

IS IT A PROBLEM FOR JAVANESE LEARNERS TO NOUN-FORMING AFFIXES IN ENGLISH?

Lilia Indriani, Widya Ratna K.

indriani@untidar.ac.id, kusumaningrum@untidar.ac.id
Tidar University

Abstract

Vocabulary is very often defined according to form. This should not be surprising since the branch of linguistics that deals with the study of words is precisely called the study of form, what so called as Morphology. The majority of English words have been ceated through the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots. studying English word formation offers one important way of classifying words for teaching and learning purposes especially in language acquisition. Furthermore, the study of word formation may turn out to be highly productive since it consists of learning a small number of processes that are regularly used to create a large number of words in a language. This understanding of how meaningful elements combine is defined as morphological knowledge. Foreign Language learners usually unaware about this word formation rules. As a foreign language teacher, teaching the meanings of prefixes, suffixes, and word roots as well as for the ways in which knowledge of these meaningful word parts may be applied is really important especially for nonnative language learners, especially Javanese learners of English. This study in English word formation has mainly concentrated on how the Javanese learners of English' comprehend English word formation to form a noun.

Keywords: English Word Formation, Derivation, Noun

Introduction

Words play important rule in expressing feelings and ideas to others during the act of communication. New words are required not only to increase vocabulary but also to create new sentences. My earlier experience as an FL teacher seems to suggest that vocabulary is perhaps the most important component of any language course especially noun. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. 'If language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh (Harmer, 1991, p. 153). It is often assumed that vocabulary does not require explicit teaching since, it claimed, and that learners will end up learning vocabulary indirectly while engaging in communicative approach. Noun is the most common type of vocabulary that is often used in the sentences. Teaching Javanese learners of English Language, as what called foreign language learners, are more difficult. They are nonnative language learners; they learn the language outside of the environment where it commonly spoken. That is why teaching the mechanism of word-formation especially how to form a noun is an important effort for FL teacher. Word formation mechanisms may be defined as a set of processes for the creation of new words on the basis of existing one. New words are acquired by the process of word formation which can be done in several ways. One of the most commonly used ways to form new words is derivation or affixation either through prefix-ation or suffix-ation. Confixation or infixation is hardly ever used and is evidenced in the Indonesian Language. McCarthy (1990) argues that

no matter how well the student learns grammar, no matter how successfully the sounds of FL are mastered, without words to express a wide range of meanings, communication in an FL just cannot happen in any meaningful way. However, word-formation often plays a secondary role with grammatical structure or other language functions. Based on that, this study in English word formation has mainly concentrated on how the Javanese learners of English' comprehend English word formation to promote research based classroom. In this project, there are three research questions to be investigated, as follows: What kinds of noun-forming affixes are known by the Javanese learners of English?

What is Morphology?

Morphology is the study of how words are structured and how they are put together from smaller parts. It attempts to give the rules, morphological rules, used in forming all the words in a language, including possible but nonoccurring words. (McMannis, p. 117). Morphology deals with the internal structure complex words. The categories of words that are open are the major lexical categories: noun (N), verb (V), adjective (Adj), and adverb (Adv). Each word that is a member of a major lexical category is called a lexical item. A lexical item can best be thought of as an entry in a dictionary or lexicon. (O'Grady, pp. 90-91).

What is Part of Speech?

Words of a language can belong to more than one part of speech class and that we can determine which parts of speech of a word belongs to by examining how the word functions in phrases and sentences of language. They are:

Nouns. Proper names, as well as words for humans, animal, and other living things, physical object, and certain abstract ideas. Examples: *Mary, Edward, Fido, woman, man, dog, tree, chair, pebble, injustice, peace.*

Verbs. Words for actions, events, and relations. Examples: *kiss, explode, resemble.*

Adjectives. Words used to modify nouns. Examples: *tall, short, fat, skinny, pleasant, obvious, untrue* (as in *tall person, short book, obvious idea, untrue story*). When a word “modifies” another word, it provides additional relevant information. For example, in using the sentence *Short trees grow in desert*, we are not merely talking about trees in general, but rather about short trees. In this sense, we can say that the adjective *short* modifies the noun *trees*.

Adverbs. Words used to modify verbs, adjectives, or other adverbs (often ending in *-ly* in English). Examples: *quickly, easily, exceptionally, ferociously*, (as in *reads quickly, ferociously hungry, exceptionally quickly*).

Prepositions. Words for locations, directions, and instrumental relations. Examples: *in, under, to, forward, from, with, by*, (as in *in (the room), under (the table), to (the station), toward (the mountain), from (Boston), with (the knife), (death) by (fire)*).

The grammatical properties of noun are:

Nouns can combine with demonstratives, such as *this, that, these, those*, to form phrases known as noun phrases: *this book, that woman, these ideas*, and so on. In addition, nouns can combine with articles, such as the definite article, *the*, or the indefinite article, *a*, to form noun phrases such as *the book* or *a book*, and with possessive pronouns (*my, your, her, his, its, our, their*) to form noun phrases such as *my book, your child, their idea, its wheels*. In chapter 5 we will discuss the structure of noun phrases in more detail; at this point we wish only to

show that nouns can be distinguished from other parts of speech in terms of the words they combine with to form larger phrases.

With a few exceptions, nouns can take the plural suffix *-s* (as in *book—books, brother—brothers, idea—ideas*). Exceptions: *woman—women, child—children, ox—oxen*, and so on. (Akmajian, pp. 59-65)

What is Derivation?

It is the most common word-formation process (Yule, 2006,p,70) which is achieved by means of a large number of small bits are called affixes, e.g. 'un, ful, ness, less, .ism, im, dis, de, ment, in" etc., it is the process by which affixes combine with roots to create new words (e.g. in 'character-'ize', 'read-er', '-ize' and '-er' are derivational suffixes). Derivation is viewed as using existing words to make new words. Derivation (O'Graddy, pp. 99 -101) is the process by which a new word is built from a base, usually through the addition of an affix. Derivation creates a new word by changing the category and/or the meaning of the base to which it applies. English derivational affixes makes very widespread uses of derivation. The derivational affix *-er*, for instance, combines with a verb to create a noun with the meaning 'one who does X.

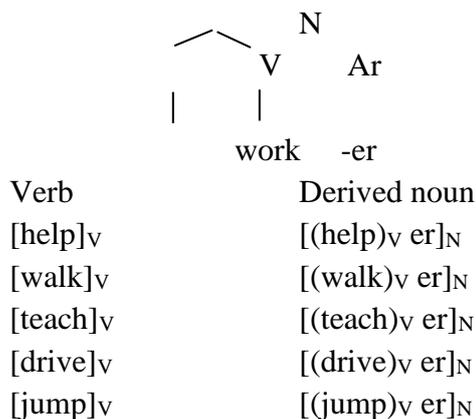


Figure 1. The derivational affix *-er*

Multiple Derivations can create multiple levels of word structure, as shown in Figure 2. Although complex, *organization* has a structure consistent with the word formation rules.

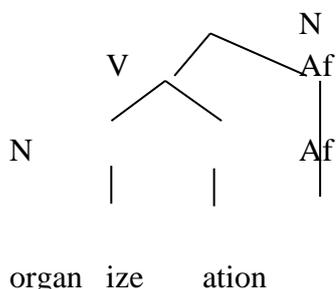


Figure 2. The Multiple Derivation

Starting with the outermost affix, we see that *-ation* forms nouns from verbs, and *-ize* forms verbs from nouns. In some cases, the internal structure of a complex word is not obvious. The word *unhappiness*, for instance, could apparently be analyzed in either of the ways indicated in Figure 3. By considering the properties of the affixes *un-* and *'ness*, however, it is possible to find an argument that favors Figure 3.a over 3.b. The key observation here is that the prefix

un- combines quite freely with adjectives, but not with nouns.

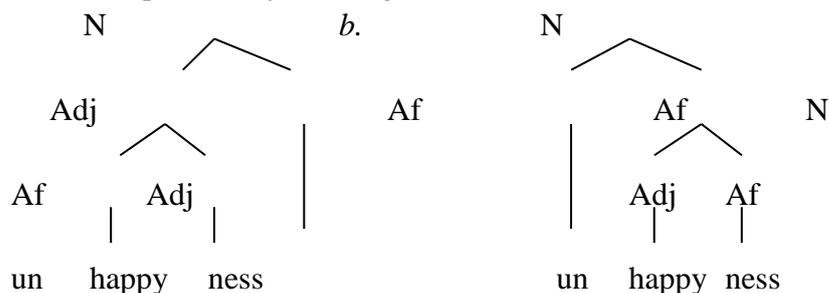


Figure 3. The Prefix “un-“

Javanese Learners of English

It is important to note with respect to the terms “language and dialect”, as Wardhaugh (2006) commented, that a dialect is subordinate variety of a language. In one language, there are several dialects, which differ, to some extent, in pronunciation, choice of lexical items, choice of language function and any possible issue of distinction that may arise among several dialects within one language. (Sukarno, 2015, p.4) In Java, there are three kinds of dialects, they are *Banyumasan* Javanese, *Jawa Timuran* Javanese (Javanese spoken by people in East Java, that is somehow influenced by *Madurese*), and Standard (Solo-Yogyakarta dialect which has undergone standardization to become the standard variety of Javanese). The standard language is characterized as : being selected by the society mostly on consideration of being the commercial and political center; under study by scholars, and confer a honorary royal degree. (Sukarno, 2015, p. 26). Here, the Javanese learners of English, as what called foreign language learners, learn the language outside of the environment where it commonly spoken. Their native language is Javanese, as their vernacular language. English is their foreign language, that has differentiated in pronunciation, choice of lexical items, choice of language function and any possible issue.

Conceptual Framework

Vocabulary is very often defined according to form. This should not be surprising since the branch of linguistics that deals with the study of words is precisely called “morphology” ; that is, the study of form. The majority of English words especially noun have been created through the combination of morphophonemic elements, that is, prefixes and suffixes with base words and word roots. In EFL teaching, language is mostly taught for social use and expressing meaning through the boundaries of culture. In language acquisition, it is important to emphasize the important of word formation. Javanese learners of English, as non native language learners, have to notice the kinds of English word formation so they can construct sentences or utterances, not only focus on form but also meaning. Besides that this research is to apprehend how research based classroom helps Javanese learners of English to have better understanding in English word formation especially how to form a noun

Methodology

The method used on this research is descriptive analysis qualitative research. It concerns with

providing phenomenon description that occurred on the noun-forming affixes. This research analyzed the fourth semester students in Morphology class of Tidar University. The research took place in morphology class, class 04. It is consist of 21 students and they are in the fourth semester. The data was take since February until June 2017 or in the academic year 2016/2017 for sixteen meetings. There are two techniques used to get the data of the research, they are questionnaire and test. The procedures of data analysis cover collecting data, categorization, analysis and getting conclusion. The technique of data analysis will use the one proposed by Miles and Huberman (1994).

Finding and Discussion

Based on the Yes/ No Questionnaire about prefix and suffix to form a noun, it can be said that the students are most familiar (MTF) with affixes such as -age, -ant, , -ary, -ate, -cy, -dom, -ee, -er, -ery, -ful, geo-, -gram, graph-, -hood, -ian, -ics, -ism, -ist, -logy, -man, -ment, -meter, -ness, -phone, physi-, poly-, -ship, tri-, -tion, -y. The students are more familiar (MRF) with affixes such as -ade, , -cracy, -ess, -gamy, -logue, macro-, mal-, -mania, micro-, -oid, -or, -ory, -phobia, proto-, -scope, -ster. The students are familiar (F) with affixes such as -eer, -ette, -ide, -ite, -ity, ortho-, -osis, -philia, -scape, -sphere, -tude, -ure. The students are less familiar (LSF) with affixes such as -cide, -let, -ling, -ule, -worth. The last but not least, the students are least familiar (LTF) with affixes such demi-, -monger.

Table 1. The Familiariy Range for Affixes

No	Range	Affixes	Prct. (%)
1	Most Familiar (MTF)	-age, -ant, , -ary, -ate, -cy, -dom, -ee, -er, -ery, -ful, geo-, -gram, graph-, -hood, -ian, -ics, -ism, -ist, -logy, -man, -ment, -meter, -ness, -phone, physi-, poly-, -ship, tri-, -tion, -y	46.15%
2	More Familiar (MRF)	-ade, , -cracy, -ess, -gamy, -logue, macro-, mal-, -mania, micro-, -oid, -or, -ory, -phobia, proto-, -scope, -ster	24.63%
3	Familiar (F)	-eer, -ette, -ide, -ite, -ity, ortho-, -osis, -philia, -scape, -sphere, -tude, -ure	18.46%
4	Less Familiar (LSF)	-cide, -let, -ling, -ule, -worth	7.69%
3	Least Familiar (LTF)	demi-, -monger	3.07%

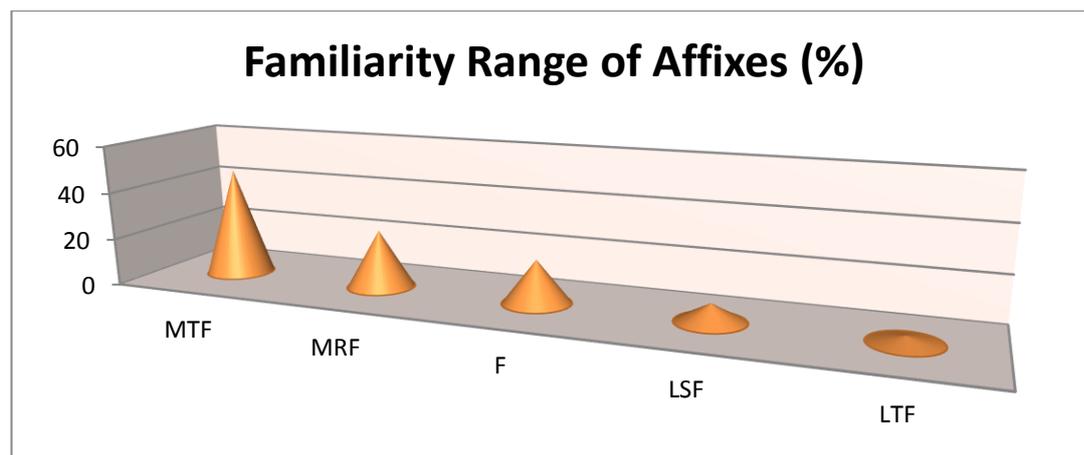


Diagram 1. Familiarity Range of Affixes

Conclusion and Suggestion

Based on the research, it can be concluded that: The most familiar English word formations to form a noun are affixes such as -age, -ant, -ary, -ate, -cy, -dom, -ee, -er, -ery, -ful, geo-, -gram, graph-, -hood, -ian, -ics, -ism, -ist, -logy, -man, -ment, -meter, -ness, -phone, physi-, poly-, -ship, tri-, -tion, -y. (46.15%). It is suggested for the lecture to give stressed more to word formation (derivation) in forming a noun especially less familiar (LSF) affixes such as -cide, -let, -ling, -ule, -worth; the last but not least, the least familiar (LTF) affixes such demi-, -monger. So the students would have better understanding.

References

- Akmajian, Adrian, Richard A. Demers, Robert M. Harnish. 1984. *Linguistics An Introduction to Language and Communication*. Cambridge, Massachusetts. The MIT Press.
- Burckhard, Suzette R. 2013. *Research Based Classroom Practices that Improve Student Learning*. SDSU ASEE Best Practices in Engineering Education Series. <http://www.sdstate.edu>
- Harmer, J. 1991. *The Practice of English Language Teaching*. New York. Longman.
- Marzano, R. 2000. *What Works in Classroom Instruction*. Alexandria, V.A. ASCD.
- McCarthy, M. 1990. *Vocabulary*. Oxford. Oxford University Press.
- McMannis, Carolyn, Deborah Stollenwerk, Zhang Zheng-Sheng. 1987. *Language Files*. Reynoldsburg, Ohio. Advocate Publishing Group.
- O'Grady, William, Michael Dobrovolsky, Mark Aronoff. 1989. *Contemporary Linguistics An Introduction*. New York. St. Martin's Press.
- Sukarno. 2015. *Sociolinguistics in Language Teaching Perspectives*. Yogyakarta. Deepublish Publisher.
- Sukmadinata, Nana Syaodih. 2005. *Metode Penelitian Pendidikan*. Bandung. Remaja Rosdakarya.
- Wardhaugh, Ronald. 2006. *Introduction to Sociolinguistics*. Australia. Blackwell Publishing.
- Yule, G. 2006. *The Study of Language (2nd ed)*. UK. Cambridge University Press.