Research Article

The Use of Derivational and Inflectional Affixes in Students' Recount Text

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Abstract: The purpose of this research was to find, to describe and to interpret The Use of Derivational and Inflectional Affixes in Students' Recount Text, written by students of Senior High School in Bogor. The research was conducted at Senior High School 1 Dramaga and Senior High School 1 Ciampea. The population in this research was the students of grade XI at those two schools. Meanwhile, the member of the population consists of 640 students. Thus, the sample of the research was 10 % of the population from which 64 students were taken. The collection of the data was taken from the students' recount text composition. This research used qualitative method. The research findings were 1) the common errors produced by using Derivational Affixes in students' recount text. The total error was 5 which the highest frequency of error happens in the failure to put the right word in the text. It is the error of misformation which consists of 0 error or 0 %, in the second place is the failure to omission which consists of 1 error or 20 %. Followed by the failure to misordering which consists of 0 error or 0 %. The last failure is placed to addition which consists of 4 errors or 80 %. 2) Furthermore, the analysis of grammatical error of using Inflectional Affixes in writing recount text, the writer found the total error is 235. The highest frequency of error in Inflectional Affixes happens in misformation which consists of 222 errors or 94.4 %. In the second place is error in omission which consists of 8 errors or 3.4 %. Followed by the failure placed to misordering which consists of 1 error or 0.43 %, and the last place is the failure to addition which consists of 4 errors or 1.7 %.

Key Words: Writing; Recount Text; Derivational Affixes; Inflectional Affixes

Introduction

A language is an important tool of communication, a tool for thought, a medium for self-expression, a social institution, a source of ethnic pride and political controversy. All normal human beings have at least one language to communicate with each other. Language is used to express a feeling. It can be expressed orally by using language. It is a need to know significant social, intellectual, or artistic activity taking place.

Mastering more than one language has become an important aspect in the development era. As a nation that will enter the era of globalization, demand to master a foreign language higher. In Indonesia, English is taught and assessed as a foreign language. A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situation or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application. English as a world language has become mandatory for everyone to master it so that it can follow the development era.

As a foreign language, English is not easy to be learned. Most Indonesian English learners face difficulties in learning English. One of the factors is a lack of vocabulary. As we know that the English teaching in most schools in Indonesia is conducted by most EFL teacher which still emphasizes learning grammar. Consequently, although accurate grammar is used, problems concerning areas such as lexical selection remain.

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It is reasonable that learners continue to make such considering the teachers' focus on grammar. It is self-evident that the teaching of grammar should be a top priority in every language course.

Every language has its own rules. The rules of a language are called grammar (Rossiter, 2021). It is learned to know how a language's sentence is formed. It is a set of rules for choosing and putting the word together to make sense. Based on the explanations, grammar is one of the important parts of learning English. Students cannot write an understandable sentence without understanding grammar. There will be many mistakes in writing a sentence. By learning grammar, the learner will be easier to avoid making mistakes.

Besides grammar, there are still many important elements that students must know in learning English. One of them is morphology. Morphology becomes an important study in linguistics that discusses word-formation (Stekauer & Lieber, 2006). It has a role to form a new word to the language. Some linguists use the term word-formation for morphology. Morphology is the study of how words are built of form-meaning units. It has a significant role in the word-formation process in the language. There are some ways in word formation such as the process of affixation, reduplication, and compounding. This present study focuses on the affixation process includes derivation and inflection affixes.

The derivation is the process of forming new words by adding prefixes and suffixes to roots or other derived words (Dixon, 2014). A root may take more than one affix; it is rare to find more than one prefix, but multiple suffixes are not uncommon. There are four types of derivation affixes covering: (1) noun-forming, (2) verb-forming, (3) adjective-forming, (4) adverb-forming. In other words, derivation deals with the process of word-formation by adding affixes to the roots of the word. Meanwhile, another morphological process is inflection. Inflection refers to the process formation of a word that doesn't change part of speech and only change grammatical function (Stump, 2017).

The purpose of this study is to continuous previous research that almost all of the studies are about derivation affixes. This research aims to explain not only the derivational but also inflectional affixes in students' recount text. The writer is interested to investigate more deeply about how derivational and inflectional affixes are implemented in writing recount text. The researcher analyzes not only the form of words but also the process of words forming itself. Therefore this study relates how the process of derivation and inflection in English by investigating derivational and inflectional affixes in students' recount text.

Based on the background above, the researcher would like to conduct research with the title "The Use of Derivational and Inflectional Affixes in Students' Recount Text".

Method

A good accountable and credible study is the characteristic of good research. It needs not only an appropriate method but also an accountable method. A good method will result in a credible and accountable result. So every researcher has to choose the best method to conduct his or her research in order to result in good research.

In starting doing research, a researcher must determine what method corresponds to the subject she will examine. Errors in determining the method she will use will cause the results of his research to be invalid and not be fought for. It means a researcher must be able or capable of determining the method she will use in conducting research.

The approach used by the writer in conducting this research is qualitative research. Creswell (2019: 62) stated that "Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. From the data, the researcher interprets the meaning of the information, drawing on personal reflections and past research. The final structure of the final report is flexible, and it displays the researcher's biases and thoughts."

From the statement above, the qualitative research is a research which is done based on the phenomenon chosen by the researcher, being researched and is described in the form of words or figures if necessary and it does not describe the numerical analysis from the researcher's interpretation and personal reflections. The description is flexible and it displays the researcher's biases and thoughts.

Qualitative is the approach that the writer uses in conducting this research. A qualitative approach is a type of social science research approach collecting and working with non-numerical data and seeking to interpret meaning from these data helps us to understand social life through the study of the targeted object of the research. Denzin and Lincoln (2011:34) stated that a qualitative approach is a process of research and understanding of researchers and subjects under study. It means that research that is conducted is a process and an understanding of research subject under a study by the researcher.

The qualitative research methodology was employed since the structures if grammatical components and meanings of the composition of speech (students' written work) were constructed as it is stated by Cohen, Lawrence and Morrison (2011-219) that one of the characteristic paradigms of qualitative is human actively construct their meanings of situation. As the object of the research analysis is the students' written work and the research of language is mostly used a qualitative approach and human being as a key instrument, that's why the approach of qualitative is the right tool to conduct the research.

This research of the study uses a descriptive method to analyze data according to Kim (2009) that descriptive study often seeks information that is not already available. In this study, the research uses a qualitative method to investigate derivational and inflectional affixes error on students' recount text. For this study, the writer used qualitative descriptive research by doing a direct observation of the fields in finding the result of analyzing grammatical errors of using derivational and inflectional affixes in writing recount text on students' writing projects.

Therefore, the method of this used descriptive analysis method. The researcher besides used qualitative and descriptive. The qualitative number was also used as data in the form of a histogram and chart to facilitate the qualitative description. Arikunto (2005:234) stated that the goal of descriptive research is to collect information about the status of existing symptoms, which is the state of symptoms according to what it is at the time when the research was conducted. This research will take the existing symptoms of students' composition in writing recount text.

This research was conducted with the aim to peel and illustrates the effectiveness the use of the study method of a descriptive analysis in teaching structure of language or grammar at senior high school in Bogor area where the location of the research will take place at Senior High School of Dramaga 1 and Senior High School of Ciampea 1.

The descriptive method was done by describing the facts that were found and then they will be analyzed so that the method is not merely outlined but also provide an explanation and understanding. This research shows the facts of error in students' composition by analyzing the structure of language or grammar. In this research, the focus is analyzing the error in using derivational and inflectional affixes in writing recount text.

Results and Discussion

Results

The researcher would like to interpret the result of the data based on the description and the analysis data above. The result showed that the grammatical errors of the derivational and inflectional affixes that made in students' recount text is total of 240 errors. It consists of 5 errors of derivational affixes and 235 errors of inflectional affixes. The errors are classified into 4 main kinds of error according to Dulay's theory: misformation, omission, addition, and misordering.

In tabulating the percentage above, the researcher uses the formula as follows:

$$P = f/(\sum n) \times 100\%$$

P = Percentage
f = Frequency of student's error
$\sum n$ = Sum of student's error

Table 4.3 The Total and Percentage of Types of Error in Using Simple Derivational and Inflectional Affixes in Students' Recount Text

| Categories | Types of Error | | | | | | | | Total Error |
| | Misformation | | Omission | | Misordering | | Addition | | |
	Total	%	Total	%	Total	%	Total	%	
Derivation	0	0	1	20	0	0	4	80	5
Inflection	222	94.4	8	3.4	0	0.43	4	1.7	235

From the table above, it can be seen that the highest grammatical error of using derivational affixes in students' recount text is on the error of addition, and the lowest grammatical error of using derivational affixes in students' recount text is on the error of misformation and misordering. And the other hand, the highest grammatical error of using inflectional affixes in students' recount text is on the error of misformation, and the lowest grammatical error of using inflectional affixes in students' recount text is on the error of misordering. The diagram below clarified the frequency of types of errors:
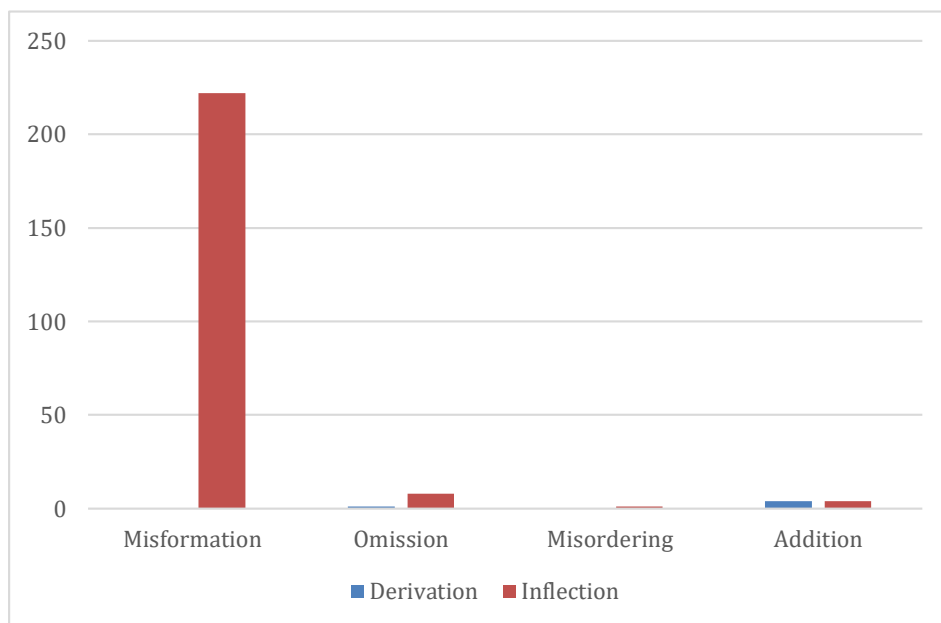

Chart 4.4 Grammatical Error of Using Derivational and Inflectional Affixes in Students' Recount Text

Discussion

After analyzing the data, the researcher would like to elaborate on the result of the chart above which divided into two analyses they are the error of derivational affixes and the error of inflectional affixes. For further detail as the result below:

The Grammatical Error of Using Derivational Affixes in Students' Recount Text

There are common errors produced in using Derivational Affixes in students' recount text. The total error is 4 which the highest frequency of error happens in failure to put the right word in the text. It is the error of misformation which consists of 0 error or 0 %, in the second place is the failure to omission which consists of 1 error or 20 %. Followed by failure to misordering which consists of 0 error or 0 %. The last failure is placed to addition which consists of 4 errors or 80 %.

The Grammatical Error of Using Inflectional Affixes in Students' Recount Text

Furthermore, the analysis of grammatical error of using inflectional affixes in writing recount text, the writer found the total error is 235. The highest frequency of error in inflectional affixes happens in misformation which consists of 222 errors or 94.4 %, on the second place is error in omission which consists of 8 errors or 3.4 %. The followed failure is placed to misordering which consists of 1 error or 0.43 %, and the last place is the last failure is placed to addition which consists of 4 errors or 1.7 %..

Conclusions

On the scope of derivational affixes, the writer found 5 errors committed by the eleventh-grade students of Senior High School in Bogor. It consists of misformation of derivational affixes: 0 item (0 %), omission of derivational affixes: 1 items (20 %), misordering of derivational affixes: 0 item (0 %), and addition of derivational affixes: 4 items (80 %).

There are a total of 235 errors of inflectional affixes. The errors consist of misformation of inflectional affixes: 222 items (94.4 %), omission of inflectional affixes: 8 items (3.4 %), misordering of inflectional affixes: 1 item (0.43 %), and addition of derivational affixes: 4 items (1.7 %).

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