



Error Analysis of Students' Speaking Class in Three-Months-Learning at Garlint English Course

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Abstract. This study analyzes linguistic errors in the oral utterances of 50 English as a Foreign Language (EFL) learners in speaking classes at Garlint English Course Pare who have studied for three months. Using a descriptive qualitative method and Error Analysis (EA) as the primary methodological framework, the study identified a total of 43 linguistic errors distributed significantly across noun phrase, word, and sentence levels. An in-depth observation of these patterns revealed that omission (7 cases at the word level) and misordering (6 cases at the noun phrase level, 5 cases at the sentence level) were the dominant error types most frequently committed by learners. These errors are primarily caused by intralingual transfer (such as L2 rule overgeneralization and developmental stages) and interlingual transfer from Bahasa Indonesia, for example, in the omission of the plural suffix (-s) on nouns. This research provides valuable insights for teachers and curriculum developers to design more targeted English language teaching strategies in intensive environments for the improvement of students' oral accuracy.

Keywords: EFL Learners, Error Analysis, Kampung Inggris Pare, Linguistic Errors

INTRODUCTION

Speaking skill is a core competence in English as a Foreign Language (EFL) learning. In a globalized era, English proficiency, especially speaking, is crucial for intercultural communication and professional opportunities. Despite its importance, EFL learners often struggle with speaking accuracy, which is compromised by linguistic errors. These errors are deviations from grammatical rules and usage, affecting clarity and credibility. Error analysis (EA) is vital for understanding learning processes, identifying difficulties, and designing effective interventions.

In Indonesia, speaking skill is highly emphasized, yet language errors persist among EFL learners. Kampung Inggris Pare, including Garlint English Course, is a renowned intensive English learning center attracting thousands seeking rapid improvement in speaking. While this immersive environment fosters fluency, linguistic accuracy remains

a key concern. Learners studying for three months in such intensive settings often exhibit distinctive error patterns as they navigate interlanguage acquisition.

Previous research has extensively explored various language errors in EFL learners, covering both writing (e.g., grammatical errors by Lestari, 2018; Fitriyeni, 2018; Haris, 2023; Pranata, Putri, & Abadi, 2022; Manik, Sagala, & Dhuha, 2022; Dinamika & Siregar, 2020) and oral contexts (e.g., syntactic errors by Sari, 2020). However, research specifically focusing on linguistic errors in speaking classes within an intensive environment like Garlint English Course Pare, with a representative sample and measured study duration, is still limited. Existing Pare research often prioritizes teaching methods or fluency over in-depth linguistic error analysis.

Therefore, this study aims to fill this gap by systematically investigating the types of linguistic errors frequently made by students in speaking classes in Pare who have completed a three-month program. This duration is crucial as learners are past basic phases but still susceptible to interlanguage influence. Understanding these error patterns is expected to provide valuable, actionable insights for teachers and curriculum developers in Pare and other institutions, facilitating more targeted strategies for improving oral accuracy. This research will also contribute to error analysis and second language acquisition theories with empirical data from an intensive context.

METHOD

This study adopts a descriptive qualitative research design. The choice of this qualitative design is based on the fundamental objective of the research, which focuses on the exploration and in-depth understanding of complex phenomena, in this case, the diverse types and patterns of errors occurring in students' oral utterances. Creswell (2009) asserts that a qualitative study aims "to develop descriptions to present these descriptions and themes that convey multiple perspectives from participants and detailed descriptions of the setting or individuals". This implies that a qualitative design allows researchers to delve into the details and nuances of language errors that might not be fully revealed through a purely quantitative approach. Qualitative research involves the collection and analysis of non-numerical data, which is highly suitable for the linguistic analysis of oral.

RESULT AND DISCUSSION

The analysis of errors identified in the oral utterances of 50 student respondents in speaking classes at Garlint English Course reveals a total of 43 errors, offering deep insights into their English language accuracy challenges. These errors are systematically distributed across three main linguistic levels: the Noun Phrase, Word, and Sentence levels. At the Noun Phrase level, 12 errors were found, with Misordering being the most dominant type, accounting for 6 cases. This indicates students' significant difficulty in correctly sequencing word elements within noun phrases. Moving to the Word level, which refers to errors inherent in the word form itself, the highest number of errors was identified, totaling 16 cases. At this level, Omission emerges as the most frequent error type, contributing 7 cases, suggesting learners' tendency to omit essential morphemes from words.

Meanwhile, at the Sentence level, 15 errors are identified. At this level, both Misordering (5 cases) and Omission (5 cases) show equally high frequencies, confirming that more complex sentence structures and the omission of critical elements remain significant hurdles. Overall, these findings highlight that Omission and Misordering represent the primary challenges faced by learners in achieving oral English language accuracy in the intensive learning environment of Pare.

1. Misorder (Word Level)

1) Data MO 1: *He play always computer games*

Improper adverb placement is another common misordering pattern observed. In the utterance "He play always computer games", the error lies in the improper placement of the adverb of frequency "always" before the main verb. The correct sentence is "He always plays computer games," as adverbs of frequency generally precede the main verb. Furthermore, there is also a morphological error in the verb ("play" should be "plays").

2. Misorder (Phrase Level)

1) Data MO 2: *It is animal cute*

Incorrect ordering of adjectives and nouns is a very common pattern of misordering. For example, in the student's utterance "It is animal cute", the adjective is improperly placed after the noun. The correct form is "It is a cute animal." In English grammar, adjectives ("cute") are conventionally placed before the noun ("animal") they describe. Additionally, the indefinite article "a" is also required for the completeness of a singular noun phrase. This error demonstrates the learner's difficulty in internalizing the basic word order rules in English noun phrases.

2) Data MO 3: *He is a man tall*

A similar pattern is observed in the utterance "He is a man tall", where the order of the adjective "tall" and the noun "man" is reversed. The grammatical sentence should be "He is a tall man."

3) Data MO 4: *He is a student smart*

Likewise, the utterance "He is a student smart" reflects the same error; the adjective "smart" must precede the noun "student", making the correction "He is a smart student." These errors collectively indicate that learners tend to apply a different word order structure from their first language (L1), or they have not fully mastered the standard adjective pre-modification rules in English.

4) Data MO 5: *She is a beautiful very girl*

Misordering also frequently occurs in the placement of intensifiers and adjectives. For example, in the utterance "She is a beautiful very girl", the intensifier "very" is placed after the adjective "beautiful". The correct form is "She is a very beautiful girl", where the intensifier must precede the adjective it modifies. This error demonstrates an inaccurate understanding of the position of adverbs of degree within adjective phrases.

5) Data MO 6: *I want to him meet*

Misordering can also occur in complex verbal phrases or those involving objects. For instance, the utterance "I want to him meet" shows an error in the order between the verb "meet" and the object pronoun "him" within an infinitive phrase. The correct form is "I want to meet him", where the object pronoun must be placed after the verb.

6) Data MO 7: *My mother and I have the same dream of becoming designers fashion*

Some misordering issues can also affect compound noun phrases or collocations. The utterance "My mother and I have the same dream of becoming designers fashion" indicates an inaccuracy in the order of elements forming the compound noun. The correct form is "My mother and I have the same dream of becoming fashion designers." In English, the modifying noun or adjective in a compound noun typically precedes the head noun.

3. Misorder (Clause/ Sentence Level)

7) Data MO 8: *He can well speak English*

In the context of adverb of manner usage, the utterance "He can well speak English" constitutes a misordering error. Adverbs of manner ("well") are generally placed after the main verb or after the object they modify. Therefore, the correct form is "He can speak English well," indicating difficulty in internalizing more complex verb phrase ordering.

8) Data MO 9: *What Daddy is doing?*

Question sentence structures also prove to be an area vulnerable to misordering. The utterance "What Daddy is doing?" shows an error in the order of the auxiliary verb ("is") and the subject ("Daddy") in a question. The standard rule for questions is that the auxiliary verb must precede the subject. The correction is "What is Daddy doing?". This error indicates that learners still face challenges in forming grammatically correct questions.

9) Data MO 10: *Where you go?*

Although the utterance "Where you go?" is primarily an omission error of the auxiliary verb, if analyzed from a misordering perspective in question formation, it is also relevant. The auxiliary verb "do" or "does" is required after the question word "Where" to form a correct simple present tense question. Therefore, the correction is "Where do you go?". This error highlights the complexity in constructing proper interrogative structures.

10) Data MO 11: *They are playing today, football*

Incorrect placement of objects or adverbial time phrases is also common. In the utterance "They are playing today, football", the object "football" is placed after the adverb of time "today". The correct form is "They are playing football today", where the object should be placed immediately after the verb and before the adverbial phrase of time.

11) Data MO 12: *I saw last night a movie*

A similar pattern is observed in the utterance "I saw last night a movie", where the adverbial time phrase "last night" is placed in the middle of the sentence. The correction is "I saw a movie last night", indicating that time phrases are typically placed at the end of the sentence.

4. Misformation (Word Level)

12) Data MF 1: *He boughted a new car*

A pattern of misformation related to overregularization is also frequently observed, offering insight into how learners over-apply rules they have acquired. For example, in the utterance "He boughted a new car" the verb "buy" is an irregular verb with a unique past tense form, "bought." However, the student incorrectly adds the '-ed' suffix (the regular past tense rule) to this irregular form. This suffix addition is a manifestation of overgeneralization, where the learner attempts to apply a general rule to an exceptional case, resulting in the form "boughted." The correct sentence is "He bought a new car."

13) Data MF 2: *She has went to Jakarta*

Errors in the use of the past participle also represent a significant form of misformation within more complex tenses. In the utterance "She has went to Jakarta", the simple past form "went" is used instead of the correct past participle, "gone". In the present perfect tense ("She has..."), the main verb must always be in the past participle form. The correction is "She has gone to Jakarta." This demonstrates the learner's difficulty in mastering the formation of tenses that involve past participles, especially for irregular verbs whose forms do not follow predictable patterns.

14) Data MF 3: *He is the goedest student*

Similarly, in the superlative form of irregular adjectives, misformation frequently occurs. For example, "He is the goodest student". "Good" is an irregular adjective, and its superlative form is "best", not "goodest". The correct form is "He is the best student." This error indicates that learners have not fully internalized irregular superlative forms and tend to apply the regular rule (-er/-est) incorrectly.

15) Data MF 4: *He plays attractive as a striker*

The improper use of word class also constitutes a significant form of misformation, impacting clarity of meaning. In the utterance "He plays attractive as a striker", the word "attractive" (an adjective) is used to modify the verb "plays". However, to modify a verb, an adverb is required. Therefore, the correct form is "He plays attractively as a striker," indicating a lack of understanding regarding the formation of adverbs from adjectives through the derivational suffix '-ly'.

5. Misformation (Phrase Level)

16) Data MF 5: *I have two childs*

The incorrect use of plural forms for irregular nouns is another prominent misformation. In the utterance "I have two childs", the regular plural suffix ('-s') is incorrectly added to the irregular noun "child". The correct plural form is "children". The correction is "I have two children." This error is a strong indication of overgeneralization of regular plural rules to exceptional cases, reflecting that learners have not fully internalized the irregular plural forms that require memorization.

6. Misformation Clause/ Sentence Level

17) Data MF 6: *Yesterday, I go to the market*

Misformation errors often manifest as the incorrect use of verb forms, especially concerning tense in irregular verbs. For instance, in the student's utterance "Yesterday, I go to the market", the base form of the verb "go" is incorrectly used instead of the proper past tense form. The grammatically correct sentence should be "Yesterday, I went to the market," where "went" is the irregular past tense form of "go" necessary to accurately reflect an action that occurred in the past ("Yesterday"). This error indicates that learners are still in the process of internalizing the extensive inventory of irregular verb forms in English, which often differ significantly from regular patterns.

18) Data MF 7: *He is someone who can made me to think*

Misformation can also occur in verb forms after a modal verb, illustrating challenges in understanding more complex verbal constructions. For instance, in the utterance "He is someone who can made me to think", the past tense form "made" is used after the modal auxiliary verb "can". A fundamental rule in English states that a modal verb must always be followed by a bare infinitive (the base form of the verb without "to" or any endings). Therefore, the correct form is "He is someone who can make me to think." This error reflects an inaccurate understanding of syntactic-morphological constructions involving modals.

19) Data MF 8: *She is very lovely*

A misformation related to adjective suffixes can also be observed, highlighting challenges in selecting the appropriate derivational form for the intended meaning. In the utterance "She is very lovely", the word "lovely" means "attractive" or "beautiful". However, if the learner intended to convey "full of love" or "showing love," then the correct form is "loving". The choice of the '-ly' suffix here is inappropriate for the intended meaning,

indicating an incorrect selection of a derivational suffix that subtly alters the word's meaning.

20) Data MF 9: *My village in the most beautiful place*

A misformation error also occurs in the utterance "My village in the most beautiful place". This is a misformation due to the use of the preposition "in" instead of a copula verb 'is'. To state the existence or condition of the subject, a form of the verb 'be' is required. The correction is "My village is the most beautiful place," demonstrating a lack of understanding of the function and use of copula verbs in descriptive sentences.

7. Omission (Word Level)

21) Data OM 1: *She always give me advice*

Omission errors frequently occur with the third person singular suffix. For example, in the student's utterance "She always give me advice", there is an omission of the essential morpheme '-s'. The correct form is "She always gives me advice." This phenomenon indicates that the learner has not fully internalized the obligatory subject-verb agreement rule in the simple present tense for third-person singular subjects.

22) Data OM 2: *My father like to drink matcha*

A similar pattern is observed in the utterance "My father like to drink matcha", where the third person singular suffix (-s) on the verb "like" is missing. The correct form is "My father likes to drink matcha." This further reinforces the indication that this rule is still in an unstable acquisition phase for the learner.

23) Data OM 3: *She always give her advice for me*

The consistency of the omission error for the third person singular suffix (-s) is clearly seen in the utterance "She always give her advice for me". This sentence should be "She always gives her advice for me", confirming that the learner systematically omits this morphemic marker, which is likely influenced by their native language structure that lacks similar markers.

24) Data OM 4: *I have two book*

Omission errors are also dominant with the plural suffix (-s) for nouns. An illustration is the utterance "I have two book", which should be "I have two books". This highlights the learner's difficulty in applying the plural morphological rule to nouns after a plural quantifier has been mentioned.

25) Data OM 5: *Ashley adores animal*

This pattern is further emphasized by utterances like "Ashley adores animal" which should be "Ashley adores animals". The error, where the plural suffix (-s) is omitted, is often caused by the influence of interlingual transfer (L1 interference) from Bahasa Indonesia, which does not have an obligatory morphological plural marker on nouns. This indicates an interference of L1 structure into L2.

26) Data OM 6: *Last week we go to Puri Indah Mall*

The omission of irregular past tense forms is another important omission pattern. In the utterance "Last week we go to Puri Indah Mall", the base form of the verb "go" is used instead of the correct past tense ("went") to indicate a past event. The correction is "Last week we went to Puri Indah Mall." This demonstrates difficulty in internalizing irregular verb forms.

27) Data OM 7: *I have meet new friends*

Omission errors of the past participle form are also found, as in the utterance "I have meet new friends". In the present perfect tense ("I have..."), the main verb must be in the past

participle form ("met"). The correction is "I have met new friends." This indicates that the learner has not fully mastered the formation of tenses involving the past participle.

8. Omission (Phrase Level)

28) Data OM 8: *Ashley has a lot of pet*

"Ashley has a lot of pet" which should be "Ashley has a lot of pets". The error, where the plural suffix (-s) is omitted, is often caused by the influence of interlingual transfer (L1 interference) from Bahasa Indonesia, which does not have an obligatory morphological plural marker on nouns. This indicates an interference of L1 structure into L2.

9. Omission (Clause/ Sentence Level)

29) Data OM 9: *My mother cooking delicious food*

The omission of auxiliary verbs or copula verbs also represents a significant omission phenomenon. In the utterance "My mother cooking delicious food", there is an omission of the essential auxiliary verb 'is' in the present continuous tense. The correct form is "My mother is cooking delicious food", indicating that the student has not fully mastered this grammatical construction.

30) Data OM 10: *He born in England*

Omission errors of the auxiliary verb 'was' in the passive voice are seen in the utterance "He born in England". This sentence should be "He was born in England," emphasizing the need for the auxiliary verb 'was' to form a grammatically correct and tense-appropriate passive construction.

31) Data OM 11: *He thin and tall*

Likewise, in the utterance "He thin and tall", there is an omission of the copula verb 'is'. The correct sentence is "He is thin and tall". This error highlights that learners often omit the verb 'be' which functions as a link between the subject and the descriptive predicate.

32) Data OM 12: *He 186 cm and 83 kilograms*

The pattern of omitting the copula verb 'is' is also consistent in the utterance "He 186 cm and 83 kilograms", which should be "He is 186 cm and 83 kilograms". In nominal sentences stating characteristics or identity, the copula verb 'is' is crucial for forming a complete and grammatical sentence.

33) Data OM 13: *My desk actualy light brown*

Similarly, the utterance "My desk actualy light brown" shows an omission of the letter 'l' in the derived adverb ("actually"), and also the omission of the copula verb 'is'. The correct form is "My desk actually is light brown", highlighting that omission errors can occur on more than one element within a single utterance.

10. Addition (Word Level)

34) Data AD 1: *They are handomes*

This addition error also extends to the adjective category. In the utterance "They are handomes", the plural suffix '-s' is incorrectly added to the adjective "handsome", even though adjectives in English do not have plural forms. The correction is "They are handsome," indicating an overgeneralization of the plural rule from nouns to an inappropriate word category.

35) Data AD 2: *She goesing to school every day*

The inappropriate addition of suffixes to verbs is another form of addition error. In the utterance "She goesing to school every day", the '-ing' suffix is superfluously added to the verb "goes", which is already in the third-person singular simple present tense. The

correct form is "She goes to school every day," indicating a lack of understanding of correct tense formation.

36) Data AD 3: *Every two days in a week, He buyes some shoes*

At a more specific level, addition errors can also occur in the superfluous addition of letters within suffixes. The utterance "Every two days in a week, He buyes some shoes" shows the unnecessary addition of the letter 'e' to the third-person singular suffix. For verbs ending in a vowel + 'y' like "buy", the third-person singular form only requires adding '-s' ("buys"), not '-es'.

37) Data AD 4: *The book was readed by Mira*

Addition errors are also observed with irregular past participles. In the utterance "The book was readed by Mira", the '-ed' suffix is incorrectly added to the irregular past participle form of "read". The verb "read" has the same past participle form as its base form ("read"). The correction is "The book was read by Mira." This represents an overregularization.

11. Addition (Phrase Level)

38) Data AD 5: *I have two childrens*

The addition of the plural suffix (-s) to nouns that are already plural or do not require plural markers is a very dominant type of addition error. For example, in the utterance "I have two childrens", the word "children" is already the plural form of "child." Adding another '-s' suffix is redundant or an overgeneralization, resulting in the ungrammatical form "childrens." The correct form is "I have two children."

39) Data AD 6: *Many peoples are there*

A similar pattern is observed in the utterance "Many peoples are there", where the word "people" is already a plural form. The superfluous addition of the '-s' suffix demonstrates a lack of understanding of irregular plural forms. The correct form is "Many people are there."

40) Data AD 7: *It only cost seventy five thousand rupiahs*

The addition of the plural suffix (-s) to nouns that do not require it in certain contexts is also common. For instance, in "It only cost seventy five thousand rupiahs", the word "rupiah" in both English and Indonesian is often used as both singular and plural without the addition of '-s' when following a number. The addition of the '-s' suffix here is unnecessary, making the correction "It only cost seventy five thousand rupiah."

41) Data AD 8: *I am glad to have a friends like them*

The addition of unnecessary articles also falls into this category. For example, in "I am glad to have a friends like them", the indefinite article "a" is incorrectly added before the plural noun "friends". The article "a" is only used for singular countable nouns. The correct form is "I am glad to have friends like them".

12. Addition (Clause/ Sentence Level)

42) Data AD 9: *He was was feeled hungry*

A more complex pattern of addition errors is evident in the utterance "He was was feeled hungry" which represents a combination of excessive addition and verb misformation. Here, the auxiliary verb "was" is redundantly added twice, and the verb "feel" is used in an incorrect form ("feeled") instead of its irregular simple past form ("felt"). This illustrates an overuse of auxiliary verbs and an overregularization of irregular verbs.

CONCLUSION

This study aims to investigate the types and causal factors of morphological errors in the oral utterances of 50 EFL learners in speaking classes at Kampung Inggris Pare who have studied for three months. The study fills a research gap concerning oral morphological accuracy in the intensive context of Garlint English Course. A comprehensive analysis of 43 identified morphological errors reveals that these errors are classified into four main categories: omission, addition, misformation, and misordering. Error distribution varies by linguistic level, with Misordering dominant at the Noun Phrase level (6 cases), Omission dominant at the Word level (7 cases), and both Misordering (5 cases) and Omission (5 cases) showing equal high frequencies at the Sentence level. In aggregate, Omission (13 cases, 28.26%) and Misordering (12 cases, 26.09%) are the most dominant error types. These errors are largely caused by intralingual transfer (overgeneralization and simplification) and interlingual transfer from Bahasa Indonesia, further supported by a lack of lexical understanding and grammatical knowledge. These findings provide valuable insights for teachers and curriculum developers to improve oral accuracy in intensive environments.

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