MORPHOLOGICAL ANALYSIS OF STUDENTS' AFFIX PATTERNS IN WRITING

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Abstrak: Afiksasi merupakan salah satu proses yang harus diperhatikan mahasiswa dalam merubah bentuk kata atau kelas kata. Misalkan dalam mengubah kata sifat menjadi kata benda, mahasiswa harus memahami jenis affiks yang digunakan. Sebagai contoh, kata "happy" (kata sifat) dapat diubah menjadi kata benda dengan menambahkan affiks "-ness". Sehingga kata tersebut berubah menjadi "happiness". Selain itu, mahasiswa juga harus memperhatikan pemilihan affiks yang tepat dalam menulis sebuah karangan. Karena ketepatan dalam pemilihan affiks juga mempengaruhi kualitas tulisan mahasiswa. Pada prinsipnya, penggunaan affiks dalam sebuah karangan berhungan erat dengan fungsi affiks itu sendiri. Karena penggunaan affiks membantu kita dalam mengubah bentuk sebuah kata sesuai yang diinginkan. Fenomena ini mendorong peneliti untuk mengali lebih dalam tentang affiksasi dalam sebuah karangan yang ditulis mahasiswa. Penelitian ini menekankan pada bagaimana proses penggunaan affiks dalam sebuah karangan. Penelitian ini merupakan penelitian kualitatif deskriptif. Sumber data penelitian ini adalah tulisan mahasiswa. Sumber data tersebut diperoleh dari tulisan mahasiswa tentang pengalaman mereka. Sedangkan data dari penelitian ini berupa kata-kata yang mengandung affiks dan root. Sedangkan proses analisis datanya menggunakan teori Fromkin, dkk (2013:65) dan teori Stockwell dan Minkova (2001:64). Berdasarkan temuan, mahasiswa menggunakan dua pola affiks, a) affiks derivasional, b) affiks infleksional. Selain itu, berdasarkan fungsinya, mahasiswa menggunakan pola-pola affiks tersebut untuk: a) membuat kata baru atau membuat kata yang kategori grammatikalnya berbeda, dan b) membuat perubahan grammatikal pada kata atau membuat kata yang fungsi grammatikalnya berbeda.
Kata Kunci: *Morfologi, Affiks, Pola, Menulis.*

Abstract: Affixation is a process that must be considered students in changing the form of words or word class. For example in changing an adjective into a noun, students must understand about the type of affixes used. For example, the word "happy" (adjective) can be changed into a noun by adding affix "-ness". So that the word changed to "happiness". In addition, students also have to pay attention to the selection of appropriate affix in writing an essay. Because the accuracy of the affix selection also influences the quality of students' writing. Principally, the use of affix in an essay is closely related with the function of affix itself. Because the use of affix assists us in changing the form of a word as desired. This phenomenon encourages researcher to dig deeper into affixation in an essay that's written by student. This study emphasizes on how the process of using affix in an essay. This study is descriptive qualitative research. Source of the data is students' writing. It is derived from students' writing about their experiences. Meanwhile, data of this study are words that consist of affix and root. While the process of data analysis uses Fromkin et. All's theory (2013:65) and Stockwell and Minkova's theory (2001: 64). Based on the findings, students use two types of affix patterns, a) derivational affix, b) inflectional affix. In addition, based on the function, the students use the affix patterns to: a) derive new word or create a new word by changing different grammatical category and b) make grammatical changes to words or make different grammatical function of words.
Key Words: *Morphology, Affix, Pattern, Writing.*

INTRODUCTION

Morphology is one of linguitics study relates with the word formation. As a lexical word, morphology consists of two parts: *morp* referring to 'form' and *–ology* referring to 'study'. As a linguistic term, morphology is the study of how words are built of form-meaning units (Hamawand, 2011:2). It basically focuses on structural analysis of word formation. In this term, word formation is closely related with affixation.

Principally, affixation is a process that must be considered in changing the form of words or word class. Onumajuru (2016:11) proposes that "Affixation entails the addition of an affix to a stem to yield a complex stem". In this case, affix cannot stand alone. As stated by Ndimele (2001:16) that affix is as bound morpheme which is not capable of independent existence. It needs root of base form. Kennedy (2014:73) proposes that "most words, however, can consist of a root with one or more affixes at the beginning (prefix) or end (suffix)".

1. Prefixes consist of root that are followed by affixes at the beginning.
 For example:
Un-: the word "happy" is added by prefix un-. It becomes "unhappy".
Re-: the word "read" is added by prefix re-. It becomes "reread".
In-: the word "accurate" is added by prefix in-. It becomes "inaccurate".
b) suffixes consist of root that are followed by affixes at the end.
1) suffixes are used to construct word to noun.
  -ance: the word "different" is added by suffix –ance. It becomes "difference".
  -ee   : the word "employ" is added by suffix –ee. It becomes "employee".
  -dom: the word "king" is added by suffix –dom. It becomes "kingdom".
2) suffixes are used to construct word to verb.
  -en : the word "light" is added by suffix –en. It becomes "lighten".
  -fy : the word "beauty" is added by suffix –fy. It becomes "beautify".

-ize: the word "critic" is added by suffix –ize. It becomes "criticize".
3) suffixes are used to construct word to adjective.
  -able: the word "read" is added by suffix –able. It becomes "readable".
  -ous : the word "humor" is added by suffix –ous. It becomes "humorous".
  -ful: the word "care" is added by suffix –ful. It becomes "careful".
4) suffixes are used to change adjective to adverb.
-ly: the word "happy" is added by suffix –ly. It becomes "happily".
For example in changing root into a noun, students must understand about the type of affixes used, prefix of suffix. For example, the word "happy" (adjective) can be changed into a noun by adding suffix "-ness". So that the word changed to "happiness".

There are two types of affixing process. Fromkin et. All (2013:65) propose that "Affixes may be derivational or inflectional. Derivational affixes derive new words; inflectional affixes, such as the plural affix *s*, make grammatical changes to words". In this case, derivational affix focusses on changing different grammatical category, mainly the change of noun to adjective or the change of adjective to adverb by using prefix or suffix, such as: prefix un-, re-, in-, and suffixes –ance, -ee, -dom, -en, -fy, -ize, -able, -ous, -ful, -ly. Meanwhile, inflectional affix focusses on grammatical changes to words, such as: suffix –s, -ed, etc refer to tense, suffix –s refers to number (plural), and suffix –er, -est, etc refer to degree. Besides, there are two function of affixes. Stockwell and Minkova (2001: 66) propose that the affixes which have the function of deriving new words, then, are called derivational affixes. The other type of affix, which does not participate in word formation at all, is called inflectional. Inflectional affixes, of which English has only a very small number compared with Latin or Greek or Old English are really part of syntax, though some inflectional affixes are the indicators of very broad semantic categories

like tense (plays. played) or number (singular-plural, as in girl, girls). In this term, the function of affixes are a) derive new word or create a new word by changing different grammatical category and b) make grammatical changes to words or make different grammatical function of words.

In fact, a writer especially students also have to pay attention to the selection of appropriate affix and the function of affix in writing. Because the accuracy of the affix selection also influences the quality of students' writing. In sum, the use of affix in an essay is closely related with the function of affix itself. Because the use of affix assists us in changing the form of a word as desired.

RESEARCH METHOD

This research takes descriptive qualitative research as the research method. The researcher describes the phenomenon closely relates with the research questions mainly: students' affix patterns and the function of affix patterns used by students. This research focuses on investigating about how the process of using affix patterns in writing.

Source of the data in this research are students' writing. It is derived from students' writing about their experiences. Besides, the subject of this research is students of STKIP PGRI Jombang. The researcher takes the sixth semester students at STKIP PGRI Jombang as the subject of this study. The researcher takes 2011 A class. The class consists of 20 students. The data of this study is word that consists of affix and root. While, the data is analyzed by using Fromkin et. All's theory (2013:65) and Stockwell and Minkova's theory (2001: 64). Analyzing the data, the researcher uses Fromkin et. All's theory (2013:65) and Stockwell and Minkova's theory (2001: 64) to investigate how the process of using affix patterns in writing.

There are some techniques used in collecting the data. In this study, the researcher collects the data by observation and documentation. The researcher helds observation and documentation to get the better understanding about the research questions. Then, she identifies the data based on what is being investigated in the research questions.

The data is analyzed by using morphological analysis. In this term, the analysis of this research begins with analyzing the structure of words. Then, the researcher applies Fromkin et. All's theory (2013:65) and Stockwell and Minkova's theory (2001: 64) to investigate how the process of using affix patterns in writing. Conducting the data analysis, the researcher takes some data analysis procedures. The procedure of data analysis are: a) data reduction, b) data display, and c) conclusion.

DISCUSSION
A. Discussion about Students' Affix Patterns in Writing

In writing, students use some affix patterns. This research finds out two affix patterns used by students in writing, such as: derivational affix patterns and inflectional affix patterns. Each kind of these affix patterns are described in the following subsections.

1. Derivational Affix

This research finds out that most students use derivational affix patterns in their writing. The example of derivational affixes are used by students in paragraphs. It can be seen in the following tree diagrams.
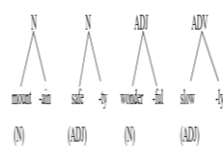

Figure 3.1 Students' Derivational Affix Patterns

Figure 3.2 shows that there are all students who use inflectional affix patterns. For example: in the first paragraph, students use inflectional suffix –s on the roots "month, ticket, son, game, museum, and hour". So, it becomes "months, tickets, sons, games,

museums, and hours". In this term, inflectional suffix –s refers to plural. Besides, students also uses inflectional suffix –ed on the roots "prepare, expect, live, explore, finish, and enjoy". They becomes "prepared, expected, lived, explored, finished, and enjoyed". In this case, inflectional suffix –ed refers to tense (especially past tense). In addition, students use inflectional suffix –er on the root "young brother". It becomes "younger brother". In this term, inflectional suffix –er refers to comparative degree. In brief, there are some inflectional affix patterns used by students in their paragraphs.

Based on the findings that students usually use two types of affix pattern in writing. They are: derivational affix patterns and inflectional affix patterns. All students use these affix patterns as pointed out by Fromkin et. All (2013:65). In this case, students use derivational affixes in writing, such as: suffix –ain to construct word to noun. Besides, students use suffixes –ry and –ty to construct or change from adjective into noun, suffixes –ing, -ous, and –ful to construct or change from noun into adjective, and suffix -ly to construct or change from adjective into adverb. On the other hand, students also use inflectional affix in writing, such as: suffix –s is indicated as plural (number), suffix –ed is indicated as tense, and suffix –er is indicated as comparative (degree).

Based on the finding, all students use many inflectional affixes than derivational affixes. Because the theme of students' writing is their experiences. Their writing tell about past event. So, they always use suffix –ed in their writing. In this way, suffix –ed is inflectional affix. In brief, the theme of writing influence to the selection of appropriate affix pattern in writing. Because the accuracy of the affix selection also influences the quality of students' writing.

B. Discussion about The Functions of Affix Patterns Used by Students in Writing

Students pour out their idea in writing by using some affix patterns. Based on the finding, there are two types of affix patterns used by students in writing, mainly: derivational affix patterns and inflectional affix patterns. Each kind of these affix patterns have the function. They are described in the following subsections.

1. Derive new word or create a new word by changing different grammatical category

Based on the findings of this research, most students use derivational affix patterns in writing. The affix pattern consists of root and suffix or prefix. The pattern is often used by students to construct word to noun, to construct or change from adjective into noun, to construct or change from noun into adjective, and to construct or change from adjective into adverb. They use this affix pattern in some paragraphs. In other word, students want to derive new word or create a new word by changing different grammatical category. The phenomenon is caused by their wishes to change the word class by using affix pattern, mainly: derivational affix pattern.

2. Make grammatical changes to words or make different grammatical function of words.

Besides deriving new word by changing different grammatical category, affix pattern is also used to make grammatical changes to words. Actually, all students use the affix pattern in writing, mainly: inflectional affix pattern. This affix pattern consists of root and suffix. It can be indicated as plural (number), tense, and degree. The phenomenon happened when students want to make different grammatical function of words. It's characterized by root and inflectional suffix.

Based on the findings that students use two types of affix patterns in writing, such as: derivational affix pattern and inflectional affix pattern. They use the affix patterns to: a) derive

new word or create a new word by changing different grammatical category and b) make grammatical changes to words or make different grammatical function of words. This is in accordance with Stockwell and Minkova's theory (2001: 64). The function of affix patterns are derive new word and make grammatical changes to words. In this case, students also have to pay attention to the selection of appropriate affix pattern and the function of affix in writing. If students want to derive new word, they can use derivational affix pattern. In addition, if students want to make grammatical changes to word, they can take inflectional affix as their affix pattern in their writing. Because the accuracy of the affix selection also influences the quality of students' writing. In sum, the use of affix in an essay is closely related with the function of affix pattern itself.

CONCLUSION

1. Students' Affix Patterns in Writing

There are two types of affix patterns used by students in writing. They are: derivational affix and inflectional affix. Each kind of affix patterns consist of root and suffix or prefix.

2. The Functions of Affix Patterns Used by Students in Writing

The affix patterns have two functions in writing. Students use affix patterns to: a) derive new word or create a new word by changing different grammatical category and b) make grammatical changes to words or make different grammatical function of words.

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