



An Analysis Students' Ability In Understanding English Affixes

**Gusparia¹, Fajar Wirawan², Destri Wahyuningsih³, Widi Syaftinentian⁴,
Seila Gustina Ningsih⁵**

¹Fakultas Pertanian, Universitas Islam Kuantan Singingi

^{2,3,4,5}Prodi Pendidikan Bahasa Inggris , STKIP Insan Madani Airmolek

e-mail: ¹guspariaemzet@gmail.com, ²fajarwirawan34@gmail.com, ³destri070@gmail.com, ⁴widisynz@gmail.com,

⁵seilagustinan@gmail.com

e-mail* : guspariaemzet@gmail.com

Abstract

Affixation is the process of adding an affix to a word to form a new word with a different meaning. In learning affixation there some problem makes students difficulties understanding affixes. The problems are the students' difficulties understanding the affixes material in online class, the students' difficulties to explain example and word formation of affixes in power point display without white board in online class. In this study, the researcher uses Descriptive Analysis Method. Data were collected through interview guide to find the students' ability in understanding English Affixes. Focus Group Discussion (FGD) to find the students' ability in understanding English Affixes and the students' understanding kinds of affixes. There are several things about students' ability to understand English Affixes was good such us: students can interpret the meaning of affixes, the students can provide example of affixes, students can give statement about affixes, student can explain the process of affixes, students can conclude affixes material.

Keywords: Affixes, Students' Understanding and Phonology

1. Introduction

Education plays an important role in developing the potential that exists in a person. As in law no. 20 of 2003 states that education is a conscious and planned effort to create an atmosphere of learning and the learning process, so that the students actively develop the potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community, nation, and state. Education and language are two things that are interrelated with each other. Language is used as the main tool in world of education. Language is a systematic tool for conveying an idea or feeling by using agreed signs, sounds, gestures, or signs that contain comprehensible meanings (Rosmawati & Puwanto, 2021).

In world of education, language is used as the language of instruction. The language of instruction in education in Indonesia is Indonesia. But today's English is the first foreign language used by Indonesia as the language of instruction in education. Along with development of technology and the times, every student needs to learn English Vocabulary itself discuss about words. Therefore, it is one of the important parts to form words. Most of English words consists of a word known as a root which contains the core of the word. Root is the core or the middle part of all words. The root can be a word that can stand alone or is only a word element that still requires other elements to form a

word. In every word has a root but in the process the words can be changed by addition. The process is called affixation or word change.

Based on interview with English lecturer, in learning affixes of course there are difficulties. The difficulties experienced by students are include the students' difficulties understanding the affixes material because online class, the students' difficulties to explain example and word formation affixes in PowerPoint display without whiteboard in online class and the students' not concentration when network interruption in online class.

Handoko (2019) Stated that Morphology is a part of linguistic study that has many definitions. Morphology is the study of word formation, including the way new words depend heavily on how they are used in sentences. Morphology is the study of word formation (Simpem, 2021). Morphology is a science that studies word structure analysis. Morphology is also a system of categories and rules involved in word formation and word interpretation.

Parera (2007) Argue that morpheme is the smallest individually meaningful element in the speech of a language. Morphemes are the smallest elements in language elements that have meaning independently. Morphemes are the smallest elements or units that contain meaning which can be words or parts of words.

Affixes are morphemes that appear when attached to other morphemes or morphemes such as roots or stems or roots (Stoneham, 2019). Affix is a morpheme that appears when attached to another morpheme such as a root or defined as a bound morpheme. Affixation is the process of adding a morpheme or affix to a word to form a new word with a different meaning. The basic words for affixes to be added in English are always lexical words or content words, but not grammatical words or function words. So, affixes can only be added with nouns, verbs, adjectives, and adverbs

2. Research Methods

This study uses a Descriptive Qualitative Research method which aims to analyze students' ability in understanding English Affixes. Qualitative research involves the use of non-numerical data and often entails the collection and analysis of narrative data. Qualitative research methods are particularly useful for gaining rich, in depth information concerning an issue or problem as well as generating solutions. Examples of qualitative research methods include focus groups (where selected individuals participate in a discussion on pre-specified topics), in-depth interviews, and participant observation (where the researcher act as both participant and observer in gathering information concerning an ongoing process). The purpose of qualitative research is to understanding. Therefore, qualitative research is also referred to as a naturalistic phenomenology.

To obtain the validity of the data, the researchers triangulated. Triangulation is a data checking technique that make use of something else. Outside the data for checking purposes or as a comparison against the data. The researcher used source triangulation and method triangulation. Source triangulation can be achieved by comparing the results of interviews, observations, and related documents. While the triangulation method mean that researcher do not only use interview but also conduct observation and documentation.

Presentation of data is an activity when a collection of information is compiled, thus giving the possibility of drawing conclusions and acting. The form of presentation of qualitative data can be in the form of narrative text in the form of field notes, matrices, graphs, networks, and charts. These forms combine information that is arranged in a coherent and easily accessible form, making it easier to see what is going on, whether the conclusion is correct or otherwise carry out a re-analysis.

3. Results and Discussions

Based on result of Interview and Focus group discussion (FGD) and Documentation explained that the fourth semester student was enough good in

understanding affixes. The data analysis technique was analyzed with descriptive that will be presented in conclusion with formula data reduction, data presentation and drawing conclusion. The data obtain from Interview, Focus Group Discussion (FGD), documentation to know students' ability in understanding English Affixes, while Focus Group Discussion (FGD) and documentation to know student understand kinds of affix. Based on result of data interview, the researcher found that the students' ability in understanding English Affixes. There are several things about students' ability in understand English Affixes was enough good such us: students can interpret the meaning of affixes, the students can provide example of affixes, students can give statement about affixes, student can explain the process of affixes, students can conclude affixes material.

Meanwhile, the students' understanding kinds of affixes, the researcher found that from four kinds of affixes (prefix, suffix, infix, and circumfix) students' ability understanding two kinds of affixes it is prefix and suffix. The kinds of prefix that is more understand by students is Derivational Affix (un) and (in). And the kinds of suffix that is more understand by students is Inflectional Suffix (-end, -s).

4. Conclusion

Based on the result of data can be conclude that the student ability in understanding Affixes English of the fourth semester at STKIP Insan Madani Airmolek are enough good. There are several things about students' ability to understand English Affixes was good such us: students can interpret the meaning of affixes, the students can provide example of affixes, students can give statement about affixes, student can explain the process of affixes, students can conclude affixes material.

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