

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Language is the most fundamental means of tools of human communication. The use of language conveys to express thoughts, feelings, and ideas to other people. Therefore one can only interact with others or expresses one's feeling by using a language or by manipulating the words of the language that other people know. Talking about language means that talking about the agreement. Having communication with people which have different country needs language in common such as English. English is a foreign language for an Indonesian student. It is used to help them to communicate or interact with other people who come from different countries and also to do their activities in a job, a school, and the public. English is taught from elementary school and obligatory from the first year of junior high school through the third year of senior high school even for some semesters at the university which consists of four skills, those are listening, speaking, reading, and writing.

Writing is one of those language skills in learning English. It is an important subject taught at every level of education. Writing can be defined as the ability to write and express the idea. In expressing the idea every person has a different way. Someone can speak it and the other one feels confident to write it.

Writing is a complicated process because the writing needs cognitive abilities in recognizing some segments of language to produce qualified writing. In general, the writing process is done through two stages: exploring ideas and

processing the ideas into readable texts. There are twelve genres in writing. They are Descriptive, Expository, Explanation, Anecdote, Report, Recount, Spoof, News Item, Procedure, Discussion, Analytical Exposition, and Narrative. Analytical Exposition Text is one of the most powerful of communicating with others. Analytical exposition text is an argument text which learned in the English Department. The main purpose of analytical exposition is to persuade the reader that something should be or should not be the case.

In writing a text one must understand the rules of language that are generally accepted. The existence of the language in its user does not suddenly emerge, but it experiences morphological processes to make various forms such as words, phrases, clauses, and sentences. Word formation is something fundamental that should be known well before using the more complex language units and one of the ways in forming words is through affixation. In the case of English as an international language, Indonesians are required to be able to speak it written or spoken. Therefore, the basic knowledge about word formation in English is a necessity.

Dulay (1982:139) studying learners errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learners ability to communicate effectively. Dulay (1982:139) classify the errors into four categories. It consists of (1) linguistic category taxonomy, (2) surface strategy taxonomy, (3) comparative taxonomy, (4) communicative taxonomy. Based on the classification of the error

above, the writer used surface strategy taxonomy as the base describing the classification of the errors that students made, since surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Furthermore, surface strategy taxonomy has four error types, omission is type of error which is if it omits any necessary item used in well-formed sentence or utterance. Secondly, addition these errors are characterized by the presence of the item that must not appear in a well-formed utterance. Thirdly, misinformation these errors are characterized by incorrect form of morpheme of structure, and the fourth misordering these errors are characterized by incorrect placement of a morpheme of group of morphemes in an utterance.

The writer's experienced in the second semester on the course of writing when writing text tends to make a mistake in the text, particularly mistake in placing inflectional affixes in the text. Inflectional affixes errors were found in her English writings. Some sentences which have errors are 1. She try to eat it (*she tries to eat it*) in this sentence, affixes –ies should be added to indicate verb for a third singular person, 2. Hi Sarah, how are you? I hope you fines (*Hi Sarah, how are you? I hope you are fine*) Fine in this sentence is an adjective. The existence of adjectives in the sentence comes after to be and it is never added with the suffix –s, 3. Thank you miss because you teach us patient (*thank you miss because you teach us patiently*) in this sentence, the word *patient* should be added with the suffix –ly to indicate adverb, 4. I see five wolf (*I see five wolves*) in this sentence, the word *wolves* are plural should be added suffix –es.

The facts above indicated that inflectional affixes which are frequently neglected in classroom and teaching materials still become the problem for students in language using. Moreover, using inflectional affixes can cause a significant effect on the quality of writing and message delivery. As English Department, the ability to write genre texts effectively is a necessity. The role of inflectional affixes is needed in creating effective texts. Analytical exposition is one of the texts that must be learned by students. Analytical exposition text is the text which contains about someone's arguments in agreeing or disagreeing about a certain topic. The language features which are used in this text is considered large because it contains about someone's responds towards something. This consideration makes analytical exposition text becomes the objective analysis of inflectional affixes errors which are committed by the English Students.

It is important then to analyze students' problems in inflectional affixes especially in writing because it has a significant role in language use. The analysis of students' errors is something advantageous to know students' needs then finding the solution for it. The research hopes that the findings in the analysis of students' inflectional affixes errors can be useful for educational progress.

1.2 The Problems of Study

Based on the background of the study above, the problems of the study formulated as the following:

1. What types of inflectional affixes error that is made by the English Students in Academic Year 2018 at Nommensen HKBP University in writing analytical exposition text?

2. What is the dominant type of inflectional affixes error in writing analytical exposition text on the English Students in Academic Year 2018 at Nommensen HKBP University?

1.3 The Objectives of Study

The objectives of the study are summarized as:

1. To analyze the types of inflectional affixes error made by the English Students in Academic Year 2018 at Nommensen HKBP University in writing analytical exposition text
2. To find out the dominant type of inflectional affixes error analysis in writing analytical exposition text on the English Students at Nommensen HKBP University in Academic Year 2018

1.4 The Scope of Study

Affixation in English can be divided into two, they are prefix and suffix. Prefix and suffix are attached to words based on the word category itself which is derivational or inflectional. This study focuses only on inflectional in analytical exposition text which is written by the English Students at Nommensen HKBP University in academic year 2018. The writer uses the inflectional affixes by using Fromkin, et al (2014)'s theory. There are eight kinds of inflectional affixes as the theory used in this research according to Fromkin, et al (2014).

1.5 The Significances of Study

The findings of this study are expected not to be the mere data aggregation but something more advantageous both theoretically and practically which can be described as follows:

1. Theoretically

The result of the study can be a reference for those who are interested and want to study in Error Analysis, especially about inflectional affixes.

2. Practically

1) The Writer

To give advantageous information based on the contents and the findings of this study

2) The Students

To increase their awareness about inflectional affixes in writing report, narrative, analytical exposition or any kind of text to avoid making the errors on and on

3) The other researchers, to enrich their knowledge about errors especially in inflectional affixes so that they can conduct research and analyze deeper beside to give additional information for the next related study

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting study, theories were needed to explain and clarify some concepts or terms used in the study concerned. The terms used in this study were needed to be theoretically explained. This framework was useful to give a clearer understanding of all the things related to the study. The theoretical elaboration on the concepts and terms will be presented in the following.

2.2 Morphology

Dulay (2011:87) stated that morphology is a field of linguistics focused on the study of the forms and formation of words in a language that retains meaning also the identification, analysis, and description of the structure of words (words as units in the lexicon are the subject matter of lexicology). The rules of morphology within a language tend to be relatively regular so that if one sees the noun morphemes for the first time, for example, one can deduce that it is likely related to the word morpheme. While words are generally accepted as being (with critics) the smallest units of syntax, it is clear that in most (if not all) language, words can be related to other words by rules. For example, English speakers recognize that the words *dog*, *dogs*, and *dog-catcher* are closely related.

The rules understood by the speaker reflect specific patterns or regularities in the way words are formed from smaller units and how those smaller units interact in speech. It can be said that the study of words, how they are formed, and their relationship to other words in the same language. Fromkin

(1983:113) morphology is the study of the internal structure of words and of the rules by which words are formed. Just as knowledge of a language implies knowledge of phonology, so it also implies knowledge of morphology. Therefore, it is obvious that morphology deals with word form, the forming process of a word, and also its changing in forms which creates the difference in function and meaning.

2.3 Word

Word is the smallest unit of meaning and syntax in a language. It has an important role in forming sentences. Crystal (2008:521) stated that word is a unit of expression which has universal intuitive recognition by native speakers, both spoken and written language. Aronoff et al. (2005:34), the word is to call them the smallest unit of syntax because many words cannot stand alone, it has to begin or end with other words to make the formation of language for build a sentence. From the explanation above, the writer concludes that word is the united syntax in the conversation or writing product and it is important in language for analyzing from an element of words.

2.4 Morpheme

Katamba (2005:20), a morpheme is the smallest meaning unit in a language which has grammatically functioned. Dulay (2011:91) stated that a single word may be composed of one or more morphemes. Example: *un + system + atic + al + ly*, the word *unsystematically* can be analyzed into five separate morphemes. It means that the smallest unit of a word that cannot be subdivided. However, each morpheme has both grammatical and lexical meanings. Lieber (2009) said that the use of morpheme as minimal meaningful units is to form

words. There are two kinds of morphemes: free morpheme and bound morpheme. Aronoff (2005:2) stated that morphemes often define as the smallest linguistic pieces with a grammatical function. It can be said that the smallest unit of the word has meaning.

Based on the definition above it can be understood that morpheme is the smallest unit in morphology that has meaning because morpheme cannot be subdivided into smaller units, other than morphemes are broadly classified into two types, the first is free morpheme and the second is bound morpheme.

2.4.1 Free Morpheme

Katamba (1993:41) stated that many words contain a root standing on its own. Roots that are capable of standing independently are called free morphemes. Nida (1957:81) said that free morphemes are those which may be uttered in isolation, e.g. boy, girl, man. Therefore, a free morpheme is the roots that are capable of standing by itself. O'Grady (1997:714) stated that free morpheme is a morpheme that can be a word by itself. Based on the definition above that free morpheme also can be called the root morpheme, the morpheme into basic shapes in word-formation. Known as the basic shapes have not changed morphemically.

2.4.2 Bound Morpheme

A Bound morpheme is a morpheme that cannot stand alone (dependent), it should be attached to free morpheme. Oiry (2009), a bound morpheme cannot stand on its own, but rather must be attached to a free morpheme whenever you say it. Bound morpheme in generally divide into prefix and suffix.

2.4.2.1 Prefix

A prefix is a kind of bound morpheme which is attached at the beginning or initial part of the free morpheme. Ballard & Tighe (2007) said that prefixes are parts of words that appear before roots words and change the meaning of the word. A prefix can be divided into six types, they are counting prefixes, quantify the root, involvement prefixes, judgment prefixes, locative prefixes, measurement prefixes, negative prefixes, and temporal prefixes (Zainuddin & Manullang, 2012). Here are some commonly used prefixes (Umara & Okeke, 2007):

Table 2.1

The Example of Prefix

Prefix	Meaning	Word example
Pre-	Before	Prevent, precondition, preheat
Semi-	Half, partly	Semicircle, semi-final
Sub-	Under, below, less than	Subtopic, subway, substandard
Dis-	Not, the opposite of	Disadvantage, disappoint
Mis-	Not	Misprint

2.4.2.2 Suffix

Ballard & Tighe (2007) suffix is kind of bound which is attached at the end of a free morpheme. Suffixes are parts of words added to the end of root words and they perform three functions such as changing the tense of the word, changing the part of speech, and extending the basic meaning or the root word. A

suffix can be divided into four types, they are deriving adjectives from nouns and verbs, forming abstract nouns, forming agentive nouns, forming verbs from roots and stems (Zainuddin & Manullang, 2012). Here some commonly used suffix (Umara & Okeke, 2007):

Table 2.2

The example of Suffix

Suffix	Meaning	Word example
-able	Capable of being, that can or must be	Acceptable, comfortable
-er	One who is, a person or thing that	Teacher, singer, player
-ist	One whose profession is	Dentist, chemist
-ly	In the manner of	Happily, softly
-ous	The nature of or having a quality of	Poisonous, glorious

2.5 Affixation

Affixation is the morphological process whereby one or more bound morpheme (prefix and suffix) is attached to free morpheme (root and stem). Lieber (2009) classified affixation into two parts: prefixes which attached before the base of the word and suffixes which attached after the base of the word which has special requirement for the sorts of bases they can attach to. The most basic requirements are often the syntactic part of speech or category of their bases. English however just recognizes two types of affixes, they are prefix and suffix (Zainuddin & Manullang, 2012).

As discussed earlier, a prefix is an affix that is added to the beginning of root while suffix is the affix that is added to the end of a root. This process of bound morphemes' attachment to free morpheme changes the meaning, category (class), or the grammatical function of the words which is further known as a derivational and inflectional morpheme. The Affixation which changes the category (class) or creates new lexeme from basic lexeme is called derivation. The affixation which creates new word-formation from the basic lexeme is called inflectional.

2.5.1 Derivation

In linguistic derivation is used to form new words. Yule (1996:143) said that derivation is the familiar process of forming words that have an amount of small "bits" of the English language they are not commonly listed in dictionaries. The term of small "bits" is called affixes. Affixation can be termed as the commonest way to form words in the sense of lexical terms (Katamba, 2005). Lieber (2009) stated that derivation is the process by which the words are formed and create new lexemes, so before making new lexemes, they have to have "the base" because it is the core of word which can be turned into different word by attaching affixes.

The derivation is the forming of new words by combining derivational affixes or bound bases with existing words. They are morpheme (an affix) through which one word is formed (derived) from another. Fromkin (2003:83), explain that bound morphemes like -ify and -cation are called root morpheme or stem, a new word with a new meaning is derived. The addition of -ify to pure -purify- means "to make pure" and the addition of -cation- purification- means

“the process of making pure”. The form that results in the addition of a derivational morpheme is called a derived word.

2.5.2 Inflection

Inflection is a major category of morphology. Yule (2010) stated that Inflectional is part of bound morpheme which has no function to produce new words in the language, but it only used to indicate the grammatical function of words, such as the use of singular or plural, past tense or not, comparative or possessive and so the like. It means that they never change the syntactic category of the words or morphemes to which they are attached. They are always attached to complete words.

Bloomfield (1933) referred to inflection as the outer layer of the morphology of word forms. This is because inflections are added when all derivational and compositional processes are already complete. This means that one can add inflection on a root and a stem. Here is the example of Inflectional affixes according to Fromkin, et al (2014).

1. -s: 3rd person singular: she wait-s at home
2. -ed: past tense: she wait-ed at home
3. -ng: progressive: she is eat-ing the donut
4. -en: past participle: Mary has eat-en the donuts
5. -s: plural marker: She ate the donut-s
6. -,s: possessive: Disa"s hair is short.
7. -er: comparative Adj. /Adv: Disa has short-er hair than Karin
8. -est: superlative Adj. / Adv: Disa has the short -est hair

DIFFERENTIATION	
DERIVATION	INFLECTION
Grammatical function	Lexical function
No word class change	May cause word class change
Small or no meaning change	Some meaning change
Often required by rules of grammar	Never required by rules of grammar
Follow derivational morphemes in a word	Precede inflectional morphemes in a word
Productive	Some productive, many nonproductive

Adapted from Fromkin, et al (2014).

The following data show further characteristics by which the two classes of morphological process, inflection vs. word-formation (derivation), can be distinguished. Plag (2002:19) distinguishes the derivational processes are on the left, the inflectional ones on the right:

a. Derivation

Worker

Useless

Untruthfulness

Interview

Curiosity

b. Inflection

(she) works

(the) workers

(we) picked

(the) children

John's (house)

As already indicated above, the most crucial difference is that inflectional morphemes encode grammatical categories such as plural (workers), person (works), tense (picked), or case (John's). These categories are relevant for the building of sentences and are referred to by the grammar. For example, there is a grammatical rule in English that demands that a third person singular subject is followed by a verb that is also marked as the third person singular. This is called a subject-verb agreement, which is also relevant for plural marking in sentences (The flowers are/is wonderful). The plural and person suffixes are therefore syntactically relevant, hence inflection. Based on the statements above the writer concludes that inflectional affixes are affixes attached to words (mainly suffixes) that do not change the word class of the root or base or stem but they only have a grammatical function.

2.6 Writing

Writing is one of the important skills in English teaching. Hyland (2004:09) explains that writing is a way to share personal meaning. It means that writing is the way to express feelings and thought to other people that have a meaning. Writing can help people to communication. Therefore, when constructing their views (ideas), people have to make it understandable and acceptable.

Harmer (2004:31) writing is a way to produce language and express an idea, feeling, and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres and then these elements have to be presented in learning activities. It means that writing is a way to produce language that comes from our thought. The idea, feeling, or

opinion produce based on writer activity was done. It is also an activity, both physically and mentally which helps the writers put their thought into words in a meaningful form.

Raimes (1983:56), components of writing are (1) purpose, the reason of writing, (2) content which is wanted to express (relevancy, clarity, originality, and logic), (3) the understanding of readers, (4) writing process (ideas attaining, budget writing, etc.), (5) grammar (the using of verb, pronoun, article, etc.), (6)syntax (the using of sentence structure, style choice, etc.), (7)diction, (8) writing technique and (9) ideas organization. Therefore, students need to know how to write any kind of text well and structurally. For all stated above, the writer concludes that writing is one of skill in English to transferred ideas, feeling, and thought of the writer's mind which arranged in words, sentences, and paragraphs using eyes, hands, and brain as information to the reader.

2.7 Analytical Exposition

Anderson (1997:2-3), analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case. From that theory it can be said that analytical exposition text has a function to influence readers' thinking, to make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

2.7.1 Generic Structure of Analytical Exposition Text

The generic structure of analytical exposition text has three components. They are thesis, arguments, and reiteration, Pardiyono (2007:216) describes:

1. Thesis: a controversial statement which includes a hot topic and shows the position of the writer is responding to that hot topic.
2. Argument: contains the arguments which are based on the facts and recognized by the public.
3. Reiteration: contains the conclusion or re-statement in the topic to affirm the explanation in the thesis.

2.7.2 The Language Feature of Analytical Exposition Text

Sudarwati and Grace (2007:24) the language features of analytical exposition text are:

1. Focus on the generic human and nonhuman participant (e.g.: car, pollution)
2. The use of mental verbs is used when expressing an opinion (e.g. like, believe)
3. The use of words that link to arguments (e.g. firstly, however, therefore)
4. The use of present tense (Andi is a quiet boy)
5. The use of compound and complex sentences
6. The use of modal and adverbs (e.g. can, may, certainly)

Table 2.3

The Example of Analytical Exposition Text

Thesis	Before you smoke, it is better to see the reality. Around 50 thousand people die every year in the world. Almost a quarter of smokers die from diseases caused by smoking.
	Ninety percent of lung cancer is caused by smoking. If we smoke five cigarettes a day, we die will easier from lung cancer than nonsmokers. Ninety-five percent of people who suffer from

Argument	<p>bronchitis are the people who smoke. Smokers die easier from heart disease than nonsmokers.</p> <p>Besides, children who smoke develop bronchitis and pneumonia. In one hour in a room full of cigarette smog, nonsmokers breath with the cancer-causing substances as much as if they had smoked fifteen cigarettes</p>
Reiteration	<p>Smoking is really good for the tobacco companies because they got a lot of money from a cigarette but smoking is not good for anybody</p>

(source: Priyana, J., Riandi, and Mumpuni, A.P. (2008). Interlanguage: English for senior high school students XI. Grasindo).

2.8. Error Analysis

Errors are the flawed side of learner speech or writing. Hourani (2008:16), error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. It means that error analysis is very important because needed by the teacher to correct the students' essay.

Dulay et al (1982:139) error is something that will not able been separated from writing because it is the nature of writing. In writing text, especially for English text, the writing error looks like difficult to avoid. That is

the reason that the error analysis is needed to do to find it out. Error analysis is a type of linguistic analysis that focuses on the error learners make.

2.8.1 Types of Error

Dulay et al (1982:151) classifying error using the surface taxonomy is very practical since it can physically highlight the cognitive process underlying learners' reconstruction of the mother tongue and target language. This taxonomy divides learner errors into four categories, which are omission, addition, misinformation, and misordering.

2.8.1.1 Omission

An omission is a part of errors that usually the writer omits or changes the words. Dulay (1982:154) stated that omission is characterized by the absence of an item that must appear in a well-formed utterance. It means that students omit one of the structures of language. Moreover, the students felt confused about the structure of sentences. For omission of inflectional affixes –s, example: “Because there are many type of students” it should be “because there are many types of students”

2.8.1.2 Addition

Dulay (1982:156), Addition is the opposite of omission. They are characterized by the presence of item, which must not appear in well-formed utterances. It means that addition is a part of errors that should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing paragraphs. Moreover, the addition has some categories. They are regularization, double marking, simple addition. For

example the addition of progressive tense (-ing), We can getting instant noodle so easy it should be we can get instant noodle so easy.

2.8.1.3 Misinformation

Dulay (1982:158), Misinformation errors are characterized by the use of the wrong of the morphemes or structure. It means that misinformation a part of errors that teachers found in writing paragraphs of the students that using the wrong structure in arrangement sentences. Moreover, Sompong (2014:8) this category has a relation with adverbials, interrogatives, and adjectives. It means that misinformation is an element that focused on the structural sentences in student writing. For example, Me don't like it should be I don't like

2.8.1.4 Misordering

Dulay (1982:162) this category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order. For instance, adverbials, interrogatives, and adjectives yielding errors as in 1). She fights all the time her brother (She fights her brother all the time) 2). What Jackson is doing? (What is Jackson doing?)

2.9 Previous Research

There are several studies related to the inflectional affixes errors which are useful to support the writer's thesis. The following studies have the same field analysis with this thesis, this is about inflectional affixes. These studies can give wider information to support the writer's thesis about the error in inflectional affixes by their findings.

Ninsiana & Hakim (2018) entitled An Analysis of Inflectional Affixes Error in Argumentative Writing at the fifth-semester students of the English

Department at The State Islamic Institute of Metro. This research used descriptive qualitative research which focuses on the use of two data sources of primary and secondary data. The primary data is obtained from argumentative writing texts written by the fifth-semester students of IAIN Metro, while the secondary data were collected from other supporting documents such as textbooks and articles published in the journal. This research applied Creswell's model to analyze the data. The findings show that there are 9 argumentative writing results, they have eight errors in using (-s) and 2 errors in using (-es), 1 error in using (-ies), 13 errors in using (-ed), 3 errors in using (-ing), and there is no error in using (-er) and (-est). Based on the data, the first error that commonly found in students' writing production is the use of (-ed) and the second one is the use of (-s) and the third one is the use of (-es).

Nurjanah et al. (2018) entitled Affixation of Derivational and Inflectional Process in Narrative Text entitled The Ugly Duckling. This research focuses on analyzing the affixation of the derivational and inflectional processes in narrative text. This research used descriptive qualitative. The study aimed to analyze what kind of derivational and inflectional process mostly used in the text also describes what kind of affixation that are attached in derivational and inflectional process entitled The Ugly Duckling cited from English for Specific Purposes by (Subandi,2017). This study founded that most frequently in morphology on text is inflectional, there was 29 process of affixes. First, there were nine words of kinds the suffix, there four kinds that attached to the derivational process, there five kinds that attached to the inflectional process. Secondly, there was only one kind prefix attached to the inflectional process.

In summary, inflectional affixes are considered the small case to be discussed but the role of it is undeniably important for students' English mastery which can be seen from various studies conducted. These studies prove that the studies related to the error analysis particularly in analyzing inflectional affixes errors need to be conducted. Therefore, this study would like to try to investigate the errors of students in inflectional affixes. The research tries to concentrate on investigating the English students in academic year 2018 students' errors in inflectional affixes. The research believes that analyzing errors in inflectional affixes can be an effective way to find the complexity of errors that happened to help students to use words well. In other words, they can use inflectional affixes in their writing well.

2.10 Conceptual Framework

Error naturally exists in the learning process, they systematically happen and show the lack of learners' knowledge. Errors are found in every language skill such as English especially in writing, which needs complex knowledge about the language. Writing is considered the most difficult skill for language learner because they need to be able to apply the rules and structures of the language which are complicated. In writing, every single word should be the correct form to create effective sentences. The aspects of writing such as word choice or vocabulary, grammar, and coherency to express the content should be correctly organized.

In writing, some errors in grammar or structure must be found and they will be known easily by the readers because they can see it directly. Errors can be understood by reading the materials about the error analysis and classifying the

errors based on the types. In this case, the writer will choose the analytical exposition texts written by the English students at Nommensen HKBP University in academic year 2018 as the data source for the writer in searching the errors that occurred. They are types of errors.

Therefore, by learning the errors that occurred in writing, this study can be a guide in knowing and analyzing the errors which are made by students in various writing in English. So, it is helpful to know students' problems in inflectional affixes to give appropriate emphasis towards the errors in learning English and it can help students to avoid the occurrence of the errors anymore.

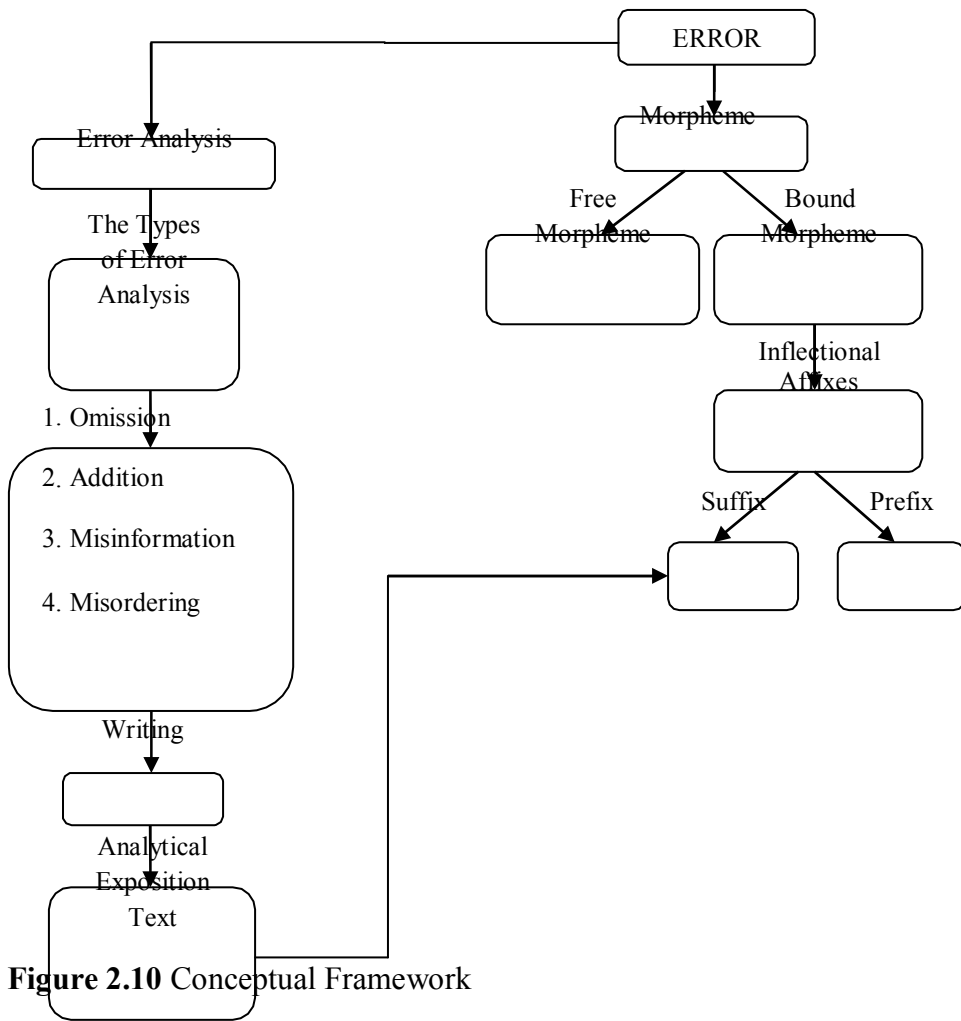


Figure 2.10 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the writer used a descriptive qualitative design because this study deals with the data in the form of words rather than numbers. Ary et al. (2002) stated that the qualitative study seeks to understand the phenomenon by focusing on the total picture rather than breaking down into variables. The data analyzed and interpreted based on surface strategy taxonomy by Dulay et al. to explain the way surface structures were altered by omitting necessary elements, adding unnecessary elements or misinformation, and misordering the necessary elements.

3.2 The Subject of the Study

In this study, the subject of study took from the English Students of Nommensen HKBP University in academic year 2018. There were 25 students who gave participation in this research.

3.3 Instrument of Collecting Data

To collect the data, the writer used documentation. Arikunto (2006:231) documentation derived from the word document means written subject. Furthermore, Setyadi (2006:249) said that there were many variations of documents, from the very personal document up to the formal document. A personal document can be a photography diary, personal letter, and storytelling by someone. Meanwhile, a formal document can be a certain lesson, report book, final exam score, semester score, and official letter. In this research, the writer used one of the formal document that is a paper test. The writer used the students'

test as documentation to analyze students' error inflectional affixes in writing analytical exposition text. Sugiyono (2015:224) tells in qualitative research, an extension of observation is needed to test credibility in research, be repeatedly collecting data. Based on the theory above the writer ask the students to make analytical exposition text. After getting the data, the writer analyze and classify the error using Surface Strategy Taxonomy.

3.4 Technique of Collecting Data

Sugiyono (2015:225) said that there are four methods of collecting data: 1). Observation, 2). Interview, 3). Documentation, 4). Triangulation. This writer used the technique of collecting data with documentation.

From the theory above, the writer used the technique of collecting data as follow:

1. Asking the students to make analytical exposition text
2. Give the time allocation for this writing task is 90 minutes
3. Collecting the students' text through group WhatsApp.
4. Analyzing the data by identity, classify, and calculate the percentage of the error inflectional affixes of the students' text

3.5 Technique of Analyzing Data

Before conducting the research, the procedure should be clear and systematic. In analyzing the data, the writer did some steps for getting errors that occurred in students' inflectional affixes. The writer used Miles and Huberman model. Miles and Huberman model is an activity in qualitative data analysis that is carried out interactively and lasts continuously until complete, so the data is saturated. Activities in qualitative data analysis are data reduction, data display,

and conclusion drawing or verification. Based on the theory, the writer analyzed as follows:

1. Data Reduction

Collecting the data from the students' text in writing analytical exposition text

2. Data Display

1). Identifying and classifying the data of students' error inflectional affixes based on surface strategy taxonomy. They are omission, addition, misformation, misordering

2). Finding the dominant types of errors do by the students by using the following formula based on Sujiono (2006:43)

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

P = Percentage types of error

F = Frequency types of error

N = Number of a sample which is observed

3. Conclusion drawing or verification

Reporting the result by description the result of the analysis