

**ERROR ANALYSIS OF AFFIXATION AND ITS RELATIONSHIP WITH
STUDENTS' MORPHOLOGICAL AWARENESS ON HORTATORY
EXPOSITION ESSAY AT UNIVERSITAS NEGERI PADANG**

THESIS



**By:
Reni Putri Gemini
16178067**

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**LANGUAGE AND ARTS FACULTY
ENGLISH DEPARTMENT OF MASTER STUDY PROGRAM
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ABSTRACT

Reni Putri Gemini (2019). *Error Analysis of Affixation and its Relationship with Students' Morphological Awareness on Hortatory Exposition Essays at Universitas Negeri Padang.*

This research aimed to pinpoint affixation errors in writing, which was done by analyzing the writings of 30 hortatory exposition essays written by students of English Education Department at Universitas Negeri Padang. The objectives of the research were to find out 1) the types of affixes, 2) the types of affixation errors and 3) a relationship between affixation errors and the morphological awareness of English Education Department students on their hortatory exposition essay at Universitas Negeri Padang. In this descriptive research, coding sheets and test method were used. There were three types of affixation were extracted as the following: 61 derivational prefixes, 872 inflectional suffixes and 1141 derivational suffixes using. For affixation errors, there were 188 errors in the use of inflectional suffixes using *-s/-es, -ed, -en, -ing, -'s/-'* and 112 errors in the use of derivational suffixes using *-able, -al, -ance, -ed, -ent, -ful, -ing, -ic -ion, -ist, -ive, -ly, -ment, and -ness*. Inflectional suffixes and derivational suffixes were used frequently in writing hortatory exposition essay to show grammatical feature and making words effectively. It was also found that there was a significant correlation between morphological awareness of affixation and total numbers of errors of affixation. It can be generally concluded that the University students have not mastered or understood the structure of English language. The findings of the study have implications for better writing by understanding morphological awareness.

Keywords: Affixation Error, Hortatory Exposition Essay

ABSTRAK


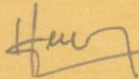
Reni Putri Gemini (2019). *Error Analysis of Affixation and its Relationship with Students' Morphological Awareness on Hortatory Exposition Essays at Universitas Negeri Padang.*

Penelitian ini bertujuan untuk menunjukkan kesalahan afiksasi dalam tulisan, dengan menganalisis tulisan-tulisan dari 30 esai hortatori eksposisi yang ditulis oleh mahasiswa Jurusan Pendidikan Bahasa Inggris di Universitas Negeri Padang. Tujuan dari penelitian ini adalah untuk mengetahui 1) jenis afiks, 2) jenis kesalahan afiksasi dan 3) hubungan antara kesalahan afiksasi dan kesadaran morfologis mahasiswa Jurusan Pendidikan Bahasa Inggris pada esai hortatori eksposisi mereka di Universitas Negeri Padang. Dalam penelitian deskriptif ini, metode lembar coding dan tes digunakan. Ada tiga jenis afiksasi yang diekstraksi sebagai berikut: 61 awalan derivasional, 872 sufiks infleksi dan 1141 sufiks derivasi menggunakan. Untuk kesalahan afiksasi, ada 188 kesalahan dalam penggunaan sufiks infleksi menggunakan *-s/-es, -ed, -en, -ing, -'s/-'* dan 112 kesalahan dalam penggunaan sufiks derivasi menggunakan *-able, -al, -ance, -ed, -ent, -ful, -ing, -ic, -ion, -ist, -ive, -ly, -ment, and -ness*. Sufiks infleksi dan sufiks derivasional sering digunakan dalam penulisan esai eksposisi hortatory untuk memperlihatkan fitur gramatikal dan membuat kata-kata secara efektif. Ditemukan juga bahwa ada korelasi yang signifikan antara kesadaran morfologis afiksasi dan jumlah total kesalahan afiksasi. Secara umum dapat disimpulkan bahwa mahasiswa Universitas belum menguasai atau memahami struktur bahasa Inggris. Temuan penelitian ini memiliki implikasi untuk penulisan yang lebih baik dengan memahami kesadaran morfologis.

Kata kunci: Kesalahan Affiksasi, Esai Hortatori Eksposisi

PERSETUJUAN AKHIR TESIS

Mahasiswa : **Reni Putri Gemini**
NIM : 16178067/2016
Program Studi : Pendidikan Bahasa Inggris

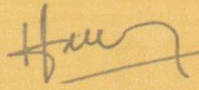
Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. Hermawati Syarif, M.Hum.</u> Pembimbing I		<u>9-11-2020</u>
<u>Dr. Hamzah, M.A., M.M.</u> Pembimbing II		<u>9-11-2020</u>

Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang


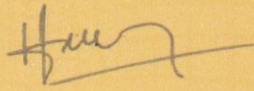




Prof. Dr. Ermanto, S. Pd., M.Hum.
NIP. 19690212.199403.1.004

Ketua Program Studi


Dr. Hamzah, M.A., M.M.
NIP. 19611221.199003.1.001

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1.	<u>Prof. Dr. Hermawati Syarif, M. Hum</u> (Ketua)	 _____
2.	<u>Dr. Hamzah, M.A., M.M.</u> (Sekretaris)	 _____
3.	<u>Prof. Dr. Jufrizal, M. Hum.</u> (Anggota)	 _____
4.	<u>Dr. Havid Ardi, S. Pd., M. Hum</u> (Anggota)	 _____

Mahasiswa

Mahasiswa : **Reni Putri Gemini**
NIM : 16178067/2016
Program Studi : Pendidikan Bahasa Inggris
Tanggal Ujian : 01-02-2020

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Padang, Februari 2020



RENI PUTRI GEMINI
NIM.16178067

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TABLE OF CONTENTS

ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS.....	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
APPENDICES	x
CHAPTER I.....	1
INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problems.....	6
C. Focus of the Research	7
D. Formulation of the Problem	8
E. Research Questions	8
F. Purposes of the Research	8
G. Significance of the Research.....	9
H. Definition of the Key Terms	10
CHAPTER II.....	11
REVIEW OF RELATED LITERATURE	11
A. Morphology.....	11
B. Affixation	13
1. Definition of Affixation.....	13
2. Types of Affixes.....	16

3. Error in Affixation.....	21
4. Morphological Awareness.....	26
5. Affixation in Writing.....	27
C. Writing.....	34
1. Brief Review of Writing.....	34
2. Hortatory Exposition Essay.....	36
D. Morphological Awareness in Writing Essays.....	39
E. Review of Related Findings.....	42
F. Hypothesis.....	45
G. Conceptual Framework.....	45
CHAPTER III.....	47
RESEARCH METHOD.....	47
A. Types of Research.....	47
B. Setting of the Research.....	47
C. Data and Source of Data.....	49
D. Instrumentation of the Research.....	49
1. Writing Test.....	49
2. Test of Morphological Awareness.....	51
E. Checking Data Trustworthiness.....	54
1. Validity.....	54
2. Reliability.....	55
F. Technique of Data Collection.....	56
1. Writing Test.....	56
2. Morphological Awareness Test.....	57
G. Technique of Data Analysis.....	57
CHAPTER IV.....	61

RESULTS AND DISCUSSION	61
A. Results	61
1. Data Description and Analysis	61
a. Types of Affixation in Students' Hortatory Exposition Essays	61
1) The Use of Derivational Prefixes	62
a) Derivational Prefixes in Using Nouns	62
b) Derivational Prefixes in Using Verbs.....	65
c) Derivational Prefixes in Using Adjectives	67
d) Derivational Prefixes in Using Adverbs.....	70
2) The Use of Inflectional Suffixes	71
a) Inflectional Suffixes in Showing Present Tense.....	71
b) Inflectional Suffixes in Showing Past Tense.....	74
c) Inflectional Suffixes in Showing Participle.....	75
d) Inflectional Suffixes in Showing Continuous Tense	77
e) Inflectional Suffixes in Plurality	79
f) Inflectional Suffixes in Showing Possession.....	81
g) Inflectional Suffixes in Showing Comparison/Superlative	83
3) The Use of Derivational Suffixes	85
a) Derivational Suffixes in Using Nouns.....	85
b) Derivational Suffixes in Using Verbs	87
c) Derivational Suffixes in Using Adjectives	89
d) Derivational Suffixes in Using Adverb	91
b. Affixation Errors in Students' Hortatory Exposition Essays	93
1) The Use of Inflectional Suffixes	94
a) Errors in Showing Present Tense	94
b) Errors in Showing Past Tense	96

c)	Errors in Showing Participle	98
d)	Errors in Showing Continuous Tense.....	100
e)	Errors in Showing Plurality	102
f)	Errors in Showing Possession	105
2)	The Use of Derivational Suffixes	106
a)	Errors in Using Nouns	107
b)	Errors in Using Adjectives	110
c)	Errors in Using Adverb	112
3.	The Relationship between Affixation Errors and Morphological Awareness on Hortatory Exposition Essays.....	113
B.	Research Findings	115
1.	Types of Affixation in Students' Hortatory Exposition Essays	115
2.	Affixation Errors on Writing Hortatory Exposition Essays	119
3.	Relationship Between Affixation Errors and Morphological Awareness on Hortatory Exposition Essays.....	120
a.	The Affixation Errors	121
b.	The Result of Morphological Awareness	122
C.	Discussion	125
CHAPTER V.....		133
CONCLUSION, IMPLICATION AND SUGGESTIONS		133
A.	Conclusion	133
B.	Implication	134
C.	Suggestions	135
REFERENCES.....		137
APPENDICES		140

LIST OF TABLES

1. Inflection and Derivation	31
2. Indicators of Affixation.....	50
3. Indicator of Affixation Errors	51
4. Morphemes Analyzing.....	52
5. Indicators of morphological awareness test.....	54
6. Category of Reliability.....	55
7. Cronbach's Alpha Table	55
8. Correlation Coefficient	59
9. Students' Derivational Prefixes in Using Nouns	63
10. Students' Derivational Prefixes in Using Verbs	66
11. Students' Derivational Prefixes in Using Adjectives.....	69
12. Students' Derivational Prefixes in Using Adverbs	71
13. Students' Inflectional Suffixes in Showing Present Tense	73
14. Students' Inflectional Suffixes in Showing Past Tense	75
15. Students' Inflectional Suffixes in Showing Participle	77
16. Students' Inflectional Suffixes in Showing Continuous Tense	79
17. Students' Inflectional Suffixes in Showing Plurality.....	81
18. Students' Inflectional Suffixes in Showing Possession	83
19. Students' Inflectional Suffixes in Showing Comparative/Superlative	85
20. Students' Derivational Prefixes in Using Nouns	87
21. Students' Derivational Prefixes in Using Verbs	89
22. Students' Derivational Prefixes in Using Adjectives.....	91
23. Students' Derivational Prefixes in Using Adverbs	93
24. Students' Inflectional Suffixes Errors in Showing Present Tense	96
25. Students' Inflectional Suffixes Errors in Showing Past Tense	98
26. Students' Inflectional Suffixes Errors in Showing Participle	100
27. Students' Inflectional Suffixes Errors in Showing Continuous Tense	102
28. Students' Inflectional Suffixes Errors in Showing Plurality.....	105
29. Students' Inflectional Suffixes Errors in Showing Possession	107
30. Students' Derivational Suffixes Errors in Using Nouns	110
31. Students' Derivational Suffixes Errors in Using Adjectives	113
32. Students' Derivational Suffixes Errors in Using Adverbs	115
33. Relationship between Morphology Awareness with Errors	117
34. Students' Affixation Types in Writing Hortatory Exposition Essay	119
35. Students' Affixation Errors in Writing Hortatory Exposition Essay	122
36. Result of Affixation Errors	124
37. Result of Morphological Awareness Test.....	125
38. Mean Score of Affixation Errors	127

LIST OF FIGURES

1. Conceptual Framework of the Research	48
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APPENDICES

Appendix 1. Hortatory Exposition Essay	141
Appendix 2. Table of Affixation.....	146
Appendix 3. Research Permission Letter	282
Appendix 4. Validator Letter	283
Appendix 5. Indicator of Affixation	284
Appendix 6. Students' Affixation Types	287
Appendix 7. Students' Affixation Errors	290
Appendix 8. Students' Morphological Awareness Sheets	291
Appendix 9. Morphological Awareness Test and Answer Key	303
Appendix 10. Result of Morphological Awareness	310

CHAPTER I

INTRODUCTION

A. Background of the Problem

Among four language skills which need to be comprehended in the process of learning, writing is commonly seen as the most difficult skill to comprehend (Hogue, 2003). This opinion is a common perspective since teaching writing is not simply a matter of writing things down. Furthermore, Meyers (2005) claims that writing is a process of discovering, organizing, reshaping and revising ideas in a written form. So, a great deal of working ideas in which they are being organized need to be considered. These ideas are necessary to be arranged and developed in a well-structured organization using appropriate vocabulary, spelling and also grammar. It is clear that writing needs to be accurate due to its process which includes making the sentences and paragraphs coherence and cohesion with correct spelling, proper punctuation and other features. Various processes such as affixation, compounding etc should be considered in order to form words accurately in English writing.

Beside the complexity of writing, composition of words or the grammar rule are the elements that make most of students reluctant to write. Moreover, Carstairs & McCarthy (2002:16) declare that morphology deals with area of grammar involving the morphemes concerned with the structure of words. It is widely known as a study of word formation. Nevertheless, to avoid minor errors in making words grammatically correct in writing, students may increase their morphological

awareness that refers to someone's knowledge of words structure in understanding of affixes including prefixes and suffixes.

Many studies have been conducted to discuss morphological awareness and teaching and learning process of writing. Tonne & Pihl (2015), Silva & Reis (2016), and Kuo & Anderson's (2006) were some researchers that prove there is a relationship between morphology and writing. These studies were conducted about morphology and writing in different settings and participants.

Tonne & Pihl (2015) conducted a study about the relationship of morphology and writing in primary school for Norwegian. It was found that writing pattern emerges showing that derivational morphological features in the students' reading correlate with derivational features in the students' writing. Meanwhile, Silva & Reis (2016) conducted a study about morphological awareness in writings in Spanish, Portuguese and English for children that children with better scores in the morphological awareness test show better results in reading and writing across all school grades. In Kuo & Anderson's (2006) study, morphological awareness was proved to play important role in learning language. All these studies claim that there is a relationship between morphology and writing that a good comprehending of word formation presents better results in writing. So, besides of focusing on affixation, this study also reveals the morphological awareness of students.

Based on the preliminary research to students of Universitas Negeri Padang (UNP) on the 31st May, 1st and 10th June 2018, affixation was found in students

writing class. The data were taken from students' exercise. The sentence below was taken from student's writing task:

Moreover, making link with friends from difference companies gives an..

The example was taken from a hortatory exposition essay done by one of the third semester students. Regarding to the example, there are five affixations. Two of them use affix *-s/-es* to indicate more than one person or thing. The meaning of this specific suffix (affix located in the end of a base/root) becomes plural. It shows grammatical changes in noun form. The affixation mentioned are *friends* and *companies* transformed from word *friend* and *company*. Meanwhile, there is another affixation using affix *-s* with different meaning and use. *Gives* contains root *give* and suffix *-s* that indicates present tense not as a plural mark. In simple present tense that shows a fact or habit, verb1 is attached by suffix *-s/-es* for a singular subject (in this case, the subject is *making link with friends from difference companies*). Beside plural and present tense mark used, there is another affix that contributes grammatically. Word *making* is an affixation from verb *make*. Suffix *-ing* here indicates gerund as it can be used in front of a sentence as a subject. It has function as noun in the sentence.

The excerpt indicates that students use affixation mostly. Yet, error was still found and it needs a correction. In short, not all affixation used is grammatically correct as what it intends to be used. Some affixes are considered confusing and difficult because English has unlimited prefixes and suffixes to make new words.

As seen from the case, the researcher believes that affixation is one of the main elements in morphology that plays an important role in writing. In addition, Bowers & Cooke (2012) mention that morphology is identified as foundational to the writing system. So, each student who does not understand part of words in grammatical way means he/she is not completely prepared to understand about how the writing system works. In other word, to make a good writing, morphological awareness is needed. Morphological awareness can help the students to avoid errors in affixation during writing process as it is closely related to the structure of words.

In summary, adding certain affixes can change a word's part of speech. Some affixes also have grammatical change or meaning as well. It can be generalized that writing academically means using scientific ideas combined with their background knowledge of word formation (Bowers & Cooke, 2012: 31). In other words, there are some principles in making an academic writing, especially affixation that are used in forming words to words. Writing English is not simply translating what students wanted to write but pay attention to the structure. Bowers & Cooke (2012) state that students who are considered to have low morphological awareness are categorized to have insufficient knowledge to understand how the words formed in which affixation is part of it that should be understood and vice versa.

Due to the difficulty of making words, affixation plays role in writing because people use affixes to convey meaning when they write. When someone writes, he needs to consider about the affixation in words they are writing. Another reason

affixation is important is because it helps students identify and understand difficult academic vocabulary by making them aware of affixes that they can use.

Through affixation, someone is able to change a word from its grammatical category or lexical category in his writing. This changing is closely related to grammar and vocabulary skills. If a student does not understand how the system of affixation, they will have serious problems regarding to what he is trying to write in his writing. As the matter of fact, those who have not acquired the morphological awareness especially affixation tend to make many errors in their writing. There would be many problems appears in writing when students are not aware of morphology knowledge and the most word formation process use in writing which is affixation process. So, students need to pay attention to affixation to set their writing in appropriate vocabulary and grammatically correct.

Similar with what has mentioned, affixation which is frequently used may lead students to problems in essay writing of students at Universitas Negeri Padang. These problems obviously will cause the reoccurring of errors and mistakes. The fact that affixation errors cannot be avoided in learning a target language motivates the researcher to analyze error of affixation. The researcher needs to investigate the errors in affixation in writing.

Moreover, morphological awareness is able to be used to increase writing skills (Silva & Reis: 2016) especially in Universitas Negeri Padang. Further investigation about affixation is needed to study since the previous studies did not analyze errors in affixation in students' writing at university level. It will give an

insight for better learning by investigating errors that usually made by students in their writing. Due to this consideration, this study finds out how affixation used by students especially in writing.

The knowledge of affixation which is accommodated through grammar class helped students to create new words and enable them to increase their writing skills. Universitas Negeri Padang has a set of grammar courses from 1st to 5th semester for undergraduate program. The reason the researcher chose the 3rd semester students because they have taken Intensive Course, Basic Grammar and Intermediate Grammar which is sufficient for this research. Hortatory exposition essay was chosen as the type of essay being analyzed since it is learned by English Education Department students and conducted by using various language features which accommodate numerous affixes necessary for this research.

This study aims at investigating types of affixes, affixation errors and whether there is a relationship between affixation errors and students' morphological awareness on Hortatory Exposition essay writing. The researcher expects that the present study can be useful for educational progress.

B. Identification of the Problems

There are several problems found in writing related to affixation. The problem was related to the use of incorrect affixation when the students wrote essay. In this case, the students' writing was not using correct affixes. Sometimes the word that

should be attached to certain affix is incorrect. Some words do not use affix when it is needed and some fails to use correct affix to convey a specific meaning. It seems that the students were lack of morphological awareness by not having enough knowledge of morphemes. In addition, some students got confused where to put the word that has been attached (affixation) in a sentence. Most students tend to have problems in making phrases and other complex words using affixation in the essays. They just put them all together. As the result, what actually they meant could not be understood. Thus, to make a good and understandable writing, the use of correct grammar and vocabulary is important. At the same time, problems and errors show lack of morphological awareness. Therefore, there are several research problems identified; analysis of students' morphological errors in writing, students' difficulties in affixation writing, and the relationship of affixation errors and morphological awareness on writing.

C. Focus of the Research

This research focuses on the analysis of the affixation errors. This research covers the classification of affixation errors, but it does not include the assimilation of the sounds caused by the affixes to the free morpheme. Other focuses of this research is the morphological awareness. These focuses are regulated the investigation of affixation errors and the relationship of those errors with students' morphological awareness on hortatory exposition essay by English Education Department students' of Universitas Negeri Padang.

D. Formulation of the Problem

The problem of this study was formulated in the following question: How are the errors of affixation and its relationship with students' morphological awareness on their hortatory exposition essays?

E. Research Questions

The research questions for this research are formulated as follow:

1. What are the types of affixes used by English Education Department students in hortatory exposition essay writing at Universitas Negeri Padang?
2. What errors of affixation were found in their hortatory exposition essay writing?
3. Is there any relationship between affixation errors and students' morphological awareness?

F. Purposes of the Research

Based on the research questions stated previously, the purposes of this research are:

1. To find out the types of affixes used by English Education Department students at Universitas Negeri Padang in their hortatory exposition essay.
2. To find out the errors of affixation found in English Education Department students' hortatory exposition essay writing at Universitas Negeri Padang.

3. To find out if there is a relationship between having morphological awareness and the errors of affixation by English Education Department students at Universitas Negeri Padang in hortatory exposition essay writing.

G. Significance of the Research

As writing learning is crucial for students especially in University level, the students must pay attention to many ways of writing knowledge enhancement, such as affixation. Theoretically, this research can be used as a suggestion for future research in morphology, grammar and writing. So, lecturers and researchers will be conscious that having correct affixation is crucial in making good essay writing. It shows a successful teaching and learning itself. The outcome of error analysis of students' essays therefore serves as an effective means of improving the language of students as it gives them an insight into some errors that they usually make in their writing. This research is hoped to give more awareness of their writings with the knowledge of affixation and hopefully they can avoid and correct errors since the findings will also be useful for the English graduate students as the subjects of the research because they will know their level of mastery in affixation especially in morphology, grammar and writing.

It is hoped to give contribution to English language teaching, to enrich morphology theories, grammar, vocabulary and to give additional information for the next study in writing as well. Practically, lecturers will gain principles of affixation and implement it to help students in conducting writing as common affixes attempts

to appear in writing as this study provides what needs to be taught and principles to anticipate further affixation errors to create good writing. Thus, students will gain motivation to use their knowledge in affixation and they can improve their writing skill.

H. Definition of the Key Terms

1. Error: noticeable deviation from the learners in writing of hortatory exposition essay.
2. Affixation error: inappropriate arrangement of affixes in a word found in hortatory exposition essay writing committed by English Department Students of Universitas Negeri Padang.
3. Hortatory exposition essay: a kind of essay that intended to explain that something should or should not happen or be done.
4. Morphological awareness: the knowledge to understand and use morphemes by English Department students of Universitas Negeri Padang.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

This study analyzed by having the hortatory exposition writing from the students in order to find the affixation used. This study was done following descriptive approach. Based on the analysis, some conclusions were achieved.

The students use derivational prefix, inflectional suffix and derivational suffix in writing hortatory exposition essay. Most affixations used were suffixes rather than prefixes in which derivational suffixes and inflectional suffixes had quite similar numbers of use. Most students used these affixes to derive words into different part of speech which is needed regarding to the sentence of the essay. The essay used derivational suffixes in the use of nouns, adjective and adverb frequently. The correct derivational affixes formed by the students helps them to create more vocabularies in written language and write more effectively to construct hortatory exposition essay. For inflectional suffixes, students mostly used present tense, participle and plural marker. Inflectional suffixes used helps the students to show grammatical feature of the essay. In line with the finding, the hortatory exposition essay is constructed using present tense, passive voice, abstract nouns, evaluative words with the consistency of using plural mark suffix *-s/-es* in noun.

However, errors in affixes occur mostly in derivational suffixes. It was also found that affixation contributes to the writing. As the students committed errors in

their writing, the message of the sentence could not be delivered well. The errors indicate that the students were still struggling and they did not comprehend the vocabulary and grammar yet especially in verb agreement so it gives impact to the high number of errors in inflectional suffixes in the use of present tense and plurality. On the other hand, errors also occurred in derivational suffixes. In derivational suffixes, the most frequently errors occurred in the use of noun. The students who did errors mostly in this part tend to have limited vocabularies so their writings tend to be ineffective.

There is also a relationship between the morphological awareness of the students to the errors of affixation that they made in their writing. The students who have higher morphological awareness were identified to have lesser number of affixation errors. It shows that the students will have problems in writing when they are not aware of morphological awareness including the use of affixation itself. Morphological awareness is effective and improves students' writings.

B. Implication

Language teachers can introduce their learners to recognizing affixes strategy in relatively common words. In this way, learners can apply their knowledge to words that are not familiar to them or to words that are familiar but presented in a different morphological form. The implications for teaching and learning are significant, since the recent research conducted into morphological awareness points that students who understand how words are formed by combining prefixes, suffixes, and bases have larger lexicon and better writing than those without such knowledge and skills.

Therefore, vocabulary-rich lesson contents should be accompanied by teaching morphological awareness in language teaching.

C. Suggestions

Based on the analysis of data and conclusion, some suggestions are presented. The following suggestions are still far from being complete but it is hoped that it will be beneficial. There are some suggestions given. The students should study more English grammar, especially in structural for improving their writing. The students should more active in adding their vocabulary so that in writing, they can use prefixes and suffixes together.

The writer hopes that in future in order to improve the students' ability in writing, the students should practice more academic writing. It is eagerly suggested to the other researchers to conduct a further study about affixation in other kinds of texts which are considered important for students' need in learning English. The writer also suggests for future research to see the relationship between affixation and the writing itself by assessing the writing. Finally, it is suggested that the teacher should take part in there by checking their writing and give comment if there are some mistakes in their writing.

Initially, teacher should give explicit instruction and then gradually the learners can apply their morphological awareness automatically when faced with new vocabulary that has the possibility of morphological analysis. They can teach morphology explicitly as a separate component of vocabulary teaching or teach it with explicit steps such as analyzing the word for recognizable morphemes in the

bases, prefixes, and suffixes. Teaching learners to understand the use of prefixes, suffixes, and bases, and how words are transformed. To teach learners cognates – words with similar meanings in English and the native language may result better writing. Finally, the significant correlation of morphological awareness to errors of affixation may suggest the need to apply morphological awareness to improve students' writings. It further indicates that there is a need to include word formation as key component of English writing composition, for grammar and vocabulary as well.

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