
AFFIXES ANALYSIS IN “THE PARABLE OF THE LOST SHEEP STORY” TO ENGLISH YOUNG -LEARNERS: A MORPHOLOGICAL PERSPECTIVE

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Abstract

The aims of this research were to know the kinds of affixes and how they were used in “the parable of the lost sheep story”. Affix is a part of morphology. Morphology is the study of the internal structure of word. There are two kinds of morphology, which are derivational and inflectional. Both derivational and inflectional morphologies are related to affixes. Affixes can be distinguished by two primary types, they are: prefixes and suffixes. Prefixes are attached at the beginning of a lexical item or base morpheme, while suffixes are attached at the end of a lexical item or base morpheme. Derivational affixes caused the semantic changes, while inflectional affixes result in no changes. Affixes are commonly used in many sentences to construct a story. Descriptive qualitative was used as the method to do this research. The results of this research showed that there are 6 suffixes found in the story, they are -es, -s, -ing, -ed, -ly and -th, and two prefixes, they are re- and step-.

Keywords

morphology, affixation, inflection, derivation



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INTRODUCTION

Learning English involves several skills, which include grammar, listening, speaking, writing, and reading. Among these, writing emerges as one with the greatest challenge caused by inequality between spoken and written language. According to Heaton (1988) “teaching writing skill is not easy as it requires not only grammatical and theoretical knowledge but also conceptual and judgmental skills”. Many different factors contributed to the existing difficulty of English writing, which include spelling, vocabulary, and grammar. Mastery of grammatical aspects is crucial, yet learners may encounter errors during the learning process. Additionally, writing intersects with linguistics, as it pertains to the study of language. Linguistics comprises different branches, each serving specific purposes and aiding learners in developing their writing skills.

Linguistics encompasses multiple levels, including phonology, morphology, lexis, syntax, semantics, and discourse. Each level plays a role in understanding language structure and usage. Morphology, for instance, examines derivational and inflectional processes. Derivational morphology focuses on creating new words and the principles guiding this process, regardless of a word's specific grammatical role. Inflectional morphology deals with variations in nouns, pronouns, and verbs to express grammatical contrasts in sentences, such as singular/plural or present/past tense distinctions.

Morphology originates from 'morph, which means form or shape, and 'ology,' denoting the study of something. August Schleicher, a German linguist, first coined 'morphology' as a sub-discipline of linguistics in 1859. According to Aronoff & Fudeman "morphology refers either to the mental processes involved in word formation or to the branch of linguistics concerned with words, their internal structure, and formation". It primarily deals with the structure of words, illustrated by examples like 'knowing,' 'knowingly,' and 'unknowingly,' which demonstrate derivational morphology through the addition of morphemes such as '-ing,' '-ly,' and 'un-' to the base word 'know.' March et al. (2014) highlight morphology as the study of forms in language beyond mere word identification. Morphology is vital for constructing linguistic units and structures, facilitating the adoption of new words from existing ones (derivational morphology) or adjusting a word's grammatical aspect based on contextual use (inflectional morphology). Khan, Akram, & Khan (2016) elaborate on morphology as an examination of linguistic components that unite to form a single linguistic unit known as a 'word.' These components, termed morphemes, are the minimal units of meaning or grammatical function. Morphemes are categorized into free morphemes, which can stand alone, and bound morphemes, which are always attached to free morphemes. Free morphemes include lexical morphemes with dictionary meanings and functional morphemes with grammatical roles. Bound morphemes encompass derivational and inflectional morphemes, with the former generating new words by altering their word class and the latter indicating grammatical function without changing word categories.

Affixation is a morphological process that is aimed at modifying a root or base word to create a new one. Affixes are categorized in two ways: based on their positions and functions. As Katamba (in Josiah & Udoudom, 2012) notes, affixes can be attached both before and after a base. According to position, affixes fall into three types: prefixes, infixes, and suffixes. Prefixes attach before a word, infixes are inserted within a word, and suffixes attach after a word. Functionally, affixes are classified into two

types: derivational affixes and inflectional affixes, as described by Brinton (in March et al., 2014). Derivational affixes alter a word to create a new word or change its meaning or part of speech. Examples include 'un' + 'happy' = 'unhappy' and 'develop' + 'ment' = 'development.' Inflectional affixes, on the other hand, do not create new words or alter meanings but rather provide additional information such as number, gender, tense, or person. Examples include 'pencil' + 's' = 'pencils' and 'walk' + 'ed' = 'walked.' Other type of affixes are presented below:

Table 1. Prefixes

Prefix	Meaning	Example
Ab-	Away from	Abnormal
Ad-	To, toward	Adhere
After-	Later, behind	Aftermath
Anti	Against, opposed	Antifreeze
Auto	Self	Automatic
Be	Make	Beside, beloved
Bi	Two	Bilingual
Com, con, co-	With, together	Community, connect, coexist
Contra	Against	Contradict
De	Downward, undo	Deactivate
Deci	Ten	Decimeter
Dis	Not	Disconnect
E, ex	Out of, prior to	Email, exclaim
Extra	Outside	Extraordinary
En, em	In, into, cover	Enrich, empower
Im	Not	Impossible
In	Into, not	Incomplete
Inter	Among	Interact
Macro	Large	Macroclimate
Magni	Great	Magnify
Mega	Huge	Megabyte
Micro	Small	Microchip
Mis	Wrongly	Misunderstand
Over	Above, beyond	Overload, overheat

Table 2. Suffixes

Suffix	Meaning	Example
Ant	One who	Assistant
Ar	One who	Popular
Arium	Place for	Solarium
Ble	Inclined to	Visible
Ent	One who	Patient, fluent, evident
Er	One who	Teacher, runner, singer
Er	More	Larger, better
Ery, ry	Products	Bakery
Ess	One who (female)	Waitress
Est	Most	Largest
Ful	Full of	Grateful
Ing	Material	Roofing
Less	Without	Careless
Ling	Small	Duckling, underling
Ly	Every	Daily, weekly
Ly	(adverb)	Happily, slowly
Ness	State of being	Happiness, darkness
Ology	Study of	Geology
Or	One who	Instructor
Ous	Full of	Adventurous
S, es	More than one	Cats, foxes
Y	State of	Funny, happy

A significant phenomenon in English learning is its commencement at an early age, particularly since the latter half of the century. This trend is driven by the global demand for communication skills, where English serves as a lingua franca. The process of information assimilation differs between Early Years Learners (EYL) and adults. EYL, starting from a young age, primarily engage with concrete vocabulary, requiring tangible objects for comprehension rather than abstract concepts like grammar. Young learners lack an understanding of linguistic concepts such as parts of speech and phonology.

Children exhibit distinct characteristics as language learners compared to adults. They display enthusiasm and eagerness to please teachers, yet may lose interest in tasks more quickly and struggle with maintaining motivation for challenging activities. Additionally, they have limited access to metalinguistic knowledge for

discussing language. Despite this, their lack of inhibition often aids in developing native-like accents. Understanding the characteristics of EYL is crucial for educators, as it influences various aspects of English teaching, including teaching style, methods, materials, lesson planning, and rapport-building. EYL are naturally curious and benefit from experiential learning, where they explore concrete to abstract concepts through hands-on experiences and visual aids.

Teaching English to young learners requires a tailored approach due to their unique characteristics. Special emphasis is placed on providing engaging materials to capture their limited attention spans and prevent boredom. Selecting suitable materials and comprehending EYL's characteristics are essential for successful teaching outcomes. Drawing from these theories, it can be inferred that EYL, who are more inclined towards visual learning, can enhance their writing skills through activities like watching movies. Educators should carefully select materials that align with EYL's preferences and provide relevant knowledge suited to their learning environment.

Derivation and inflection represent two fundamental linguistic processes for altering words to either create new forms or convey various grammatical meanings. Derivation involves the addition of affixes, such as prefixes or suffixes, to a base word, resulting in a new word with a different meaning or grammatical function. For instance, adding "un-" to "happy" transforms it into "unhappy," changing its meaning to the opposite, or attaching "-ship" to "friend" forms "friendship," altering it from a noun to another noun representing the concept of friendship. This process enriches vocabularies and facilitates the expression of nuanced meanings by generating fresh words from existing ones.

In contrast, inflection entails modifying the form of a word to denote grammatical categories like tense, aspect, mood, person, number, gender, case, or comparison. Unlike derivation, inflection typically maintains the core meaning of the word while altering its grammatical role within a sentence. For example, transforming "walk" into "walked" indicates past tense, or changing "cat" to "cats" signifies plurality. Inflection serves a crucial role in illustrating relationships between words in sentences and providing insights into a language's grammatical structure.

In short, derivation involves the creation of new words by affixation to a base word, whereas inflection focuses on altering a word's form to express grammatical features. Both processes contribute significantly to language's richness and flexibility, enabling effective communication and expression of diverse ideas.

METHODS

The descriptive qualitative method was chosen based on Best and Kahn's (1995) explanation, which defines that "it is a method focused on providing an explanation of symptoms related to the current situation, which involves noting, analyzing, and interpreting recent symptoms without manipulating the variables". Affixation is the morphemes added to the word to change the function or the meaning of a word. According to Crystal (2008: 16) "the morphological process whereby grammatical or lexical information is added to a stem is known as affixation (prefixation, suffixation, infixation). From an alternative point of view, affixes may be divided into inflectional and derivational types. The number of affixes in a word has been suggested as one of the criteria for classifying languages into types (the affixing index). This approach aims to present facts that is directly related to the existing problem. The research procedures involved reading the stories, identifying prefixes and suffixes, classifying them, and analyzing their usage. These steps were undertaken to assess the effectiveness of using stories to teach affixes to English Young Learners (EYL).

RESULTS AND DISCUSSION

The steps in doing the research were: asked students to read the story, identified the affixes, classified affixes, analyzed them. Here is the story that was used as the instrument to do the research.



The parable of the lost sheep in New International Version bible:

Now the tax collectors and sinners were all gathering around to hear Jesus. But the Pharisees and the teachers of the law muttered, "This man welcomes sinners and eats with them." Then Jesus told them this parable: "Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? And when he finds it, he joyfully puts it on his shoulders and goes home. Then he calls his friends and neighbors together and says, 'Rejoice with

me; I have found my lost sheep.' I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent.

The parable of the lost sheep in King James Version bible:

Then drew near unto him all the publicans and sinners for to hear him. And the Pharisees and scribes murmured, saying, This man receiveth sinners, and eateth with them. And he spake this parable unto them, saying, what man of you, having a hundred sheep, if he lose one of them, doth not leave the ninety and nine in the wilderness, and go after that which is lost, until he find it? And when he hath found it, he layeth it on his shoulders, rejoicing. And when he cometh home, he calleth together his friends and neighbours, saying unto them, rejoice with me; for I have found my sheep which was lost. I say unto you, that likewise joy shall be in heaven over one sinner that repenteth, more than over ninety and nine just persons, which need no repentance.

Table 3. Affixes in the Parable of the Lost Sheep (King James Version)

S	Publicans (plural)	Pemungut cukai
	Pharisees (plural)	Orang farisi
	Scribes (plural)	Penulis
	Shoulders (plural)	Pundak
	Friends (plural)	Teman
	Neighbours (plural)	Tetangga
	Persons (plural)	Orang
	Sinners (plural)	Pendosa
Ed	Murmured	Bergumam
Ing	Saying	Mengatakan
	Having	Memiliki
	Rejoicing	Gembira
Th	Receiveth	Menerima
	Eateth	Makan
	Doth	Melakukan
	Layeth	Berbaring
	Cometh	Dating
	Calleth	Memanggil
	Repenteth	Bertobat

Table 4. Affixes in the Parable of the Lost Sheep (New International Version)

-es	Goes (3rd person)	Pergi
-s	Collectors (plural)	Kolektor
	Sinners (plural)	Pendosa
	Pharisees (plural)	Orang-orang farisi
	Teachers (plural)	Guru
	Welcomes (3rd person)	Menyambut
	Eats (3rd person)	Makan
	Loses (3rd person)	Kalah
	Finds (3rd person)	Menemukan
	Puts (3rd person)	Menaruh
	Shoulders (plural)	Pundak
	Calls (3rd person)	Memanggil
	Neighbors (plural)	Tetangga
	Says (3rd person)	Mengatakan
	Repents (3rd person)	Bertobat
	Persons (plural)	Orang
-ing	Gathering	Mengumpulkan
	Rejoicing	Kegembiraan
-ed	Muttered	Bergumam
-ly	Joyfully	Dengan gembira

Based on the findings above, there are many suffixes found in the story. There are 6 suffixes found in both version of the story, they are -es, -s, -ing, -ed, -th and -ly.

CONCLUSION

The parable of the lost sheep has many affixes within. There are two kinds of affixations there, derivational affixes and inflectional ones. All of them are suffixes, and they are inflectional. The suffixes found in the story are -er, -ed, -s, -ly, -th and -ing. Suffix -s becomes the most common used in the both versions, while suffixes -ed and -ly are the least ones because only one suffix found for each of them.

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