

SUFFIX ANALYSIS ON THE EFL STUDENTS' WRITING TEXT

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Abstract

Writing is an activity that everyone often does. Especially for students, writing activities are never separated from them, such as doing assignments, writing articles, and writing descriptive text. Writing activities in English are different from the first language of students learning English as a foreign language. In writing, there is a term suffix. The suffix is an affix that is attached at the end of a stem word. A suffix is always present in every sentence, and these two things are related because writing uses structure and many types of text, one of which contains a suffix. Therefore, this study aimed to determine the use of suffixes in the written texts of EFL students. The data collection method uses qualitative methods, namely by collecting writing assignments from EFL students. The analysis shows the diversity of suffix uses in their written texts which shows the number of suffixes often used.

Keywords – *Suffix, EFL students, corpus linguistics*

Introduction

Currently, English is used in various parts of the world, which affects many people in communicating. Gunantar claims that English was used not only for international but also for local purposes (Gunantar, 2016). Additionally, the use of the English language has expanded around the world (McKay, 2018). According to Kachru, the distribution of English usage, English can be used by non-English speaking countries in various fields, including education, particularly in studying English (Kachru, 1992). Unfortunately, not everything in the learning process goes smoothly without obstacles. Several challenges must be faced in the process of learning English. Especially in a country that is not an English-speaking country, this challenge's potential will be much greater than in an English-speaking country. Many factors, such as students' skills, motivation, atmosphere, practice, and prior experience in foreign language learning, influence the difficulties that will occur during the learning process (Thompson, 2014). In the learning process, there are two issues. First, since there is no accurate and standardized measurement for disturbance in developmental learning, it is difficult for teachers and parents to classify it. This issue emerges as a result of the necessary skills. Moreover, there is an academic failure, which encompasses various skills such as reading, writing, listening, and speaking. This concern would only become clear to parents and teachers when students struggle to master these academic skills (Abdurrahman, 2008: 11-12).

Linguistics is the study of language (ERIC Digest, 1992). Linguistics analyses the language used by humans from various aspects such as structure, form, and context. In linguistics, there is the term linguistic corpus. Several units are included in linguistics, including words, phrases, clauses, sentences, and discourses. They are all part of the corpus if they become one. Therefore, the linguistic corpus is a collection of writings written by an author, including the linguistic unit. The linguistic corpus is often called the corpora. Corpus linguistics is a comprehensive approach to using corpora in language research and teaching. It has a theoretical standing, to be sure. Theoretical status, on the other hand, is not a theory in and of itself. (McEnery, Xiao, and Tono 2006: p. 7f.)



The smallest unit of expressive language is the word, which is made up entirely of sounds that are not individually meaningful (spoken) or letters (from writing) (Mullany and Stockwell, 2002: 6). Writing is one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002). Writing is regarded as a difficult job. It can be a solitary, private, or individual operation (Di Loreto & McDonough, 2013). Knowing that writing involves many steps to create a written work is the best way to compose (Nation, 2008). Writing skills, according to Hampton, are special abilities that allow writers to put their thoughts into meaningful words and mentally communicate using messages (Hampton, 1989). Writers can convey messages using writing and symbols in rhetorical discourse, including aspects of content, organization, originality, style, fluency, accuracy, and appropriateness (Spratt, Pulverness, & Williams, 2005). Writing skills is a tricky thing because this skill needs complex and systematic thinking. However, it still needs to be mastered by EFL Learners. Communication in writing skills also essential to be mastered (Rukmini, 2011). A suffix is always present in every sentence; these two things are related because writing uses structure and many text types, including a suffix. Sometimes EFL Learners still incorrectly using the suffix because they do not know the word is fits or not with the suffix.

A suffix in writing is considered difficult because the rules for affixing a suffix to a word are pretty complicated and numerous (Paster, Mary, 2006). A suffix is an affix added to the end of other morphemes to form a word. According to Willey (2006, p.103), a suffix is a letter group added to the end of a base phrase. It is frequently signified as a part of speech and sometimes adds meaning. Redwoods (2007, p.11) states that suffix is a word ending. Suffixes are affixes that come after the central part of a name (Haspelmath and Sims, 2010: 20). By modifying the part of speech of the word it is joined to, a can suffix can alter the meaning of the word it is joined to; for example, we can add -ity to the adjective national to make the noun nationality (Side and Wellman, 1999). Especially from EFL students because they use English as a foreign language and not as an everyday language, there is still a lack of knowledge about suffixes (Rukmini, 2011). Also, not all words in English can be added with suffixes. EFL students' progress in English writing helps them with their English studies and long-term careers (Glazier 1994: 3). "Writing in English is necessary for college, and it will almost certainly be an advantage in your career," the author says. For many EFL students, however, English writing remains a challenge (Harmer, 1992: 53)

This study talks about suffixes as part of the word. Suffixes are affixes that are located at the end of words that produce new words. According to Katamba, a suffix is "An affix that is appended after the base (e.g., -ness and -ly) is called a SUFFIX" (Katamba, 2005). According to Katamba (2005), "the suffix is divided into two types, namely Derivational Suffixes and Inflectional Suffixes." Those are used to help the writer convey what they want to convey help the reader to understand what the writer is talking about based on the context. It is also straightforward to find in various English text types, such as descriptive text, biographical text, narrative text, and many others.

From the explanation above, it can be concluded that the EFL students needed to study linguistic, especially in suffixes, because suffixes have a vital position in writing text. In this



case, we will analyze the suffix by using the EFL students' writing text. The genre of the text is narrative, descriptive, recount, and biography. Because it depends on the assignment or the text, from the first and second year of the English Education study program, what does expect can be found in text writing differences between students.

The objectives of this study are:

- 1) To know what suffixes used by EFL learners in their writing text
- 2) To know which suffix is commonly used by the EFL Students in their writing text

This will elaborate on the suffix types often used by students when writing their work. Then, how many of the suffixes appear or does contain in EFL students' written works. It can also give some examples of suffixes that often occur in their writing text, from the derivational suffixes and the inflectional.

Methodology

Data Collection

This study is descriptive qualitative. There are 66 EFL Students writing texts from the second and fourth-year students from the English Education study program of Universitas Tidar. The topic of the texts is narrative, descriptive, recount, and biography. It does collect by using Google form. Each student only can send one assignment to the Google form.

Data Analysis

This study aims to explore the suffixes that appear in EFL students' writing texts. Then also to identify the number of suffixes that appear from each EFL student writing text. After the data is obtained, the data is put together in a folder in the first stage. After that, we can download applications that can help identify data. The application used in this research is AntConc. Next, open the data obtained one by one while reading it to identify the writing text's words and identify the Suffix in EFL students' writing text. The next stage is to look for a suffix using the AntConc application by entering the selected data, converted it into txt. Format types in any suffix that wants to find in the data that was selected earlier. Do it until all the data is finished identifying the suffix. Then finally, with this, what numbers and suffixes were found in EFL students' written texts were known.

Finding(s) and Discussion

A suffix is a letter group that is applied to the end of a base phrase, according to Willey (2006, p.103). It is commonly used to denote a part of an expression and can also add context. According to Redwoods (2007, p.11), a suffix is a word ending. It is a set of letters that can be added to the end of a root phrase. A root word can stand alone as a word, but you can create new words by adding endings to it.

Adding suffixes to a word can add another meaning, but most important is to display the function of the word that will be used in a sentence and the part of speech the word belongs to. Based on Yanagihara (1999, p.302-308), there are twenty common suffixes as:

Twenty common Suffixes

No	Suffix	Meaning	Example	Frequency
1.	-s, es	Plurals	Paws, Parents, Hobbies, Routes	2,428
2.	-ed	Past-tense verbs	Followed, Climbed, Played, Located	437



3.	-ing	Verb form or present participle	Playing, Seeing, Talking, Speaking	628
4.	-ly	Characteristic of	Randomly, Probably, Namely, Rarely	200
5.	-er, -or	Person connected with	Multiplayer, Worker, Border, Killer	432
6.	-ion, -tion, -ation, -ition	Act, process	Construction, Action, Education, Destination	560
7.	-ible, -able	Can be done	Available, Comfortable, Affordable, Suitable	57
8.	-al, -ial	Having characteristics of	Industrial, Gerundial, Social	241
9.	-y	Characterized by	Healthy, Funny, Scenery	1,000
10.	-ness	State of, condition of	Business, Tiredness, Awareness	10
11.	-ity, -ty	State of	Identity, Majority, Simplicity, Similarity	89
12.	-ment	Action or process	Statement, Adjustment, Government, Assignment	47
13.	-ic	Having characteristics of	Topic, Music	94
14.	-ous, -eous, -ious	Possessing the qualities of	Dangerous, Serious, Various	77
15.	-en	Made of	Written, Spoken, Been	25
16.	-er	Comparative	Sleeper, Shorter, Smaller, Longer	30
17.	-ive, -ative, -itive	Adjective form of a noun	Positive, Infinitive, Negative, Attractive	96
18.	-ful	Full of	Wonderful, Beautiful, Careful, Painful	34
19.	-less	Without	-	6
20	-est	Comparative	Greatest, Commonest, Nearest	27
Total				6,518

The table above the display that the most widely used suffixes are (-s, -es) with total 2,428 points, the second widely used suffixes is (-y) with total 1,000 points, and the least used suffixes are (-less) with total 6 points.

Based on the research, this suffixes (-s, -es) are most commonly used because mostly it is used for plurality and attach after the end of an existing word or stem also expressing an inflectional distinction. According to R.L. Trask (1996:142), Usually, we can speak of the English plural suffix -s and expressing the inflection. For example, we usually tell a story about our hobbies and describes our parents. Both of the words using -s because it is show plurality.

Based on the research, this suffixes (-y), the second widely used word, changes the class of a word into an adjective by adding a suffix to the word. According to Laddie (1546), the use of this suffix is popular in English from Burns' poems, and the use of this suffix is to change a word into an adjective. When -y is added to fun, an adjective is formed from a noun, and the meaning of the phrase funny becomes an adjective.

The reason based on the research this suffixes (-less) with the meaning "without" is least used is because, in the students' writing text, they rarely used these suffixes (-less) on their writing text.

Conclusion(s)

This research found that there is 6,518 frequency with suffixes with 20 common suffixes from 66 EFL Students writing texts. The most widely used is a suffix (-s, es) because mostly it is



used for plurality and attach after the end of an existing word or stem, also expressing an inflectional distinction, second widely used is (-y) because this word changes the class of a word into an adjective by adding a suffix to the word, and the least used is (-less) because in the students' writing text they rarely used this suffixes.

It can be imply that students mostly used plural suffixes and the least used is the suffix with the meaning "without". But still they use another suffixes like -ed with the frequency (437), -ous, -eous, -ious (77), -en (25), -est (27), -ful (34), -ive, -ative, -itive (96), -ic (94), -er, -or (462), -ment (47), -ity, -ty (89), -ness (10), -y (1.000), -ible, -able (57), -al, -ial (241), -ion, -tion, -ation, -ition (560), -ing (628), and -ly (200).

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