ERRORS ON WORDS FORMATION MADE BY THE SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF KUTAI KARTANEGARA UNIVERSITY

SRI UTAMI
Dosen Universitas Kutai Kartanegara

Abstract: This study is aimed to describe the students' errors on words formation. Words formation is one of the important aspects in vocabulary because the students can know how to create new words through kinds of processes, by using compounding, blending, clipping, acronyms, affixes, etc. This study used descriptive qualitative and quantitative analyses, focusing on the errors on word formations made by the students. This study assigned 10 students as the subject of the study. Data of this study were the students' answers in vocabulary test about word formations using blending, clipping, and affixation processes. Data were analyzed according to the kinds of errors occurred: omission error, addition error, and misformation error. After that the researcher would find the rate percentages for each error made by the students. This study revealed that almost all students made errors on word formations. In all process of word formations the students made errors. The kinds of errors made by the students were omission, addition, and misformation. Most students made misformation error and there were many errors happened in affixation process. It was supposed that the students made errors on word formations because of their lack knowledge of word formations even though these material had been studied before.

Keywords: errors, analysis, word formation, blending, clipping, affixation.

Vocabulary plays a very important role in developing the four skills of language: listening, speaking, reading and writing. By having vocabulary the students can obtain knowledge and information. According to Wilkins in Budiharso (2004:33) that vocabulary is important not only for learning the language itself but also for the language for communication.

Vocabulary always concerns with word. The existence of words is usually takes for granted by the speakers of a language. To speak and understand the language meaning among many other things knowing words of that language. The average speaker knows thousands of words, and new word enters into the students' minds and the students' language on a daily communications.

Ur (1996:27) states some aspects of vocabulary, they deal with: form, grammar, collocations, meaning and word formation. Word formation is one of the important aspects in vocabulary because the students can know how to create new words through kinds of processes, by using compounding, blending, clipping, using acronym and using affixes.

Word formation is the process or result of forming new words, called derived words, from words or words groups with the same root (Encyclopedia:1979). Refer to t h i s quotation

word formation   describes the structure and meaning of derived words, the components, classification, and patterns of derived words, and the basic device and means of derivation.

There are several kinds of word formations. The common processes used are compounding, blending, clipping, using acronym and using affixes. According to Rachmadie (1999:49) compounding is the process of combining two or more words into one unit with a perceptible lexical meaning. Murthy (2003:325) explains about classification of compounding that compounding is divided into three sections and each section consist of a combination or variation of that form type compound, namely: compound noun, compound adjective, and compound verb.

Blending is the process whereby new words are formed by combining parts of two words, usually the beginning of one word and the end of another (Godby et. al., 1982). From the quotation above blending is the fusion of two words into one, however, blending is typically accomplish by taking only the front part o f one word and joining it with the back part of another word, so that the resultant blending consists of both original meanings. Thus, *monorail (mono + railway)* is used to mean *a rail way system which has single rail*. In blending the sounds and meanings of two or more words are merged to form a new word.

According to Rachmadie (1999:59) clipping is a process in which a word is formed by shortening a longer one. It occurs when a word of more than one syllable is reduced to a shorter form. Clipping word generally shows a certain tone of informality, which often reflects in their spellings. In some cases the spelling is adapted to suit the pronunciation of the original word, as in *mike* for *microphone*, *bike* for *bicycle*, and phone for *telephone*.

Rachmadie (1999:64) defines acronyms are the result of forming a word from the first letter or letters of each word in a phrase. Whenever possible, acronyms are pronounced as ordinary words such as NASA (National Aeronautics and Space Administration) or pronounced as letter such as VIP (Very Important Person) or YMCA (Young Christian Association). Acronyms often name political, industrial, and social organizations for they are colorful and easily remembered short cut words. Some are humorous and catchy such as ACCEPT (Adult Child Caring for Elderly Parent), CARE (Cooperative for American Remittances to Everywhere), and WOMAN (World Organization of Mothers of All Nations). Most acronyms are transitory or temporary lexical items, going out of use quickly as do the organizations or situations that they describe. Yet a few number of acronyms have become permanent entries in the lexicon of English, such as: scuba (self-contained underwater breathing apparatus), radar (radio detecting and ranging) or laser (light amplification by stimulated emission of radiation).

Affixes are a letter or group of letters which are added to the beginning, or end of a word to make new word. According to Zapata (2007:2) Affixes can be classified into two different ways, namely according to their positions in the word and according to their function in a phrase or sentence. According to their position in the word (or side of the word they are attached to), affixes are classified into prefixes and suffixes. Prefixes are bound morphemes that are added to the beginning of a word such as *un-* in *unnoticed*, *a-* in *amoral* and *sub-* in *subway*. Suffixes are bound morphemes which are attached to the end of the word such as *able* in

noticeable, *-less* in *careless* and *–en* in *shorten*.

Brown in Rahayu (2011:6) says, "Error is noticeable deviation from adult grammar of native speaker reflecting the inter language competence." Furthermore Guralnik in Sari (2011:5) states that "Error is something incorrectly done through ignorance." In addition Corder in Sari (2011:5) defines, "Errors are those features of the learners utterances which are different from those are any native speakers and the learners do not recognize their errors, so that they cannot correct themselves." Dulay, Burt and Krashen in Sari (2011:6) state that errors are divided into two parts, they are performance errors and competence errors. Performance errors caused by fatigue factor or inattention in using the language, than competence errors are as a result of lack of knowledge of the rules of the language. Brown in Sari (2011:7) explains about classification of errors that on a rather global level, errors can be described as errors of addition, omission, substitution and misordering.

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. Below the researcher presents several examples of omission errors on words formation.

Examples of Omission Errors on Blending

1. Radio + Telegram ⟶ Diogram (Incorrect) ⟶ Radiogram (Correct).

2. Turbo + Propeller ⟶ Turbopro (Incorrect) ⟶ Turboprop (Correct).

Examples of Omission Errors on Clipping

1. Economic ⟶ Eco (Incorrect) ⟶ Econ (Correct).

2. Veterans ⟶ Vet (Incorrect) ⟶ Vets (Correct).

Examples of Omission Errors on Using Affixes

Changes the word from Adjective to Adverb

1. Beautiful ⟶ Beautifuly (Incorrect) ⟶ Beautifully (Correct).

Addition errors are characterized by the presence of an item which must not appear in well formed utterance. Below the researcher presents several examples of addition errors on words formation.

Examples of Addition Errors on Blending

1. Breakfast + Lunch ⟶ Breanch (Incorrect) ⟶ Brunch (Correct).

2. Biological + Mechanic ⟶ Biochanic (Incorrect) ⟶ Bionic (Correct).

Examples of Addition Errors on Clipping

1. Economic ⟶ Econom (Incorrect) ⟶ Econ (Correct).

2. Veterans ⟶ Veters (Incorrect) ⟶ Vets (Correct).

Examples of Addition Errors on Using Affixes

Changes the word from Noun to Adjective

1. Beauty ⟶ Beautifully (Incorrect) ⟶ Beautiful (Correct).

2. Fright ⟶ Frightfully (Incorrect) ⟶ Frightful (Correct).

Misformation errors are characterized by the use of wrong forms of morphemes or items of grammatical items. Below the researcher presents several examples of misformation errors on words formation.

Examples of Misformation Errors on Blending

1. Smoke + Fog ⟶ Smofog (Incorrect) ⟶ Smog (Correct).

2. Spot + Blotch ⟶ Spotch (Incorrect) ⟶ Splotch (Correct).

Examples of Misformation Errors on Clipping

1. Raccoon ⟶ Racc (Incorrect) ⟶ Coon (Correct).

2. Caravan ⟶ Carav (Incorrect) ⟶ Van (Correct).

Examples of Misformation Errors on Using Affixes

Changes the word from Verb to Adjective

1. Act ⟶ Action (Incorrect) ⟶ Active (Correct).

2. Agree ⟶ Agreement (Incorrect) ⟶ Agreeable (Correct).

RESEARCH METHODOLOGY

The design of this study was a descriptive research, which used qualitative and quantitative analyses in describing words formation errors made by the students. The subject of the study was 10 of the second semester students of English Department of Kutai Kartanegara University in academic year 2013/2014. The subject is used in this study to

determine aspect of the focus not how many people are represented. In analyzing the data the researcher would check the students' answers from vocabulary test. The test consisted 30 items about word formations using blending, clipping and affixation processes. The procedures to analyze the data were: (1) identified the students' errors on words formations using blending, clipping, and affixes. (2) Errors of the students then classified into omission error, addition error, and misformation error (3) found the rate percentages for each error made by the students.

FINDINGS OF THE STUDY

The findings of the study were based on the students' works on words formation test. The test was about words formation using three kinds of processes, namely: blending, clipping, and using affixes. Each process consisted 10 items, so the total number for the test was 30 items. The students' works were presented in the following tables:

Table 1. The Students' works on Blending

No. of Items	Blend Words	The Students' Numbers and The Students' Answers				
		1	2	3	4	5
1	smoke + fog = smog	smofog	smofog	smoog	smog	smog
2	biological + mechanic = bionic	biochanic	biolonic	biochanic	bionic	bionic
3	free + ride = fride	freede	freede	freed	frid	fride
4	sub + railway = subway	subway	subway	subway	subway	subway
5	mono + railway = monorail	monoway	monorail	monorail	monorail	monorail
6	breakfast + lunch = brunch	brunch	brunch	blunch	bunch	brunch
7	cheese + hamburger = cheeseburger	cheesburger	cheeseburger	cheeseburger	cheesburger	cheeseburger
8	European + Asian = Eurasian	Eurosian	Eurosian	Eurosian	Eurosean	Eurasian
9	wee + tiny = weeny	weeny	weeny	weny	weeny	winy
10	broiled + roasted + broasted	broisted	brosted	brosted	broasted	broasted

No. of Items	Blend Words	The Students' Numbers and The Students' Answers				
		6	7	8	9	10
1	smoke + fog = smog	smoke	smog	smoog	smog	smog
2	biological + mechanic = bionic	bionic	biolonic	bolonic	bionic	boinic
3	free + ride = fride	freed	freede	freede	fride	frid
4	sub + railway = subway	subway	subway	subway	subway	subway
5	mono + railway = monorail	monoway	monorail	monoway	monorail	monorail
6	breakfast + lunch = brunch	brunch	brunch	brunch	brunch	brunch
7	cheese + hamburger = cheeseburger	cheeseburger	chesburger	cheeseburger	cheeseburger	cheeseburger

8	European + Asian = Eurasian	Euroasian	Eurosian	Eurosian	Eurasian	Euroasian
9	wee + tiny = weeny	weeiny	weeny	weeny	weny	weeiny
10	broiled + roasted = broasted	broisted	brosted	brosted	brosted	brosted

Table 2. The Students' Works on Clipping

No. of Items	Clipped Words	The Students' Numbers and The Students' Answers									
		1	2	3	4	5	6	7	8	9	10
1	laboratory = lab	lab	lab	lab	lab	lab	labor	lab	lab	lab	lab
2	cousin = coz	cous	cous	coze	coz	coz	cous	cous	cous	coz	cous
3	telephone = phone	phon	phone	phone	phone	phone	phone	phone	phone	phone	phone
4	microphone = mike	mic	mic	mic	mike	mike	mic	mic	mic	mike	mic
5	refrigerator = fridge	refride	frige	frige	fridge	fridge	fride	fride	frige	frige	frige
6	omnibus = bus	bus	bus	bus	bus	bus	bus	bus	bus	bus	bus
7	chocolate = choc	choco	choc	choco	choc	choc	choko	choco	choc	choc	choc
8	bicycle = bike	cycle	cycle	bik	bike	bike	cycle	cycle	cycle	bike	cycle
9	videlicet = viz	vide	vide	vide	vide	vide	vide	vide	vide	vide	vide
10	magazines = mags	mag	mags	mags	mags	mags	mag	magaz	mag	magas	mags

Table 3. The Students' Works in Using Affixes

No. of Items	Derived Words (Verb to Noun)	The Students' Numbers and The Students' Answers				
		1	2	3	4	5
1	describe → description (-tion)	description	described	describetion	description	described
2	explain → explanation (-ation)	explanation	explaination	explanation	explanation	explanation
3	arrive → arrival (-al)	arriving	arrivel	arrival	arrival	arrival
4	try → trial (-al)	tryal	trying	trial	trial	triyal
5	decide → decision (-ion)	decided	decition	decision	decision	deciding
	(Adjective to Noun)					
6	efficient → efficiency (-cy)	efficiently	efficience	efficientcy	efficiency	efficiently
7	distant → distance (-ce)	distantion	distantly	distantce	distance	distance
8	long → length (-th)	longness	longer	longness	longness	longness
9	polite → politeness (-ness)	politeness	politely	politenes	politeness	politeness
10	permanent → permanence (-ce)	permanency	permanentce	permanentcy	permanence	permanence

No. of Items	Derived Words (Verb to Noun)	The Students' Numbers and The Students' Answers				
		6	7	8	9	10
1	describe → description (-tion)	describtion	descriptive	describetion	description	describing
2	explain → explanation (-ation)	explanation	explaination	explanation	explanation	explaination
3	arrive → arrival (-al)	arrived	arrifal	arrivel	arrival	arrival
4	try → trial (-al)	triyal	trying	tried	trial	trying
5	decide → decision (-ion)	decision	decided	decision	decision	decition
	(Adjective to Noun)					
6	efficient → efficiency (-cy)	efficientcy	efficientcy	efficiency	efficiency	efficientcy
7	distant → distance (-ce)	distance	distance	distance	distance	distanth
8	long → length (-th)	longer	longness	longness	longness	longer
9	polite → politeness (-ness)	politeness	politeness	politeness	politeness	politenes
10	permanent → permanence (-ce)	permanentcy	permanence	permanentce	permanence	permanenth

From the students' works then the researcher analyzed the errors that appeared in the students' answers. The errors were categorized in three types, namely: omission, addition, and misformation errors. The errors that made by the students could be seen in the following table:

Table 4. The Errors Made by the Students in Blending

No. of Items	Blends	Types of Errors and Their Frequencies		
		Omission (f)	Addition (f)	Misformation (f)
1	smog	-	777smoog (2)	smofog (2)
				smoke (1)
2	bionic	-	-	biochanic (2)
				biolonic (3)
3	fride	frid (2)	-	freede (4)
				freed (2)
4	subway	-	-	-
5	monorail	-	-	monoway (3)
6	brunch	bunch (1)	-	blunch (1)
7	cheeseburger	cheeseburger (2)	-	-
		cheeseburger (1)		
8	Eurasian	-	Euroasian (2)	Eurosian (5)
				Eurosean (1)
9	weeny	weny (2)	weeiny (2)	winy (1)
10	broasted	brosted (6)	-	broisted (2)
Total Errors		14 errors	6 errors	27 errors

Table 5. The Errors Made by the Students in Clipping

No. of Items	Clipped Words	Types of Errors and Their Frequencies		
		Omission (f)	Addition (f)	Misformation (f)
1	lab	-	labor (1)	-
2	coz	-	coze (1)	cous (6)
3	phone	phon (1)	-	-
4	mike	-	-	mic (7)
5	fridge	frige (5)	-	refride (1)
		fride (2)		
6	bus	-	-	-
7	choc	-	choco (3)	choko (1)
8	bike	bik (1)	-	cycle (6)
9	viz	-	-	vide (10)
10	mags	mag (3)	magas (1)	magaz (1)
Total Errors		**12 errors**	**6 errors**	**32 errors**

Table 6. The Errors Made by the Students in Using Affixes

No. of Items	Derived Words	Types of Errors and Their Frequencies		
		Omission (f)	Addition (f)	Misformation (f)
1	description	-	-	described (2)
				describetion (2)
				describtion (1)
				descriptive (1)
				describing (1)
2	explanation	-	explaination (3)	-
3	arrival	-	-	arriving (1)
				arrivel (2)
				arrived (1)
				arrifal (1)
4	trial	-	triyal (2)	trial (1)
				trying (3)
				tried (1)
5	decision	-	-	decided (2)
				decition (3)
				deciding (1)
6	efficiency	-	efficientcy (3)	Efficiently (3)
				Efficience (1)

7	distance	-	distantce (2)	distantion (1)
				distant (2)
8	length	-	-	longness (7)
				longer (3)
9	politeness	politenes (2)	-	politely (1)
10	permanence	-	permanentce (2)	permanency (2)
				permanentcy (1)
				permanenth (1)
Total Errors		**2 errors**	**12 errors**	**45 errors**

Then to know how many errors made by the students on words formation, the researcher summarized the total errors made by the students on words formation in the following table. This table can be also used to determine the most type of error made by the students on word formation and to determine which process of words formation that the students made error mostly. The table is as follows:

Table 7. Total Errors Made by the Students on Words Formation

No.	Types of Errors	Processes of Words Formation						Total Errors	
		Blending		Clipping		Using Acronyms			
		f	P (%)	f	P (%)	f	P (%)	f	P (%)
1	Omission	14	50%	12	42,86%	2	7,14%	28	**17,95%**
2	Addition	6	25%	6	25%	12	50%	24	**15,38%**
3	Misformation	27	25,96%	32	30,77%	45	43,27%	104	**66,67%**
Total Errors		**47**	**30,13%**	**50**	**32,05%**	**59**	**37,82%**	**156**	**100%**

DISCUSSION

From the findings presented previously it was found that the students made three kinds of errors on words formation, namely omission, addition, and misformation errors.

The first error that the researcher analyzed was omission error. This error is characterized by the absence of an item that must appear in a well formed utterance.

The first error that the researcher classifies of analyzed is omission. This error is characterized by the absence of an item that must appear in a well formed utterance. For example, in the item number 10 "Dumb + Confound=......." the correct answer is "Dumbfound". The word "**Dumbfound**" omitted by students. There were several students answer "**Dumfound**" or "**Dumfund**", the word "**Dumfound**" without the **b** letter and "**Dumfund**" without the **b** letter before the letter of **f** and without the **o** letter

before the letter of **u**.

The second error of analyzed is addition. This error is characterized by the presence of an item which must not appear in well formed utterance. For example: the word "**Dumbfound**" the word "**Dumbfound**" added by students. In the fact they wrote "**Dumbconfound**"**.** Some students had added the letter **c**,**o** and **n** on the word Dombfound.

The third error of analyzed is misformation. This error characterized by the use of wrong forms of morphemes or items of grammatical items. For examples: the word of "**Dumbfound**" several students wrote "**Dumpfound**". The word "**Dumpfound**" it should be the **b** letter first before **f** not the letter **p.** The main purposes are elaborated to know are error on compounding, blending, clipping, acronyms and error on affixes.