

## An Analysis of Inflectional and Derivational Affixes of the Students' Academic Writing

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**Abstract-**This study investigates the use of inflectional and derivational affixes in the academic writing of second-year English students, identifying the challenges they face in applying these linguistic elements. Using qualitative methods, specifically content analysis, this study examined a sample of 30 students' writings from the 2021C class. The analysis identified a total of 172 affixes: 122 inflectional suffixes, 36 derivational suffixes, and 14 derivational prefixes. Inflectional suffixes, particularly irregular forms, were predominantly used, while derivational affixes primarily served to change grammatical classes, with "-ly" being the most common. Students encountered several challenges, such as errors in inflectional suffix usage (e.g., omission of plural markers and subject-verb agreement issues) and difficulties with derivational affixes (e.g., omissions and incorrect usage of "-ing," "-ment," "-able," "-re," "-un"). These problems were attributed to confusion between bound and free morphemes, forgetfulness, and a lack of awareness. The study recommends tailored teaching strategies, including targeted exercises, detailed explanations, and ample practice opportunities, to improve students' proficiency with affixes, thereby enhancing the quality and clarity of their academic writing.

**Keywords:** Academic Writing, Derivational Affixes, Inflectional Affixes, Linguistic Challenges, Morphemes, Subject-verb Agreement, Teaching Strategies.

## I. INTRODUCTION

Language is integral to human existence, serving as the primary means of communication in our daily lives. As a communication tool, language includes words, collections of words, clauses, and sentences that are expressed orally or in writing. In the learning process, language can be said to be one of the tools used to transfer information in the form of knowledge from teachers to students and vice versa.

Because language is a means of communication, language is inherent to humans

as social beings and is unique to each individual. Humans as social creatures have long been interested in language, such as how it originated, what the nature of language is like, and how it is used in persuasion, poetry, and prayer (Jackson & Amvela, 2000).

In the context of communication and learning, linguistic-based language is highly emphasized. Linguistic-based language refers to learning that uses linguistic principles as a basis (Bauer, 2012). In this case, linguistics is the study of language and the structure of communication.

The context of systemic functional linguistics and corpus linguistics can be a reference for this, so it can be said that the application of linguistics in language learning is very relevant.

Systemic functional linguistics abbreviated as LSF is an approach that examines the function of language in social and communicative contexts. LSF emphasizes the structure of language as a tool to communicate and reveal meaning. For example, in analyzing inflectional and derivational affixes in academic writing, analysis of explanatory texts, LSF pays attention to the situational and cultural context (Winarni, 2016). Furthermore, corpus linguistics is the study of language based on everyday language use documented in a corpus or computerized text database. In language, there are several patterns such as semantics, syntax, phonology and morphology. These patterns are the main subject of linguistic research. In addition, linguistics also has several elements, one of which is grammar. This element affects writing skills. The use of good grammar in writing allows the writing to be easily understood or comprehended by the reader.

Writing to be easily understood or comprehended by readers is a challenge. In addition, it can be said that writing is a more difficult language skill to master than any other skill at any level of education, as it requires more time to think and elaborate ideas (Dewi, 2014). One of the most difficult types of writing is academic writing.

Development of ideas from general to specific, thesis statements and supporting details, components of scientific writing, and frameworks for writing several types; descriptive, comparative, contrastive, and argumentative; often found in the presentation of scientific papers are among the skills taught to students enrolled in academic writing courses. Academic writing courses also cover themes such as paraphrasing, summarizing, and listing references in addition to these resources. Students generally have difficulty in organizing their thoughts.

Puspita (2019) mentioned that ideas, structure, lack of vocabulary, and rewriting or paraphrasing are some of the difficulties that students often face when writing academic writing. Students' difficulties in academic writing can also be caused by a lack of mastery of writing skills and knowledge in this area. In addition, Rohmah, as cited in Wagiyo (2021), posits that writing necessitates the simultaneous integration

of several key elements: content, grammar, vocabulary, spelling, and mechanics. Additionally, writing can encompass morphological forms, which contribute to the structural and functional aspects of written language. These elements collectively ensure clarity, coherence, and effectiveness in written communication, highlighting the complexity and multifaceted nature of the writing process.

According to Zsiga et al. (2014), morphology is the study of the internal structure of words and the rules that govern the formation of words. Josiah and Udoudom (2012) stated that morphology is a linguistic component that deals with the smallest meaningful units, known as morphemes, which can be combined to form words. Consequently, writing is one of the skills in English that heavily emphasizes the correct application of word forms. Discussing morphological studies, Haspelmath and Sims (2010) identified two primary types of morphological relationships: inflection, which involves inflectional morphemes, and derivation, which involves derivational morphemes.

Zsiga et al. (2014) provide a detailed classification of morphemes in the English language, categorizing them into free morphemes and bound morphemes. Free morphemes are further subdivided into lexical morphemes, which carry semantic content, and functional morphemes, which serve grammatical purposes. Bound morphemes, on the other hand, are divided into affixes and roots. Within the category of affixes, there is a further distinction between inflectional affixes, which modify a word's grammatical properties without changing its core meaning or word class, and derivational affixes, which alter the word class or meaning of the base word. Hien and Nhan (2022) expand on this by noting that when an affix changes the grammatical category of the base word, it is classified as a derivational affix. This nuanced understanding of morpheme classification highlights the complexity and richness of morphological structures in English.

In linguistic morphology, an affix that does not alter the lexical category of the base word, does not create a new word, and primarily serves a grammatical function, is typically referred to as an inflectional affix. Inflectional affixes are integral to the structure of language, as they convey grammatical information without changing the inherent meaning of the word. There are eight distinct types of inflectional affixes in English: first, third person singular

present (-s). This suffix is used to indicate the third person singular form of verbs in the present tense, as in "runs" or "reads." Second, past tense (-ed). This suffix denotes the past tense form of regular verbs, such as "walked" or "jumped."

Third, progressive (-ing). This suffix is used to form the present participle, indicating an ongoing action, as in "running" or "singing." Fourth, past participle (-en). This suffix is used for forming the past participle of some irregular verbs, such as "written" or "broken." Fifth, plural (-s). This suffix is used to indicate the plural form of nouns, as in "cats" or "houses."

Sixth, possessive (-'s). This suffix indicates possession, as in "John's book" or "the cat's toy." Seventh, comparative (-er). This suffix is used to form the comparative degree of adjectives, as in "taller" or "smarter." Eighth, superlative (-est). This suffix is used to form the superlative degree of adjectives, as in "tallest" or "smartest."

Each of these inflectional affixes plays a crucial role in English grammar, allowing speakers and writers to convey precise temporal, quantitative, and relational nuances within their communication.

According to Zsiga et al. (2014), derivational affixes encompass both prefixes and suffixes. Derivational prefixes include "de-," "mis-," and "pre-," while derivational suffixes include "-ant," "-ate," "-en," "-er," "-ian," "-ify," "-ist," "-ity," "-ive," "-ment," "-ness," and "-y." These affixes facilitate various morphological transformations: first, noun to adjective, examples include "healthy" and "snowy." Second, verb to noun, an example is "prediction." Third, adjective to adverb, an example is "exactly."

Fourth, noun to verb, an example is "moralize." Fifth, adjective to noun, examples include "height" and "freedom." Sixth, verb to adjective, an example is "juicy." Seventh, noun to noun, examples include "friendship" and "loss." Eighth, verb to verb, examples include "cancel" and "disbelieve." And adjective to adjective, examples include "illegal" and "unhappy" (Fromkin, Rodman, & Hyams, 2010).

These transformations illustrate the versatility and functional capacity of derivational affixes in modifying the grammatical category of base words, thereby enriching the linguistic expressiveness of the English language.

Affixation is a fundamental aspect of both written and spoken texts, playing a crucial role in the construction and comprehension of language. Students often encounter significant challenges

in accurately understanding English sentences without a thorough grasp of word formation processes. Specifically, the process of affixation which involves the addition of prefixes and suffixes to root words alters not only the grammatical class but also the meaning of words. This complexity necessitates a deep understanding for effective language acquisition and use. Without mastering these processes, students may struggle to interpret and produce coherent and contextually appropriate English sentences. Understanding derivational affixes is helpful for expanding vocabulary as one word can give rise to many terms with a wide variety of word forms and meanings. Understanding the derivational process is useful for creating journal entries, essays, articles, abstracts, final papers, and other English assignments.

Despite extensive research on general linguistic principles, there is a paucity of studies specifically analyzing the use of these affixes in students' academic writing. Understanding these elements is crucial for students to enhance their writing skills, thereby improving their ability to communicate complex ideas effectively.

Previous studies, such as those by Jackson & Amvela (2000) and Haspelmath & Sims (2010), have explored the foundational aspects of morphology, highlighting the significance of affixation in word formation. This study aims to fill the research gap by identifying common challenges students face and providing insights into improving their writing skills.

Understanding the use of inflectional and derivational affixes is crucial for students to enhance their academic writing skills. This study aims to analyze and describe the types of inflectional and derivational affixes used in academic writing and the problems students encounter when using these affixes. The findings will contribute to better instructional strategies in teaching academic writing.

There are some crucial theoretical reviews related to this research. Those theoretical reviews will be reviewed as follows:

### **1. The Nature of Morphology**

Morphology is the branch of linguistics that focuses on the study of morphemes and their arrangement in the formation of words. According to Hamka, as cited in Jimmi & Sulaeman (2022), morphology specifically deals with the study of morphemes, which are defined as the smallest meaningful units within an utterance. This branch of linguistics is primarily concerned with the form and structure of words,

examining how new words are constructed and the processes involved in their formation.

Lieber (2021) elaborates that morphology encompasses the study of word formation, including the mechanisms by which new words are created across different languages globally. Additionally, morphology explores how the forms of words vary depending on their usage within sentences. This includes understanding the inflectional and derivational processes that modify words to express different grammatical categories and meanings. Overall, morphology provides crucial insights into the dynamic nature of language and its ability to generate a diverse and evolving vocabulary.

## 2. The Concept of Word

Words play a crucial role in the creation and development of a compelling language. Without words, language as we know it would not exist. They are the fundamental building blocks of any linguistic system. Among all units of linguistic analysis, the word stands out as the smallest free form present in a language. A free form is an element that can occur independently or, in some cases, does not occur independently (O'Grady, Dobrovolsky, & Aronoff, 1997). The most essential component of word structure is the morpheme, which is the smallest unit of language that conveys meaning or serves a specific grammatical function.

## 3. The Concept of Morpheme

The concept of a morpheme differs from that of a word, as many morphemes cannot stand alone as independent words. Morphemes that can function independently as words are called free morphemes, while those that cannot stand alone are called bound morphemes. Free morphemes can take the form of basic nouns, adjectives, adverbs, verbs, etc. These basic word forms are known as roots, bases, or stems.

According to O'Grady et al. (1997), the three elements of a morpheme are defined differently: the root is the core of the word and carries the major component of its meaning; a base is the element to which an affix is added and is often also the root, such as in the word "books," where the element to which the suffix *-s* is added corresponds to the word's root; the stem is the base to which an inflectional affix is added. For example, the morpheme "boy" is free since it can

be used as a word on its own, whereas the plural suffix *-s* is bound (O'Grady et al., 1997).

Bound morphemes can be further divided into prefixes, which are located at the front of words, and suffixes, which are located at the back of words. This common morphological phenomenon is known as affixation..

## 4. Affixation

Affixation serves as a fundamental concept encompassing bound morphemes that are appended to roots or bases. As elucidated by Crowley, cited in Aryati (2014), affixes predominantly manifest in two common forms: Prefixes and Suffixes. A prefix is affixed to the commencement of a root/base, exemplified by prefixes like "un-" or "re-". Conversely, when affixed to the terminus of a root/base, it constitutes a suffix, as observed in examples such as "-ly" or "-ness". These distinctions are pivotal in understanding the functional roles affixes assume within language, a classification elucidated by Zapata (2007) as derivational and inflectional affixes.

Derivational affixes, explicated by O'Grady et al. (1997), engender a transformation in the meaning and/or category of a word, thereby conferring upon it a distinct semantic or grammatical identity. For instance, the addition of a derivational affix can invert the meaning of a word, as evidenced by the antonymous pair "happy" and "unhappy". Additionally, such affixation can alter the grammatical function of a word, as seen in the transition from the adjective "happy" to the adverb "happily" or the noun "happiness".

Conversely, inflectional affixes, as delineated by the same source, do not precipitate alterations in either the grammatical category or the semantic essence of the word to which they are appended. Rather, they serve to fulfill specific grammatical functions within the structure of a sentence. In English, it is noteworthy that while both prefixes and suffixes can function as derivational affixes, only suffixes can assume the role of inflectional markers, illustrating the nuanced interplay between morphology and syntax within linguistic frameworks. It means prefix does not have type of inflectional form.

Below are some of the more common example:

Table 1. Derivational Prefix and Suffixes and Inflectional Form

Derivational	Inflectional
<b>Derivational Prefix:</b>	<i>-s Plural – 's Possessive</i>
<i>Anti-, Ex-, In-, Un-, De-, Dis-, Mis-, Re-,</i>	<i>-er Comparative</i>

Un-	-est Superlative
	-s Present
<b>Derivational Suffixes:</b>	-ed Past
<i>e:</i> -able, -ant, -(at)ion, -er, -ing, -ment, -ful,	-en Past participle
-(i)al, -(i)an, -ize, -less, -ous, -ate, -en, -ity-	-ing Present participle
ly, -ness	

## 5. The Nature of Writing

Writing is an essential component of language skills, encompassing the ability to effectively convey thoughts, ideas, and emotions through written communication. As elucidated by Silfia (2014), writing serves as a pivotal communicative skill, empowering students to articulate their perspectives and sentiments. Furthermore, writing holds a significant place within the realm of linguistics, which is the systematic study of language (Todd, 1987).

Within linguistics, various branches offer specific insights and methodologies aimed at enhancing writing proficiency. These branches provide learners with invaluable tools and strategies to navigate the complexities of written expression. Notably, there are two distinct categories of writing observed within the domain of language: literary and functional writing.

Literary writing encompasses a diverse array of genres, including novels, poetry, short stories, and science fiction. These forms of writing are characterized by their imaginative and creative elements, often serving as vessels for artistic expression and storytelling.

Conversely, functional writing is inherently pragmatic, designed to fulfill specific objectives and convey factual information. This category encompasses a myriad of text types, such as letters, research papers, summaries, outlines, and essays. Functionality is paramount in such writing, as it is tailored to serve practical purposes, ranging from academic discourse to professional communication.

## 6. Essay

In the realm of writing, various forms exist, ranging from composing individual sentences to crafting comprehensive essays. Among these, essay writing holds particular significance as a form of academic discourse. Academic writing, characterized by its rigor and scholarly focus, places a premium on the development and articulation of ideas within the context of formal education settings, such as colleges and universities.

As elucidated by Jordan (1992), the essay serves as a fundamental unit within academic writing, embodying the essence of organized

thought and structured argumentation. It represents a cornerstone of academic endeavors, manifesting in diverse formats such as reports, assignments, and projects. The essay's significance transcends mere composition; it encompasses the intricate interplay between content, structure, and cohesion, wherein the seamless integration of disparate components imparts clarity and coherence to the discourse.

Thus, within the academic sphere, the essay assumes paramount importance as a vehicle for intellectual exploration and scholarly communication. Its structural integrity and cohesive framework not only facilitate the dissemination of knowledge but also underscore the critical thinking and analytical prowess of the writer. In essence, the essay epitomizes the pinnacle of academic writing, embodying the synthesis of ideas, evidence, and argumentation to advance scholarly discourse and contribute to the collective body of knowledge.

## 7. The Nature of Errors

Errors are an inevitable aspect of the writing process for students, particularly when utilizing a foreign language like English, which is common among Indonesian students. To analyze the errors, it refers to Dulay, Burt, & Krashen (1982), he divided the errors into four types, they are:

### a. Omission

The phenomenon of omission in language refers to the exclusion or absence of essential elements that are necessary for a well-formed utterance or sentence. In the given example, "Mary President new company," there is an omission of critical components required for grammatical completeness. Specifically, the absence of linking verbs, articles, and prepositions results in an uncharacterized expression lacking syntactic coherence and semantic clarity.

In standard English syntax, the sentence should read as "Mary is the President of the new company," where the verb "is" serves to link the subject "Mary" to the predicate "President," indicating her position within the context of the sentence. Additionally, the article "the" precedes "President" to specify the particular role Mary

holds, and the preposition "of" establishes the relationship between "President" and "the new company."

Therefore, the omission observed in the initial construction exemplifies a deviation from the grammatical conventions necessary for effective communication in English. In formal discourse, adherence to linguistic norms ensures precision, coherence, and intelligibility in conveying intended meaning within written and spoken contexts.

#### **b. Addition errors**

Addition errors represent a deviation from linguistic norms characterized by the inclusion of elements that should not be present in a grammatically correct construction. In contrast to omission errors, which involve the absence of obligatory elements, addition errors involve the introduction of superfluous components. An illustrative example can be found in the sentence "He doesn't know my name," where the addition of the negative auxiliary "doesn't" preceding the verb "know" creates redundancy and disrupts the grammatical integrity of the sentence.

#### **c. Misinformation errors**

Misinformation errors occur when a learner utilizes an incorrect form of a morpheme or structure in their language production. This type of error is exemplified by instances where the learner incorrectly applies a morpheme, such as a past tense marker, resulting in a grammatically inaccurate construction. For instance, a misinformation error is observed when a learner produces a sentence like "the dog eated the chicken," where "eated" is erroneously used instead of the correct past tense form "ate." Such errors signify a deviation from the grammatical rules of the language being learned, indicating a need for further language acquisition and refinement.

#### **d. Disorder errors**

Disordering errors, typified by the misplacement of a morpheme or a group of morphemes within a linguistic utterance, represent a form of linguistic anomaly. An illustrative example of such an error can be observed in the phrase: "he is the time late." In this instance, the intended grammatical structure is disrupted by the displacement of the morpheme "late," which should typically follow the noun "time" to convey temporal lateness accurately. This misordering detracts from the syntactic cohesion and semantic clarity of the utterance, thereby impeding effective communication. Such errors underscore the significance of syntactic

precision and morphological coherence in ensuring linguistic fluency and comprehension within communicative contexts.

### **8. Related Study**

In the realm of error analysis pertaining to affixation, several studies have delved into the intricacies of affix usage. Among these, Alfianto (2014) conducted a notable investigation titled "A Morphological Study of Affixes Found in Campus English Magazine." The primary objective of this study was to discern the various types of affixes present and to elucidate the forms and semantic nuances associated with each affix within the context of Campus English Magazine.

## **II. METHODS**

Qualitative research is one kind of scientific inquiry. The descriptive qualitative approach was used to evaluate the data from this study, which indicated the presence of derivational and inflectional morphemes in students' academic writing. Qualitative research is thought of in terms of patterns and structure (Davis, 1995). The researchers choose this approach because the words, phrases, and sentences used in the study were extracted from academic writing produced by the students. The gathering of data was crucial to determining the study's outcome. The researchers chose class 2021C with a total of 30 students as the sample. The sample selection was carried out using purposive sampling technique.

According to Gibson, Timlin, Curran, & Wattis (2004) stated that the following steps were taken in order to gather the data: (1) Reading the students' academic writing aloud multiple times in order to understand it, (2) Categories the derivational and inflectional morphemes in the academic writing of the students; (3) Highlighting the derivational and inflectional morphemes in the academic writing of the students (4) Locate and categorize every phrase that appears in the academic writing of the students. In this study, every procedure listed above is employed.

Following data collection, the author examined derivational and inflectional morphemes in academic writing produced by English students. Kibiswa & Naupess (2019) defined data analysis as an organizing process whereby the data are arranged in a particular pattern, category, or unit of fundamental explanation. The steps involved in processing the data for this study are as follows: (1) choosing the derivational and inflectional morphemes that

appear in academic writing produced by English students; (2) coding the morphemes that appear in the writing; (4) Tabulating the derivational and inflectional morphemes that will be found in the students' academic work; (3) Classifying the sentences or phrases based on two types of bound morphemes, or classifying whether the word sentence includes the derivational or inflectional

morphemes, (5) Drawing conclusion.

### III. RESULT AND DISCUSSION

#### 1. The Types of Inflectional and Derivational Affixes of the Student's Academic Writing

The following table lists the sorts of inflectional and derivative affixes that have been found via study:

Table 2. Types of Inflectional and Derivational Affixes

No.	Coding	Types of Inflectional Affixes	Types of Derivational Affixes
1.	S1/KJ	<ul style="list-style-type: none"> <li>• -ed (past tense): approved, talked, intended, related</li> <li>• -s (plural form): rules, others, maxims, speakers</li> <li>• -Irregular form: got, found, did</li> <li>• -'s(possessive):member's</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -er: learner (Verb to Noun)</li> <li>• Derivational suffix -er: teacher (Verb to Noun)</li> </ul>
2.		<ul style="list-style-type: none"> <li>• -ed (past tense): required, hoped, used</li> <li>• -s (plural form): videos, teams, groups</li> <li>• -Irregular form: made, wrote</li> <li>• -'s(possessive):student's, teacher's</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -ity: activity (Adjective to Noun)</li> <li>• Derivational suffix -ly: finally</li> </ul>
3.		<ul style="list-style-type: none"> <li>• -ed (past tense): expected, accepted</li> <li>• -ing (present participle): speaking, developing, challenging, writing, applying</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -al: individual (Noun to Adjective)</li> <li>• Derivational suffix -al: natural (Noun to Adjective)</li> </ul>
4.		-ing (present participle): learning, analyzing, overcoming	<ul style="list-style-type: none"> <li>• Derivational suffix -able: comfortable (Noun to Adjective)</li> <li>• Derivational suffix -ion: motivation (Noun to Noun)</li> <li>• Derivational suffix -ion: relation (Verb to Noun)</li> </ul>
5.		<ul style="list-style-type: none"> <li>• -s (plural form): teachers, participants</li> <li>• -Irregular form: thought, read, began, knew</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -ly: directly (Adjective to Adverb)</li> <li>• Derivational suffix -ly: broadly (Adjective to Adverb)</li> </ul>
6.		-ed (past tense): formulated, associated	<ul style="list-style-type: none"> <li>• Derivational suffix -ness: weakness (Adjective to Noun)</li> <li>• Derivational suffix -ness: holiness (Adjective to Noun)</li> </ul>
7.		<ul style="list-style-type: none"> <li>• -Irregular form: built, said</li> <li>• -ing (present participle): drawing,</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -ly: actually (Adjective to Adverb).</li> <li>• Derivational suffix -able: reliable (Verb to Adjective)</li> </ul>
8.		-ed (past tense): provided, concluded, obtained, proposed, supported, explained	<ul style="list-style-type: none"> <li>• Derivational suffix -ly: normally (Adjective to Adverb)</li> <li>• Derivational suffix -ly: quickly (Adjective to Adverb)</li> </ul>

9.	<ul style="list-style-type: none"> <li>-s (plural form): conversations, strategies, consists, listeners, preferences, focuses</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational -ment: movement, improvement (Verb to Noun)</li> <li>• Derivational suffix -er: writer, listener (Verb to Noun)</li> </ul>
10.	<ul style="list-style-type: none"> <li>• Irregular form: took,</li> <li>• -ing (present participle): being, building, introducing, providing</li> </ul>	Derivational suffix -ful: helpful (Verb to Adjective)
11.	<ul style="list-style-type: none"> <li>-s (plural form): interlocutors, stamens, responds, needs, words</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -ful: useful (Verb to Adjective)</li> <li>• Derivational suffix -able: affordable (Verb to Adjective)</li> </ul>
12.	<ul style="list-style-type: none"> <li>• -s (plural form): interlocutors, stamens, responds, needs, words</li> <li>• -ed (past tense): solved, helped, discussed, used</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -ment: statement (Noun to Noun)</li> <li>• Derivational suffix -able: forgettable (Verb to Adjective)</li> </ul>
13.	<ul style="list-style-type: none"> <li>-ing (present participle): meaning</li> </ul>	Derivational suffix -y: healthy (Noun to Adjective)
14.	<ul style="list-style-type: none"> <li>-en (Past participle): written, taken, given</li> </ul>	Derivational suffix -y: difficulty (Adjective to Noun)
15.	<ul style="list-style-type: none"> <li>• -s (plural form): themselves, violations, types</li> <li>• -ing (present participle): flouting</li> </ul>	Derivational suffix -y: difficulty (Adjective to Noun)
16.	<ul style="list-style-type: none"> <li>-s(plural): chats, logs, photos</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -al: personal (Noun to Noun)</li> <li>• Derivational suffix -al: logical (Noun to Adjective)</li> <li>• Derivational suffix -al: cultural (Noun to Adjective)</li> </ul>
17.	<ul style="list-style-type: none"> <li>• -ed (past tense): related, conducted</li> <li>• -s (plural form): researchers</li> <li>• -Irregular form: chose, understood, made</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational suffix -ant: servant (Verb to Noun)</li> <li>• Derivational suffix -ant: Assistant (Verb to Noun)</li> </ul>
18.	<ul style="list-style-type: none"> <li>• -s (plural form): problems, utterances</li> <li>• -Irregular form: forgot, grew</li> </ul>	Derivational suffix -less: meaningless (Noun to adjective)
19.	<ul style="list-style-type: none"> <li>-est (superlative): highest</li> </ul>	Derivational suffix -ate: investigate (Verb to Ver)
20.	<ul style="list-style-type: none"> <li>-ing (present participle): arranging</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational prefix -Anti: antisocial (Adjective to Adjective)</li> <li>• Derivational suffix -ion: formulation (Verb to Noun)</li> </ul>
21.	<ul style="list-style-type: none"> <li>• -s (plural form): pictures, companies</li> <li>• -ing (present participle): maintaining</li> </ul>	<ul style="list-style-type: none"> <li>• Derivational prefix -Dis: disagree (Verb to verb)</li> <li>• Derivational prefix -Dis: dislike (Verb to Verb)</li> </ul>
22.	<ul style="list-style-type: none"> <li>• -ing (present participle): evaluating, concerning, monitoring</li> <li>• -ed (past tense): cited</li> </ul>	Derivational prefix -Mis: misunderstand (Verb to Verb)



23.	-ing (present participle): understanding, generating, planning, editing	Derivational prefix –Re: replay (Verb to Verb)
24.	–ed (past tense): attracted, affected	<ul style="list-style-type: none"> <li>• Derivational prefix –Re: retell (verb to verb)</li> <li>• Derivational prefix –Re: rewrite (verb to verb)</li> </ul>
25.	Irregular form: found, chose	<ul style="list-style-type: none"> <li>• Derivational prefix –Re: repost (verb to verb)</li> <li>• Derivational prefix –In: inconvenient (Adjective to adjective)</li> </ul>
26.	–ed (past tense): analyzed	<ul style="list-style-type: none"> <li>• Derivational prefix –In: invalid (Adjective to adjective)</li> <li>• Derivational prefix –In: inaccurate (Adjective to adjective)</li> </ul>
27.	<ul style="list-style-type: none"> <li>• –ed (past tense): concerned</li> <li>• –s'(possessive): recipient's</li> <li>• –Irregular form: broke</li> </ul>	Derivational prefix –De: decode (Noun to Verb)
28.	–s (plural form): principles, places	Derivational prefix –Ex: Exclude (Verb to Verb)
29.	–er(comparative): shorter	<ul style="list-style-type: none"> <li>• Derivational prefix –Re: Rearrange (Verb to Verb)</li> <li>• Derivational suffix –ly: truly (Adjective to Adverb)</li> </ul>
30.	<ul style="list-style-type: none"> <li>• –ed (past tense): described, learned, shared</li> <li>• –ing (present participle): teaching, presenting</li> </ul>	Derivational suffix –ly: slowly (Adjective to Adverb)

Upon thorough analysis of the gathered data, the researcher successfully identified and classified the various types of affixation utilized within academic writing. This comprehensive examination revealed a total of 173 affixes, encompassing both derivational prefixes, derivational suffixes, and inflectional suffixes. Specifically, the breakdown indicated the presence of 14 derivational prefixes, constituting 8.09% of the total affixes observed. Additionally, 37 derivational suffixes were identified, representing 21.38% of the affixation types analyzed. Notably, inflectional suffixes emerged as the most prevalent, comprising 122 instances, accounting for 70.52% of the total affixes identified. This meticulous classification provides invaluable insights into the distribution and prevalence of affixation within students' academic writing, shedding light on the nuanced morphological features present in the language used in scholarly discourse.

Based on the data presented above, it is

evident that the total count of inflectional affixes amounts to 122 words, whereas derivational affixes total 50 words. Consequently, the combined tally of inflectional and derivational affixes in the students' academic writing stands at 172 words. Of the 122 words categorized as inflectional affixes, a breakdown reveals that 76 words are attributed to inflectional –ed and –d (indicating past tense), 57 words represent the –s (plural form), 24 words are characterized by irregular forms, 8 words feature the possessive suffix 's, 1 word pertains to –en (past participle), 1 word exhibits the suffix –er (comparative degree), and 3 words contain a superlative plural form (Fromkin et al., 2010). Notably, the irregular form of inflectional affixes, as identified in the data, appears to be the predominant choice among students (Fromkin et al., 2010). However, it is worth noting that while this form is prevalent, its usage is primarily observed among select students who have contributed to the academic writing samples.

Among the 50 words categorized under derivational affixes, 33 of them exhibit the ability to alter the grammatical class. For instance, there are 8 instances where verbs have been transformed into nouns, 7 cases where adjectives transition into adverbs, 7 occurrences of nouns converting to adjectives, 5 instances of adjectives changing into nouns, and 5 occurrences of verbs transforming into adjectives. Additionally, there is one example where a noun transitions into a verb. Conversely, 17 words demonstrate derivational affixes that do not prompt a change in grammatical class. Among these, 2 instances involve nouns transitioning into nouns, 10 instances of verbs transitioning into verbs, and 5 instances of adjectives transitioning into adjectives. The prevalent use of derivational affixes that induce changes in grammatical class can be attributed to the students' utilization of derivational prefixes and suffixes to establish cohesion across different sentences. Moreover, the incorporation of derivational affixes in students' academic writing serves to elucidate various parts of speech, including nouns, verbs, adverbs, and adjectives. Notably, the most dominant derivational affix observed among students is the suffix "-ly," which facilitates the transition from adjectives to adverbs, exemplified by words such as "truly," "slowly," "quickly," "normally," and "broadly" (Fromkin et al., 2010).

**2. The Problems of the Students Using Affixes on Academic Writing**

To know the students' problems in using

affixes on academic writing, the researchers used 2 techniques such observation and documentation for the students at the 2021C English Study Program. From the observation there are problem that found in student's academic writing. Here the finding data were explained on the following table:

**a. Errors in inflectional suffixes in the implementation of inflectional suffixes**

In the application of inflectional suffixes, students have demonstrated an array of errors warranting attention. Despite the inherent importance of these suffixes in grammatical construction, their implementation within academic writing has occasionally led to inaccuracies. Observations reveal instances of omitted plural markers ("-s"), wherein the absence of this fundamental grammatical element disrupts the concordance between subjects and predicates.

Additionally, discrepancies in verb forms have been noted, suggesting a need for refinement in students' grasp of verb conjugation. Such errors not only detract from the clarity and coherence of written discourse but also underscore the necessity for targeted interventions aimed at fortifying students' command over inflectional suffixes. By addressing these challenges through tailored instructional strategies and heightened emphasis on grammatical precision, educators can play a pivotal role in enhancing the linguistic proficiency of students within academic contexts. Below are some sentences in which students made errors:

Table 3. The Implementation of Inflectional Suffixes

No.	Sentences	Correction	Explanation
1.	<i>This study <u>use</u> quantitative research is use to describe</i>	<i>This study <u>uses</u> quantitative research to describe</i>	Omission of -s plural, and the second "use" should be replaced with "to."
2.	<i>Quantitative <u>approached</u> use to count the percentage</i>	<i>The correct form should be "Quantitative <u>approaches</u> are used to count the percentage</i>	The error is in the use of "approached," which should be "approaches" for subject-verb agreement, and "use" should be "are used."
3.	<i>The result of this study <u>show</u> that the most frequent types in students' research proposal is repetition</i>	<i>The correct form should be "The result of this study <u>shows</u> that the most frequent types in students' research proposal are repetition</i>	Addition of -s present

4.	<i>The meaning relation among text can be considered as one of the six <u>type</u></i>	<i>The correct form should be "The meaning relation among text can be considered as one of the six <u>types</u></i>	Addition of –s plural
5.	<i>Text is a sequence of <u>paragraph</u></i>	<i>The correct form should be "Text is a sequence of <u>paragraphs</u></i>	Addition of –s plural
7.	<i>Text is a sequence of paragraph that represents an <u>extend</u> unit of speech</i>	<i>The correct form should be "represents an <u>extended</u> unit of speech.</i>	Addition of –ed past
8.	<i>The grammatical cohesion is fundamental <u>factors</u> in a text</i>	<i>The correct form should be "The grammatical cohesion is fundamental <u>factor</u> in a text</i>	Omission of –s plural

**b. Errors in the application of derivational suffixes and prefixes**

Errors in the application of derivational suffixes and prefixes represent a significant aspect of morphological challenges encountered by students in their academic writing. These errors often manifest in various forms, including omissions of suffixes and prefixes, incorrect forms of affixes, and difficulties in recognizing and utilizing certain morphemes. For instance, students may omit crucial suffixes such as "-ing," "-ment," "-able," "-re," and "-un," leading to grammatically incorrect constructions. Additionally, incorrect forms of affixes may occur, where students use morphemes incorrectly or fail to apply them altogether. These errors can result in distorted meanings or grammatical

inaccuracies within the text. Moreover, challenges in recognizing and employing certain morphemes may stem from a lack of understanding or awareness of their functions and rules of usage. Consequently, students may struggle with determining the appropriate context for affixation, leading to inconsistent or erroneous application of derivational suffixes and prefixes in their writing. Overall, addressing these errors requires targeted instruction, practice, and reinforcement of morphological rules to enhance students' proficiency in accurately applying derivational suffixes and prefixes in their academic writing endeavors.

Below are some sentences in which students made errors:

Table 4. Table of students' errors in sentences

No.	Sentences	Correction	Explanation
1.	<i>The last category is <u>known</u> one self</i>	<i>The last category is <u>knowing</u> one self</i>	Omission of –ing form
2.	<i>The aims of the FL classroom is the <u>develop</u> of the learners' awareness</i>	<i>The aims of the FL classroom is the <u>development</u> of the learners' awareness</i>	Omission of –ment form
3.	<i>They contain <u>indistinguish</u> attributes from an expansive scale association would</i>	<i>They contain <u>indistinguishable</u> attributes from an expansive scale association would</i>	Omission of –able form
4.	<i>Therefore, they have to keep <u>generating</u> their ideas</i>	<i>Therefore, they have to keep <u>regenerating</u> their ideas</i>	Omission of –re form

5. <i>The analysis aims to uncover the intended consequences of the new economic policy on income distribution among various social groups</i>	<i>The analysis aims to uncover the <u>unintended</u> consequences of the new economic policy on income distribution among various social groups</i>	Omission of <i>-un</i>
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Upon meticulous examination of the data, the researcher discerned a categorization of affixation errors prevalent in academic writing, highlighting the predominant types of affixation errors. The analysis revealed a total of 13 affixation errors encompassing derivational prefixes, derivational suffixes, and inflectional suffixes. Specifically, the breakdown indicated 2 instances of derivational prefix errors, constituting approximately 15.38% of the total errors identified, while derivational suffix errors accounted for 3 instances, comprising approximately 23.07%. Notably, the majority of affixation errors were attributed to inflectional suffixes, with a notable frequency of 8 instances, representing approximately 61.53% of the total errors observed. These findings shed light on the nuanced nature of affixation errors prevalent in students' academic writing, emphasizing the need for targeted interventions to address these linguistic challenges effectively.

Plag (2018) emphasizes the formidable challenges encountered by students in distinguishing between bound and free morphemes. These difficulties stem from various factors, encompassing confusion regarding affix usage, lapses in memory concerning affixes, a limited understanding of affixes, struggles with modifying English words, and a pervasive sense of linguistic inadequacy. Consequently, when composing academic prose, students grapple with numerous obstacles, including determining how to alter English words containing affixes, correctly positioning affixes within the word structure, and grappling with the arbitrary nature of word formation. Moreover, the analysis reveals another significant issue evident in the majority of students' academic writing: the alteration of sound and spelling resulting from affixation, which inherently transforms both the word and its meaning (Tosuncuoğlu, 2017).

#### IV. CONCLUSION

In conclusion, the analysis of students' academic writing revealed a diverse usage of inflectional and derivational affixes. The data

highlighted a total of 172 affixes, including 122 inflectional suffixes, 36 derivational suffixes, and 13 derivational prefixes. The students predominantly utilized inflectional suffixes, with irregular forms being the most frequently employed. On the other hand, derivational affixes were employed to change grammatical classes, and the most dominant type was the derivational suffix "-ly," converting adjectives to adverbs.

However, despite the varied and extensive use of affixes, the study also identified issues in the students' academic writing. In the application of inflectional suffixes, errors were observed, such as omission of plural markers ("-s"), incorrect verb forms, and challenges in maintaining subject-verb agreement. Additionally, in the implementation of derivational suffixes and prefixes, errors included omissions of suffixes ("-ing," "-ment," "-able," "-re," "-un") and difficulties in recognizing and using certain affixes.

The identified problems in using affixes in academic writing can be attributed to challenges faced by students in distinguishing between bound and free morphemes, confusion in affix usage, forgetfulness, and a lack of awareness. These difficulties contribute to issues such as random placement of affixes, changes in sound and spelling, and challenges in altering English words.

In light of these findings, educators and language instructors can tailor their teaching strategies to address the specific challenges students face in understanding and applying affixes. Providing targeted exercises, explanations, and practice opportunities can enhance students' proficiency in using affixes correctly in their academic writing, ultimately improving the overall quality and clarity of their written work.

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