

submitted: 24/03/2024 revised: 02/12/2024 accepted: 25/12/2024 published: 31/12/2024 pages: 34-46

DERIVATIONAL AFFIXES IN STUDENTS' SHORT STORIES AT STATE SENIOR HIGH SCHOOL (SMAN) 1 KARANGANYAR

Pepsi Febriyanti

febriyantipepsi2@gmail.com

Rochmat Budi Santosa

santosabudi21@gmail.com

Irwan Rohardiyanto

prohardiyantop@gmail.com

Faculty of Cultures and Languages

UIN Raden Mas Said

Surakarta, Indonesia

Abstract: This research aims to analyze the realization of derivational affixes in eleventh-grade students' writing assignments in the specialization class, which is literature class at State Senior High School (SMAN) 1 Karanganyar. Plag, Carstairs and McCarthy, and Haspelmath and Sims were the theories used in this research. These theories are related to the characteristics of derivational affixes, the kinds of word class changes in derivational affixes, and the categories of derivational affixes. This research used a descriptive qualitative method with the document analysis technique to gather data from eleventh-grade students' writings. The researcher found 285 words formed through the derivational affixes process. While derivational infixes were not found in the study, the findings show that derivational suffixes are more widely used than derivational prefixes. In short, students applied derivational affixes grammatically correctly in their writings.

Keywords: morphology, derivational affixes, short story, students' writing

INTRODUCTION

English subjects contain various chapters as material, one of which is morphology. Morphology is a branch of linguistics that studies how a word can be formed (Arjadiiev and Gardani 2020). Morphology teaches about morphemes and lexemes, which are closely related to word units and meaning. Morphological recognition is a method that can be used to study word structure. According to Aronoff and Fudeman (2022, 2), morphology can be studied by identifying the morphemes. Morphemes have two kinds of word formation: free morpheme and bound morpheme (Khanetnok and Srihamongkhon 2023). A free morpheme is also called an independent morpheme, while a bound morpheme can be called a dependent morpheme or affixes. Morphemes also have two kinds of affixes: derivational affixes and inflectional affixes. Derivational affixes are the part of a morpheme that creates one lexeme from another (Arjadiiev and Gardani 2020). Derivational affixes are generated when a free morpheme is combined with an affix word to create a word with a different meaning or class. Nonetheless, inflectional affixes are words with grammatical structure. The sentence demonstrates the grammatical construction. Inflection also refers to combining a free morpheme with an affix word that does not change the meaning (Fitria 2020). The researcher's goal in this study is to bring up the topic of derivational affixes.

In writing, students must pay attention to the structure of words and sentences. Students must be able to write good and correct sentences using proper conjunctions (Syahnaz and Fithriani 2023). The correct conjunctions will create cohesiveness in one clause or not convoluted (Darmawan et al. 2024). Studying morphology helps students correctly arrange words and sentences, understand roots, stems, and bases, and combine

them into meaningful sentences (Carlisle 2000). Judging from some previous research, an analysis of derivational affixes is mostly found in abstracts, short story novels, and other famous works. Derivational affixes also have a higher writing level because high school students have not yet learned about affixes, and there are no specific rules for learning derivational affixes (Salih 2021). For that reason, in this study, the researcher analyzed the eleventh-grade high school students' short stories specializing in English literature at State High School (SMA Negeri) 1 Karanganyar.

Derivational affixes are not explicitly taught to eleventh-grade high school students but exist in the material through short stories. The students' book supports this claim called *Pathway to English 2*, an English textbook for eleventh-grade high school students designed to develop six English language skills: listening, speaking, reading, writing, viewing, and thinking. In making short stories, students can relate one sentence to another and be able to connect one paragraph to another. From the statement, students must know grammar to compose sentences, as they must be able to produce words correctly before making sentences and paragraphs. As one of the outcomes is to compose a story well, SMA Negeri 1 Karanganyar has an English literature class where English skills are essential, especially writing skills.

English literature is a high school level English language specialized class. English specialization has a different curriculum than regular English classes. In language learning, the English language of SMA Negeri 1 Karanganyar uses the 2013 curriculum of regular English and the 2013 curriculum of specialization. The specialization curriculum is called English Literature and Language. The literature class has a strong curriculum in language formation in writing. According to the English teacher, the focus of this lesson is on students' grasp of the meaning of words, sentences, and paragraphs in a text or literary work and how they can write and creative.

In this study, the researcher aims to analyze the realization of derivational affixes in eleventh-grade students' writing assignments in the literature class at SMA Negeri 1 Karanganyar. Several previous studies support this research, such as research by Andini and Pratiwi (2013), Cahyani (2020), Siboro and Bram (2020), and Herlina and Kholiq (2021). These studies show the form of suffixes like -ion, -ence, -cy, -ty, -tion, -ion, -ance, -ent, -er, -ness, -ue, -ment and -ing. The studies mention the number of words and their percentages. In addition, other studies have shown changes in word classes that occur before and after adding affixes (Aryanti 2014; Nur and Kirom 2016). The result of the study found 229 noun makers, 18 verb makers, 208 adjective makers, and 249 adverb makers. The difference between previous and current studies is the object studied and the theory used. In the previous studies, the data sources were novels or speeches, while this study uses high school student assignments. This study also uses three theories, while most previous studies used only one theory.

From this gap, there is a fundamental difference, namely in terms of scientific scope. While the previous research was more inclined to analyze literary works, the present study focuses on the scope of education where the object of research is the assignment of high school students. This study examines how derivational analysis can be developed in the educational scope, focusing on curriculum, syllabus, and learning materials. It is also hoped that derivational affixes will become new material taught in high school English courses because the teacher said that there was no material about derivational affixes. Students' textbook of *Pathway to English 2* does not cover materials about derivational affixes. Therefore, by studying derivational affixes, the students can understand how words can be formed and have different meanings.

LITERATURE REVIEW

Affixes referred to as derivational affixes certainly have characteristics that distinguish them from inflectional affixes. In this study, the researcher used Haspelmath & Sims' theory (2010, 90), claiming that there are 11 characteristics of derivational affixes as follows.

1. Not relevant to the syntax
Derivation is irrelevant to syntax as it is derived from any word class and does not affect derivational affixation process.
2. Not obligatory expression
Inflectional affixes can have numerous expressions, like *INSULA*, while derivational affixes have limited expressions.
3. Possibly limited applicability
In derivational affixes, the meaning contained in a word is very limited, for the example *-ess* as in *PRINCESS*.
4. New concept
Derivational affixes create new meanings and concepts through their derivatives.
5. Relatively concrete meaning
Derivational suffixes have concrete meanings, unlike inflectional suffixes which have abstract or intuitive meanings.
6. Possibly non-compositional meaning
Derivational affixes lack composition, unlike inflectional affixes.
7. Expression close to the base
The derivative of derivational affixes is close to the root. In other words, the affix of the derivational affixes process is directly attached to the root.
8. More base allomorphy
Multiple allomorphs are induced through derivational. The smallest unit of unpredictable morphology is the allomorph.
9. Sometimes changes word class
Derivational affixes can change the word class, such as *TEACHER* derived from the verb *teach* suffixed with *-er*.
10. No cumulative expression
Derivational affixes have no cumulative meaning, while inflectional affixes can have multiple meanings, as seen in Latin *insularum* 'of the islands', where *-arum* can mean both genitive and plural.
11. Possibly iterable
Derivational meanings can be possibly iterated, as seen in Afrikaans *kind-jie-tjie* 'a little child' and some English prefixes such as *post-post-modern*.

Derivational affixes also have other categories besides the classification of word classes. This category is a designation of affixes that exist in derivational affixes. Affixes can be in front of words, in the middle of words, and at the end (Peukert 2024). The following are categories of derivational affixes according to Plag (2002).

1. Derivational Prefixes
Prefixes in semantics can be classified into three types. The first is a measurement of the meaning of basic words, such as word *one*, which can be applied to *uni-unification* and *unilateral*. The word *two* can be applied to *bi-bilateral* and *disyllabic*. To express many, we can use *multi* like in *multilateral*.
Second, many prefixes indicate locatives, such as *circum* to mean 'around', for example, *circumscribe* and *circumnavigate*. Then, there is a word *counter* to mean 'against', such as *counterbalance*. Next, the addition of the word *-epi*, which means 'on, over', such as *epicentral*, and the addition of *inter-* to mean 'between', e.g., *international*.
Third, several prefixes convey opinions, such as *before*, for example *ante-* (antedate), *pre-* (pretest premedical), *fore-* (forefather) (Plag 2002, 123).
2. Derivational Suffixes
Derivational suffix is an affix attached after root or stem or base, e.g. *ful*, *ness*, *ly*, and *hood* as in *kindness*, *beautiful*, *likely*, and *childhood*.
3. Derivational Infixes

The infix is uncommon in English, and according to morphologists, the word infix does not exist in English. It merely English inserts features such as *mother-in-law*, which is not an infix. A single morpheme does not define an infix.

RESEARCH METHOD

This The research design of this study is a qualitative descriptive method. The researcher collected the data at SMA Negeri 1 Karanganyar. The participants in this study were eleventh-grade students in Literature Class. The class is English literature specialization in grade 11, IPA (science class) 6, 7, and 11, at SMA Negeri 1 Karanganyar. The researcher took a sample of roughly 66 students. The researcher used short story assignments in the literature class as the data source in this study. The researcher extracted all the words from the students' short stories for the analysis. In this study, the researcher asked the teacher to help obtain data. The researcher enlisted the cooperation of the teacher to collect the students' writing assignments. Then, the teachers emailed the students' writing assignments to the researcher.

The study utilized document analysis to collect data. This documentation is carried out in the form of document analysis from the writing assignments of grade 11 students. Once the data were collected and classified, the researcher used triangulation to validate the data, mainly asking the validator to check the data. Hence, in analyzing the validated data, the researcher used the theory from Miles and Huberman (1994), consisting of data reduction, data display, and drawing conclusions.

FINDINGS

The present study found 285 words of derivational affixes data from eleventh-grade students' short stories in the literature class at SMA Negeri 1 Karanganyar. Some findings are presented in the following tables. Table 1 below shows 17 data categorized as adverb derived from adjective.

Table 1: Adverb Derived from Adjective

No	Word (data code)	Affixes	Types of affixes	Total
1	Actually (C7.S15.1) (C6.S11.1) (C6.S18.1) (C6.S30.1)	-ly	Derivational suffix	4
2	Angrily (C7.S13.1) (C7.S24.2) (C6.S29.1)	-ly	Derivational suffix	4
3	Carefully (C7.S5.1)	-ful -ly	Derivational Suffix	1
4	Beautifully (C7.S11.3) (C7.S17.1) (C7.S19.1) (C7.S21.1) (C6.S24.1)	-ful -ly	Derivational Suffix	7
5	Accidetally (C6.S2.1)	-al -ly	Derivational suffix	1

Table 2 below presents findings categorized as noun derived from noun. There are 75 data classified in this category where the most significant data is suffix -ess with 33 data.

Table 2: Noun Derived from Noun

No	Word (data code)	Affixes	Types of affixes	Total
1	Kingdom (C7.S4.1) (C7.S10.1) (C7.S15.1) (C7.S18.2) (C7.S19.1) (C6.S24.2) (C6.S33.1)	-dom	Derivational suffix	9
2	Magician (C7.18.1)	-ian	Derivational suffix	1
3	Princess (C7.S4.8) (C7.S5.9) (C7.S15.1) (C7.S18.8) (C6.S24.2) (C6.S33.5)	-ess	Derivational suffix	33
4	Goddess (C6.S30.1)	-(d)ess	Derivational suffix	1
5	University (C6.S11.4) (C6.S26.3)	-ity	Derivational suffix	7
6	Villagers (C7.S3.1) (C7.S10.6) (C7.S24.11) (C7.S27.1)	-er	Derivational suffix	19
7	Relationship (C6.S11.2) (C6.S30.1)	-ship	Derivational suffix	3
8	Disappointment (C6.S11.1)	Dis- -ment	Derivational prefix and suffix	1
9	Unhappiness (C7.S3.1)	Un- -ness	Derivational prefix and suffix	1

Table 3 below displays findings categorized as noun derived from adjective. There are only 13 data in this category where the most data is suffix *-ty* (7) as in the word *safety*.

Table 3: Noun Derived from Adjective

No	Word (data code)	Affixes	Types of affixes	Total
1	Direction (C7.S24.1)	-ion	Derivational suffix	1
2	Business (C7.S25.1)	-ness	Derivational suffix	1
3	Goodness (C7.Snon.1)	-ness	Derivational suffix	1
4	Happiness (C7.S5.2)	-ness	Derivational suffix	2
5	Curiosity (C7.S18.1)	-ity	Derivational suffix	1
6	Safety (C7.S6.1) (C6.S3.2) (C6.S12.2) (C6.S30.1) (C6.S37.1)	-ty	Derivational suffix	7

Table 4 below shows the study's findings under the category of noun derived from verb. In this classification, the researcher found insignificant numbers with 5 data only.

Table 4: Noun Derived from Verb

No	Word (data code)	Affixes	Types of affixes	Total
1	Creation (C7.S9.2)	-ion	Derivational suffix	2
2	Seller (C6.S22.1)	-er	Derivational suffix	1
3	Thinking (C6.30.1)	-ing	Derivational suffix	1
4	Management (C6.S11.1)	-ment	Derivational suffix	1

In table 5 below, the findings are classified as adjective derived from adjective. It is interesting to note that 11 data are then grouped into two type, namely derivational prefix and derivational prefix and suffix.

Table 5: Adjective Derived from Adjective

No	Word (data code)	Affixes	Types of affixes	Total
1	Impatient (C7.S7.1)	Im-	Derivational prefix	1
2	Unhappy (C7.S5.1)	Un-	Derivational prefix	1
3	Unconscious (C6.S24.1)	Un-	Derivational prefix	1
4	Dissatisfied (C7.S24.1)	Dis- -ed	Derivational prefix and suffix	1
5	Uncomfortable (C6.S23.1)	Un- -able	Derivational prefix and suffix	1
6	Unforgettable (C7.S25.1)	Un- -able	Derivational prefix and suffix	1
7	Unfortunately (C7.S5.1) (C7.S27.1) (C6.S18.1) (C6.S31.1)	Un- -ate -ly	Derivational prefix and suffix	4
8	Unnatural (C6.S3.1)	Un- -al	Derivational prefix and suffix	1

The following Table 6 presents 3 data classified as adjective derived from verb which are divided into derivational suffix and derivational prefix and suffix.

Table 6: Adjective Derived from Verb

No	Word (data code)	Affixes	Types of affixes	Total
1	Imaginable (C6.23.1)	-able	Derivational suffix	1
2	Imaginary (C7.S4.1)	-ine -ary	Derivational suffix	1
3	Reworded (C6.S35.1)	Re- -ed	Derivational prefix and suffix	1

Table 7 below displays the most significant findings in this study with the total 94 data. Suffix *-ful* becomes the most widely used word (41) followed by suffix *-en* (18).

Table 7: Adjective Derived from Noun

No	Word (data code)	Affixes	Types of affixes	Total
1	Careful (C6.S9.1)	-ful	Derivational suffix	1
2	Boastful (C6.S4.1)	-ful	Derivational suffix	1
3	Beautiful (C7.S1.2) etc.	-ful	Derivational suffix	41
4	Dangerous (C7.S9.1)	-ous	Derivational suffix	1
5	Furious (C7.S15.1) (C6.S2.1)	-ous	Derivational suffix	2
6	Foolish (C7.S2.1)	-ish	Derivational suffix	1
7	Selfish (C6.S26.1)	-ish	Derivational suffix	1
8	Magical (C7.S14.2) etc.	-al	Derivational suffix	6
9	Vestigial (C6.S6.1)	-al	Derivational suffix	1
10	Respective (C6.S11.2)	-ive	Derivational suffix	2
11	Available (C6.S34.1)	-able	Derivational suffix	1
12	Corporate (C7.S20.1)	-ate	Derivational suffix	1
13	Golden (C7.S4.3) (C7.S5.2) etc.	-en	Derivational suffix	18
14	Wooden (C6.S23.2)	-en	Derivational suffix	2
15	Elementary (C6.S11.4)	-ary	Derivational suffix	4
16	Charming (C7.S18.1) (C6.S23.1) (C6.S33.2)	-ing	Derivational suffix	4
17	Gloomy (C7.S3.1)	-y	Derivational suffix	1
18	Lucky (C6.S32.1)	-y	Derivational suffix	1
19	Wealthy (C7.S10.1) (C7.S11.1) (C7.S26.1) (C7.S27.1) (C6.S19.1)	-y	Derivational suffix	5

The following Table 8 and Table 9 shows the insignificant findings categorized as verb derived from verb and adjective respectively.

Table 8: Verb Derived from Verb

No	Word (data code)	Affixes	Types of affixes	Total
1	Remove (C7.18.1.)	Re-	Derivational prefix	1
2	Disappeared (C6.S11.1)	Dis- -ed (inf)	Derivational prefix	1

Table 9: Verb Derived from Adjective

No	Word (data code)	Affixes	Types of affixes	Total
1	Realize (C6.S31.1)	-ize	Derivational suffix	1

DISCUSSION

The present study's findings support Plag's theory (2002), claiming that there were change processes in the students' assignments. Interestingly, while derivational infix was not found in this study, one new classification is added to this discussion. Hence, the findings, totaling 285 words, are then classified into derivational prefix, derivational suffix, and derivational prefix and suffix as follows.

Derivational Prefixes

This study only found 6 prefixes from the students' assignments, becoming the lowest data compared to two other counterparts. Those six words are displayed in the table below.

Table 10: Derivational Prefixes

No	Prefix	Word	Total
1	Im-	Impatient	1
2	Re-	Return	1
		Remove	1
3	Un-	Unconscious	1
		Unhappy	1
		Unfair	1

Among those found is the word IMPATIENT. IMPATIENT is a derivational affix process that does not change the word class but changes the meaning. It can be said that IMPATIENT (adj) is derived from PATIENT (adj), as in Im-(prefix) + PATIENT. Then, the word UNHAPPY is also a process of derivational affix. This process changes the word HAPPY into UNHAPPY with the same word class. Hence, the derivational process does not change the word class but changes the meaning. These two examples are in line with Haspelmath and Sims' thoughts (2010) that characteristics of derivational affixes can create new meanings and sometimes change word classes.

Derivational Suffixes

The second classification, derivational suffixes, become the most significant finding in this study with a total of 260 data. These suffixes are grouped into 30 types, as shown in the following table.

Table 11: Derivational Suffixes

No	Suffix	Total
1	-ly	58
2	-ful	14
3	-ion	18
4	-ous	8
5	-ish	3
6	-ness	9
7	-ship	1
8	-less	1
9	-er	8
10	-dom	1
11	-al	4
12	-ive	3
13	-able	3
14	-ing	68
15	-ate	2
16	-ize	3
17	-en	3
18	-ity	4
19	-ian	1
20	-an	1
21	-ess	2
22	-ty	4
23	-y	26
24	-ment	5
25	-ary	3
26	-ry	3
27	-ent	1
28	-ise	1
29	-ance	1
30	-ence	1

First, of the various types of affixes, there is the affix *-ful* with the data of the word COLORFUL. The word COLORFUL is derived from the word COLOR, which does not affect syntactic rules in a sentence. For example, a typical sentence found in the students' tasks was *They were long and colorful*. As COLORFUL is derived from the word color, this will make a little change in the sentence and meaning. It is thus in line with the characteristics suggested by Haspelmath and Sims (2010), claiming that characteristics of derivational affixes are not relevant to the syntax.

Second, another example is the suffix *-ess* as found in the word PRINCESS. In derivational affixes, the meaning contained in a word is very limited, for example *-ess*. The suffix can also be applied to the female meaning for *priestess*, *authoress*, and *heiress*. However, it cannot be applied freely with other nouns. For instance, it is unlikely to say *teacheress* 'female teacher' or *governoreess* 'female governor' even

though these words semantically make sense. As emphasized by Haspelmath and Sims (2010), derivational formations are limited in their applicability.

Another interesting finding in this study is the suffix *-er* with the data for HUNTER. HUNTER is a person or animal that hunts animals for food. Most suffix *-er* are generally used to serve as an agent noun from a verb, such as *driver*, *singer*, *giver*, *player*, *opener*, and so on. Haspelmath and Sims (2010) add that derivational affixes have relatively concrete meanings and not abstract ones.

Derivational Prefixes and Suffixes

The study found 19 data grouped as derivational prefixes and suffixes. Derivational prefixes and suffixes are usually attached to the root, although some are attached to other affixes and overlap. A derivational process gets a stacking process 2-3 times in word formation. This is consistent with the characteristics of derivational affixes, showing that they can be derived in more than one process. An example can be seen in the word UNFORTUNATELY. This word has 4 morphemes (un- + fortune + -ate + -ly). The derivational processes for UNFORTUNATELY involve multiple steps of word formation using affixes (prefixes and suffixes) to change the meaning and/or grammatical category of the base word. All 19 data classified as derivational prefixes and suffixes are summarized as follows.

Table 12: Derivational Prefixes and Suffixes

No	Prefix and suffix	Total
1	Dis- and -ed	4
2	Dis- and -ment	1
3	Un- and -able	2
4	Un- and -ly	2
5	Un- and -ness	1
6	Un- and -al	1
7	Un- and -ing	1
8	Un- and -ed	4
9	Un- and -ate	1
10	Re- and -ed	2

Overall, most of the findings of derivational affixes in the students' assignments are related to the theory used. In class learning, derivational affixes are studied through language features so students can correctly arrange sentences. Students in short story learning are required to be able to rewrite stories in their own language. Students also applied derivational affixes as a small part of grammar when constructing sentences. Most of the students' writing already has good grammar. However, students' assignments have little in common with those on the internet. Although the teachers reminded students not to look for references on the internet, students still copied some sentences online. Students only change a small quantity of the grammar taken from the internet. There were also similarities because they used the same source.

This research shows that the derivational affixes material taught through short stories is paramount in preparing students to write or compose sentences correctly to become a story. Derivational affixes included in the grammar category (part of speech) can be used to train students' writing skills (Zuhri, Suwandi, and Fitriati 2023). The book

used by the teacher has prominent examples for students to learn about derivational affixes well. Students also made a few mistakes when writing, such as writing letters in a word. In a nutshell, Students can write derivational affixes and their placement correctly.

CONCLUSION

This study found numerous derivational affixes in the students' writing assignments. The researcher obtained 285 words that experienced the derivational affixes process. Those data are thus categorized as 6 derivational prefixes, 260 derivational suffixes, and 19 derivational prefixes and suffixes. Derivational suffixes are the most widely used in this study compared to the derivational prefixes and the derivational prefixes and suffixes. Interestingly, the derivational infix was not found in the students' writing as it is rarely found in English words. This study indicates that students can create and use new words after adding derivational affixes. In conclusion, eleventh-grade students in the literature class of SMA Negeri 1 Karanganyar have already acquired numerous words, including words related to affixes.

REFERENCES

- Abdulla, Saza F., and Mohsin H. S. Qadir. 2021. "A Comparative Approach to Class Changing Derivational Affixes in English and Kurdish." *Journal of Humanities and Social Sciences* 4(1):110-121. Doi: 10.14500/kujhss.v4n1y2021.pp110-121.
- Andini, Sukma Nur, and Leni Pratiwi. 2013. "Analysis of Derivational Affixes of Fuadi's Five Towers Novel and Its Contribution to Grammar Meaning Discourse." *English Teaching Journal* 4(1):26-41. Doi: 10.26877/eternal.v4i1.1944.
- Arjadijev, Peeter, and Francesco Gardani, eds. 2020. *The Complexities of Morphology*. Oxford University Press.
- Aronoff, Mark, and Kristen Fudeman. 2022. *Whats Is Morphology*. Edited by 3. UK: Backwell.
- Aryanti, Maharani Sri. 2014. "An Analysis of Derivational Affixes in The Land of Five Towers Novel by A. Fuadi Translated by Angie Kilbane." Undergraduate thesis. Muria Kudus University.
- Cahyani, Quinny Adinda. 2020. "A Morphological Analysis of Derivational Affixes Used in Assignments of Second-Semester Students' English Education Department of IAIN Salatiga in The Academic Year 2021/2021." Undergraduate thesis. Universitas Islam Negeri Salatiga.
- Cao, Panpan. 2022. *Proceedings of the 2nd International Conference on Education: Current Issues and Digital Technologies (ICECIDT 2022): Distinction and Examples of Morpheme, Morph and Allomorph in English Linguistics Teaching*, November. Atlantis Press. https://doi.org/10.2991/978-2-494069-02-2_36.
- Darmawan, Adhitya, Nada Humaida Rohmah, and Sumarlam. 2024. "Bentuk, Makna Logis, Dan Peran Konjungsi Dalam Video Tanggapan Anies Baswedan Terhadap Hasil Pilpres Indonesia 2024 Di Youtube." *Mahakarya: Students' Journal of Cultural Sciences* 5(1):31-43. Doi: 10.22515/msjcs.v5i1.9082.
- Farid, Achmad, Faiza Al-Dhahli, Adi Yusuf, Salim Ashar, and Afifa S. Zulfikar. 2023. "The Acquisition of English Morphology: A Qualitative Comparative Study of English Learners With L1 Indonesia and L1 Arabic Background." *Mahakarya: Students' Journal of Cultural Sciences* 4(1):47-63. Doi: 10.22515/msjcs.v4i1.6435.
- Fitria, Tira Nur. 2020. "An Analysis of Derivational and Inflectional Morpheme in Selected News from Tempo.Co." *Rainbow: Journal of Literature, Linguistics and Culture Studies* 9(2):146-155. Doi: 10.15294/rainbow.v9i2.40348.
- Herlina, Nurul Ika, and Muh Kholiq. 2021. "An Analysis of Morphological Processes on the Words Containing Derivational Affixes in Edgar Allan Poe's The Black Cat." *UG Jurnal* 14(1):43-50.
- Khanetnok, Preecha, and Kawipon Srihamongkhon. 2023. "Morphology: Word Formation in Linguistics." *International Journal of Sociologies and Anthropologies Science Reviews* 3(1):83-92. Doi: 10.14456/ijasr.2023.9.
- Nur, Dedi Rahman, and Ainul Kirom. 2016. "An Analysis of Derivational Affixes in Commencement Speech by Steve Jobs." *Script Journal* 1(1):25-35. Doi 10.24903/sj.v1i1.18.
- Peukert, Hagen. 2024. "Lexical Affix Productivity in the History of English: A Quantitative Approach." *Journal of Word Formation* 8 (2):28-51. Doi: 10.21248/zwjw.2024.2.114.
- Plag, Ingo. 2018. *Word-Formation in English*. 2nd ed. Cambridge University Press.

- Salih, Ibrahim Khalaf. 2021. "Difficulties Faced by EFL First Year University Students in Using Noun Derivational Affixes." *Journal of Tikrit University for Humanities* 28(4):12–25. Doi: 10.25130/jtuh.28.4.2.2021.23.
- Siboro, Efrika, and Barlin Bram. 2020. "Morphological Analysis of Derivational Affixes in Brothers Grimm's The Story of Rapunzel." *Academic Journal of English Language and Education* 4(1):71-84. Doi: 10.29240/ef.v4i1.1475.
- Syahnaz, Mufida, and Rahmah Fithriani. 2023. "Utilizing Artificial Intelligence-Based Paraphrasing Tool in EFL Writing Class: A Focus on Indonesian University Students' Perceptions." *Scope: Journal of English Language Teaching* 7(2):210-218. Doi: 10.30998/scope.v7i2.14882.
- Zuhri, Moh Shofi, Suwandi Suwandi, and Sri Wuli Fitriati. 2023. "Morphological Process of Morphemes Through Word-Formation Process in Students' Writing." *English Education Journal* 12(3): 301-309. Doi: 10.15294/eej.v12i3.49676.
-

How to Cite the Article (in *The Chicago Manual of Style* 16)

In-text Citation:

Febriyanti, Santosa, and Rohardiyanto (2024, 41)
.... (Febriyanti, Santosa, and Rohardiyanto 2024, 41)

Reference List Entry:

Febriyanti, Pepsi, Rochmat Budi Santosa, and Irwan Rohardiyanto. 2024. "Derivational Affixes in Students' Short Stories at State Senior High School (SMA) 1 Karanganyar." *Mahakarya: Student's Journal of Cultural Sciences* 5(2):34-46. Doi: 10.22515/msjcs.v5i2.8841.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Copyright ©2023 *Mahakarya: Student's Journal of Cultural Sciences*
All rights reserved.



DOI: 10.22515/msjcs.v5i2.8841