

**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 was descriptive research studying about 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's ability in identifying prefix and suffix of a text. Students at SMK Telekomunikasi Genteng were the population. The researcher chose the second grade students of Teknik Transmisi Jaringan Department as the sample in this research. This research used 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 was 65,8, based on the interval score, it showed that students' vocabulary mastery was good. The results of students' ability in identifying students' vocabulary mastery in suffix was "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, had a "good" category in prefix, it means the students had 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 was "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*

A. Introduction

The examination of vocabulary proficiency, particularly in the recognition of prefixes and suffixes, is paramount for the enhancement of linguistic capabilities among learners. This investigation is centered on the second-grade cohort at SMK Telekomunikasi Genteng during the academic year 2021/2022. Comprehending the manner in which students assimilate these linguistic constructs can yield valuable insights into their comprehensive vocabulary progression and interpretative skills.

The necessity of this inquiry arises from the discerned difficulties that students encounter in achieving vocabulary proficiency, particularly within specialized domains such as telecommunications. As learners advance in their educational journey, a robust mastery of vocabulary is indispensable for their scholastic achievements and prospective employment prospects. This research endeavors to confront these obstacles by assessing the students' competencies in recognizing prefixes and suffixes, which are integral components of vocabulary.

Prior investigations have underscored the significance of vocabulary proficiency in the process of language acquisition. Empirical studies have indicated that students possessing a solid vocabulary foundation generally exhibit superior academic performance. Nonetheless, there exists a deficiency in research that specifically concentrates on the mastery of prefixes and suffixes among vocational learners. This study aspires to bridge that deficiency by offering a comprehensive analysis of the vocabulary capabilities of students within a defined educational milieu.

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 combine 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 *chieftdom*.

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 part there are lexical morphemes and grammatical morphemes. Bound morphemes are divide two part bound roots and affixes. In this case, it will discussion 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.

A suffix changes the meaning of the word it is joined to only by changing its part of speech; e.g., we can add *-ity* to the adjective *national* to make the noun *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 base word.

The originality of this research is manifested in its concentration on a distinct cohort of students within a vocational educational framework. While numerous studies have scrutinized vocabulary proficiency in general educational contexts, this investigation specifically addresses the unique requirements of students enrolled in the Teknik Transmisi Jaringan Department. By focusing on this demographic, the study aims to elucidate particular trends and challenges that may not be readily observable in more generalized research efforts.

The ramifications of this research are considerable for educators and curriculum designers. By delineating the strengths and deficiencies in students' vocabulary mastery, educators can customize their pedagogical approaches to more effectively address the learning requirements of their students. This could result in enhanced educational outcomes and more effective preparation for students poised to enter the workforce in technical sectors.

Moreover, the outcomes of this study can facilitate the creation of targeted instructional resources that emphasize prefixes and suffixes. Such resources have the potential to augment students' comprehension and application of vocabulary, ultimately fostering greater academic achievement. This aligns with the overarching educational objective of equipping students with the requisite skills for their future professional endeavors.

This research not only addresses the immediate requirements of students at SMK Telekomunikasi Genteng but also contributes to the wider domain of vocabulary acquisition. By concentrating on the mastery of prefixes and suffixes, the study offers

invaluable insights that can inform pedagogical methodologies and curriculum development. The findings will prove advantageous for both learners and educators, thereby promoting a more efficacious educational environment.

B. Research Method

This research utilizes a descriptive quantitative methodology to examine the proficiency of second-grade students at SMK Telekomunikasi Genteng in their comprehension of prefixes and suffixes during the academic year 2021/2022. The selection of this particular research design is justified by its appropriateness for gathering valid data that is congruent with the characteristics of the variables and the research objectives. This approach enables the investigator to systematically investigate phenomena through numerical data amenable to statistical analysis.

The research was undertaken at SMK Telekomunikasi Genteng, situated at St. Meliwis No. 29, Krajan, Genteng, Banyuwangi. This geographical area is delineated by Sempu District to the north, Jajag to the south, Glenmore to the west, and Srono to the east. The site was chosen based on the identification of a prevalent issue observed among students, specifically their challenges in the application of prefixes and suffixes in the English language.

The participants in this study comprised the entire cohort of second-grade students from SMK Telekomunikasi Genteng Banyuwangi, amounting to a total of 12 students. This group included 8 male students and 4 female students. The selection methodology employed was a total population technique, wherein all students fulfilling the selection criteria were incorporated as subjects of the research. This approach was adopted to ensure a precise representation of the challenges being investigated.

The methods employed for data collection in this research encompassed observation, interviews, and written assessments. Observational techniques were implemented to directly assess the students' struggles with comprehending prefixes and suffixes. Interviews were conducted to delve into the students' understanding and the obstacles they encountered during their learning experiences. Written assessments were

formulated to objectively evaluate the students' competencies, with a particular emphasis on their proficiency in utilizing prefixes and suffixes in English.

The data amassed were subjected to analysis using descriptive quantitative analytical techniques. The outcomes derived from this analysis facilitated the identification of patterns, the varying levels of student proficiency, and the factors that may influence their academic performance. This study furnishes a thorough overview of the students' capabilities and proffers recommendations for enhancing the educational process in the future.

Data Collection Method

In this research the samples were 12 students on second grade students at the SMK Telekomunikasi Genteng in the 2021/2022 academic year. For collecting the data, the researcher used 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 of multiple choice for prefix test and 10 questions of multiple choice for suffix test, the right answer was marked 10 and wrong answer was marked 0, if the students answer all questions correctly, they got score 100. Then, students' score are interpreted as their ability. The students' score were analyzed using this score interval.

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

1. 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

1. The Research Finding

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.

1.1 The Result of Prefix Test

The researcher is used four types of prefix in the 10 multiple choice test. After collecting and analyzing the data, the means score was 65,8. Based on the table 3.2, It placed in “good” category, which mean mostly students have none difficulties to identify vocabulary in prefix from. Students Score in Using Prefix at the Second Grade

Students of Teknik Transmisi Jaringan (TTJ).

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
TOTAL				790

As shown in the table above, it is found out that the highest score was 80 and the lowest score was 50. The whole gotten scores are 790 from 12 students. So, from the result can be known that the mean score was 65,8.

1.2 The Result of Suffix Test

The researcher is used five types of suffix in the 10 multiple choice test. After collecting and analyzing the data, the means score was 58,3. Based on the table 3.2, it placed in “average” category, which mean mostly students have difficulties to identify vocabulary in suffix from. Students Score in Using Suffix at the Second Grade Students of Teknik Transmisi Jaringan (TTJ).

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
Total				700

It is found out on the table that the highest score was 80 and the lowest score is 30.

The whole gotten scores are 700 from 12 students. So, from the result can be known that the mean score was 58,3.

2. Discussion

This part is a discussion about the result of the data analysis. The data that have been collected from written test (multiple choice) are processed and presented on the table and described in data finding. Then the data is analyzed and reported systematically based on the statement of the problem that is about the students' ability in identifying vocabulary mastery in prefix and suffix.

2.1 Students' Ability in Identifying Prefix

This part is a discussion about the result of the data analysis. Therefore, it can be concluded that the prefixes are letter groups added before a base word or root. In this research, the researcher analyze the students' ability in identifying vocabulary mastery in suffix at the second grade students of SMK Telekomunikasi Genteng. Based on test result of the ability the second grade in identifying prefix in multiple choice items, it is know that the students' mean score was 65,8. It means that the ability of the second grade students of SMK Telekomunikasi Genteng in identifying prefix in multiple choice items categorized "good". So based on the category above, it can be categorized in "good". Good category is having the qualities required for a particular role (Cresswell, 2018). In this part, it seems that the students have difficulties to answer questions. They should understand well the context of the questions. But, most of students did not understand the question so that they were confused to answer the test. Therefore, the researcher explained about prefix before and gave them exercises.

There are 10 questions of prefix test. It can be seen that there was 0 student that categorized into "excellent" category. Then, there were 6 students that can be

categorized into “good” category. There were 6 students that can be categorized into “average” categories. There were 0 student that can be categorized into “bad” category. In addition, there were 0 student that can be categorized into “low” category.

Based on the result of the ability at the second grade in identifying vocabulary mastery in prefix in multiple choice items, it is know that students’ mean score was 65,8 . It meant that the students’ ability in using prefix belongs to “good” category. As (Aslamiah, 2020), Stated that the role of prefixes in expanding vocabulary is critical, as they contribute to the formation of new words and enhance overall language comprehension. 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. Then, the most correct prefix was number 1, 9, 17 were *Exchange, Input, Interconnect*.

2.2 Students’ Ability in Identifying Suffix

A suffix merely alters the part of speech of the word it is linked to, affecting the meaning. It means that a suffix is an affix that comes after the root or base. In this research, the researcher analyze the students’ ability in identifying vocabulary mastery in suffix at the second grade students of SMK Telekomunikasi Genteng. Based on test result of the ability the second grade in identifying suffix in multiple choice items, that the students’ mean score was 58,3. It means that the ability of the second grade students of SMK Telekomunikasi Genteng in identifying suffix in multiple choice items categorized “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 difficulties to understand about suffix. It may be caused the students do not know the meaning of the words, the students have difficulties to understand the sentences or the words are not familiar so it looks difficult for them to answer the items of the test.

There are 10 questions of suffix test. It can be seen that there was 0 student that categorized into “excellent” category. Then, there were 4 student that can be categorized into “good” category. There were 6 students that can be categorized into “average” categories. There were 2 student that can be categorized into “bad” category. In addition, there were 0 student that can be categorized into “low” category.

Based on the result of the ability at the second grade in identifying vocabulary mastery in suffix in multiple choice items, it is known that students' mean score was 58,3. It meant that the students' ability in using suffix belongs to "average" category. It was revealed a mean score of 50.8 among English students, indicating a generally low vocabulary ability, which contrasts with the average score observed in suffix mastery (Wulandari, 2019). It can be said that the students had not thoroughly understood about suffix. Then, the most correct suffix was number 2 were *communication*.

D. Conclusion

The result of this research can be concluded 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".

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