AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES OF THE STUDENTS' TEXT

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Abstract

Morphology is needed in writing. Most of students have low understanding on it. Therefore, this study was to analyze types of inflectional and derivational affixes at the eighth grade students' writing skill of recount text at SMP N 2 Wonosari in the academic year of 2021/2022 and to describe the students' problems in using affixes. The data were collected by documentation, interview and questionnaire. The researcher used Miles and Huberman's theory to analyze data. The trustworthiness of the data used theory triangulation. The result showed there were 7 types of inflectional affixes –ed, -s, irregular form, -'s, -en, -er and suppletive plural. There were 6 types of derivational affixes Verb to Noun, Adjective to Adverb, Noun to Adjective, Adjective to Noun, Verb to Adjective, and Noun to Noun (-er, -or, -ion, -ment, -er, -ly, -y, -al, -able, -ous, -ic, -ful, -ry, -ness, -dom, and –ship). The problems happened to the students in using affixes such as the students had difficulties in distinguish free morpheme and bound morpheme, the students were still confused to determine the affix and root, the students felt difficult on the words that consisted of derivational affixes. The affixes could also change the sound and spelling.

Keywords: Morphology, Inflectional affixes, Derivational Affixes, Wrriting, Recount Text

INTRODUCTION

In writing an English text, the writers do not only need the vocabularies but also the way to organize the written text. It becomes the other obstacle for the students to make a good writing text. Moreover, Rohmah (in Wagiyo & Suzana, 2018) said that writing needs some elements including content, grammar, vocabulary, spelling, and mechanics together. In addition, it may consist of the morphological form. Morphology based on (Fromkin et al., 2011: 41) is the study of the internal structures of words, and of the rules by which words are formed. Every single word has its own meaning. Therefore, writing is one of the skills in English that emphasize on applying the form of the words. (Byrne, 1988: 1) propose that writing is an activity to form the several symbols such as letter, letters' combination, etc. These symbols should be constructed in the form of words based on the certain agreement in every word. In English there are several kinds of text. According to (Tira & Pratiwi, 2020), there are some kinds of English text such as Narrative Text, Descriptive Text, Recount Text, Report Text, Analytical Exposition Text, Hortatory Exposition Text, Procedure Text, Explanation Text, Discussion Text, News Item Text, Spoof Text, Review Text, and Anecdote Text. Each text has a certain characteristic on the way to write it especially a recount text. Recount text is one of the genres of text in English that tends to retell the past events based on the writers' memories that arranged in good sequences of time. In addition, Anderson (in Husna & Multazim, 2019) said that recount text is a piece of text that retells past events, usually in the order in which they happened. Furthermore, Gerot, Wignell, Nafisah, and Kurniawan (in Nurohmah, 2013) said that recount text consists of participants, time series, place, conjunction, material process, and past tense. Furthermore, based on the statements by Stephany (in Kusuma & Saleh, 2017) on the recount text there are also need morphological aspects including lexical and inflectional morphology that can

influence the grammatical function which is the use of the simple past tense. Moreover, another morphological aspect which is inflectional and derivational affixes become a crucial part in the English written text (Kusuma & Saleh, 2017). In a morphological aspect, based on the statement by (Fromkin, 2011: 53) classified the English morpheme belong to free morpheme and bound morpheme. Free morpheme is divided into two which are lexical and functional instead bound morpheme is divided into 2 they are affix and root. Furthermore, affix still divided into 2 such as inflectional affixes and derivational affixes. Lieber (in Sukmacahyadi, 2018) defines inflectional affixes are the form of words that can explain the difference of each grammatical form such as singular or plural; present tense&past tense; first person, second person or third person; subject, object, possessive, etc. Instead derivational affixes based on (Fasold, 2006: 74), are processes that use to derive one lexeme becomes the other ones. There are eight types of inflectional affixes such as third-person singular present (-s), past tense (-ed), progressive (-ing), past participle (-en), plural form (-s), possessive (-'s), comparative (-er) and superlative (-est). Inflectional affixes are productive, excepting for the irregular form such as the plural form, past tense and comparative degree. For example, the plural form of the word *foot* is not foots but *feet*, past tense of *go* it should be *went*, the comparative form of *bad* is *worse* not badder, etc. There are several types of derivational affixes including noun to adjective (*health-ful, snowy, etc.*), verb to noun (*prediction*), adjective to adverb (*exactly*), noun to verb (*moralize*), adjective to noun (*tallness, freedom, etc.*), verb to adjective (*runny*), noun to noun (*friendship, disadvantage, etc.*), verb to verb (*undo, disbelieve, etc*), adjective to adjective (*illegal, unhappy, etc.*), etc. (Fromkin, 2011: 50). In addition, according to (Fasold, 2006: 76) categorize the types of derivational affixes including prefixes and suffixes. The types of derivational prefixes such as de-, mis-, pre- instead the types of derivational suffixes like -ant, -ate, -en, -er, -ian, -ify, -ist, -ity, -ive, -ment, -ness and –y.

In fact, the students in the intermedite school have low writing skill although they have been given the material about simple present tense and simple past tense. Eventhough, the brief material about morphological aspect which is affixes has been explained by the teacher. The students still do not comprehending it well because they do not really understand about affixes in English. According to Plag, Kruse and Mccharty, the problems happened to the students such as: 1) sometimes the students get difficulties in distinguishing between free morpheme (lexical and functional) and bound morpheme (inflectional and derivational), 2) It is not always clear when words consist of affixes. So tht which part of a word that should be called as a root and affix, 3) Not easy to recognize the morpheme especially when the morphemes are disguised with words, 4) It canchange the sound of the word, 5) The spelling also changes so that it can make unclear for the students who do not competent on affixes, 6) Affixes as one of te morphological aspects are neglected by the teacher so that they can affect the students' vocabulary, 7) In teaching language, the teacher only gives high priority to the structure of sentences. Eventhough, The Department of National Education (in Widyasari, 2016) said that the objectives of English for the students, they are able to communicate in oral and written. On the other hand, oral and the written communication using English accurately and fluently is the main aim in English learning. Therefore, the purpose of this research were to analyze and to desribe the types of Inflectional Affixes, Derivational Affixes and the students' problems in using affixes on writing the recount text.

METHOD

This research used a qualitative research. As (Cresswell, 2014: 1) states that Qualitative Research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In this research, the researcher used documentation,

interview, and questionnaire to collect the data. This research conducted at SMP N 2 Wonosari in the academic year of 2021/2022. The subject of this research were the eighth grade students of SMP N 2 Wonosari in the academic year of 2021/2022 especially VIII G and VIII H and the English teacher. Because there are many classes in the eighth grade, the researcher used a purposive sampling technique to determine the subject for this research. According to (Kielmann et al., 2012: 21) purposive random sampling is a technique to take the appropriate participants based on certain criteria. In this research, the researcher only chose 2 classes which are VIII G and VIII H. To analyze the data, the researcher used the theory of Miles and Huberman to analyze the data from documentation and interview instead the data from the questionnaire were analyzed by using the theory by Likert and Arikunto.

RESULTS AND DISCUSSION

Results

1. The Types of Inflectional and Derivational Affixes of the Students' Text

The research finding about the types of Inflectional and Derivational affixes has mentioned into the table below.

No.	Coding	Types of Inflectional Affixes	Types of Derivational Affixes
1.	S1/ANI/VG	a. –ed (past tense) : departed, arrived, rested, prayed, continued, played, and stopped. b. –s (plural form) : days, hours, relatives, souvenirs. c. Irregular form : went, took, ran, came, felt, bought and got. d. 's (possessive) : relative's	a. Derivational suffix -er : Sellers (Verb To Noun)
2.	S2/ADA/VG	a. –ed (past tense) : invited, decided, rained. b. –s (plural form) : shops. c. Irregular form : left, became.	a. Derivational suffix –ly : Currently, immediately and finally. (Adjective To Adverb). b. Derivational suffix –y : Cloudy (Noun To Adjective)
3.	S3/CF/VG	a. –ed (past tense) : ordered, walked, rushed, and enjoyed. b. –s (plural from) : trees, rich fields, minutes, and clothes. c. Irregular form : wore.	-
4.	S4/DAF/VG	a. –ed (past tense) : closed, practiced, assisted, and imagined. b. –s (plural from) : areas, activities, solutions,	a. Derivational suffix –ity : activity (Adjective To Noun)

No.	Code	Inflectional	Derivational
		students, lessons, cellphones, laptops, assignments, videos, power points, tasks, and sports.	b. Derivational suffix –ness : sleepiness (Adjective To Noun). c. Derivational suffix –dom : freedom (Adjective To Noun). d. Derivational suffix –ly : continously (Adjective To Adverb).
5.	S5/EH/VG	a. –ed (past tense) : wanted, allowed, showed, and cancelled. b. –s (plural form) : tourists. c. Suppletive plural form : children.	a. Derivational suffix –or : Visitors (Verb To Noun) b. Derivational suffix –al : parental (Noun To Adjective)
6.	S6/FDN/VG	a. –ed (plural form) : climbed, cooked, and hurried. b. –s (plural form) : tents, drinks, and stories. c. Irregular form : came, built, and made.	a. Derivational suffix –ly : slowly, apparently (Adjective To Adverb) b. Derivational suffix –able : memorable (Noun To Adjective)
7.	S7/IIT/VG	a. –ed past tense) : visited, welcomed, decorated, finished, and gathered. b. –s (plural form) : crafts c. Irregular form : saw, said. d. -'s(possessive) : Grandmother's house, neighbor's house.	a. Derivational suffix –ful : beautiful (Noun To Adjective). b. Derivational suffix –ly : actually (Adjective To Adverb).
8.	S8/NDWN/VG	–s (plural form) : friends.	a. Derivational suffix –al : natural (Noun To Adjective). b. Derivational suffix –ry : scenery (Noun To Noun)
9.	S9/PR/VG	a. –ed (past tense) : used, greeted, chased. b. –s (plural from) : years, motorbikes, photos,	a. Derivational suffix –able : enjoyable (VTA)
10.	S10/PDR/VG	–s (plural form) : neighbors, novels, films, guests.	a. Derivational suffix –ion : animation (Noun To Noun). b. b. Derivational suffix –ly : unexpectedly (Adjective To Adverb).
11.	S11/RNVG	–ed (past tense) : located, - approached, changed.	

No.	Code	Inflectional	Derivational
12.	S12/RAN/VG	a. –ed (past tense) : prepared, needed, scheduled. b. Irregular form : spent	Derivational suffix –ly : directly, occasionally, truly (Adjective To Adverb).
13.	S13/SGSM/VG	a. –ed (past tense) : turned. b. –s (plural form) : worms c. Irregular form : told, found, threw d. – en (past participle) : eaten	-
14.	S14/TF/VG	-s (plural form) : customs, vegetables	**-**
15.	S15/ALW/VH	a. –ed (past tense) : joined, traversed b. –s (plural form) : vehicles, buses, jeeps	Derivational suffix –ly : Beatutifully (Adjective To Adverb)
16.	S16/AS/VH	a. –ed (past tense) : camped, roasted b. Irregular form : caught	Derivational suffix –ly : Carefully, unfortunately (Adjective To Adverb)
17.	S17/AEC/VH	a. –ed (past tense) : talked, joked, chatted b. –s (plural form) : problems, messages **c.** 's (possessive) : grandparent's house	-
18.	S18//AF/VH	a. –ed (past tense) : looked, hoped b. –s (plural form) : ornaments	Derivational suffix –ness : tiredness (Adjective To Noun)
19.	S19//AUK/VH	a. –ed (past tense) : agreed, died, erupted b. –s (plural form) : pictures, victims c. 's (possessive) : Uncle's car, Uncle's suggestion, Mbah Marijan's Petilasan place, tourists' car	Derivational suffix –ly : slightly (Adjective To Adverb)
20.	S20/DIO/VH	a. –ed (past tense) : celebrated b. –s (plural form) : fireworks, dishes, sausages, meatballs. c. Irregular form : ate	-
21.	S21/FN/VH	–ed (past tense) : prohibited	a. Derivational suffix –ous: Dangerous (Noun To Adjective) b. Derivational suffix –ly : quickly, normally (Adjective To Adverb)

22.	S22/FRF/VH	a. –ed (past tense) : bor<u>ed</u> b. –s (plural form) : ticke<u>ts</u>	Derivational suffix –y : funn<u>y</u> (Noun To Adjective)
23.	S23/LN/VH	a. –ed (past tense) : follow<u>ed</u>, call<u>ed</u>, creat<u>ed</u> b. Irregular form : began	a. Derivational suffix –y : sunn<u>y</u> (Noun To Adjective) b. Derivational suffix –ic : enthusiast<u>ic</u> (Noun To Adjective)
24.	S24/LNA/VH	a. –ed (past tense) : task<u>ed</u>, clean<u>ed</u> b. –s (plural form) : material<u>s</u> c. Suppletive plural form : women, men	Derivational suffix –ship : friend<u>ship</u> (Noun To Noun)
25.	S25/NZ/VH	a. –ed (past tense) : attend<u>ed</u>, ask<u>ed</u>, participat<u>ed</u>, laugh<u>ed</u>, happen<u>ed</u>, mov<u>ed</u>, kick<u>ed</u> b. Irregular form : sent c. –s (plural form) : incident<u>s</u>	a. Derivational –ment : move<u>ment</u>, announce<u>ment</u> (Verb To Noun) b. Derivational suffix –er : winn<u>er</u> (Verb To Noun)
26.	S26/NAS/VH	a. –ed (past tense) : graduat<u>ed</u>, distribut<u>ed</u>, tri<u>ed</u>, instruct<u>ed</u>, open<u>ed</u>, announc<u>ed</u>, shock<u>ed</u>, rank<u>ed</u>, flush<u>ed</u> b. –s (plural form) : parent<u>s</u>, paper<u>s</u>, hand<u>s</u> **c.** –er (comparative degree) : high<u>er</u> than	a. Derivational suffix –ion : graduat<u>ion</u> (Verb To Noun) b. Derivational suffix –ful : stress<u>ful</u> (Noun To Adjective) c. Derivational suffix –ly : doub<u>ly</u>, smooth<u>ly</u> (Adjective To Adverb)
27.	S27/NSER/VH	Irregular form : swam	Derivational prefix and suffix –un and –able : <u>un</u>forgett<u>able</u> (Verb To Adjective)
28.	S28/SLS/VH	-s (plural form) : type<u>s</u>, swimming pool<u>s</u>, meter<u>s</u>	Derivational suffix –able : afford<u>able</u> (Verb To Adjctive

2. The Problems of the Students Using Affixes on Writing Text

To know the students' problems in using affixes on writing the recount text, the researcher used 2 techniques such as questionnaire and interview especially for the students at the eghth grade G and H. The researcher made the question of questionnaire into 2 version which are positive and negative question. There were 20 items of questionnaire and there were 53 respondents. Furthermore, to cross-check the students' results of the questionnaire, the researcher interviewed 17 students with 11 questions. Here the finding data were explained on the following paragraphs.

a. I do understand about affixes.

From question number 1, there were 6 respondents who answered Strongly approve (11%), 28 respondents answered Approve (53%), 19 respondents answered Undecided

(36%), Disapprove (0%), and Strongly disapprove (0%). From the total of 53 respondents, it can be seen that from question number 1, most of the respondents answered approve (53%). It means that the students were understood the affixes.

b. *I have difficulties to distinguish the words which contain affixes and those which don't.*

From question number 2, there were 2 respondents who answered Strongly approve (3,7%), 20 respondents answered Approve (38%), 19 respondents answered Undecided (36%), 10 respondents answered Disapprove (19%) and 2 respondents answered Strongly disapprove (3,7%). From the total of 53 respondents, it can be seen that from question number 2, most of the respondents answered approve (38%). It means that the students have difficulties in distinguish the word that consists of affixes and not.

c. *I don't understand about affixes.*

From question number 3, there were 2 respondents who answered Strongly approve (3,7%), 3 respondents answered Approve (5,6%), 20 respondents answered Undecided (38%), 25 respondents answered Disapprove (47%), and 3 respondents answered Strongly disapprove (5,6%). From the total respondents of 53, it can be seen that from question number 3, most of the respondents answered Disapprove (47%). It means that the students disagree because they have understood affixes.

d. *I am easy to distinguish the words which contain affixes and those which don't.*

From question number 4, there were 9 respondents who answered Strongly approve (17%), 14 respondents answered Approve (26%), 27 respondents answered Undecided (51%), 3 respondents answered Disapprove (5,6%), and 0 respondent answered Strongly disapprove (0%). From total of 53 respondents, it can be seen that from the question number 4, most of the respondents answered Undecided (51%). It means that the students were hesitant to distinguish the word that consists of affixes or not.

e. *I feel that understanding affixes is hard.*

From question number 5, there were 2 respondents who answered Strongly approve (3,7%), 15 respondents answered Approve (28%), 15 respondents answered Undecided (51%), 19 respondents answered Disapprove (36%), and 2 respondents answered Strongly disapprove (3,7%). From total of 53 respondents, it can be seen that from question number 5, most of the respondents answered Disapprove (36%). It means that the students felt easy in understanding affixes.

f. *I am easy to identify the basic word in English and affixes.*

From question number 6, there were 4 respondents who answered Strongly approve (7,5%), 25 respondents answered Approve (47%), 20 respondents answered Undecided (38%), 3 respondents answered Disapprove (5,6%), and 1 respondent answered Strongly disapprove (1,9%). From total of 53 respondents, it can be seen that from question number 6, most of the respondents answered Approve (47%). It means that the students have not difficulties in determining the affix and root.

g. *I am hard to identify the basic word in English and affixes.*

From question number 7, there were 3 respondents who answered Strongly approve (5,6%), 11 respondents answered Approve (21%), 22 respondents answered Undecided (41%), 13 respondents answered Disapprove (24%), and 4 respondents answered Strongly disapprove (7,5%). From total of 53 respondents, it can be seen that from

question number 7, most of the respondents answered Undecided (41%). It means that the students were hesitant in determining the affix and root.

h. *I feel that understanding affixes is easy.*

From question number 8, there were 4 respondents who answered Strongly approve (7,5%), 21 respondents answered Approve (40%), 23 respondents answered Undecided (43%), 5 respondents answered Disapprove (9,5%), and 0 respondent answered Strongly disapprove (0%). From total of 53 respondents, it can be seen that from question number 8, most of the respondents answered Undecided (43%). It means that the students were hesitant that affixes is easy.

i. *I always use affixes when writing a recount text so I do understand the basic words in English and affixes.*

From question number 9, there were 2 respondents who answered Strongly approve (3,7%), 23 respondents answered Approve (43%), 26 respondents answered Undecided (49%), 2 respondents answered Disapprove (3,7%), and 0 respondent answered Strongly disapprove (0%). From total of 53 respondents, it can be seen that from question number 9, most of the respondents answered Undecided (49%). It means that the students were hesitant that the students always use the affixes when writing the recount text or no.

j. *I don't concern about affixes when writing a recount text.*

From question number 10, there were 3 respondents who answered Strongly approve (5,6%), 9 respondents answered Approve (17%), 17 respondents answered Undecided (32%), 20 respondents answered Disapprove (38%), and 4 respondents answered Strongly disapprove (7,5%). From total of 53 respondents, it can be seen that from the question number 10, most of the respondents answered Disapprove (38%). It means that the students disagree that they used the words randomly.

k. *I can easily identify the words containing inflectional affixes and derivational affixes.*

Fromquestion number 11, there were 4 respondents who answered Strongly approve (7,5%), 21 respondents answered Approve (40%), 22 respondents answered Undecided (41%), 5 respondents answered Disapprove (9,4%), and 1 respondent answered Strongly disapprove (1,9%). From total of 53 respondents, it can be seen that from question number 11, most of the respondents answered Undecided (41%). It means that the students were hesitant in analyzing the words that consist of inflectional and derivational affixes.

l. *Inflectional affixes is easier than derivational affixes.*

From question number 12, there were 5 respondents who answered Strongly approve (9,4%), 14 respondents answered Approve (26%), 28 respondents answered Undecided (53%), 5 respondents answered Disapprove (9,4%), and 1 respondent answered Strongly disapprove (1,9%). From total of 53 respondents, it can be seen that from question number 12, most of the respondents answered Undecided (53%). It means that the students were hesitant that inflectional affixes were easier than derivational affixes.

m. *Derivational affixes is harder than inflectional affixes*

From question number 13, there were 4 respondents who answered Strongly approve (7,5%), 7 respondents answered Approve (13%), 26 respondents answered Undecided (49%), 12 respondents answered Disapprove (23%), and 4 respondents answered Strongly disapprove (7,5%). From total of 53 respondents, it can be seen that from question number 13, most of the respondents answered Undecided (49%). It means that

the students were hesitant that derivational affixes were more difficult than inflectional affixes.

n. *I feel difficult to identify the words containing inflectional affixes or derivational affixes*

From question number 14, there were 2 respondents who answered Strongly approve (3,7%), 14 respondents answered Approve (26%), 19 respondents answered Undecided (36%), 15 respondents answered Disapprove (28%) and 3 respondents answered Strongly disapprove (5,6%). From total of 53 respondents, it can be seen that from question number 14, most of the respondents answered Undecided (36%). It means that the students were hesitant that they have difficulties in identifying the word that consist of inflectional or derivational affixes.

o. *I feel that affixes can affect the sound and spelling in English words.*

From question number 15, there were 5 respondents who answered Strongly approve (9,4%), 27 respondents answered Approve (51%), 19 respondents answered Undecided (36%), 2 respondents answered Disapprove (3,7%) and 0 respondent answered Strongly disapprove (0%). From total of 53 respondents, it can be seen that from question number 15, most of the respondents answered Approve (51%). It means that the students agreed that affixes can change the sound and spelling.

p. *I don't realize that when writing a recount text, I don't pay attention to affixes and English spelling.*

From question number 16, there were 2 respondents who answered Strongly approve (3,7%), 18 respondents answered Approve (34%), 21 respondents answered Undecided (40%), 9 respondents answered Disapprove (17%), and 3 respondents answered Strongly disapprove (5,6%). From total of 53 respondents, it can be seen that from question number 16, most of the respondents answered Undecided (40%). It means that the students were hesitant that they were unaware of the affixes and the sound when writing.

q. *I feel that affixes can't affect the sound and spelling in English words.*

From question number 17, there was 1 respondent answered Strongly approve (1,9%), 6 respondents answered Approve (11%), 16 respondents answered Undecided (30%), 25 respondents answered Disapprove (47%), and 5 respondents answered Strongly disapprove (9,4%). From total of 53 respondents, it can be seen that from question number 17, most of the respondents answered Disapprove (47%). It means that the students disagree that affixes could not change the sound and spelling.

r. *I always use affixes because it can affect the basic words in English and spelling.*

From question number 18, there were 5 respondents who answered Strongly approve (9,4%), 19 respondents answered Approve (36%), 23 respondents answered Undecided (43%), 6 respondents answered Disapprove (11,4%), and 0 respondent answered Strongly disapprove. From total of 53 respondents, it can be seen that from question number 18, most of the respondents answered Undecided (43%). It means that the students were hesitant that affixes could change the sound and spelling.

s. *The English teacher never teaches the material about affixes.*

From question number 19, there were 0 respondent answered Strongly approve (0%), 3 respondents answered Approve (5,6%), 5 respondents answered Undecided (9,4%), 21 respondents answered Disapprove (40%), and 24 respondents answered Strongly

disapprove (45%). From total of 53 respondents, it can be seen that from question number 19, most of the respondents answered Strongly disapprove (45%). It means that the students disagree that an English teacher ignored the material about affixes.

t. *The English teacher ever teaches the material about affixes.*
From question number 20, there were 30 respondents who answered Strongly approve (57%), 15 respondents answered Approve (28%), 6 respondents answered Undecided (11%), 1 respondent answered Disapprove (1,9%), and 1 respondent answered Strongly disapprove (1,9%). From total of 53 respondents, it can be seen that from question number 20, most of the respondents answered Strongly approve (57%). It means that the students agreed that an English teacher has given the material about affixes.

After the researcher collected the data from the questionnaire, the researcher interviewed with 17 students especially from VIIIG and VIII H to crosscheck the answer of the questionnaire. From question number 2 as a negative question, most of the respondents answered approve (38%). It means that the students have difficulties in distinguish the word that consists of affixes and not. It can be seen from the statement by FN *"Sometimes, I felt confuse about that"*. In addition, the statement by RA *"I don't realize that the words I wrote containing affixes"*. Next, the statement by SL *"It is hard to distinguish because they are different from the basic words in English"*.

Furthermore, from question number 6 as a positive question, most of the respondents answered Approve (47%). It means that the students have not difficulties in determining the affix and root. But this questionnaire answer did not appropriate with the statement by some students including from PR *"When I felt confuse, I usually translate them into Indonesia so that I knew the differences among them"*. There was another statement from AU *"I felt difficult when my teacher gave us the material about affixes. It's totally different"*. The last one is statement by CF *"I felt confuse when I met the words containing affixes"*.

In addition, from question number 12, most of the respondents answered Undecided (53%). It means that the students were hesitant that inflectional affixes were easier than derivational affixes. From the result of the interview, most of the students can explain their understanding of inflectional and derivational affixes and they can give their assumptions that derivational affixes were more difficult than inflectional affixes. They have also mentioned the reason for it. It can be seen on the statement by AL *"In my opinion, derivational affixes is harder than inflectional affixes because derivational affixes can change the meaning of English words."*.

The last, from question number 15, most of the respondents answered Approve (51%). It means that the students agreed that affixes can change the sound and spelling. The researcher made 1 question related to this point. This question was used to find out what the students think about which affixes can change sound and spelling or not. In fact, all of the students answered that affixes can change the sound and spelling. There were 2 students' statements such as from Aldi Setiawan *"Off course it is. It can change sound and spelling in English."* and Najma Zahida who said that *"It can change the spelling. When using affixes, the spelling would be different."*

Discussion

1. **The Types of Inflectional and Derivational Affixes of the Students' Text**

On the finding data above pointed that the total of the types of Inflectional affixes are 170 words instead the types of Derivational affixes are 45 words. So that the total of the types of inflectional and derivational affixes from the student's result of recount text are 215 words. From 170 words that belong to inflectional affixes, there were 76 words consist of Inflectional –*ed* and -*d* (past tense), 57 words refers to -*s* (plural form), 24 words belong to irregular form, 8 words contain suffix *'s* (possessive), 1 word refers to -*en* (past participle), 1 word consist of suffix -*er* (comparative degree), 3 words contain a suppletive plural form (Fromkin, 2011: 51). Mostly, the students used inflectional affixes -*ed* that indicate the past tense (Fromkin, 2011: 51). It happened because the students were aware that writing the recount text should use simple past tense. The teacher also has given the material about simple present tense and simple past tense before explaining the material about recount text. Although this type belongs to the dominant form used by the students, actually this form is mostly found in some students that have written the recount text by using the correct verb which is verb 2. It can be said that not all of the students wrote the correct verb 2 on their worksheets.

From 45 words that belong to derivational affixes, 44 words contain derivational affixes that can change the grammatical class such as from Verb To Noun consist of 6 words, Adjective To Adverb consist of 19 words, Noun To Adjective consist of 10 words, Adjective To Noun consist of 5 words, and Verb To Adjective consist of 3 words (Fasold, 2006: 76) and (Fromkin, 2011: 48-49). In addition, 2 words contain derivational affixes that do not change the grammatical class such as from Noun To Noun (Fromkin, 2011: 48-49). Most of the students used the derivational affixes that can change the grammatical class. It has happened because the students use the derivational prefix and derivational suffix to form conjunction on different sentences and its use to clarify information about something or certain circumstances. In addition, the use of derivational affixes in the students' results of recount text were to provide information for some parts of speech such as Noun, Adverb, and Adjective (Fromkin, 2011: 48-49). Hence, the most dominant of derivational affixes used by the students especially a derivational suffix –*ly* that can change the grammatical class from Adjective To Adverb. It happened because most of the students used it to identify and emphasize appropriate circumstances or situation that happened in the past and to provide information for an adverb such as *slowly. beautifully, directly, quickly*, etc (Fasold, 2006: 76) and (Fromkin, 2011: 48-49).

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

The students really have difficulties in distinguishing the free morpheme and bound morpheme (Plag, 2002: 90) because some reasons such as the students still confuse, forgot any affixes, they do not being aware of affixes, they feel difficult to change the English word, and they feel did not able in English. So that when they wrote their assignments about recount text, they have difficulties such as how to change the word in English that contain affixes, how to put the affix, and the put the words randomly. Furthermore, from the result of the interview, there were 2 ways to identifying the affixes on words as explained by the students such as see the affixes at the beginning or the end of words and should know first about the basic word so that the affix will be found.

Moreover, the students' problems in using affixes when tey wanted to write recount text, they were confused to determine a root and affix (Plag, 2002: 90) because confuse to change

the word, if they know the basic word they are not confused, they still confuse to exchange between the root and affix and they were confused because they find out an affix but it still has the same meaning.

The next problems was because the students felt difficulties in identifying the inflectional and derivational affixes Mccharty and Kruse (in Tosuncuoglu, 2017). The students gave an explanation about inflectional and derivational affixes although they gave their opinion that derivational affixes were more difficult than inflectional affixes because derivational affixes can change the word form and the meaning. In fact, another problem was most of the students explained that affixes can change the sound and spelling because affixes can change the word and the meaning Mccharty and Kruse (in Tosuncuoglu, 2017). In addition, the students assumed that a word has an affix so it causes changes in sound and spelling.

CONCLUSION

Therefore, based on the findings data and discussion that has been presented above, the researcher serves the conclusion of this research. From the finding data about the types of inflectional and derivational affixes from the students' result of recount text, the researcher found 215 words. 170 words contain 7 types of inflectional affixes such as *-ed* and *–d* (past tense), *-s* (plural form), irregular form, *-'s* (possessive), *-en* (past participle), *-er* (comparative degree), and suppletive plural form. So that the researcher did not find any words that contain inflectional affixes of *-s* (third-person singular present), *-ing* (progressive form), and *-est* (superlative degree).

In addition, there were 45 words contain 6 types of derivational affixes. From these 6 types, 5 types of derivational affixes can change the grammatical class such as Verb To Noun, Adjective To Adverb, Noun To Adjective, Adjective To Noun, and Verb To Adjective. Then, 1 type of derivational affixes that do not change the grammatical class was Noun To Noun. Furthermore, these derivational affixes consist of suffix and prefix and suffix. The derivational suffix including *-er, -or, -ion, -ment, -ly, -y, -al, -able, -ous, -ic, -ful, -ry, -ness, -dom,* and *-ship*. The derivational prefix and suffix was just only one which is prefix *un-* and suffix *–ly*

In addition, there were 4 problems that happened to the students in using affixes when the students wrote the recount text. Those problems were influenced by some reasons such as, first, the students still confuse in distinguish the word that belongs to free morpheme or bound morpheme. In addition, it was caused by some explanations such as the students did not being aware of affixes, the students have difficulties in changing the English word, the students did not being able in English, how to use the affixes and the students use the words randomly. Second, the students still confuse to determine the affix and root. Third, the students felt difficulty with the words that consist of derivational affixes because they can change the word form and the meaning. Fourth, the affixes can change the sound and spelling so that they can influence the students' understanding of the words that contain affixes.

At the last, the students' problems about affixes did not influenced by the teacher because the teacher has given the material about affixes for the students although it was not empasized. Here the teacher only emphasizes the students' understanding of the recount text without emphasizing the structure of the sentences according to the curriculum.

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