

THE STUDENTS' ABILITY IN USING DERIVATIONAL SUFFIXES IN WORD FORMATION

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***Abstract:** This study is aimed to describe the students' ability in using derivational suffixes in word formation. Word formation is one of the important aspects in vocabulary building because the students can know how to create new words through kinds of processes, by using compounding, blending, clipping, acronyms, affixes, etc. The design of the research is descriptive quantitative. This study assigned 58 students of the second semester of English Department in academic year 2014/2015 as the population and sample of the study. Data of this study were the students' scores in vocabulary test about derivational suffixes used in word formations. The vocabulary test as the instrument of the study was in the form of written test in the type of short essay test. Relying on descriptive quantitative design, the data obtained were analyzed by using descriptive statistics which were focused on mean score and rate percentage. The research revealed the following findings: (1) The students' ability in using derivational suffixes in word formation of the second semester of English Department of University of Kutai Kartanegara in academic year 2014/2015 was good. This fact was supported by the students' mean score was 67.89 which was on B grade (good level); (2) The scores distribution of the students' ability in using derivational suffixes in word formation of the second semester of English Department of University of Kutai Kartanegara in academic year 2014/2015 were in five criteria ranged from A to E grade. It was found that 11 or 18.97% of the students got A (excellent) level, 23 or 39.66% of the students obtained B (good) level, 15 or 25.86% of the students gained C (fair) level, 6 or 10.34% of the students got D (poor) level, and 3 or 5.17% of the students got E (failed) level. It meant that from 58 students, 49 or 84.49% were successful, and 9 or 15.51% of the students were fail in using derivational affixes in word formation.*

***Keywords:** Affixes, Derivational Suffixes, Word Formation, Ability, Vocabulary Building*

VOCABULARY always concerns with word. The existence of words is usually takes for granted by the speakers of a language. To speak and understand the language meaning among many other things knowing words of that language. The average speaker knows thousands of words, and new word enters into the students' minds and the students' language on a daily communications.

Vocabulary plays a very important role in developing the four skills; they are listening, speaking, reading and writing. By having vocabulary the students can obtain knowledge and information. According to Wilkins in Budiharso (2004) that vocabulary is important not only for learning the language itself but also for the language for communication.

The summary of Ur's idea (1996) in Rachmadie (1999:2) about some aspects of vocabulary, they deal with: form, grammar, collocations, meaning and

word formation. Word formation is one of the important aspects in vocabulary because the students can know how to create new words through kinds of processes, by using compounding, blending, clipping, using acronym and using affixes.

Enlarging English vocabulary could be done by using some methods. One of the methods is through word formation. Word formation is the process or result of forming new words, called derived words, from words or words groups with the same root (Encyclopedia:2013), especially a knowledge of using affixes including prefixes and suffixes. As Renyaan (1986:66) states that a knowledge of affixes (prefixes and suffixes) as well as their meanings can help students enlarge their vocabulary. Once they know the meaning of particular prefix or suffix, they have a clue to the meaning of every word beginning with a prefix or ending with a suffix by analyzing the significant part in the word. In addition, River (1987:2) confirms that knowing something of the way in which prefixes, suffixes, and roots combine to form words provide insights into the history of our words and into their meanings.

Affixes are a letter or group of letters which are added to the beginning, or end of a word to make new word. According to Zapata (2007:2) affixes can be classified into two different ways, namely according to their positions in the word and according to their function in a phrase or sentence. According to their position in the word (or side of the word they are attached to), affixes are classified into prefixes and suffixes. Prefixes are bound morphemes that are added to the beginning of a word such as *un-* in *unnoticed*, *a-* in *amoral* and *sub-* in *subway*. Suffixes are bound morphemes which are attached to the end of the word such as *-able* in *noticeable*, *-less* in *careless* and *-en* in *shorten*.

According to the function affixes fulfill in the language, affixes are classified into derivational affixes and inflectional affixes (Quirk, et.al., 1985). Derivational affixes are morphemes that create (or derive) new word, usually by either changing the meaning and/or the part of speech. Inflectional affixes are morphemes which serve a purely grammatical function and do not change the part of speech of the root and they do not create new words.

Derivational affixes are morphemes are that create (or derive) new word, usually by either changing the meaning and/or the part of speech. According to Rachmadie (1999) in Utami (2014:14-16) there are three characteristics of derivational affixes:

1. The words with which derivational suffixes combine are an arbitrary matter. To make a noun from the verb adorn we must add the suffix *-ment* and no other suffix will do, whereas the verb *fail* combines only with *-ure* to make a noun *failure*. Yet the verb employ may use three different suffixes *-ment*, *-er*, *-ee*, to make three nouns with different meanings (*employment*, *employer*, *employee*).
2. In many cases, but not all, a derivational suffix changes the part of speech of the word to which it is added. The noun act becomes an adjective by the addition of *-ive*, and the adjective active we would add *-ate*, making it a verb activate.
3. Derivational suffixes usually do not close off a word, that is after a derivation suffix you can sometimes add another derivational suffix and next, if required. For example, to the word fertilize which already ends in a derivational suffix

–ize, we can add another suffix –er to make fertilizer.

In order to get clear description about derivational suffixes, the researcher gives several examples below:

Noun	Verb	Adjective	Adverb
Beauty	Beautify	Beautiful	Beautifully
Quickness	Quicken	Quick	Quickly
Exclusion	Exclude	Exclusive	Exclusively
Excitement	Excite	Exciting	Excitingly
Exciter	-	Excited	Excitedly

From the simple description about derivational suffixes above it can be concluded that:

1. An adverb is normally made by adding the suffix –ly to the adjective.
2. An adjective can be made by adding –ful to the noun: or –ive, –ing, –ed, –able, –less, to the verb.
3. A verb can be made by adding –fy to the noun or en- to the adjective.
4. A noun can be made by adding –ist or –ism to the noun: or –ion, –ment, –er, –ness, –ity to the adjective.
5. In paradigms the meaning of the root remains constant, and it is the suffixes that produce the difference in meaning among the forms of each paradigm. For example, the adjective exciting and excited have different meanings though they derive from the same root excite. Likewise, the adjective exhausted has a different meaning from exhaustive though they come from the same root exhaust.

Based on the explanation previously, there are some categories of derivational suffixes (Rachmadie, 1999) as in the following:

1. Derivational suffixes that change verbs into nouns
In order to change verbs into nouns, the following derivational suffixes can be used: –al, –ure, –y, –ment, –ance/–ence, –sion/–tion/–ion, –or/–er/–ar/–ent.
2. Derivational suffixes that change adjectives into nouns
In order to change adjectives into nouns, the following derivational suffixes can be used: –ness, –ity, –ism, –th.
3. Derivational suffixes that change nouns into adjectives
In order to change nouns into adjectives, the following derivational suffixes can be used: –ish, –al, –ly, –like, –ous, –ary, –ic, –less, and ful.
4. Derivational suffixes that change verbs into adjectives
Here are some common derivational suffixes to be used to change verbs into adjectives: –ive, –ant, –ed/–ing, and –able/–ible.
5. Derivational suffixes that change adjectives and nouns into verbs
In order to change adjectives and nouns into verbs, the following derivational suffixes can be used: –en, –ize, –fy, –ish, and –er.
6. Derivational suffixes that change adjective and nouns into adverbs
In order to change adjectives and nouns into adverbs, the following derivational suffixes can be used: –ly, –ward, –wise, –long, and –way.

RESEARCH METHODOLOGY

The design of this study is descriptive quantitative, because the researcher would like to give description about the variable in this research in term of scores. The data of this study were analyzed using mean score and percentage analyses. Ary et.al (1985:322) state that “descriptive study is designed to obtain information concerning the current status of phenomena and to determine the nature of situation, as it exists at the time of the study”.

Population is all of the subjects that are observed (Budiharso, 2004:154). The population of this study was the whole second semester students of English Department in academic year 2014/2015 with the total number of the students was 64 students from 2 classes.

Sample is a part of population that is investigated and assumed to be representative (Ary et. al, 1985:129). Arikunto (1996:120) states "If the subject is less than 100, it is better to take them all. If the amount of the subject is large, we can take between 10% - 15% or 20% - 25% or more. Because the number of population was less than 100, so the researcher took all of the population as the sample of the study, so the amount of the sample of this study was 83 students. But unfortunately, when the researcher took the test to take the data of this study, not all students were present, only 58 out of 83 who were present. So, the total number of the sample of this study was 58 students.

The instrument of this research which was used to collect the data was a written test in the form of short essay test of word formation using derivational suffixes made by the researcher herself based on the materials in Vocabulary Building subject that had been studied by the students. This study used 40 items, they are distributed into each type of derivational suffixes, as follows:

- a. 10 items about derivational Suffixes that change verbs into nouns, including : -age, -ion, ment, -al, -er.
- b. 10 items about derivational Suffixes that change adjectives into nouns, including: -cy, -ce, -ness, -th, -ity.
- c. 10 items about derivational suffixes that change adjectives and nouns to verbs: -en, -ize, -fy, -ish, -er.
- d. 10 item about derivational suffixes that change verbs to adjectives, including: -ive, -ant/-ent, -ed, -able/-ible.

The data of this study were scores obtained from vocabulary test in type of written test. First, the researcher asked the 58 samples of the second semester students of English Department of University of Kutai Kartanegara in academic year 2014/2015 to do the test by changing the words with the correct words by using appropriate derivational suffixes. The students had to form new words as required by using correct derivational suffixes . The time allocation to finish the test was 90 minutes for 40 items. Then the researcher collected the students' answers. The last, the researcher scored the students' works and the scores gotten were used as the data of this research.

The procedures that were done to analyze the data were as follows: To analyze the data, the researcher used a descriptive statistic. The researcher used numbers, and percentage rate. The analysis of the data were centered on two categories. First, the researcher used mean score and the score criteria that show the level of ability. In addition, to know the scores distribution then the

scores were classified based on the criteria issued by Arikunto (2009:245) and found the percentage as follows:

Table 1. Scoring Criteria Used in this Study

No	Grade	Scores	Criteria	Percentage (%)
1	A	80 - 100	Excellent	
2	B	66 - 79	Good	
3	C	56 - 65	Fair	
4	D	40 - 55	Poor	
5	E	0 - 39	Very poor	

FINDINGS OF THE STUDY AND DISCUSSION

Findings of the study mean to answer the research problems of this study. The findings were explained into finding on the students' ability in using derivational suffixes in word formation and finding on the scores distributions of the students' ability in using derivational suffixes in word formation.

Finding on the Students' Ability in Using Derivational Suffixes in Word Formation and Discussion

Finding on the students' ability in using derivational suffixes in word formation was used to answer the first research question that read as: "How is the students' ability in using derivational suffixes in word formation of the second semester of English Department of University of Kutai Kartanegara in academic year 2014/2015?"

Finding on the students' ability was analyzed from raw scores of the test in using derivational suffixes in word formation. The scores achieved by the students are presented in table 2.

Table 2. The Students' Scores in Using Derivational Suffixes Test

No.	Score	Qualification	Frequency
1	87.5	A	11
2	85	A	
3	85	A	
4	85	A	
5	82.5	A	
6	82.5	A	
7	82.5	A	
8	82.5	A	
9	80	A	
10	80	A	
11	80	A	
12	77.5	B	
13	77.5	B	
14	77.5	B	
15	75	B	

16	75	B	23	
17	75	B		
18	75	B		
19	75	B		
20	75	B		
21	72.5	B		
22	72,5	B		
23	72.5	B		
24	72.5	B		
25	72.5	B		
26	70	B		
27	70	B		
28	70	B		
28	70	B		
30	70	B		
31	70	B		
32	67.5	B		
33	67.5	B		
34	67.5	B		
35	65	C		15
36	65	C		
37	65	C		
38	65	C		
39	65	C		
40	65	C		
41	65	C		
42	65	C		
43	62.5	C		
44	62.5	C		
45	62.5	C		
46	60	C		
47	60	C		
48	57.5	C		
49	57.5	C		
50	55	D	6	
51	52.5	D		
52	50	D		
53	50	D		
54	50	D		
55	45	D		
56	37.5	E	3	
57	37.5	E		
58	37.5	E		
TOTAL	3937.5		58	

Based on the raw scores above, the researcher found the mean score by using mean score formula (Koenker, 1981:82) as follow:

$$M = \frac{X}{N}$$

$$M = \frac{3937.5}{58} = 67.89$$

The mean score of the students was 67.89. It was in B or good level. It meant that the students' ability in using derivational suffixes in word formation was good. The good level meant that most of the students were able to use derivational suffixes in word formation, it meant that the students can form new words by using derivational suffixes and most students were successful to do the test with the highest score was 87.5.

Based on the mean score gotten by the students, that was 67.89, so the first research question in this research could be answered that the students' ability in using derivational suffixes in word formation of the second semester of English Department of University of Kutai Kartanegara in academic year 2014/2015 was good or in B level.

Findings on the Scores Distribution and Discussion

Findings on the scores distribution were used to answer the second research question that read as "How are the scores distributions of the students' ability in using derivational suffixes in word formation of the second semester students of English Department of University of Kutai Kartanegara in academic year 2014/2015?"

Findings on the scores distributions of the students' ability in using derivational suffixes in word formation could be seen from scoring criteria used in this study. The scores distribution was classified into rate percentage. The formula to calculate the percentage according to Sudijono (2007:30) is as follows:

$$p = \frac{fx}{N} \times 100\%$$

The result of scores distribution analysis appeared in table 3 :

Table 3. Scores Distribution of the Students' Ability in Using Derivational Suffixes

No	Interval	Grade	Criteria	Frequency (f)	Percentage (%)
1	80 - 100	A	Excellent	11	18.97
2	66 - 79	B	Good	23	39.66
3	56 - 65	C	Fair	15	25.86
4	46 - 55	D	Poor	6	10.34
5	0 - 45	E	Failed	3	5.17
Total				58	100

Table 3 above showed the scores distribution of 58 students that indicated the ability in using derivational suffixes in word formation. By using the data in table 3 above, the answer of the second research question: "How are the scores

distributions of the students' ability in using derivational suffixes in word formation of the second semester of English Department of University of Kutai Kartanegara in academic year 2014/2015?" were as follows: out of 58 students, there were: 11 or 18.97% of the students got A or excellent level, 23 or 39.66% of the students obtained B or good level, 15 or 25.86% of the students got C or fair level, 6 or 10.34% of the students got D or poor level, and 3 or 5.17% of the students gained E or fail level.

In addition, from the data of scores distributions above, indicated that from 58 students, 49 or 84.49% of the students were successful, and 9 or 15.51% of the students were fail in using derivational suffixes in word formation. These facts indicated that the materials of derivational suffixes were not difficult materials for the second semester students of English Department of University of Kutai Kartanegara under the study. The materials were proven mastered by the students. The students were able to use derivational suffixes in forming new words.

CONCLUSION

Based on the purposes and the findings of the study, the researcher made the conclusions as follows:

1. The students' ability in using derivational suffixes in word formation of the second semester of English Department of University of Kutai Kartanegara in academic year 2014/2015 was good. This fact was supported by the students' mean score was 67.89 indicated B or good level.
2. The scores distribution showed that most students got B or good level. In detail, from 58 students: (1) 11 or 18.97% of the students got A or excellent level, (2) 23 or 39.66% of the students obtained B or good level, (3) 15 or 25.86% of the students got C or fair level, (4) 6 or 10.34% of the students got D or poor level, and (5) 3 or 5.17% of the students gained E or fail level. So, the scores distribution of the students' ability in using derivational suffixes in word formation were in 5 levels: A, B, C, D, and E.

SUGGESTIONS

The suggestion is developed based on the scope and limitation of the study and the significance of the study. Suggestions are addressed to people involved in teaching learning English at the second semester students, such as English lecturers, and the students of English Department of University of Kutai Kartanegara :

1. English lecturers at English Department of University of Kutai Kartanegara are suggested to motivate and encourage students to keep practice, especially in using various kinds of derivational students. Various exercises are required to help the students to increase their ability in using the derivational suffixes.
2. The students are supposed to improve their ability in using derivational suffixes

as good as possible. The students are suggested to use their knowledge of word formation using derivational suffixes in their daily conversation, so the students have to memorize all information related to derivational suffixes as many as possible. By doing this the students will be easier to expand their vocabularies.

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