

STUDENTS' MISS IDENTIFICATION ON DERIVED ADJECTIVES IN THE SELECTED ARTICLES OF THE JAKARTA POST DONE BY THE STUDENTS OF FACULTY OF LETTERS, JEMBER UNIVERSITY ACADEMIC YEAR 2011
(KESALAHAN MAHASISWA DALAM MENGIDENTIFIKASI BENTUK ASAL KATA SIFAT PADA BEBERAPA KUMPULAN ARTIKEL DI JAKARTA POST YANG TELAH DIIDENTIFIKASI OLEH MAHASISWA TAHUN AKADEMIK 2011 FAKULTAS SASTRA, UNIVERSITAS JEMBER)

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Abstrak

Kata dapat memiliki arti yang berbeda ketika ditambahkan beberapa imbuhan-imbuhan. Proses tersebut terjadi dalam proses pembentukan kata yang memiliki 10 kategori. Akan tetapi, pemilihan tema di penelitian ini difokuskan pada proses derivasi sebagai salah satu bagian dari proses pembentukan kata dengan menambahkan imbuhan akhir pada kata-kata sifat dalam beberapa kumpulan artikel. Tema ini dipilih karena imbuhan di akhir asal kata sifat dapat mengubah fungsi kata dan juga mengubah arti. Di samping itu, keberadaan imbuhan-imbuhan yang dapat membentuk kata sifat seperti *-ly*, *-al*, *-ful* dan *-ing* juga dapat membentuk fungsi kata lainnya, seperti imbuhan *-ly* yang dapat membentuk kata keterangan dan imbuhan-imbuhan akhir seperti *-al*, *-ful*, dan *-ing* dapat membentuk fungsi sebagai kata benda. Fenomena ini membuat beberapa mahasiswa angkatan 2011 Fakultas Sastra, Universitas Jember mengalami kesulitan dan kebingungan dalam membedakan kata sifat ketika kata tersebut berubah fungsi tetapi dengan bentuk dan imbuhan yang sama dan mereka mengalami kesulitan saat menganalisa kata sifat tersebut. Jenis data yang digunakan dalam penelitian ini adalah kualitatif data. Kemudian, data utamanya didapatkan dari hasil kerja mahasiswa. Para mahasiswa menganalisa kata sifat dengan tambahan imbuhan-imbuhan di akhir kata sifat dalam bentuk derivasi di beberapa kumpulan artikel di website www.thejakartapost.com. Teori yang digunakan adalah teori Bauer yaitu pencabangan struktur untuk menganalisa kata-kata sifat. Lalu, tujuan-tujuan dari penelitian ini adalah para mahasiswa dapat lebih mudah dalam mengidentifikasi dan menentukan kata sifat berdasarkan kata dasarnya dengan tepat, dan untuk mengetahui alasan-alasan para mahasiswa mendapatkan kesulitan menentukan dan membedakan kata sifat berdasarkan kata dasar. Pada akhirnya, hasil-hasil dari penelitian ini adalah: pertama, dari 48 siswa hanya ada 12 siswa yang memiliki jawaban sesuai atau benar. Kemudian dari 50 kata sifat hanya ada 16 kata sifat yang nilai benarnya lebih dari 50%. Kedua, para mahasiswa memiliki 7 alasan mendapatkan kesulitan menganalisa kata-kata sifat dengan kategori sebagai berikut: 1. Para mahasiswa kesulitan dalam menentukan fungsi kata apakah kata tersebut memiliki imbuhan di akhir kata atau tidak, 2. Para mahasiswa kebingungan dalam membedakan kata sifat dengan fungsi kata lainnya yang memiliki bentuk imbuhan yang sama, 3. Para mahasiswa tidak mengetahui kata dasar dan juga fungsi dari kata dasar tersebut, 4. Para mahasiswa tidak mengetahui arti dari kata tersebut dan mereka kebingungan karena satu kata memiliki beberapa fungsi dengan arti yang berbeda-beda, 5. Para mahasiswa kebingungan karena beberapa kalimat di dalam kumpulan artikel terdiri dari beberapa anak kalimat, 6. Para mahasiswa dalam menentukan fungsi kata bergantung pada perasaan mereka dan kamus, 7. Para mahasiswa tidak mengetahui beberapa imbuhan *-ual* dan *-ial* pada umumnya.

Kata Kunci: Bentuk Derivasi, Tambahan Imbuhan Akhir, Kata-kata Sifat

Abstract

A word may have different meanings when it is added by some affixes. This process happens in word-formation processes with ten categories. However, the choosing topic in this research is focused on derivation process as one part of word-formation processes with additional suffixes on adjective words in the selected articles. This topic is chosen because a word in derivation with category of adjective suffixes can change the word function and also change the meaning. Besides, the existence of adjective suffixes such as *-ly*, *-al*, *-ful*, and *-ing* may also exist to another word function such as suffix *-ly* belongs to adverb and suffixes *-al*, *-ful*, *-ing* belong to noun. This phenomenon makes some students of the academic year 2011 Faculty of Letters, Jember University get difficulties and confusions to differentiate the adjective word when it has changable function in the same form and they get difficulties to analyze it. The type of the data used in this research is qualitative data. Then, the basic data are obtained from the students' works. They were asked to analyze the derived adjective words which have suffixes in the selected articles in the www.thejakartapost.com website. The theory applied in this research is Bauer's theory called branching structure to analyze the adjective words. Next, the goals of this research are to make the students easier in identifying and in determining the adjective based on the root correctly and to know the students' reasons in getting difficulties in determining and differentiating the adjective based on the root. Finally, the results of this research are first, there are only 12 out of 48 students and 16 words out of 50 adjective words whose appropriate answers are more than 50%. Second, the students have seven reasons in getting difficulties during analyzing the adjective words with the categories:

1. the students get difficulties to decide the function whether the word has suffixes or it is a free morpheme, 2. the students are mystified to differentiate the adjective word with another word function in the same form, 3. the students do not know the root word and also the function of the root, 4. the students do not know the meaning of the word and they are confused because one word has some functions with different meanings, 5. the students feel confused because some sentences consist of many clauses, 6. the students decide the word function depending on their feelings and they depend on looking up to the dictionary, 7. the students do not know some suffixes, especially suffixes *-ual* and *-ial*.

Keywords: Derivation Form, Additional Suffixes, Adjective Words

Introduction

Words are the important component in language because they form sentences that can express and convey any information. A word can express some meanings based on the word function. Here, one word may have different meanings when it is added by some affixes. This process is called derivation process as one part of word-formation processes.

Derivation can change the word function and also change the meaning by adding suffixes. In determining the word function, it needs to know the root word which is added by suffixes.

The discussion is focused on adjective suffixes. The existence of adjective suffixes such as *-al*, *-ful*, *-ly*, and *-ing* may have the similar suffixes to another word function such as suffix *-ly* which belongs to adverb and suffixes *-al*, *-ful*, *-ing* belong to noun. These suffixes make some students usually confused to determine the word functions based on the root words compared with other word functions in the same form.

Therefore, this research is focused on two main problems. First is what miss-identified words that are found in the students' works in identifying and determining the adjective based on the root. Second is why the students get difficulties to differentiate the adjective when it has changeable function in the same form. The goals of this research are first, to make the students easier in identifying and in determining the adjective based on the root correctly; second, to know the students' reasons in getting difficulties in determining and differentiating the adjective function based on the root word compared with other word functions.

The problems above can be solved by using Bauer's theory called branching structure. It is used to analyse and to branch the adjective words with additional suffixes to decide the word function. The object of this research is 48 students of the academic year 2011 Faculty of Letters, Jember University.

Research Methodology

This research uses survey research as the type of research. It is applied to obtain the data by giving the same questions to the students. Moreover, the type of data that is applied here is qualitative because the data are in the form of words not numbers. Nawawi (1998:97) states that qualitative data are stated in the form of words, sentences, texts, and written materials. There are three tools applied in this research to collect the data: 1. documentary study that is used to find the selected articles in www.thejakartapost.com website, 2. questionnaires are used to obtain the students'

works in identifying the adjective words in the selected articles, 3. interview is used to obtain the students' reasons in getting difficulties to determine the adjective words differentiating with other word functions ended by similar suffix. Finally, descriptive research is applied to describe and to analyze the data. Descriptive research is the study that provides simple information and relationship which can describe something or uncover the relationship between two or more factors together (Mc Millan, 1992:13).

Result

There are 50 derived adjective words which are added by suffixes in the selected articles. However, the results based on the questionnaires in students' works in analysing the words with appropriate answers are less than 50% or 34 words out of 50 adjective words. And then, 48 students of the academic year 2011 whose appropriate answers are less than 50% in analysing the words are 36 students.

Based on these results, the researcher believes that some students are still confused and they get difficulties to determine and to differentiate the word function based on the root when a word is added by similar suffix. Here are the results of the interview dealing with the students' reasons: 1. the students get difficulties to decide the function whether the word has suffixes or it is a free morpheme, 2. the students are mystified to differentiate the adjective word with another word function in the same form, 3. the students do not know the root word and also the function of the root, 4. the students do not know the meaning of the word and they are confused because one word has some functions with different meanings, 5. the students are confused because some sentences consist of many clauses, 6. the students decide the word function depending on their feelings and they depend on looking up to the dictionary, 7. the students do not know some suffixes, especially suffixes *-ual* and *-ial*.

Discussion

This research uses the students' works as the basic data to analyze the derived adjective words with additional suffixes in the selected articles. Here, the forming of adjective words with additional suffixes have four types according to Bauer (1993:223-225) and Hornby (1995:1340). First, when a derived noun is added by suffixes *-al*, *-ial*, *-ual*, *-ate*, *-en*, *-ese*, *-ful*, *-ic*, *-y*, *-ly*, *-ous*, *etc*, it will build an adjective word. The second, when a verb is added by suffixes *-able*, *-less*, *-ant/-ent*, *-atory*, *-ful*, *-ive*, it will build an adjective word too. The third, when an adjective itself is added by suffixes *-ish*, *-ly*, and *-some*, it will build an adjective itself with different meaning. The fourth, when

an adverb is added by suffix *-ward*, it will build an adjective.

According to the types, there are 50 adjective words with the categories above in the selected articles. Here is the list of the adjective words based on the types of forming adjective with additional suffixes.

Table 4.1 The Classification of Adjective Words Based on Types of Forming Adjective

TYPES OF FORMING ADJECTIVE	SUFFIXES	ADJECTIVE WORD	TOTAL
Adjective derived Noun	-al, -ial, -ual	Regional, Provincial, Medical, Physical, Sexual, Ministerial, Agricultural, Magical, Structural, Cyclical, Central, Heterosexual	12
	-less	Baseless	1
	-ly	Monthly	1
	-ary	Budgetary, Inflationary	2
	-y	Unhealthy, Slippery	2
	-ish	Bearish	1
Adjective derived Verb	-able	Reliable, Available, Uncomfortable, Impossible, Tangible, Manageable, Deliverable, Negotiable	8
	-ent, -ant	Persistent, Significant, Different	3
	-ive	Reproductive, Cumulative	2
	-ed	Skilled, Created, Unwanted, Developed, Bundled, Limited, Imported, Expected, Heightened, Delayed, Unsterilized	11
	-ing	Increasing, Circulating, Rising	3
Adjective derived Adverb	-ward	Downward	1

Table 4.2 The Exception Words Which are Different from Bauer's Theory

Adjective derived Noun	-ant	Vigilant	1
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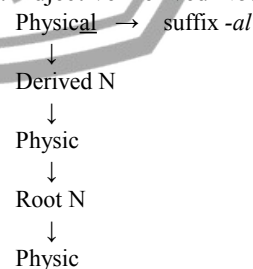
Adjective derived Adjective	-ary	Primary	1
Adjective derived Verb	-ual	Menstrual	1
Total table 4.1 and 4.2			50

Nevertheless, from 50 adjective words in the selected articles, there are only 16 words that could be answered appropriately by 48 students. It means that there are 34 words that are answered inappropriately because the words get less than 50% correct answer. It indicates that the students are still confused to determine the adjective words based on the root.

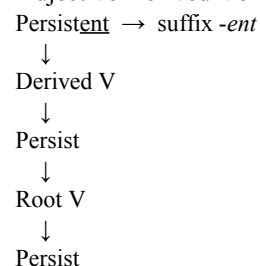
The words that are less than 50% appropriately answered are: *“provincial”* (47,9%), *“unsterilized”* and *“physical”* (45,8%), *“increasing”*, *“rising”*, and *“slippery”* 41,7%. The words *“baseless”* and *“medical”* are 37,5%. The word *“developed”* is 35,4%, while the words *“inflationary”* and *“budgetary”* are 33,3%. The word *“tangible”* gets 31,3%, while the words *“heterosexual”* and *“delayed”* are 27,1%. The other words are *“imported”* and *“available”* (25%), *“expected”* (22,(%), *“bundled”* and *“heightened”* (20,8%). The word *“menstrual”* gets 18,8%, while the words *“circulating”*, and *“central”* are 14,6%. Next, the words *“impossible”* and *“monthly”* are 12,5%, and then the words *“persistent”* and *“cumulative”* are 10,4%. The word *“limited”* is (8,33%) and *“downward”* is 6,25%, while the words *“significant”*, *“created”*, and *“primary”* get 4,17%. The words *“different”* and *“vigilant”* are 2.08%, and the word *“bearish”* gets 0%.

These words are explored and explained by using Bauer's theory called branching structure. This theory is used because it can solve the students' problem in identifying and analyzing the root word before deciding the word function. Here are some adjective words with appropriate answers are less than 50% that are analyzed by using branching structure.

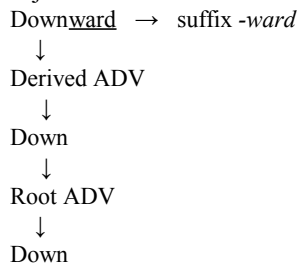
1. Adjective Derived Noun with Suffixes *-al, -ial, -ual*



2. Adjective Derived Verb with Suffixes *-ent, -ant*

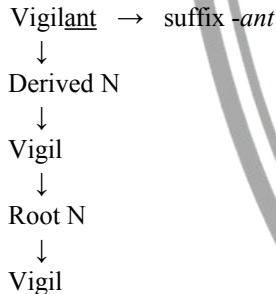


3. Adjective Derived Adverb with Suffix *-ward*



The suffix *-ward* is the most productive suffix to form the adjective word which is derived from adverb. However, the word “*down*” functions as preposition, noun, verb or an adjective besides an adverb.

Those words are relevant with Bauer' theory. However, there are 3 adjective words in the selected articles that are different from Bauer's theory. The word “*menstrual*” is derived from verb “*menstruate*” which has suffix *-al*, while according to Bauer, adjective word is derived from noun with additional suffix *-al*. Second word is “*vigilant*”. It is derived from noun “*vigil*” with suffix *-ant*, while Bauer's theory states that the forming of adjective is derived from verb with additional suffix *-ant*. The third word is “*primary*”. It is derived from adjective “*prime*” which has suffix *-ary*. However, Bauer's theory states that adjective which is derived from adjective is added by suffixes *-ly*, *-ish*, *-some*, but this word is added by suffix *-ary*. Here is the way to analyze one of the words above by using branching structure.



Based on the explanation above, the researcher believes that the students feel confused to determine the adjective words based on the root. They also get difficulties to differentiate the adjectives compared with other word functions which are ended by similar suffix. Therefore, the results of the questionnaires are also the data to know the percentage of the students' works who have appropriate answers less than 50%. It shows that the students pay less attention to the analysis on adjective words.

The subject in this research takes a half of 97 students of the academic year 2011 Faculty of Letters, Jember University, namely 48 students as the respondents. However, there are only 12 students whose appropriate answers are more than 50%. It means that there are 36 students whose appropriate answers are less than 50%.

The statement above can be proved by the percentage of the students' works whose appropriate answers

are less than 50%, namely: the student's code (E) got 48%, while the students' code (F) and (S) got 46%. Then, the students' code (C1) and (B) got 42%, while the students' code (U),(I),(O1) got 40%. Next, student's code (Y) got 36%, while the students' code (E1),(C),(W),(H1) got 34%, besides the students' code (I1) and (V) got 32%. After that, students' code (J) and (D1) got 30%, while the students' code (P),(Q),(G),(H),(Z),(M1), and (N1) got 26%. Afterward, the students' code (A1) and (V1) got 24%, the student's code (R1) got 20%, while student's code (X) got 18%. Besides, the students' code (K1) and (L1) got 14%, student's code (J1) got 12%. Finally, the students' code (F1),(U1),(S1) got 8%, while students' code (G1) and (T1) got 6%.

Based on the results, the researcher chooses a quarter of students with percentage under 50% to avoid the bias answer. They are 12 students to be interviewed to obtain the students' reasons in getting difficulties in analyzing the adjective words. According to Mc Millan (1992: 133) interview needs spending time, the small samples with a high response is needed to avoid bias in the respondent's nature.

From the results of the interview, it can be found that the students get difficulties in determining the adjective based on the root word and get confusions to differentiate adjective words when they have changeable function in the same form. Here are some students' difficulties in analyzing the adjective words based on the interview:

1. the students get difficulties to decide the word function whether the word has suffixes or it is a free morpheme. (There are 9 respondents who stated this reason)
2. the students are mystified to differentiate the adjective word with another word function in the same form. (There are 4 respondents who stated this reason)
3. they do not know the root word and also the function of the root. (There are 4 respondents who stated this reason)
4. they do not know the meaning of the word and they are confused because one word has some functions with different meanings. (There are 3 respondents who stated this reason)
5. they feel confused because some sentences consist of many clauses. (There are 2 respondents who stated this reason)
6. they decide the word functions depending on their feelings and they depend on looking up to the dictionary. (There are 4 respondents who stated this reason)
7. they do not know some suffixes, especially the suffixes *-ual* and *-ial*. (There are 6 respondents who stated this reason)

However, those difficulties happened because of some reasons: first, the students do not know parts of speech. Second, they get difficulties to decide the word function because they do not know the root or whether the word has suffix or not. Third, they feel confused because

some sentences consist of many clauses and they need to know the context. Therefore, finding the adjective with additional suffixes is difficult. Fourth, they do not know the meaning of the words because they are unfamiliar with some of them. Fifth, they do not remember well the suffixes that can build adjective words. Sixth, they are confused to decide the word function because sometimes the additional suffixes build both adjective and noun or sometimes one word has two or more functions with different meanings.

However, the result of these data can be minimized if the students know how to decide the word function although they do not look up the dictionary. Here are the easier ways in determining the word function based on the root.

1. Knowing the root word is the important thing to decide the word functions whether it has suffix or it is a free morpheme, for instance the word "maternal". Some students will think this word has suffix *-al*, but it is a free morpheme because there is no root word with the word "matern" in the dictionary. However, before judging it has suffix or not, the students should know the context of the sentence to decide the word function. Besides, they should know the root word to know the additional suffix or a free morpheme. Finally, to make sure that our decision is right, checking the dictionary is needed. The other examples are the word "friendly" that belongs to an adjective and the word "warmly" that belongs to an adverb. The word "friendly" is derived from noun with additional suffix *-ly*, while the word "warmly" is derived from adjective with the same suffix *-ly*. The way to differentiate these word functions with the same suffix depends on the root word. The word belongs to an adjective when a noun word is added by suffix *-ly*, while the word that belongs to an adverb when an adjective word is added by suffix *-ly*.
2. Identifying a word that has two functions, mostly it is a free morpheme, for instance the word "casual" that belongs to noun and adjective. Whereas, some students will think this word has suffix *-ual* with the root "case". However, the meaning of "case" and "casual" are different. Therefore, this word is a free morpheme. Besides, knowing the meaning is also needed in determining the word function.
3. Knowing the characteristics of adjective suffixes is also important, besides knowing the root word. Here, the adjective suffixes such as *-ly*, *-ful*, *-ing*, and *-al* also exist in other word functions, but to differentiate them knowing the root is important.

Conclusion

Based on the discussion, some information are obtained dealing with the students' difficulties in finding the derived adjective words which are added by suffixes in the selected articles. They are also still confused to decide the word function based on the root which is added by suffixes when the adjective has changeable function in the same form

with different word functions.

In this research, there are 50 derived adjective words which have suffixes in the selected articles. However, the results of the students' works in analyzing the words with appropriate answers are less than 50% or 34 adjective words. And then, there are 36 students of 48 students of the academic year 2011 whose appropriate answers are less than 50% in analyzing the words. Based on these results, the researcher believes that some students are still confused to determine the word function based on the root when a word is added by suffixes. They also get difficulties to differentiate the adjective words when they have changeable function in the same form with other word functions.

However, the students can minimize their confusions and difficulties to decide the word function without consulting the dictionary. First, they should know the context of the sentence to decide the word function. Then, they should know the root word when they are hesitant to decide the word function by knowing the context. Finally, to make sure that the decision is right, checking the dictionary is needed. Second, mostly a word that has two functions, it is a free morpheme. The last, knowing the characteristics of adjective suffixes is a must.

Acknowledgements

This research can be finished with the great help and support from many helpful people. My sincere gratitude is hereby extended to: Dr. Hairus Salikin, M. Ed. as the Dean of Faculty of Letters, Jember University; all of the lecturers of English Department who have taught me much precious knowledge during my studying at Faculty of Letters; all of the staffs of the Central Library and Faculty of Letters' library for helping me to borrow the books and references; and all of my friends for the smiles and support. Thank you for the support that is given to complete the research.

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