Derivational Affixation on The Student's Recount Text

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Article Info	ABSTRACT
	Language is important in our life, especially for communication. Talking about language was certainly lead to the discussion of linguistic, such as morphology. In the morphology there is derivational and inflectional affixation. This thesis focused on analyzing derivational affixation applied in the students' writing task to find out types of derivational affixation used by the students' and how is derivational affixation processes in these types. Derivation is the ability to derive new words forms that important to become competence users of English. The researcher interested to analyze derivational affixation in writing skills which is a complicated skill with complete language component to be mastered, such as vocabulary. The researcher chooses writing text from the students because it is interesting to study whether the students' writing text contain derivational affixation even though they have not received about the material formally. So, the object of this research is writing task produced by the XII-Bahasa students' at MAN 2 Jombang conducted from the instruction to make a recount text shared through google form. This thesis using qualitative content analysis method. The result of this thesis analyzed according to the theory of Katamba (2006) and Booij (2007), then it shows that the researcher found two types of derivational affixation applied, namely prefixes and suffixes. This research support theory of Katamba (2006) stated that infixes rarely use in English. Then, types of derivational affixation applied on the students' writing task categorized into their process of derive new words. Prefixes found consist of two kinds in derivational affixation process those are nominal affixation and adjectival affixation. Then, all kinds of derivational affixation process found in suffixes those are nominal affixation, verbal affixation, adjectival affixation and adverbial affixation. To conclude there is many types of derivational affixation applied in the student's recount text. .

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1.   INTRODUCTION

Language is the important things in our life, especially for communication. Communicating with others to share or transfer our ideas/opinion is difficult without language. Foreign language language is being studied in academic, especially in English classroom. Learning English is important to make sure we can survive in this globalization era because it's been an International language. Using language is certainly lead to the discussion of linguistics, especially for academic.

Linguistics as a scientific knowledge of language have several branch to discuss, one of them is morphology. Morphology is the study of the forms of words otherwise known as word-formation. Word-formation has many morphemes, but there is often used as a process and found in many language applications names affixation. Affixation has two types that are inflectional and derivational.

The researchers raise the derivational affixation to be studied than inflectional affixation because the addition of an inflectional affix can be such a derivational affixation, it does not alter the word-class of the base to which it is attached. It is only able to modify the form of a word, like showing about plurality (Katamba, 2006). Meanwhile, derivation is the ability to derive new words forms that important to become competence users of English. Derivation is the process of creating a new word out of an old word, usually by adding a prefix or a suffix (Naseeb & Ibrahim, 2017). So usually the word changes because of the addition of a prefix or suffix are called Derivational Affixations, for example "beautiful become beautifully (-ly is the suffix added and derivational affixation of the word which is change from adjectival into adverbial meaning)".

The researchers interested in analyzing derivational affixation in writing skills which is a complicated skill with complete language component to be mastered, such as vocabulary. Therefore, the researchers choose the students' writing task as the object of derivational affixation analysis. The writing task provides more data. The researchers take the task from senior high school who should be rich in vocabulary because they have studied English since junior high school, as English is included in the scope of national exam since junior high school according to *Peraturan Presiden pasal 70 ayat (3) No.23 Tahun. 2013 tentang perubahan atas peraturan pemerintah No.19 Tahun.2005 tentang standar nasional pendidikan*. Hopefully that many variations of words is produced. Meanwhile in the syllabus of senior high school there is no material about derivational affixation, but it is interesting to study whether the students' writing task contain derivational affixation even though they have not received about the material formally.

Therefore, the researchers want to analyze it on the students' whose abilities do not understand about derivational affixation and examine what types appear in their writing task. Based on this phenomenon the writers determine "DERIVATIONAL AFFIXATION ON THE STUDENT'S RECOUNT TEXT" produced by the Students' at Man 2 Jombang.

2.   RESEARCH METHOD

The qualitative approach applied in this research with content analysis design. The subject of this research is the students of XII-Bahasa in MAN 2 Jombang academic year 2021/2022. This research used total sampling from the subject which is 22 students' in that class. The data collected from the students' writing task conducted by the researcher and distributed by the teacher. A type of writing in this study is essay writing. The writing task contains of the instruction for the students to make a recount text through google form. It was used to answer the analyzing the content of students' writing task and it was also used to analyze based on derivational affixation found in the task.

The data was obtained by collecting the students' writing task. The data analyzed and identified in each word that contain derivational affixation in students' writing assignment. In derivational affixation, there are prefixes, suffixes, and infixes. Then, categorized into the derivational affixation processes, namely: nominal affixation, verbal affixation, adjectival affixation, and adverbial affixation.

3.   RESULTS AND ANALYSIS

The researchers analyze the data according to the theory of Katamba (2006) and Booij (2007) which had been reviewed in the related theory. The researchers describe that the students' writing task where they have not written all of the types in derivational affixation in their recount texst essay, only two types from three types namely prefix and suffix. Moreover, the students' writing task contains all of categorization in derivational affixation processes.

3.1. Derivational Affixation Processes in Students' Writing Task

The words that contains about derivational affixation was categorize into three types of affixation, namely prefix, suffix, and infix according to Booij (2007). As the table below:

Table 1. Derivational Affixation

No.	Students' Code	Prefix (word)	Suffix (word)	Infix (word)
1.	ADA	-	Lonely, usually, teacher, boring, wisdom, really	-
2.	FOA	undetermined	Suddenly, announcement, annoying, promotion,	-
3.	APR	-	Congregation	-
4.	EANG	-	Mobility, interactions, greatly, workers, government, sanitizer, explanation, directly, teacher, finally, actually, really, situation, supportive, hopefully	-

No.	Code			
5.	NBC	-	Especially, teacher, slowly, assignment, useful, competition, requirement, regulation, relation, grateful, potential	-
6.	TPL	-	Eventually, finally, optimally, teacher, attractions, emergency, hopefully	-
7.	VAS	-	Quickly, physical, education, bored, importantly	-
8.	FR	-	Difficulty, examination, bored	-
9.	RADF	unpleasant, exchange	Sanitizer, opinion, passionate	-
10.	AA	-	Greatly, especially, really, teacher, organization, fully, smoothly	-
11.	A3S	-	Approximately, bored, opinion, teacher, directly, protection	-
12.	SF	-	Really, environment, unfortunately, finally	-
13.	EAR	-	Announcement, promotion, distribution	-
14.	DTP	-	Dangerous, neighbourhood, frequently, enthusiasm, bored	-
15.	FA	Encourage	Government, swiftly, interaction, physical, bored, assignment, socialize, usually, obligation	-
16.	SAT	-	Situation, sleepiness, freedom, solution, certainly, difficulty	-
17.	ANA	-	Lonely, usually, respective teacher, wisdom	-
18.	NHF	Unfinished	Enthusiastic, government, workers, relationship, prevention, enjoyable, clearly, directly, teacher, assignment, currently, application, actually, situation, grateful, unfavorable condition, opportunity	-
19.	RF	Uncommon	Education, bored, especially, currently, technical, interference, disturbances, situation, implementation, physical, information, suddenly, educators	-
20.	IIL	Enforced	Announcement, vacation, certainly, bored, monotonous, especially	-
21.	LQM	-	Vacation, actually	-
22.	LVT	encourage	Government, swiftly, interaction, physical, bored, assignment, connection	-

There are seven students write using prefix in writing recount text. Fifteen students don't write using prefix in their recount text writing. Based on the table 1 above shows that all the students are able to write suffix in writing recount text. Furthermore, there isn't student writing recount text using infix. It can be determined that the students are able to write the language focus on recount text writing. The students have ability on writing recount text very well. This study only shows that the classification on error analysis on derifational affixes otherwise the study by Masitoh (2017) shows all classification of errors occur in derivational affixes in writing.

3.2. Kinds of derivational affixation processes

The process of derivational affixation present in the form of table, so make it easier to understand. There are two kinds of verbal affixation found in the data source, those are suffix –ate and –ize. The following table is representation the process of derivational affixation:

Table 2. Verbal Suffixation

Word	Base	Suffix	Process	Function of suffix
Passionate (V)	Passion (N)	-ate	Passion (N) + -ate = passionate (V)	Class changing (N > V)
Socialize (V)	Social	-ize	Social (N) + -ize = socialize (V)	Class changing (N > V)

Based on the table there are only two kinds of verbal suffixation written by the students on recount text. The students write their sentences using the words passionate and socialize in their writing recount text. This provides that the students can write verbal suffixation better according to the right function.

In the data source, there are prefix and suffix founded as nominal affixation. The representation laid in the table below:

Table 3. Nominal Suffixation

Word	Base	Suffix	Process	Function of suffix

Teacher	Teach (V)	-er	Teach (V) + -er = teacher (N)	Class changing
Sanitizer	Sanitize (V)			(V > N)
Educators	Educate (V)	-or	Educate (V) + -or = educator (N)	
Government	Govern (V)	-ment	Govern (V) + -ment = government (N)	
Assignment	Assign (V)		Assign (V) + -ment = assignment (N)	
Requirement	Require (V)		require (V) + -ment = requirement (N)	
Environment	Environ (V)		environ (V) + -ment = environment (N)	
Announcement	Announce (V)		announce (V) + -ment = announcement (N)	
Interference	Interfere (V)	-ance	interfere (V) + -ance = interference (N)	
Disturbance	Disturb (V)		disturb (V) + -ance = disturbance (N)	
Promotion	Promote (V)	-tion	promote (V) + -ion = promotion (N)	
Congregation	Congregate (V)		congregate (V) + -ion = congregation (N)	
Interaction	Interact (V)		interact (V) + -ion = interaction (N)	
Explanation	Explain (V)		explain (V) + -ion = explanation (N)	
Situation	Situate (V)		situate (V) + -ion = situation (N)	
Competition	Compete (V)		compete (V) + -ion = competition (N)	
Regulation	Regulate (V)		regulate (V) + -ion = regulation (N)	
Relation	Relate (V)		relate (V) + -ion = relation (N)	
Attractions	Attract (V)		attract (V) + -ion = attraction (N)	
Education	Educate (V)		educate (V) + -ion = education (N)	
Examination	Examine (V)		examine (V) + -ion = examination (N)	
Organization	Organize (V)		organize (V) + -ion = organization (N)	
Protection	Protect (V)		protect (V) + -ion = protection (N)	
Distribution	Distribute (V)		distribute (V) + -ion = distribution (N)	
Interaction	Interact (V)		interact (V) + -ion = interaction (N)	
Obligation	Obligate (V)		obligate (V) + -ion = obligation (N)	
Solution	Solute (V)		solute (V) + -ion = solution (N)	
Prevention	Prevent (V)		prevent (V) + -ion = prevention (N)	
Application	Applicate (V)		applicate (V) + -ion = application (N)	
Implementation	Implement (V)		Implement (V) + -ion = implementation (N)	
Information	Inform (V)		informate (V) + -ion = information (N)	
Vacation	Vacate (V)		vacate (V) + -ion = vacation (N)	
Connection	Connect (V)		connect (V) + -ion = connection (N)	
Opinions	Opine (V)	-ion	opine (V) + -ion = opinion (N)	
Wisdom	Wise (A)	-dom	Wise (A) + -dom = wisdom (N)	Class changing (A > N)
Freedom	Free (A)		Free (A) + -dom = freedom (N)	
Mobility	Mobile (A)	-ity	Mobile (A) + -ity = mobility (N)	
Difficulty	Difficult (A)		difficult (A) + -ity = difficulty (N)	
Sleepiness	Sleepy (A)	-ness	Sleepy (A) + -ness = sleepiness (N)	
Emergency	Emergent (N)	-cy	Emergent (N) + -cy = emergency (N)	Change Meaning
Neighbourhood	Neighbour (N)	-hood	neighbour (N) + -hood = neighbourhood (N)	
Relationship	Relation (N)	-ship	Relation (N) + -ship = relationship (N)	
Worker	Work (N)	-er	Work (N) + -er = worker (N)	

The result of the students writing provide that their writing are better on prefix and suffix founded as nominal affixation. There are many words found in the students' writing recount on nominal affixation. This study is in line with the study conducted by Kandel (2012) which focuses on processing prefixes and suffixes in handwriting production. The results for suffixed words indicate that handwriting production can also involve the activation of a morphemic processing level that stores derivational suffixes as processing units.

In the data source, there are prefix and suffix founded as adjectival affixation. The representation laid in the table below:

Table 4. Prefix and Suffix Processed Representation

Word	Base	Prefix	Process	Function of suffix
Adjectival Prefixation				
Unpleasant	Pleasant (A)	Un-	Un- + Pleasant (A) = unpleasant (A)	Change meaning
Undetermined	Determined (A)	Un-	Un-+determined (A) = undetermined (A)	
Enforced	Forced (N)	En-	En- + forced (N) = enforced (V)	Class changing (N > V)
Encourage	Courage (N)	En-	En- + courage (N) = encourage (V)	
Adjectival Suffixation				
Grateful	Grate (N)	-ful	Grate (N) + -ful = grateful (A)	Class changing (N > A)
Useful	Use (N)	-ful	Use (N) + -ful = useful (A)	
Potential	Potentate (N)	-al	Potentate (N) + -al = potential (A)	
Physical	Physic (N)	-al	Physic (N) + -al = potential (A)	
Technical	Technic (N)	-al	technic (N) + -al = technical (A)	
dangerous	Danger (N)	-ous	Danger (N) + -ous = dangerous (A)	
Enthusiastic	Enthusiast (N)	-ic	Enthusiast (N) + -ic = enthusiastic (A)	
Monotonous	Monotone (N)	-ous	monotone (N) + -ous = monotonous (A)	
Annoying	Annoy (N)	-ing	Annoy (N) + -ing = annoying (A)	
Supportive	Support (N)	-ive	Support (N) + -ive = supportive (A)	

Bored	Bore (N)	-ed	Bore (N) + -ed = bored (A)	
Enjoyable	Enjoy (N)	-able	Enjoy (N) + -able= able (A)	
Adverbial Suffixation				
Really	Real (A)	-ly	Real (A) + -ly = really (Adv)	Class changing (A > Adv)
Lonely	Lone (A)		Lone (A) + -ly = lonely (Adv)	
Usually	Usual (A)		usual (A) + -ly = usually (Adv)	
Suddenly	Sudden (A)		Sudden (A) + -ly = suddenly (Adv)	
Greatly	Great (A)		great (A) + -ly = greatly (Adv)	
Directly	Direct (A)		Direct (A) + -ly = directly (Adv)	
Finally	Final (A)		Final (A) + -ly = finally (Adv)	
Actually	Actual (A)		Actual (A) + -ly = actually (Adv)	
Hopefully	Hopeful (A)		Hopeful (A) + -ly = hopefully (Adv)	
Especially	Especial (A)		Especial (A) + -ly = especially (Adv)	
Slowly	Slow (A)		Slow (A) + -ly = slowly (Adv)	
Eventually	Eventual (A)		Eventual (A) + -ly = eventually (Adv)	
Optimally	Optimal (A)		Optimal (A) + -ly = optimally (Adv)	
Quickly	Quick (A)		Quick (A) + -ly = quickly (Adv)	
Fully	Full (A)		Full (A) + -ly = fully (Adv)	
Smoothly	Smooth (A)		Smooth (A) + -ly = smoothly (Adv)	
Approximately	Approximate (A)		approximate (A) + -ly = approximately (Adv)	
Frequently	Frequent (A)		Frequent (A) + -ly = frequently (Adv)	
Swiftly	Swift (A)		Swift (A) + -ly = swiftly (Adv)	
Certainly	Certain (A)		Certain (A) + -ly = certainly (Adv)	
Currently	Current (A)		Current (A) + -ly = currently (Adv)	
Clearly	Clear (A)		Clear (A) + -ly = clearly (Adv)	

According to Katamba (2006) there was the change of meaning or word-class. These change are caused by the addition of prefixes, suffixes, or infixes which can be categorized into four types of derivational affixation processes, namely Nominal Affixation, Verbal Affixation, Adjectival Affixation, and Adverbial Affixation.

In conclusion the students are able to write the language focus on recount text writing. The students have ability on writing recount text very well. This study shows that the classification on error analysis on derifational affixes happen. The students writing provide that their writing are better on prefix and suffix founded as nominal affixation. Furthermore the students can write the words which can be changed into meaning and words classes.

4.   CONCLUSION

According to the finding there were prefixes and suffixes of derivational affixation applied in students' writing task, it shown that there are no infixes of derivational affixation. This finding supports the theory of Katamba, 2006 that infixes were rarely used in English. All of the kinds in derivational affixation processes found in this research, it different with the result of previous study that shown it did not found verbal suffixation in derivational affixation processes. Future researchers are suggested to replicate this study to explore more about the morphology field on students' writing.

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