

STUDENTS' ABILITY TO USE ENGLISH AFFIXATION

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ABSTRACT

This research aimed at finding out the students' ability to use English affixation on changing adjective into abstract noun at the third semester students of English Department of Muhammadiyah University of Makassar. The researcher was a descriptive quantitative method. There were 30 sample of this research at the third semester of students' English department of Muhammadiyah University of Makassar in academic year 2018/2019. In order to get the data, the researcher used documentation of changing adjective into abstract noun test. The finding indicated that the Students Ability in changing adjective into abstract noun is Fairly Good. There were three indicates to assess the student's ability saw from students score, students' qualification, and students mean score. Based on the data analysis by using quantitative score. It was found that 23 (76%) students have good ability to change adjective into abstract noun, and the result of all the students mean score is 71.33. It showed the category is fairly good qualification.

Keywords: Morphology, English Affixation, Adjective, and Abstract Noun.

Introduction

English teaching involves four language skills, they are listening, speaking, reading and writing. In dealing with the four language skill, there are four aspects that support them, namely grammar, vocabulary, spelling and pronunciation that are also being taught in English teaching and learning process. From the four aspects above vocabulary is considered as the most important factor in mastering English.

Vocabulary is very important because a word is a tool to think about the meaning of the words. It is more of a grammar because it is the key to communicating with others. Knowing more words gives the mind more tools to plan or think of something. Vocabulary is an essential component learned in language learning, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for students is the main component in order to learn a language successfully.

In learning vocabulary or word in language learning we found morphology and morpheme. According to Huseyin Oz (2013:100) in linguistics, morphology is frequently defined as the study of the internal structure of words and the rules governing the formation of words in a language, the mental system involved in word formation and Varga (2010: 51-52) Morphemes are the smallest meaningful units of language or the units of allomorphic variation,

which cannot be subdivided without losing their meaning or losing their allomorphic variability.

Most English words are made up of the base word known as root which contains the heart of the meaning of the word. Hasani, Mousavi and Zarei (2014: 86) Word in the language system is defined as a structural and semantic thing. It is the crucial unit of a language; it is a very challenging and difficult thing to define because it results from the association of a particular meaning with a particular group of sounds. So, the concept of the word is very challenging and difficult to define, the structure words as function words include: articles, prepositions, pronouns, conjunctions, and auxiliaries which belong more to grammar of the language, while semantic words are known as content words and include nouns, verbs, adjectives, and adverbs and refer to the meaning of the elements.

It is important to learn about vocabulary when the people learn a foreign language. The people find the difficulties in understanding the meaning of the language itself. However, if the people have enough vocabulary, it will make them easier to learn a new language and to understand the meaning of the language itself.

Cook (2016: 7) academic English is essential for the success of English Language Learners (ELLs) in school settings. Knowledge of morphemes and affixes (prefixes, suffixes) are one part of academic English that may increase student achievement to expand such words, appendages (affixes) are added at either the beginning or at the end of the word. It is the process of attaching these affixes that is referred to as affixation. The affix added at the beginning of the root is known as prefix while that at the end of a word is suffix. The root is central to the building of new words.

Based on the phenomena and statement above, the researcher is encouraged to entitle the research as follows “Students’ Ability to use English Affixation (A Descriptive Study at the third Semester Students of English Department of Muhammadiyah University of Makassar)”.

The problems of this study is formulated in the following questions; How the students’ ability to use affixation in changing adjective into noun abstract at the third semester students of English Department of Muhammadiyah University of Makassar?

Furthermore, the objective of this study is to find out the students’ ability to use English affixation on changing adjective into noun abstract at the third semester students of English Department of Muhammadiyah University of Makassar.

Materials and Methods

Review of related Literature

1. Fajrina (2014) found that 164 data of derivational suffix. They are classified into six alteration of lexical category as follows: firstly, lexical category of verbs change into noun when added with suffixes –ation, ion, -er, -or, -ee, -ing, -ment, -al. Secondly, lexical category of adjectives change into noun when added with suffixes –ness, -ity.
2. Sugiarto (2015), the result of this study are: 1) the researcher found out there were two kinds of affixes. They were prefix and suffix. 2). There is prefixation of 20 prefixes of negative prefix and 18 prefixes of other prefix with various meaning. Then suffix of 3 suffixes verb formation include noun derived from other nouns. Then 101 suffixes of adjective formation include adjective derived from nouns and adjective derived from verb.
3. Foedy (2009), the result of this research where he found the kinds of prefixes and suffixes that attached the words and also the function of affixes and suffixes.

The similarities of this research with those previous studies are to study about morphology especially about affixes. And the differences are seen from the data source and object of research.

1. Definition of Morphology and Affixation

Defenition of Morphology

Twain (2013: 37) the study of the internal structure of words, and of the rules by which words are formed, is morphology. This word itself consists of two morphemes, morph + ology. The suffix -ology means ‘branch of knowledge,’ so the meaning of morphology is ‘the branch of knowledge concerning (word) forms.’ Morphology also refers to our internal grammatical knowledge concerning the words of our language, and like most linguistic knowledge we are not consciously aware of it.

According to Huseyin Oz (2013: 100) in linguistics, morphology is frequently defined as the study of the internal structure of words and the rules governing the formation of words in a language, the mental system involved in word formation” as well as a branch of linguistics that investigastes words, their internal structure, and how they are created. This implies that morphology is indeed part of a speaker’s grammatical knowledge of a language.

Defenition of Affixation

Hasani, Mousavi and Zarei (2014: 85) states that affix is a meaningful letter or group of word parts which changes meaning at the beginning of word or the end of word. It is useful for English learners who have at least some language knowledge to increase vocabulary domains by using these word parts. Therefore, affixation is defined as the making of words by adding derivational affixes to different types of bases. The derived words formed by affixation may be the result of one or more applications of word-formation rules and so the stem of words making up a word-cluster enters into derivational relations of different degrees.

Manova (2014: 1) Affixation is a morphological process whereby a bound morpheme, an affix, is attached to a morphological base. Diachronically, the English word affix was first used as a verb and has its origin in Latin: affixes, past participle of the verb affigere, ad- 'to' + figere 'to fix'. Affixation falls in the scope of Morphology where bound morphemes are either roots or affixes. Prefixes (affixes that precede the root) and suffixes (affixes that follow the root) are the most common types of affixes cross-linguistically. Affixes mark derivational (-er in teach-er) and inflectional (-s in teacher-s) changes, and affixation is the most common strategy that human languages employ for derivation of new words and word forms.

Based on the definition above the researcher concluded that Affixation is the adding of morphemes or affix to base a word to create a new word with different meaning, it is the most common way of making new words in English.

Affixation processes in English

Adebileje (2013: 1357) A process where new words are formed through the addition of morphemes is referred to as affixation. These morphemes could be added at the beginning (before) or end (after) of the root word. When a morpheme is added at the beginning, is called a prefix and when it is added at the end, it is called a suffix. It should be noted however that some words have both prefixing and suffixing of their root forms. When morphemes are added before root morphemes (prefix) for instance in English, it denotes a sense of negation thus changing polarity from positive to negative but suffixes denote inflections which could change the form of the root morpheme totally after it has been added or retain the form. In other words, suffixes could be inflectional or derivational.

a. Derivational Affixes

Based on example above the derivational affixes is part of morphology lesson. In linguistics, Derivational affix is the word-formation that creates the new meaning and part speech by addition the affixes which noun is obtained from verb, adverb is obtained from adjective, verb is obtained from adjective, and adjective is obtained from noun.

Derivational is the process to create a new word from an existing word, sometimes by simply changing meaning and grammatical category or word class. For example, English derivational suffix *-ness* in word 'brightness' changes word class from adjective 'bright' to noun 'brightness'. Derivational affixes will create a new word from an existing word. The new word formed from this derivational affix will change the meaning and the word class.

The Use Affixation in Changing Adjective into AbstractNoun

1. Adjective

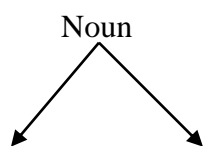
Adjective is describing words, such as blue, angry, cold, dry and hard that it is giving some information to clarify a noun. An adjective describes as modifying or quantifying a noun or pronoun.

2. Abstract Noun

Abstract Noun is a type of noun that you cannot see or touch. A noun is a person, place or thing. An abstract noun includes an aspect, concept, idea, experience, state of being, trait, quality, feeling or other entity that cannot be experienced by the five senses.

Changing Adjective into abstract noun

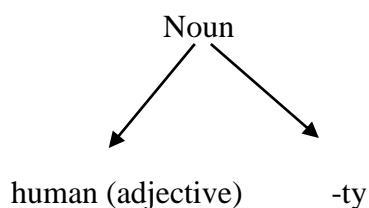
a. *-ness*



Happy(adjective) *-ness*

Happiness is created by two morphemes, they are happy (base morpheme), and-ness (boundmorpheme). Morpheme happy is an adjective category, and *-ness* is a suffix. Happy (adjective)+ *-ness* are derivational affixes when they are combined to be happiness change the lexical category and the meaning.

b. -ty/-ity



Humanity is constructed by two morphemes, they are human (base morpheme), and -ty (bound morpheme). Morpheme human is an adjective category, and -ty is a suffix. when they are combined human + -ty can changes into abstract noun to be humanity.

Method

In conducting the study, the researcher used descriptive quantitative research, where researcher presents data in numerical and descriptive form. According to Sugiyono (2015: 13), quantitative research method can be interpret as a research method that is based on the philosophy of positivism, use to examine the population or a particular sample. Descriptive research studies are design to obtain information concerning the current status of phenomena.

Population of this research was the third semester students of English Department of Muhammadiyah university of Makassar in the academic year 2018/2019 that consisted of 228 Students.

The researcher used simple random sampling as the technique for selecting sampling because this technique used a member of samples from the population done at random without pay attention to the strata in the population and considered homogen. The researcher decided number of sampling of the research were 30 participants. These participants has taken in class C and class G as subjects based on criterion of populasi homogen and they learned the study about introduction to linguistic where they study affixation especially in derivational suffix.

The instrument in this research was documentation of changing adjective into abstract noun test. In this research the researcher used 20 questions test, the test used matching test. And the students have 20 minutes to finish the question. It means that the students have one minutres to finish each question. Thus, the highest possible scores of the students are 100 and the lowest possible score is 0.

Furthermore, the steps to analyze data follow:

1. Scoring the students' correct answer of test.

$$\text{Score} = \frac{\text{Student's Answer}}{\text{Total Number of Item}} \times 100$$

(Gay 1981:298)

- a. Classifying the score of the students' test.

- 1) 96 - 100 is classified as Excellent
- 2) 86 - 95 is classified as Very Good
- 3) 76 - 85 is classified as Good
- 4) 66 - 75 is classified as Fairly Good
- 5) 56 - 65 is classified as Fairly
- 6) 46 - 55 is classified as Poor
- 7) 0 - 45 is classified as Very Poor

(Depdikbud, 1985:6)

- b. Calculating the mean score or the students' answer by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Respondent

(Gay, 1981: 298)

Research findings and Discussion

In this chapter consist of two sections, the finding of the research and discussion of the research finding. The finding of the researcher deals with the result of the data analysis about the Students' Ability to use English Affixation in changing adjective into noun abstract.

A. Findings

The data collected after investigation showed in the table. The result of the Students' Ability in changing adjective into noun abstract at the third semester Students of English Department of Muhammadiyah University of Makassar in academic year 2018/2019 on Tuesday December 4th 2018 are summarized in the followed table 4.1, 4.2, 4.3.

The result of the test found that students' ability to use English affixation in changing adjective into noun abstract have differences score, and there are some students still has mistaken answer the test to change adjective into abstract noun with added the suffixes. See the data below:

Table 1 The Students Score

No.	Name of Students	Score
1.	Student A1	60
2.	Student A2	65
3.	Student A3	65
4.	Student A4	70
5.	Student A5	75
6.	Student A6	55
7.	Student A7	75
8.	Student A8	50
9.	Student A9	40
10.	Student A10	90
11.	Student A11	85
12.	Student A12	90
13.	Student A13	90
14.	Student A14	60
15.	Student A15	70
16.	Student B1	60
17.	Student B2	85
18.	Student B3	55

19.	Student B4	75
20.	Student B5	85
21.	Student B6	95
22.	Student B7	55
23.	Student B8	50
24.	Student B9	85
25.	Student B10	95
26.	Student B11	85
27.	Student B12	80
28.	Student B13	85
29.	Student B14	60
30.	Student B15	50

Based on the collected data above, only 23 (76%) students got score ≥ 60 and 7 (24%) students got score ≤ 60 .

See the table below the score and qualification of result of the students' test at third semester students English Department in Universitas Muhammadiyah of Makassar academic year 2018/2019.

Table 2 Students Score and Qualification.

No.	Name of Students	Score	Qualification
1.	Student A1	60	Fairly
2.	Student A2	65	Fairly
3.	Student A3	65	Fairly
4.	Student A4	70	Fairly Good
5.	Student A5	75	Fairly Good

6.	Student A6	55	Poor
7.	Student A7	75	Fairly Good
8.	Student A8	50	Poor
9.	Student A9	40	Very Poor
10.	Student A10	90	Very Good
11.	Student A11	85	Good
12.	Student A12	90	Very Good
13.	Student A13	90	Very Good
14.	Student A14	60	Fairly
15.	Student A15	70	Fairly Good
16.	Student B1	60	Fairly
17.	Student B2	85	Good
18.	Student B3	55	Poor
19.	Student B4	75	Fairly Good
20.	Student B5	85	Good
21.	Student B6	95	Very Good
22.	Student B7	55	Poor
23.	Student B8	50	Poor
24.	Student B9	85	Good
25.	Student B10	95	Very Good
26.	Student B11	85	Good
27.	Student B12	80	Good
28.	Student B13	85	Good

29.	Student B14	60	Fairly
30.	Student B15	50	Poor

Based on the table above, it can be summarized as below:

1. The students' highest score for the test is 95 and lowest is 40.
2. There were 23 students (76%) got ≥ 60 and 7 students (20%) got ≤ 60 .
3. There were 5 students (10%) whose qualification was Very Good.
4. There were 7 students (24%) whose qualification was good.
5. There were 5 students (10%) whose qualification was Fairly Good.
6. There were 6 students (20%) whose qualification was fairly.
7. There were 6 students (20%) whose qualification was Poor.
8. There was 1 student (3%) whose qualification was very poor or the students cannot answer the test. See in the table below:

Table 3 Students' percentage

Score	Qualification	Number of Students	Percentage
86-95	Very Good	5	$5/30 \times 100\% = 10\%$
76-85	Good	7	$7/30 \times 100\% = 20\%$
66-75	Fairly Good	5	$5/30 \times 100\% = 10\%$
56-65	Fairly	6	$7/30 \times 100\% = 20\%$
46-55	Poor	6	$7/30 \times 100\% = 20\%$
0-45	Very Poor	1	$1/30 \times 100\% = 3\%$

From the percentage, the mean score was calculated by dividing the sum of all the students of sample. To get the mean score of the students, the researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Respondent

(Gay, 1981: 298)

To calculate using this formula, for example:

Table above, it is identified that:

$$\bar{X} = \frac{2140}{30}$$

$$= 71.33$$

From the result of students test the researcher found the mean score of all sample is 71.33 and according depdikbud, if the student got score 66 - 75 that is qualification is fairly good. This is showed the students ability to use English Affixation in changing adjective into abstract noun is Fairly Good.

B. Discussion of The Study

Discussion of test result

This research reveals that analysis students' ability to use English affixation in changing adjective into abstract noun. There were 228 population in third semester of Muhammadiyah University of Makassar. The researcher has taken 30 students as sample. There are two classes as sample in class C 15 students and G class 15 stude

Based on finding above the researcher found some students that understand and not understand about affixation in changing word into another word with adding the suffix especially change adjective into abstract noun. The result of the test, there were 23 (76%) students got score ≥ 60 , 7 (3%) students got score ≤ 60 and mean score all of students score is 71.33, and it can be seen in appendix B. It is support with Depdikbud score category to determine whether students are regarded successful, at least 76% must get score 60 or more if less than 76% students get this score, they are considered to have failed.

To know the students' ability in changing adjective into abstract noun, the students can change adjective into abstract noun with adding the correct suffixes like ness, ity, ty, ence/ance, cy and th (Reichel, Karl: 6-147). Type of affixation in this research is derivational affix and focus about suffixes.

In addition, Fajrina (2014) "A Morphological Analysis of Derivational Suffix in obama speech. She found the lexical categories of derivational suffix in Obama speech. Firstly, lexical category of verbs changes into noun when added with suffixes

-ation, ion, -er, -or, -ee, -ing, -ment, -al. Secondly, lexical category of adjectives changes into noun when added with suffixes -ness, -ity.

Sugiarto (2015) "Types of affixation found in reading texts of English textbooks for the first grade of senior high schools in tulunggung". He found out there were two kinds of affixes. They were prefix and suffix. There is prefixation of 20 prefixes of negative prefix and 18 prefixes of other prefix with various meaning. Then suffix of 3 suffixes verb formation include noun derived from other nouns. Then 101 suffixes of adjective formation include adjective derived from nouns and adjective derived from verb.

Harlianto (2008) "An Analysis of Noun Forming affixes in Time Magazine issued on January, 2008". He found noun forming affixes based on syntactical category. There were six affixes from noun: -ion, -ation, -ment, -er, -ness, -ity. The result of his research study showed those two lexical categories that are changing into noun; noun forming affixes from verb to noun and forming affixes from adjectives to noun.

Based on the description above, the researcher assumed that the objective of this research to know how the students' ability to use English Affixation in changing adjective into abstract noun. Another researcher in previous findings we can see the differences of objective of this researcher but same found about affixation in changing word into another word. There were found the type and the formation of affixation. This is showed knowledge or understanding about affixation in forming a word is good. Then, in my research based on finding the students have ability in changing adjective into abstract noun is Fairly Good.

Conclusion and Suggestion

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the students' ability to use English affixation in changing adjective into noun abstract at the third semester students' English department of Muhammadiyah University of Makassar academic year 2018/2019 was fairly good. It was proved by 23 (76%) students have good ability and 7 (24%) students have not good ability to change adjective into abstract noun, and the result of all the students mean score is 71.33 and this fairly good qualification.

From the last score of the students' ability in changing adjective into abstract noun, the researcher used seven qualification categories they are Excellent, very good, good, fairly good, fairly, poor, and very poor. After the researcher has given the total score of the students' test. It can be concluded that the students have fairly good ability to change adjective into abstract noun.

B. Suggestion

There are two suggestion provided for the lecture and students English department at the third semester Muhammadiyah university of Makassar.

1. For the lecture

For the lecture must be give the students more practice, exercise, and memorize vocabulary for know the meaning and word classes of the word. In order the students able to improve their ability in changing word into another word especially in adjective into noun abstract.

2. For the students

For English subject the students must practice, memorize vocabulary about word classes and do exercise to find how to change word into another word. In order the students can improve their ability in changing adjective into noun abstract.

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