

Studying Affixation Errors Found in Mini Drama Scripts Composed by The Students of Universitas Trunojoyo Madura

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Abstract

This study aims to explain the types of affixation errors and the factors that cause these errors in mini drama scripts written by the fourth-semester students of the English Study Program at Universitas Trunojoyo Madura, specifically from the A and B classes of 2021. This study is a descriptive qualitative research and uses a document analysis method to collect the data. There are 10 mini-drama scripts used as the data sources, and the data are words or phrases containing affixation errors. The technique of analyzing the data include data condensation, data display, and drawing and verifying conclusions. The identified errors are described based on the surface taxonomy and the types of affixations. The findings show that there are 35 total of affixation errors found in 10 mini drama scripts, which include only two types of errors based on the surface taxonomy: 32 omission errors and 3 addition errors. These errors involve the inflectional suffixes, such as -s (third-person singular), -ing (present participle), -d/-ed (past tense), -ed/-n (past participle), and -s (plural marker), and also derivational suffixes -ly and -ed. A total of 28 errors are caused by intralingual transfer, while the other 7 errors are caused by interlingual transfer. In summary, students' lack of understanding of English affixation, and the differences in its usage between English and Indonesian, influenced the production of these errors in their writing.

Keywords: *error analysis, affixation errors, mini-drama scripts, interlingual transfer, intralingual transfer*

Abstrak

Tujuan dari penelitian ini adalah untuk menjelaskan jenis-jenis kesalahan afiksasi dan faktor-faktor yang mempengaruhi kesalahan afiksasi tersebut pada naskah drama mini yang ditulis oleh mahasiswa semester 4 program studi Sastra Inggris di Universitas Trunojoyo Madura, khususnya dari kelas A dan B angkatan 2021. Penelitian ini menggunakan desain penelitian kualitatif deskriptif dan metode analisis dokumen untuk mengumpulkan data. Sebanyak 10 naskah drama mini digunakan sebagai sumber data, dan data yang dianalisis berupa kata atau frasa yang mengandung kesalahan afiksasi. Teknik analisis data yang digunakan meliputi

kondensasi data, display data, dan penarikan serta verifikasi kesimpulan. Kesalahan yang teridentifikasi dideskripsikan berdasarkan jenis taksonomi permukaan dan jenis afiksasi. Hasil penelitian menunjukkan ada 35 kesalahan afiksasi yang ditemukan pada 10 naskah drama mini, yang termasuk tiga jenis kesalahan berdasarkan taksonomi permukaan yaitu: 32 kesalahan penghilangan (*omission*) dan 3 kesalahan penambahan (*addition*). Kesalahan tersebut melibatkan sufiks infleksional, seperti -s, -ing, -d/-ed, dan -ed/-n, serta sufiks derivasi -ly dan -ed. Sebanyak 28 kesalahan tersebut disebabkan oleh transfer intrabahasa (*intralingual*), sedangkan 7 kesalahan lainnya disebabkan oleh transfer antarbahasa (*interlingual*). Secara keseluruhan, kurangnya pemahaman mahasiswa mengenai afiksasi dalam Bahasa Inggris, serta perbedaan penggunaannya dengan afiksasi dalam Bahasa Indonesia, mempengaruhi adanya kesalahan-kesalahan tersebut dalam penulisan mereka.

Kata kunci: *analisis kesalahan, kesalahan afiksasi, naskah drama mini, transfer antarbahasa, transfer intrabahasa*

INTRODUCTION

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. Affixation plays a crucial role in enhancing the clarity in our communication since the usage adapts to the context. It 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. A morpheme is the smallest unit of meaning in a word (Lieber, 2009), divided into free morpheme and bound morpheme. Free morpheme 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) define 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. Both of these affixation processes are categorized into prefixes (added at the beginning of the base word, e.g., “mis-” in “misinformation”) and suffixes (attached at the end of the base word, e.g., “-ly” in “carefully”).

Learning affixation can be fundamental for learners in understanding word structure. 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. 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 than can 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 this case, analyzing the errors in affixation is important in order to increase students' understanding about affixation, and also to improve their vocabulary and language proficiency. 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 are interlingual transfer and intralingual transfer. 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, intralingual transfer occurs due to the influence of the rules in L2 itself. 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 objectives are to explain the types and the factors of affixation errors in mini drama scripts that are written by the fourth-semester students of the English Study Program at Universitas Trunojoyo Madura, from the A and B classes of 2021. The researcher chooses this topic of analysis 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. 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.

METHOD

This study applies a descriptive qualitative research design. According to Kothari (2004, p. 2), "Descriptive research aims to describe the situation as it is through surveys and fact-finding of various types". Meanwhile, qualitative research is used to analyze a social reality. The researcher chooses to use this research design as the data are analyzed through words and interpreted in the form of descriptions. The source of data in this study are 10 mini drama scripts written by the fourth-semester students of the English Study Program at Universitas Trunojoyo Madura, from A and B class of 2021, while the data are words or phrases containing affixation errors in the mini drama scripts. The research instruments for this study are the researcher herself, as the one who planned, collected, and interpreted the data analysis, and also a smartphone that is used to read the mini drama scripts. To collect the data, the researcher uses a document analysis, which includes downloading and reading the mini drama scripts, then identifying and highlighting the words or phrases in the mini drama scripts that contain affixation errors. In analyzing the data, this study applies the interactive model of data analysis proposed by Miles, Huberman, and Saldana (2014), consisting of data condensation, data display, and drawing conclusion.

FINDING AND DISCUSSION

Finding

There are 35 data found in the mini drama scripts written by the fourth-semester students of the English Study Program at Universitas Trunojoyo Madura, from the A and B classes of 2021. The data are classified in the surface taxonomy category of errors based on the theory proposed by Dulay et al. (1982), and specified into the category of affixation according to Fromkin et al. (2014). The data are presented in the table below.

Table 1. Types of Affixation Errors in the Mini Drama Scripts

Surface Category of Errors	Category of Affixation	Frequency	Total
Omission	Inflectional suffix <i>-s</i> (third-person singular)	4	32
	Inflectional suffix <i>-ing</i> (present participle)	9	
	Inflectional suffix <i>-d / -ed</i> (past tense)	8	
	Inflectional suffix <i>-ed</i> and <i>-n</i> (past participle)	3	
	Inflectional suffix <i>-s</i> (plural marker)	4	
	Derivational suffix <i>-ly</i> (adjective to adverb)	2	
	Derivational suffix <i>-ed</i> (verb to adjective)	2	
Addition	Inflectional suffix <i>-s</i> (third-person singular)	2	3
	Inflectional suffix <i>-s</i> (plural marker)	1	
Misformation	-	0	0
Misordering	-	0	0
Total			35

Table 1 shows that the total of affixation errors found are 35 data, including omission error with 32 occurrences, and addition error with 3 occurrences. Meanwhile, data related to misformation and misordering errors are not found in the analysis.

After analyzing and classifying the data found in 10 mini drama scripts into the types of errors using the theory from Dulay, et al. (1982), and also the types of affixation based on the theory from Fromkin, et al. (2014), the researcher identifies the possible factors that caused the affixation errors. The results of the identification are presented in the following table.

Table 2. Factors that Cause the Affixation Errors

Factors of Affixation Errors	Frequency
Interlingual transfer	7
Intralingual transfer	28

Total	35
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Based on the table, it shows that a total of 35 affixation errors that occur in the mini drama scripts are caused by both interlingual and intralingual transfers. Intralingual transfer is the dominant factor of the affixation errors, which causes 29 data, whereas interlingual transfer causes only 7 data.

Discussion

Types of Affixation Errors

According to Grice (1975), there are four types of flouting maxims, those are flouting maxims of quality, flouting maxims of quantity, flouting maxims of relevance, and the last is flouting maxims of manner. All types of flouting maxims were found in Corbuzier's podcast.

Omission Error

Omission error is characterized by the absence of the required morphemes in a word (Dulay, et al., 1982). In the context of affixation, this type of error happens when learners do not add the necessary inflectional or derivational affixes to a word. Below is the explanation for each data of omission errors found in the mini drama scripts.

Inflectional Suffix -s (Third-person Singular)

OE/I.TPS/Intra/01/MDS.1/P2/L11

"..., so he rarely come home"

This script excerpt contains an omission error in the word "come", where the inflectional suffix -s in it is omitted. In English present tense, when the subject is third-person singular, the verb must be added with the suffix -s. In this case, since the subject "he" is a third-person singular, and the sentence is in the simple present tense, the verb should be corrected to "comes". Therefore, the proper sentence should be "..., so he rarely comes home".

Inflectional Suffix -ing (Present Participle)

OE/I.PRP/Intra/11/MDS.16/P1/L7

"Supratman: (Crying while hold on the side of the ship)"

This stage direction contains an omission error in the verb "hold". In this case, the first verb "crying" is in the present participle form, so the verb "hold" should also be in that form. This is because there is a use of the word "while" which indicates that two actions are happening at the same time, requiring both of the verbs to be in the present participle form -ing for grammatical consistency. Hence, the correct version of this stage direction is "Supratman: (Crying while holding on the side of the ship)".

Inflectional Suffix -ed (Past Tense)

OE/I.PT/Inter/15/MDS.12/P6/L17

"Chabbi: Whaatt? What happen?"

This sentence contains an omission error in the verb "happen". The writer omitted the inflectional suffix -ed used in simple past form. In this case, the sentence refers to an event that

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has already taken place. Therefore, the verb should be in the simple past form “happened”, and the correct sentence should be “Chabbi: Whaatt? What happened?”.

Inflectional Suffix –ed (Past Participle)

OE/I.PP/Intra/22/MDS.9/P7/L11

“Bapak! Haven’t you look at the weather?”

This data is included in the omission error because the writer left out the inflectional suffix *-ed* in the verb “look”. As seen in the sentence, there is a phrase “haven’t you”, which indicates a present perfect structure. In standard English grammar, when using present perfect tense, the verb should be in the past participle (V3) form. Therefore, in this case, the verb “look” should be in the V3 form by adding it with an *-ed* suffix. The proper sentence should be “Bapak! Haven’t you looked at the weather?”.

Inflectional Suffix -s (Plural Marker)

OE/I.PM/Intra/25/MDS.3/P5/L7

“We have many knight”

The sentence above contains an omission error in the noun “knight”. In this case, the word “many” indicates a large quantity, meaning that it must be followed by a plural noun. However, the writer omitted the inflectional suffix *-s* that is necessary to form a plural of “knight”. Therefore, it should be “knights” to indicate plurality, and the correct sentence is “We have many knights”.

Derivational Suffix -ly (Adjective to Adverb)

OE/D.AA/Intra/29/MDS.1/P6/L2

“Kennan: (Say smooth to Al)”

This stage direction contains an omission error in the word “smooth”. In this context, the verb “say” requires an adverb to describe how the action should be performed. However, “smooth” is an adjective. It should be added with the suffix *-ly* to form an adverb, “smoothly”. Thus, the correct version of this stage direction should be “Kennan: (Say smoothly to Al)”

Derivational Suffix –ed (Verb to Adjective)

OE/D.VA/Intra/31/MDS.13/P5/L13

“..., I’m very worry”

The omission error in this data occurs because the word “worry” is used in its base verb form instead of its adjective form. In this sentence, the word “I’m” is a shortened form of “I am”, where “am” is a to-be verb that must be followed by an adjective. Therefore, the word “worry” should be added with the suffix *-ed* to form the adjective “worried”. The correct sentence should be “..., I’m very worried”.

Addition Error

Addition error is the type of error characterized by the use of morphemes that must not

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appear in a word or sentence (Dulay, et al., 1982). In the context of affixation errors, addition arises when learners apply the unnecessary inflectional or derivational affixes to a word. The explanation for each data of addition errors found in the mini drama scripts is as follows.

Inflectional Suffix -s (Third-person Singular)

AE/I.TPS/Intra/33/MDS.11/P2/L24

“What do you want to be son? Tells us”

This data, which was taken from the mini drama scripts entitled “*Gai Bintang*”, is included in addition error because the verb “tells” is incorrectly added with the suffix -s. The verb “tells” is in the third-person singular form, which is typically used with singular subjects like he, she, or it. However, in this case, “tells us” is intended to be an imperative sentence, specifically as a request from the speaker. In imperative sentences, the verb must be in its base form. Therefore, “tells” should be corrected to “tell”, and the proper sentence should be “What do you want to be, son? Tell us”.

Inflectional Suffix -s (Plural Marker)

AE/I.PM/Intra/35/MDS.2/P1/L24

“(... unusable furnitures)”

This phrase contains an addition error in the noun “furnitures”. This error belongs to the inflectional suffix -s for plural marker, as classified by Fromkin et al. (2014). This is because the writer incorrectly added the suffix -s in the word “furnitures” even though it is an uncountable noun. In English, uncountable nouns refer to things that cannot be counted individually. Here, the noun “furniture” already describes a general category that includes things like chairs, tables, wardrobes, etc, so it does not need a plural form. Therefore, the correct phrase should be “... unusable furniture”.

Factors that Cause the Affixation Errors

Interlingual Transfer

Gass and Selinker (2008) stated that interlingual transfer occurs when learners apply the grammar rules of their first language (L1) to their second language (L2). In other words, it could be that they directly translate their first language to the second language. Below is the explanation for an affixation error found that are caused by interlingual transfer.

OE/I.PT/Inter/15/MDS.12/P6/L17

“Chabbi: Whaatt? What happen?”

The omission error of the suffix -ed in “happen” results from an interlingual transfer, as it is influenced by the students’ native language, which is Indonesian. In this case, the students translated it directly into English. In Indonesian, this question phrase means “*apa yang terjadi?*”. The form of the verb “*terjadi*” here does not need to be changed even though it occurs in the past. Therefore, this omission error is said to be the result of interlingual transfer, as it occurs because the students applied the rule of their native language to their second language.

Intralingual Trasfer

Intralingual transfer occurs when learners produce errors based on their own understanding of the target language (L2), rather than influenced by their native language (L1).

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As defined by Gass and Selinker (2008), intralingual transfer refers to errors that come from the language being learned. The errors that are caused by this factor can happen when learners overgeneralize, misapply, or do not fully understand the rules of L2. A more detailed explanation of each affixation error data caused by intralingual transfer is as follows.

OE/I.TPS/Intra/01/MDS.1/P2/L11

“..., so he rarely come home”

As explained previously, this data contains an omission error in the verb form. The incorrect use of the verb “come” shows that the student who wrote this sentence did not apply the subject-verb agreement rule in the simple present tense. Since the subject “he” is third-person singular, the verb should be “comes”, adding it with the suffix -s. This affixation error is categorized as an intralingual transfer, as it caused by the writer who misapplied the grammar rules of L2.

OE/I.PRP/Intra/11/MDS.16/P1/L7

“Supratman: (Crying while hold on the side of the ship)”

The omission error in the word “hold” in this stage direction is caused by an intralingual factor. In this context, the word “while” indicates that the two actions (ie., “crying” and “hold”) are performed at the same time, so the verb “hold” should also be in the present participle form -*ing* and becomes “holding”. This error shows that the students lack understanding of the rules of English grammar that require consistency of verb tenses when describing two actions that happen simultaneously. Therefore, it is said that this affixation error is because of an intralingual factor since it is not influenced by the students’ native language.

OE/I.PP/Intra/22/MDS.9/P7/L11

“Bapak! Haven’t you look at the weather?”

The affixation error in the word “look” in this script excerpt occurs because the students have not fully understood the rules when using present perfect tense in English. As already explained earlier, since there is a use of an auxiliary verb “have”, the word “look” should be written in its past participle form, “looked”. However, the students who wrote this still use the base form of it, showing a lack of understanding of a correct form. Therefore, this omission error is categorized in intralingual transfer, as the error is not influenced by the rules of the students’ first language.

OE/I.PM/Intra/25/MDS.3/P5/L7

“We have many knight”

The affixation error in this data is in the word “knight, where the students omitted the suffix -s in it. It should be written as “knights” since it is used after the word “many” which shows that it is a countable noun. This indicates that the students do not fully aware of the pluralization rules in English. Therefore, this omission error is classified as resulting from an intralingual error since it occurs due to lack of understanding of the second language itself.

OE/D.AA/Intra/29/MDS.1/P6/L2

“Kennan: (Say smooth to Al)”

The affixation error in this data is in the word “smooth” which should be added with the suffix

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-ly to be “smoothly”. The use of the word “say” here indicates an instruction of action, which is meant to describe how something is said. So, it should be followed by an adverb not an adjective. From that, this omission error is resulting from an intralingual factor, since it shows the students’ incomplete learning of the second language itself, especially regarding the change in the form of adverbs from adjectives by using the suffix -ly in the context of describing how an action is performed in English.

OE/D.VA/Intra/31/MDS.13/P5/L13

“..., I’m very worry”

The omission error of the derivational suffix -ed in the word “worry” is due to the intralingual transfer, specifically a misapplication of rules. The sentence in this data is intended to express a feeling. In English, when describing a feeling or an emotional state using a to-be verb, the word that follows should be an adjective. However, in this case, the students use the verb form “worry”, instead of the adjective form “worried”. This indicates that they do not fully understand the difference between the verb and its adjectival form. Therefore, this type of affixation error is included in the intralingual transfer, as it results from an incomplete understanding of the grammatical rules in English that leads to misapplication.

AE/I.TPS/Intra/33/MDS.11/P2/L24

“What do you want to be son? Tells us”

The addition error in the word “tells” is due to an intralingual factor, specifically overgeneralization. In this context, “tells us” functions as an imperative sentence. As already explained earlier, imperative sentences in English require the verb in its base form, so the correct form is “tell us”. This type of affixation error shows that the students overgeneralized the rule of adding the suffix -s to verbs in the imperative structures. This is in line with the theory from Gass and Selinker (2008) which explained that overgeneralization arises when a rule is applied too broadly without considering the exceptions. Therefore, this addition error is categorized as the intralingual transfer.

AE/I.PM/Intra/35/MDS.2/P1/L24

“(... and unusable furnitures)”

In this data, the addition error in the word “furnitures” is caused by the intralingual transfer, specifically overgeneralization. In English, “furniture” is an uncountable noun. However, in this case, the students incorrectly added it with the suffix -s. They may have understood that plural nouns in English have the -s ending, so they applied the rule too broadly, without realizing that “furniture” is an exception that should not be pluralized. This addition error indicates that the students have not fully understood the classification of countable and uncountable nouns in English. Therefore, this type of affixation error is categorized into the intralingual factor of error, since it arises from the incomplete grammatical understanding in the second language itself, rather than the influence from the first language.

CONCLUSION AND SUGGESTIONS

Based on the results of analysis, there are two types of errors based on surface taxonomy found, which include omission and addition errors. Omission errors are the most frequent, with 32 occurrences, while addition errors only 3 occurrences. In terms of the types of affixation

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involved, most errors happen in the use of inflectional suffixes, including the suffixes for third-person singular (-s), present participle (-ing), past tense (-d/-ed), past participle (-ed/-n), and plural marker (-s). There are also found 5 errors in the use of derivational suffixes, such as -ly for adverbs and -ed for adjectives. In relation to the factors, it is found that there are 28 affixation errors caused by intralingual factors, which is mostly due to the students' incomplete understanding of English grammar rules. Moreover, there are 7 errors influenced by interlingual transfer, where the students' first language influences the way they write in English as their second language. The dominant findings in this study indicate that students tend to rely on the base forms of words, without adjusting to the contexts. This shows that their understanding is still limited even though they are familiar and have learned affixation rules in English. Therefore, with this research, it is hoped that it can improve the understanding of affixation usage and encourage further studies in the same field with more varied data.

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