



# **An Error Analysis of Derivational Affixes in Narrative Essay Written by Eleventh Grade Students at Islamic Modern Senior High School**

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## **Abstract**

This research aims to analyze errors in the use of derivational affixes in narrative writing by eleventh-grade students at MA Al Djufri Blumbungan Pamekasan. This study uses a mix method approach, combining both qualitative and quantitative methods. Data were collected from 22 student essays, which were analyzed using descriptive qualitative techniques to identify the types of errors, as well as frequency and percentage calculations to determine the most dominant errors. Errors in the use of derivational affixes were categorized into four types: omission, addition, misformation, and misordering. The results of the study show that misformation errors were the most dominant, with a percentage of 68%, followed by omission and addition errors, each at 12%, and misordering errors at only 8%. From this analysis, it can be concluded that the majority of errors occur in derivations that change word classes, particularly in nouns and adjectives. The findings emphasize the importance of strengthening instruction on the use of derivational affixes in writing instruction at the high school level to reduce morphological errors among students.

**Keywords:** *Derivational Affixes, Error Analysis, Narrative Essay, Mixed Method*

## Introduction

Language is an essential tool of communication in human life. As social beings, humans use language to express ideas, opinions, and emotions, and to interact with others. Without language, conveying thoughts and sharing information would be highly challenging. Language is not merely a means of communication, but also a fundamental instrument for social and intellectual development. As stated by Thompson and Gleason (2001) language is a window that allows humans to comprehend and interact with the world without it, communication would be limited, and society would struggle to progress. In education, writing skills in English play a vital role in supporting academic achievement.

Writing not only enables students to express their ideas in written form but also helps them organize their thoughts logically and systematically. Mastery of writing skills allows students to effectively respond to academic tasks, such as composing essays, reports, and descriptive answers. Habók and Magyar (2018) emphasize that effective language learning strategies can enhance written communication skills and foster a positive attitude toward learning. Furthermore Hyland (2004) emphasizes that academic writing proficiency is crucial for understanding and expressing complex ideas across various fields of study. Therefore, writing remains a fundamental component of comprehensive English language mastery

Writing in English is not just about conveying information, but also about structuring ideas coherently and presenting them in a readable form. One form of writing that is often used in educational settings is the narrative essay. This genre allows students to develop storytelling skills, enhance creativity, and practice critical thinking. As noted by Nurmallasari (2022) writing narratives requires creative thinking and flexibility to produce engaging and meaningful texts. Narrative writing also helps students expand their vocabulary and reinforce grammatical structures.

According to Cameron (2001) narrative writing encourages learners to use diverse vocabulary to describe characters, emotions, and events. Furthermore, it involves the proper use of grammar, such as tenses and sentence connectors, which contributes to more cohesive and logical writing Ramdhan (2017). In addition D'Souza (2021) emphasizes that narrative writing enhances students' creative potential and critical thinking by encouraging them to construct engaging stories. Despite its benefits, writing narrative texts presents challenges, especially in understanding complex linguistic aspects such as morphology.

Morphology, a branch of linguistics, focuses on the structure and formation of words. As stated by Azhar (2022) morphology examines morphemes—the smallest units of meaning in a language. Morphemes are divided into two types: free morphemes, which can stand alone (e.g., "fruit," "seed"), and bound morphemes,

which must be attached to other morphemes (e.g., "-er," "-ly"). Among bound morphemes, derivational morphemes are especially important because they can change the meaning or word class of a word. For instance, the suffix "-ness" can turn the adjective "happy" into the noun "happiness."

These processes, known as affixation, involve prefixes, suffixes, and sometimes circumfixes. Derivational affixes may either maintain or change the grammatical class of a word. Class-changing derivation alters the word class (e.g., "beauty" from "beautiful"), while class-maintaining derivation changes the meaning without changing the class (e.g., "kingdom" from "king"). A proper understanding of derivational affixes is essential for students to form words correctly and enrich their narrative writing.

However, incorrect use of derivational affixes can affect sentence meaning and coherence. As Kusumawardhani (2018) states students' limited understanding of derivational morphology often leads to errors in writing. These errors highlight the importance of studying derivational affixation in students' writing, especially in narrative essays that typically demand a rich and varied vocabulary. This urgency is supported by preliminary observations conducted at MA Al Djufri Blumbungan Pamekasan.

Based on an interview with the English teacher, it was found that many eleventh-grade students still struggle to use derivational affixes correctly in their narrative writing. The teacher noted that students often misused suffixes or prefixes, or omitted them altogether, resulting in inaccurate word formation and reduced clarity in their texts. Although the topic of affixation has been introduced in class, students' application in writing remains weak and inconsistent. These findings point to the need for a more in-depth analysis of morphological errors in students' writing.

Several previous studies have explored similar topics. For instance, Hasanah (2021) examined the use of derivational affixes in recount texts, while Destriani Simaremare et al. (2021) investigated derivational affixes in analytical exposition texts. Both studies focused on the types of affixes used without examining the errors. Meanwhile, Masitoh (2017) conducted an error analysis of derivational affixes in narrative paragraphs and found that misordering was the most common error. However, her study did not specify which error type was most dominant.

From these studies, a research gap can be identified. Most existing research has focused more on identifying the types of affixes used rather than analyzing the errors in their usage. In addition, studies that analyze error types without considering their frequency may not offer a complete picture of students' morphological challenges. Unlike earlier studies that only catalogued affix type, this research uniquely combines error taxonomy with frequency analysis to pinpoint the most problematic derivations in student writing.

This study brings novelty by specifically analyzing the errors in the use of derivational affixes in narrative essays written by eleventh-grade students and identifying the most dominant error type based on the taxonomy of errors

proposed by Dulay et al. (1982) By focusing on error types and their frequency, this study is expected to provide deeper insight into students' morphological difficulties and offer practical contributions to the teaching of word formation and English writing skills.

Therefore, this study, titled *"Error Analysis of Derivational Affixes in Narrative Essays written by eleventh grade student at Islamic modern senior high school,"* specifically aims to identify the types of errors in the use of derivational affixes and the most dominant type of error found in students' narrative essays. By narrowing the focus to error types and their frequency, this study provides valuable insights that can help improve teaching strategies and students' mastery of word formation in English writing.

## Method

This study employs a mixed-method approach, which integrates both qualitative and quantitative methods within a single research design. This approach was selected to obtain more comprehensive and accurate findings. According to Ummah (2019) the mixed-method approach enables researchers to gain a thorough understanding of a phenomenon by combining descriptive analysis and statistical data. The qualitative approach was utilized to identify and describe the types of errors in the use of derivational affixes found in students' narrative texts.

The data were collected through document analysis of students' written essays. Hasan (2022) state that qualitative research focuses on descriptive data in the form of words or narratives rather than numbers, allowing researchers to explore phenomena in depth. Similarly Umar Sidiq et al. (2019) explain that qualitative research produces data such as words, images, and narratives that offer rich insight into the subject under investigation. Meanwhile, the quantitative approach was employed to calculate the frequency and percentage of each type of error in order to determine the most dominant type of error.

According to Sugiyono (2016) quantitative research is used to examine specific populations or samples, test hypotheses, and analyze numerical data using statistical techniques. This study was conducted in the eleventh-grade IPA of Islamic Modern Senior High School, involving 22 student participants. The primary focus of the research was to identify the types of errors in the use of derivational affixes in students' narrative texts and to determine the most dominant type of error. Observations were carried out while the students composed narrative essays.

The researcher provided writing guidelines and observed the writing process, including word choice and the use of derivational affixes. After the essays were collected, the researcher read and analyzed them by identifying and recording the errors found. Interview were conducted as supporting data to strengthen the results of observation and documentation. The researcher interviewed several students and a teacher to gain a general overview of the writing instruction and the

students' understanding of derivational affixes. The interview results were noted or recorded as additional data. Documentation was used as the primary data source in the form of students' narrative essays. The researcher collected these documents, then identified and recorded errors in the use of derivational affixes. Other documentation, such as observation notes and interview results, was also used to support the validity of the data.

After the data were collected, the researcher analyzes it using the Error Analysis Framework which is reinforced with error analysis developed by Ritchie & Spencer (1994). The researcher analyzed them through several stages. The first stage was error identification, which involved finding and recording incorrect words in the use of derivational affixes. This was followed by error classification based on categories such as omission, addition, misformation, and misordering. Then, the researcher described and evaluated the errors to explain how they occurred. The evaluation also included calculating the frequency and percentage of each error type to determine the most frequently occurring error. The formula used was:

$$P = f / n \times 100\%$$

Description:

P = percentage of a specific error type

f = number of occurrences of a specific error type

n = total number of all errors

The final stage was drawing conclusions based on the analysis results to provide a general overview of the types of errors and their frequency in students' writing. Data triangulation, as explained by Ummah (2019) is used to strengthen research findings by utilizing various sources, techniques, and times. Source triangulation compares data from different sources, such as interviews and essay analysis, to ensure the validity of the information. Technique triangulation tests data using different methods from the same source, enhancing the reliability of the results. Time triangulation collects data at different points in time to avoid bias and examine the influence of time on error patterns. Through triangulation, this study strengthens the validity and reliability of the data collected.

## **Results**

This study aims to identify the types of errors in the use of derivational affixes and determine the most dominant type of error found in students' narrative essays. To achieve this goal, the researcher employed a mixed-method approach, combining qualitative and quantitative methods. Data were collected from 22 narrative essays written by eleventh-grade students at MA Al Djufri Blumbungan. In the qualitative stage, the researcher analyzed the types of errors related to the use of derivational affixes, such as omission, addition, misformation, and

misordering, by categorizing and providing examples for each type of error.

In the quantitative stage, the frequency of each type of error was calculated to identify the most dominant error among the students. This research provides a detailed analysis of these errors, offering insights into the challenges students face in correctly using derivational affixes.

#### ***Type of derivational affixes error***

After conducting the research, the researcher collected 22 samples of narrative writing from eleventh-grade students at MA Al Djufri Blumbungan. The focus of the error identification was on the use of derivational affixes within the students' narrative paragraphs. However, the writing samples exhibited significant variation in text length. Although the researcher set a minimum word count criterion of 100 words for each composition, not all students met this standard. Some students produced paragraphs that met or exceeded the required word count, while others wrote significantly shorter texts. As a result of these differences in text length, the researcher identified a greater number of derivational affix errors in the writings of students who met the minimum word count. Conversely, students who produced shorter texts tended to have fewer errors or, in some cases, no errors at all, due to their limited use of derivational words. This indicates that the length and complexity of the writing play a role in the occurrence of errors in the use of derivational affixes.

Table 1: classification of derivational affixes error

No	Type of Error	Type of Derivation		Derivational categories				Total Error
		C.C	C.M	N	V	Adj	Adv	
1	<b>Ommision</b>	3	-	1	-	1	1	3
2	<b>Addition</b>	1	2	1	1	`		3
3	<b>Misformation</b>	15	2	7	2	4	3	17
4	<b>Misorder</b>	2	-	1	-	-	1	2

In this study, the errors found in the use of derivational affixes can be categorized into four main types based on the theory of linguistic error taxonomy: omission, addition, misformation, and misordering. This taxonomy classifies errors according to the type of mistake made by language learners, which includes errors involving the omission of required elements, the addition of unnecessary elements, incorrect word formation, and errors in the order of linguistic elements.

Omission occurs when a necessary affix is not used, potentially altering the meaning of the word in a sentence.

For example, in the sentence *You look serious*, which should be *You look seriously*, the -ly affix, which changes an adjective into an adverb, is omitted. This shows an omission error that can affect the sentence's meaning. Unnecessary addition was also identified, such as in the sentence *We came home with results*, which should be *We came home with a result*, where the plural affix -s was incorrectly added. This unnecessary addition leads to incorrect usage in context. Misformation arises when affixes are used incorrectly or inappropriately.

For instance, in the sentence the part I liked most about her was when she smiled while teaching, *the words most* should be *most* and *semiled* should be *smiled*, showing spelling errors involving derivational affixes. Finally, misordering was found in the sentence The first, second, and third place winners were *Immediately* selected, which should use *immediately*. This misordering error occurs because the letters within the affix are incorrectly arranged, affecting meaning or accuracy.

It is important to note that the examples provided above are representative of each type of error found in this study. Each error type includes variations in context and sentence structure, but these examples offer a general overview of errors in the use of derivational affixes based on the taxonomy theory. Based on the analysis of 22 narrative writings by eleventh-grade students at MA Al Djufri Blumbungan, four main types of errors were found in the use of derivational affixes: omission, addition, misformation, and misordering.

Each type of error appeared with varying frequency, with omission and misformation being the most frequently observed. Omission errors occurred when required affixes were not used, while misformation errors resulted from the incorrect or inappropriate use of affixes. Unnecessary additions and misordering of letters within affixes were also identified, although with lower frequency.

### ***Dominant error type of derivational affixes***

This stage aims to provide a more detailed explanation of each type of error that was previously classified. The researcher presents these errors based on taxonomic categories, while also evaluating their forms and the causes of their occurrence. Additionally, at this stage, the researcher successfully identifies the most dominant type of error in the use of derivational affixes.

Table 2: Frequency and Percentage of Dominant Errors in the Use of Derivational Affixes

No	Type of error	C.C	C.M	Total Errors (f)	Persentase (P)	Notes
1	Omission	3	-	3	12.00%	<b>Dominant Error</b>
2	Addition	1	2	3	12.00%	
3	Misformation	15	2	17	68.00%	
4	Misorder	2	-	2	8.00%	
<b>Total</b>		21	4	<b>25</b>	<b>100%</b>	

Omission errors occur when students forget to add the required affixes, for example, failing to write *-ed* for past tense verbs or *-ly* for adverbs. This usually happens because students do not fully understand the base form of words and how to properly form derived words. Mrs. Ida, the English teacher said *Many students still often forget to write -ed or -ly, especially when they are in a hurry or not paying close attention.* Aisyah one of the students also mentioned *Sometimes I get confused about when to add -ed or -ly, so I often miss it.* Based on classroom observations, it was noted that many students were inconsistent in using the correct form of derived words, particularly when constructing past tense sentences and adverbs.

Addition errors occur when students add unnecessary affixes, for example, making a word plural even though it should be singular. This shows that students do not yet fully understand when an affix is needed and when it is not. Mrs. Ida explained, *some students add an -s ending even when it's not needed, maybe because they are used to thinking that nouns must have -s.* Zara, another student admitted *I thought every noun should have an -s, so I just added it.* Based on observations, it was observed that students often incorrectly added certain suffixes by following common patterns without considering the context of the sentence.

Misformation errors were the most frequently found. These occur when students use the wrong affix or an incorrect word form, such as writing *declaret* or *compentecy*. This indicates that students are still struggling to grasp the rules of word formation in English. Mrs. Ida mentioned, *this type of error is the most common. They choose the wrong suffix or combine words incorrectly.* Ibnu Rifqi one of the students said, *Sometimes I just guess when combining words because I don't know which one is correct.* Observations also revealed that most students appeared

uncertain when writing derived words and often made guesses about the appropriate affix form.

Misorder errors happen when the order of letters in the affix is incorrect, for example, writing *Iminediately* instead of *Immediately*. This usually happens because students get confused with word structure or are used to pronouncing the word incorrectly. Mrs. Ida said, *there are also cases where they mix up the letter order usually because they follow how it sounds when spoken*. Intan, one of the students, explained, *I write the word the way I say it so sometimes it turns out wrong*. Observations indicated that these errors frequently occurred when students were rapidly copying words or relying solely on their memory of the word's pronunciation.

Overall, the majority of errors occur in words that change word class, particularly nouns and adjectives. The main cause is intralingual errors, as students have not yet mastered the rules of English morphology. A smaller portion of errors can also be influenced by their first language (interlingual). In the final stage, the researcher concludes the results of the analysis of derivational affix errors in the students' narrative writings. A total of 25 errors were found, consisting of four types: omission, addition, misformation, and misorder.

The dominant error found was misformation, occurring 17 times or 68% of the total errors. Omission and addition errors each appeared 3 times or 12%, while misorder errors were the least common, with only 2 occurrences or 8%. These findings indicate that students still face difficulties in forming the correct derivative words especially in changing word classes. The majority of these errors are caused by intralingual factors related to limited knowledge of English rules, with a smaller portion attributed to the influence of the students' first language (interlingual transfer).

## Discussion

The results of this study show that there are four types of errors in the use of derivational affixes in the narrative writings of eleventh-grade students at MA Al Djufri, namely omission, addition, misformation, and misorder. The most dominant error was misformation (68%), followed by omission (12%), addition (12%), and misorder (8%). These findings indicate that students still face difficulties in correctly forming derived words, which aligns with the theory that errors in affix use are not only related to the selection of the affix type but also to the morphological form, which is often incorrect.

Dulay et al. (1982) explain that misformation errors occur when students use the wrong form of a morpheme or word structure, highlighting that students' understanding of morphological rules, especially in derivational affixation, is still limited. When compared to Siti Masitoh (2017) study, which also analyzed errors

in derivational affixes, both studies found the same four error types. However, Masitoh found disorder errors to be the most frequent (34%), while this study found misformation to be the most dominant.

This difference suggests that the type of text and students' proficiency can influence the pattern of errors. The dominance of disorder errors in Masitoh study may be due to the characteristics of the recount text, which involves more complex structures and often combines multiple morphemes in a single word. Dulay et al. (1982) note that disorder errors occur when language elements are placed in the wrong order, which is particularly prone to happen when students do not fully grasp morpheme placement rules in English.

These findings emphasize the need for teachers to understand the learning process students go through and identify areas requiring more attention. As Ellis (1994) states error analysis is a significant tool in understanding how learners acquire a second language and in informing teachers about common difficulties that need targeted intervention. The results of this study share several similarities with the findings of Hasanah and Destriani's research. All three studies indicate that students are able to apply derivational affixes in their English writing, both prefixes and suffixes. Hasanah's study found that suffixes were more frequently used than prefixes in students' recount texts, while Destriani's study also found that students used various types of affixes, including prefixes, suffixes, and even circumfixes, in analytical exposition texts.

Similarly, this study shows that students used derivational affixes in their narrative texts. Another common finding is that all three studies emphasize the importance of strong morphological understanding in English language learning, as students, despite being able to apply affixes, still did not use them entirely accurately. This aligns with Geert (2005) statement that the derivation process is crucial for enriching vocabulary, highlighting the need for more intensive instruction so that students can not only use affixes variably but also apply them grammatically correctly.

However, the researcher acknowledges that references specifically discussing errors in the use of derivational affixes in narrative texts are still quite limited. Most of the research found tends to focus on identifying the types of affixes used by students rather than conducting a deep analysis of errors. Therefore, the researcher believes that this study contributes significantly to enriching the field of morphological error analysis, particularly in the context of narrative writing at the high school level.

The results of this study reinforce the importance of explicit teaching of morphology in English classrooms. While students are able to apply derivational affixes, errors, particularly misformation, are still evident. Therefore, educators need to employ a more structured approach, such as word sorting activities to categorize words based on affixes, morphology awareness tasks to recognize word classes and their affixes, and peer reviews focused on affix usage. In this way,

students will not only understand the forms of affixes but also how to use them accurately in writing.

## Conclusion

Based on the results of the discussion of the research analysis, it can be concluded that this study successfully identified the types of errors in the use of derivational affixes in the narrative essays of eleventh-grade students at MA Al Djufri. The types of errors found include *misformation*, *omission*, *addition*, and *misorder*. Of these four types of errors, *misformation* was the most dominant, accounting for 68% of the total errors identified. This indicates that students tend to struggle with forming correct words using derivational affixes, especially in choosing the appropriate affix for the word context.

Meanwhile, *omission* and *addition* errors were found at 12% each, and *misorder* was only identified at 8%. Based on the research findings, it is recommended that the teaching of derivational affixes in the classroom focus more on in-depth understanding of the structure and correct usage of affixes in words. To improve learning outcomes, teachers are encouraged to provide exercises specifically focused on the types of affixes and ways to avoid *misformation* errors, particularly by providing clearer explanations of the differences between prefixes and suffixes.

Additionally, a corrective error-based approach could be employed to provide direct feedback on the common errors made by students. Further research is suggested to develop more varied teaching techniques and involve a larger sample size so that the findings can be more representative and generalized to a broader population.

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