

**COMMON ERRORS IN DERIVATIONAL WORD FORMATION
AMONG NON-NATIVE ENGLISH LITERATURE STUDENTS**

THESIS

**Presented to Universitas Bina Darma
in Partial Fulfillment of Requirements
for the Degree of Sarjana Sastra (S.S)**

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF SOSIAL HUMANITIES

UNIVERSITAS BINA DARMA

PALEMBANG

2025

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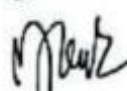

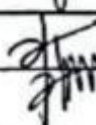
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MOTTO & DEDICATION

**“TAKE THE RISK, OR YOU WILL HAVE NOTHING, DARE TO STEP
OR WE WILL BE STUCK IN THE SAME SITUATION “**

“ACTUALLY, WITH DIFFICULTIES THERE IS EASE.”

(QS. Al-Insyrah: 6)

**“WHOEVER DOES NOT FEEL THE BITTERNESS OF SEEKING
KNOWLEDGE EVEN FOR A MOMENT, WILL SWALLOW THE
HUMILIATION OF IGNORANCE FOR THE REST OF HIS LIFE.”**

(Imam syafi'i)

DEDICATION:

I dedicate this thesis to my beloved parents. I also dedicate this thesis to my brothers and close friends who support me and my contribution to the English Literature Study Program of Bina Darma University.

ACKNOWLEDGEMENT

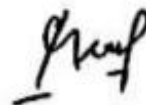
First and foremost, I would like to express the highest gratitude to Almighty Allah SWT for His endless blessings, guidance, and mercy, which enabled the writer to complete this thesis entitled **"An Analysis of Errors in Derivational Word Formation Made by English Literature Students at Bina Darma University."** This thesis is submitted as a partial fulfillment of the requirements for obtaining a Bachelor's Degree in the English Literature Study Program at Bina Darma University.

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Palembang, 5 September 2025

The researcher



Nur Abdullah

ABSTRACT

This study investigates common errors in derivational word formation made by students of the English Literature Study Program at Bina Darma University. Vocabulary mastery in English not only depends on the number of words known but also on the ability to form new words through morphological processes, yet many non-native learners struggle with the accurate use of derivational forms.

Using a descriptive qualitative design with an error analysis approach, data were collected from the essays of ten fourth-semester students selected through purposive sampling. The analysis employed the Surface Strategy Taxonomy of Dulay, Burt, and Ellis, which classifies errors into omission, addition, misformation, and misordering. The findings revealed that misformation was the most frequent error, such as successness for successful or developtation for development, followed by omission, addition, and misordering.

These errors were mainly caused by limited morphological knowledge, first language interference, overgeneralization of morphological rules, and insufficient exposure to authentic English input. The study provides theoretical contributions to the field of morphology and practical implications for teaching strategies, helping lecturers identify students' difficulties and supporting curriculum developers in creating materials that enhance morphological competence.

Keywords: Morphological errors, derivational word formation, error analysis, english literature students.

TABLE OF CONTENTS

SURAT PERNYATAAN	
MOTTO & DEDICATION	
ACKNOWLEDGEMENTS	
ABSTRACT	
LIST OF TABLES.....	I
1. 1 INTRODUCTION	1
Background Of The Study.....	2
Research Question.....	3
Objectives of the Study.....	3
Significance of the Study.....	4
Scope and Limitation.....	4
Operational Definitions	5
2. LITERATURE REVIEW	6
Error Analysis	6
Derivational Morphology	8
Coomon Errors in Word Formation	9
Previous Studies	14
3. RESEARCH METHODOLOGY	15
Research Design	15
Population And Sample.....	16
Data Collection.....	16
Data Analysis	17
4. RESULTS AND DISCUSSION	23
Error Analysis Results.....	24
Discussion	25
5. CONCLUSION AND SUGGESTIONS.....	27
Conclusion	28
Suggestions.....	28
Suggestions for Lecturers.....	29
REFERENCES	30
APPENDICES.....	31

LIST OF TABLES

Table 2.3.1 Omission error type.....	13
Table 2.3.2 Misformation error type	14
Table 2.3.3 Overgeneralization error type	15
Table 4.1.1 Error classification	23
Table 4.1.2 Error frequency recapitulation	24



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