BAB I
INTRODUCTION

A. Background of the Study

Language is used as an instrument to communicate with each other. Through language people can understand what others actually mean both spoken and written. Using language correctly is not as easy as we think since there is a set of rules that must be followed called grammar. Every language has its own system which is different from another, one another also may have similar complexity, but there is no exact similarity that occurs between them. By this complexity, the language is potential to produce more utterance in enriching its vocabulary. Like in English, it has the ability to produce more words.

New words are made on the basis of patterns of meaning correspondence between existing words. It is not only creating new word but also creating new meaning. Furthermore, new words are the existing words which are likely to undergo certain morphological processes. One of the processes is known as affixation. Here the researcher analyzes the affixes based on function. As it

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1 Ritama Ririn, M. Zaim, Rusdi noor Rosa, *Grammatical Semantic Constrain of Derivational Affixes of Minangkabaunese Used in Singgalangdaily Newspaper* (English Language and Literature E-Journal / ISSN 2302-3546)

2 ibid
deals with the internal structure of complex words, this research is in small part of morphological study.

Morphology refers to the process of how the words of a language are formed to create meaningful messages. Morphology identifies and classifies the morphemes and describes the types of combinations that build words in the language. In morphology, there are inflectional and derivational morphemes. According to Katamba, an affix is a morpheme which only occurs when it is attached to some other morpheme or morphemes such as a root or stem or base. In addition it can be concluded that a morpheme which attached the root or stem is called affix.

Derivational affix is the process of adding affixes to roots or bases in order to vary function or modify meaning. It very often changes the word class. Whereas Inflectional affix is the process of adding inflectional morphemes to a word, which may indicates grammatical information. And its does not change the word class. In addition, derivational affixes are one of efficient way in enlarging ones’ vocabulary. Yet, students often face difficulties in using them appropriately. The difficulties in applying those affixes show the students’ grammatical competence in producing the language. Corder said that it still

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3 Sharon Wynne, *Texas English as a Second Language (ESL)*, (Boston: XAMonline, Inc., 2010), 4
remains to be shown that the process of learning second language is fundamentally different nature from the process of primary acquisition.\(^7\)

There are many differences between Indonesian and English systems. One of the differences is word formation process, and one of the difficulties in learning English word formation process is using derivational affixes especially in using negative prefix. There is clear difference, both Indonesia and English language. In Indonesian language, in negating meaning students just need to add “tidak” before the word they want to use for example, if they want to say disagree in Indonesia they just need add “tidak” before word “setuju”. It also happens in uttering word impolite in Indonesia, they just need to add “tidak” before word “sopan”. In English, students need to differentiate when they have to use im- and when they have to use “dis” and another negative prefix. It is must easier when students say in Indonesian language when they are just asked to add “tidak” for negation. So the differences of word formation process in English and Indonesian language brings the Indonesian students into difficulty in mastering derivational affixes of English language especially in using negative prefix. In English, one way to make negative statements is by adding negative prefixes before the base word. It causes the Indonesian students face difficulties and makes misformation errors in using negative prefix.

Thus from point of view above the writer is interesting to conduct a research concerning with word. The writer chooses the sixth semester students

\(^7\) Ibid
of English Teacher Education Department as the subject of the research to
know whether there is any misformation error or not in using negative prefixes.
And the researcher intends to do a research on students’ misformation error in
using negative prefixes.

B. Research Questions

Based on background of the study above, the research wants to describe
the problem as follows:

1. What are misformation errors made by students in using negative
prefixes?
2. What are the most frequent misformation errors made by the
students in using negative prefixes?

C. Objectives of The Research

Based on the statement of the problems stated previously, the objectives
of this study are:

1. To know the misformation error made by the students in using
negative prefixes.
2. To find out the most frequent misformation error made by the
students in using negative prefixes.
D. Significance of The Research

The significances of this study are:

a. For students:
   This research is expected to give additional knowledge for English learners about derivational words especially negative prefixes. This research provides important information in using negative prefix. Hopefully from this research students can be able to know and use prefixes well and can avoid the misformation error that have been done before.

b. For lecturers:
   This research is expected to give information to the lecturer about the common misformation error made by students in English language learning about affixes especially in negative prefixes. Its conclusion hopefully can present fruitful result which potentially helps lecturers in generating suitable material in their lecture. Furthermore the information will be as consideration in teaching English vocabulary and morphology.

E. Scope and Limits of the Research

   The scope of this study is on students’ mistakes in changing words into negative qualities by using prefixes. Since as we know that there are many kinds of prefixes, such as anti-, re-, in-, mis-, dis-, micro-, macro-, un-, pre-, mono, semi-, co-, and etc. but this study only focuses on studying negative prefixes including six categories of prefixes such as in-, un-, non-, a, dis-, and
mis-. The researcher chooses six categories prefixes because those prefixes are common negative prefixes in English.

This study is limited into sixth semester students of English Teacher Education Department of UIN Sunanan Ampel Surabaya.

F. Operational Definition

Related to this research, there are some key terms that need to be specified in order to avoid misunderstanding of the contents of the study. There are as follows:

1. **Misformation**: are resulted from misapplying word formation rules, producing non-existent words, as in unconect instead of disconnect.

2. **Misformation error**: is characterized by the use of wrong form of the morpheme or structure.\(^8\)

3. **Prefix**: is a syllable or syllables which appear in front of the root and can alter the meaning of the root. \(^9\) It means that a letter or group of letters attached to the beginning of a word that forms a new word.

4. **Negative prefixes**: prefixes can make of the opposite nature (degree) to a thing regarded as positive.

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\(^8\) Heidi Dulay, *Language Two* (New York: Oxford University, 1982) p. 146

\(^9\) ibid