

Chapter Two

Literature Review

In this chapter, the researcher discussed some important theories related to this research. The researcher revealed some important aspects such as the nature of error, error analysis, sources of error, procedure of error analysis, morphology, derivation, word hierarchy, and conceptual framework.

Errors

Error is familiar for foreign language learner because it is part of learning process (Ellis, 2000). However, some people cannot define it in the proper meaning. Therefore, the researcher explained some points related to error; definition of error, the difference between error and mistake, and the sources of error.

Definition of error. Language learning process is mostly related to making errors. Ellis (1997) explained that error is a reflect gaps in learners' knowledge and they happen because the learners do not know what the correct one is. In addition, Brown (2000) stated that error is a fault in students' performance that indicates an incomplete learning or incorrect system. Both of the scholars' statement earlier, the researcher concludes that the gaps in learners' knowledge and their fault indicate that the deviant form is not appropriate with the rules. Committing errors does not mean everything goes wrong but it shows that there is an incomplete learning or the language learning process does not finish yet.

Making errors is part of language learning process and it appears in both oral and written forms. This phenomenon is really normal to the second and foreign language learners as Dulay (1982) in Afthoniyah (2012) stated that any one cannot learn language without first systematically committing errors. Therefore, making error is not always a wrong way but this is a part of learning process that gives many advantages for the learners.

Error and Mistake. It is necessary to distinct between error and mistake because both of them are significantly different. People might be confused to differentiate between error and mistake, but there are many ways of doing it. Errors are the result of incomplete learning and linguistic incompetency and errors cannot be self-corrected while mistakes are the results of poor performance of language due to many factors like fatigue and carelessness (Jabeen, 2015). The researcher summarized the differences between errors and mistakes from Brown (2000) and Ellis (1997) in table below.

Table 1	
<i>The Difference Between Error and Mistake.</i>	
<u>Error</u>	<u>Mistake</u>
<ul style="list-style-type: none"> • The learners commit an error consistently. • The learners cannot correct errors they made. • The learners have incomplete knowledge and incorrect system. • Errors occur just like slip of the tongue. 	<ul style="list-style-type: none"> • The learners commit an error inconsistently means that sometimes they perform correctly and sometimes incorrectly. • They will successfully correct an error they made. • The learners have complete knowledge and good system. • Mistakes occur repeatedly and learners recognize them.

Sources of error. Seeing the disappointment of learners in learning second language, it is better to analyze what kinds of sources of error commonly happen to the learners. While identifying sources of error, we have to know the learners' cognitive and affective process toward learning second language acquisition. Brown (2000) stated that there are four sources of error; interlingual transfer, intralingual transfer, contexts of learning and communication strategies.

Interlingual transfer. Interlingual transfer means the activity of transferring knowledge and language from native language to second language and they influence how they construct the target language. For example, *I go to the movie last night* instead *I went to the movie last night*. The time signal in Indonesian does not change the verb while in English does.

Intralingual transfer. Intralingual transfer "within the target language itself" is not related to the interlingual transfer because the error comes up in the second language itself. The learners' error caused by many factors in different circumstances such as over-generalization, ignorance of the rule restrictions, incomplete applications of rules, and false concepts hypothesized (Richards in Rejeki, 2012).

The context of learning. The context of learning refers to the process of second language learning that takes place. There are two contexts; the classroom and the social situation. The classroom context includes the teachers, the materials and textbook. They can be a source of learners' error by misleading explanation about the materials, incorrect presentation of grammatical structure or forming word from one each part of speech, textbook contains incorrect grammar and

provides incorrect or irrelevant information. The social situation is also a part of source of error. The learners might make error since the social situation gives incorrect input of learning.

Communication strategies. Communication strategies refer to learning style. Learners use various strategies to deliver the message involving the production strategies of written and spoken, but this method may become a source of error. Brown (2007) gave an example “let us work for the well-done of our country” (p.266). The sentence uses incorrect approximation of the word *welfare*. The other sources of errors are caused by word coinage, circumlocution, false cognates (Tarone in Brown, 2000), and prefabricated patterns.

Error Analysis

Error analysis is one of the important topics in this research. Error analysis is very famous for many researchers because it is one of study field in language learning. The researcher also explained the parts of error analysis such as the definition of error analysis, procedure of error analysis, and the significance of error analysis.

Definition of Error Analysis. Error analysis is one of the most influential theories of second language acquisition. It focuses on the analysis L2 learners’ errors that provides with an understanding of the process of second language acquisition and the learners’ target language (Brown, 2000). Ellis (1997) described that error analysis is a process of identifying error, describing error, explaining error and evaluating error.

The other scholars also stated and commented about error analysis. Grass and Selinker (2001) in Kurniasih (2013) stated about error analysis that as the name suggests, it is a type of linguistic analysis that focuses on the errors that learners make. Besides that, Erdogan (2005) commented about error analysis,

A branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behavioristic theory suggested (p.262).

Based on the explanation of some scholars above, it can be concluded that error analysis is one of study field in applied linguistics that focuses on the second language learning process and learners' error. Keshavars in Erdogan (2005) suggested that the field of error analysis can be separated into two branches, namely theoretical and practical. Theoretical error analysis focuses on the process and methodology of language learning and the similarities with mother tongue acquisition. It investigates the reasons of the errors in the process of learning. Practical error analysis concerns on the implementation of theoretical error analysis on the remedial courses and the methodologies for solving those problems that are highlighted by the theoretical analysis.

Procedure of Error Analysis

Error Analysis is the process of analyzing the learners' error in acquiring a language. Thus, there are some steps that should be followed by the researcher.

Ellis (1997) discussed that there are stages in doing the error analysis namely identifying error, describing error, explaining error and evaluating error. Those points will be explained briefly.

Identification of errors. The first step in analyzing learners' error is to identify them. To identify the error, we have to take note the sentences contain the error, and then mark them as the error words or phrases. In the identification stage, we need the correct comparison due to ease the process of analyzing. For example, *The bloodstain on her dress was very noticed* (learners' product). This is the wrong structure and grammatically incorrect. Thus, the correct answer is *The bloodstain on her dress was very noticeable*.

Description of errors. The second step in analyzing learners' errors is describing the error. All of errors have been identified, we can describe into two ways. The first technique is to classify errors based on grammatical categories, for example, to identify error related to derivation – error in using noun as adjective. The second way is describing errors based on the surface structure taxonomy, such as omission, addition, misinformation, and misordering.

Explanation of errors. The final step in analyzing the learners' errors is explaining the different types of errors. There are three ways in errors explanation in term of grammatical analysis. Firstly, explaining the violated grammatical rules. Secondly, stating the correct form to compare with the wrong form. Finally, we have to give the real examples.

The earlier procedure of error analysis was stated by Ellis (1997). Those are a bit different with other processes explained by other scholars. According to

James in Rejeki (2012) the procedure of analyzing error consists of detecting errors, locating errors, describing errors, classifying errors, counting errors, and profiling errors.

Detecting error. Detecting error is the stage of detecting the presence of error and the analyst should be aware of its presence. This is not as easy as people think because it is a serious task to analyze the error. People might find it harder in spoken, informal language than written formal texts and on-screen texts. While analyzing error, the analyst should have suspicion because it becomes a principle guide to detect potential error. There are two activities of suspicion; guessing activity and doubting activity. These activities will guide to find out the error.

Locating error. The analyst tries to identify which are the errors and which are not by pointing out the errors in the exact location. Error location is not always easy to localize because some are diffused larger unit of content or it is known as global error. The error occurs in the whole sentences so that it makes difficult to locate the error. Occasionally, the other error only violates a certain unit or it is called local error. The sentence does not always contain an error, sometimes it makes difficult to differentiate whether it is erroneous or flawed sentence.

Describing error. The analyst should give description related to error occurrence and characteristic of error. The analyst should consider of the two points; the system should be well prepared and highly elaborated and the system should be simple and easily learnt. Referring to the sentence *The bloodstain on her dress was very noticed*, there is a mistake since the context of the study is

about derivation and it has unmatched meaning. The word noticed is a part of inflection, the morpheme *-ed* attach to *notice* becoming past participle of the verb. Therefore, the correct sentence should be *The bloodstain on her dress was very noticeable.*

Classifying error. Classifying error means that the analyst categorizes the error based on the class or category. Some scholars have defined the error into categories that ease us to make as a reference. For example, these errors are classified into singular/plural forms, verb tenses, word choices, prepositions, subject/verb agreements, word orders, articles, missing words, spellings, and punctuations (Spratt et al in Rejeki, 2012). There is another classification such as omission, addition, selection, and ordering errors (Brown, 2000). There are also errors classified into substance, text, and discourse errors (James in Rejeki, 1998).

The classification can change based on the discipline and the purpose of study. Therefore, the researcher classifies this study based on the word formulation namely verb to noun derivation, noun to adjective derivation, adjective to adverb derivation, noun to verb derivation, adjective to noun derivation, verb to adjective derivation, noun to noun derivation, verb to verb derivation, adjective to adjective derivation, and adjective to verb derivation.

Counting error. This is the significant stage because this is the step to calculate the errors. The aim of counting error is to get the data of the learners' error frequency. There are three results after calculating error; the data of most frequent error, the least frequent error and what parts troublesome the learners. For example, the analyst uses word formation from verb to noun, noun to

adjective, adjective to adverb, noun to verb, adjective to noun, verb to adjective, noun to noun, verb to verb and adjective to adjective. Then, he/she calculates how many times the error occur and makes calculation of the frequency such as verb to noun error five times, noun to adjective four times. Then, the result will be converted into percentage.

Profiling error. This stage is the same as the summary of all errors. It should contain specific information related to each error. The analyst makes an error profiling related to the errors in a structured way.

Based on the two scholars, they generally have the same idea in generating procedure of analyzing error. Ellis (1997) only state the general steps but James in Rejeki (2012) constructed the procedure of error analysis more detail. The two procedures can be fitted with the researchers' preferences.

The Significance of Error Analysis

Numerous studies about errors have been conducted for over decades, these kinds of research are done to find out the learners' difficulties in learning and acquiring a language and how the learners acquire a language. Errors are good indicators to find out the level of language proficiency. Thus, producing errors has many positive effects for the learners because it can be a good technique to know the learners' abilities and their progress. The error analysis will be significant for at least three parties, namely teachers, learners, and the researcher.

Teachers. Error analysis is very beneficial for the teachers who teach English as a second and foreign language. Teachers know how far the learners' progress and what should be done by producing errors. In addition, teacher can

correct the learners' error, improve their teaching by implementing the appropriate strategies, and focus on the errors that need reinforcement.

Learners. The error analysis is also very beneficial to the learners. Firstly, they know what they have to do by making errors and how to solve the errors they made. Secondly, by analyzing errors, they can learn more the target language that they are learning. In addition, they can obtain information about common difficulties in language learning especially in morphology.

The Researcher. The error analysis is also significant to find out how people learn a language. By researching the language learners, the researchers get the evidence on how learners acquire a language and how they make errors. This is related to the strategies that teachers and learners use in acquiring a language. The evidence is also beneficial not only for the researchers but also for the teachers and learners.

Morphology

Morphology is one of the branches of linguistics that focuses on the internal study of words and the rules of word formation. The word morphology consists of two morphemes, *morph* – base word means that the changing of one thing to the other, and *-ology* means that the scientific study of particular subject or branch of knowledge (Fromkin, Rodman, Hyams, Collins, Amberber, & Cox, 2012). Therefore, the meaning of morphology is the science of words form. Morphology plays two roles namely, as the branches of linguistics and the grammatical aspects knowledge. Morphology focuses on the morpheme and the rules of word formation. Morphology is part of our knowledge of a language, but

it is generally unconscious knowledge. We accept and use them unconsciously and sometimes we do not realize their present.

Morpheme. Morpheme is the foundation of forming words. Morpheme is the smallest unit of the word which has meaning (Fromkin, Rodman, Hyams, Collins, Amberber, & Cox, 2012). The study of morpheme is very important because it is a foundation of words. Some morphemes do not tell us their meaning but when it is attached to the specific words, it gives the contribution of meaningful words. Morphemes are necessary in making the correct sentence so that it is very important to learn in order to master the language skills. Morpheme is an important aspect in a language and word formation because it makes the word become meaningful and rich of meaning. Fromkin, Rodman, Hyams, Collins, Amberber, and Cox (2012) stated that:

The decomposition of words into morphemes illustrates one of the fundamental properties of human language – discreteness (one of the properties that distinguish human languages from the communication system of another species). It combines to the larger units. Sound units combine to form morphemes, morphemes combine to form words and words combine to form larger unit – phrases and sentences (p.68).

The creativity of linguistic allows us to understand the words that we never heard and also to create new words. We can compose a word to the other words as long as we know the component part attachable to the other word and we know the meaning of those parts. The example of a single word according

Fromkin, Rodman, Hyams, Collins, Amberber, and Cox (2012) may be composed of one morpheme or more.

One morpheme	Boy Desire
Two morpheme	Boy + ish Desire + able
Three morpheme	Boy + ish + ness Desire + able + ity
Four morpheme	Gentle + man + li + ness Un + desire + able + ity
Five morpheme	Un + Gentle + man + li + ness Anti + dis + establish + ment + ari + an + ism

Morphemes are divided into two kinds, namely free morpheme and bound morpheme. Both of them have significant role in producing new words. They will be explained in the following explanation.

Free Morpheme. Free morphemes are the morphemes that can stand independently. It occurs because they have the specific meaning. The examples of free morphemes are girl, cat, boy, pretty, love, text, book, quick, and school. Those words can constitute words by themselves. Most of morphemes are content or lexical words. There are two categories of free morphemes, namely: open class and closed class.

Open Class. Open class or commonly called as content or lexical morpheme. They are commonly set by the part of speech namely, noun, verb, adjective and adverb. This kind of free morpheme can be attached with affix so that it can make a new words and meaning. The examples are *beauty – beautiful*, *work – worked*, *pen – pens*, and *small – smallest*.

Closed Class. Closed class is set of conjunctions, prepositions, articles, auxiliary, and pronouns which consist largely of the functional words in the

language. They are described as a closed class of words meaning that it cannot make new meaning or word class. For example, *after, before, when, while, at, under, the, we, you, on, because, above, and it*. Closed class also called as functional or grammatical morpheme.

Bound Morpheme. Bound morpheme is the morpheme that cannot stand alone or it means it cannot occur independently so that it must be attached to free morphemes in order to have a clear meaning. The examples of bound morphemes are *in-, inter-, anti-, dis-, un-, re-, mis-, pre-, dis-, a-, anti-, -al, -ance, -ation, -ence, -er, -ist, -ion, -dom, -ment, -ish, -ous, -an, -esque, -ate, -ful, -ic, -like, -able, -less, -ly, -ise, -ize, -ate, -en, -ify, -ness, -ism, -ive, -ory, -y, -ship, -ity, -ing, -ed, -s/-es, -est, -en, and 's*. Those are never words by themselves but are always part of words.

The bound morpheme is divided into two categories, namely derivational morpheme and inflectional morpheme. Derivational morphemes are to make new words and they often make new part of speech and new meaning. Inflectional morphemes are used to produce new words to indicate the aspect of grammatical function. It does not change the word category and create new lexemes, but rather changing the form of lexemes. Inflectional morphemes are used to sign the singular or plural words, tenses (past or present), person (first, second, third) and possessive word. The example of inflectional morphemes are *-s* (waits), *-est* (biggest), *-ing* (walking), *-ed* (helped), *-es* (watches), *-er* (bigger), and *-th* (sixth). Plag (2002) differentiates between inflectional morpheme and derivational morpheme on table below.

Table 2	
<i>The Differences between Inflection and Derivation</i>	
<u>Inflectional Morpheme</u>	<u>Derivational Morpheme</u>
<ul style="list-style-type: none"> • Do not change meanings or word class. • Indicate syntactic or semantic relations between different words in a sentence. For example, the present tense morpheme <i>-s</i> in <i>reads</i> shows agreement with the subject of the verb. • Occur outside with all members of derivation. For example, the plural <i>-s</i> occurs with most nouns. • Occur at the edge of words. For example, the plural morpheme <i>-s</i> always comes last in a word, as in <i>players</i> • It encodes grammatical function (regular & irregular, plural, singular, pronoun and determiner) 	<ul style="list-style-type: none"> • Change meaning or word class. • Indicate semantic relations with the word. For example, morpheme <i>-ful</i> in <i>beautiful</i> has no particular connection with any other morpheme beyond the word <i>beautiful</i>. • Occur with only inside derivation. For example, the suffix <i>-ness</i> occurs such as <i>clear, dark, beautiful</i> but not with most others. For example, <i>interesting, amazing</i> and so on. • Occur before inflectional suffixes. For example, <i>teachers</i> the derivational suffix <i>-er</i> comes before the inflectional suffix <i>-s</i>. • It encodes lexical function (noun, verb, adjective, and adverb)

Derivation

Derivations are words derived from one stem or base word by attaching to them affixes, prefixes and suffixes (Haman, Zevenbergen, Andrus & Chmielewska, 2009). The process of derivation can preserve and change the grammatical class of word or part of speech. Whereas Carstairs-McCarthy (2002) stated that derivational morphology is concerned with one kind of relationship between lexemes. Derivational morphemes are divided in two categories; non-

affixation and affixation. Non-affixation is divided into three parts; conversion, truncation, and blending. Affixation is divided into three kinds, namely prefixes, suffixes, and infixes. The researcher will focus on the affixation categories especially on suffix and prefix part. The following table is the list of compilations of prefixes and suffixes taken from Cambridge Advanced Learner's Dictionary 3rd edition, Lieber (2009), Fromkin, Rodman, Hyams, Collins, Amberber, and Cox (2012), Carstairs-McCarthy (2002) and Plag (2002).

Table 3						
<i>The List of Prefixes and Suffixes</i>						
<u>Prefixes</u>			<u>Suffixes</u>			
a- bi-	extra-	omni-	-able	-or, -er	-ist	-ment
ante-, anti-	hyper-	poly-	-age	-esque	-ive	-ness
auto-	in-,	pre-,	-al	-ful	-ize	-ology
co-	il-,	post-	-an,	-hood	-less	-ous
contra-	ir-,	pro-	-ian	-ise	-ly	-proof
de-	im-	re-	-ance,	-ish	-en	-ship
eco-	inter-	semi-	-ence,	-wise	-ify	-ward
ex-, neo-	intra-	sub-	-ancy,	-y	-ory	-ism
mono-, multi-	mega-	tele-	-ency	-atte, -ette	-let	-ic
non-	micro-	un-	-ation,	-ate	-ine	-ess
de-	mini-		-ion	-hood	-ian	-ie
dis-	mis-		-ed	-let		

Fromkin, Rodman, Hyams, Collins, Amberber, and Cox (2012) and Carstairs-McCarthy (2002) mentioned ten kinds of derivation formed by affixation, namely verb to noun derivation, noun to adjective derivation, adjective to adverb derivation, noun to verb derivation, adjective to noun derivation, verb to adjective derivation, noun to noun derivation, verb to verb derivation, adjective to adjective derivation, and adjective to verb derivation.

Prefix. All prefixes in English are derivational so that they create new meaning or new words. Most prefixes do not change part of speech but change the

meaning. The example of prefixes are *in-*, *inter-*, *anti-*, *dis-*, *un-*, *re-*, *mis-*, *pre-*, *dis-*, *a-*, and *anti-*.

Noun to Noun Derivation. The rule of noun to noun derivation is prefix + BASE NOUN = NEW NOUN. In this case, prefix attached to nouns that become new nouns and new meaning without changing the part of speech. These prefix are *in-*, *dis-*, *anti-*, and *inter-*. The examples are written on the table below.

Table 4			
<i>The Examples of Noun to Noun Derivation</i>			
<u>Prefix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
<i>in-</i>	action	inaction	'not'
<i>dis-</i>	advantage	disadvantage	unfavorable condition
<i>anti-</i>	body	antibody	opposed to
<i>inter-</i>	action	interaction	between or among

Verb to Verb Derivation. This kind of derivation also changes the words meaning. The rule of verb to verb derivation is prefix attaches to verb base producing new meaning. These prefix are *re-*, *dis-*, *mis-*, *pre-*, and *inter-*. The produced words is composed of two morphemes, prefix (*un*, *re-*, *dis-*, *mis-*, *pre-*, and *inter*) and verb base i.e disagree, consists of prefix *dis-* and agree as a root.

Table 5			
<i>The Examples of Verb to Verb Derivation</i>			
<u>Prefix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
<i>un-</i>	do, cover, bind	undo, uncover, unbind	to do the opposite
<i>dis-</i>	agree, like, appear	disagree, dislike, disappear	'Not'
<i>mis-</i>	understand	misunderstand	'wrong'
<i>pre-</i>	arrange, select	prearrange, preselect	'before'
<i>inter-</i>	act, connect	interact, interconnect	'between or among'

Adjective to Adjective Derivation. This kind of derivation also changes the words meaning. The rule of adjective to adjective derivation is prefix attaches to adjective base producing new meaning. These prefix are *un-*, *in-*, *dis-*, *a-*, *il-*, *ir-*,

and *inter-*. The produced words is composed of two morphemes, prefix (*un-*, *in-*, *dis-*, *a-*, and *inter-*) and verb base i.e *unbelievable* consists of prefix *un-* and *believable* as the adjective root.

Table 6			
<i>The Examples of Adjective to Adjective Derivation</i>			
<u>Prefix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
un-	acceptable	unacceptable	to do opposite of
in-	accurate, tolerant	inaccurate, intolerant	to do opposite of
dis-	honest	dishonest	to do opposite of
a-	moral, sexual	amoral, asexual	not or without
inter-	national	international	between or among
il-	legal	illegal	the opposite of

Suffix. A suffix is a group of letters at the end of a word which changes the word's meaning and often part of speech. However, there are some suffixes that do not change part of speech but the meaning. the examples of suffix are *-al*, *-ance*, *-ation*, *-ence*, *-er*, *-ist*, *-ion*, *-dom*, *-ment*, *-ish*, *-ous*, *-an*, *-esque*, *-ate*, *-ful*, *-ic*, *-like*, *-able*, *-less*, *-ly*, *-ise*, *-ize*, *-ate*, *-en*, *-ify*, *-ness*, *-ism*, *-ive*, *-ory*, *-y*, *-ship*, and *-ity*.

Noun to Adjective Derivation. It is the same with other suffix because it changes the words meaning and part of speech. The rule of noun to adjective derivation is to attach suffix in root, i.e. power (*root/adjective*) + *-ful* = powerful (derived/new derivation). These suffixes mentioned on the table below.

Table 7			
<i>The Examples of Noun to Adjective Derivation</i>			
<u>Suffix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
-ish	child	childish	typical of or similar to
-ous	danger	dangerous	having that quality
-an	America	American	belonging somewhere
-esque	picture	picturesque	like or in the style of
-ful	health	healthful	having a particular quality
-ic	alcohol	alcoholic	containing something

Verb to Noun Derivation. It is a bit different from prefix because most of suffix change the words meaning and part of speech. The base words changes to derived words are indicated by the two aspects previously. The rule of verb to noun derivation is to attach suffix in root, i.e. educate (verb) + -ion (suffix) = education (Derived). The other suffixes attached to verb are *-al*, *-ance*, *-ation*, *-ence*, *-er*, *-ist*, *-ion*, *-dom*, and *-ment*.

Table 8			
<i>The Examples of Verb to Noun Derivation</i>			
<u>Suffix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
-al	refuse, arouse	refusal, arousal	Relating to ...
-ance	perform	performance	an action, state, or quality
-ation	explain	explanation	The process of, the result of ...
-ence	confer	conference	an action, state, or quality
-er	sing	singer	'the person or thing doing the activity
-ist	conform	conformist	Person with particular activity
-ion	predict	prediction	The process of, the result of ...
-ment	develop	development	The action or process of
-dom	free	freedom	The condition

Adjective to Adverb Derivation. The other derivation is to describe the way that something is done and that suffix is *-ly*. This derivation also has the same rule with other suffixes derivation. The suffix attaches to adjective becoming adverb and it changes the words meaning and part of speech.

Table 9			
<i>The Examples of Adjective to Adverb Derivation</i>			
<u>Suffix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
-ly	beautiful	beautifully	Describing the way something done
-ly	Slow	Slowly	Describing the way something done
-ly	Diligent	Diligently	Describing the way something done

Noun to Verb Derivation. The noun to verb derivation has the same rule as the other suffixes where suffix attaches to the base word, i.e. fool (*base*) + *-ish* = foolish. The other examples of suffix (*-ise/-ize, -ate, -ish, -en, -ify*) are mentioned below.

Table 10			
<i>The Examples of Noun to Verb Derivation</i>			
<u>Suffix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
-ise/-ize	moral	moralize	to cause, to become
-ate	vaccine	vaccinate	to prevent
-ish	brand	brandish	like
-en	haste	hasten	to make something become
-ify	beauty	beautify	to become

Adjective to Noun Derivation. This kind of derivation might be found easily in vocabulary and it was commonly used in sentence. It also has the same rule as the other derivation, i.e. beautiful (*base word/adjective*) + *-ness* = beautifulness, feminine (*base word*) + *-ism* = feminism. These rules also might be applied to the other suffixes, namely *-ness, -ity, -ism, -ion, and -ify*.

Table 11			
<i>The Examples of Adjective to Noun Derivation</i>			
<u>Suffix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
-ness	happy	happiness	the quality
-ity	specific	specificity	state or quality
-ism	feudal	feudalism	ways of behaving
-ion	abstract	abstraction	the process of the action

Verb to Adjective Derivation. This kind of derivation is also very important in forming new vocabularies. The concept of the word formation is the suffix *-able, -ive, -ory, -y* attached to verb base becoming new adjective, i.e. admire (*verb base*) + *-able* = admirable (*derived adjective*).

Table 12			
<i>The Examples of Verb to Adjective Derivation</i>			
<u>Suffix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
-able	read	readable	able to be
-ive	create	creative	having a particular quality
-y	run	runny	having a lot of something

Noun to Noun Derivation. This kind of derivation is also very important in forming new vocabularies but it only changes the meaning without changing part of speech. The rule of this derivation is the suffix *-ship* and *-ity* attached to base noun becoming new noun, i.e. lord (*base*) + *-ship* = lordship (*derived*).

Table 13			
<i>The Examples of Noun to Noun Derivation</i>			
<u>Suffix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
-ship	friend, partner	friendship, partnership	involvement between people
-ity	human	humanity	state or quality
-let	book	booklet	small
-ess	princes	princess	female
-hood	mother	motherhood	being particular thing
-ist	economy	economist	the person
-ian	history	historian	belonging

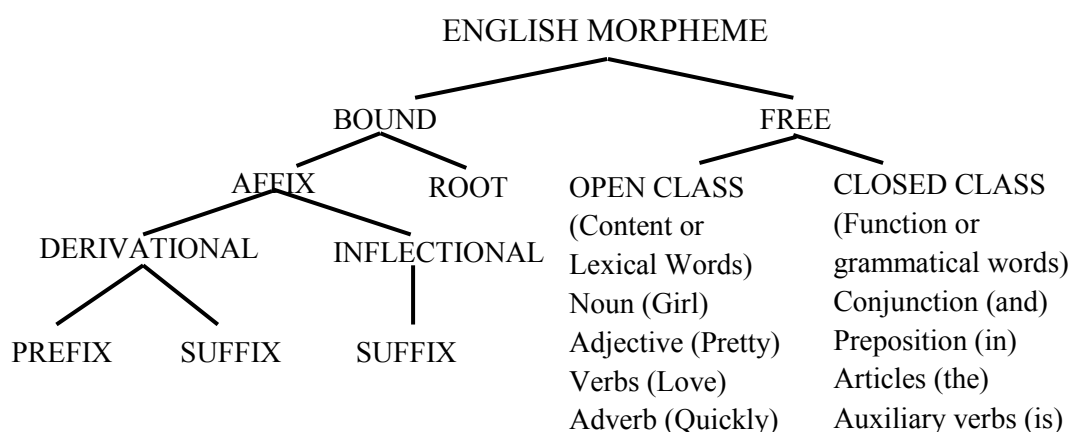
Adjective to Verb Derivation. The last kind of derivation is the adjective forming new verb. It also changes both the meaning and class of part of speech, i.e. central (*base adjective*) + *-ize* = centralize (*derived verb*). The suffixes of this derivation are *-en* and *-ize*. They have the similar meaning of derived word, namely to make something become.

Table 14			
<i>The Examples of Adjective to Verb Derivation</i>			
<u>Suffix</u>	<u>Base Word</u>	<u>Derived Word</u>	<u>Meaning</u>
-en	sweet, wide	sweeten, widen	to make something become
-ize	modern	modernize	to cause <i>or</i> to become

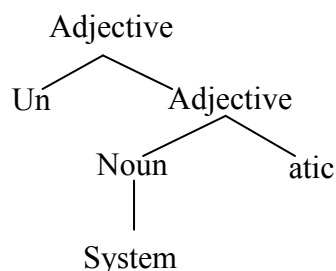
The Hierarchical Structure of Words

The earlier explanation showed that morphemes are formed in a specific order. Word formation is not a simple matter and also a word itself. Fromkin, Rodman, Hyams, Collins, Amberber, and Cox (2012) explained that word formation has its own rules and structure that shape a hierarchical structure. The word *unbelievable*, is constructed of three morphemes, *un-*, *believe* and *-able*. *Believe* is a verb as a root, we add suffix *-able*, becoming an adjective, *believable*. Then, we add prefix *-un* becoming new adjective, *unbelievable*. The structure of word formation according to Fromkin, Rodman, Hyams, Collins, Amberber, and Cox (2012) is described below

Figure 1. The Hierarchical Structure of Words



In order to explain the hierarchical structure of the words, linguists use tree diagram. Fromkin, Rodman, Hyams, Collins, Amberber, and Cox (2012) gave example of the words *unsystematic* below.

Figure 2. The Tree Diagram of *unsystematic*

The tree diagram represents the use of two morphological rules:

1. Noun + atic → Adjective
2. Un + Adjective → Adjective

Rule 1 showed that suffix *-atic* is attached to the noun root, forming an adjective. Rule 2, prefix *un-* is attached to adjective formed by rule 1 forming an adjective '*unsystematic*'. The morpheme *un-* and *-atic* are related to the root *system* at the same way, but it is not a matter. The suffix *-atic* is closer to the root *system* rather than prefix *un-*. The prefix *un-* is connected to the adjective root *systematic* and not directly becomes *unsystem*. *Unsystem* is not a possible word because it is not allowed attaching *un-* to nouns. The other morphological rules are sated below.

1. Adjective + al → Adjective

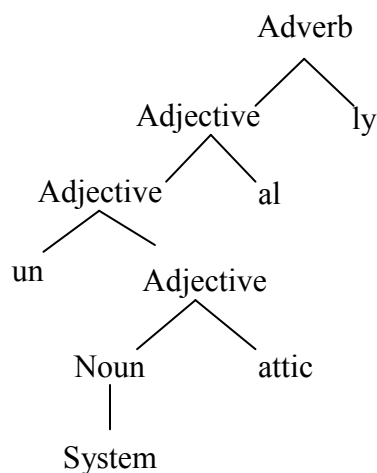
Suffix *-al* is added to an adjective, for example *egotistical*, *fantastical*, *economical*, and *astronomical*.

2. Adjective + ly → Adverb

The adjectives is added to *-ly* forming adverb. For example, *happy*, *lazy*, *hopeful* becomes *happily*, *lazily*, *hopefully*.

This following tree diagram is for the two rules applied to *unsystematic*.

Figure 3. The Tree Diagram of *unsystematically*



Conceptual Framework

One of topics in morphology is derivation. It discusses how to form vocabularies. There are ten kinds of derivation verb to noun derivation, noun to adjective derivation, adjective to adverb derivation, noun to verb derivation, adjective to noun derivation, verb to adjective derivation, noun to noun derivation, verb to verb derivation, adjective to adjective derivation, and adjective to verb derivation.

The students commonly face the difficulties in using derivation. Consequently, they made error and mistakes. Mistakes are not significant problem since the students can correct them. However, the students cannot see or realize the errors existence so that they cannot correct errors by themselves. Since the errors exist, the researcher will analyze them in form of error analysis.

Error analysis provides a set of sequence steps in analyzing the learners' errors. The steps of analyzing error consists of detecting errors, locating errors, describing errors, classifying errors, counting errors, and profiling errors (James in

Rejeki, 2012). Besides that, Ellis (1997) discussed four stages in doing the error analysis namely identifying error, describing error, explaining error and evaluating error. The following figure is the conceptual framework of the research.

Figure 4. The Conceptual Framework

