

**A descriptive Study of the Vocabulary Mastery  
in Identifying Prefix and Suffix of the Second Grade Students of  
SMK Telekomunikasi Genteng**

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## ABSTRACT

This research is a descriptive research about study of the vocabulary mastery in identifying prefix and suffix of the second grade students of SMK Telekomunikasi Genteng in the 2021/2022 academic year. The purpose of this research was to find the student' ability in identifying vocabulary mastery in prefix and suffix. Students at SMK Telekomunikasi Genteng are the population. The researcher chose the second grade students of Teknik Transmisi Jaringan Department as the sample in this research. This research uses a quantitative descriptive method. The instrument used in this research was a multiple choice test. The results showed that the students' ability in identifying students' vocabulary mastery in prefix is "good", categorized with a total of 65,8. The results of students' ability in identifying students' vocabulary mastery in suffix is "average" categorized with a total 58,3. Based on the results of the research above, it can be concluded that students at SMK Telekomunikasi, especially the second grade of Teknik Transmisi Jaringan Department, have a "good" category in prefix, it means the students have already understood about some prefix vocabularies. The majority of correct prefix vocabularies place at multiple choice test number 1,9,17 such as: Exchange, input, interconnect. Furthermore, the result of suffix is "average" category, it means the students less of understanding about suffix. The majority of correct suffix vocabularies at multiple choice test number 2 such as: communication.

**Keywords:** *students' ability, prefix, suffix*

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### A. Introduction

English is widely utilized in many facets of life, including commerce, technology, education, and international communication. Most communities throughout the world now speak it as an international language. English is not referred to as the language that must be taught in schools as the target language. Thus, a large number of students also have poor vocabulary skills. The most crucial step to making the study of those language skills simple is vocabulary mastery. One of the language components that must be acquired is vocabulary.

Vocabulary is one of the most essential parts of second language acquisition and can be broadly defined as knowledge of words and word meaning (Kim, 2013). It means that vocabulary is important in daily life, because vocabulary means how much someone's mastery of language, exactly words. It can be summed up as the vocabulary that is necessary for effective communication, including expressive vocabulary for speaking and listening (receptive vocabulary). Vocabulary is meaningful lexical items and used both in oral and written form. It is required in developing overall capability when students learn the four basic skills listening, writing, reading and speaking. Students must consider three aspects when learning vocabulary form, meaning, and distribution, in order to acquire the structure of the English language (Ningsih & Masrizal, 2016). The process of mastering English vocabulary deals with the ways of enriching English vocabulary.

The study of the importance vocabulary in learning English provides evidence for the fundamental role of vocabulary in master all language skills. One of ways to increase mastery student vocabulary using morphemes as one of the linguistic approaches in English teaching and learning process. It is important because morpheme is strong aspect of building words. A morpheme is the smallest grammatical unit in a language . Morphemes can be defined as the smallest unit of meaning in a word, or a minimal unit of meaning or grammatical function (Yule, 2006). From the statement, it can be concluded that all the words are made up of morphemes.

A morpheme is the smallest grammatical unit in a language. Morphemes are the smallest linguistic components with a meaning or a grammatical purpose that combines to make words or portions of words (Ro'aini, 2019).The example is the word *book-s*; both *-s* and *book* are morphemes. A morpheme's recognition is dependent on the word in which it appears. For example, the negative morpheme *un-* appears in an infinite number of words such as *sick*, *unsafe*, *unhappy*, *dirty*, and so on. A morpheme may be limited to a small number of words in some cases (Setyani, 2017). This is true of the morpheme *-dom*, meaning condition, state, dignity, which is found in words like *kingdom*, *martyrdom* and *chiefdom*. Morphemes are the smallest unit of meaning within language that can't be broken down any more into recognized or meaningful components. There are types of morphemes that concluded free morphemes, bound

morphemes, root, affix and combination (Carstairs and Carthy, 2002). Free morphemes are divided into two parts there are lexical morphemes and grammatical morphemes. Bound morphemes are divided into two parts bound roots and affixes. In this case, it will discuss about affix. Affix is one of terms in word formation. Some affixes may change part of speech, like *adjective* 'happy' will change to be *noun* 'happiness' because of one of affixes, '-ness'. An affix may attach to either side of the root or to either side of the initial segment or syllable of the lexical item (Kim, 2013). It means that a core of word or base can be added by affix, and it can be at the beginning or at the end of the word.

Affix is divided into two kinds, those are prefixes and suffixes. Prefix at the beginning of a word has a meaning of its own that changes the meaning of the word it is joined to (Side and Wellman, 1999). In other words, prefix attaches in front of base word and changes its meaning. Prefixes are often used to give adjectives a negative meaning. For examples, the opposite of 'comfortable' is 'uncomfortable', the opposite of 'convenient' is 'inconvenient' and the opposite of 'similar' is 'dissimilar' (McCarthy and O'Dell, 1994). Based on those prefixes, they precede adjectives and have meaning "not" to words attached. Suffix changes the meaning of the word it is joined to only by changing its part of speech; e.g., the suffix *-ity* can be added to the adjective *national* to be *nationality* (Side and Wellman, 1999). Adding suffix at word may also change part of speech, not only changes meaning of word. In addition, it is kind of affixes that are located in the end of the word. So based on the example suffix is an affix that attaches itself behind of the base word.

Vocabulary is the main component in constructing learning sentence and supporting other English language skill. In learning vocabulary, affixes have an influence on a word. Prefix and suffix are the kind of affixes. Since the mastery of prefix and suffix are important in learning English, the researcher conducted this research. There are two research problems in this research, they are 1) How is the students' ability in mastering prefixes at the second grade students of SMK Telekomunikasi Genteng?, and 2) How is the students' ability in mastering suffixes at the second grade students of SMK Telekomunikasi Genteng?. Then, based on the problems described above, the objectives of this research are 1) Identifying the

students' ability in using prefixes at the second grade students of SMK Telekomunikasi Genteng, and 2) Identifying the students' ability in using suffixes at the second grade students of SMK Telekomunikasi Genteng.

In this study, the researcher focuses on the vocabulary mastery in identifying prefix and suffix of the second grade students of SMK Telekomunikasi Genteng in the 2021/2022 academic year. The limitation of this present research is on prefix (ex-, in-, tele-, and de-) and suffix (-ed, -ing, -tion, -ate, and -able). There are some previous researches related to this research. The first is research which is conducted by Suharni in 2017 entitled "*Students' Ability in Using Prefix*". The difference between this first previous research and this present research is in previous research, the researcher focused on three parts of speech (noun, adjective, and verb), while in present research, the researcher used four main parts of speech to test the students' ability in using prefix and suffix (noun, adjective, verb, and adverb). The second research was conducted by Ningsih in 2016 entitled "*Students' Difficulties in Understanding English Derivation*". The objective of this previous research is identifying students vocabulary mastery in affixation that focusing on prefix and suffix. It used descriptive quantitative method. The difference between this first previous research and this present research is in this second previous research, the researcher used random sampling, while in present research, the researcher used population sampling technique.

## **B. Research Method**

The method which is used to conduct this research. It consists of the research design, research area, research respondents, data collection method and data analysis method.

### **1. Research Design**

Research design is the strategy to arrange the setting of the researcher in order to get valid data that is suitable to the variable characteristics and the objective of the research. Research design which is used in this research is descriptive quantitative design. By using descriptive quantitative design, this research identify students' abilities on prefixes and suffixes at the second grades students of SMK Telekomunikasi Genteng in the 2021/2022 academic year.

## 2. Research Area

Research area is place where the researcher found the data source. In this research, the researcher took place in SMK Telekomunikasi at St. Meliwis No. 29, Krajan, Genteng, Banyuwangi. In this area, the northern side is Sempu District, the south side is Jajag, the west side is Glenmore, and the eastern side is Srono. In this research, the researcher found the problem in using prefixes and suffixes.

## 3. Research Respondents

The research respondents were the second grade students of SMK Telekomunikasi Genteng Banyuwangi. In this research, the researcher use all population as a respondent. Population is a generalized area made up of things or persons with specific attributes and characteristics that the researcher has chosen to study and make conclusions. The respondents that had been taken by researcher were all of the second grade students which the total 12 students. They are from 8 (eight) males students and 4 (four) females students of SMK Telekomunikasi Genteng Banyuwangi.

## 4. Data Collection Method

In this research the samples are 12 students on second grade students at the SMK Telekomunikasi Genteng in the 2021/2022 academic year. For collecting the data, the researcher will use multiple choice test. Test is a collection of questions or exercises, and the other devices used to know the skill, intelligence, ability or talent owned by individuals or groups. The researcher used vocabulary test. This instrument helped the researcher to get the data relates to an analysis of students' ability in identifying students' vocabulary mastery in prefix and suffix at the second grade students of SMK Telekomunikasi Genteng Banyuwangi. The questions of multiple choice test consist of 20 questions related to the topic of prefixes and suffixes which have been divided into 10 prefixes questions and 10 suffixes questions. It can be seen on the table below.

Table 1. The Distribution of Multiple Choice Test Items

No	AFFIXES	ITEMS	TOTAL
1.	Prefixes	1,3,5,7, 9, 11,13,15,17,19	10

2.	Suffixes	2,4,6,8,10 12,14,16,18,20	10
Total			20

There are 10 questions in the form of multiple choice test for prefix and 10 questions in the form of multiple choice test for suffix. The correct answer is marked 10 and incorrect answer is marked 0. The maximum score is 100 for all correct answer. Then, students' scores are interpreted as their ability. Five internal scores and the categories used in this research could be seen in this following table :

Table 2. The Interval score of Prefix and Suffix Test Items

No	Interval	Category
1	81-<100	Excellent
2	61-<80	Good
3	41-<60	Average
4	21-<40	Bad
5	0-<20	Very bad

## 5. Data Analysis Method.

The research employed the quantitative description technique as a data analysis technique in this investigation. This research used a multiple choice test to strengthen quantitative analysis by describing the outcomes of data gathering in a descriptive manner. The researcher uses the following formula of Mean (Creswell, 2018):

$$X = \frac{\sum X}{N}$$

X = mean score

$\sum x$  = the sum of all score

N = the number of students

## C. Research Finding and Discussion

This research aims to determine the ability of students to identify vocabulary in prefix and suffix. To collect data, the researcher conducted the research from 28 September to 12 December 2022 by giving multiple choice test to 12 students from the second grade students of *Teknik Transmisi Jaringan* Department at SMK Telekomunikasi Genteng Banyuwangi. Based on five categories of score, namely: excellent, good, average, bad, very bad, the results can be explained bellow.

In prefix test, the researcher used four types of prefix in the form of multiple choice test. After collecting and analyzing the data, the result of students' score in using prefix could be seen in this following table:

Table 3. The Result of Prefix Test

No	Number of students	Right Answer	Item	Score
1.	1	6	10	60
2.	2	5	10	50
3.	3	5	10	50
4.	4	8	10	80
5.	5	8	10	80
6.	6	8	10	80
7.	7	7	10	70
8.	8	7	10	70
9.	9	6	10	60
10.	10	6	10	60
11.	11	7	10	70
12.	12	6	10	60
<b>Total Score</b>				790
<b>Average Score</b>				65,8

Based on the result of the table above, it was found out that the highest score was 80 and the lowest score was 50. The total score was 790 from 12 students. The average score was 65,8 (categorized as "good"), and it meant that most of the students did not have any difficulty in identifying prefix.

In suffix test, the researcher used five types of suffix in the form of multiple choice test. After collecting and analyzing the data, the result of students' score in using suffix could be seen in this following table:

Table 4. The Result of Suffix Test

No	Number of students	Right Answer	Item	Score
1.	1	6	10	50
2.	2	5	10	70
3.	3	5	10	70
4.	4	8	10	40
5.	5	8	10	50
6.	6	8	10	80
7.	7	7	10	60
8.	8	7	10	30

9.	9	6	10	60
10.	10	6	10	60
11.	11	7	10	70
12.	12	6	10	60
<b>Total Score</b>				700
<b>Average Score</b>				58,3

Based on the result of the table above, it was found out that the highest score was 80 and the lowest score was 30. The total score was 700 from 12 students. The average score was 58,3 (categorized as “average”), and it meant that most of the students had difficulty in identifying suffix.

## Discussion

The students’s score in identifying prefix was 65,8. It means that the ability of the second grade students of SMK Telekomunikasi Genteng in identifying prefix is categorized as “good”. Good category is having the qualities required for a particular role (Cresswell, 2018). In this part, most of the students have less difficulty in doing the test. There were 10 questions of prefix in the form of multiple choice test. There were 0 student in “excellent” category, 6 students in “good” category, 6 students in “average” category, 0 student in “bad” category, and 0 student in “low” category. Based on the research result, the students’ ability in identifying vocabulary mastery in prefix was 65,8. It means that the students’ ability in using prefix belongs to “good” category. So it can be concluded that the students had been able to use prefix, but it still had not been thoroughly by all the students.

The students’s score in identifying suffix was 58,3. It means that the ability of the second grade students of SMK Telekomunikasi Genteng in identifying prefix is categorized as “average”. Average category is the result of obtained by adding several quantities and then dividing this total by the number of quantities (Cresswell, 2018). It means that the students have difficulty in understanding suffix. There were 10 questions of suffix in the form of multiple choice test. The result showed that there were 0 student in “excellent” category, 4 students in “good” category, 6 students in “average” categories, 2 students “bad” category, and 0 student in “low” category. Based on the research result, the students’ ability in identifying suffix was 58,3 . It means that the



students' ability in using suffix belongs to "average" category. It can be concluded that the students had not thoroughly understood about suffix.

Based on the research result, it is showed that the students' scores in mastering prefix and suffix were 65,8 and 58,3. It could be concluded that suffix is more difficult than prefix. It means that the students have difficulty in understanding suffix. This research has different result with the previous one. In the second previous study, the result showed that the students' scores in mastering prefix and suffix were 14% and 33.83% respectively. This proves that prefix is more difficult than suffix (Ningsih, 2016). The result in present research is different with the previous one because the students in this present research had less understanding in some words of suffix (-ed, -ing, -tion, -ate, and -able). The students had difficulty in understanding the sentences because they were not familiar with the word of suffix and this problem made them difficult to accomplish the test.

#### **D. Conclusion**

The result of this research showed that the students' ability in mastering prefixes at the second grade students of SMK Telekomunikasi Genteng was categorized as "good". Then, the students' ability in mastering suffixes at the second grade students of SMK Telekomunikasi Genteng was categorized as "average". It could be concluded that suffix is more difficult than prefix. It means that the students have difficulty in understanding suffix. Based on the results of the research, it is hoped the students could learn more about suffix in some creative in various strategy and media. Those various strategy and media will help and stimulate them to have more of motivation in learning the affix system (specially in suffix). Then, the students have to practice in using prefix and suffix continuously. The ability of using them will help the students in constructing learning sentence better and supporting their English language skills. Furthermore, the results of this research could be utilized by the other further researchers as a reference to conduct similar research (especially about students' ability in identifying prefix and suffix) by using different theories and methodologies.

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