

CHAPTER I

INTRODUCTION

This chapter discusses the background reason for choosing and conducting the study, then followed by the problems of the study, which consist of two research questions. The objectives of the study are also explained in this chapter, related to the research questions. The other part is the significance of the study which provides the contributions for theoretical and practical aspects of the study. The last sub-chapter is the scope and limitation which explain the limitation on how the study should be conducted.

1.1 Background of the Study

In daily communication, affixed words are often encountered. For example, the words “eating” or “eaten” originally come from the same root word “eat”, but each has a different meaning depending on the context in which it is used. It can be said that affixation plays a crucial role in enhancing the clarity in our communication since the usage adapts to the context. Affixation is an important aspect in Morphology, the branch of Linguistics which studies the internal structure and formation of words. It involves the addition of affixes to morphemes or base words to form new meanings. Here, morpheme is the smallest unit of meaning in a word (Lieber, 2009). It is divided into free morpheme and bound morpheme. Free morpheme is a kind of morpheme that can stand independently as a word, while bound morpheme is joined in the base word. Bound morphemes are often referred to as affixes.

Affixes are classified as derivational affixes and inflectional affixes. Fromkin et al. (2014) defines derivational affixes as the word formation process that can change either the word class or the meaning of the base word, whereas inflectional affixes are the process of word formation that express grammatical categories and do not change the word class or the meaning of the base word. Furthermore, both of these affixation processes are categorized into prefixes and suffixes. Prefixes are affixes that are added at the beginning of the base word (e.g., “mis-” in

“misinformation”), while suffixes are attached at the end of the base word (e.g., “-ly” in “carefully”).

Learning affixation can be fundamental for learners in understanding word structure. They have to know the rules of affixation since it has a great influence in the change of form, meaning, and function of the base words. By understanding affixation, students will be able to determine the meaning of the word and its grammatical function. However, there are still many students who have difficulties in understanding affixation. It is evident from the frequent errors made by students in attaching the suffix -s/-es on a regular plural noun. Despite that, those errors are considered to be common in second language learning. They might struggle in determining the right affix that should be added to the base words. In addition, errors are also necessary and needed in the process of learning. As Daulay (2018, p. 1) states that “a learner should make errors first to find out how they can improve it to turn it to a better acquisition”.

Affixation errors can occur in any type of writing, one of which is in drama scripts. In drama scripts, the writers may use the wrong affixation. This can obviously change the intended meaning of the dialogue. The need for quick and clear communication can also lead to mistakes. In addition, different dialects that may be portrayed in the characters can also cause errors.

From that case, it can be said that analyzing the errors in affixation is important in order to increase students' understanding about affixation, and also to improve their vocabulary and language proficiency. Here, error analysis, as stated by Brown (2007), is the process of observing, analyzing, and classifying linguistic errors to reveal the structural patterns produced by learners. Moreover, based on the surface strategy, error has four types as proposed by Dulay et al. (1982), which includes omission (i.e., the absence of a necessary morpheme in the base word), addition (i.e., the presence of unnecessary morphemes in the base word), misformation (i.e., the usage of an incorrect morpheme), and misordering (i.e., the incorrect placement of a morpheme). According to Gass and Selinker (2008), the possible factors or sources of error in language learning can be classified in two categories: interlingual transfer and intralingual transfer.

Gass and Selinker (2008) argues that interlingual transfer occurs when learners apply the rules, structures, and vocabulary from their native language (L1) to the target language (L2). An example is when they translate L1 to L2 word-for-word. It can result in incorrect structure or meaning of the words since the rule, structure, and the vocabulary of L2 can be different from L1. Meanwhile, unlike the interlingual transfer which is influenced by L1, intralingual transfer occurs due to the influence of the rules in L2 itself. These errors usually arise when learners begin to understand and apply the rules in L2, but they overgeneralize or misapply them. An example is when learners try to apply the grammatical rules they have learned to all situations, including when there are exceptions or irregularities in the language.

In this study, the writer used mini drama scripts to be analyzed. The mini drama scripts were written by the fourth-semester students of the English Study Program at Universitas Trunojoyo Madura, specifically from the A and B classes of 2021. They wrote it in groups to fulfil their project assignments for the final term examination of the Drama course in the fourth semester. The themes of the mini drama scripts were adapted from several Madurese folktales and traditional songs.

The reason why the researcher chose this topic of analysis was to be able to know where students still have difficulties in understanding affixation, especially when writing in a more casual context, such as dialogue in mini drama scripts that obviously use creative language. In addition, this research is also important to help teachers provide more appropriate guidance in improving students' language skills, especially in terms of the correct use of affixation. Another reason why the researcher used mini drama scripts made by the fourth-semester students was because the researcher wanted to know if the students still produce some errors in affixation since their writing should be at an advanced level, as they are college students. Therefore, based on those statements, this study was expected to help improve students' understanding of affixation, expand students' vocabulary, and can also provide recommendations for teachers in teaching and guiding students to use affixation appropriately.

1.2 Research Questions

Based on the background of the study above, there are two research questions as follows:

1. What are the types of affixation errors in mini drama scripts written by students of the English Study Program at Universitas Trunojoyo Madura?
2. What are the factors that cause students of the English Study Program at Universitas Trunojoyo Madura to produce the affixation errors in their mini drama scripts?

1.3 Objectives of the Study

In line with the research questions, the objectives of this study are as follows:

1. To explain the types of affixation errors in mini drama scripts written by students of the English Study Program at Universitas Trunojoyo Madura.
2. To explain the factors that cause students of the English Study Program at Universitas Trunojoyo Madura to produce the affixation errors in their mini drama scripts

1.4 Significance of the Study

The significance of this study is divided into two, such as follows:

1. Theoretical Significance

The findings of this study are expected to be a useful reference for future researcher when conducting the same study, to help the improvement of knowledge in terms of understanding affixation errors produced by students when writing in English, and also to provide new insight for lecturers or teachers regarding the common types of affixation errors that often made by students.

2. Practical Significance

The findings of this study are expected to help students learn to use affixes correctly, and also to make them more aware of common affixation errors so they can improve their writing in English.

1.5 Scope and Limitation of the Study

This study focused on analyzing the types and the factors of affixation errors using three theories: Dulay et al. (1982) to analyze the types of errors based on the surface taxonomy, Fromkin et al. (2014) to classify the types of affixes involved in the errors, and Gass and Selinker (2008) to analyze the factors that cause the affixation errors.

The limitation of this study was mini drama scripts that were written by fourth-semester students of the English Study Program at Universitas Trunojoyo Madura, from the A and B classes of 2021. There were 10 mini drama scripts entitled: “Revenge for You”, “Dream Trap”, “Future to Past”, “The Sea Witnesses Dreams”, “Gai Bintang”, “Ice Lolly Chabbi”, “Legend of Jokotole”, “*Ki Moko dan Terciptanya Api tak Kunjung Padam*”, “The Greatest Fisherman”, and “The Legend of Gunung Geger”.