

# CHAPTER I

## INTRODUCTION

This chapter presented the background, problems, objectives, significance and limitation of the study.

### 1.1 Background of the study

In the process of acquiring English as a second or foreign language expanding vocabulary is vital for attaining fluency and precision. A key component of vocabulary development involves grasping derivational morphology, which is the method of creating new terms by attaching prefixes and suffixes to root words. For those studying English literature, particularly non-native speakers, being skilled in derivational word creation is crucial not just for academic writing but also for deciphering intricate literary works.

Although it holds significant value, a notable number of non-native English learners frequently face difficulties in using derivational forms accurately. Typical mistakes encompass improper suffix application, incorrect changes in word class e.g., using success when successful is needed, overextending language rules, and mixing up similar terms e.g., create, creative, creativity. Such mistakes might originate from several influences, including interference from their first language, a lack of understanding regarding morphological structures, or insufficient explicit teaching on how words are formed. Larsen Freeman, D., & Anderson, M. 2011.

These linguistic obstacles can obstruct students' abilities to communicate thoughts effectively and can adversely affect their academic success, especially in assignments that necessitate careful language use, such as writing essays, conducting literary analyses, and delivering presentations. For that reason, investigating prevalent mistakes in derivational word construction among non-native students of English Literature is a fundamental step in uncovering the

root issues and facilitating improvements. vocabulary mastery in english does not solely depend on the number of words known but also on the ability to form new words through morphological processes such as derivation, derivational word formation is the process of creating new words by adding affixes prefixes or suffixes to base words, which often changes the word class part of speech or meaning of the original word Katamba, 1993.

For instance, the adjective happy can be transformed into the noun happiness by adding the suffix ness. understanding this process is crucial, especially for english literature students who are expected to express their ideas both in written. however, in reality, many nonnative english learners face difficulties in accurately using derivational forms. common errors include the use of incorrect suffixes e.g., beautifull instead of beautiful.

Incorrect morphological constructions e.g., advicement instead of advice or advisement, and improper word class changes, all of which are frequently found in students academic writing nation, 2001, these errors may be attributed to limited morphological knowledge, negative transfer from the first language L1 interference, and insufficient exposure to authentic english input, lauffer 1997 In the context of higher education, especially in english literature programs, the ability to form and use words correctly is a vital aspect of language proficiency, errors in derivational word formation not only affect the clarity and accuracy of communication but also diminish the quality of students academic writing.

Therefore, it is important to identify the common types of derivational errors made by nonnative students and understand the underlying causes of these errors as a basis for developing more effective teaching strategies, this study aims to analyze the common errors in derivational word formation among nonnative english literature students, by understanding the patterns and causes of these errors, the research is expected to contribute to the development of more efficient and practical method for teaching english morphology.

## **1.2 Research question**

The research questions are formulated as follows:

1. What types of errors in derivational word formation are commonly found among students of the english literature study program at Bina Darma University?
2. What factors contribute to students errors in forming words through the process of derivation?

## **1.3 Objectives of the study**

The followings are the objectives of the study:

1. To display different types of mistakes that nonnative english literature students commonly make when forming new words through derivation.
2. To investigate the underlying reasons for the mistakes made by students when employing derivational morphemes in both their written and spoken english.

## **1.4 Significance of the study**

This research aims to make both theoretical and practical advancements in the domain of learning the english language, specifically concerning morphology and the construction of words. The importance of this research is as follows.

1. For Lecturers:

The outcomes of this research can act as a significant resource for

instructors to pinpoint the specific areas where learners often face challenges, allowing for the creation of teaching methods and materials that concentrate on achieving morphological precision.

## 2. For Curriculum Developers:

The outcomes from this research may aid in the formulation of more detailed and focused linguistic resources and curricula that highlight the role of word construction in the process of learning a second language.

### **1.5 Scope and limitation**

This study investigates the errors that students may make in forming new words through derivational processes, the research is limited to students of Bina Darma University and focuses on texts from academic assignments such as reports and essays written by the students. The analysis specifically examines errors in word formation involving the use of prefixes and suffixes to create nouns, adjectives, verbs, or adverbs.

The constraints of this research are as follows:

1. The scope of the study is limited to students of the english literature study program at Bina Darma University, and therefore, the findings may not be generalized to students from other universities or academic programs.
2. Factors from outside, like the influence of students native languages, their motivation levels, or prior exposure to the language, are not thoroughly investigated, even though they might impact the errors made.

## 1.6 Operational definitions

To foster comprehension and eliminate confusion, the terms below are clarified as they are used in this research.

### 1. Frequent mistakes:

Common errors made by students in forming new words through derivational affixation include inappropriate affix application, incorrect word form usage, and inappropriate morpheme combinations, these errors reflect a lack of understanding of the rules of morphology in English.

### 2. Derivational word creation.

Derivative word formation is a morphological process in which a new word is formed by adding a derivational affix, such as a prefix or suffix, to a base word. This process generally changes the word's class or meaning. For example, the noun "beauty" can be transformed into the adjective "beautiful" by adding the suffix "ful".

### 3. Learners of English as a second language:

In this study, English as a second language learners are individuals whose first language is not English. They are studying English as a foreign language, particularly students studying in English language education programs.

### 4. Students of English literature:

These are students studying in the English literature program at the university level, covering topics in language, linguistics, and literary analysis. The research emphasizes those students who are anticipated to possess an intermediate to advanced level of English proficiency.

5. Morpheme attachment:

An affix is a morpheme that cannot stand alone, which is added to a root or base word to alter its meaning or grammatical function. In the field of derivational morphology, affixes encompass prefixes which are appended to the start of a word, such as un in unhappy and suffixes which are affixed to the end, like ness in happiness, frequently leading to a shift in the words class.

6. Smallest meaningful unit:

A morpheme signifies the simplest meaningful language component. Within the scope of derivational word creation, morphemes can take the form of either roots or affixes.

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