AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS OF USING INFLECTIONAL AFFIXES IN STUDENTS' WRITING ABILITY AT THE THIRD SEMESTER OF STAIN JURAI SIWO METRO IN ACADEMIC YEAR 2016/2017

By:
Lukmanul Hakim
Student Number: 1292467

Tarbiyah Faculty

English Education Department

STATE ISLAMIC INSTITUTE OF METRO

2017M / 1438H

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF USING INFLECTIONAL AFFIXES
IN STUDENTS' WRITING ABILITY AT THE THIRD
SEMESTER OF STAIN JURAI SIWO METRO
IN ACADEMIC YEAR 2016/2017**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
LUKMANUL HAKIM
Student Number:1292467

Tarbiyahand Teacher's Training Faculty
English Education Department

Sponsor   : Dr. Widhiya Ninsiana, M.Hum
Co-Sponsor   : Ahmad Subhan Roza,M.Pd

STATE ISLAMIC INSTITUTE OF METRO
2017M / 1438H

ABSTRACT

AN ERROR ANALYSIS OF USING INFLECTIONAL AFFIXES IN STUDENTS' WRITING ABILITY AT THE THIRD SEMESTER OF STAIN JURAI SIWO METRO IN ACADEMIC YEAR 2016/2017

By:

LUKMANUL HAKIM

The correct of using inflectional affix is very influenced in producing a good writing. The using of inflectional affix can be learned in grammar. However, the students' understanding of using inflectional affix is still incorrect and erroneous since they do not master grammar well. Therefore, this research focuses on analyzing the students' errors of using inflectional affixes and the aim of the research is to find the error of using inflectional affixes in students' writing.

This research is descriptive-qualitative research. This descriptive-qualitative research use two sources, primary and secondary data, the primary data is achieved through the argumentative text from 10 students at third semester at STAIN. Then the secondary data is collected from archival. This research applies Creswell model to analyze the data.

The finding research shows From 10 argumentative texts, there are 8 errors in using *{–s}*, 2 errors in using *{–es}*, 1 error in using *{–ies}*, 13 errors in using *{–ed}*, 3 errors in using *{–ing}*, and there is no error in using *{–er}* and *{–est}*. Based on the data, the first error that commonly found in students' writing production is the use of *{–ed}*, and the second one is the use of *{–s}*, and the third one is the use of *{–es}*. Most of the third semester students of the English Education Study Program in STAIN Jurai Siwo Metro have lack of knowledge about inflectional affixes, the reasons are there are many students who feel difficult in deciding which one is the correct affix for the word they want, there are too many word in paragraph and it is difficult to analyze one by one, and the errors comes unconsciously. The conclusion of the research is many students of the third semester of STAIN that still cannot use the inflectional affixes correctly.

Key word: Inflectional affixes, grammar, writing.

ABSTRAK

ANALISIS KESALAHAN PENGGUNAAN INFLEKSI PADA HASIL TULISAN MAHASISWA SEMESTER TIGA STAIN JURAI SIWO METRO TAHUN AJARAN 2016/2017

Oleh:
LUKMANUL HAKIM

Penggunaan infleksi dengan benar sangat berperan penting dalam menghasilkan tulisan yang baik. Penggunaan infleksi dapat dipelajari dalam gramatika (tata bahasa). Namun, pemahaman mahasiswa terhadap pemakaian infleksi masih tidak benar dan salah karena tidak menguasai gramatika (tata bahasa) dengan baik. Oleh karena itu, penelitian ini fokus dalam menganalisa kesalahan mahasiswa pada pemakaian infleksi dan tujuan penelitian ini adalah untuk menemukan kesalahan penggunaan infleksi pada tulisan mahasiswa.

Penelitian ini merupakan penelitian deskriptif kualitatif. Penelitian deskriptif kualitatif menggunakan dua sumber, data utama dan data dukungan, data utama didapat dari 10 teks argumentative siswa semester tiga di STAIN. Sedangkan data dukungannya didapat dari arsip. Penelitian ini menggunakan model Creswell untuk menganalisis data.

Temuan penelitian ini menunjukan kesalahan-kesalahan pada 10 teks argumentative, yaitu 8 kesalahan penggunaan akhiran*{–s},* 2 kesalahan penggunaan akhiran*{–es},* 1 kesalahan penggunaan akhiran*{–ies},* 13 kesalahan penggunaan akhiran*{–ed},* 3 kesalahan penggunaanakhiran*{–ing},* dan tidak ada kesalahan dalam penggunaan akhiran*{–er}*dan *{–est}*. Merujuk pada data tersebut, kesalahan pertama yang sering dijumpai pada hasil tulisan mahasiswa adalah penggunaan *{–ed}*, kesalahan kedua adalah penggunaan *{–s},* dan kesalahan ketiga adalah penggunaan *{–es}*. Kebanyakan mahasiswa Tadris Bahasa Inggris (TBI) semester tiga STAIN Jurai Siwo Metro kurang mengerti tentang infleksi akhiran, kebanyakan mahasiswa mengalami kesulitan dalam pemakaian infleksi akhiran mana yang tepat untuk sebuah kata, terlalu banyak kata yang sulit untuk dianalisis pada sebuah paragraph dankebanyakan kesalahanterjadi tanpa disadari oleh mahasiswa itu sendiri. Kesimpulan penelitian ini adalah kebanyakan mahasiswa semester 3 (tiga) STAIN masih blum bisa menggunakan infleksi akhiran secara tepat.

Kata kunci: infleksi akhiran, tata bahasa, penulisan.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

    Name   : Lukmanul Hakim

    St. N   : 1292467

    Study Program   : English Education Study Program (PBI)

    Department   : Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, January 2017

The writer

LUKMANUL HAKIM
St.ID. 1292467

MOTTO

أَمَرَنِي رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السُّرْيَانِيَّةَ

"Prophet Muhammad peace be upon him (SAW)ordered me to learn Suryani"

(*HR. At-Tirmidzi: 2639).*

"Future belongs to those who believe in the beauty of their dreams."
(Eleanor D. Roosevelt)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous family, to my truly understanding friends, and to those who love me and those whom I love.

ACKNOWLEDGMENT

Praise beto Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This undergraduate thesis entitles "An Error Analysis Of Using Inflectional Affixes In Students' Writing Productions At The Third Grade Of Stain Jurai Siwo Metro In Academic Year 2016/2017." The research will be focused on analyzing the error of using inflectional affixes of the students in STAIN JuraiSiwo Metro.

Regarding to the undergraduate thesis, the writer offer his big thank to the principle of STAIN JuraiSiwo Metro, Prof. Dr. Enizar, M.Ag., Dean of Tarbiyah, Dr. Akla, M.Pd, Head of English Education Program and also the second advisor Ahmad SubhanRoza, M.Pd and the first advisor Dr. WidhiyaNinsiana, M.Humfor the guidance. May Allah SWT give them his better reward for their spending time to support and guide during the writing process. His deepest gratitude goes to her parents and all family who are never tired to empower his spirit so that he can keep himself holding on.

In line with those meaningful persons, the writer also would eagerly like to express his thanks to the honorable lecturers of English Education Study Program, who develop his knowledge, the students of English Education Study Program who become good partners in studying English. The writer will not let himself forget to appreciate all STAIN staff who always ease the education process of the writer.

As human being, the writer completely realizes that his undergraduate thesis still has a plently of weakness. The writer does apologize for all mistakes thatmade in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this writing. Hopefully, this research can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, January 2017

The Writer,

Lukmanul Hakim

ST.N 1292467

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Figure   Page

LIST OF APPENDIXES

Appendix 1 Data Collecting Instruments

Appendix 2 Guidance Card

Appendix 3 Research Letter

ABBREVIATION

TBI   : *Tadris Bahasa Inggris* (English Education Study Program)

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is also a set of rules, which is used as a mean of human communication. It is used to communicate ideas, feelings, believes, love, knowledge, culture, etc.

English as an international language is used and learned by people in many countries. In Indonesia the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten to university. At Senior High School, the students are able to use English as a mean of communication in both spoken and written form.

In the recent years the Competency-based Curriculum has developed in School Level-based Curriculum in Indonesia. In the curriculum, the students that have graduated from Senior High School are expected to master the four skills of language such as listening, speaking, reading and writing. Nevertheless, in English teaching process, it is expected that an English teacher is able to teach the four skills all together for they are closely related. In fact, the teachers still face the problems of how to integrate all skills properly. They have to consider the time allocation, the students' interests and the suitable techniques. Consequently, they can see the low ability of students in mastering

those skills. One of the reasons appears from failure that students still find many difficulties to express their ideas in English. It is caused by paying little attention to the knowledge of grammar.

However, Writing is one of the four skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In the second year of Junior High School, the basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in recount text, narrative text, and descriptive text, report text etc.

Furthemore, there are so many aspects in writing, one of them is inflectional affixes. The word "inflectional" relates to expanding or changing the function of a word. Hence, the affix in this case is called inflectional because its task is to expand its grammatical function within the word. They are affixes which have a grammatical function but do not change the class of a word. They always follow derivational affixes.

Here is the example of affixes, like a derivational affix {-dom}. The word "king" can combine with the derivational affix {-dom} to create the word "kingdom." Though both words are nouns, they differ in meaning. One refers to a monarch and the other to a territory which a monarch rules over. However, the plural "kings" has an inflectional affix. The words "king" and "kings" only differ in number. Though "king" and "kingdom" are both nouns, many derivational affixes change the class of a word. For example, the word "windy"

is composed of the noun "wind" and the affix {-y}. When the noun combines with the derivational affix {–y}, the result is the adjective "windy."

The eight inflectional affixes of English are the third person singular present {-s}, the past tense marker {-ed}, the continuous marker {-ing}, the past particle {–en}, the plural marker {-s}, the possessive marker {-'s}, the comparative suffix {–er} and the superlative suffix {–est}. Here are examples with the eight affixes:

1. She **loves** hockey.

2. He **waited** patiently.

3. They are **watching** TV.

4. Haven't **eaten** lunch yet.

5. The children ate all their **vegetables**.

6. **Peter's** car is new.

7. **Peter's** car is **newer** than mine.

Peter has the **newest** car here

.   The words that underlined above are the inflecional affixes. Those words should be affixed because of the influence of grammatically. Hence, they do not change the meaning or class of word.

Here are the examples of students' error in using inflectional affixes (affix {-s}, {-es}, and {-ies}) in students writing performance of STAIN JURAI SIWO METRO:

Table 1.1
The Students' Error In Using Inflectional Affixes

No	Question	The Correct Answer	Students' Answer
1	He (pray) everyday.	He prays everyday.	**Student 1:** He prayes everyday. **Student 2:** He prais everyday.
2	She (try) to eat it.	She tries to eat it.	**Student 1:** She trys to eat it. **Student 2:**

			She tryes to eat it.
3	I see five (wolf).	I see five wolves	**Student 1:** I see five wolfs. **Student 2:** I see five wolfes.

From the data above, most of the students still do many errors in using inflectional affixes. They are still wrong in adding and using affixes, for example the students' still wrong in using {-s} for the third singular present, using {-ies} when the end of letter of word is *y* and the letter before it is consonant. Because Inflectional is a little thing that influences a sentence grammatically and morphologically, then it is important to understand and to master the using of inflectional affixes.

Unfortunatelly, students from English Education of STAIN JURAI SIWO METRO thought still do these errors. This case happens because some reasons, such as, they are not mastering the using of inflectional affixes, they do not pay attention a sentence truly or they do not understand enough the grammar.

Regarding to all explanation above, the writer tries to analyze the error of usig inflectional affixes in students writing subject at the third semester of STAIN JURAI SIWO METRO.

B. Focus of The Study

The research focused on analyzing the error of using inflectional affixes in students' writing ability at the third semester of STAIN JURAI SIWO Metro.

C. Problem Formulation

Considering the background that had been presented above, the writer formulated the problem as follows:

1. What were the errors of using Inflectional Affixes that commonly found in students' writing ability at the third semester of STAIN JURAI SIWO Metro?

2. Why did the students of the third semester at STAIN JURAI SIWO Metro still do the errors in using inflectional affixes?

D. The Objective and Benefit

1. Objectives

    a. This research was attempted to figure out the errors of using inflectional affixes by the third semester Students of English Education on STAIN JURAI SIWO Metro.

    b. This research was aimed at analyzing the reason why the students at the third semester of English Education on STAIN JURAI SIWO Metro were doing the errors in using inflectional affixes.

2. Benefits of the study

    The research is beneficial as for:

    a. The Student

    A contribution for students' problem solving in writing subject, especially in using inflectional affixes at the third semester students of English Education Study Program.

b. The Lecturer

1) A consideration to develop writing subject material.

2) The lecturer will be easier to apply appropriate strategies in teaching writing, so the student will be easier to understand the using of inflectional affixes in writing.

c. The Other Researchers

This research can be the first step to conduct other research on writing and to develop the writing knowledge.

CHAPTER II
REVIEW OF THE LITERATURE

A.   **Prior Research**

Based on the research entitled "The Inflection-Derivation Continuum and the Old English Suffixes -a, -e, -o, -u." The research was conducted by Elisa González Torres from Universidad de La Rioja. The journal addresses the question of the continuity between inflection and derivation as posed by the Old English suffixes -a, -e, -o and –u. The structural side, the morphological analysis that has been carried out focuses on the overlapping of inflectional and derivational phenomena. On the functional side, affixation is analyzed in the constituent projection and inflection in the operator projection of the Layered Structure of the Word (LSW), where the derivational affix constitutes a morphological pivot and the inflectional affix a morphological controller.[1] The conclusion is that, whereas the LSW allows for a unified treatment of derivation and inflection in the synchronic axis, it requieres further attention in the area of inflection as a Word/Complex Word operator. In this line, this journal demonstrates that the insertion of gender, number and case operators in the top layer stresses the morphological character of the LSW, while it is more consistent with the grammatical nature of gender in Old English.

In addition, the research entitled "Lexical Insertion, Inflection, and Derivation: Creative Processes in Word Production." the research was conducted by Mackay Donald G. on September 1977. This study examines

[1]Torres Elisa González, The Inflection-Derivation Continuum and the Old English Suffixes -a, -e, -o, -u: Journal of the Spanish Association of Anglo-American Studies. Vol.32.1 (June 2010), p.103

the distinction between creative and noncreative behavior as applied to the production of words and sentences. The main concern of the research would be on the three-stage model of lexical processes in the production of speech: a lexical insertion stage whereby abstract lexical formatives are called on or introduced into sentences by means of abstract syntactic and semantic features; a rule application stage whereby feature agree-ment rules are applied to the formative and then inflectional, derivational, and phonological rules are applied to derive the phonetic string.[2] The conclusion is the present data indicate that concepts are not mapped directly onto words in speech production. Models such as Wickelgren's (1969) where a unitary conceptual representation directly activates the phonetic form of a word, simply cannot account for phenomena such as inflectional alternations.

Furthemore, the resarch entitled "Processing Inflectional and Derivational Morphology." The research was conducted by Alessandro Laudanna, *et al,* from stituto di Psicologia, CNR, Rome, Italy. Three lexical decision experiments were carried out to investigate the nature of morphological decomposition in the lexical system. The first of these experiments compares the priming effect of inflectionally and derivationally related forms on a simple inflected word. Experiments two and three compared the effect on forms like mute of priming by an inflected stem homograph (mutarono) and priming by a derived "root homograph" like mutevole-a morphologically unrelated derived word with homographic root

---

[2]MacKayDonald G, Lexical Insertion, Inflection, and Derivation: Creative Processes in Word Production: Journal of Psycholinguistic Research, Vol. 8, No. 5, 1979

(mut-).[3] The conclusion is that, there is a level of lexical representation in the input lexicon at which inflected and derived are analyzed in terms of their inflectional stems and affixes, but not also in terms of their derivational roots and affixes.

Based on the research above, inflectional affixes is a small thing in English learning but it becomes an important thing in writing skill. However, the research did not yet concern on the analyzing of error in using inflectional affixes. Therefore, the writer will conduct the research to analyze the error in using inflectional affixes in students' writing. Moreover the research will be taken on English Education Study Program.

B.   **Theoretical Framework**

    1.   **The Nature of Inflectional Affixes**

       a.   **The   Definition   of Inflection**

Carstairs states that inflection is a words that do not have to be listed because they are merely grammaticaly contioned variants of a word that is more basic in some sense and which itself may or may not be listed, depending on whether its meaning is predictable or not.[4]

An inflectional morpheme does not have the capacity to change the meaning or the syntactic class of the word it is bound to and will have a predictable meaning for all such words. Inflection is the morphological

---

[3]Laudanna Alessandro, *et al,* Processing Inflectional and DerivationalMorphology:JOURNAL OF MEMORY AND LANGUAGE 31, 333-348 (1992).

    [4]Carstairs andrew, *Morphological Theory An Introduction to Word Structure in Generative Grammar*, (Oxford: 1997) p.28

marking of property on a lexeme resulting in a number of forms for that lexeme.[5] In English Morphology, inflectional morpheme is a suffix that is added to a word to assign a particular grammatical property to that word. In other words, inflectional morpheme is used only for grammatical purposes. Inflectional morphemes serve as grammatical markers that indicate tense, number, possession, or comparison. Only English nouns, verbs, adjectives, and adverbs—all open classes of words—take inflectional affixes. Inflectional always follow derivational ones if both occur in a word, which makes sense if we think if inflections as affixes on fully formed words. For example, the word *antidisestablishmentarianism* and *compartmentalize* each contain a number of derivational affixes, and any inflectional affixes must occur at the end: *antidisestablishmentarianisms* and *compartmentalized*. Thus, the present tense will mean the same thing regardless of the verb that is inflected.

Furthermore, Karlos Kuriaki explains that inflection is a change made in the form of a word to show its grammatical relations. Inflectional changes sometimes take place in the body of a word, or at the beginning, but oftener in its termination. Terminations of inflection had possibly originally independent meanings which are now obscured. They probably corresponded nearly to the use of prepositions, auxiliaries and personal pronouns in English.[6]

---

[5]Booij, Geert, *The Grammar of Word*, (Oxford University Press: New York, 2005) p. 99
[6] Kuriaki Karlos, *A Grammar of Modern Indo-Europian,* (Europian Union:2007), p.110

Inflection changes in the body of verb usually denote relations of tense or mood, and often correspond to the use of auxiliary verbs in English. The inflection of Nouns, Adjectives, pronouns and participles to denote gender, number and case is called Declension, and these parts of speech are said to be *declined.* The inflection of Verb to denote voice, mood, tense, number and person is called Conjugation, and the verb is said to be conjugated.[7]

Rochelle Lieber states that inflection refers to word formation that does not change category and does not create new lexemes, but rather changes the form of lexemes so that they fit into different grammatical contexts.[8] As we will see in detail below, grammatical meaning can include information about number (singular *vs.* plural), person (first, second, third), tense (past, present, future), and other distinctions as well.

b. **The Use of Inflectional Affixes**

In English morphology commonly there are eight functions of inflectional affixes; the third person singular present {-s}, the past tense

---

[7] *Ibid*

[8] Lieber Rochelle, *Introduction Morphology,* (Cambridge University Press:2009), p.88

marker {-ed}, the continuous marker {-ing}, the past particle {–en}, the plural marker {-s}, the possessive marker {-'s}, the comparative suffix {–er} and the superlative suffix {–est}. Furthermore, to make clearly the writer will explain the use of inflectional morphemes that will happen in this way:[9]

1. Forms of nouns

Most countable nouns in English have two word forms, they are a singular and a plural. We have noted that {–s} is the regular suffix for forming a plural, like *cat – cats, hero – heroes.* Irregular suffixes express plurality include {–i}, {-ae}, {-a} (as in *cacti, formulae,* and *phenomena*); the suffix {–(r)en} that shows up in *children, brethren,* and *oxen*; and a very few others such as the {–im} in *Kibbutzim* and *cherubim.*

There are also some countable nouns that express their plural with no suffix at all, as in *man – men, tooth – teeth, mouse – mice.* However, there are also some whose plurals display not even a vowel change, like *sheep, fish, trout,* and *deer.*

All the changes mentioned above are the forms of inflectional morpheme. The affixes used only changes the grammatical purpose not the grammatical category. In addition, it gives the information about the number of the nouns stated.

---

[9] Spencer Andrew, *Morphological Theory An Introduction to Word Structure in Generative Grammar*, (Oxford: 1997), p.193

2. **Forms of pronouns and determiners**

Determiners deserve a mention here because some of them display singular–plural contrast and pronouns combine the singular–plural contrast with contrast unique to them, between subject and non-subject forms.[10]

a) Determiners

Here are the determiners:

Singular	**Plural**
This	These
That	Those

b) Pronouns

Here are the pronouns:

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun
I	Me	My	Mine
You	You	Your	Yours
They	Them	Their	Theirs
We	Us	Our	Ours
He	Him	His	His
She	Her	Her	Hers
It	It	It	Its

---

[10] *Ibid,* p.195

And possessive meaning for the particular pronoun such as *the man, a cat, etc*, using apostrophe {–'s}, for example, *the man's bicycle is broken*.

c) Forms of verbs

Inflectional verbs happen this way:[11]

1) Third singular pronoun in simple present (as in *perform**s***).

2) Past tense (as in *perform**ed***).

3) Present progressive (as in *perform**ing***).

4) Perfect or passive participle (as in *perform**ed***).

In English, there are more than 150 irregular verbs that do not use suffix {–ed} for past progressive and past participle. Nevertheless, they still have past tense and past participle form, e.g. *freeze – froze – frozen.* Moreover, there are also irregular verbs whose past tense and past participle form display not even a letter change, as in *bet – bet – bet, hit – hit – hit,* and *bid – bid – bid.*

d) Forms of adjectives

Inflectional adjectives are used to express comparison degree. Look at table below:

---

[11] *Ibid*

Positive	Comparative	Superlative
Happy	Happier	Happiest
Untidy	Untidier	Untidiest
Cheap	Cheaper	Cheapest
Expensive	More expensive	Most expensive
Good	Better	Best

e) Forms of adverbs

Just as well as inflectional adjectives, inflectional adverb is used in comparison degree, for example, *soon – sooner – soonest, early – earlier – earliest, and quickly – more quickly – most quickly.*

3. **The Nature of Writing**

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field.

a) **The Definition of Writing**

According to Jordan, writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. Through a piece of writing human being construct their communication in various ways.[12] Meanwhile, according to Kane, writing in its broad sense-as distinct from simply putting words on paper that

---

[12]R.R Jordan, *Academic Writing Course*, (England: Longman,2003),p.41

has three steps: thinking about it, doing it and doing it again. As often as time will allow and patient will endure.[13]

On the other hand, Brown explains that writing is a process of composing multiple drafts in order to make an effective product. It can be organized a thought, ideas, and feeling. In composing process, the draft is crucially needed as a first step to develop ideas. Without drafting it is hard to begin that process. After developing the thought or ideas, the revision should be applied in order that it gained a good product. Written products are frequently produced from the result of thinking, drafting, and revising procedures.[14]

Furthermore, Boardman writing is to communicate dates back thousands of years. Writing started as symbols on a cave wall, and then, about 3.500 years ago, people began to use alphabets.[15]

According to Sharple, Mike stated that Writing is a demanding mental activity, yet some people appear to write without great effort. Writing involves both engagement and reflection. An engaged writer who has created appropriate constraints can be carried along by the flow of mental association, without deliberative effort. Most writing involves deliberate

---

[13]Kane, Thomas S., *The Oxford Essential Guide to Writing ,*(Oxford University Press, New York, 2000), p. 17.

[14]H.Douglas Brown, *Teaching by Principle*, (London: Longman, 1998), p.335

[15]Boardman, Cynthia A. and Jia Frydenberg, *2 Writing to Communicate: Paragraph and Essays Third Edition,* (New York, Pearson Longman, 2008), p. xv.

planning, but it also makes use of chance discovery. Engaged writing produces texts that become the source material to inspire contemplation and constrain deliberate planning. [16]

Based on the above quotations, it can be inferred that writing is one of nonverbal communications that requires the linguistic skill. It is used by the people to share their thoughts, feelings, and ideas with others. It needs a composing process in order that it produces a good product. The products of writing takes a form in written result that it should be comprehended in order for a good communication to take place.

b) Types of Writing

1) Descriptive

Descriptive text is description about sensory experience- how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.[17] The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be conclude that descriptive text is used to describe everything, which is seen by writer in detail.

2) Expositive

---

[16] Sharples, Mike, *How We Write Writing as Creative Design* ,(London and New York, The Taylor & Francis Group, 1999), p. 10.

[17]Thomas S. Kane, *Oxford, Essential Guide to Writing,* New York, Berkley Books, 2000, p.352

According to Heffernan and Lincoln, in exposition, each statement which is provided is always commonly acceptable as a matter of fact. In argument, only some statements are offered as matters of fact, and these are given as reasons to make us believe assertions or claims.[18] Meanwhile exposition is a fact of everyday life—how many people get divorced, but whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial.

3) Argumentative and Persuasive

Argumentation is used in persuading and convincing. Argumentation is often combined with exposition. Argumentation is used to make a case or to prove or disprove a statement or proposition. It illustrates that argumentation consists of several statements to be obtained the point of view. Persuasive is a verbal art that the purpose is to make a people do something that the writer said at this time or the future.[19]

4) Narrative

The word "narrative" in oxford Advanced Learner's Dictionary as following:

a) A description of events, especially in a novel story.

---

[18] James A.W. Heffernan and John E. Lincoln. 2000: *Writing : A Collage Handbook,* 5th ed. Norton.
[19] Gorys Keraf, *Narasi and Argumentasi,* Jakarta, Gramedia Pustaka Utama, 2001.
p.118

b) The act, processes or skill of telling a story.[20]

Narrative writing conveys experience. Either real or imaginary, and uses time as its deep structure.[21] It can be used for many purposes, such as to inform, instruct, persuade, or entertain.

Here, the writer focuses in narrative writing. Narrative writing is called nonfiction if the story or even is true or actually occurred. The kind of factual narrative is often found in biography, history and newspaper writing. The effective narrative also contains the incidents or details that contribute directly to the story.

c) Process of Writing

1. Pre Writing or Planning.

"Planning is a series of strategies designed to find and produce information in writing."[22] The planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gendering information on those subjects from different perspectives.

"Prewriting is the critical first step in creating a succesful essay."[23] Prewriting is the period where writers get ready to write gathering information, organizing ideas, identifying

---

[20] A S Hornby,*Oxford Advance Learner's*, New York, Oxford University Press, 2010, the eight edition, p.1016
[21] Taken from the Common Core State Standards Appendix A, p.23
[22] Mc. Crimon, *Writing A Purpose,* Houhton Miffin, New York, 1983, p.10
[23] Lauren Starke, *How to write with a Great Essays,* Learning Express, New York 2004, p.2

audience and purpose, and selecting genre.[24] It means that to produce information in writing we need some techniques. Some techniques of planning process are:

a) Brainstorming

"Brainstorming is a way to come up with ideas either alone or in group. The main principle behind brainstorming is to let your ideas flow without judging them."[25] It means that the writers write their ideas which come to their mind. It's way make them easy to write because everything they want to write is coming from their mind themself.

b) Freewriting.

"Freewriting is writing down your thoughts as they come to you."[26] Furthemore, Lauren Starke explains that Freewriting is probably the best-known prewriting technique to write.[27] It can be inferred that Freewriting technique writers start their writing quickly what they though with pen on the paper.

c) Asking Question

"Asking questions about your topic is another way to help you generate ways to approach your topic."[28] It means that asking question help the writer explain their ideas.

---

[24] Vicky Urquhart and Monette McIver, *Teaching Writing in the Content Areas,* ASCD Alexandria, Virginia, McREL Aurora, Colorado, USA, p.11
[25] Francine D. Galko, *Better Writing Right Now,* Learning Express, New York, 2001, p.20
[26] Ibid, p.21
[27] Lauren Starke, *How to write with a Great Essays*, p.23
[28] Francine D. Galko, *Better Writing*, p.23

2. Drafting

Crimon states "Drafting is a series of strategies designed to organized and develop sustained piece of writing."[29] Drafting means writing a rough, or scratch form of your paper. It's a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certains spots or to check your facts later. As you draft, you don't need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage.[30]

It can be inferred that drafting is as the selection of a subject and organizing the information about the subject into meaningfull clusters. Also it is finding the connection among those clusters and discovers the relationship that links the connection. The most important thing is to get word into paper.

3. Revising

Crimon said "Revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing."[31] It means that revising is a process of seeing again, discovering a new vision for the writing produced

---

[29] Mc. Crimon, *Writing A Purpose*, p.10
[30] Francine D. Galko, *Better Writing*, p.49
[31] Mc. Crimon, *Writing A Purpose*, p.11

during planning and drafting. It is very important in writing process.

CHAPTER III

RESEARCH METHOD

A. The Characteristic and Type of the Research

There are basically three types of research that can be used in education scope namely qualitative, quantitative, and classroom action research. A research which focuses on analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings is called qualitative research.[1] Going to this statement, the writer will conduct the research using the qualitative method in order to analyze the errors in using inflectional affixes in students' writing ability.

From five types of qualitative approach, the writer will employ case study research. Case study research is a research that involves an in depth study of an issue explored through one or more cases within a bounded system.[2] The issue can be a program, an event, a group, an activity, one individual or several individuals. In this research, the writer will decide to propose a qualitative research as the characteristic and case study as the type of this research. This research will be conducted to review one of phenomena of writing ability, especially the study on writing specifically to examine a study on using inflectional affixes of students of English Education Program of State Islamic Collage Jurai Siwo Metro.

---

[1] Creswell, John W., *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education Ltd, 2012), p. 16.

[2] Creswell, John W., *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, (California: Sage Publications Inc., 2007), p.73.

B. Source of Data

Data source was divided into primary and secondary data. In this research, the primary data was achieved through a lecturer's document of the argumentative text from 10 students at third semester at STAIN. Then, the secondary data was collected from archival data such as the accumulated survey information of STAIN JURAI METRO statistics or documents of STAIN JURAI SIWO METRO, journal of inflectional affixes and the last was gained from any books that discuss on inflectional affixes.

C. Data Collecting Technique

The instruments which were used in conducting the research as follows:

1. Documentation

Documentation is the act of recording the documents used as written evidence in the research. Documentation also saves the time expense of transcribing. Accordingly, the primary data needed are the lecturer's document of the ten students' writing products in using inflection affixes. The other documentation is from the book, journal that discuss on inflectional affixes and the error of using inflectional affixes as the secondary data.

2. Observation

Field note is recorded in an unstructured or semi structured (using some main questions that the researcher observes) way, activities at the research site. In addition, this invites the researcher to observe the setting of the research directly. Observation was applied by obtain observe to the

students' writing products about using inflectional affixes and the error of inflectional affixes. As a result, observation is done to get the real picture about the research.

3. Interview

To collect the data, the writer conducted some interviews. The interviews were performed in the form of open-ended interview. The interviews are aimed at gaining any useful information regarding to the primary data. The writer is going to make interview with the 10 (ten) students of the third semester of STAIN. The students will be asked about the factors of error in using inflectional affixes.

D. Data Analysis Technique

This research applied Creswell model to analyze the data that has been collected. The procedure is shown in the following figure:

Figure 2.
The Qualitative Process of Data Analysis[3]

---
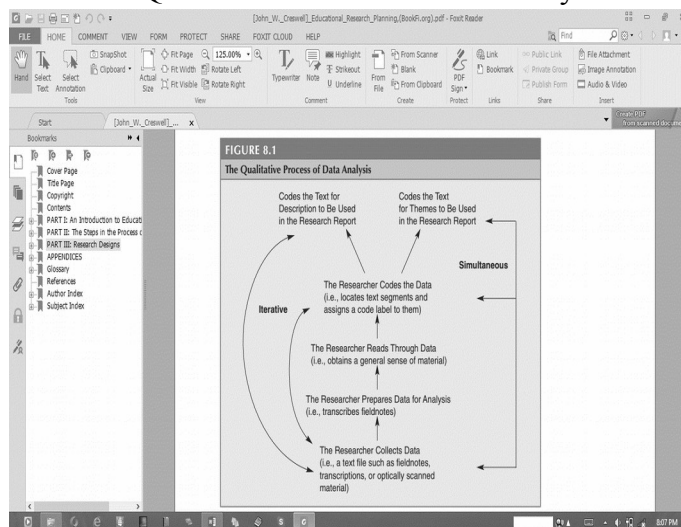
[3] Cresswell, *Educational Research*., p. 237.

Data analysis using this model is conducted as follows:

1. It involves a simultaneous process in which when the researcher is collecting the data, she will also be analyzing other information previously collected, looking for major ideas.

2. The phases are also iterative. The researcher will cycle back and forth between data collection and analysis in order to gain more in-depth information.

3. The researcher analyzes the data by reading it several times and conducting an analysis in each time. Each time the database is read, the researcher will develop a deeper understanding about the information.

4. As an "interpretive" research, qualitative research will get the researcher to establish an interpretation that fits the situation or themes that capture the major categories of information.

E. Approach

As Creswell stated that organizing the plan for data analysis will extend the generic steps with specific research design steps. The generic steps result the following steps:[4]

1. *Organized and prepare.* In analyzing data. Scanning materials, nothing field notes or qualifying and arranging the data into some types based on the source of information.

2. Read through all the data. Obtaining a *general sense* of the information and drawing its overall meaning. What most important aspect of idea are

---

[4] *Ibid*

participants stating? What is the tone of the ideas? What is the common opinion of the overall depth, credibility, and use of the data as information? In this stage, the general ideas of data will be noted and recorded.

3. Start depth analysis with a coding process. *Coding* is the organizing process the material into "chunks" before bringing meaning to those "chunks". Adopting text data or pictures, segmenting sentences or paragraph or images several categories., and marking those categories with a tem, often a term which is in the actual language of the participant, are the actions of this step.

4. Utilize the coding process to produce a description of the setting or people based on the analysis categories or themes. *Description* is to render detailed information, about people, laces, or events in a setting. Researchers can produce codes for the description. Designing detailed description for case studies will easy the analysis. Then, generate an amount of themes or categories.

5. Advance how the description and theme will be represented in the qualitative narrative. The well-known approach is to utilize a narrative passage in conveying the findings of the analysis. Visuals, figures, or tables usage as adjuncts to the discussions ore often considered by most qualitative researchers. Informing a process model (as in grounded theory), advancing a drawing of the specific research site (as in ethnography),

conveying descriptive information about each participant in table (as in case studies and ethnography are involved in this step).

6. Creating interpretation or meaning of the data is the final step of data analysis. The essence of the ideas is captured from what the researchers can learn through the lesson. Thus, interpretation in this qualitative research is adapted for different kinds of design and flexible to convey personal, research-based and action meanings.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

a. The Brief History of STAIN Jurai Siwo Metro

State Islamic College (STAIN) of Jurai Siwo Metro is located in Metro city, Lampung province. It is the one and only state Islamic college in this city. As an Islamic college which is one of favorite universities, STAIN Jurai Siwo Metro has vision and missions. Its vision is to create a qualified and competitive Islamic Institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons; academic person who are smart, competent, and have good moral.

STAIN Jurai Siwo Metro was built on April 23 to 25, 1997 based on the Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of STAIN cannot be separable with the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and

religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was

legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, STAIN Jurai Siwo Metro has three faculties namely Syari'ah Faculty, Tarbiyah Faculty, and Islamic Announcement and Communication Faculty. Firstly, Syari'ah Faculty covers D3 Syari'ah Banking (D3 PBS), Bachelor's Degree of Syari'ah Banking (S1 PBS), Islamic Economy Study Program (ESy), Islamic Law Department (AHS), and Islamic Economy Law (HEsy). Secondly, Tarbiyah Faculty includes Islamic Elementary School Education Study Program (PGMI), Arabic Education Study Program (PBA), English Education Study Program (TBI), Islamic Education Study Program (PAI), and Islamic Kindergarten Education Study Program (PGRA). Finally, Islamic Announcement and Communication Faculty covers Islamic Communication and Broadcasting Program (KPI) and Language and Arabic Literature (BSA).

b. **Organization Structure of STAIN Jurai Siwo Metro**

The organization structure of STAIN Jurai Siwo Metro in academic year 2015/2016 as follows:

Figure 4.1
The organization structure of STAIN Jurai Siwo Metro

Department

UPT

...ti Zulaikha, S,Ag. Mh

Tarbiyah:Dr. Hj. Akla, M.Pd

D&K: Hemlan Elhany, M.Ag

The Head of Administration

Dra. Mugi Hastuti

Program Study

The Head of Academic & Student Bureau	The Head of General Bureau	TheHead of Planning &InformationSystem
Drs. Miftakhul Abidin	Tri Pramestia, S.E	M. Mahrus Sa'adon, S.E
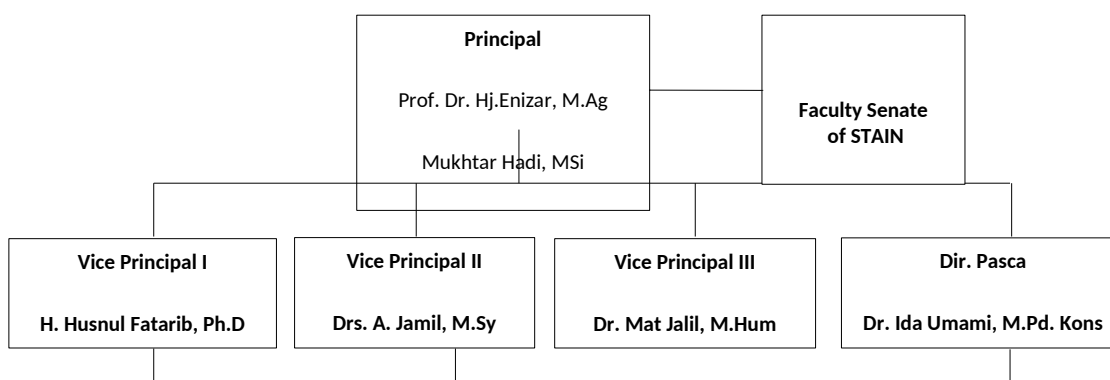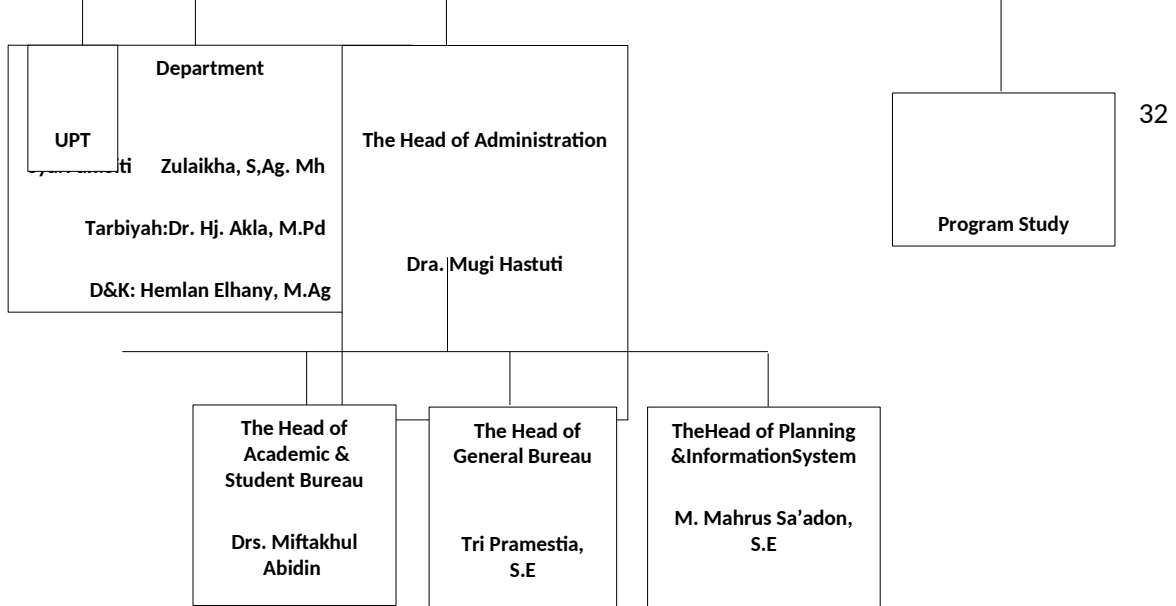
c. The Facilities in STAIN Jurai Siwo Metro

In order to support lecturers and students, there are some facilities in STAIN Jurai Siwo Metro, namely: lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 4.1
Facilities in STAIN Jurai Siwo Metro

NO	Facilities	Total of	Large (m^2)

		unit	
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: Documentation of STAIN Jurai Siwo Metro in academic year 2014/2015 taken from The General Bureau.

Location Sketch of STAIN Jurai Siwo Metro
Figure 4.2
The Location Sketch of STAIN Jurai Siwo Metro
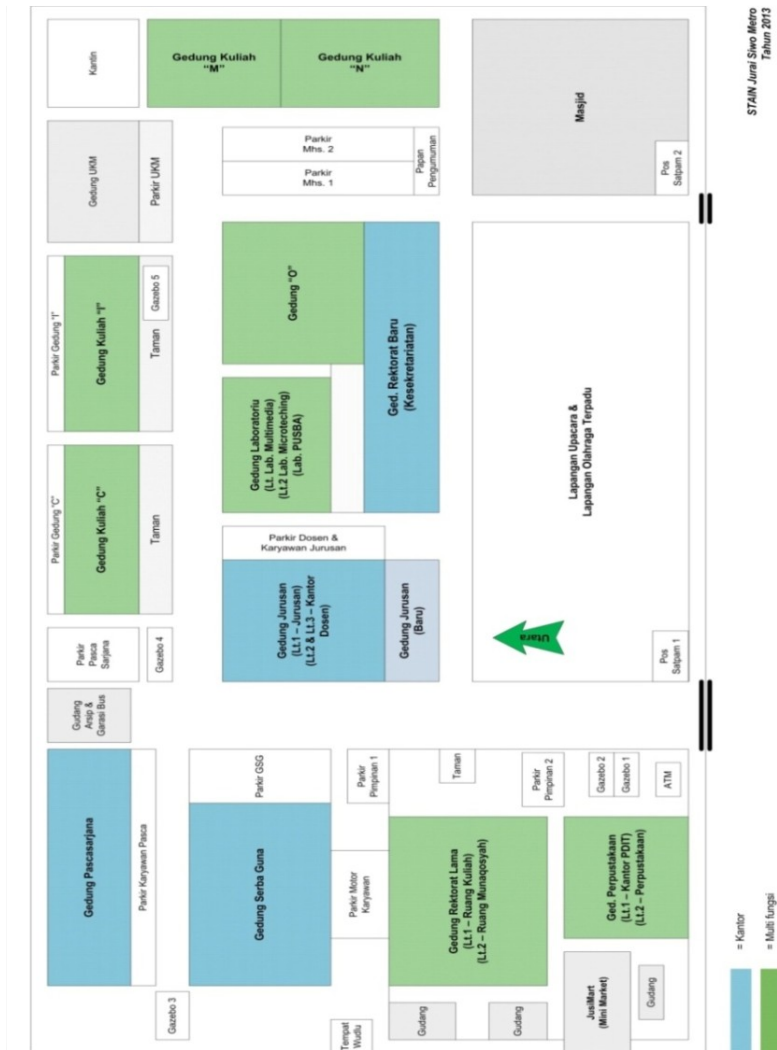
d. The Condition of Lecturer and Official Employees

The whole staff of STAIN Jurai Siwo Metro in academic year 2015/2016 is 302.

Table 4.2
Total of lecturers and official employees in STAIN Jurai Siwo

Metro

No	STAIN'S OFFICIALS	Total
1	Employee	152
2	Lecturer	32
3	Honorary worker	19
	Total	302

Source: Documentation of STAIN Jurai Siwo Metro in academic year 2014/2015 taken from The General Bureau.

e. **Students in STAIN Jurai Siwo Metro**

The total of the students in STAIN Jurai Siwo Metro is 6002

students.

Table 4.3
Total of students in STAIN Jurai Siwo Metro

No	Academic year	Students
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
	Total of students	6002

Source: Documentation of STAIN Jurai Siwo Metro in academic year 2014/2015 taken from The General Bureau.

2. **The English Education Study Program (TBI)**

English Education Program (*Tadris Bahasa Inggris* [TBI]) is

one of Strata 1 (S1) majors of Tarbiyah Faculty in State Islamic

College (STAIN) Jurai Siwo Metro which was established in 2007. Historically, S1 TBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the Implementation License of Study Program from the General Director, TBI is located in STAIN Jurai Siwo Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Study Program (TBI) has a vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some missions, namely:

a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.

b. Building and developing humanist, democratic, and modern academic atmosphere.

c. Growing the professionalism ethic through theoretical knowledge basic mastery.

d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

e. Applying integrated education system which is able to give a significant input for education development.

In line with the above statement, TBI always tries to develop the quality in teaching and learning process. Indeed, it will be a dynamic, opened, and polite relationship among the stakeholders in TBI STAIN. Then the total students from 2011-2015 of TBI are 1059 students.

Table 4.4
Total students of TBI 2011-2015

Semester	Total
I	226
III	171
V	250
VII	276
IX	136
Total	1059

Source: Documentation of STAIN Jurai Siwo Metro in academic year 2014/2015 taken from The General Bureau.

Table 4.5

Total lecturer of TBI 2011-2015

Lecturer	Total
PNS Lecturer	12
Non PNS Lecturer	14

Total	26

Source: Documentation of STAIN Jurai Siwo Metro in academic year 2014/2015 taken from The General Bureau.

B. General Description of Research Data

Inflectional morpheme is used only for grammatical purposes. Inflectional morphemes serve as grammatical markers that indicate tense, number, possession, or comparison. Inflectional always follow derivational ones in both occur in a word, which makes sense if we think if inflections as affixes in fully formed words.

The author specifically analyzed phenomena of students' error in using inflectional affixes especially in argumentative writing. As the primary data, was taken through the writing productions from 10 students at third semester TBI SAIN Jurai Siwo Metro.the data was taken randomly from 10 students of TBI in the third semester.

1. Student 1

PROHIBITATION OF SMOKING BY MUI

Recently MUI issued a fatwa that smoking is forbidden and should be avoid. The prohibition of smoking causes a variety of reactions in the community. The society is divided into two groups in considering fatwa issued by MUI. Most of the people agree with the MUI. However, the others does not agree with MUI. The party who agree with MUI assumes that smoking is very dangerous for humans because smoking can causing various disease and even cause death. The danger of smoking is not only bad for the smoker but also bad for people around them. It can causing death, impotence, internal organs damage, heart and many more. Based on this fact, MUI issued that smoking is haram because basically anything that causes damage is unlawful and should be avoid.

Table 4.6
Description of student's writing production

N	The students' writing production	The correct writing production

o		
1.	…is forbidden and should be *avoid*.	…is forbidden and should be *avoided*.
2.	However, the others *does* not agree with MUI.	However, the others *do* not agree with MUI.
3.	…because smoking can *causing* various *disease*…	…because smoking can *cause* various *diseases*…
4.	It can *caused*death,…	It can *cause* death,…

From the data above, the first student is still wrong in using inflectional affixes. The student is still wrong in using verb base after "be", still wrong in using verb after plural noun, and still wrong in wring verb after modal.

2. Student 2

INDONESIAN EDUCATION NOW

Education is a form of factor which can reflect how's the country look like, Development or developing? Indonesia is the developing country. We are not a poor country like others countries in the Africa continent. Based on the fact, The education which as the main factor to build the great generation
Education is the strongest way to be survive, as the key to assesses of someone's successes. On the scope of the state, education is the main instrument in the formation of future generation. The success of a country depend on the quality of Human Resources Indonesia, with one of the ideals contained in the preamble of the 1945 constitution, as like paragraph 4 "intellectual life of the nation" as the promise of independence. An only exceptions to reach that goal is a knowledge.

Table 4.7
Description of student's writing production

No	The students' writing production	The correct writing production
1.	Education is the strongest way to	Education is the strongest way to be

	be *survive*	*survived*
2.	An only *exceptions* to reach that…	An only *exception* to reach that

The second student writes a verb "survive" after verb base which this is the wrong writing and the word "exceptions" while he writes an article "an" before it that should be written by "exception".

3. Student 3

GARBAGE DISASTER

This rubbish is anywhere. This can be seen all around us. Rubbish is usually derived from the people who irresponsible and lazy to wasting in place. Rubbish that gathered it cause a bad odor that pollute the air. In addition, the scrapheap into a nest of various disease that are very dangerous. Source of the disease will be carryied away with the air so that it will be inhaled by us. As a result, we become sick and of course also be transmitted to others who breathe the same air.

Table 4.8
Description of student's writing production

No	The students' writing production	The correct writing production
1.	…the people who irresponsible and lazy to *wasting* in place…	…the people who irresponsible and lazy to *waste* in place…
2.	Rubbish that gathered it *cause* a bad…	Rubbish that gathered it *caused* a bad…
3.	…the scrapheap into a nest of various *disease* that…	…the scrapheap into a nest of various *diseases* that…
4.	Source of the disease will be *carryied* away…	Source of the disease will be *carried* away

In this case, the student does 4 errors in using inflectional affixes on one paragraph. The first error is in writing verb after "to" which should be written by verb base "to wasting" becomes "to waste". The second error is that the student

still use verb base in past tense. The third error is the using of plural noun after word "various. And the last error is the writing of "carriyed" which should be written by "carried".

4. Student 4

THE DANGERS OF DRUGS

Drug contains some substance that are harmful to the body. One of them is the addictive substance. This substances which would interfere with our nervous system. Addictive substances that have entere into the body will require the brain to continue to consume. As a result, the drug would be the withdrawal consuming and cannot be separated from the drug.

Table 4.9
Description of student's writing production

No	The students' writing production	The correct writing production
1.	Drug contains some *substance* that…	Drug contains some *substances* that…
2.	Addictive substances that have *entere* into the body…	Addictive substances that have *entered* into the body…

In this section, the student still does the same error as the others, such as the use of singular noun after word "some" and the writing of verb base after word "have".

5. Student 5

JUVENILE DELINQUENCY

Adolescent behavior today has come out very far from moral values prevailing in society. It is cause by several factor. The first factor is independent of western culture into Indonesia. The incoming culture copying and using as a new habit by teens today, unfortunately that behavior is replicate is the bad behavior of the

culture, such as casual sex, drugs, and others. The second factor is the weakness of religious knowledge possessed by the teenagers. In fact, the science of religion very useful because they can control themselves to avoid a bad deed. The latter is a lack of parental supervision. Parents are much responsible for the behavior of children. Parents who does not care about his son would make them feel unloved finally they seek affection outside it. This is what will make them fall into the wrong crowd. As a result of factors, hence the behavior of today's youth be contrary to the values - values that exist.

Table 4.10
Description of student's writing production

N o	The students' writing production	The correct writing production
1.	It is *cause* by several *factor*.	It is *caused* by several *factor*s.
2.	The incoming culture *copying* and *using* as a new habit..	The incoming culture *copied* and *used* as a new habit..
3.	Parents who *does* not care about his son…	Parents who *do* not care about his son…

From the data above, the student writes a word "cause" after to be "is" and the word "factor" after "several" which should be written by "factors". In this part, the student is wrong in using verb in the past sentence and the wrong verb after plural noun.

6. **Student 6**

INDONESIAN EDUCATION NOW

The cost of education in Indonesia is very expensive. Although the government has provid assistance, but still the students have to pay some costs for school needs, such as clothing, books, and others. The high cost of education is not only limited to the elementary school, but also in college. Even the cost of education at the campus extremely expensive because the government does not provide direct assistance to college. Many children who after graduating from high school prefers to look for a job rather than to continue in college. As a result, education in Indonesia is not evenly distribut and concentrat only to the person who is able to alone. As for people who are less capable, higher education is just a dream.

Table 4.11
Description of student's writing production

No	The students' writing production	The correct writing production
1.	Although the government has *provid* assistance..	Although the government has *provided* assistance..
2.	…education in Indonesia is not evenly *distribut* and *concentrat* only to the person…	…education in Indonesia is not evenly *distributed* and *concentrated* only to the person…

The next student does the same error like the others. After auxiliary verb "has" the students should write verb past participle "provided" instead of "provide". The second error is the writing of word "distribut" and "concentrate", the student should write "distributed" and "concentrated".

7. **Student 7**

THE NUMBER OPINION ON GLOBALIZATION

There are a lot of people say that globalization has damaged Indonesia's economic system. Globalization is now be usher Pancasila Economic System is owned by Indonesia to the Economic System of Capitalism. There is also said that globalization make networking and media distribution of the economic system becomes wide. Of course, is very helpful on the magnitude of opportunity for Indonesia to participating in the international economic system. But basically good or bad of globalization it is certain that all depends on how the limits and rules regarding globalization itself.

Table 4.12
Description of student's writing production

No	The students' writing production	The correct writing production
1.	Globalization is now *be* usher	Globalization is now *being* usher

	Pancasila Economic System…	Pancasila Economic System…
2.	There is also said that globalization *make* networking and media distribution…	There is also said that globalization *makes* networking and media distribution…
3.	…for Indonesia to *participating* in the international economic system.	…for Indonesia to *participate* in the international economic system.

From the data above, there are three errors that have been written by the student. The writing verb after to be "is", verb after singular noun, and verb after "to".

8. Student 8

CORRUPTION

Corruption has become a big and serious problem for our nation. Can see from the news broadcast Republika newspaper (December 17, 2002), which states that the House of Representatives was to mobilize support for the establishment of the Special Committee to investigate the alleged misuse of funds KORPRI Rp900 billion over 10 years under the leadership of Chairman KORPRI Feisal Tamin. Corruption also occur in bodies which should takes care of people's welfare, among others in Social Security. SOE also has long been a den of thieves tie and collar (neck shirt) white.

Table 4.13
Description of student's writing production

No	The students' writing production	The correct writing production
1.	Corruption also *occur* in bodies which should *takes* care of people's welfare,	Corruption also *occurs* in bodies which should *take* care of people's welfare,

There are only two errors in this part. The student writes verb "occur" after noun "corruption" which should be written by "occurs" and the verb "takes" after modal "should" which should be written by "take".

9. **Student 9**

POVERTY LEVEL

In developing countries, the index of poverty rate is define as the proportion of people with income of less than US $ 1 per day based on price priority purchasing power decreased 28.3% in 1987 to 24% in 1998. The decline in the poverty rate cannot keep pace with growth population and many of the poor in developing countries increases by about 160 million between 1987 and 1998. at the end of the twentieth century the problem of poverty increased in many country, especially in Southeast Asia that directly affect the 1997 financial crisis

Table 4.14
Description of student's writing production

No	The students' writing production	The correct writing production
1.	…the index of poverty rate is *define* as the proportion…	…the index of poverty rate is *defined* as the proportion…
2.	…many of the poor in developing countries *increases* by about 160 million…	…many of the poor in developing countries *increased* by about 160 million…
3.	…the problem of poverty increased in many *country*,	…the problem of poverty increased in many *countries,*

The word "define" after to be "is" should be written by "defined" and "increases" should be written by "increased". The student is wrong in writing the word "country" after "many" which should be written by "countries" because it is the plural noun.

10. Student 10

EDUCATIONAL EQUITY

Education in Indonesia is still lagging far behind education Other countries in the world. Even our country is still inferior to our neighboring countries, Malaysia and Singapore in the field of education. This can be seen from the number of their inhabitants who receive education up to college. While in Indonesia, the number of people completing education is still far behind, especially in a lagging regions such as Papua, NTT, NTB, and much more. The behind of education in areas such as that caused by the unequal distribution of education in our country. The government only build educational facilities in urban areas. Moreover, the inadequate number of teacher in the area help make getting away access to education in that place. As a result, education in Indonesia is uneven and underdeveloped, so it cannot compete with other countries in the world.

Table 4.15
Description of student's writing production

No	The students' writing production	The correct writing production
1.	Moreover, the inadequate number of *teacher* in the area…	Moreover, the inadequate number of *teachers* in the area…

There is only one error in this part that the student wrote "teacher" after "number of", because this word is indicate to the plural noun than the student should write "teachers".

In the same way, the researcher conducted an interview for ten students by giving them five questions related to the inflectional affixes and writing. Here are the result of students' interview.

Question:

1. What do you know about inflectional affixes?

Answer

Student 1   : *kata dalam tambahan kata. (The word in adding word)*
Student 2   : *I don't know.*
Student 3   : *Inflectional affixes adalah kata yang ditambahkan sebelum atau sesudah.(inflectional affixes is word that added before or after another word)*
Student 4   : *Inflectional affixes adalah element kata yang ditambahkan sebelum, sesudah, atau didalam root atau steem. (inflectional affixes is an element word that added before, after, or in root or steem)*
Student 5   : *Inflectional affixes is an affixes in the words especially in the end of the later that word.*
Student 6   : *Adding or affix that does not change the word class.*
Student 7   : *Inflectional affixes is an affix that express grammatical contrast that is abligatory for its stems word class in some given grammatical context.*
Student 8   : *The end adding sentences.*
Student 9   : *Inflectional affixes do not change the word class of its stem.*
Student 10   : *Inflectional affixes are affixes which have a grammatical function but do not change the class of a word.*

Terminologically, based on the result above, many students from ten students did not understand enough the meaning of inflectional affixes, but did the right affixes in their writing.

2. What is the main problem encountered in using inflectional affixes?

Answer

Student 1   : *Very complicated.*
Student 2   : *I don't know.*

Student 3   : The problem is to give additional in word.
Student 4   : There is no problem that I find in the inflectional affixes.
Student 5   : That too many kind of inflectional affixes.
Student 6   : The problem is hard to find the correct affix for several word.
Student 7   : Sometimes I felt confused how to use inflectional affixes.
Student 8   : The problem is when so much adding sentences or word in the every sentences.
Student 9   : The problem is there are too many word in paragraph and it is difficult to analyze one by one.
Student 10 : The main problem comes unconsciously, sometimes we write the wrong affix unconsciously.

From the data above, one student said that he do not know the main problem he faced, one student said about the complicated problem that encountered in using inflectional affix, one student said about unconsciousness and the other ones said there are too many problems encountered in using inflectional affixes.

3. **When the lecturer was lecturing, does the lecturer explain the use of inflectional affixes?**

Answer

Student 1   : Yes.
Student 2   : May be yes.
Student 3   : No.
Student 4   : Of course, because inflectional affixes is the easier element for the student o be learned.
Student 5   : Sometimes.
Student 6   : Yes.
Student 7   : Yes, he does.
Student 8   : Yes, he does.
Student 9   :Yes, he does.
Student 10 :Yes, he does.

From the collected data abovenine from ten students answer that the lecturer explain the use of inflectional affixes in writing class, whereas there is one student who has different statement.

4. **How the way to solve the problem that found in using inflectional affixes?**

   Answer

   Student 1   : Study hard.
   Student 2   : By learning.
   Student 3   : Study about inflectional affixes from internet.
   Student 4   : There is no problem solving because I have understood about inflectional affixes.
   Student 5   : An analyzis that sentence.
   Student 6   : Study deeper of affix and its function.
   Student 7   : find the new method to make student understand about inflectional affixes.
   Student 8   : The first you have know the basic word of the sentences.
   Student 9   : Practice makes perfect, so we should practice every time.
   Student 10 :By learning.

   Based on the question above,only one student who do not have any problem solving because she already understood about inflectional affixes, and the others have their own strategy in solving the difficulties.

5. **How should the lecturer explain in using inflectional affixes to make it easier for the student?**

   Answer

   Student 1   : The teacher should give more example about inflectional affixes and explain slowly.
   Student 2   : Little by little.
   Student 3   : Step by step.
   Student 4   : The teacher command to the student to memorize many word.
   Student 5   : Lecturer explain little by little.
   Student 6   : using mind mapping, mapping for each affix and its meaning and use.

Student 7   : Please, slowly!
Student 8   : The lecturer have separated the adding sentences and the basic word and using table is better.
Student 9   : To make this easier is difficult for the teacher because it is not only the error of the teacher but also the students.
Student 10 : Give attention to whole text of the students, because inflectional affixes need carefulness, and most students still wrong in using it.

One of the student asks to the teacher to make it slowly in explaining the using of inflectional affixes, one of them said about the strategy to make it simple like using table and separating word, and the interesting one that one student said about the difficulty in making it easier because it not only the error from the teacher but also from the students.

C. Discussion

This research was conducted of the third semester of TBI of the State Islamic College Jurai Siwo Metro in academic 2016/2017, it means that the result of this research was definite and limited only on these participant in that place and time. In other words, the result might be different when it was conducted in the different place, time and participant even though it had the same matter.

Based on interview data with the third semester students In state Islamic College Jurai Siwo Metro, the writing lecturer has taught about inflectional affix Pin teaching writing. Yet, the students still do the error in using inflectional affixes.. Those can be seen by the table below:

Table 4.16
A Number of Error of Students' Writing Production in using Inflectional Affixes

No	Name	INFLECTIONAL AFFIXES

		-s	-es	-ies	-ed	-ing	-er	-est
1	AA	-	1	-	2	1	-	-
2	AAA	1	-	-	1	1	-	-
3	CNA	1	-	-	2	-	-	-
4	EA	1	-	-	1	-	-	-
5	HR	1	1	-	3	-	-	-
6	LN	-	-	-	3	-	-	-
7	LNB	1	-	-	-	2	-	-
8	LTK	2	-	-	-	-	-	-
9	NH	-	-	1	2	-	-	-
10	NIT	1	-	-	-	-	-	-

The table shows the number of errors in using inflectional affixes that have been done by the students. The student 1 did 4 errors, 2 in using *{–ed}*, 1 in using *{–es}* and 1 in using *{–ing}*. The student 2 did 2 errors, 1 in using *{–s}* and 1 in using *{–ed}*. The student 3 did 4 errors, 1 in using *{–s}*, 2 in using *{–ed}* and 1 in using *{–ing}*. The student 4 did 2 errors, 1 in using *{–s}* and 1 in using *{–ed}*. The student 5 did 5 errors, they are 1 in using *{–s}*, 1 in using *{–es}*, and 3 in using *{–ed}*.

On the other hand, the student 6 did 3 errors in using *{–ed}*. The student 7 did 3 errors, 1 in using *{–s}* and 2 in using *{–ing}*. The student 8 did 2 errors in using *{–s}*. The student 9 did 3 errors, 1 in using *{–ies}* and 2 in using *{–ed}*. So the last student did only 1 error in using *{–s}*. Those can be seen by means of chart below:

Figure 4.3
An Error of Students' Writing Production in using Inflectional Affixes
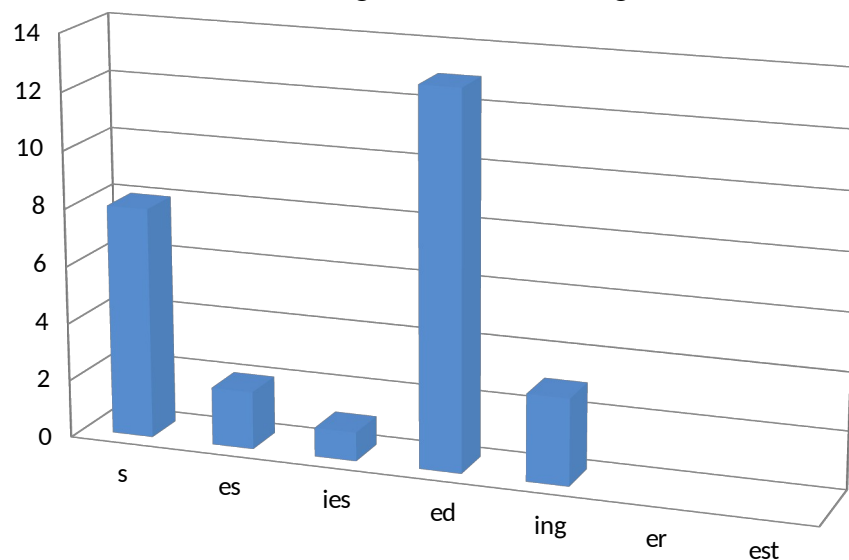
From 10 argumentative texts, there are 8 errors in using *{–s},* 2 errors in using *{–es},* 1 error in using *{–ies},* 13 errors in using *{–ed},* 3 errors in using *{–ing},* and there is no error in using *{–er} and {–est}.* Based on the data, the first error that commonly found in students' writing production is the use of *{–ed},* and the second one is the use of *{–s},* and the third one is the use of *{–es}.*

The reasons why the students of the third semester students of the English Education Study Program in STAINstill do the errors in using inflectional affixes are lacking knowledge about inflectional affixes and the kind of it. Moreover, the reasons are there are many students who feel difficult in

deciding which one is the correct affix for the word they want,there are too many word in paragraph and it is difficult to analyze one by one, and sometimes the errors comes unconsciously.

Hence, because of the errors data which made by the third semester students above, it can be assumed that the students are expected to increase their knowledge about the kind of inflectional affixes and the way to use it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on analysis chapter IV, kinds of errors encountered by the students is that from 10 argumentative texts, there are 8 errors in using *{–s}*, 2 errors in using *{–es}*, 1 error in using *{–ies}*, 13 errors in using *{–ed}*, 3 errors in using *{–ing}*, and there is no error in using *{–er} and {–est}*. Based on the data, the first error that commonly found in students' writing production is the use of *{–ed}*, and the second one is the use of *{–s}*, and the third one is the use of *{–es}*.

Based on the result of the data analysis, the researcher eagerly is going to deduce this research that many kinds of errors are still found in using inflectional affixes by the third semester students of the English Department of the STAIN Metro such as the students of the third semester of English Education Study Program in STAIN are having lack knowledge about inflectional affixes and the kind of it and the reasons why the students at the third semester still do the errors in using inflectional affixes are they feel difficult in deciding which one is the correct affix for the word they want,there are too many word in paragraph and it is difficult to analyze one by one, and sometimes the errors comes unconsciously.

B. Suggestion

 After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follows:

1. For the students

 The students who have lack of understanding inflectional affix are supposed to enrich not only their writing comprehension but also their accuracy in order to avoid the writing errors. Meanwhile, the students who are good at writing especially in using inflectional affixes are expected to maintain their comprehension.

2. For the lecturer

 The lecturer should give a clear elaboration about inflectional affix, the usage it, and the way to use it well within deeply in lecturing process in order to reduce students' unknown about inflectional affix.

BIBLIOGRAPHY

A S Hornby,*Oxford Advance Learner's*, New York, Oxford University Press, 2010, the eight edition

Booij, Geert, *The Grammar of Word,* New York, Oxford University Press, 2005

Cynthia A. Boardman and Jia Frydenberg, *2 Writing to Communicate: Paragraph and Essays Third Edition,* New York, Pearson Longman, 2008

Creswell, John W., *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition*, Boston: Pearson Education Ltd, 2012

Creswell, John W., *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, California: Sage Publications Inc., 2007

Francine D. Galko, *Better Writing Right Now,* Learning Express, New York, 2001

Gorys Keraf, *Narasi and Argumentasi,* Jakarta, Gramedia Pustaka Utama, 2001

H.Douglas Brown, *Teaching by Principle*, London: Longman, 1998

Kuriaki Karlos, *A Grammar of Modern Indo-Europian,* Europian Union, 2007

Laudanna Alessandro, *et al,* Processing Inflectional and DerivationalMorphology:JOURNAL OF MEMORY AND LANGUAGE 31, 333-348 (1992)

Lauren Starke, *How to write with a Great Essays,* Learning Express, New York 2004

Lieber Rochelle, *Introduction Morphology,* Cambridge University Press, 2009

MacKayDonald G, Lexical Insertion, Inflection, and Derivation: Creative Processes in Word Production: Journal of Psycholinguistic Research, Vol. 8, No. 5, 1979

Marianne Celce-Murcia, *Discourse and Context in Language Teaching*, (United States of America: Cambridge University Press,2000)

Mc. Crimon, *Writing A Purpose,* Houhton Miffin, New York, 1983

MikeSharples, *How We Write Writing as Creative Design* ,(London and New York, The Taylor & Francis Group, 1999)

Nikky Gamble and Sally Yates, *Exploring Children' Literature*. Paul Chapman Publishing, London 2002.First published

R.R Jordan, *Academic Writing Course*, England: Longman,2003

Spencer Andrew, *Morphological TheoryAn Introduction to Word Structure in Generative Grammar*, (Oxford: 1997)

Thomas S. Kane, *Oxford, Essential Guide to Writing,* New York, Berkley Books, 2000

Torres Elisa González, The Inflection-Derivation Continuum and the Old English Suffixes -a, -e, -o, -u: Journal of the Spanish Association of Anglo-American Studies. Vol.32.1 (June 2010)

Vicky Urquhart and Monette Mclver, *Teaching Writing in the Content Areas,* ASCD Alexandria, Virginia, McREL Aurora, Colorado, USA

CURRICULUM VITAE

Lukmanul Hakim was born in Kebumen, Central Java on April12, 1993. He was raised by a lovely married couple, Suwanto and Ponco Puji Rahayu. He is the First child of 4 children.

He took his elementary school at SDN Tambaharjo from 1999-2005. Then, He took his junior high school at Mts Plus Nururrohmah for three years. Having graduated from junior high school, He continued his study at MA Plus Nururrohmah Kebumen and finished in 2011. After that, He took his undergraduate program at STAIN Jurai Siwo Metro, majoring English Education.