

# Analysis of Derivational Affixes Found in Sentences Written By The Efl Students of Tadulako University

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## Abstract

The objectives of this study were to find out the most dominant and the most difficult function of derivational affixes in the sentences written by the students, and also to know the factor that influences students difficult to use the function of derivational affixes. The design of this study was quantitative descriptive with population were the 5<sup>th</sup> semester students of English education study program of Tadulako University who have taken the Morphology subject. The sample of this study was 151 students of the 5<sup>th</sup> semester students used simple random sampling technique. The instruments to collect the data were test and questionnaire. The result of the data analysis show that: (1) the most dominant function of derivational affixes used by the students was verbal suffix – *ize* that has function to change noun become verb, (2) the most difficult function of derivational affixes used by the students was the suffix *-wise* as the adverbial suffix that attached to a noun to form an adverb, (3) there were two factors influencing the students difficult in using the function of derivational affixes which was internal factor.

**Keywords:** *Morphology, Derivational Affixes, Types of Affixes*

## Introduction

Sentence is the largest unit of any language. In English, it begins with a capital letter and ends with a full-stop, or a question mark, or an exclamation mark. Ideally, a sentence requires at least one subject and one verb. Sometimes the subject of a sentence can be hidden, but the verb must be visible and present in the sentence. The sentences are formed up by combination of word classes. The function of a word class, also known as a part of speech, is to classify words according to their grammatical properties and the roles they play in sentences. By assigning words to different word classes, we can understand how they should be used in context and how they relate to other words in a sentence. There are two main types of word classes: content words (nouns, verbs, adjectives, and adverbs) and function words (determiners, conjunctions, prepositions, pronouns, auxiliary verbs, modals, quantifiers, and question words). A sentence cannot stand with only content words nor function words. Thus, a sentence has words of both categories. In other words, the most important element of making sentence is word.

Word is a small unit of linguistic form limited by spaces. No matter how complex sentences in the paragraphs are, those sentences need a word to start with. In this case, a word can be said as the ingredient of sentences. In writing a paragraph one must understand the rules of language that are generally accepted. The existence of the language in its user does not suddenly emerge, but it experiences morphological

processes to make various form such as words, phrases, clauses, a sentences. In the case of English as an international language, Indonesians are required to be able to speak both in written or spoken language. Therefore, the basic knowledge about word formation in this case: derivational process, in English is a necessity.

Word formation is something fundamental that should be known well before they change it to be more complex language units and one of the ways in forming words is through affixation. Affixes in word formation in English have two kinds; it is called prefix and suffix.

Affixation is frequently used in written or spoken text. It is hard for students to comprehend the English sentences correctly without understanding the process of word formation especially the process of affixation which changes the class and meaning of the words. The researcher herself experienced several problems in Morphology course which is transforming the words. For example: science (noun) becoming scientist (noun agent), it means the use of suffix -ist should be attached to noun base. Another example: achieve (verb) becoming achievement (noun), the use of suffix -ment should be attached to verb base, and it will change the word class from verb becoming noun. More example, bright (adjective) becoming brighten, the use of suffix -en changes the word class from adjective to verb.

The researcher is rather confused in choosing the appropriate affixes to be added to the root or base. Therefore, the researcher believes that the ability to identify derivational affixes can enrich the vocabulary significantly because one word can create many words with different parts of speech and meaning. The understanding of derivational process can be used for an English language activity such as writing. That is why derivational affixes are important and interesting to be analyzed.

## **Method**

The design of this study is descriptive quantitative method because the data is presented in numerical and descriptive form. According to Gay, Mills, and Airasian (1992), descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study. Descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population. Besides, Aliaga, and Gunderson (2002) describe quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods in particular statistic. In addition, quantitative research method deals with quantifying and analysis variables in order to obtain results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer question. Therefore, the researcher used the method to find out the most dominant function of derivational affixes used by the students in their sentences.

The population of this research was the 5<sup>th</sup> semester students of English education study program. In this research, the researcher used simple random sampling to select the sample in this research.

In this study the researcher used simple random sampling technique because each member of the population has an equal chance of being selected. The function of simple random sampling is to choose individuals becoming sample who will be representative of the population. Creswell and Creswell (2018) explain that a slight variation of the simple random sampling procedure is to use systematic sampling. In addition, simple random sampling is selected for populations which are highly

homogenous where the members of the research are randomly selected to participate in the research (Bhardwaj, 2019). In measuring the number of sample in this study, the researcher used Slovin's formula with margin error 5% or 0.05.

$$n = \frac{N}{1 + Ne^2}$$

Where:

n: the total of sample

N: the total of population

e: margin error

$$n = \frac{243}{1 + 195 \times 0,005^2}$$

$$n = \frac{243}{1,6075}$$

$$n = 151,166$$

The most important step in determining research findings is data analysis. This is due to the fact that the data will lead the researcher to scientific finding. There are some steps to analyse the data.

### ***Analysing the Test***

There are some steps in analyzing the data. Firstly, the researcher read the students' answer. Secondly, the researcher selected the correct answer to separate the valid and invalid data. Thirdly, the researcher has classified the derivational affixes based on the types and functions. Fourthly, the researcher determined the most dominant function of derivational affixes used by the students in their sentences to answer the first research question. Lastly, the researcher determined the most difficult function of derivational affixes used by the students in their sentences, in this case, it helped the researcher answered the second research questions.

### ***Analysing the Questionnaire***

The first step, the researcher collected the answer from the entire sample and used SPSS 24 program to analyzed the responses from the sample. The second step, the researcher seen the answers of the six variables. The last step, the researcher seen the most dominant variable based on the answers from the sample. In this case, it helped the researcher answer the third research question.

## **Results**

The findings of the data are based on the result of data analysis. The data analysis consists of two parts which are from the test and questionnaire.

### ***The Analysis of the Data Collected from the Test***

In order to find out the most dominant and the most difficult conjunction used by the students, the researcher takes the data from the test.

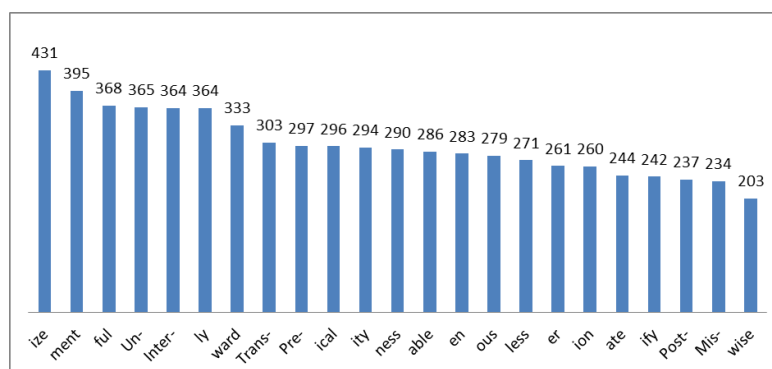


Figure 1. The Frequency of the Most Dominant Derivational Affixes Used by the Students

Figure 1 illustrates the number of derivational affixes used by the students. The highest bar is the derivational affix mostly used by the students while the lowest bar is the least used derivational affix. As illustrated, there are 431 suffix -ize used, 395 suffix -ment, 368 suffix -ful, 365 prefix un-, 364 prefix inter-, and suffix -ly, 333 suffix -ward, 303 prefix trans-, 297 prefix pre-, 296 suffix -ical, 294 suffix -ity, 290 suffix -ness, 286 suffix -able, 283 suffix -en, 279 suffix -ous, 271 suffix -less, 261 suffix -er, 260 suffix -ion, 244 suffix -ate, 242 suffix -ify, 237 prefix post-, 234 prefix mis-, and 203 suffix -wise. As the result, the researcher can conclude that the most dominant function of derivational affixes used by the students is suffix -ize as verbal suffix which has the function to form a verb.

In contrast, to explain the answer of the research question number two which is the most difficult function of derivational affixes in the sentences written by the students, the researcher provides the figure below:

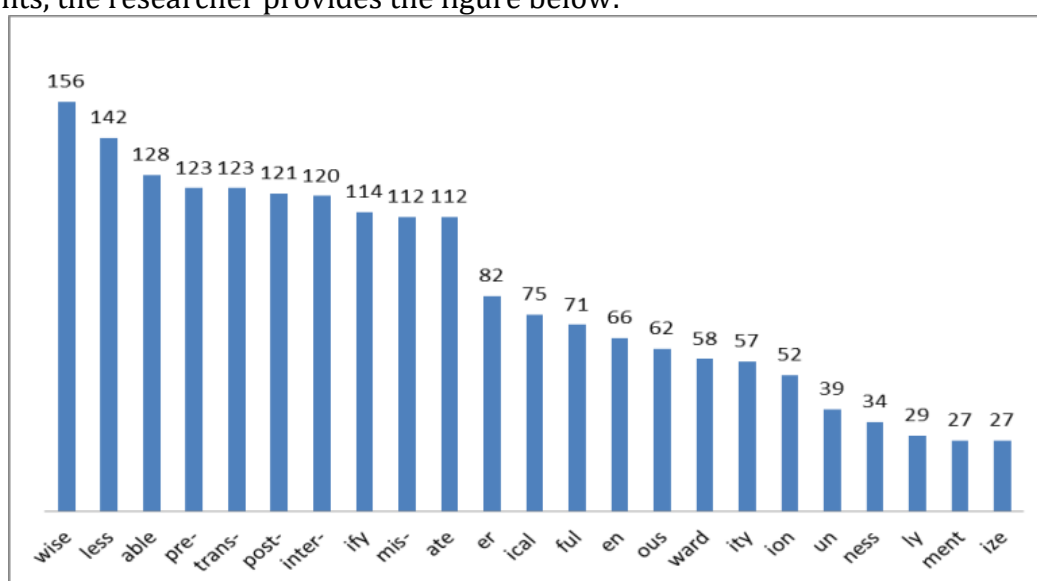


Figure 2. The Most Difficult Derivational Affixes Used by the Students

Figure 2 focuses on the most difficult function of derivational affixes found in sentences written by the students. The highest bar is the most difficult derivational affix while the lowest bar is the easiest derivational affix used by the students. Apparently, the highest bar is suffix -wise which is adverbial suffix. Additionally, the lowest bar is suffix -ize which is verbal suffix. Overall, the researcher can conclude that the most difficult function of derivational affixes used by the students is adverbial suffix -wise which attached to noun to form an adverb with total of 156 students.

### ***The Analysis of the Data Collected from the Questionnaire***

The researcher provides chart and table about the variables which become the factors influencing the students' difficulty in using the functions of derivational affixes below:

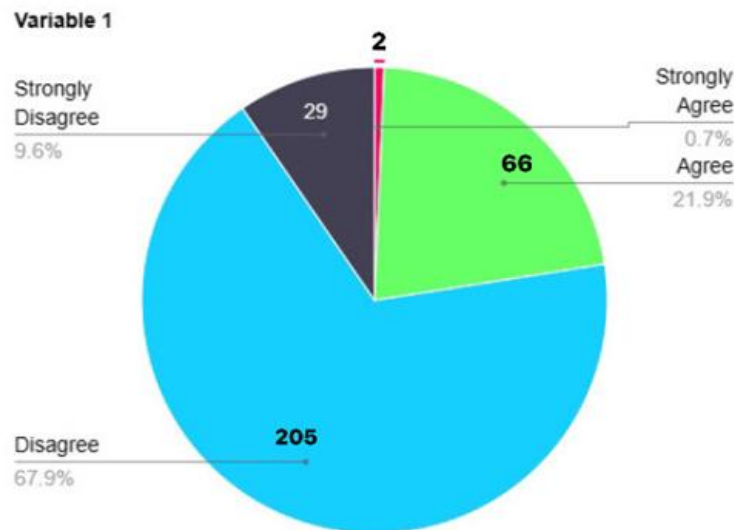


Figure 3. The Percentage of Students' Answers Based on Variable 1

Figure 3 present the answer of variable one which is the students do not understand the use of derivational affixes since it has many rules. There are two negative statements. The aim of the statements is to know the students' understanding in using the functions of derivational affixes. Based on figure 3, 0,7% students chose strongly agree, and 21,9% students chose agree. On the other hand, 67,9% students chose disagree and 9,6% students chose strongly disagree. It indicates most of the students understand how to use the functions of derivational affixes, marked by the dominant students chose disagree to the negative statements. To conclude, the first variable does not include factors that influence the EFL students' difficulty in using the functions of derivational affixes.

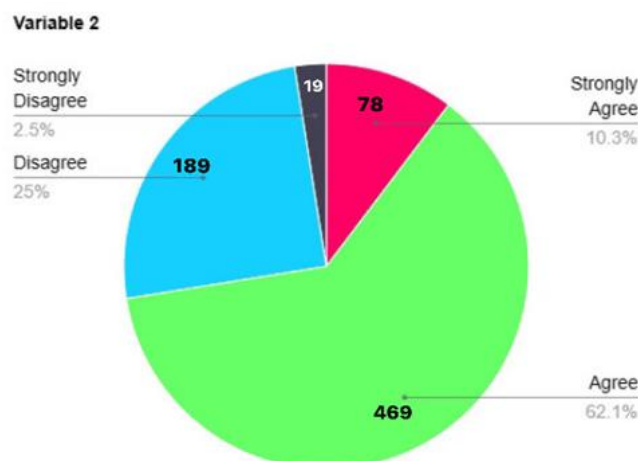


Figure 4. The Percentage of Students' Answers Based on Variable 2

Figure 4 illustrate the students' answer about variable two which is the students tend to use inappropriate affixation functioning in negative prefix, indicate location, and refer temporal. To measure the students' capability in using the prefixes appropriately, the researcher provided five statements consisting of three positive and two negative. Figure 4 presents 10,3% students chose strongly agree, 62,1% students chose agree,

while other 25% students chose disagree and 2,5% students chose strongly disagree. It means most of the students cannot use the prefixes appropriately.

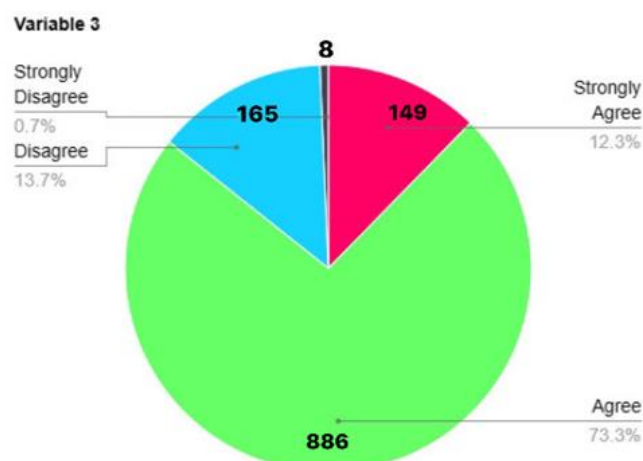


Figure 5. The Percentage of Students' Answers Based on Variable 3

The illustration about the answer of the variable three is presented in figure 5 above. In variable three, the researcher provides eight statements, they are seven positive and one negative aiming at knowing the students' competence in using the suffixes correctly. As can be seen on the figure, the number of students who chose strongly agree is in 12,3%, then 73,3% students chose agree, while the remaining students chose 13,7% disagree and only 0,7% chose strongly disagree. It can be concluded the students are not able to use the functions of suffixes correctly.

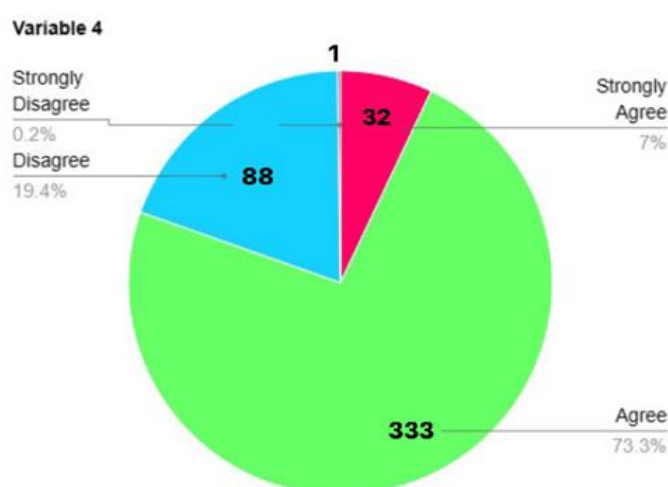


Figure 6. The Percentage of Students' Answers Based on Variable 4

Figure 6 provide the students' answer about variable four which is the students do not understand about word class. This variable consists of three positive statements to find out the students' understanding about word class because it is the basic knowledge to use the functions of derivational affixes. From the three positive statements, it represents that 7% students chose strongly agree and most students chose agree with 73,3%. Besides, there are 19,4% students voting disagree and only 0,2% students voting strongly disagree. As the result, the students dominantly chose agree. It indicates that they lack of knowledge about word class.

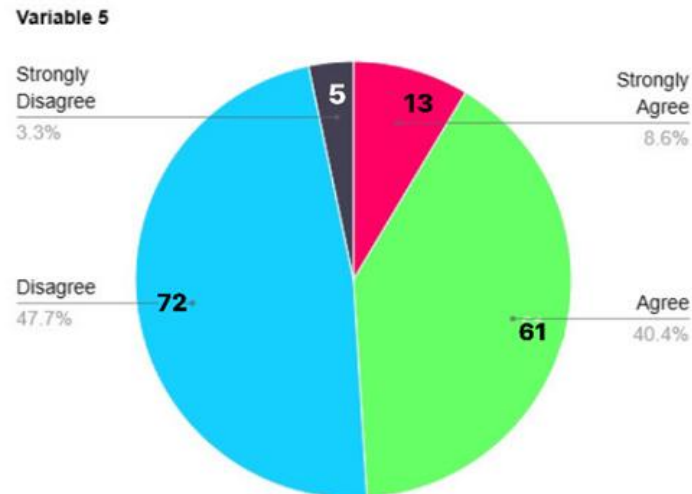


Figure 7. The Percentage of Students' Answers Based on Variable 5

The researcher only provides one positive statement in variable five. It is about students' perspective regarding the learning method that students want. The result is illustrated in figure 7 above. The variable five is not included in factor that influencing students' difficulty at Tadulako University to use the functions of derivational affixes. There are 8,6% students voting strongly agree and there are 40,4% students voting agree, while the number of students who chose disagree is 47,7% and only 3,3% students chose strongly disagree. The number of students who chose agree and disagree is almost equal, but more students chose disagree. In summary, the lecturers have succeeded in motivating the students to learn the function of derivational affixes.

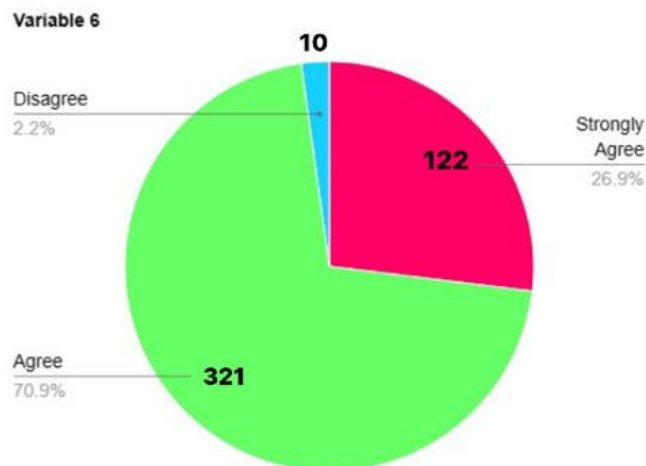


Figure 8. The Percentage of Students' Answers Based on Variable 6

Variable six is the last variable on the questionnaire which is the lecturers do not explain clearly about material of derivational affixes. The researcher creates three positive statements which aim to find out whether the learning method used by the lecturers is easy to understand for the students. As provide in figure 8, most students voted agree with 70,9%, and then 26,9% strongly agree, only 2,2% students voted disagree, and not a single student voted strongly disagree. Therefore, variable six is not included in factor that influencing the students difficulty in using the functions of derivational affixes. In addition, the learning methods used by the lecturers in teaching derivational affixes are effective for the students to understand the material.

As the result, from six variables, the researcher considers there are only three variables influencing the students in using conjunctions. They are: variable 3. Students

tend to use inappropriate affixation functioning in negative prefix, indicate location, and refer temporal, 4. Students tend to use inappropriate affixation functioning to indicate noun, verb, adjective, and adverb, 5. Students do not understand about word class.

## Discussion

The researcher analyzed the most dominant and the most difficult function of derivational affixes. The researcher also wants to know why the students are difficult to use the functions of derivational affixes. First, the researcher only focused on how often the functions of derivational affixes used regardless of whether it is used correctly or incorrectly. In conclusion, the researcher found that the most dominant function of derivational affixes is suffix *-ize* which is verbal suffix. It has function to form a verb from noun and adjective. The finding is in contrast to the research conducted by Sumual, Arifin, and Valientien (2021), and Putri, Basri, Darmawan, Syafar, Kamaruddin, and Suriaman (2021), who found that the suffix *-ize* is the least frequently used. Moreover, Anggita, Hawa, and Lestari (2021), Masitoh and Indriani (2021), and Nisa (2020) found that the most frequently used is suffix *-ly* which is to form adverb. In addition, the research from Simaremare et al. (2021) found that students did not use the suffix *-ize* in writing analytical exposition text.

Second, the researcher also found the most difficult function of derivational affixes which is suffix *-wise*. The researcher determines the answer of research question number two by calculating the frequency of the incorrect answers by the students. The same finding was also obtained by Putri et al. (2021). They found that suffix *-wise* only once used in English Textbook. In contrast, Wibowo and Rismawati (2022) found that the most difficult function of 52 derivational affixes is prefix of negation *un-* and adverbial suffix *-ly* which is only used once in the text written by the students. Additionally, Maharani and Intan (2021) found that prefix of negation *un-* and prefix of location *inter-* is the most difficult functions of derivational affixes.

Last, the researcher found three factors that influencing the students' difficulty in using the function of derivational affixes which are: 1) students tend to use inappropriate affixation functioning in negative prefix, indicate location, and refer temporal, 2) students tend to use inappropriate affixation functioning to indicate noun, verb, adjective, and adverb, 3) students do not understand about word class. The finding is caused by the internal factors from the students themselves which is the same as the result from the research conducted by Maharani and Intan (2021).

## Conclusion

Research finding presents that the most dominant function of derivational affixes used by students in their sentences is verbal suffix *-ize*. The frequency of suffix *-ize* used by the students is 431. The researcher concludes that the students still confused in using the verbal suffix, it is proven that most of the students only used suffix *-ize* instead of suffix *-ify*, *-en*, and *-ate* to form verb.

Furthermore, the students are also difficult to use suffix *-wise* in their sentences. It is evident by the 156 incorrect answers which is suffix *-wise*. Therefore, it becomes the most difficult function of derivational affixes used by the students. It is caused by the internal factors that provided by the researcher on the questionnaire which are: 1) students tend to use inappropriate affixation functioning in negative prefix, indicate location, and refer temporal, 2) students tend to use inappropriate affixation functioning



to indicate noun, verb, adjective, and adverb, 3) students do not understand about word class.

## Acknowledgment

The researcher expresses her highest gratitude to the Almighty Allah SWT for blessing, love, opportunity, health, and mercy so that the writer could finish this article. In arranging this article, a lot of people have provided motivation, advice, support, and even remark that had helped the researcher. In this valuable chance, the researcher aims to express her gratitude and appreciation to the following people : Siska Bochari, S.S., M. Hum as the researcher's academic advisor, for her help, instruction, guidance, time, and support in correcting and helping her finished her research, Her beloved parents, Mr. Farid Maruf and Mrs. Fatmawaty for their love, care and support which following her in every step of her life, especially during the process of her research, her beloved sisters Resti Ningtyas Purwanti and Shinta Rachmawati Afrilya, and her beloved friends Lili, Ikir, Nina, Lya, Ika, Sekar, Fallah, Ica, Karin and Fitrah.

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