

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Writing is among the most crucial forms of communication. One of the language abilities that is crucial to our daily existence is writing (Saragih, 2014). Writing is a significant activity that allows us to express our thoughts, evoke emotions, persuade, and convince others, according to White and Arndt (Safitri, 2015). Composing is an effective language talent where the researcher must generate certain writing outputs like genre and brief functional texts (Boric, 2007). Students can transform an idea into a written form through writing. Nunan (2003), referenced in Khomariyah (2015), states that writing is an intellectual endeavor that involves gathering ideas and considering how best to convey and organize them into a coherent message that readers can easily understand. In addition, Writing makes research ideas and problems visible to the general population. It necessitates the systematic writing of concept integration.

However, writing is more than just putting good ideas and words on paper—there are a few things you need to know to write a high-quality document. This time, the author simply plans to assess writing abilities, particularly in the area of linguistic affixation production, in English. Morphology is one of these studies.

According to Brown (2001:335), there are several important compositions in English writing. As stated by Brown, a great deal of emphasis should be placed on the components of the "model" that the student will imitate as well as how well the student's final work compares to a set of standards that cover

vocabulary, organization, content, grammar, and mechanical considerations (spelling and punctuation). We can conclude that writing encompasses more than merely putting thoughts on paper. This has to be acknowledged in light of the laws and framework of language, which in linguistic studies include grammar along with morphology, syntax, and discourse.

Words and phrases both include linguistic structure. This has to do with the morphological discussion. According to Mark and Kirsten (2011:1), the field of linguistics that studies words, their internal structure, and their development is known as morphology. It also refers to the mental system involved in word formation. The primary method by which morphologists examine words, their internal organization, and their formation is by identifying and analyzing morphemes, which are sometimes described as the smallest linguistic units with grammatical significance. Writing requires an understanding of morphology.

Additionally, every learner who wishes to learn the content of English texts should focus on mastering the skill of affixation. As stated by Rochelle Lieber (2004) contends that this is because one-on-one occurrences of form-meaning congruence in morphology are uncommon. Students will find it easier to learn English subjects if they have a better comprehension of the substance of English writings, as the semantic and formal consequences of word creation must be kept firmly apart. Students can readily accomplish this by learning terminology associated with morphology, particularly affixation.

According to Katamba (2008), There are three types of affixes: infixes, suffixes, and prefixes. The base and root are positioned after the prefix. Affixes that come after the root, stem, or base are known as suffixes. Suffixes are the pieces that create plurals and tenses. The infix is placed inside the actual root affix.

Studying affixation is intriguing because it plays a significant role in the morphological process that generates new words. By grouping forms of nouns, verbs, adjectives, and adverbs, we can create new words as well as new meanings for existing ones. For this reason, mastering affixations is one of the important efforts to master English well. Prefixes and suffixes can be used to expand vocabulary by allowing readers to construct new words from the roots and stems of existing ones, as well as to help them understand the meaning of words in short sentences.

The researcher concentrated on three theses in each institution in the province of Jambi, particularly in the department of English language instruction. Jambi University, Jambi State Islamic University, and Unbari University are the three institutions whose theses are tested. The goal of this research is to identify many affixes in student theses. Researchers are particularly interested in learning more about the perspective of derivational affixations or class modifications that they have examined, as well as the numerous terms that employ affixes.

Researchers chose to analyze theses from three universities for several reasons, including the fact that theses are final assignments that students must submit at the end of the semester, especially for those majoring in English language education researchers decided to examine theses from three different colleges. Second, one of the materials the English language education department studies is affixes. There are just three universities in the province of Jambi that provide English language education programs: Jambi University, Jambi State Islamic University, and Batang Hari University.

The researcher wants to look at three universities in the province of Jambi because she believes that each has a distinctive writing and teaching style. Since affixes are one of the topics addressed in the English language education department, researchers are interested in finding out more about the kinds of affixations that students use when writing their theses. Considering chapter one is the author's most significant work, the researcher utilized it as data for the thesis analysis in this section. This allowed them to organize the ideas the author wanted to convey in chapter one into paragraphs.

Researchers can use the two earlier papers mentioned above as references. For students writing theses, it is essential to define affixation. Firstly, it is one of the morphological processes in the research, although it is not thoroughly covered in most studies. Khatimah (2012). Secondly, "Knowledge about affixations and their meanings can help someone expand their vocabulary" Paradede (2008). Furthermore, affixations have a different structure than other language structures. Affixes are morphemes that cannot serve as the foundation for the creation of words, according to Chaer (2008).

However, throughout the affixation process, it turns into a component of word formation. There are three categories for affixes. Specifically, prefixes, suffixes, and infixes (affix combinations). For this reason, a detailed examination of the application of the affixation process is of interest to researchers.

Regarding the usage of affixations in writing, a lot of work has been done, including Fatih Al Fauzi (2018) carried out the first study in which he studied the derivational analysis of affixes. The research findings, which are typically found in paragraphs that fill in gaps, are explained in two sections using derivational affixes. He discovered prefixes and suffixes that are derived.

Alfianto (2014) conducted the second study, which examined affix morphology. Researchers discovered a taxonomy of affix types, forms, and meanings in his research. Third, a study by Wardah (2008) examined how frequently affixations are used in novels and looked at the different kinds of affixations as well as the prevalent ones. The study's findings indicate that the book uses six different kinds of affixations: circumfixes, derivative affixes, inflectional affixes, prefixes, and suffixes.

Considering everything that has been discussed thus far, it is clear that the topic of derivational affixes and grammar—a crucial component of writing—are intimately intertwined. In actuality, though, pupils hardly ever receive a thorough education on the addition of English affixes, particularly when it comes to word alterations that also affect the functions of the words, which

include verbs, nouns, adjectives, and adverbs. The majority of students just write without thinking or learning more about how words are formed. It should be mentioned that to improve understanding and lower students' writing errors, particularly when using derivational affixes, English language education students need to comprehend and identify derivational affixes in addition to learning more in-depth information about them.

In light of the mentioned earlier, this study is to investigate the types of derivational affixes that are present in thesis writing among Jambi Province University students studying English language education, as well as to examine the derivative affixations that are employed in theses.

Additionally, the goal of this study is to determine the extent to which derivational affixes improve undergraduate students' writing. In summary, educators should take into account the findings of this study when assessing the value of derivational affix knowledge for their students' writing abilities. It must therefore be researched.

The researcher employed thesis writing as a method in this affixation study because, in the researcher's opinion, thesis writing will validate or illustrate a student's proficiency with affixation in written language. According to the justification provided, researchers are eager to carry out this entitled "The Analysis of Derivational Affixes in Thesis Writing Among English Education Students at Jambi Province University".

1.2 Research Questions

This study focuses on the following two research questions

- 1) What are the types of Derivative affixes found in thesis writing in English education at Jambi Province University?
- 2) How is the analysis process of Derivative affixation found in thesis writing English education at Jambi Province University?

1.3 Limitations of the Study

For more target research, the following study needs to be limited:

- 1) The research's focus is a student thesis writing English education at Jambi Province University.
- 2) The material used in this study is thesis students' of English education in chapter one.
- 3) The researcher focuses on changing the word Derivational affixation in students' writing thesis which deals with prefixes and grammatically changing words.

1.4 Purposes of the Study

This research purpose is:

- 1) To know the types of Derivative affixes found in thesis writing in English education at Jambi Province University.
- 2) To analyze the Derivative e affixation used in thesis writing English education at Jambi Province University.

1.5 Significances of the Study

The ability of English language education students to produce English affixations when writing a thesis is examined in this study. It is intended to give or exchange knowledge regarding teaching and learning English, particularly for affixation.

a. Students

The author anticipates that the findings of this study will increase students' understanding of affixes and offer additional resources for studying affixes.

b. Other researcher

It is hoped that other academics with an interest in mixology would find this research valuable. When they want to research additions, they can refer to this study as a guide or carry on and add more procedures to finish it. Due to the topic's attractiveness and abundance of advantages for both readers and researchers, the findings may encourage other researchers to carry out related studies.