ask the teacher directly

Analyze the affixes process of the words underlining below and then identify the part of speech of each!

Ex: She is the writer of a best seller novel in Indonesia.

Write + er = writer
Verb suffixes noun

- | | |
|--|---|
| 1. I <u>organize</u> my work well.
+ = _____ | 6. The <u>scientist</u> is a Moslem.
+ = _____ |
| 2. The <u>attraction</u> is very interesting.
+ = _____ | 7. The instant drink is very <u>juicy</u> .
+ = _____ |
| 3. The participant must <u>quicken</u> to get a Victoria.
+ = _____ | 8. They make no special demands <u>food-wise</u> .
+ = _____ |
| 4. I try to inform the <u>information</u> soon.
+ = _____ | 9. He does his homework <u>completely</u> .
+ = _____ |
| 5. She dresses <u>simply</u> .
+ = _____ | |

NAMA : _____

NIM : _____

10. His come to the world give a peaceful.

+ = _____

11. The loud sound is very disturbance for me.

+ = _____

12. My new neighbour is very mysterious.

+ = _____

13. My teacher is very lovable.

+ = _____

14. The truth is that he has two wives.

+ = _____

15. Mega tries to classify the food she likes.

+ = _____

16. He brought the brightness to the world.

+ = _____

17. Go to consultant is a good idea.

+ = _____

18. His physical is good.

+ = _____

19. Asmi always summarize her homework before enter her class.

+ = _____

20. The headmaster legalizes the letter.

+ = _____

APPENDIX II

KEY ANSWERS

1. Organ + ize = organize
Noun suffix verb
2. Attract + ion = attraction
Verb suffix noun
3. Quick + en = quicken
Adjective suffix verb
4. Inform + (a)tion = information
Verb suffix noun
5. Simp(le) + ly = simply
Adjective suffix adverb
6. Merc(y) + ful = merciful
Noun suffix adjective
7. Juice + y = juicy
Noun suffix adjective
8. Food + wise = foodwise
Noun suffix adverb
9. Comple(t)e + ly = completely
Adjective suffix adverb
10. Peace + ful = peaceful
Noun suffix adjective
11. Disturb + ance = disturbance
Verb suffix noun
12. Myster(y) + ous = mysterious
Noun suffix adjective
13. Lov(e) + able = lovable
Noun suffix adjective

14. Tru(e) + th = truth
Adjective suffix noun
15. Class (i) + fy = classify
Noun suffix verb
16. Bright + ness = brightness
Adjective suffix noun
17. Consult + ant = consultant
Verb suffix noun
18. Physic + al = physical
Noun suffix adjective
19. Summar(y) + ize = summarize
Noun suffix verb
20. Legal + ize = legalize
Adjective suffix verb

Appendix III

Table of the Students' Error

No	Initial	Noun forming (6 items)	Verb forming (5 items)	Adjective forming (6 items)	Adverb forming (3 items)	Total errors
1	ISS	2, 4, 11, 14, 16	3, 15, 20	6, 7, 10, 12, 13, 18	5, 8, 9	17
2	MD	2, 4, 11, 14, 16, 17	1, 3, 19, 20	7, 10, 12, 13	8, 9	16
3	NYS	2, 4, 14, 16	3, 15, 20	6, 7, 10, 12, 13, 18	5, 8, 9	16
4	NNDH	2, 4, 11, 14, 17	1, 3, 15, 19, 20	6, 13, 18	5, 8, 9	16
5	SD	-	19, 20	6, 10, 12, 13, 18	9	8
6	AD	16	15	6, 7, 13, 18	5, 8, 9	9
7	NS	11, 16, 17	1, 3, 15, 19, 20	13, 18	8, 9	12
8	YH	14, 16	3, 19, 20	6, 7, 10, 12, 13, 18	5, 8, 9	14
9	YPPD	14, 16	3, 19, 20	6, 7, 10, 12, 13, 18	5, 8, 9	14
10	WHD	14, 16	3, 20	6, 7, 10, 12, 13, 18	5, 8, 9	13
11	RSL	2, 4, 11, 14	3, 15	6, 7, 10, 12, 13, 18	5, 8, 9	15
12	NLT	2, 4, 11, 14	3, 15, 20	6, 7, 10, 13, 18	5, 8, 9	15
13	AW	2, 4, 14, 16	3, 15,	6, 7, 10, 12, 13, 18	5, 8, 9	15
14	MSW	2, 4, 11, 14, 16	3, 15, 20	6, 7, 10, 13	5, 8, 9	15
total		47	41	69	38	195

The researcher calculated the score by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Sum of the samples

$$F = 195$$

$$N = (14 \times 20) = 280$$

$$P = \frac{195}{280} \times 100\%$$

$$= 69.64\%$$

APPENDIX IV

The Calculation of Dominant Error did by the Students According to Test

1. Noun forming

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of the dominant error

F = Frequency of the error did by the students in noun forming

N = Sum of the error (*sample × indicator test of noun forming*)

$$F = 47$$

$$N = 14 \times 6 = 84$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{47}{84} \times 100\%$$

$$P = 0.5595 \times 100\%$$

$$P = 55.95 \%$$

2. Verb forming

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of the dominant error

F = Frequency of the error did by the students in verb forming

N = Sum of the error (*sample × indicator test of verb forming*)

$$F = 41$$

$$N = 14 \times 5 = 70$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{41}{70} \times 100\%$$

$$P = 0.5857 \times 100\%$$

$$P = 58.57 \%$$

3. Adjective forming

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of the dominant error

F = Frequency of the error did by the students in adjective forming

N = Sum of the error (*sample × indicator test of adjective forming*)

$$F = 69$$

$$N = 14 \times 6 = 84$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{69}{84} \times 100\%$$

$$P = 0.8214 \times 100\%$$

$$P = 82.14 \%$$

4. Adverb forming

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of the dominant error

F = Frequency of the error did by the students in adverb forming

N = Sum of the error (*sample × indicator test of adverb forming*)

$$F = 38$$

$$N = 14 \times 3 = 42$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{38}{42} \times 100\%$$

$$P = 0.9047 \times 100\%$$

$$P = 90.47 \%$$

CURRICULUM VITAE



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2. Junior high school at SMP N 2 Rantau Utara 2007-2010
3. Senior high school at SMA N 1 Padang Bolak 2010-2013
4. Student of English Program at State Institute for Islamic Studies (IAIN) Padangsidempuan 2013-2017



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Nomor : 124 /In.14/E.6a/PP.00.9/10/2017

Ketua Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu
Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama : EVI DEWI PUTRI A HARAHAHAP

NIM : 13 340 0046

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI

Alamat : Lantosan I Kec. Portibi Kab. Padanglawas utara

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas
Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan mulai tanggal
16 Agustus 2017 sampai dengan 26 Agustus 2017 dengan judul:

**"STUDENTS' ERROR ANALYSIS IN PART OF SPEECH OF AFFIXES PROCESS AT
FIFTH SEMESTER TBI IAIN PADANGSIDIMPUAN".**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 17 Oktober 2017
Ketua Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
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Hal : Izin Penelitian
Penyelesaian Skripsi.

14 Agustus 2017

Yth. Ketua Jurusan TBI IAIN Padangsidempuan
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Evi Dewi Putri A Harahap
NIM : 13 340 0046
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Lantosan I Kec. Portibi Kab. Padang Lawas Utara.

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Error Analysis in Part of Speaach of Affixes Process at Fifth Semester TBI IAIN Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas. Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



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Nomor : 68 /In.14/E.6a/PP.00.9/ 10 /2016 Padangsidempuan, Nopember 2017
Sifat : Biasa
Lampiran : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;
1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum. (Pembimbing II)

Di-
Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, schubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

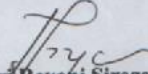
Nama : EVI DEWI PUTRI A HARAHAP
Nim : 13 340 0046
Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-2
JudulSkripsi : STUDENTS' ERROR ANALYSIS IN PART OF SPEECH OF AFFIXES PROCESS AT FIFTH SEMESTER TBI IAIN PADANGSIDIMPUAN IN ACADEMIC YEAR 2016

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

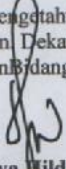
Ketua Jurusan Tadris Bahasa Inggris

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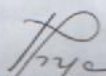

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