

**THE USE OF AFFIXATION ON STUDENTS’
WRITING TEXT AT THE SECOND GRADE OF SMAN
1 KOTA JAMBI**

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ABSTRACT

The aims of this study investigates about two type of affixation focused on derivational affixes use by students of SMAN1 Jambi City in writng text.the data of the study are on students writing text. The method of the research was qualitative research and the approach used in counducting this research was descriotive research. The data obtained through documentation. This study involved twenty five students of XI mipa at SMAN1 Jambi City as sample the result of the research showed that there two type of affixation use by the students on their writing text, it shows there are, verb maker (38), noun maker (123), adjective maker (56), and adverb maker (127), the totals affixes use 344 word affixes.The researcher uses the classification of affixes by using Fromkin, et al (2014)’s theory about derivation which change grammatical classes which included noun , verb, adjective, and adverb.The findings of the study reveal that from 344 words which consist of affixes that focuse derivational affixes. that grammatical classes which involve 123 for noun which affixes produced are – *ation*, *-ion*, *-er*, *-dis*,- *extra-ence*, *-er*,, *-ment*,, *-ness*. 56 for adjective which affixes produced are –*ous*, *-able*, *-ful*, *-y*, *-in*, *-ir*, *-ate*, *-tic*, *-ive*,*-al*, *-less*, 127 for adverb which affix produced are –*ly*, *-less*, *-un*, *-a*, *-im*, *-eag*, and 38 for verb which affixes produced are *-be-*, and *-ize*. The intended meanings are about the affixation focuse of derivational affixation words that related to the quotations that are analyzed.

Keywords: Affixation, Senior High School, Students’ Writing

A. INTRODUCTION

Students can communicate their thoughts in writing. Genre limits affect writing, hence they must be addressed in learning activities. Thus, early writing instruction is crucial. Writing is not only about expressing good ideas in good language on paper, but there are also some requirements that must be met to create a high-quality text. In this case, the writer wants to focus on writing skills, especially affixation in English. Morphology is one study.

The categories and norms of morphology govern word production and interpretation. Morphology has various study areas. One is about affixation. McCarthy (2006) defines affixation as attaching an affix to a base, which might be simple (full) or complex (mediate). Prefix, infix, and suffix are English affixes. No infixes are typical in English. Prefixes and suffixes are used differently in English words.

Additionally, every English text student must learn affixation. Since morphology's form-meaning relationship is rarely one-to-one, Rochelle Lieber (2004: 14) claimed. Formal and semantic impacts of word construction should be separated. Understanding English text content makes studying English easier. Students may do so easily by knowing morphology vocabulary, especially affixation. Katamba (2008) classifies affixes as prefixes, suffixes, and infixes. The root and base are preceded by a prefix. Plural and tense markers are suffixes applied after root and stem or base. Infix attaches to root.

Both previous investigations used researcher references. Because affixation is a morphological process in their study, yet most of their studies don't mention it, it's necessary to analyze it in student writing. Khatimah (2012). "Knowledge of affixation as well as their meaning can help a person enlarge their vocabulary" Paradede (2009). According to Chaer (2008), affixes are morphemes that cannot construct words. It becomes part of word construction during affixation. Three types of affixes. We have prefix, suffix, and infix. This is why the researcher wants to study use affixation.

Based on preliminary research, the researcher interviewed SMAN 1 Kota Jambi English teachers and found that most students wrote well, especially descriptively. Documentation and mini tests supported this. An English teacher said many children are enthusiastic about learning English. Students employ affixation in their writing.

Many studies on writing affixation include: Fatih Al Fauzi (2018) conducted the first derivational affix analysis study. Research findings are divided into two parts: prevalent derivational affixes in gap fill paragraphs. She discovered derivational prefix and suffix. Second, Alfianto (2014) found affix types, forms, and meanings in his morphological analysis. Third, Wardah (2008) examined the frequency and kind of affixation in the novel.

The narrative uses six affixations: prefix, suffix, circumfix, derivational, inflectional, and simulfix. Use affixation in second-grade SMAN 1 Kota Jambi students' writing text is examined in this study. They employ English affixes extensively in writing, making it easier for researchers to locate them. The researcher utilizes writing text to investigate affixation because she believes it will demonstrate pupils' capacity to use it. Accordingly, the researcher wants to study "An Analysis of the Use Affixation on Students' Writing Text at the Second Grade of SMAN 1 Kota Jambi".

B. METHOD

In this study, the researcher employed a qualitative descriptive research design. According to Sugiyono (2016), qualitative research involves observing the object in its natural environment. David Williams (1995) defines qualitative research as the collection of data in a natural context using natural methods by researchers with a natural interest in the topic. Observations and the use of documents are the most common methods employed in qualitative research.

Specifically, qualitative research prioritizes data analysis. This indicates that the data in this study are analyzed through textual analysis. According to Ch Surakhmad (1991), descriptive research is a method in which the researcher employs a qualitative descriptive research design to address the research question. In this study, the researcher will examine the use of affixation in the writing of Senior High School 1 kota jambi students. This study will concentrate on the analysis of type affixation found in the writing of second-grade students at Senior High School 1 Kota Jambi.

C. FINDINGS AND DISCUSSION

This study aimed to analyze the use of affixation in students' writing texts to answer specific research questions and identify the types of affixes employed. The research revealed that students commonly used both prefix and suffix affixes, mainly in the formation of verbs, nouns, adjectives, and adverbs. The total count of affixation instances reached 344 items, and this finding was consistent with prior research conducted by Siti Yuni Nurjanah in 2015.

The analysis also highlighted that students utilized affixes for derivational and inflectional processes. Derivational processes included transformations from nouns to adjectives, verbs to

nouns, and adjectives to adverbs, whereas inflectional processes involved various forms of nouns, adverbs, verbs, and adjectives. Additionally, the research identified specific affixes and their functions in word formation, such as verb-making and adjective-making suffixes.

The study categorized affixation into prefixes and suffixes and demonstrated its importance in expanding vocabulary and understanding the formation of complex words. Furthermore, it emphasized the potential applications of derivational affixation in teaching and learning vocabulary, providing insights into the structure of English words and aiding in the analysis of complex nouns formed by various constituent morphemes.

In summary, this research shed light on the significant role of affixation in students' writing texts, showcasing its prevalence and versatility in word formation and vocabulary enrichment. It underscored the educational implications of understanding affixation as a key aspect of language learning and word analysis.

After assessing student writing data, this study's results had to be discussed. This research aimed to answer questions. This research also sought to identify students' text-writing that utilize affixation. Type use analysis showed that students committed prefixes and suffixes with noun, adjective, and adverb function verbs. Student use affixations totaled 344. Comparable research by Siti Yuni Nurjanah (2015). The researcher detected 7 derivational terms and 29 inflectional words. During derivation, one noun becomes an adjective, three verbs become nouns, and three adjectives become adverbs. The narrative text "The Ugly Ducklin" has nine noun formations, four adverb formations, thirteen verb formations, and three adjective formations. From the data, the researcher detected 38 verb affixes utilized by students creating text. include prefix -be (34) and suffix -ize. Verb makers turn root words to verbs. Missing word in sentence. Example: "His students to memorize the verses of the Qur'an" (suffix -ize turns adjective into verb). 123 prefixes employ noun makers: -ness, -ence, -ment, tion/ion, -er, -dis, and -extra. Noun maker used to form nouns. For instance, "after all the member have finished the selection" (suffix -ate makes nouns adjectives). According to pupils, the most common use of the affixation was types.

Affixes used in adjectives with 56 elements were -in, -ir, -en, -as prefixes and -ive, -ful, ous, -al, -able, -ate, -y, -tic, -ty suffixes. When appended to a stem, adjectives are formed using

affixes or "adjectivizers". Most English adjectives are nouns, not verbs, such as "everyone close to her will feel comfortable because of this personality." Here, person (noun) with suffix -ty functions as adjective (since it switches part of speech noun to adjective), personality Plag (2002, p.109-123) lists noun (-al, -ency, -ancy, -ee, -er, -ess, -ful) and adverbial dissent suffixes in novels. These findings support Chomsky's theory (Yu and Ren, 2013, p.46). Attention transfer is greatly influenced by a learner's. Positive transfer is shared linguistic rules.

Last, researchers found 127 prefixes and suffixes used by pupils composing text: -un, -a, -im, and -ly, -less. Similarly, Fromkin (2011) asserted that English inflectional suffixes are s, ed, ing, en, er, and est. The inflectional suffix "s" creates a new word from an existing lexeme, altering one's conceptual vocabulary. According to Broukal (2002, p. 179), an inflectional suffix is a group of letters added to a word root. According to Caramazza (1988), inflections never modify syntactic category.

Second-graders at SMAN1 Jambi City use various affixes in their writing. The researcher detected prefix, suffix, and derivational affixations. There are five types of English inflectional affixes in word classes, with class-changing derivations categorized as noun, verb, adjective, and adverb. In this research, several types of inflectional affixes were observed in undergraduate thesis abstracts written by students. Noun suffixes (s/ es/ ies) were most common. Verbals (present:V1, past:V2 regular, and V3 perfect/passive voice) with suffixes (s/ ies) or (d/ ed/ id) were second. The third tier was comparative and superlative adjectives with suffixes (er/est). Possessives (singular and multiple) with suffixes ("s/ s") were the last level. The students' writing lacked any adverb-form inflectional affixes. Native speakers learn affixes to expand their vocabulary. Understanding prefixes and suffixes helps us form new words and understand known terms. Affixation is common for word formation. English readers use affixes to estimate the meaning of difficult words.

Vocational High School uses derivational affixation. Teach and learn vocabulary with it. English word kinds can be studied using affixation material. If we know how complex lexical things are produced by combining constituent morphemes, we can break down any complicated word. For instance, if we know that disturbance and payment are made by

adding –ance and –ment to the verbs disturb and pay, we may break down any complicated noun to its essential parts.

D. CONCLUSION

The concluding chapter of this thesis is Chapter V. In this chapter, the researcher provides a conclusion and recommendations for those involved with this study. From the data analysis, the study's findings demonstrate that 680 words contain the most. The categorization is as follows: Noun creator –tion, –ion, and –ness-er, -ence, -ment. Adjective endings: -in, -ir, -y, -y -ful, -tic, -ty, -ous, -able, -ate, -ive, -, and -al. –ly, -less, -un, -a, -im, and -eag are adverbs. Are -ize and -be.

Some derivational processes alter grammatical classes, including adjective to noun, verb to noun, noun to adjective, verb to adjective, noun to verb, adjective to verb, and adjective to adverb. The two examples of processes and intended meaning affixes are compassion as an adjective plus the suffix -ness to form a noun and generosity as an adjective plus the suffix -ness to form a noun. Kindness refers to the condition of being kind, so it transforms from an adjective to a noun. Second, detest has the prefix dis-, which means dislikes.

The researcher provides a concise conclusion regarding the thesis. These are the conclusion: The researcher discovered various types of derivational suffixes. Prefixes and suffixes are the two types of affixation categories. Two kinds of affixation exist. Class-maintaining derivations are categorized by noun, verb, and adjective pattern. And class-changing derivation separated into noun, verb, adjective, and adverb derivational affixes. The indicator is that pupils can correctly learn types of derivational affixation. Affixation is one of the means by which new words are formed; it aids English readers in guessing the meaning of complex words containing affixes. Affixation can determine the meaning of a new word, thereby enhancing a student's vocabulary.

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