CHAPTER II

REVIEW TO THE RELATED LITERATURE

This chapter discusses any literatures that have something to do with this research.

A. Definition of Morphology

Morphology is the study of the way that constructed out of smaller meaningful unit. As Nida (1957:1) said the morphology is the study of morphemes and their arrangements in forming words. Other definition is from Matthew (1974:3) that said morphology is simply a term for that branch of linguistics that is concerned with the form of words different uses and construction. From that definition, we can conclude that morphology is the study that learn about form of word and the constructing of smallest unit of language or called as morpheme.

B. Definition of Affixes

The word that usually find are composed by one or more morpheme. Linguistic define that morpheme as the smallest unit of language. (Rochelle:2005). The morpheme can be called as free when it can stand on its own. In addition, the morpheme can be said as bound if it is attached to a free morpheme.

Lieber (2009: 33) explain that the morpheme can define in free morpheme and bound morpheme. Free morpheme is the morpheme that can stand by itself as a single word, for example: book, school, tree, read, and buy. Different from that, bound morpheme is a morpheme are the morpheme that can't normally stand alone. The example of bound morphemes are re-, -ist, -ly, and -ed. Bound morpheme can

be defined as affixes. this type of affixes can be categorized derivational and inflectional affixes.

C. Definition of Affixes

Affixes is the morpheme that can be combined to other morpheme which called as root or base to construct a word formatting and to make new meaning. Katamba (2005:38) explains that affixes are any morphemes that are appended to root. The morpheme which called as root are such us pretty, clear and good and the morpheme that can't stand alone that called as affixes are such us -ly, -ness, un-, ir-. Based on that definition, affixes is a word that can't stand alone because it need root to make them meaningful.

1. Type of Affixes

According to Katamba (1994:44), affix is a morpheme that only occurs when attached to some other morpheme that called as root or stem or base. The affixes can't stand by itself without root and it can't be stand only with another affixes. The affixes can be classified into:

1) Prefixes

As stated by Katamba (1994: 44), a prefix is an affix attached before a root. For examples are in the affix re-, un- and in-.

Re-	Un-	In-
Re-write	Un-kind	In-decent
Re-read	Un-tidy	In-accurate

Table 1 example of prefix

2) Suffixes

Katamba (1994:44) defines suffix as an affix attached after root like -ly, -er, -ist, -ing and -ed.

-ly	-er	-ist	-s	-ing	-ed
Friendly	Researcher	Artist	Tables	Studying	Studied
Quickly	Driver	Vocalist	chairs	Handling	Jumped

Table 2 example of suffixes

D. Inflectional Affixes

Inflectional affixes are the affixes that can be indicated with some kind of grammatical relationship. The inflectional affixes can simply be listed because the morpheme have some relation. For example, the bound morpheme can be found in word *makes*. The morpheme *-s* in that word mark as the tenses of present and the subject as singular. Another bound morpheme *-s* that can see in word *boys* can be identified as the plural in a noun.

There are the characteristics of inflectional affixes:

1. Inflectional affixes don't change the meaning or their part of speech. For example, the word big and bigger are both adjective.

2. Typically indicate syntactic or sematic relations between different words in the sentence. The example is the present tense "She waits the train" morpheme -s in sentence that have verb *waits* shows agreement with the subject of verb.

3. Typically occur with all members of some large class of morphemes.

4. Typically occur with all members of some margin word. E.g The plural of morpheme -s is comes the last in a word, as in word *babysitters.*

Brimton (2000: 86) classified inflectional affixes into 7 types, they are:

1. The Plural Suffixes

Stem : Noun		
Suffixes: -s and -es		
Eg.	Singular	Plural
	Boy	Boys
	Kiss	kisses
	Child	Children
	Ox	oxen

Table 3 plural suffixes

2. The Possessive Suffixes

Stem : Noun		
Suffixes	**Stems**	**Combination**
–'s	Student	Student's
-s'	Students	Students'

Table 4 The Possessive Suffixes

The apostrophe –'s will become (-s') if the root morpheme indicate the possessive suffix from the plural suffix.

3. Third Person- Singular Present Tense Suffixes

Stem: Verb		
Suffixes: -s and -es		
	Stem	**Combination**
Eg.	Read	Reads
	Wash	Washes
	Run	runs

Table 5 example The Third-Person –Singular Present Tense Suffix

4. The Present Participle Suffixes

Stem: Verb		
Suffixes: -ing		
	Stem	**Combination**
Eg.	Cook	Cooking
	Speak	speaking
	Watch	watching

Table 6 example The Present Participle Suffix

5. The Past Tense Suffixes

Stem: Verb		
Suffixes: -ed and -d		
	Stem	**Combination**
Eg.	Live	Lived
	Watch	watched
	Tire	tired

Table 7 example past tense suffix

6. The Past Participle Suffixes

Stem: Verb		
Suffixes: -d and -ed		
	Stem	**Combination**
Eg.	Knock	knocked
	Follow	followed
	Bore	bored

Table 8 example past participle suffix

7. The Comparative Degree Suffixes

Stem: Adjective		
Suffixes: -er		
	Stem	**Combination**
Eg.	Big	Bigger
	Easy	easier
	Small	smaller

Table 9 example The Comparative Degree Suffix

For morphological condition, some adjectives are preceded by the word "more" instead of the suffix "er".

Stem: Adjective		
Suffixes: more		
	Stem	**Combination**
Eg.	beautiful	More beautiful
	interesting	More interesting
	careful	More careful

Table 10 The Comparative Degree Suffix

8. The Superlative Degree Suffixes

Stem: Adjective		
Suffixes: -est		
	Stem	**Combination**
Eg.	Big	Biggest
	Clever	Cleverest
	Easy	easiest

Table 11 example The Superlative Degree Suffix

In some morphological condition the suffix "-est" in adjective are preceded

by the word "most".

Stem: Adjective		
Suffixes: most		
	Stem	Combination
Eg.	beautiful	Most beautiful
	generous	Most generous
	interesting	Most interesting

Table 12 The Superlative Degree Suffix Derivational Affixes

E. Derivational Affixes

According to Crystal (1991:9) derivation is the process of formatting the lexeme by adding derivational affixes that change the class of root or the base. In linguistic, derivational affixes is the affixes that used to form new words and meaning. The combination of derivational affixes and root that can change the meaning can be seen in the word "pure" which can be added by suffix -ify and -ion, which *purify* will get new meaning as to make pure and can become *purification* that have meaning as the process of making pure.

Derivational affixes have special characteristic which explained by Rahmadie (1990:3) into following:

1) The word with which derivational affixes combine are an arbitrary matter. To make a noun form the verb *adorn* it must add the suffix "-ment" and no other suffix will do, whereas the verb *fail* combines only with "-ure" to make *failure*. Yet the *employ* may use the different suffix "-ment" for *employment*. "-er" for *employer* and "-ee" for *employee.*

2) In many cases, derivational suffixes change the part of speech of the word to which it is added. The noun *act* becomes an adjective by adding suffix "-ive" which is to adjective *active* and it can be verb after adding "-ate", making it *activate*.

3) Derivational suffixes usually do not close off a word, that isafter a derivational suffix, it can add another derivational suffix and next, if required.

Brimton (2000:97) classified derivational affixes into 4 types based on affixes that produces a new class of the root:

1. Nominalizer

nominalizer is any suffix which produces a noun. It can be produced by other part of speech such as verb (V), adjective (Adj) or maybe (N) itself. Example of nominalizer can be seen of table below:

No	Word	Part of Speect	root	Part of speech	Derivational affixes	
					Prefix	Suffix
1	sufficient	N	suffice	V		-ent
2	Judgment	N	judge	V		-ent
3	worker,	N	work	V		-er
4	helper,	N	help	V		-er
5	Evaluation	N	evaluate	V		-ion
6	examination	N	examine	V		-ion
7	refusal	N	refuse	V		-al
8	arrival	N	arrive	V		-al
9	substance	N	sta	V	Sub-	-ance
10	reference	N	refer	V		-ance
11	Freedom	N	free	adj		-dom
12	Happiness	N	Happy	Adj		-ness
13	awareness	N	ware	N	a-	-ness
14	purity,	N	pure	Adj		-ity
15	equality	N	equal	Adj		-ity

Table 13 Example of Nominalizer

2. Verbalizer

Other process of producing part of speech that Brimton said is Verbalizer, Brimton gives definition, if verbalizer a suffix which produces a verb from noun (N) or adjective (Adj).

No	Word	Part of Speech	Root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Pacify	V	Peace	N		-ify
2	Simplify	V	simple	Adj		-ify
3	prioritize	V	Prior	N		-ty, -ize,
4	centralize	V	centre	N		-al, -ize
5	hyphenate,	V	hyphenate	N		-ate
6	chlorinate	V	chlorine	N		-ate
7	lighten,	V	Light	N		-en
8	soften	V	Soft	Adj		-en

Table 14 Example of Verbalizer

3. Adjectivalizer

In a process change the class is adjectivalizer, Brimton defines it into one which produce an adjective (Adj) from other part of speech such as noun (N), verb (V) or can be the adjective itself.

No	Word	Part of Speech	Root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Flowery	Adj	flower	N		-y
3	famous	Adj	Fame	N		-ous
4	glamorous	Adj	glamor	N		-ous
5	pitiful	Adj	Pity	Adj		-ful
6	supportive	Adj	Port	V	sub	-ive
7	capable	N	Capt	V		-able
8	Helpful	Adj	Help	V		-ful
10	sufficient	Adj	suffice	V		-ent

Table 15 example Adjectivalizer

4.   Adverbializer

Brimton said that the smallest set of class -changing suffix is adverbializer. The process of adverbializer is the process of produce adverb which can be from Noun(N), Verb(V), or Adjective (Adj). for example:

No	Word	Part of Speech	Root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Homeward	Adv	home	N		-ward
2	eastward	Adv	East	N		-ward
3	terribly	Adv	terror	N		-able, -ly
4	gradually	Adv	graduate	V		-ly
5	someway	Adv	some	Adj		-way

Table 16 Adverbializer

F. Academic Word List or Academic Vocabulary

Vocabulary is the knowledge of word or understanding the meaning of word. similar with that definition, Steven Stahl (2005) explains that "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world". Vocabulary is something can't be learned fully but it is depended on the human course in life time. The way in learning vocabulary is not only memorizing the vocabulary from dictionary, but also can be incidentally through indirect exposure to the word.

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989). Because of that, mastering vocabulary is responsibility of human itself if they want to increase the knowledge of vocabulary. Usually, vocabulary become the critical aspect, especially for students that use English as foreign language learners.

Improving the vocabulary is based on their motivation and interest on learning new word.

In English, there are other kinds vocabulary that usually use for academic purpose which called as Academic Word List. Averil said that The Academic Word List (AWL) is a list of 570 words families that are commonly found in academic texts. This Academic Word list is important to be learnt especially for students that study at a tertiary level in English. This Academic Word List need to mastery in order to produce coherently- structured written assignment.

Mastering Academic word list or Academic Vocabulary can be start by understanding type of derivational and inflectional affixes that used in Academic writing. Cholo Kim (2013) found that in his research if students that use English as foreign language have difficulties in learning root and standards rules of affixes. After the students learn about this kind of affixes, the learning Academic vocabulary much faster and avoid the need repeatedly look up words. when students can understand well type of derivational and inflectional affixes. Moreover, they can understand the use of every type, it will make the writing skill increasing. By knowing various Academic vocabulary will help them more freely in expressing their writing in academic purposes.

G. Definition of Academic Writing

Writing is one of the skills that important to be learnt. Richard Nordquist (2019) defines that writing is a system of graphic **symbols** that can be used to convey **meaning**. Writing can be media for communication which will share about information for the reader.

There are many things that should be noticed in writing activity.it should be knowing about grammatical, punctuation, structure of sentence and also vocabulary. Correctness of vocabulary is necessary because in writing it will give information that the reader will understand every single meaning. correct spelling and formatting of vocabulary will be really important.

There are many purposes in writing, one of it is academic writing. According to Olivia Valdes (2019) Academic writing is characterized by evidence-based arguments, precise word choice, logical organization, and an impersonal tone. It is usually used of students, professor and researchers to convey their idea, make arguments, and engage in scholarly conversation. By that definition, academic writing is one of course in formal written work that produce in academic setting.

There are many kinds of academic writing. base of Olivia Valdes (2019), she divides type of academic writing into:

1.   Literary analysis

literary analysis is type of academic writing that made from an argument about literary works, analysis essay examines or can be evaluate something. This type usually goes beyond to summarizing an essay which from multiple text and focused to some specific character, theme and motif.

2.   Research paper

Research Paper is academic writing that used outside information to support a thesis or make argument. It is written for all kind of disciplines and be evaluate, analytical or critical in nature. It is commonly including data, primary source and secondary source.

3.   Academic Paper

Academic paper is academic writing that be done as a part of a class in a study program for publication in an academic journal or scholarly book of articles around theme, by different authors.

Academic writing has some different character with other type of writing work. Academic writing should be clear and have limited focus. In every paragraph and sentence of paper should be connected one each other. it will help the reader to understand on the topic that brought by the researcher.

Academic writing should base on logical structure and straightforward structure. There are some terms of academic writing which should be noticed such as: introduction which provide background information, body paragraph which have purpose to support thesis statement and conclusion which is functioned as summarizing the main point.

Academic writing can be arguments but should be supported by evidence, whether from scholarly source, result of study of experience, or quotation from primary text. It has function to give credibility to the arguments. So, every single argument that share in academic writing can be responsible.

H. Definition of Error and Mistake

Learning is the proses that involving the making error and mistake, no exception in writing process. As Indonesian student that use English as foreign language, make them not aware about the mistake that they are made in grammar. Brown defines that mistake is performance error that is either a random guess or a "slip" in that failure to utilize a known system correctly. Almost same with mistake, error is something not realized if their made it.

According to the Brown, this error can be observed, analysed and classified to something of system operating within the learner led to surge of study of learner's error, the named error analysis. This error analysis is to observing and describing the students error based on their type. Dulay classifies the type of error analysis into:

1. Omission

   Omission errors are the characterized by the absence of an item that must appear in well-formed sentence. For example, in sentence "She read book" should have suffix *-s* in root *read.*

2. Addition

   Addition is an error that made by adding unnecessary items in their word, in order word addition is presence of an items which must not appear in well-form sentence. In this addition, there have other type that follow as:

   1) Double markings: type addition when add two items rather than one. For example, in word "He doesn't wants the food" shouldn't have suffix -s in root *want*

   2) Regularization: is the error by using the rules formatting irregular into regular. For example, in using plural suffix "*people*" is written by "*person"*

   3) Simple addition: The error that add an item is not double marking or regulation, yet the characteristic is no two items that added there is no sign that it refers to regulation. For example, in sentence "For me, she is strongers woman than anyone" shouldn't have suffix -s in word *stronge*, because unnecessary to use suffix -s in adjective word.

3. Mis-formation

Mis-formation is an error that the learners supply something, although it is incorrect. This error is made because they arrange form of morpheme or structure using rules of their first language. There are some types of mis-formation:

1) Regularization error: the error is made from putting wrong word. For example, that make a regular into irregular form in word "runned" that should be only "run".

2) Archi- Form: The error is formed by students by themselves choosing a word what they argue it is right. For example, in sentence "I finish *to watch* TV" and the sentence should be "I finish watching TV".

3) Alternating Form: The error is from the arranging the sentence. For example, "Rina talks to me, *he* talk about everything.". in this case, the students use masculine "he" for feminine "Rina" and the correct one should be "Rina talks to me, *she* talks about everything".

4. Mis-ordering

Mis-ordering is incorrect placement of a morpheme or group of morphemes in the sentence. The example can be seen in sentence "What *you are* doing?" that is interrogative sentences which use positive formula and correct sentence should be "What are you doing?"

I. Previous Study

This research is relevant with some previous studies as following bellow:

The first is research by Ahmad Chudhori (2017). In his research, he wrote thesis about derivational and inflectional affixes in students' proposal. The proposal is written by English Alumni of Education Department Teacher Training and

Education Faculty in Academic Year of 2012/2013. For the objects of his research are 28 alumni research proposals. He found that 7 derivational prefix such as : "In-", "Un-", "En-", "Im-", "mis-", "inter-", and "Re-"; and 22 derivational suffixes "-ive", "-er", "-ion", "-ed", "-s", "-ing", "-ly", "-al", "-ence", "-ty", "-an", "-ent", "-logy", "-able", "-ic", "-ment", "-es", "-ship", "-en", "- ation", "-ness", and "-tion". For the most common inflectional affixes is suffix "-ing".

The second previous study is journal that written by I Kadek Nandito (2016). The purpose of his research is to find derivational and inflectional affixes in The Song of Adele Albums. This research used all lyric of song in Adele Albums as the data source. She found that are derivational suffixes "-er", "-ing", "-ly", "-ment" and "-ness". In addition, the Inflectional suffixes are "-d", "-s", "-ed", "-ing", "-es", "-er", "-est".

The third research is research from Ririn Octaviani (2017) which have the title "Derivational and Inflectional Affixes Used by One Direction in "This Is Us" movie Subtitle". It involves to Derivational and Inflectional affixes too, but she used video's subtitle of One Direction with the title 'This is Us' as the object of her research. After she done her research, she found that 130 derivational affixes that had been categorized by part of speech.in addition, she got 379 inflectional affixes. So, from her research, she found that frequently used is inflectional affixes.

The last research was done by Sugiarto (2015). In his thesis discuss about "Type of Affixion Found in Reading Textbooks for The First Grade of Senior High School in Tulungagung Department of English, IAIN Tulungagung. Based on his research, he found two kind of affixion that frequently occurrence which is 12.70% for prefix and the appearance of suffixes are 87.30%.