

## **ABILITIES OF CLASS X SMAN 1 SIGLI STUDENTS IN IDENTIFYING AFICTORS IN THE EXPOSITION TEXT**

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### **ABSTRACT**

The problems posed in this study are (1) how is the ability of class X students of SMAN 1 Sigli to identify prefixes in the exposition text, (2) how is the ability of class X students of SMAN 1 Sigli to identify suffixes, and (3) how is the ability of class X students of SMAN 1 Sigli Identifying confixes in the exposition text. The population in this study were all students of X SMAN 1 Sigli, totaling 130 students with a sample of 32 students. Samples were taken at intervals. In this study, researchers used quantitative descriptive methods. The process of collecting research data was carried out using test techniques. After that, the data is processed using quantitative techniques in the form of calculating the mean (mean). The average value obtained from the data analysis shows the ability of class X students of SMAN 1 Sigli to identify each aspect, the average value obtained by students from the aspect of identifying prefixes is 69.8, the value is classified into the sufficient category, the average value that is obtained from the aspect of identifying the suffix is 52.8 the value is classified into the sufficient category, and the average value obtained from the aspect of identifying the confix is 65.7 the value is classified into the sufficient category. The average score of all aspects obtained by class X students of SMAN 1 Sigli is 69, which is included in the moderate category, namely in the range of values 56-69.

**Keywords: Students' abilities, identify, affix, exposition text**

### **INTRODUCTION**

Indonesian language learning is very important learning in education. The role of the Indonesian language as an introduction to science is certainly not a coincidence. Indonesian language learning is studied from basic education to college. One of the goals of learning Indonesian is to study other fields of study. This means that learning Indonesian should be functional because in addition to mastering the rules of the language, students must use Indonesian for various purposes in life.

Indonesian language learning in class X SMA 2013 curriculum is presented in several forms of text, both spoken and written. Text-based learning began to be initiated since the implementation of the 2013 Curriculum. There are several reasons

for text-based learning, namely first through text, students' abilities can be developed systematically and critically, secondly text-based material is more relevant to the characteristics of the 2013 curriculum which includes three areas of education, namely knowledge, skills, and attitude. In addition, learning is also focused on students (student center) in teaching and learning activities in class so that students are more active and creative.

The texts presented in the 2013 Curriculum for grade X SMA include exposition text, news text, advertisement, poetry text, and explanatory text. The five types of text certainly have differences in both the function of the text, the structure of the text, and the characteristics of the language of the text. Based on these

differences, the researcher is interested in examining the students' ability to identify linguistic elements in the exposition text. Expository text has two linguistic elements, namely, word class and affixes. However, in this study the researcher focused more on the ability of class X students of SMA Negeri 1 Sigli to identify affixes in the exposition text.

Identifying is an activity to recognize or find out a problem. Identifying can also be interpreted as an activity to provide information or provisions for something. In this study, what is meant by identifying is determining affixes in the exposition text which include prefixes, suffixes, infixes, and confixes.

Affix is a bound form when added to another form will change the grammatical meaning. Thus, it can be concluded that affix is a bound form (affix) which is added to the root word which will later change the function and meaning of the word. The process of adding affixes to basic words is called affixation.

Kridalaksana (2001:3) also explains that affixation is the process of affixing an affix (affix) to a basic form. The affixation process can be divided into several forms, namely, prefix (prefix), suffix (suffix), middle affix (infix), and combined affix (confix and simulfix). This affixation process aims to produce a new meaning from a word with a specific purpose. For example, the word *hoe* can change its meaning if you add an affix, for example *meN- + hoe* becomes *hoe*. The word *hoe*, which originally had a meaning as a noun, turned into a verb.

In the use of affix language, we very often find it in various types of texts, one of which is in the exposition text. Kosasih (2014: 25) exposition text is a text study that contains an author's opinion or idea through his point of view which serves to convince others that the arguments he delivers are factual and real. An article or writing that has a function to explain, convey, or describe a

things that aim to increase the reader's knowledge and views are also called exposition texts (Bukhari, 2010:131). Based on the expert's opinion above, it can be interpreted that an exposition text is a text that contains an explanation of an event or topic that aims to inform readers about something.

Based on the background of the problem that the research describes, the problem formulations in this study are as follows. (1) How is the ability of class X SMAN 1 Sigli students in identifying prefixes in the exposition text? (2) How is the ability of class X SMAN 1 Sigli students in identifying suffixes in the exposition text? (3) How is the ability of class X SMAN 1 Sigli students in identifying infixes in the exposition text? (4) How is the ability of class X SMAN 1 Sigli students in identifying confixes in the exposition text?

Based on the formulation of the problem that the researcher has described, the objectives of this study are as follows. (1) Describe how the ability of class X SMAN 1 Sigli students in identifying prefixes in the exposition text. (2) Describe how the ability of class X students of SMAN 1 Sigli in identifying suffixes in the exposition text. (3) Describe how the ability of class X students of SMAN 1 Sigli in identifying infixes in the exposition text. (4) Describe how the ability of class X SMAN 1 Sigli students in identifying combined affixes in the exposition text.

This research has two benefits, namely theoretical benefits and practical benefits. Theoretically, this research is expected to provide benefits in science to Indonesian language learning. In practical terms, this research is expected to provide the following benefits. (1) For teachers, this research is expected to be a positive input as well as a reference and guidance for teachers in schools in teaching affixes to students. (2) For students, this research is expected to be useful to find out how much potential they have in identifying affixes contained in the

exposition text and also as a motivation for students to cover up deficiencies in identifying affixes. (3) For the researcher, this research is expected to be useful to increase the writer's insight and knowledge, especially in identifying affixes in various texts, especially in exposition texts.

## **RESEARCH METHOD**

### **Research Approach**

The approach used in this research is a quantitative approach. Noor (2010: 38) states that quantitative research is a method for testing certain theories by connecting between variables. These variables are measured (usually by means of research instruments) so that data consisting of numbers can be analyzed based on statistical processes. Therefore, according to the researcher, the appropriate approach to this study is a quantitative approach because through this approach it can be measured how much the ability of class X students of SMAN 1 Sigli to identify affixes in the exposition text.

### **Types of Research**

The type of research used in this research is descriptive research. Research conducted with the aim of describing or describing a state of a variable is called descriptive research. This variable can later be explained by numbers or in words. This type of research is considered appropriate because the researcher tries to see how the ability of class X students of SMAN 1 Sigli to identify affixes in the exposition text.

### **Research Population**

Population is a collection of data or all data that has certain characteristics which later can be used as an object for researchers to conduct a study. The population of this study were students of class X SMAN 1 Sigli, all of whom were 143 students spread over five classes, class X-A to IX -B. Each class consists of 28 to 29 students.

Research that is carried out only by examining a portion of the population is called a sample study. Sample part of the population. The sample is a part or representative of the population under study (Arikunto 2010: 174). In this study, researchers took samples using the interval sampling technique. Researchers took a sample of 25% of the students, amounting to 32 students. If the total population is divided by one hundred and then multiplied by 25, the number of students studied by the researcher is 32 students.

According to the researcher, the 32 students were representative to represent the entire population. Data processing used in this research is quantitative descriptive technique. Quantitative descriptive is a data processing technique whose purpose is to describe and analyze groups of data without making or drawing conclusions on the observed population.

### **Data Processing**

The steps taken to perform data processing are, 1) Checking student work results, and 2) Giving scores based on predetermined aspects of the assessment. Each score obtained by students is calculated as the level of ability of the student concerned. 3) compile the research data obtained by students for each affix found in a table. Furthermore, the analysis was carried out by calculating the average value of the scores given to the affixes identified by students. The data of this study were analyzed descriptively quantitatively.

### **Data Analysis**

The research data were analyzed descriptively quantitative. The steps used for this data analysis process are as follows.

1. Arrange all the scores obtained by students from the results of identifying affixes in the exposition text, then sort the values from highest to lowest.
2. Find the average value using the following steps.

- a) Determine the range (R) with the formula  $R = H - L$  Information: R: Range H: Highest value L: Lowest value
- b) Determine the number of class intervals using the rule of struges Multiple Classes =  $1 + (3,3) \log n$
- c) Determine the length of the interval class using the formula by Sudjana (1996: 47)  $P = \text{Range} / (\text{Many Classes})$
- d) Arranging a group data frequency distribution table based on the rules obtained from numbers a, b, c. e) Finding the average (mean) using the following formula.

$$M = (\sum fX) / N$$

Information:

Mx = average value

f = frequency

X = number of values

N = a lot

- e) Next, look for the percentage of students' ability to identify affixes in the exposition text using the formula:  $P = f / n \times 100\%$

Information :

P = percentage number

f = the frequency with which the presentation will be sought

n = amount of data

In calculating the percentage, it is also based on the classification of the assessment. Researchers used an assessment classification scale by the Ministry of National Education (2006: 57).

## FINDING AND DISCUSSION

The data on the ability of class X students of SMAN 1 Sigli were grouped into three aspects of assessment, namely, (1) aspects of the assessment of students' abilities to identify prefixes, (2) aspects of assessing students' abilities to identify suffixes and, (3) aspects of students' abilities to identify confixes. From the results of data processing, the researcher obtained the

average value of the ability of class X students of SMAN 1 Sigli to identify affixes in the exposition text was 69.

These results are generated from the process of calculating the average value using statistical formulas. Value classification refers to the provisions made by the Ministry of National Education (2006: 57). The value of 69 falls into the range of values 56-69 which is categorized as sufficient. In addition to the overall assessment, the researcher also made an assessment of each of the aspects studied. The explanation is as follows.

### 1. Aspects of Identifying Prefixes in The Exposition Text

The prefix form found in the presented exposition text is 43 prefixes. Students are only asked to identify the prefix of 20 prefixes from the entire existing prefix. If students can identify as many as  $\geq 20$  prefixes then the student gets a score of 40 points. Then if students can identify as many as 14-19 prefixes, the students will get a score of 30 points. However, if students can identify as many as 8-13 prefixes then the student will only get a score of 20 points and if students can identify the prefix  $\leq 7$  then the student will get a score of 10 points.

From the results of data processing and data analysis, the researcher saw that students got a score of 40 with the identification results of the prefix  $\geq 20$  prefixes amounted to 4 people, students who got a score of 30 with the identification results of 14-19 prefixes totaled 16 people, students who got a score of 20 with identification results 8 -13 prefixes amount to 9 people, and students who get a score of 10 with the identification results of the prefix  $\leq 7$  are 3 people.

From the results of this data collection, it can be seen that the ability of class X students of SMAN 1 Sigli in identifying prefixes is very diverse which is divided into three categories of prefixes, namely, (a) students who are able to identify prefixes as

a whole, (b) students who are able to identify prefixes but do not understand basic words, and (c) another tendency, namely students have difficulty in distinguishing the use of allomorphs of meN- and peN- and their use in letters that experience pulverization (k, p, t, s).

In the following, the researcher presents one of the students' work to identify affixes that do not understand basic words. a few answers written by the students. a few words a little is a root word that has not undergone any affixation process (still in the basic form). The quotations from the answers to the students' work above show that the word little is a basic word that has not undergone any affixation (affixation) process, the word is still in the form of the root word. Students mistakenly recognize a little root word because students do not understand standard root words. If the word that the student understands a little is a word that has a prefix it means that the root word is little.

In KBBI the correct root word is a little bit, not a little. So, the word little actually doesn't experience any affixation. The second problem students face is a lack of understanding of allomorphs of meN- and peN-. The following is an example of the student work that the researcher found. The added word when it is added to the allomorph means the letter / t / in the base word added experiences pulverization so that it becomes added.

However, the students answered by writing the allomorph instead of men-, while the correct allomorph was men- if the allomorph was me, then the letter / n / contained in the word added did not belong to the allomorph nor did it have the added root. So, the correct allomorph used in the added root is the men- allomorph.

From the previous explanation it can be seen that the difficulty of students in identifying prefixes is based on the inability of students to recognize basic words and recognize the use of allomorphs and letters

(k, p, t, s) when juxtaposed with affixes. This is the problem when students identify the prefix in the exposition text. The average score obtained from the students' work to identify the prefix was 69.8 which was included in the enough category by occupying the range of values 56-69.

## **2. Aspects of Identifying Suffixes in the Exposition Text**

The second aspect of assessment is identifying the suffix in the exposition text. Only a few suffixes in the exposition text are found, there are 4 words with suffixes, namely, action, field, terrain, and stress. All the words with the suffix all use the suffix (-an). If the student can identify the four suffixes then the student will get a score of 20 then if the student can identify 3 suffixes then the student will get a score of 15. If the student can identify 2 suffixes then the student will get a score of 10 and if the student only finds 1 suffix then the student only gets a score of 5 points.

From the results of data processing students who get a perfect score are 4 people. Students who get a score of 15 with the identification results of 3 suffixes total 14 people, students who get a score of 10 with the identification results of 2 suffixes total 3 people, and students who get a score of 5 with the identification results of 1 suffix totaling 3 people. There are also students who cannot identify suffixes at all. There were 8 students who could not identify the suffix at all.

Student work results in identifying suffixes were low because many students could not distinguish between suffixes and confixes. For example, the word followed in the word, there were some students who answered by cutting off words that should fall into the confix category (di + follow + -i) but were put into the suffix category (follow + -i) students often cut off the affix in the base word because they assumes that all words that have a suffix are classified as

suffixes even though the word also has a prefix prefix which should fall into the confix category (prefix prefix + suffix affix). This becomes an obstacle for students in identifying suffixes in the exposition text. The average score for identifying suffixes is 52.8. The value of 52.8 is included in the less category by occupying the value range 40-55.

### 3. Aspects of Identifying Confixes in the Exposition Text

The last aspect of the assessment is the student's ability to identify confixes in the exposition text. In the exposition text that is presented there are many confixes in which there are approximately 40 confixes contained in the text. The researcher only asks students to identify a maximum of 20 confixes with a score of 40. If students can identify as many as 14-19 confixes, the student will get a score of 30 points.

Furthermore, if students can identify as many as 8-13 confixes then the student will get a score of 30 points and if the student can identify  $\leq 7$  then the score that will be obtained by the student is 10. From the results of data processing students who get a score of 40 total 14 people, students 5 people who get a score of 30, 10 students who get a score of 10, 2 students who get a score of 10, and 1 student who doesn't find a confix at all.

There are several students who are able to identify confixes perfectly, that is, students are able to distinguish between root words and the affixes that follow them. However, there are some students who understand the basic words and affixes that follow them but do not understand the forms of affixes or allomorphs contained in these root words. The following is an example that the researchers took from one of the students' work to identify confixes. to cause to +-+ to + should with the root of effect.

From the quotation above, it is clear that students are able to identify confixes but are less able to determine the allomorphs used in these root words. This is the problem

for students in identifying confixes in the exposition text. In identifying the confirmations of the mean score of students, they were found to be in the sufficient category with an average score of 65.7 which was included in the 56-70 value range.

From the results of the research that has been carried out, we can see that there are still many deficiencies in student work. These deficiencies include identifying the affixes used in the exposition text. Most of the students were able to identify affixes but did not understand the root words that experienced pulverization (k, p, t, s). In addition, there are also students who have difficulty determining suffixes and confixes.

There are also students who do not understand the allomorph forms contained in each affix. There are also students who do not understand basic words in accordance with KBBI. So it can be concluded that students still need further understanding of affixes and their use in basic words so that later students are expected to be able to identify affixes as a whole properly and correctly. However, it is possible that there are students who can find affixes and understand the root words perfectly.

### CONCLUSION(S)

Based on the results of research and data processing, the researcher concluded that the ability of class X students of SMAN 1 Sigli to identify affixes in the exposition text could be classified into the sufficient category. This is because the average score obtained by class X students of SMAN 1 Sigli identifies affixes in the exposition text is 69. The results of the mean scores obtained by these students are classified based on the classification of assessments from the Ministry of National Education in 2006 on page 57.

In addition, students also have an average score for each aspect of the assessment, namely, (1) for the ability of class X students of SMAN 1 Sigli to identify the prefix in the exposition text obtains an

average value of 69.8, (2) for the ability of students Class X SMAN 1 Sigli identifies the suffix in the exposition text obtains an average value of 52.8, and (3) for the ability of class X students of SMAN 1 Sigli identifies the confix in the exposition text obtains an average value of 65.7.

When viewed from the percentage results, students who obtained grades in the very good category amounted to 12 people (37.5%), students who obtained grades in the good category were 4 people (12.5), students who obtained grades in the sufficient category amounted to 5 people (15.625%), students who obtained scores in the poor category amounted to 8 people (25%) and the last students who obtained grades with very poor categories were 3 (9.375%). So, it can be concluded from the calculation of the average value and the calculation of the percentage, the ability of grade IX students of SMAN 1 Sigli to identify affixes in the text of the exposition belongs to the sufficient category.

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