

INFLECTIONAL AND DERIVATIONAL AFFIXES IN READING TEXT FROM ENGLISH FOR NUSANTARA TEXTBOOK: AN ANALYSIS OF ENGLISH MORPHOLOGY

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Abstract

This research aims to find out the kinds of inflectional and derivational affixes that are widely used in Reading Text From English For Nusantara Textbook for Class X. The research uses a qualitative and content analysis approach to fulfill the research objectives. Adapting from Miles and Huberman (1994) proposed by Nurliana (2023), this research was carried out in four stages: sorting the data, displaying the data, analyzing the data, and making conclusions from the data that has been analyzed. Based on the research process that has been carried out, it was found that as many as 515 inflectional affix words and 279 derivational affix words make up 18 reading texts from the English for Nusantara Textbook for X Grade. Of the 515 inflectional affix words, there are 7 forms of affixes, namely suffix -d/-ed, suffix -s/-es, suffix -ing, suffix -en, suffix -er, suffix -est, and suffix -self. Meanwhile, of the 279 derivational affix words, there are 25 forms of affixes, namely prefix dis-, prefix en-, prefix ex-, prefix in-, prefix inter-, prefix re-, prefix un-, suffix -able, suffix -ed, suffix -en, suffix -er, suffix -ful, suffix -hood, suffix -ing, suffix -ion, suffix -ist, suffix -ity, suffix -ive, suffix -less, suffix -ly, suffix -ment, suffix -ness, suffix -ous, suffix -th, and conflix. This research implies that students should know and understand inflection and derivation affixes and function of the affixes to understand reading text in English for Nusantara Textbook from X Grade.

Kata kunci: Morphology, Inflectional, Derivational, Affixes

INTRODUCTION

Learning English includes more than just listening, speaking, reading, and writing skills. According to Hammer, expressed by (Ambarwati & Mandasari, 2020) spelling ability, fluency in word structure or grammar, and understanding of vocabulary are also supporting factors in learning English. Studying English is closely related to studying linguistics, an important component in learning and fluency in English. Research conducted by (Alka et al., 2023) shows that among elementary level students there are still many grammatical errors in composing simple writing, such as errors due to neglect/forgetting, errors in adding words, errors in writing arranging them sequentially, and mistakes in the formation of writing itself due to a lack of grammar knowledge, so teaching staff are advised to motivate and develop learning about grammar management among students as an English learning strategy. Other research conducted by (Fakhrudin et al., 2023) also shows that vocational high school students still have difficulty in recognizing and using the correct word forms in composing recount texts, so it is recommended that teachers and students use a thesaurus and English dictionary, an online lexical analyzer, and provide students with thorough discussions or remedial work regarding vocabulary teaching in English language learning. Through these two studies, it is clear that linguistic learning has an important role as part of learning basic English language skills for students, both at the elementary, intermediate and high levels.

In linguistics, Kusumawardhani, (2020) states that four language levels are involved in learning English: phonology, morphology, syntax, and semantics. Phonology studies the sound of words, morphology studies the formation of words from word sounds, syntax studies the structure

of words in several sentences, and semantics studies the meaning of the arrangement of words in a sentence. In this case, morphology is a branch of linguistics that studies morphemes, the initial part of word formation in a language (Sari & Nufus, 2022).

According to Berthiaume et al., n.d. (2018), morphology is a linguistic unit that refers to the internal structure of words, arrangement, and word formation. Based on the definition that has been stated, morphology is a branch of linguistics that is related to the structure of word formation and word order based on grammatical rules in English. Morphology plays an important role in the structure and arrangement of words, influencing language structure. Studying morphology means studying morphemes and their arrangement as internal parts of a sentence following grammatical rules and the representation of sound and meaning in terms of their characteristics (Sari & Nufus, 2022). Generally, the morpheme itself is divided into free and bound morpheme. According to Lieber, presented by (Kusmiati Dewi & Hermawan, 2023), free morphemes are morphemes that are independent or do not depend on other morphemes, while bound morphemes are morphemes that require other connecting morphemes to form a word, so they are dependent. This combination of connecting morphemes can be linked in front, in the middle, or behind the basic morphemes, usually called affixes (Kusmiati Dewi & Hermawan, 2023).

Affixes are the forming of words by adding affixes to basic words, either singly or in groups (Restiani & Sofyan, 2019). By studying word affixations, students can increase knowledge related to vocabulary formation (Nurliana, 2023). According to Dermawansyah et al., (2022), there are four types of affixation: prefixes, suffixes, infixes, and confixes. Prefixes are affixes that are placed in front of a word, suffixes are affixes that are attached to the back of the base word, infixes are part of the affix that is placed in the middle or at the beginning of a word, and confixes are affixes that are placed to the left and right of the base form simultaneously (Dermawansyah et al., 2022). Affixes as bound morphemes are divided into derivational morphemes and inflectional morphemes. According to Crystal, presented by (Arbi et al., 2022), inflectional morphemes are morphemes that have been given an affix but do not change the grammatical function of the word, while derivational morphemes are morphemes that have been given an affix and change the grammatical function of the word. In this case, derivational morphemes are added to the list of new vocabulary, while inflectional morphemes are permanent even though they have been given affixes (Kusumawardhani, 2020)

In learning English, affixes are important in developing knowledge about the structure and order of words according to grammatical rules. Affixes also enrich students' vocabulary as a key to building proficiency and fluency in English (Nainggolan et al., 2021). The application of affixes can be found in teaching modules as supporting media in learning English, one of which is In Reading Text from English For Nusantara Textbook for X Grade, namely the Independent Curriculum. According to Nurhidayati et al., (2023), language learning textbooks should contain educational material, especially what is urgently needed for students. Teaching module books can also adapt previous and current material dynamically to produce comprehensive learning, prioritizing the cultivation of positive values in students (Nurhidayati et al., 2023). Hamiddin (2017) said that teaching modules are needed to guide students to become good readers and successfully take English tests, especially the TOEFL test. . (Ni'mah & Umamah, 2020) through their research revealed that extensive reading for students is beneficial in learning new vocabulary, spelling skills, increasing reading speed, developing writing skills, spending quality free time, improving other basic skills in English, and enjoying reading. For this reason, practice and familiarization with reading texts from school is needed, together with teachers who act as guides for students in acquiring reading skills to a sustainable level. From this case, research was conducted to find out what variations of affixes are contained in the reading text from the English for Nusantara Textbook for X Grade.

The research that has been carried out has provided suggestions and input for further studies regarding the use of suffixes as part of affixes in English learning media reading texts. As was done

in the research of Putri et al., (2021), using a descriptive method, namely analyzing the content of the function of derivation suffixes in the 2017 revision of the 2017 Ministry of Education and Culture class 11 English book as the research object. Based on her research, Putri et al. found that 13 forms of derivational suffixes in the 11th-grade English book that act as new word makers by adding affixes to the end of morphemes. Through this research, Putri et al., (2021) advised English teachers to pay attention to the composition of the words taught to students as part of language skills. Furthermore, qualitative content analysis research was carried out by Nurliana, (2023). This research uses reading texts in the English textbook English for Islamic Studies. Based on the research conducted, Nurliana found that derivation suffixes increase the variety of vocabulary in student textbooks by dividing them into four types of words: nouns, verbs, adjectives and adverbs. Through this research, Nurliana suggests focusing more on understanding suffix derivation in English education textbook reading texts, which has implications for suffix inflection research for future researchers.

Another research conducted by Sari & Nufus, (2022), using qualitative methods to determine inflectional affixes and their functions in the short story "Rumpelstiltskin" by The Brothers Grimm. Based on her research, Sari et al. found that there are 102 forms of inflectional affixes contained in the selected short story "Rumpelstiltskin" by The Brothers Grimm, which have the same function as the base word. Next, there is research from Fitria (2020), which uses qualitative methods to determine inflection and derivation forms and their functions in selected news stories on Tempo. Co. Based on research conducted, Fitria found that inflectional words dominate in selected news on Tempo. Co.

Based on previous studies that have been carried out, there are similarities between the qualitative research method. Although research has been carried out on vocabulary variations in student textbooks, both Putri et al., (2021) and Nurliana, (2023) research focused only on groups of suffix-derived words in reading texts. Meanwhile, research from Fitria, (2020) and Sari & Nufus, (2022) both only focused on groups of inflectional words in reading texts. However, this research aims to determine what kinds of inflectional and derivational affixes are widely used in reading texts from English for Nusantara English Textbook for X Grade. As is known, the English for Nusantara English Textbook for X Grade contains 18 formal reading texts. In connection with the importance of developing students' basic skills, further research is needed regarding the forms of inflectional and derivational affixes in students' reading texts. Through this research, educators can also learn and understand more about the variations in vocabulary in reading texts in English for Nusantara English Textbook for X Grade as a means of learning English for students. Therefore, researchers will discuss further the forms of inflectional and derivational affixes found in reading texts in the English for Nusantara English Textbook for X Grade.

Based on the explanation above, researcher is interested in analyzing the kinds of derivational and inflectional affixes in Reading Text From English For Nusantara Textbook for X Grade. This research is very important for teaching staff to find out whether reading texts in student textbooks can support increasing students' understanding of vocabulary variations and their use in learning English.

METHOD

This research uses qualitative methods with content analysis as a method of this research. This method was chosen to consider the research objective, which is to find out the kinds of inflectional and derivational affixes that are widely used in Reading Text From English for Nusantara Textbook for Class X.

The objects used in this research were 18 Reading Text From English for Nusantara Textbook for Class X. The English for Nusantara Textbook for Class X itself is a learning book for SMA/MA/SMK/MK class published by the Book Center; Agency for Educational Standards, Curriculum, and Assessment; Ministry of Education, Culture, Research, and Technology. The

textbook contains English learning material adapted to the current curriculum, namely the Merdeka Curriculum, which refers to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 dated February 10, 2022, and the Decree of the Head of the Standards, Curriculum Agency, and Education Assessment Number 008 /H/KR/2022 dated February 15, 2022. Based on this information, English for Nusantara Textbook for Class X was chosen as the object of this research, with considerations related to the curriculum currently used. Apart from that, the English for Nusantara Textbook for X Grade is quite comprehensive, which means that each chapter contains a discussion of material with a variety of different types of reading texts. There are 18 reading texts consisting of two reading texts in Chapter 1, which are descriptive text; two reading texts in Chapter 2, which are recount text; four reading texts in Chapter 3, which are procedure text; two reading texts in Chapter 4 which are report text, five reading texts in chapter 5 which are expository text, and three reading texts in chapter 6 which are narrative text.

This research uses *AntConc*, *AntFileConverter*, Microsoft Excel, and Merriam-Webster as an online dictionary to achieve the research objectives. According to the Ministry of Education and Culture, *AntConc* itself is an application for grouping and compiling vocabulary contained in documents or reading materials, while *AntFileConverter* is an application for changing documents from PDF format to TXT format.

Researchers used content analysis adapted from Miles and Huberman (1994), as proposed by Nurliana (2023), namely by sorting data, displaying data, making data analysis, and making conclusions from the data that has been analyzed. Data collection process is done by changing the soft file format of the Reading Text From English For Nusantara Textbook for Class X from PDF format to TXT format. After that, the document was converted into TXT form and grouped into words using the *AntConc* application. The words will be sorted again based on word groups through this grouping. Sorting data on the Reading Text From English For Nusantara Textbook for Class X. using Microsoft Excel and Merriam-Webster as Online Dictionaries. Data sorting is done by separating the data based on inflectional and derivation forms, which are then sorted again based on the affix forms of each word. Data analysis explains in more detail the display of data found in the reading text from the English for Nusantara Textbook for X Grade. It was carried out using affix forms and examples in the reading context listed in the English for Nusantara Textbook for X Grade.

After being analyzed, the data is concluded based on the research process carried out. The conclusion contains a comparison of data frequencies between one chapter and another. Apart from that, the conclusion also contains the word groups that dominate the reading text and the basic function of the word groups themselves in the reading text from the English for Nusantara Textbook for X Grade.

FINDINGS

Based on the results of word sorting in the research procedure, it was found that 729 affix words were contained in 18 reading texts from the English for Nusantara Textbook for X grade. The 729 words are further grouped into word groups, namely the inflection word group and the derivation word group. The number of words contained in the reading text in each chapter is presented in the following table.

Table 1. Inflection and Derivation Affixes frequency in Reading Text of English for Nusantara Textbook for X Grade

Book Chapter	Inflection	Derivation
Chapter 1	60	25
Chapter 2	48	37

Chapter 3	29	14
Chapter 4	101	53
Chapter 5	146	80
Chapter 6	131	70
Total	515	279
Percentage	65%	35%

Table 1 shows that 515 words or 65% of the number of inflectional affixes and 279 words or 35% of the number of derivational affixes were contained in 18 reading texts from the English for Nusantara Textbook for X grade. From the 515 inflectional affix words found, inflectional affixes were found more frequently in the reading texts in chapter 5, as many as 146 words, which contained 5 reading texts and were expository texts. In comparison, inflectional affixes were found less frequently in the reading texts in chapter 3 as many as 29 words, which contained 4 reading texts and is a procedure text. Of the 279 derivational affix words found, derivational affixes were found more frequently in the reading texts in chapter 5, as many as 80 words, which contained 5 reading texts and were expository texts. In comparison, inflectional affixes were found less frequently in the reading texts in chapter 3 as many as 14 words, which contained 4 reading texts and is a procedure text. The results of the word grouping are then sorted based on the explanation of each affix form, function, word frequency, and analysis of the function of the affix form of the inflectional and derivational word groups contained in the Reading Text of English for Nusantara Textbook for X Grade.

Inflection Affixes in Reading Text of English For Nusantara Textbook For X Grade

Based on the sorting that has been done, it is known that there are 515 inflectional affix words are contained in the reading text of English for Nusantara Textbook for X Grade. From the 515 words, there were 7 forms of affixes included in the inflection word group in the English for Nusantara Textbook for X Grade reading text, namely suffix -d/-ed, suffix -s/-es, suffix -ing, suffix -en, suffix -er, suffix -est, and suffix -self. From 7 types of inflectional affixes, the most common form of affix is the suffix -s/-es with a total of 285 words or 55% of the total group of inflected words in the Reading Text from English for Nusantara Textbook for X Grade. The suffix -s/-es is often found in Chapter 5, which is expository text. It shows that the English for Nusantara Textbook for Meanwhile, the least frequently seen form of affix is the suffix -est with a total of 6 words or 1% of the total group of inflectional affixes words in the Reading Text from English for Nusantara Textbook for X Grade. The reading text from English for Nusantara Textbook for X Grade does not use many suffix -est as a superlative. The suffix -est is only found in reading texts in Chapter 1, descriptive text; Chapter 3, procedure text; Chapter 4, report text; and Chapter 6, narrative text.

The suffix -s/-es is found in the sentence :

"He is also one of the fastest football players in football history." (P11),

with the word *players*, which is the result of the suffix -s. The word *players* come from the word *player*, given the suffix -s. Even though these additions have been made, the function of the word remains the same as the morpheme, namely, as a noun. Thus, the word *players* is included in the inflectional form. In a sentence, the word *players* and the word *football* form a noun phrase and become objects in this sentence.

Another example is in the sentence

"this makes him one of the richest athletes." (P12),

with the word *richest*, which is the result of the suffix -est. The word *richest* comes from the word *rich*, given the ending -est. Even though it has been added, the function of the word is still the same as its morpheme, namely an adjective. Thus, the word *richest* is included in the inflectional form. In a sentence, the word *richest* becomes a superlative adverb or higher than comparative.

Derivation Affixes in Reading Text of English For Nusantara Textbook For X Grade

A derivation word group is a group of words that are new variations of a basic word when an affix is added. The opposite of the inflection word group, the derivation word group changes the basic word into a variation of a new word, both in meaning and in the word class of the primary word. Based on the sorting that has been done, it is known that there are 279 derivational affix words contained in the reading text of English for Nusantara Textbook for X Grade. From the 279 words, it was found that 25 forms of affixes were included in the derivation word group in the English for Nusantara Textbook for X Grade reading text, namely prefix *dis-*, prefix *en-*, prefix *ex-*, prefix *in-*, prefix *inter-*, prefix *re-*, prefix *un-*, suffix *-able*, suffix *-ed*, suffix *-en*, suffix *-er*, suffix *-ful*, suffix *-hood*, suffix *-ing*, suffix *-ion*, suffix *-ist*, suffix *-ity*, suffix *-ive*, suffix *-less*, suffix *-ly*, suffix *-ment*, suffix *-ness*, suffix *-ous*, suffix *-th*, and *confix*.

From 25 types of derivation affix forms, the most common affix form found is the suffix *-ing* with a total of 60 words or 21.5% of the total group of derivation words, followed by the suffix *-ly* with a total of 52 words or 18.6 % of the total group of derivation words in the reading text from English for Nusantara Textbook for X Grade. The suffix *-ing* itself is often found in chapter 6, which is narrative text, while the suffix *-ly* is more often found in chapter 5, which is expository text. It shows that the English for Nusantara Textbook functions to form adverbs that indicate the manner or nature of something in it, especially in expository text. Meanwhile, the fewest affix forms found are the suffix *-en* and suffix *-th*, with each found in 1 word or 0.4% of the total group of derivation words, followed by the prefix *-re*, suffix *-able*, and suffix *-less* with 2 words each or 0.7% of the total group of derivation words were found in the reading text from English for Nusantara Textbook for X Grade. Meanwhile, the prefix *-ex*, a derivation affix, is not found in the reading text from English for Nusantara Textbook for X Grade. It shows that the English for Nusantara Textbook for X Grade using the suffix *-en* and suffix *-th* is only found in the reading text in chapter 5, which is expository text. In contrast, the use of the prefix *-re*, suffix *-able*, and suffix *-less* is found in the reading text chapter in chapter 2, which is the recount text, and chapter 5, which is the expository text.

The suffix *-ly* is found in the sentence

"Ronaldo's free kick speed is approximately 130 kilometers per hour." (P11),

with the word *approximately*, resulting from the *-ly* ending. The word *approximately* comes from the word *approximate*, given the suffix *-ly*. In this context, the word *approximate* is classified as an adjective; when given the suffix *-ly*, the function of the word changes to become an adverb. It shows that the word *approximately* is included in the derivational form. The word *approximately* is in the form of an adverb for Ronaldo's free kick speed, which is the verb phrase in the sentence.

Another example is in the sentence

"I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti, ... " (P116),

with the word *fourth* being the result of the suffix *-th*. The word *fourth* comes from the word *four*, given the suffix *-th*. In this context, the word *four* is classified as a noun. When given the suffix *-th*, the function of the word changes to become a noun with a multilevel meaning. So, the

word *fourth* is included in the derivational form. In the example sentence, the word *fourth* is next to the word time, thus forming a noun phrase and its position as an adverb in the sentence.

DISCUSSION

Based on the research results above, 515 inflectional affixes and 279 derivational affixes were found in the English Textbook for Class reading text. The results align with the findings of Fitria (2020), which found that inflectional word groups dominated selected news on Tempo. Co. Then, of the 515 inflectional affixes, 146 of them are in Chapter 5, which is an expository text composed of inflectional groups with the suffix -s/-es affix form dominating in it, followed by the suffix -d/-ed, suffix -ing, suffix -en, suffix -er, and suffix -self. It is similar to the object of research conducted by Fitria (2020), namely news texts, which are expository texts that contain factual information and are structured. According to the results of research that has been carried out, indeed, the word order contained in the reading text from the English for Nusantara Textbook for X Grade is a form of arrangement and word formation (Berthiaume et al., n.d., 2018). Through the research implies that students should know and understand inflection and derivation affixes and function of the affixes to understand reading text in English for Nusantara Textbook for X Grade. This is reinforced by a statement from (Sari & Nufus, 2022), reading texts in English textbooks cannot be separated from the study of morphology, which includes morpheme structures, the initial forms of word formation in a language, as part of supporting understanding and language skills. English to students.

From the results of the analysis table, 7 forms of affixes out of 515 inflectional affixes were found, namely suffix -d/-ed, suffix -s/-es, suffix -ing, suffix -en, suffix -er, suffix -est, and suffix -self. From the 7 forms of inflectional affixes, the most common word form is the suffix -s/-es, with a total of 282 words or 55% of the 515 inflectional affixes in the reading text of English for Nusantara Textbook for X Grade. Then, followed by the suffix -d/-ed with 182 words or 27% of the total inflectional affix and the suffix -ing with 61 words or 12% of the total inflectional affix. Through the variations in words displayed in the table, the research results are in line with the opinion of Sari et al. (2022), which states that it shows that inflectional affixes are more productive than derivational affixes. The inflectional word group creates more variations of words used in reading texts than the derivational word group; it's just that its nature changes the grammar, and it doesn't change the meaning and word class of the primary word.

From the results of the analysis table, 25 forms of affixes were found from 279 derivational affixes, namely prefix dis-, prefix en-, prefix ex-, prefix in-, prefix inter-, prefix re-, prefix un-, suffix -able, suffix -ed, suffix -en, suffix -er, suffix -ful, suffix -hood, suffix -ing, suffix -ion, suffix -ist, suffix -ity, suffix -ive, suffix -less, suffix -ly, suffix -ment, suffix -ness, suffix -ous, suffix -th, and conflix. Of the 25 derivational affixes, the most common word form is the suffix -ing, with 60 words or 21.51% of the 279 derivational affixes in the English for Nusantara Textbook for X Grade reading text, followed by the suffix -ly with 52 words or 18.64% of the total derivational affixes. Through the variations in words displayed in the table, the results of this research are in line with research from (Nurliana, 2023) and (Putri et al., 2021), who say that derivational affixes form new words by adding affixes to the basic words, thereby increasing vocabulary variations in student textbooks.

CONCLUSION AND IMPLICATION

Based on the results of the research above, it is known that each word contained in the reading text from the English Textbook for Class X Nusantara has its own linguistic characteristics. Morphologically, the type of reading text is influenced by the types of morphemes in it, especially in terms of inflectional and derivational affixes. So, the different types of reading text in the English Textbook for Class X Indonesians influence the more inflections used. This research implies that

students should know and understand about inflection and derivation affixes and function of the affixes to understand reading text in English for Nusantara Textbook from X Grade.

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