CHAPTER IV

RESEARCH FINDING

This chapter is devoted to the presentation of the finding of the study. The researcher exposes the data dealing with the result of analysis on the derivational affixes, inflectional affixes and the mistakes that the students make in their academic writing.

A. Finding

This section presents the findings of the study which are organized according to the research questions. As mentioned in chapter 3, the data in this research were in the forms of 6 units of students' essay writings which were collected from class A, at the fourth semester students in IAIN Tulungagung 2020/2021 academic years. The subjects were assigned to write an essay on the topic of "My Academic Performance in Distance Learning during The Covid-19 Pandemic". The essays subsequently function as the data source of the use of affixes by the subjects of the research.

After analysing the obtained data qualitatively, the researcher found two broad categories of affixes used by the students, namely (1) derivational affixes and (2) inflectional affixes. Specifically, the presentation of findings covers (1) the types of derivational and inflectional affixes, and (2) the types of affixes that are commonly mistakenly used by the students in their writing. Each finding is presented in detail in the following section.

1. **The Types of Derivational Affixes Used in Students' Academic Writing**

Based on the data presentation above, there are four types of derivatioal affixes that are commonly used by the students in their academic writing. Those types are affixes of *Nominalizer, Verbalizer, Adverbializer,* and *adjectivalizer*. Those categories are based on how they change the class. The use of derivational affixes by the students in academic writing is elaborated in the section that follow.

1.1 Nominalizer Affixes

Nominalizer affixes were used by the students to form nominal words, the roots of which may be derived from Verb(V), Adjective (Adj), or maybe the noun itself. The affixes used by the students to form a noun word from those mentioned kinds of roots are presented in the sub-sections below.

1.1.1   The Nominalizer Affixes added to Verb-root

The kinds of nominalizer affixes added to verb-root found in the students' writing are presented in the table below:

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Addition	N	Add	V		-ion
2	Education	N	Educate	V		-ion
3	Government	N	Govern	V		-ment
4	Application	N	Apply	V		-ion
5	Solution	N	Solve	V		-ion
6	Lecturer	N	Lecture	V		-er
7	Discussion	N	Discuss	V		-ion
8	Assignment	N	Sign	V		-ment
9	Limitation	N	Limit	V		-ion
10	presentation	N	Present	V		-ion
11	transportation	N	Transport	V		-ion

12	participation	N	participate	V		-ion
13	Cooperation	N	Cooperate	V		-ion
14	Importance	N	Important	V		-ance
15	Residence	N	Reside	V		-ent, -ence

Table 17 Analysis the Nominalizer Affixes added to Verb-root

The data presented above were found in one of the students' essays. As seen on the table above, there are various nominalizer affixes used by the students in forming noun words derived from verb-root. Those affixes are mostly in the forms of suffixes. Those suffixes are -ence, -ion, -ant, -ment, and -er. There is interesting phenomenon in students' writing. The researcher also found the word that has change into more than one class such as the word 'residence'. The root is sed which is Verb class and it has prefix re- and suffix -ent become 'resident' which refers to a person. After that, it has suffix -ence and make it become another noun, which means 'place'.

Another essay written by different research subject also show the use of nominalizer affixes to form noun words, which are derived from verb-root. See the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Government	N	Govern	V		-ment
2	implementation	N	Plen	V	In-	-ment, -ion
3	Education	N	Educate	V		-ion
4	Community	N	common	Adj		-ity
5	Application	N	Apply	V		-ion
6	Activity	N	Active	V		-ity
7	Replacement	N	Place	N	Re-	-ment
8	Teacher	N	Teach	V		-er
9	Lecturer	N	Lecture	V		-er
10	Information	N	Inform	V		-ion

11	Situation	N	Situate	V		-ion
12	Assignment	N	Sign	V	As-	-ment
13	Direction	N	Direct	V		-ion
14	Information	N	Inform	V		-ion
15	communication	N	common	Adj		-ate, -ion
16	Necessity	N	necessary	Adj		-ty
17	Interaction	N	Act	V	Inter-	-ion
18	Addition	N	Add	V		-ion
19	Important	N	Import	V		-ant
20	Explanation	N	Plain	N	Ex-	-ion
21	effectiveness	N	Effect	V		-ive, -ness
22	Achievement	N	Chief	N	Ad-	-ment
23	Condition	N	Dict	V	Con-	-ion
24	Possible	N	Potent	adj		-able
25	Evaluation	N	evaluate	V		-ion
26	advancement	N	advance	V		-ment
27	Attention	N	Attend	V		-ion
28	Indicator	N	Dict	V	In-	-ate, -or
29	Guidance	N	Guide	V		-ance
30	Availability	N	Avail	N		-able, -ity
31	Electricity	N	Electro	N		-ic, -ity
32	Contribution	N	Tribute	V	Con-	-ion
33	Conclusion	N	Cla	V	Con-	-ion

Table 18 The Nominalizer Affixes added to Verb-root 2

The table above presents various kinds of nominalizer affixes found in another student's academic writing. The nouns are derived from verb directly, or indirectly from noun itself and adjective root. For noun that has root noun in word *availability* has been made from 2 suffixes, it has root avail as noun and the first suffix make it become adjective which is suffix -able and make it becoming noun again with suffix -ity. Meanwhile, for root made from verb class usually has suffix -ion, -ence, -ment, and -ant. For example, in word important that has root import

and suffix -ent, word attention which has root attend and suffix -ion, word guidance that is from root guide and suffix -ence. At last, for the root from adjective can be seen in word possible with root potent and suffix -able. Another word whose root is adjective is the word *communication* that has root common and suffix -ate & -ion.

1.1.2 The Nominalizer Affixes added to Adjective-root

Besides being added to verb-root, there are also kinds of nominalizer affixes added to adjective-root. Such kinds of affixes are found in the students' writing presented in the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Activity	N	Active	Adj		-ity
2	necessities	N	necessary	Adj		-ty, -es
3	community	N	Common	Adj		-ity

Table 19 analysing The Nominalizer Affixes added to Adjective-root 1

As seen in the table, the researcher find various adjective words that are changed into noun class by several nominalizer affixes. it can be seen in word *activity* which appear 3 times in data corpus. The word *activity* taken from sentence "*The learning **activity** from home…*" here actually has class of noun, which is formed from adjective with root *active*. Similarly, the word *necessity* from root *necessary* and *community* from root *common* which has root of adjective, which are added by suffix *-ity* to become *noun* class.

Another group of words in the data corpus contributed by different essay researcher also show the use of nominalizer affixes to form noun words, which are derived from adjective-root. it can be seen on the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Business	N	Busy	ADJ		-ness
2	Creativity	N	Creative	ADJ		-ity
3	casualty	N	Casual	Adj		-ity

Table 20 analysing The Nominalizer Affixes added to Adjective-root 2

From the table, it has suffixes –ness, and –ity, which are attached to adjective -roots to form noun word.

1.1.3 The Nominalizer Affixes added to noun -root

At last, nominalizer affixes used by the students were those which are added to noun-root. Such kinds of affixes are found in the students' writing presented in the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	management	N	Man	N		-age, -ment
2	prioritization	N	Prior	N		-ty, -ize, -ion
3	instalment	N	Stall	N	In-	-ment

Table 21 The Nominalizer Affixes added to noun -root

From the table, it has suffixes –ment, -ion and –ity attached to noun-roots to forn noun word. The word roots man, prior and stall are all nouns which are respectively added by suffixes -ment and –ion, preceded by affixation process before being transformed into noun words. Similar process also happens in the word *motivation* that has suffixes: -ive, -ate, -ion and it is from root *mob*.

Another data which are of similar process can be shown by the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Colleger	N	college	N		-er

2	institution	N	institute	N		-ion
3	Witness	N	wit	N		-ness
4	collaboration	N	labor	N	Con-	-ate, -ion
5	achievement	N	chief	N	Ad-	-ment

Table 22 The Nominalizer Affixes added to noun -root 2

In another writing in data corpus, it is found such suffixes as -er, -ion, -ness, -ate, -ment, and –ment were added by the students to noun root, along with other process of affixation to tome up with noun words. For example, in the word *collaboration*, it has 3 affixes. the prefix is con- and the root is *labor* which from noun class. After that, it put suffix -ate which change into adjective class. However, the suffix -ion made the word become noun. From that it is put in the type of nominalizer which form the final form *noun*. The phenomenon also occurs in the noun words like *institution*, and *experience*. The process of affixation can be seen in the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	institution	N	Institute	N		-ion
2	experience	N	Peril	N	Ex-	-ence

Table 23 The Nominalizer Affixes added to noun -root

1.2 Verbalizer Affixes

Verbalizer affixes were used by the students to form verbal words whose roots may be derived from other parts of speech. The affixes used by the students to form a verbal word from the roots of other parts of speeches are presented in the sub-sections below.

1.2.1   The Verbalizer Affixes added to Noun-root

The kinds of verbalizer affixes added to verb-root to form a verb found in the students' writing are presented in the table below:

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	socialize	V	soci	N		-al, -ize
2	measured	V	meter	N		-ure, -ed
3	experienced	V	peril	N		-ence, -ed
4	triggered	V	trigger	N		-ed

Table 24 The Verbalizer Affixes added to Noun-root

As showed in the table, there are 4 verbs which are derived from non-root and added by suffixes such as: *-ize,* and *-ed,* to become verbs. Actually, some affixation process has occurred before final verbalizer affixes are added to be final verb forms. For example, the word experience that has root peril which is noun class has changed into adjective with suffix -ence.

Another data corpus contributed by another researcher that showed similar process of affixation can seen in the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Minimize	V	Mini	N		-ize
2	disadvantaged	V	Vantage	N	Dis-, -ad	-ed
3	Replaced	V	Place	N	Re-	-ed

Table 25   The Verbalizer Affixes added to Noun-root

The verbalizing process in the table used by the students in their writings can be explained as follow. The noun-roots were changed into verbal words by adding the roots with suffixes of –ed and –ize which work together with other affixes to change the roots *mini, vantage,* and *place* into verbs.

Similar affixation process was also found to some verbal words as seen the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	**Suffix**
1	prioritize	V	Prior	N		-ty, -ize,
2	socialize	V	Soci	N		-al, -ize
3	disadvantaged	V	Vantage	N	Dis-, -ad	-ed
4	accustomed	V	Custom	N	Ad-	-ed

Table 26   The Verbalizer Affixes added to Noun-root

All of the roots in the table are from noun class added with various suffixes such

as: -ed and –ize with other affixes to form verbs. For instance, the word *prioritize*

has suffix -ize suffix -ty.

1.2.2   The Verbalizer Affixes added to Adjective-root

Verbalizing process of some adjective roots can be seen in the table below:

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	**Suffix**
1	Implemented	V	Plen	Adj	In-	-ment, -ed
2	Constrained	V	Strain	Adj	Con-	-ed
3	Delivered	V	Liber	Adj	De-	-ed

Table 27 The Verbalizer Affixes added to Adjective-root

In this table, it is found verb that is produced from Adjective roots, namely

plen, strain, and liber, which are respectively added by suffixes –ed processing

together with prefixes in-, con-, and de-. The affixation process results in verbs.

Another data corpus contributed by another researcher that showed similar

process of affixation can see in the table below. It was about verbalizing process of

adjective roots that were changed by suffix –ed. A note can be given to the word

implemented, the root of which was preceded by suffix *–ment*, before finally nded with suffix *-ed.* Thus, an affixation is often to be a complicated process.

No	Word	Part of speech	Roots	Part of speech	Derivational affixes	
					Prefix	**Suffix**
1	implemented	V	Plen	Adj	In-	-ment, -ed
2	constrained	V	Strain	Adj	Con-	-ed
3	delivered	V	Liber	Adj	De-	-ed

Table 28 The Verbalizer Affixes added to Adjective-root

1.3 Adjectivalizer Affixes

Adjectivalizer affixes were used by the students to form an adjective by adding the roots of verb, noun, or adjective itself. The affixes used by the students to form an adjective from those mentioned kinds of roots are presented in the sub-sections below.

1.3.1 The Adjectivalizer Affixes added to Noun-root

The kinds of adjectivalizer affixes added to noun-root found in the students' writing are presented in the table below:

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	**Suffix**
1	elementary	Adj	Element	N		-ary
2	Terrible	Adj	Terror	N		-able
3	Biological	Adj	Bio	N		-logy, -al
4	psychological	Adj	psychology	N		-al
5	tedious	Adj	Tedium	N		-ous

Table 29 The Adjectivalizer Affixes added to Noun-root

The table above shows that some adjectives are made from noun-roots that are added by suffixes -ary, -logy, -al, and -ous. For example, in the word *elementary*

which made from root noun *element* and word *terrible* that is made from root noun *terror*.

The next data corpus of the same affixation process of *adjectivalizing* of a noun, contributed by another research subject, were also found in the student's writing. Such adjectivalizing process of noun by utilizing suffixes as *–ful*, *-ary* and *–ful* can be seen in the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Helpful	Adj	Help	N		-ful
2	Educational	Adj	Education	N		-ion, -al
3	elementary	Adj	Element	N		-ary
4	tremendous	Adj	Tremble	N		-ous
5	useful	Adj	Use	N		-ful
6	industrial	Adj	Industry	N		-al
7	medical	Adj	Medicine	N		-al

Table 30 The Adjectivalizer Affixes added to Noun-root

The use of adjectivalizer on the list changes many types of noun-roots into adjectives marked by suffix -ful in the word *helpful*, *-al* in word *industrial*, *-ous* in the word *tremendous* and -ary in word *elementary*. Not only one suffix but also it has 3 suffixes and one prefix which can be found in word *influential* with root flow in verb class. That has prefix -ent, -ence, and -al and it has prefix -in.

The same phenomena of adjectivalizing noun-root as well as verb-root can be also found in the other data corpus contributed by different research subjects. Please see the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
		Speech		Speech	Prefix	Suffix
1	Independent	Adj	Depend	V	Im-	-ent

2	psychological	Adj	psychology	N		-al
3	Educational	Adj	Educate	V		-ion, -al
4	ineffective	Adj	Effect	V	In-	-ive
5	Minimal	Adj	Mini	N		-al
6	effective	Adj	Effect	V		-ive
7	material	Adj	Matter	N		-al
8	interactivity	Adj	Act	V	Inter-	-ive, -ty
9	physical	Adj	Physique	N		-al
10	insecurity	Adj	Cure	V	Im-, se-	-ty
11	critical	Adj	Critic	N		-al
12	traditional	Adj	Do	V	Trans-	-ion, -al
13	interactivity	Adj	Act	V	Inter-	-ive, -ty
14	asynchronous	Adj	Chron	N	An-, Syn-	-ous
15	suitable	Adj	Suit	V		-able
16	reachability	Adj	Reach	V		-able, -ty

Table 31 The Adjectivalizer Affixes added to Noun-root

As seen in the table, it can be found some adjectives transformed from verb and noun which it has suffix -ty, -able, -ous, -al, -ive, and -ent. The word with noun-root can be seen in word *asynchronous* that has root *chron* with prefix an-, syn- and suffix *-ous.* Another word that has root verb is *suitable* which is from root *suit* and suffix -able.

1.3.2 The Adjectivalizer Affixes added to Noun-root

In addition to the adjectivalizer affixes added to noun-root, the researcher also found that in the students' writing, there are the use of adjectivalizer affixes that were added to verb-root. These types of affixations can be seen in the table below:

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Respiratory	Adj	spir	V	Re-	-ory

2	effective	Adj	effect	V		-ive
3	inconsistent	Adj	Sta	V	Im-, con-	-ent
4	consistent	Adj	Sta	V	con-	-ent
5	useless	Adj	Use	V		-less
6	harmful	adj	Harm	V		ful
7	inconvenient	Adj	Vent	V	Im-, con-	-ent

Table 32 The Adjectivalizer Affixes added to Noun-root

Adjectivalizer affixes found in the table form adjectives word whose roots are verb(V). it is showed some adjectivalizer which has suffix -ent, -al, -ful, -less, -ent, -able, -ic, -ive, -ory. Most of them derived from root in verb class as we can see in word *effective* that has root *effect* and suffix *-ive*. Another example can be seen in word *harmful* that has root *harm* and suffix *-ful*. So does the similar affixation process is also occurring in the other adjectiveal words in the list above.

The next data corpus of the same affixation process, contributed by another research subject were also found in the student's writing. It was about adjectivalizing process of verb-roots that were changed by such suffixes as *–ant*, *-ive* and *–al*. See the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	pleasant	Adj	Please	V		-ant
2	Additional	Adj	Add	V		-ion, -al
3	attractive	Adj	Attract	V		-ive
4	vocational	Adj	Voc	V		-ion, -al
5	supportive	Adj	Port	V	sub	-ive
6	respective	Adj	Spect	V	Re-	-ive

Table 33 The Adjectivalizer Affixes added to Noun-root

On the list above it is found that adjectivalizers like suffixes -al, -ant, and –ive change verb-roots like *please, attract, port,* etc.

Still another group of adjectives of the similar affixation process was also fpund in the data corpus contributed by the other research subject. From analysing the students writing, it can be seen some adjectives formed from verb that has suffixes: -able, -ive, -ent, -al, -ent. Those adjectives can be seen below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	flexible	Adj	flex	V		-able
2	collective	Adj	collect	V		-ive
3	Independent	Adj	depend	V	Im-	-ent
4	instructional	Adj	struct	V	In-	-ion, -al
5	Insufficient	Adj	suffice	V	Im-	-ent

Table 34 The Adjectivalizer Affixes added to Noun-root

1.4 Adverbalizer Affixes

Adverbalizer affix was used by the students to form an adverb by adding the adjective root. The only affix used by the students to change an adjective root into an adverb was suffix *–ly.* The affixation process of an adverb found in the data corpus of students' writings is presented in the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	immediately	Adv	mediate	Adj	Im-	-ly
2	especially	Adv	especial	Adj		-ly
3	fully	Adv	full	Adj		-ly
4	formally	Adv	formal	Adj		-ly
5	intensively	Adv	intensive	Adj		-ly
6	Seriously	Adv	serious	Adj		-ly
7	usually	Adv	usual	Adj		-ly

8	easily	Adv	easy	Adj		-ly
9	highly	Adv	high	Adj		-ly
10	certainly	Adv	certain	Adj		-ly
11	effectively	Adv	effect	V		-ive, -ly
12	interestingly	Adv	interest	V		-ing, -ly
13	carelessly	Adv	care	V		-less, -ly

Table 35 The Adverbializer Affixes

In the list above, it is found many adverbs with -ly suffix. For example, the word *easily, highly, certainly* and so on. Such words have root *easy, high* and *certain*. However, some adverbs have indirect adjective root such as *verb*, which is turned to be an adjective by adjectivalizers. At last, it becomes adverb because of suffix -ly. For example, the word *carefully* which has root *care*, which is of a verb class. The word has adjectivalizer suffix *-ful* which make it into an adjective and then, suffix *-ly* make it become an adverb.

The same phenomena of adverbializing can be also found in the other data corpus contributed by different research subjects. Please see the table below.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	slowly	Adv	slow	Adj		-ly
2	effectively	Adv	effect	V		-ive, -ly
3	likely	Adv	like	V		-ly
4	actively	Adv	act	V		-ive, -ly
5	Safel5y	Adv	safe	Adj		-ly
6	hopefully	Adv	hope	V		-ful, -ly
7	repeatedly	Adv	repeat	V		-ed, -ly
8	probably	Adv	prob	N		-able, -ly

Table 36 Adverbializer Affixes

The analysing for adverbializer in this paper can be seen above, some adverb is made from root in adjective(adj), Verb(V), and Noun(N). all of this adverb is marked by suffix ly. For example, word *safely* that has root *safe* and suffix -ly. Some word has more than one suffix, it can be seen in word hopefully that has suffix -ful and -ly, word probably that has suffix -able and -ly.

There are still another group of words changed into an adverb via adverbializing process. In the table below, there are some uses of adverbializing affixes found in the data corpus contributed by the other subjects of this study.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	rapidly	Adv	rapid	N		-ly
2	quickly	Adv	quick	Adj		-ly
3	initially	Adv	initial	V		-ly
4	definitely	Adv	define	V		-ly
5	especially	Adv	especial	Adj		-ly
6	directly	Adv	direct	V		-ly
7	currently	Adv	cur	V		-ent, -ly
8	effectively	Adv	effect	V		-ive, -ly
9	fully	Adv	full	V		-ly
10	regularly	Adv	regular	adj		-ly
11	independently	Adv	pend	V	In-, de-	-ent, -ly
12	immediately	Adv	mediate	Adj	Im-	-ly
13	occasionally	Adv	cad	V	Ob-	-ion, -al, -ly
14	luckily	Adv	lucky	Adj		-ly
15	maximally	Adv	Magn	Adj		-al, -ly

Table 37 Adverbializer Affixes

In this adverbializer, it has formed by some adjective (adj) and verb(V). which has -ly suffix. For example in this word; initially, definitely that formed from verb class root. For the root is initial and definite.

Some verb class has more than one suffix which can see in word effectively that has root effect. This root has suffix -ive and it became adjective class. After that, it is put suffix -ly and make it become adverbializer.

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	namely	Adv	Name	N		-ly
2	certainly	Adv	Certain	Adj		-ly
3	usually	Adv	Usual	Adj		-ly
4	optimally	Adv	Optim	Adj		-al, -ly
5	personally	Adv	Personal	Adj		-ly
6	directly	Adv	Direct	V		-ly
7	immediately	Adv	Mediate	Adj	Im-	-ly
8	especially	Adv	Especial	Adj		-ly
9	initially	Adv	Initial	V		-ly
10	greatly	Adv	Great	Adj		-ly
11	dramatically	Adv	drama	N		-ic, -ly
12	originally	Adv	origin	N		-al, -ly
13	mentally	Adv	mind	V		-al, ly
14	pleasantly	Adv	please	V		-ant, ly
15	independently	Adv	pend	V	In-, de-	-ent, -ly
16	eventually	Adv	vent	V	Ex-	-al, -ly
17	freely	Adv	free	Adj		-ly
18	newly	Adv	new	Adj		-new
19	obviously	Adv	vey	N	Ob-	-ous, -ly
20	suddenly	Adv	sudden	Adj		-ly
21	relatively	Adv	relate	V		-ive, ly
22	comfortably	Adv	fort	Adj	Con-	-able, -ly
23	Inevitably	Adv	evite	V	Im-	-able, -ly

Table 38   Adverbializer Affixes

For adverbializer above, it can be known it from suffix -ly and most of it made from adjective. For example, in the word freely that from root adjective free and suffix -ly. However, root that has from verb and noun usually has suffix that made it become adjective, it is marked by suffix -ous, -ive, -able and -al. for example, word relatively has root verb relate with suffix -ive and -ly.

Still another group of words changed into an adverb via adverbializing process. In the table below, it is found some adjective which is formed from verb that has suffixes: -able, -ive, -ent, -al, -ent. For more complete, it can be seen in this table:

No	Word	Part of Speech	root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
1	Flexible	Adj	flex	V		-able
2	collective	Adj	collect	V		-ive
3	Independent	Adj	depend	V	Im-	-ent
4	instructional	Adj	struct	V	In-	-ion, -al
5	Insufficient	Adj	suffice	V	Im-	-ent

Table 39   Adverbializer Affixes

2. The Types of Inflectional Affixes Used in Students' Academic Writing

After analysing derivational affixes, the researcher continued to analysing inflectional affixes which can be grouped into some type of suffixes. The results of data analysis show that the students used such inflectional affixes as plural suffixes, the third-person –singular present tense suffix, the present participle suffix, the past tense suffix/ past participle suffix, the possessive suffixes, the comparative degree suffix and superlative degree suffixes. The use of inflectional affixes by the students in academic writing is elaborated in the section that follow.

2.1 The Use of Plural Suffixes

Plural suffixes used by the students include –s and –es to mark that a particular noun is more than one in number. In one essay contributed by the study subject, the researcher identified many plural suffixes which marked noun words like *quotas, ideas, connections, results*, *losses, intermediaries, difficulties, casualties and viruses* which have stem loss, *intermediary, difficulty, casualty and virus*. In -es affixes, the stem marked by s or y before suffixes. The analysis of suffixation can be seen in the table.

NO	PLURAL	SINGULAR (ROOT)	SUFFIX
1.	Viruses	Virus	-es
2.	Cases	Case	-s
3.	Casualties	Casualty	-es
4.	Students	Student	-s
5.	Activities	Activity	-s
6.	Difficulties	Difficulty	-es
7.	Sectors	Sector	-s
8.	Impacts	Impact	-s
9.	Restrictions	Restriction	-s
10.	Interactions	Interaction	-s
11.	Presentations	Presentation	-s
12.	discussions	Discussion	-s
13.	questions	Question	-s
14.	lecturers	Lecturer	-s
15.	answers	Answer	-s
16.	Intermediaries	Intermediary	-es
17.	Times	Time	-s
18.	Stairs	Stair	-s
19.	applications	application	-s
20.	complaints	Complaint	-s
21.	messages	Message	-s

22.	overseas	Oversea	-s
23.	documents	Document	-s
24.	feelings	Feeling	-s
25.	Videos	Video	-s
26.	Tickets	Tickets	-s
27.	Costs	Cost	-s
28.	pictures	Picture	-s
29.	Jobs	Job	-s
30.	materials	Material	-s
31.	courses	course	-s
32.	numbers	number	-s
33.	encourages	Encourage	-s
34.	Things	Thing	-s
35.	Areas	Area	-s
36.	Causes	Cause	-s
37.	assignments	assignment	-s
38.	challenges	challenge	-s
39.	assessments	assessment	-s
40.	problems	Problem	-s
41.	ways	Way	-s
42.	networks	network	-s
43.	devices	Device	-s
44.	friends	friend	-s
45.	meals	meal	-s
46.	Files	File	-s
47.	Quotas	Quota	-s
48.	Ideas	Idea	-s
49.	connections	Connection	-s
50.	sometimes	Sometime	-s
51.	Results	Result	-s
52.	limitations	Limitation	-s
53.	Losses	Loss	-es
54.	constraints	Constraint	-s
55.	obstacles	Obstacle	-s

| 56. | benchmarks | benchmark | -s |

Another group of words used by the subjects of the study also shows the use of plural suffixes. In here, it can discover the use of nouns marked by suffix -es or -s. The most common of plural suffix used is suffix –s as found in this words; *forums, lives, ways, massages, aspects, challenges, obstacles, things, friends* that has suffix -s where it has stem: *forum, live, way, massage, aspect, challenge, obstacle, thing, friend.* Some word has plural suffixes with -es that can see in the word *activities* which has stem *activity* and for word *priorities* has suffix -es too which the stem is *priority.* See the table for the analysis.

NO	PLURAL	SINGULAR	SUFFIX
1	times	Time	-s
2	members	Member	-s
3	states	State	-s
4	days	Day	-s
5	co-workers	co-worker	-s
6	symptoms	Symptom	-s
7	Sundays	Sunday	-s
8	mentors	Mentor	-s
9	Coughs	Cough	-s
10	Saturdays	Saturday	-s
11	schedules	Schedule	-s
12	colds	Cold	-s
13	holidays	Holiday	-s
14	motivations	Motivation	-s
15	residents	Resident	-s
16	highlights	Highlight	-s
17	gifts	Gift	-s
18	activities	Activity	-es
19	goals	Goal	-s

20	Weeks	Week	-s
21	crowds	Crowd	-s
22	priorities	Priority	-es
23	habits	Habit	-s
24	cases	Case	-s
25	datelines	Dateline	-s
26	affects	Affect	-s
27	forms	Form	-s
28	assignments	Assignment	-s
29	patterns	Pattern	-s
30	tests	Test	-s
31	scores	Score	-s
32	tasks	Task	-s
33	applications	Application	-s
34	tasks	Task	-s
35	Jobs	Job	-s
37	educators	Educator	-s
28	besides	Beside	-s
39	Foods	Food	-s
40	Laptops	Laptop	-s
41	instalments	Instalment	-s
42	substances	Substance	-s
43	gadgets	Gadget	-s
44	disturbances	Disturbance	-s
45	numbers	Number	-s
46	students	Student	-s
47	twists	Twist	-s
48	types	Type	-s
49	calls	Call	-s
50	Turns	Turn	-s
51	Others	Other	-s
52	forums	Forum	-s
53	lives	Live	-s
54	ways	Way	-s

55	massages	Massage	-s
56	Aspects	Aspect	-s
57	challenges	Challenge	-s
58	obstacles	Obstacle	-s
59	things	Thing	-s
60	Friends	Friend	-s

Table 41 Plural suffixes

The last group of words with plural suffixes can be found in the table below. These group of words taken from data corpus contributed by the other research subjects.

NO	PLURAL	SINGULAR	SUFFIX
1	devices	Device	-s
2	objectives	objective	-s
3	restrictions	restriction	-s
4	materials	material	-s
5	Things	thing	-s
6	impacts	impact	-s
7	calls	call	-s
8	Factors	factor	-s
9	lines	line	-s
10	situations	situation	-s
11	Regions	region	-s
12	activities	activity	-es
13	jobs	job	-s
14	Areas	area	-s
15	schools	school	-s
16	sometimes	sometime	-s
17	campuses	campus	-es
18	assignments	assignment	-s
19	rains?	rain	-s
20	letters	letter	-s
21	friends	friend	-s
22	conditions	condition	-s

23	systems	system	-s
24	protocols	protocol	-s
25	networks	network	-s
26	elements	element	-s
27	directions	direction	-s
28	facilities	facility	-es
29	students	student	-s
30	advantages	advantage	-s
31	Circles	circle	-s
32	teachers	teacher	-s
33	smartphones	smartphone	-s
34	agencies	agency	-es
35	technologies	technology	-s
37	developments	development	-s
28	designs	design	-s
39	services	service	-s
40	Besides	beside	-s
41	Interactions	Interaction	-s
42	applications	application	-s
43	Sources	source	-s
44	years	year	-s
45	Terms	term	-s
46	tools	tool	-s
47	Needs	need	-s
48	books	book	-s
49	substitutes	substitute	-s
50	lectures	lecture	-s
51	explanations	explanation	-s
52	Files	file	-s

Table 42 Plural suffixes

As it is found in the table, many plural suffixes mark noun words. Those words are *applications, Sources, years, terms, tools, needs, books, substitutes, lectures, explanations, files*, etc. others, suffixes -es can be seen in the word

activities, facilities, technologies which have stem *activity, facility* and *technology*. In -es affixes, the stem marked by s or y before suffixes.

2.2 The Third-Person –Singular Present Tense Suffix

The second type of inflectional suffixes that the researcher found in the data corpus was *the third-person –singular present tense suffix*. This suffix visually looks like plural suffix but it has different function. Unlike plural suffix attached to noun, this suffix is attached to a verb to mark the present time and the third singular subject of a sentence.

In one group of data corpus contributed by a certain student, it can be seen the use of this kind of suffix. In this data, it can be known that is verb ended with suffixes -s and -es. For suffixes, it has in the word *helps* which the stem is *help*. Different from it, the stem *study* has suffixes -es and it became *studies*. To see how the use of suffix of this type was analysed, please see the table below.

NO	Stem: Verb		
	Suffixes: -s, -es		
	COMBINATION	**STEM**	**SUFFIX**
1	Requires	Require	-s
2	Realizes	Realize	-s
3	Continues	Continue	-s
4	Spreads	Spread	-s

Another group of words used by the subjects of the study also shows the use of present and singular subject suffix in the table.

NO	Stem: Verb		
	Suffixes: -s, -es		
	COMBINATION	**STEM**	**SUFFIX**
1	Keeps	keep	-s
2	Makes	make	-s
3	Shows	show	-s

4	Uses	use	-s
5	Goes	go	-s
6	provides	provide	-s
7	Changes	change	-s
8	Occurs	Occur	-s
9	Varies	vary	-s
10	Works	work	-s
11	Means	mean	-s
12	Gets	get	-s
13	emphasizes	emphasize	-s
14	Reduces	reduce	-s
15	Needs	need	-s
16	Means	mean	-s
17	Gives	give	-s

Table 43 The Third-Person –Singular Present Tense Suffix

As it can be seen in the table above, this third person suffix -s has a stem of verb. Here some third person that can be identified from the student's academic writing are*: keeps, makes, shows, uses, goes, provides, changes, occurs, varies, works, means, gets, emphasizes, reduces, needs, means* and *gives.* Those word are from stem: *keep, make, show, use, go, provide, change, occur, vary, work, mean, get, emphasize, reduce, need, mean* and *give.*

2.3 The Possessive Suffix

The possessive suffix is identified by the form *-'s*, which is in noun stem. Again, this suffix sounds like the plural and present-third singular person but the function is different, that is to convey possessiveness of a noun attached to. Here, it is showed some nouns that have this suffix. The words *lecturers'* has stem *lectures* and it put only '(apostrophe), *today's* has stem *today*, *student's* has 's suffix which from stem *student*, *parent's* has stem *parent* and word *friend's* has stem *friend*.

NO	Stem: Noun		
	Suffixes: The apostrophe –s (-s").		
	COMBINATION	**STEM**	**SUFFIX**
1	lecturers'	Lecturer	-s'
2	today's	Today	-'s
3	student's	Student	-'s
4	parent's	Parent	-'s
5	friend's	Friend	-'s

Table 44 The Possessive Suffix

The next group of words used by the subjects of the study also show the use of possessive suffix as it can be seen it in the table.

NO	Stem: Noun		
	Suffixes: The apostrophe –s (-s").		
	COMBINATION	**STEM**	**SUFFIX**
1	parent's	parent	-'s
2	student's	student	-'s

Table 45 The Possessive Suffix

In the students' writings, it was found 2 possessive suffixes. This suffixes can be seen in word *parent* and *student* attached with suffix – *'s* (s with apostrophe). The results forms are *parent's* and *student's,* which respectively mean the *'belong to'* parent and *'belong to'* student.

2.4 The Present Participle Suffix

The present participle suffix is usually attached to the stems are from verb class which is marked by suffixes –ing, indicating progressive tense. In the data corpus derived from the students' These suffixes can be seen in some words such as: *growing, causing, spreading, learning, trying, spreading, climbing, having, opening, using and boarding*. The stem of those words is: *grow, cause, spread,*

learn, try, spread, climb, have, open, use and board. The analysis of the words using this sort of suffix is given in the table.

NO	Stem: Verb		
	Suffixes: -ing		
	COMBINATION	**STEM**	**SUFFIX**
1	Growing	Grow	-ing
2	Causing	Cause	-ing
3	Spreading	Spread	-ing
4	Learning	Learn	-ing
5	Trying	Try	-ing
6	Spreading	Spread	-ing
7	Climbing	Climb	-ing
8	Having	have	-ing
9	Opening	Open	-ing
10	using	Use	-ing
11	Boarding	Board	-ing
12	Feeling	Feel	-ing
13	according	accord	-ing
14	utilizing	Utilize	-ing
15	consisting	consist	-ing
16	starting	start	-ing
17	sending	send	-ing
18	interacting	interact	-ing
19	missing	miss	-ing
20	guiding	guide	-ing
21	Conferencing	conference	-ing
22	Meeting	Meet	-ing
23	Teaching	Teach	-ing
24	Walking	Walk	-ing
25	Building	Build	-ing
26	Watching	Watch	-ing
27	Eating	Eat	-ing

Table 46 The Present Participle Suffix

Another group of words used by the subjects of the study also shows the use of present participle suffix. The analysis can be seen the table below.

NO	Stem: Verb		
	Suffixes: -ing		
	COMBINATION	**STEM**	**SUFFIX**
1	Completing	Complete	-ing
2	writing	write	-ing
3	socializing	socialize	-ing
4	learning	Learn	-ing
5	starting	start	-ing
6	making	make	-ing
7	finding	find	-ing
8	tutoring	tutor	-ing
9	meeting	meet	-ing
10	teaching	teach	-ing
11	Honing	hone	-ing
12	having	have	-ing
13	Facing	face	-ing
14	studying	study	-ing
15	Including	Include	-ing
16	expressing	express	-ing
17	continuing	continue	-ing
18	according	accord	-ing
19	opening	open	-ing
20	working	work	-ing
21	sharing	share	-ing
22	doing	do	-ing
23	increasing	increase	-ing
24	determining	determine	-ing
25	understanding	understand	-ing
26	taking	take	-ing
27	developing	develop	-ing
28	following	Follow	-ing

29	dropping	Drop	-ing
30	looking	look	-ing
31	Trying	Try	-ing
32	giving	give	-ing
33	supporting	Support	-ing
34	appreciating	Appreciate	-ing
35	worrying	Worry	-ing
37	moving	Move	-ing
28	providing	provide	-ing

Table 47The Present Participle Suffix

Here, it have been analysed the use of present participle suffix in the other students' writings. It is found that this type of suffix -ing and the stem is verb class used to express a progressive tense. Among the words used were *determining, understanding, taking, developing, following, dropping, looking, trying, giving.* Those words have suffix -ing and the stem are: *determine, understand, take, develop, follow, drop, look, try and give*The Past Tense Suffix/ Past Participle Suffix

The next inflectional suffix used by the students in their writing was past tense suffix, the kind of suffix which marks past time. The suffix is symbolyzed by -ed in verb class stem. The words with this suffix used by the students along with its analysis can be seen in the table.

NO	Stem: Verb		
	Suffixes: -ed		
	COMBINATION	**STEM**	**SUFFIX**
1	Called	Call	-ed
2	Originated	Originate	-ed
3	Underestimated	Underestimate	-ed
4	Confirmed	Confirm	-ed
5	Implemented	Implement	-ed
6	Encouraged	Encourage	-ed
7	Entered	Enter	-ed

8	Forced	Force	-ed
9	Incurred	Incur	-ed
10	Decreased	Decrease	-ed
11	Missed	Miss	-ed
12	Asked	Ask	-ed
13	Reached	Reach	-ed
14	Wasted	Waste	-ed
15	considered	consider	-ed
16	affected	Affect	-ed
17	used	Use	-ed
18	Learned	learn	-ed
19	Animated	Animate	-ed
20	called	Call	-ed
21	constrained	constrain	-ed
22	Limited	Limit	-ed
23	Provided	Provide	-ed
24	Carried	Carry	-ed
25	Appreciated	Appreciate	-ed
26	Complained	complain	-ed
27	accessed	access	-ed
28	used	Use	-ed
29	applied	apply	-ed
30	needed	need	-ed
31	shared	share	-ed
32	Panicked	Panic	-ed
33	Obtained	Obtain	-ed
34	Hampered	Hamper	-ed
35	Expected	Expect	-ed

Table 48 The Past Tense Suffix/ Past Participle Suffix

The past tense suffix is the kind of suffixes which is marked by suffixes -ed in verb class stem. In this academic writing, it is found many of past tense suffixes. It can be seen in the words *called, originated, underestimated, confirmed, implemented, encouraged, entered, forced, incurred, decreased, missed, asked,*

reached, wasted, considered, affected, etc. It's formed from stem verb word; *call, originate, underestimate, confirm, implement, encourage, enter, force, incur, decrease, miss, ask, reach, waste, consider, affect*.

Still another group of words found in the data corpus of the students' writings are the use of past tense suffixes. The words of concern were listed in the table below.

NO	Stem: Verb		
	Suffixes: -ed		
	COMBINATION	**STEM**	**SUFFIX**
1	used	Use	-ed
2	Developed	develop	-ed
3	Restricted	restrict	-ed
4	Used	use	-ed
5	conducted	conduct	-ed
6	Created	create	-ed
7	Utilized	Utilize	-ed
8	Recommended	recommend	-ed
9	happened	happen	-ed
10	Discounted	discount	-ed
11	neglected	neglect	-ed
12	Closed	close	-ed
13	carried	carry	-ed
14	Gained	gain	-ed
15	measured	measure	-ed
16	Applied	apply	-ed
17	recorded	record	-ed
18	Existed	exist	-ed
19	faced	face	-ed
20	Marketed	market	-ed
21	Educated	educate	-ed
22	Examined	examine	-ed

23	Changed	Change	-ed
24	Emerged	emerge	-ed
25	Mentioned	mention	-ed
26	Accustomed	accustom	-ed
27	Expelled	expel	-ed
28	Unlimited	limit	Un- , -ed
29	Limited	limit	-ed
30	formed	form	-ed
31	Considered	consider	-ed
32	achieved	achieve	-ed
33	Mixed	mix	-ed
34	Experienced	experience	-ed
35	Unattended	attend	Un-, -ed
37	Triggered	trigger	-ed

Table 49 The Past Tense Suffix/ Past Participle Suffix

Seeing the list of words above, find many usages of past tense suffixes stemed to verbs. For example, in the word *considered* has suffix -ed and the stem is *consider*. Similarly, with word *achieved* that has stem *achieve* and suffix *-ed.* However, it can be found not only suffixes but also prefix in the word *unlimited* which gets prefix *un-* and suffix *-ed* , which are attached to the stem *limit*.

2.5 The Comparative Degree Suffix

The next inflectional suffix used by the students in their writing was past tense comparative degree suffixes symbolized by -er. This suffix contains the meanings of *less* or *more,* which is used to make a comparation of the two qualities of an noun. The words with this suffix used by the students along with its analysis can be seen in the table.

NO	Stem: Adjective		
	Suffixes: -er, more		
	COMBINATION	**STEM**	**SUFFIX**
1.	Tidier	Tidy	-er
2.	Easier	Easy	-er
3.	more disciplined	disciplined	More
4.	more collective	collective	More
5.	more Independent	Independent	More
6.	Stronger	strong	-er

Table 50 The Comparative Degree Suffix

In this academic writing it has words; *tidier, easier* and *stronger* that have suffixes *-er* because those have 2 syllable that are *tidy, easy,* and in word *strong* only, it has 1 syllable. Different from word *more* disciplined, more collective, and more independent which has 3 syllables, the word will be added more as a morpheme, even though it has similar meaning.

In the data corpus of students' writings, it can be found the use of morpheme *more*, whose meaning is equivalent to suffix *–er*. it can be seen their usage in the table below:

NO	Stem: Adjective		
	Suffixes: -er, more		
	COMBINATION	**STEM**	**SUFFIX**
1	more productive	productive	More
2	more focused	focused	More
3	more consistent	focused	More
4	more motivated	motivated	More
5	more active	active	More
6	Easier	easy	-er
7	more relaxed	relaxed	More

Table 51 The Comparative Degree Suffix

As researcher is found, morpheme *more* and *–er* are used in the same function as the comparative degree. The use of *more* can be seen in word *more productive, more focused, more consistent, more motivated and more active.* Meanwhile, the use of suffix *-er* can be seen in word *easier* that has stem *easy*.

The last inflectional suffix used by the students in their writing was superlative degree suffix. The use of superlative degree suffix can be found in the following table.

NO	Stem: Adjective		
	Suffixes: -est, most		
	COMBINATION	**STEM**	**SUFFIX**
1	Most productive	productive	Most

Table 52 The Comparative Degree Suffix

In this academic writing, it is only one type of superlative degree *most*, which has stem *productive* with suffix most.

3. Factors of The Students' Errors in Using Affixes

In this section, the researcher attempts to present the finding related to the last research question formulated in chapter one. The question is about 'Why do the students make mistakes in using of derivational and inflectional affixes in Academic Writing?'.

To answer this question, the researcher conducted an interview to all subjects of the research. The interview was aimed at eliciting the information why an error of using a certain affix, either inflectional or derivational one had been made. After analysing the data obtained from the interview, the researcher found the factors that make the students produce errors in using affixes in their writing. The findings are presented in the following section.

3.1 Lack of Knowledge on Affixation

One factor that make the students produce errors in their writing is that they lack of knowledge. This kind of factor can be found in the following data.

[1] "I think my paper is important to read because <u>it's have</u> contents the impact of online learning for <u>colleger</u> during this Covid-19 pandemic."

The sentence above contains two mistakes of using affixes, namely the constructions of *it's have* and *colleger*. The mistake is the word *it's have* should be "has". The student did not focus on the real mistake that she made is "it's have".

After doing interview about her writing process, the researcher can conclude that she had been knowledgeable about derivational and inflectional affixes which she was learnt in the third semester. However, after I gave the sentence which have the error, she can't find the mistake.

The second mistake is 'colleger'. It can be seen from sentence "This paper is very helpful for teacher and lecturer to know what the students and colleger." She said that the word "what" should be deleted to easier to understand.

Another mistake that is related with spelling also occurs, that is "Online larning has mixed positive and negative effects for students and college students." The correct word should be 'learning' because she didn't put 'e' in this word. here, she can't find any mistake and all is correct. So, the reason why she made the mistake is some of it because she lacks of knowledge where is the mistake and also she is not careful if she made the mistake. Other thing is she said that she had felt hectic to do the homework and did it for 2 days only. In addition, she didn't recheck the paper again before submit it. So, the errors were caused by lack of knowledge although the reason she gives is she is not rechecking her work.

Similar to that sentence, he makes the mistake again in:

[2] "Parents of people who are not accustomed to <u>using</u> technology who do not want to be required to understand technology to help educate their children at home during this pandemic."

The word *using* here is not suitable, and the correct one is 'use'.

Other mistake that he made is still in present participle suffix which he didn't put suffix -ing in his word, it can be seen in sentence

[3] *"<u>Look</u> for motivations that can encourage yourself to be more active and consistent in completing a goal."*

The look here has a function as noun which should be put -ing in the word. the mistake is categorized as mis-formation of word.

After doing interview, for the sentence "sentence "Online learning for me is a temporary solution to anticipating the increasing number of people infected with the virus outbreak of Covid-19". She knows if he did a mistake in word to anticipating. The correct answer that he made should be "to anticipate"

The next mistake is the sentence "Look for motivations that can encourage yourself to be more active and consistent in completing a goal." Here he doesn't know which word if he made a mistake and said that all is correct.

After analysing this paper, it is known that if she has written the paper well and used derivational and inflectional affixes efficiently. However, she has mistaken in some of her work, especially in present participle suffixes. See the data below:

[3] '*Every <u>planning</u>, of course, cannot be achieved instantly."*

The word planning here is a kind of *misformation* or it is a kind of *archi-form* error, which should be noun and not present participle. The correct word should be only 'plan'. The similar mistake that she produced was in sentence:

[4] *"We also have to get used to always <u>focusing</u> on doing a good job."*

In this sentence is known, if the word *focusing* is not used after *to.* The word *focusing* should not be given suffix *-ing* because it is to infinitive.

From the interview that had been done, the researcher said that she has learning in 3rd semester and the thing that she know is "affixes are can be put in the beginning or at the end of the word. She said, 'In the beginning is what I remember prefix the one at the end of the word called suffix".

The mistake that she made "Every planning, of course, cannot be achieved instantly." And she said all is correct however the commas there should be deleted. And she doesn't know which word has mistaken in affixes.

3.2 Lack of Concentration in using Knowledge on Affixation

Besides lack of knowledge, the factor that make the students produce errors in their writing is that they lack of concentration when writing so they failed in applying their knowledge on affixes. This kind of factor can be found in the following data.

[5] "Different times have caused this to happen, so that parents cannot monitor what their **childs** have access to at all."

To this mistake, in the interview, he said that if the mistake in the "children have" and he think that the word children should be put plural suffixes -s. he doesn't know is the actually mistake in word "access".

So, he knows well if he made a mistake while writing this paper for one week for 3 times in checking. He has good in memorizing vocabulary because he is usually instantly practising the vocabulary by writing or speaking.

However, the mistake that he made because of he was overloaded with many kinds of homework that lecturer gave to him. So, the mistake that he made because he is not careful in checking.

Another data showing the same factor is found in the following data.

[6] *"Online learning for me is a temporary solution <u>to anticipating</u> the increasing number of people infected with the virus outbreak of Covid-19".*

The mistake made by the students is found in the word *anticipating.* In the interview, it is known that he had written paper for 2197 words. He had written various derivational and inflectional affixes. in this academic writing is found from this paper that most of the mistakes that he made is present participle suffixes. However, actually he had known about the mistake and he only not careful in writing it.

The mistake in the word 'to anticipating' belongs a mistake called as misformation because when he arranges the sentence, he still use their rules based on his first language. According to Dulay theory, the mistake that he made can be categorized as archi-form which he by himself choosing a word what he argues it is right. The correct word should be 'anticipate' without suffix -ing.

Another data can be seen below.

[7] *"By conducting a distant learning method, it means that every <u>teacher and student has</u> an internet connection – and supported device that will be used in the process, such as computers and smartphones."*

In this sentence, it is a mistake made that is *teacher and student has.* Suffix –s in the has is mistaken here because it should not be attached there. So, the researcher here has made an error called *addition*.

After doing interview to trace this mistake, he really knows about the function of affixes, but he only not focusses on his work because he made that paper only in one sit with 2 times checking. So, the reason why he made the mistake because he doesn't focus in using affixes.

The other mistake that she made is in using present participle. The first sentence is

[8] *"Google is a video **conferencing** application or it can be called an online meeting*."

The researcher has made the mistake that Dulay said as misformation or mistake which made because the researcher supplies something that is not needed. This word should be only written by conference and without suffix -ing. In this word, she really knows if she done a mistake and know how to fix it. So, in this present participle mistake that she made, actually she knows about every function of the affixes and she is just not careful in writing.

The mistake that can be found again in inflectional affixes, especially in past participle affixes. she done the omission which she forgot to put suffix -ed in the word. it is in sentence "The problem is that there are many video files in the end, when sending video jobs often **fail** due to the absence of a signal." The correct word should be *failed*. Different from that, she wrote animated in the word should be animation which mean that she done mistake called archi-form. In this sentence "The students learned how to make the **animated** video according to the lecturers'

wishes.” In that sentence she made mistake too for word **wishes**, that word is uncountable noun and can't put suffix -es. So, that words in the sentence, actually she can't find the mistake that she had done in writing.

After doing some interview, I can conclude that she is understand about derivational and inflectional affixes, even though she only can explain it if "as far as I know it's an affix that can be added to the root word" and she said that had learnt morphology in 3rd semester.

B. Discussion

In this academic writing that made by students that had been the researcher analysing, the researcher can find that similar type that used in the previous study which conduct by Ririn Octaviani. She made the type of derivational and inflectional affixes that appear in the movie. There are many similarities that the researcher can find too in Academic writing that made of 4A students of English Education.

In research that made of Ririn, she found type of derivational affixes into Nominal suffixes, adverbial suffixes, adjective suffixes and verbal suffixes. The similarity that can be found is nominal suffixes which has -er, -ion, -er, -ity and -ness. However, she can't find suffixes -ance, and -ment in that subtitle and can find in academic writing that students made. If in adverbial suffixes, it is similar in the suffixes, which only found -ly suffixes. In adjective suffixes has more variation that can be found in student's academic writing which has -ary, -ous, -ent, -able, -ful, -ive, -al, -ary. The adjective suffixes in Ririn's research only have -ing and -ed.

The inflectional affixes that made her is more specific which describe about plural suffixes, the third-person –singular present tense suffix, the present participle suffix, the past tense suffix/ past participle suffix, the possessive suffixes, the comparative degree suffix and superlative degree suffixes. Almost all of the type affixes can be found in academic writing that made of English Education students. Different from Ririn research that only can analyse in plural suffixes which has -s suffix, comparative degree which has -er in word better and superlative degree which has -est suffixes.

In this research, the researcher is not only focusing about the type of derivational and inflectional affixes which conduct in academic writing but also, the researcher does some interview to the students to find the reason why they made a mistake in using derivational and inflectional affixes. the common reason of this mistake is because they lack of knowledge in affixation which they can't find where are the mistake that the made. Other reason is lack of concentration in using knowledge on affixation which can know from the reason that they say in interview.