

CHAPTER I

INTRODUCTION

1.1 Background of the Study

A Language is a communication tool used to interact. Language is also used to express thoughts, feelings, and ideas to others. Talking about language means talking about agreement. To understand and be understood by others, one must understand each other's languages. The existence of language in its use does not appear suddenly but undergoes a morphological process to form various forms such as words, phrases, clauses, and sentences. Currently English is a language that has been used by many people as well as an international language, Indonesians are also required to be able to speak English in writing or orally.

Morphology is the study of morphemes. Morphemes are the smallest unit in language. Morphology focuses on how words (and parts of words) are structured. In other words, this study examines how morphemes or affixes are added beside the roots. Morphology describes all aspects of word-formation.

Writing means putting your thoughts into writing or telling something to others in writing. Writing can also be interpreted as an expression or expression of feelings that are expressed in writing to form a story or information. In other words, through the writing process, we can communicate indirectly.

Analytic exposition text is a text that contains the arguments of someone who agrees or disagrees on a topic. The language features used in this text are quite large because they contain a person's response to something. These considerations make the analytical exposition text the object of the affixation in

inflectional error analysis carried out by class XI students. So it is important to analyze students' problems in affixation, especially in writing because it has an important role in language use. Analysis of student errors is a useful thing to determine student needs and then find a solution. This study hopes that the findings in the analysis of students' affixation errors can be useful for the advancement of education.

1.2 The Problems of the Study

Based on the description above, the research problem formulations are as follows:

1. What kind of errors found in affixation used by students' writing analytical exposition text at Smk Yapim Biru-biru?
2. What is the dominant errors in affixation founds in students' analytical exposition writing?

1.3 The Objectives of the Study

Relates to the problems, the objectives of this study are:

1. To find out types of errors in affixation found in students' writing analytical exposition text.
2. To find out the dominant error in affixation founds in students' analytical exposition writing.

1.4 The Scope of the Study

Affixations in English can be divided into two, namely Derivational and Inflectional. Prefix and Suffix are attached to words based on the category of the

word itself which is derivation or inflection. The writer uses the Inflectional affixes. Then, this study only focuses on the Inflectional of the analytical exposition text written by TKJ Eleventh Grade of Smk Yapim Biru-biru.

1.5 The Significances of the Study

The findings of this study are expected not only to show data and information but something more useful both theoretically and practically, which can be described as follows:

1.5.1 Theoretically:

- 1) The results of this study can give a new perspective in the study of Morphology.
- 2) The results of the study can give a new model in the research of error analysis.

1.5.2 Practically:

The researchers hope that this research can be useful for:

- 1) Nommensen students who are conducting research related to affixation so that this finding can be their reference in carrying out the research.
- 2) Other researchers, to enrich their knowledge about errors, especially affixation in Derivational so that they can carry out more research and analysis in addition to providing additional information for further related studies

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting research, a theory is needed to explain and clarify some of the theoretical concepts or terms used in the research concerned. The terms used in this research need to be explained theoretically. This framework is useful for providing accurate explanations as well as the correct understanding of all matters about research. Theoretical elaboration on the concepts and terms will be presented below.

2.2 Linguistic

Linguistics is the study of language. Booji (2007:136) says that "Linguistics is a social science, but it cannot be coordinated with the social sciences that are generally recognized". Linguistics is a descriptive science that is expressed by linguists to find and record the rules that apply to members of the language community that are truly appropriate and do not seek to impose other rules, or norms of truth.

In short, the author concludes that linguistics is a social science that focuses on language, where language is composed used and, implied by humans to help humans communicate.

2.3 Morphology

According to Nida, Morphology is the study of morphemes and their arrangements in forming words (1967: 1). Charles F. Hockett, (1958:177) says, “

Morphology includes the stock or segmental morpheme and how words are built out of them.” Katamba (1994 : 3) says that “morphology is the study of internal structure.”

Morphology comes from the word „morph“ means form, and the word „logy“ is science. Then, morphology means the science of form”. The morphological rules in a language tend to be relatively regular so that if one looks at the morpheme of a noun for the first time, for example, one can conclude that it is likely related to the word morpheme. While words are generally accepted as (critically) the smallest unit of syntax, it is clear that in most (if not all) languages words can be associated with other words using certain rules. For example, English speakers know that the words dog and dog-catcher are closely related.

The rules understood by the speaker describe certain patterns or regularities in the way words are formed from the smaller units and how those smaller units interact in speaking ability. It can be said that the study of words, how they are formed, and their relationship with other words in the same language. According to Fromkin (1983,113), that morphology is the study of the internal structure of words and the rules that compose words. The point is the study of how a word is arranged and how they are put together from the smallest parts. As knowledge of the language is related to knowledge of phonology, so it is knowledge of morphology. Therefore, it is clear that morphology is related to the form of words, the process of word formation, and changes in the form which lead to differences in the function and meaning of words.

Carstairs and McCarthy (2002: 16) state that "the field of grammar concerned with the structure of words and relationships between words involving the morphemes that compose them technically and regularly is called morphology".

Meanwhile, Ackema and Neelman (2007: 1) state that "morphology by itself determines some of the possible and impossible words". Morphology is called the branch of linguistics that studies how words are arranged and how they are put together from smaller parts to form sentences. For example, the English word unfriendly is formed from a friend, the adjective forms the suffix -ly and the negative prefix un- in the following list, all the words except the last one can be divided into sections, each of which has some kind of independent meaning.

Example:

Unhappiness un + happy + ness

Mouses Mouse + es

Telling Tell + ing

Lieber Rochelle (2009: 2) states that morphology is the study of word formation, including new words that are created in everyday language, and how word forms vary depending on how they can be used in a sentence.

Based on the description above, the author can conclude that morphology is a branch of linguistics that studies the form of words, the way the word-formation process is up to changes in words to forms that cause differences in function and meaning.

2.3.1 Morpheme

A Morpheme is derived from the Greek word *Morphe*, meaning „form“. Nida (1946) defines a morpheme as "the minimal unit of a language". Booij (2007: 8) defines the morpheme as the minimal linguistic unit with a lexical or a grammatical meaning". Katamba (1993:22) conceptualizes it as „the smallest difference in word or sentence meaning or grammatical structure; the morpheme has been defined as the smallest unit of speech that has a semantic or grammatical meaning“. Tomori (2004:25) the morpheme is also defined as the smallest, indivisible unit of semantic content or grammatical function with which words are made.

It means that morpheme is the smallest unit of the words with a grammatical function. For example, the words *smile, flower, love, sun, red,* and *blue* are morphemes. The words *planning, handsome, huntsman, manly,* and *gentlemen* are words that have more than one morpheme. Morpheme consists of words that can be divided into several parts which have meaning and provide information about their meaning and function.

Lieber (2009) states that the use of morphemes as a minimal unit of meaning is to form words. There are two kinds of morphemes: *Free* Morphemes and *Bound* Morphemes.

2.3.1.1 Free Morpheme

A free morpheme can stand alone as an independent word (Akmajian, *et al*, 2001:18). Katamba (1993:41) states that many words contain independent roots. Roots that can stand alone are called free morphemes. Nida (1957:81) says

that free morphemes are morphemes that can be pronounced individually, such as love, lady, like, etc. By knowing the types of morphemes, the researcher concludes that free morphemes are morphemes that can stand alone as independent words.

2.3.1.2 Bound Morpheme

Oiry (2009) said that bound morphemes cannot stand alone, but must be attached to free morphemes every time they are said. Adejumo and Osunbade (2014:50) "abound morpheme depend on the root". This means that the bound morpheme is always attached to the root. Bound morphemes are morphemes that cannot stand alone and require other morphemes to form a word. Based on this definition, the bound morpheme must be linked to another morpheme to make a word. This means that the bound morpheme must be followed by the free morpheme to make a word.

2.3.2 Affixations

Affixations is morphemes that only appear when attached to other morphemes or morphemes such as roots or stem or base (Katamba, 1993: 44). The stem is the basis of words that come before inflectional affixes are added. Affix here refers to the affix required by syntax such as the singular and plural number markers in nouns, tense in verbs, and so on (Katamba, 1993: 45). The base is any unit that can be added with affixes in any form (Katamba, 1993: 45).

Affixations is a process of the result of attaching adding an affix to a root or also said a process of a morph or singular to form new words. Lieber (2009:39)

States that affixation is a process to derive a word. Most of the new words are created by using Affixation. Kridalaksana (2007b:28) states that affixation is a process that changes the lexeme to become a complex word.

singular form or complex form to form words.

Affixation is the process of forming new words through the addition of a morpheme attached to the word. Through this process, various lexical items can be created. For example, the word encouragement 'is formed from the root courage' with the prefix en 'and the suffix ment'. Morphemes such as en 'and ment' which are part of a word are called affixes. Therefore, affixes are not words. They are children of a root or root word and can be added directly to a basic or basic form or construct consisting of the root plus one or more other morphemes. Chaer (2008) states that affixes are morphemes that cannot be the basis for word-formation.

However, the word becomes one of the building blocks in the affixation process. However, English only recognizes two types of affixes, namely prefixes and suffixes (Zainuddin & Manullang, 2012). A prefix is an affix that is added to the beginning of a root whereas a suffix is an affix that is added to the end of a root. This process of binding morpheme to free morpheme changes the meaning, category (class), and grammatical function of the words. These are known as derivational and inflections morphemes. Affixations that change the category (class) or create a new lexeme from the base lexeme are called derivations. The affixation which creates the formation of new words from the basic lexeme is called inflection.

1. Derivational

According to Katamba (1994: 205), the derivation is an affixation process used to create new lexemes. In other words, the derivation is a process of forming words by changing the lexeme (creating a new lexeme) from the previous lexeme to change the word category: the affixation process which may give rise to a new lexeme. Bauer (1988: 12-13) states that derivation is a morphological process that produces new morphemes, while Matthews (1974: 38) explains that a derivation is a form of words that are different from different paradigms. According to Nida (in Edi Subroto (1985: 269) the formation of derivatives includes the same word class (including a certain word-class system) such as singer 'a person who works as a singer' (noun), from the verb (to) sing 'do activity to sing '

2. Inflectional

Inflectional is an adjective that refers to the formation of a new form of the same word through inflectional affixes. In English, only suffixes are inflectional. English has eight inflectional affixes, They are the third person singular present -s, the past tense marker -ed, the continuous marker -ing, the past participle -en, the plural marker -s, the possessive marker -'s, the comparative suffix -er, and the superlative suffix -est. They are affixes that have a grammatical function but do not change the class of a word.

2.4 Inflectional

Inflectional morphemes are those which do not create new meaning. These morphemes never change the syntactic category of the words or morphemes to which they are attached (Bauer, 1988:12)

Inflectional affixes are part of the bound morpheme that do not function to produce new words in the language, but are only used to show grammatical functions of words, such as singular or plural usage, past tense or not, comparative or possessive, and the like (Yule, 2010). Inflection is a word that has the same basic meaning and does not change the meaning of the root word, but the word added is used to follow the rules that come from the grammar of the word usage. For example, a mouse turns into mice, because the number of rats is more than one.

This is not the same as the derived morpheme because the inflectional morpheme never changes the grammatical category of the stem attached to it. The following is an example of inflection 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

English has eight inflectional affixes; all other affixes are derivational. The eight inflectional affixes are listed in the following table, along with the type of root that each one attaches to and a representative example.

Table 2.4.1

Inflectional Affixes

Inflectional Affixes	Root	Example
1.Plural	Noun	Boys
2.Possessive	Noun	boy's
3.Comparative	Adjective	Older
4.Superlative	Adjective	Oldest
5.Present	Verb	Walks
6.Past	Verb	Walked
7.Past Participle	Verb	Driven
8.Present Participle	Verb	Driving

2.5 Writing

According to Rivers (1981: 294), writing is conveying information or expression of original ideas consecutively in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Writing is a useful activity that arises with new ideas from the mind and is put into a written form that the reader can understand which aims to express themselves and convey information to others.

The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. According to Nunan's idea (2003:88), writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. The writing process can be said as learning how to write by writing. Oshima and Hogue (2007:15) say that writing is never a one-step action; it is an ongoing creative act. According to their opinion, the process of writing has roughly 4 steps. In the first step, you create ideas. In the

second step, you organize the ideas. The next step, you write a rough draft, and the last step is polishing your rough draft by editing it and making revisions.

2.6 Part of Genre

The word genre comes from the French (and originally Latin) word for “kind” or “class”. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of „text“.

Then it is translated to be text-type (Gerot and Wignell, 1995:17). The definition of the genre is also described by Martin (1985) as cited in Swales (1990: 40):

Genres are how things get done when language is used to accomplish them.

They range from literary to far from literary forms: poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, news broadcast, and so on. The term genre is used here to embrace each of the linguistically realized activity types which comprise so much of our culture.

There are various kinds of genres namely, descriptive, recount, narrative, exposition, procedure, anecdote, news item, discussion, explanation, report, and review.

1. Descriptive

Descriptive is an English text that serves to describe an object. The object in question can be either concrete or abstract. It can be a person, or an animal, or something like a flower, a table, a chair, or a place. The description has two components, namely identification, and description.

2. Recount

A recount is an English text that aims to make a report about an incident or experience from a series of related events in the past. Recount text is similar to narration writing. There is no conflict in the recalculation text. Recount text has three components, namely orientation, event, and reorientation.

3. Narrative

A narrative is a text in the form of a fictional story that tells a story that has a chronologically connected sequence that aims to entertain its readers. This text uses a simple past tense. There is conflict in the narrative text. The narrative text has four parts, namely, orientation, events, and resolution.

4. Exposition

Exposition can be divided into two parts, namely analytic exposition, and hortatory exposition. Analytical Exposition is a written text in English that serves to state to the reader that there is something important to be conveyed. This text contains three elements, namely, thesis, argument, and examination (conclusion). Hortatory exposition is written English that serves to convince readers that something should or should not happen or be done. It contains three components namely, thesis, an argument of the problem or concern, and recommendation.

5. Procedure

The procedure is a type of written English text that serves to explain how something is done through a sequence of actions or steps. The procedure has three components, namely, the topic plus a statement of purpose, the sequence of steps to be completed in the topic, and the closing.

6. Anecdotes

Anecdotes are texts that serve to share stories about something fun or funny with others. Anecdote contains six components, namely, title, abstract, orientation, crisis, reaction, and coda. It uses rhetorical questions. There is an unexpected funny action.

7. News Item

A news item is written text in English that serves to inform readers about the events or incidents happening at that time. News items contain three components, namely, headlines or titles, event summaries, background events, and sources. This text uses an action verb and an expressive verb.

8. Discussion

Discussion is a written text that serves to present information and express ideas about a problem that aims to get a solution to the problem. The discussion has four components, namely general statements about social problems or specific social problems to be discussed, arguments, arguments against, and recommendations.

9. Explanation

An explanation is a text that serves as an explanation that describes the processes involved in the formation or operation of natural or socio-cultural phenomena. The explanation contains three components, namely, a general statement about the particular topic to be explained, a sequence of explanations that describes the process, formation, involvement, and closure (optional).

10. Report

A report is a text that can be written using descriptive techniques. It describes an object to the general reader. It has three elements namely, title, general statement or classification, and general description.

11. Review

Review is an English language text that serves to criticize or evaluate a work of art or event for the general public. The elements of the review text are title, identification, summary, evaluation, author, and publisher.

2.7 Analytical Exposition Text

Sudarwati (2007:116), an analytical exposition text is a type of text that the purpose is to make people believe that there is a problem. Analytical exposition text is the text that elaborates the writer's idea about the phenomenon surrounding it. Its social function is to persuade the reader that the idea is an important problem and to analyze the topic that the opinion or the thesis is correct by developing an argument to support it.

Gerot and Wignell (1994:197) define that analytical exposition as a text that is used to make the reader or listener believe that something is the case. Gerot and Wignell (1994:197) state that the social function of an analytical exposition text is to persuade the reader or listener that something is the case. Furthermore, Sudarwati and Grace (2007:116) define that the analytical exposition text has two social functions, are 1) to persuade the reader or listener by preceding arguments; 2) to analyze or explain "how" and "why".

2.7.1 Generic Structure of Analytical Exposition Text

Based on Anderson and Anderson (1997), the generic structure of analytical exposition text is Thesis, Arguments, and Reiteration. In the thesis, there is an introductory argument. It introduces the topic and shows the readers on writer's position. Arguments consist of points and elaboration. In the reiteration part, the writer makes a summary of their arguments and thesis before from his/her point of view. All three aspects above (Thesis, Arguments, and Reiteration) have to be arranged in order so that the reader can understand the analytical exposition text well.

Gerot and Wignell (1994: 197-198) define that the generic structure of analytic exposition text is as follows.

1. Thesis

The thesis is always in the first part of the analytic exposition paragraph. It consists of a position and a preview section.

- 1). The author introduces the topic of the text and indicates the position of the author.

- 2). Preview In this section, the author describes the main arguments that will be presented.

2. Arguments

In this section, the author provides an opinion on the problem or topic to be discussed. There are two parts to this stage, namely:

- 1). Author Points restate the main arguments outlined in the preview section.

2). Elaboration In this section, the author develops and supports each point/argument.

3. Reiteration

This is the last part of the analytical exposition text. In this section, the author restates the author's position.

2.7.2 Language Features of Analytical Exposition Text

1. Using simple present tense
2. Using conjunctions to show the relation of cause and effect
3. Using compound and complex sentence
4. Using relational processes

2.8 The Differences Between Errors and Mistakes

Some people have different opinions between Mistake and Error, even in the teaching aspect, namely the teacher. Accurate explanation of the difference between Mistake and Error is needed to get a reasonable understanding. In learning a language, the learner will make mistakes and those mistakes will become language acquisition. As Dulay (1982: 138) points out, "Making mistakes is an inevitable part of learning. People cannot learn a language without first making systematic mistakes.

Furthermore, Brown (2007:257) distinguishes between Mistake and Error. He explains that: Mistake refers to a performance error that is a random guess or error, in the sense of failure to properly utilize a known system. Everyone makes mistakes, both in mother tongue and second language situations. Native speakers

are usually able to recognize and correct such deviations or errors, which are not the result of a lack of competence but the result of some kind of temporary interruption or imperfection in the speech production process. Errors are obvious deviations from the grammar of native native speakers, reflecting the competence of the learner. This means that Errors reveal the learner's knowledge of the target language, while Mistakes are obstacles or imperfections while the learner is in the process of using the language.

2.8.1 Error

According to Carl James (1998:1) Error is likewise unique to humans, who are not only *sapiens* and *loquens*, but also *homo errans*. It means that every people ever make some errors in their life. Mistakes are a natural thing in learning a language. It is impossible for a learner to never go wrong and make mistakes in learning. the error can be said as a process so that we can be right. Also, the mistakes of students always have feedback for themselves, so that they can learn to understand and understand the language well. And with the mistakes of students, the teacher will also know the shortcomings in teaching and where the subject matter students still do not understand, thus every teacher and learner in improving each other and becoming better.

2.8.2 Causes of Errors

Syah (2014) revealed that there are two factors that influence student learning outcomes, namely internal factors and external factors.

1. Internal Factors

Factors Internal are the most influencing factors for students in learning activities. There are several causes that occur in internal factors, namely physical. The physical in question is a body that is less fit, congenital pain, or even physical disability. In this case they will definitely get tired easily and find it difficult to concentrate while studying. Then, physical disabilities can also be a problem in the learning process because their senses such as hearing do not function properly. So, students must prepare spiritually before learning. If students do not prepare, they will not be able to enjoy and relax during the learning process. This is caused by many factors, namely: a) Intelligence, b) Attitude, c) Talent, d) Interests, e) Motivation.

2. External Factors

The social environment includes family, school, students, community, and neighbors. The social means environment the external environment that is directly related to students. Families should pay more attention to their children so that they do not experience difficulties in learning. Furthermore, Brown (2000: 24) also states that there are two sources of error:

a) Interlingual Error

This is caused by interference from the mother of learners language.

b) Factors Intralingual

Intralingual and developmental errors are types of errors that occur during the second language learning process at the stage when the learner has not yet

acquired knowledge. In addition, errors are also caused by difficulties or language problems themselves.

2.8.3 Error Analysis

According to (Richards & Schmidt in Napitupulu, 2017) Error Analysis is a technique for identifying, classifying and interpreting the unacceptable forms of a language systematically. It occurs in the production data of someone's learning either a second or foreign language. James (2013) has mentioned there are two causes of the error; interlingual and intralingual errors. However, Richards (1974) has classified language errors into three types; interlingual, intralingual, and developmental errors. Although there are three causes of language errors, the researchers pay more attention to two sources of errors (interlingual and intralingual error). It is because developmental errors are errors in the language itself.

According to James (2013) and Richards (1974), two factors cause language errors, namely interlingual and intralingual errors. Intralingual errors are caused by disruption of the source language which harms the target language. This occurs because learners often move meaning from the source language they have mastered. The influence of the source language on the target language being studied can be seen through the sentence structure made by students. This tends to change the structure and culture patterns of the language being studied. Intralingual errors usually arise due to overgeneralization, misunderstanding of rule restrictions, incomplete application of rules, and incorrectly hypothesized concepts (Richards, 1974). Based on the characteristics of these errors, it is clear

that students often make mistakes in making comparisons of two different language systems.

2.8.3.1 Types of Error

Dulay et al divide errors based on the surface strategy taxonomy into four categories namely Omission, Addition, Misformation, and Misorder. The proposed strategy taxonomy is a taxonomy developed in analyzing errors made by learners which consists of several alternatives for error classification as results of comparative categorization and taxonomy of communicative effects. Classifying errors using a surface taxonomy is very practical because it can physically highlight the cognitive processes that underlie the reconstruction of the learner's mother tongue and target language. Error categories will be explained as follows:

1. Omission

Errors are additional items that are not added to the sentence or the word must be so that it can be formed properly and the content of morphemes (nominals, verbs, adjectives, adverbs) that should be in the expression correct.

Ex : He born in England for he was born in England

(To be is omitted in passive sentence form)

2. Addition

Addition error refers to the presence of additional items that do not have to be presented in a well-formed speech. This error usually occurs at a later stage of second language acquisition or when the learner has relinquished some of the target language roles.

Ex: They want to repair their teeth for they want to repair their teeth.

(The addition of „s“ after the plural noun form of teeth)

My mother and my father wants me a teacher sciences for my mother
and my father want me a teacher sciences.

(the addition of „s“ to the verb for plural person)

3. Misformation

Misformation error refers to the use of the wrong form of morpheme or structure.

In misformation errors, the learner writes the sentence completely even though the sentence does not yet have the correct structure.

Ex: that dogs for those dogs

(That instead of those)

4. Misordering

Incorrect the Placement of a morpheme or group of morphemes in an utterance is marked by an ordering error. Misordering occurred systematically for both L1 and L2 learners. Students often misorder the morpheme group.

Ex: what daddy is doing?

The word order is confusing. It should be what is Daddy doing?

2.9 Previous Research

Several previous studies lead to the title of this study, this research has become a special attraction for painters regarding affixation, previous research has become the author's reference to explain the subject concerned with the title.

Tri Wahyuning Tiyas (2021) Error Analysis of Inflectional Affixes on Students' Writing. The purpose of this study was to determine the types of students' inflectional affixes errors in writing. This research is a qualitative descriptive study. The instrument used gathered the data was the documentation technique and analyzed by using Surface Strategy Taxonomy by Dulay. The results of this study found that there were four types of errors made by students in writing with the total number 44 errors consisting of errors in the types of omission errors 20, additional errors 6, misinformation errors 9, and finally miss-ordering errors with the number 9. The purpose and benefits of this study is to become a source of reference for teaching appropriate teachers and to find weak points or errors that occur in students and also as material for evaluation for students and improvements for further researcher.

Koming Tri Widari (2018) entitled Morphosyntactic Analysis on English Inflectional Affixes with Special Reference to The Jakarta Post. The data from this study were taken from 31 articles about business in The Jakarta Post printed edition published on June 14, 15, and 16, 2017. Method observation is applied in this research to collect data. First, articles about selected businesses. Second, articles are read intensively one by one to know the affixes that appear in the article. Third, every affix that is found is marked and recorded. Finally, the affixes are grouped into affixes inflection. Data were analyzed descriptively based on the inflection affix theory proposed by Francis Katamba (1993) in his book entitled Morphology as the main theory. Based on the analysis conducted by the researcher, the suffix found in the article is suffix -s in nouns, suffix -s in verbs,

suffix -ed, suffix -ing, the suffix -er, and the suffix -est. The suffix -s in the noun and suffix -ed is typing the suffix that appears most frequently in the data. The research results also show that there are five syntactic functions found in the data, namely, subject, predicate, objects, complements, and adverbials. The word inflection as a predicate appears more frequently than any other syntactic function.

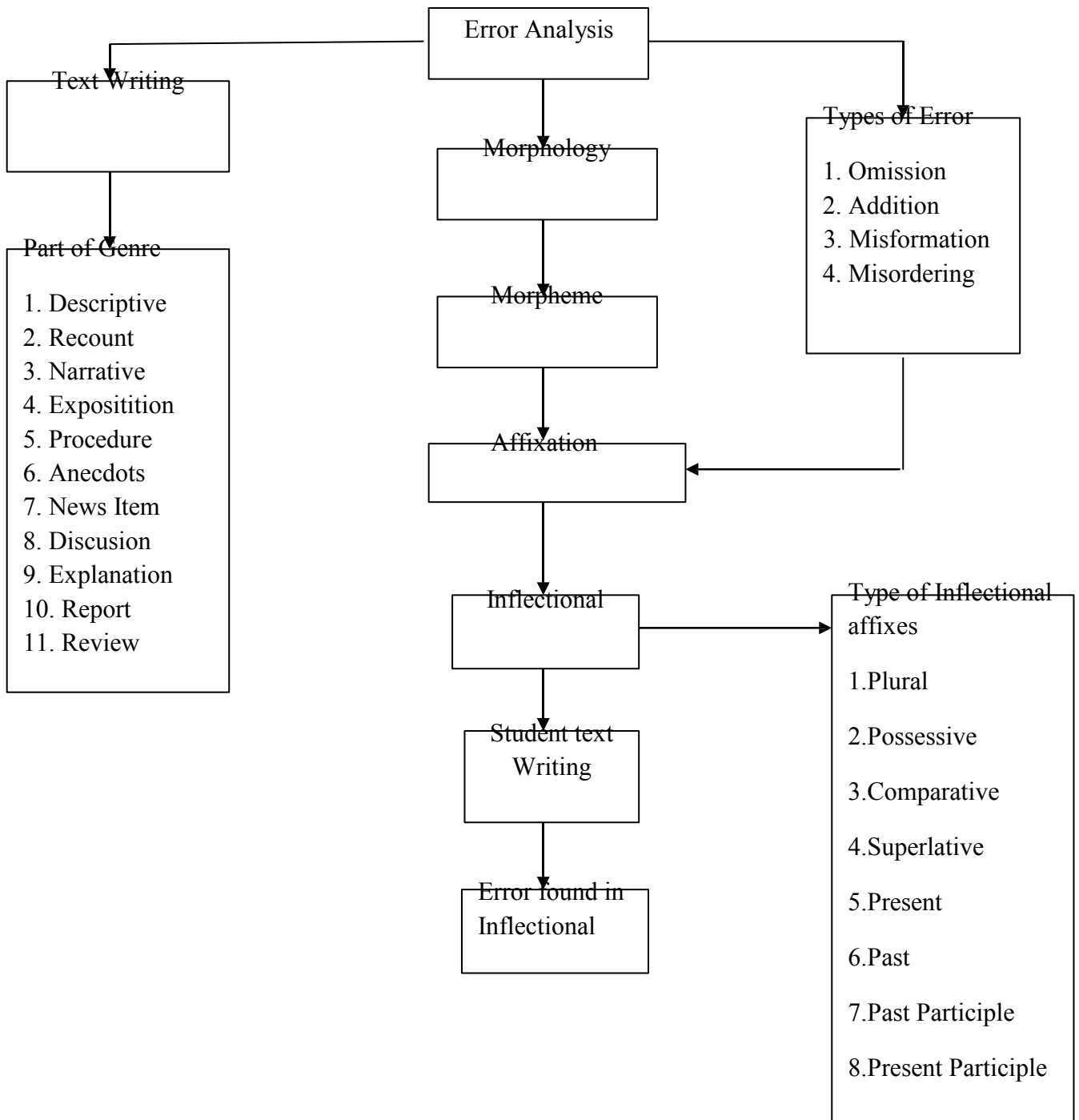
I Kadek Nandito (2016) entitled Derivational and Inflectional Morphemes. This study discusses derivational and inflectional affixes on Adele's Song Album. This research is descriptive qualitative research where the researcher tries to find the derivative and inflectional affixes and roots of the words in Adele's Song Album without using statistical calculations. This study aims to determine derivational and inflectional affixes in this study, the author uses all words that include prefixes and suffixes as data. The data source is all parts of the word which is the beginning of the song lyrics, by Adele Albums. The results of data analysis in the form of derivational and inflectional affixes contained in Adele's Song Album are -er, -en, -ing, -ly, -ment, -ness as a suffix, while the inflectional affixes are -d, -s, -ed, -ing, -es, -er, -est.

Therefore, the results of previous studies will serve as a guide for the author to be a reference in knowing and analyzing student errors in inflection in expository texts so that the results will be adjusted to help students avoid errors in writing.

2.10 Conceptual Framework

Errors often occur in the learning process, this happens systematically which shows a lack of understanding and knowledge of students. Such errors are found in English especially when writing. writing is an activity that requires complex knowledge, especially when someone is writing in English. Writing is considered one of the most difficult skills for students because they are required to understand the rules and structure of the language. In writing, every word must be in the correct form to make a good and effective sentence. Writing aspects such as choosing words or vocabulary must be precise, as well as grammar and coherence must also be arranged properly.

Figure 2.10 Error Analysis of Affixation on Students' Writing Analytical Exposition Text in SMK YAPIM Biru-biru



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study researcher was used Qualitative descriptive method. According to Tavakoli (2012) in (Kaswan and Suprijadi, 2016:15), qualitative research is synthetic or holistic (i.e., views the unattached parts as a logical whole), heuristic (i.e., discovers or describes the patterns or relationships), with slight or no control and manipulation of the research context. This research used Best's in (Kusumawardani, 2015:36), descriptive qualitative is the explanation about the indications that relating to the recent situation. This method have characteristics, that is try to give the fact, straight to the problem and the recent variables are not manipulated by the researchers.

According to Patton (1980), the Descriptive qualitative method attempts to understand organizing patterns that exist in the empirical world under study. In addition, the qualitative data consists of entire passages from documents that are collected.

3.2 Source of Data and Data

The author makes the data source from the exposition text given to students after which the students are asked to make the text and the results of the student's work become the data in this study.

3.3 Research Instrument

In this research, the instrument for collecting the data was a writing test. Writing tests would use to find out the kinds of errors in students writing an analytical exposition text. Students would be asked to write an analytical exposition. The topic will determine by the writer.

3.4 Technique of Collecting Data

The writer collecting the data by asking the students to write an analytical exposition text. Here the authors use the test description as a data collection instrument to determine the problem of inflection affixation in Smk Yapim Biru-biru.

To collect data on the problem I, the writer told the students and their duration. Tests will be given to them as their practice. After the time runs out, the writer will identify the mistakes made by the students. Student errors will be identified based on omission, addition, form, and misordering errors.

To collect data on problem II, the authors took the following steps. First, the writer finds several mistakes on the student's paper, then she will check it, and she will get the type of error that the student predominantly makes.

3.5 Technique of Data Analysis

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 the 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 complete. 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 describing the result of the analysis.