

## A CONTRASTIVE ANALYSIS BETWEEN ENGLISH AND INDONESIAN PREFIXES AND SUFFIXES IN THE DESCRIPTIVE TEXTS OF STUDENT'S TEXTBOOKS

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### Abstract

This study is aimed at describing the kinds of the English and Indonesian prefixes and suffixes mostly found in the descriptive text of student's and finding the similarities and dissimilarities. The writer used descriptive qualitative research method. To collect the data, the writer used documentation technique. In analyzing the data the writer used descriptive analysis. After investigating the data, the writer found out four types of English prefix; quantified, locative, temporal, and negation prefixes. English suffixes have four types; nominal, verbal, adjectival, and adverbial suffixes, and five types of Indonesian prefixes; forming verb, forming adjectival, forming noun, forming numeral, and there forming interrogative. The writer also found out thirty two prefixes and suffixes words categorized as English Prefixes and Suffixes, and twenty prefixes and suffixes words categorized as Indonesian Prefixes and Suffixes. The writer found out the similarities and dissimilarities. The similarities between English Indonesian prefixes and suffixes in the descriptive text were on prefixes in line with quantity, and suffixes in line with nominal, verbal, and adjectival suffixes. While the dissimilarities were on prefixes and suffixes. In English prefixes, there were no types of prefixes that forming verb, adjective, noun, and interrogative. While in Indonesian prefixes, there were no types of prefixes such as locative, temporal, and negation prefixes. In English suffixes there were no forming numeral and interrogative. In Indonesian There was no adverbial suffix.

**Keywords:** contrastive analysis, english and indonesian prefixes and suffixes.

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### Introduction

Language is the way of human communication, either spoken or written. It is regarded on language areas. Richards, et al., (2002) say "language was the system of human communication which consists of the structural arrangement of sounds (their written representation) into large units, e.g. morphemes, words, sentences, utterances, etc" (p.283). As one of the language areas, vocabulary term of word forming have multiple meanings related to prefixes and suffixes. According to Broukal (2002), prefix is a form added in front of a word or word root to change its meaning, and suffix is a combination of letters added to the end of a word or word root (p.139-179). Suffixes are used either to form new words or show the function of a word. From the definition can be known that both prefix and suffix can create a new

word. Besides that when prefix and suffix are added in a word so it may change the meaning of a word, and word classes.

Bieswanger and Becker (2006) state that prefixes were affixes that were attached to the beginning of a base, such as anti- in the noun antihero (anti-hero), dis- in the verb disarm (dis-arm), or un- in the adjective unfair (unfair). Suffixes are attached to the end of a base, such as -ness in sadness (sad-ness), -ing in weeping (weep-ing), or -est in deepest (deep-est). Most affixes of English are prefixes and suffixes (p.84). Morphemes were the minimal linguistic sign in all languages, and many languages have prefixes and suffixes, but each language may differ in how they use and name their morphemes. For example in Indonesian language, affix was studied also in the structure of word but Indonesian people usually call affix

“imbuhan”, prefix was called “awalan”, and suffix is called “akhiran”. Some examples of Indonesian prefixes and suffixes as follow: me- (memakan, meminum, menulis), ber- (berjalan, bermalam, berambisi), ke- (kekasih, ketua, kehendak). Those are the example of Indonesian prefixes. Then, the examples of the suffixes are –an (kampung, cantikan, jalanan), -iah (alamiah, jasmaniah, rohaniah), -if (efektif, produktif, konsumtif).

From the definition stated, the writer can conclude that English and Indonesian affixes, prefixes, and suffixes were almost the same. Other similarities between them, it can change the meanings of words, word classes and function of word root and the meaning can be different with the word root or the base. However, both also have differences. It may occur in the using of prefix and suffix in a word, the meaning and the function of word after adding prefix and suffix. Prefix and suffix in English and Indonesian are somehow different in some ways.

To know the similarities and differences between English and Indonesian prefixes and suffixes in the descriptive texts of student’s textbook, the writer used the contrastive analysis. Brown (2007) says “A contrastive analysis was a language approach that contrast between two languages (p.273). In this case contrastive analysis was To compare between two languages like english and indonesia. Contrastive Analysis Hypotesis (CAH) state that the obstruction of second language acquisition is interference of the first language system and the second language system”. In this research, writer will contrast interrogative sentences between Indonesian as first language and English as foreign language. Moreover, the language learners could understand the differences of interrogative sentences in English and

Indonesian language clearly. They will know how to construct good interrogative sentence in both of languages that have main advantage in communication. Based on some problems have been mentioned stated, the writer decided to analyze the differences of prefix and suffix under the title “A Contrastive Analysis between English and Indonesian Prefixes and Suffixes in the Descriptive Texts of Student’s Textbooks”.

### **Problems of Research**

The writer formulated the problem as follows:

1. What are the similarities and dissimilarities between English and Indonesian prefixes and suffixes in descriptive text of student’s textbooks?
2. What are the possible problems faced by Indonesian student and EFL student in learning English and Indonesian prefixes and suffixes in descriptive text?
3. What is the contribution of the study to Teaching English as a foreign language (TEFL)?

### **Literature Review Contrastive Analysis**

According to Richards, et al., (2002), Contrastive analysis was the comparison of two languages, for example, the sound system or the grammatical system. It was firstly developed and practiced in the 1950s and 1960s, as an application of structural linguistics to language teaching, and is basically based on the following assumptions, as stated below.

- a) The main difficulties in learning a new language are caused by interference from the first language.
- b) Those difficulties can be predicted by contrastive analysis.
- c) Teaching material can make use of interference (p.119).

On the other side, Kridalaksana (2008) says that contrastive analysis in

such an analysis which was conducted to find out the differences and the similarities of sound into different languages (p.135). It means that contrastive analysis was to compare between two languages. Moreover, James (in Anggraini, 2012) states that contrastive analysis was firstly suggested by Whorf as contrastive linguistics, a comparative study which emphasizes on linguistic differences. James (in Anggraini, 2012) also states that contrastive analysis is concerned with the way in which native language affects foreign language learning in the individual (p. 8). In brief contrastive analysis was that it can affect the learning of foreign languages in individuals.

According to Tarigan (2009), contrastive analysis was like a transferring analysis which is parsed and formulated in the form of a theory of stimulating psychology. Tarigan (2009) also states that this analysis was legally practiced in the 1950s as an application of structural linguistics in language teaching, and based on some assumptions (p.3). In this context contrastive analysis was analysis which was parsed and Applied in the form of psychology. They are as follows:

- 1) There must be an interference of L1 in learning a new language (target language).
- 2) Some problems faced in learning a new language (target language) can be predicted by using a contrastive analysis.
- 3) A contrastive analysis can be used as a guidance for a teacher, especially a teacher of English, in teaching pronunciation, in term of phonology.

### **English Prefixes and Suffixes**

Before understanding prefixes and suffixes, it never hurts to know first about word and morpheme. Plag (2002) introduces the crucial notion of morpheme as the smallest meaningful

unit. Some words consist of just one morpheme; some consist of several. Morpheme divided into two parts; free morpheme and bound morpheme (p.25). It means that morpheme which can stand alone and has lexical meaning is free morpheme. Whereas bound morpheme cannot stand alone and should be attached to the root or stem or base.

Some of the morphemes were attached to the beginning or the end of words. These are affix. Swan (2005) states that Affix was a standard set of letters attached to a root word that creates a new word. An affix was not able to be used alone in language but must be attached to another unit such as a root word (p.419). In this context Affix was a term that can create new words and new meaning. Then affix is can not stand alone. The word affix was a general term for a prefix, a suffix. According to Carter (2007) affixes attached to the beginning of words are prefixes; those attached to the ends of words are suffixes (p. 471). In this case The prefix was affix found at the beginning of the word, whereas the suffix was the affix contained at the end of the word.

#### **1. Prefixes**

Based on the explanation above, prefixes were free morphemes which added in the beginning of words. Plag (2002) states that the prefixes can be classified semantically into the following groups (p.123-127). Those were:

##### **a) Quantified Prefixes**

There was a large group that quantify over their base words meaning, for example, uni- (unilateral, unification), bi- (bilateral, bifurcation) and di- (disyllabic), multi- (multi-purpose, multi-lateral) and poly- (polysyllabic, polyclinic), semi- (semi-conscious, semi-desert), micro- (micro-surgical, microwave), macro- (macroeconomics, macro-biotic), hyper- (hyperactive,

hypermarket) and over- (overestimate, overtax).

#### b) Locative Prefixes

There were numerous locative prefixes such as circum- (circumnavigate, circumscribe), counter- (counterbalance, counterexample), endo- (endocentric, endocrinology), epi- (epiglottis, epicentral), inter- (interbreed, intergalactic), intra- (intramuscular, intravenous).

#### c) Temporal Prefixes

There were temporal prefixes expressing notions like ante- (antechamber, antedate), pre- (preconcert, predetermine, premedical), post-, (post-structuralism, post-modify, post-modern) and neo- (neoclassical, Neo-Latin).

#### d) Negation Prefixes

The fourth group consists of prefixes expressing negation a- (achromatic, asexual), de- (decolonize, deplete), dis- (disassociate, disconnect), in- (illegal, irregular), non- (non-biological, non-commercial), un- (unhappy, unsuccessful).

## 2. Suffixes

Suffix was also categorized as bound morpheme, such a Prefix. However, it is rather different. Broukal (2002) states that a suffix was a combination of letters added to the end of a word or word root. Suffixes were used either to form new words or show the function of a word (p.179). It means that Suffix was a combination of letters added in the word to form new words and their functions. Plag (2002: 109-123) divided suffix into several types, they were:

#### a) Nominal Suffixes

Plag (2002) states that nominal suffixes were often employed to derive abstract nouns from verbs, adjectives and nouns. Such abstract nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like.

Another large group of nominal suffixes derives person nouns of various sorts. Very often, these meanings were extended to other, related senses so that practically each suffix can be shown to be able to express more than one meaning, with the semantic domains of different suffixes often overlapping (p.109). In this case nominal suffixes was nouns that can show more than one meaning.

There were the examples of nominal suffixes. They were: -age (marriage, coverage), -al (approval, arrival), -ance (and with its variant -ence/-ency/ancy) (performance, independence), -ant (applicant, defendant), -ee (employee, interviewee), -er (performer, actor), -ess (stewardess, waitress), -ful (cupful, handful), -ing (running, building), -ion (education, connection), -ist (novelist, scientist), -ment (development, treatment), -ness (happiness, darkness), -ship (friendship, relationship).

#### b) Verbal Suffixes

There were four suffixes which derive verbs from other categories (mostly adjectives and nouns), -ate, -en, -ify and -ize. The examples of them were: -ate (dominate, irritate), -en (harden, lengthen), -ify (identify, magnify), -ize (feminize, Americanize).

#### c) Adjectival Suffixes

Adjectival suffixes were the suffixes that can form adjective meaning. The word that can change into adjective was noun and verb. Suffixes form adjectival meaning from verb is -able, -ive. From noun into adjectival meaning, the suffixes were -al, -ed, -ful, -ic, -ing, -ish, -less, -ly, -ous, -y. This was the examples of these suffixes in a word. From verb into adjectival meaning, -able (avoidable, readable), -ive (offensive, productive). Example of a word which has adjectival meaning from noun by adding suffixes; -al (informal, criminal), -ed (air-minded, bearded), -ful (grateful, helpful), -ic(al) (heroic, economical), -

ing (surprising, boring), -ish (foolish, childish), -less (hopeless, priceless), -ly (manly, daily), -y (noisy, dirty), -ous (ambitious, nervous).

#### d) Adverbial Suffixes

There were three suffixes which form adverb meaning. That was the examples of them, -ly (slowly, aggressively), -wise (clockwise, weather-wise).

### Indonesian Prefixes and Suffixes

A large number of the words used in the Indonesian language are formed by combining root words with affixes and other combining forms. Knowing how affixes are used is the key to understanding the meanings of derived words and in learning to read Indonesian language. If you know the meaning of a root word and the rules for each type of affix, you will be better able to understand and predict the meanings of the words derived from that root word. Sometimes, a root word needs to add an affix so that can be used.

This affixes can change the meaning, kind, and function of words becomes other words that different function with the root word. It is such English affixes, Indonesian affixes is also classified into seven groups, which are prefix, suffix, infix, simulfiks, konfiks, superfiks, combination affix. However, this research only focuses on prefix and suffix.

#### 1. Prefixes

Kridalaksana (2008) define prefixes were affix that added in front of the root word (p.199). The kinds of prefixes are:

##### a) Forming Verb

The examples of Prefixes that form verbs were: me- (memakai, membuat), ber- (berpikir, berdagang), per- (perbagus, peristri), ter- (terkenal, terpesona), ke- (ketawa, kebaca).

##### b) Forming Adjective

The examples of it were: se- (seberat, sekecil), ter- (terpanas, tersembunyi),

ber- (berambisi, bersatu), me- (merakyat, mendua), pe- (pemalas, pendendam).

##### c) Forming Noun

Some prefixes that form noun are ke-, pe-, se-. Those were examples the prefixes in a word, ke- (kehendak, kekesih), pe- (penulis, penyanyi), se- (sekantor, sealiran).

##### d) Forming Numeral

There were two Prefixes in this type. That was ke- (kedua, keenam), and ber- (berlima, bertiga).

##### e) Forming Interrogative

This type was used for asking question. The Prefix me- (mengapa) was the only one Prefix which included in this type.

### 2. Suffixes

Kridalaksana (2008) define Suffixes were affix that added in the end of the root word (p.230). The kinds of Suffixes are:

##### a) Forming Verb

This prefix can change the root word to be verb meaning. The example of this type was suffix -in (bikin, doain).

##### b) Forming Adjective

There were eight suffixes which derive adjective form. That was -an (cantikan, kampung), -al (individual, material), -il (idiil, prinsipil), -iah (alamiah, jasmaniah), -if (efektif, produktif), -is (teknis, praktis), -istis (optimistis, materialistis), -i (kimiawi, manusiawi).

##### c) Forming Noun

The example Suffixes that form noun were -an (tulisan, manisan, daratan), -at (muslimat, hadirat), -si (politisi, kritisi), -in (hadirin, muslimin), -ir (importir, eksportir), -us (politikus, kritikus), -is (connected with suffix -isme) (such as kapitalis, kapitalisme), -or (koruptor, diktator), -tas (kualitas, universitas).

##### d) Forming Numeral

Suffix -an in word puluhan and ratusan constitute the example of this type.

## e) Forming Interrogative

Ini surat apan sih!, the word apan was attached suffix -an that form interrogative meaning.

### Descriptive Text

Description text was a description that describes or gives something very clearly so that the reader as if expressed or experience things or events depicted it. Bima (2005) descriptive text was a text to describe a particular person, place or things (p. 15). In this case descriptive text was Text that describes something clearly for the reader as if experiencing the events. According to Mukarto (2007) that Descriptive text was a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. the structure of a text was called the generic structure. Descriptive text was likes describe white house, animals, fruits, etc (p. 140). It means that descriptive text was a text to describe something such as, place, person, animal and so on. Descriptive text aims to describe and disclose or describe the characteristics of objects, people, animals, places and others. Descriptive text made without doing research in detail so I'll just write descriptive text stories based on what he saw and heard.

According to Oshima and Hogue (1997), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In additon, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer 31of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader (p.50). In brief Descriptive is to explain something clearly so that the reader can imagine as if seeing the event or place.

The generic structure of a descriptive text are as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject. While the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings; (6) use of action verbs to describe the subject's behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

### Method of Research

To find out the similarities and dissimilarities as well as some predictions of possible problems or difficulties faced by both Indonesian students and English speaking students in learning both English and Indonesian prefixes and suffixes in relation to morphology. Thus, the writer used the descriptive qualitative method. Tavakoli (2012) states descriptive method is to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various field of inquiry. It is concerned with conditions or relationship that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing.

### Technique for Collecting Data

The writer selected the textbooks firstly. The English textbooks entitle Bahasa Inggris for Junior High School student year VIII, Contextual Teaching and Learning bahasa inggris for junior high school student year VIII, and Bahasa Inggris for Junior High School student year VII, were chosen because this textbook contained many example of Descriptive texts. The Indonesian textbooks that the writer selected were Bahasa Indonesia (wahana pengetahuan) for Junior High School student year VIII, Buku Siswa Bahasa Indonesia For Junior High School student year VII, and Bahasa Indonesia for Junior High School student year VII. It also had the example of descriptive text. Besides that, all of the textbooks also gave the explanation of descriptive was very clearly.

After selecting the textbooks, then the writer separated the descriptive texts with other text types contained in the English and Indonesian textbooks. Then, from the descriptive texts the writer separated the words that added by prefix and suffix with the other words. After that, the words were classified based on the kinds of English and Indonesian prefix and suffix and listing the data. Finally, the writer tried to find out the similarities and the differences among them and takes the conclusion.

### Findings and Interpretation

The writer found the kinds of English and Indonesian prefixes and suffixes in descriptive text. It was known that there were thirty two prefixes and suffixes in English such as /-in/ /-mis/ /-sub/ /-ly/ /-wise/ and -less. Moreover, there were also twenty prefixes and suffixes in Indonesian such as /-ke/ /-ber/ /-se/ /-at/ /-in/ and /-or/. The writer also found the similarities and dissimilarities between English and Indonesian prefixes and suffixes. The similarities of English and Indonesian prefixes was Both have a same type of

prefixes that show number or quantity, Between English and Indonesian have three same types of suffixes. The dissimilarities were Kinds of Prefixes In English prefixes and Kinds of Suffixes In English suffixes.

There were also some possible problems faced by Indonesian students and EFL students when learning English and Indonesian prefixes and suffixes. such as Indonesian students have problem when learning English prefixes, especially in negation prefixes, and EFL students have problem when learning Indonesian prefixes, especially in types of prefixes. Then the contribution of this study was the teachers know more on the scopes of English and Indonesian prefixes and suffixes in descriptive text.

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