

Morphological Material Analysis Of Affixation In 2013 Curriculum Thematic Teaching Books In Indonesia

Guesa Maiwinda, Aninditya Sri Nugraheni

Abstract: This article discusses the morphology material in the field of affixation in the integrated thematic textbooks of the 2013 curriculum class V theme II on 'Clean Air for Health'. Many morphology materials in the field of affixation that we often encounter in various reading books, both formal and informal reading books. It's just that the reader doesn't know what affixation is or what is commonly called affix. The purpose of writing this article is to describe the many morphological studies in the field of affixation contained in thematic textbooks made by the government. The use of morphological material in affixation studies includes prefixes, infixes, suffixes, and confixes. This research is a qualitative descriptive study. The data in this study are words that contain elements of affixation in the study of morphology in thematic teaching materials in class V theme II. The results showed that there were many morphological studies in the 2013 V grade II thematic curriculum thematic textbooks.

Index Terms: Affixation Materials, Teaching Materials.

1. INTRODUCTION

The 2013 curriculum is designed to be able to develop a balance between developing spiritual, cognitive, social, and self-skills in students [1]. In applying the 2013 curriculum, there were several changes made. One of the changes made is related to the use of thematic books / teaching materials. Textbooks must be adapted to the development of science and society. One of the 2013 curriculum books is thematic books / teaching materials. In making and developing thematic teaching materials, of course the government also pays attention to the rules in language, the use of Enhanced Spelling, the use of punctuation and also the role of linguistics which is often referred to as linguistics as well as formulating teaching materials so that teaching materials made can be of quality and easily understood by all parties. Linguistics has a very important role in education. For a teacher, knowledge in language and linguistics is very important. How is it possible for a language teacher to practice language skills if he does not master the language, how is it possible for a teacher to practice writing (writing) skills if he does not master spelling. As a teacher, especially in elementary schools, it is not only necessary to practice language skills, but also to explain the rules of language correctly. It also includes the use of linguistics in teaching including phonology, morphology, syntax, semantics, psycholinguistics and sociolinguistics [2]. The analysis of morphological material on the 2013 curriculum thematic teaching materials aims to determine the extent of morphological material contained in the thematic teaching materials.

Then it aims to pay attention to the rules in language, the use of Enhanced Spelling, the use of punctuation, the use of affixes (affixation), and also the role of linguistics which is often referred to as linguistics as well as formulating teaching materials so that teaching materials made can be of high quality and easily understood by all parties. The use of

affixation or affix that is not right, can be due to lack of student knowledge about the use of affixation or lack of teacher attention to students. So to overcome this, the government as early as possible to make efforts to reform. It can be seen from the many uses of affixation contained in the 2013 curriculum thematic teaching materials which in general we have encountered many but do not pay attention to their functions. hence, researchers here will explain the affixation section broadly. This study refers to other research related to research on this topic, namely research on morphological analysis studies including conducted by Yulino Indra (2014), Agustina Putri (2017), Lismelinda (2017), Tiara Puspita (2016), Ella Sari (2016) 2016). Based on previous studies, seen more researchers here want to identify the morphological material in the field of affixation contained in thematic teaching materials. The benefits of this research are that teachers and students can easily understand teaching materials in class, making the reader accustomed to using good and correct Indonesian, especially in making works, becoming a reference for teachers when making/developing teaching materials following Indonesian language rules. The use of language (in teaching materials) that follows the rules that are considered standard is the correct or correct rules [3]. The theory used in this study is about affixation and teaching force. Affixation is a bound affix because he cannot stand alone, always side by side with the basic word [4]. Affixation is the topic of the smallest part of morphology [5]. Types of affixation include prefixes, infixes, suffixes, and confixes [6]. In the Indonesian morphological process, there are several types of affixes known as follows [7]: a) Prefixes are affixes that are attached to the basic form (basic words). Prefix is also called prefix or more commonly called prefix. Various prefixes: me, di-, ter-, per-, se, per-, para-, pre-, and so on. b) Infix is an affix attached to the middle of the basic form because it attaches to the middle of the basic word so it is called an insert affix or commonly referred to as an insert. Various kinds of insertions/infixes: -el, -em-, and -er- c) Suffix is an affix that is attached behind the basic form (basic word). Suffixes are the final affix usually called the suffix. Various suffixes / suffixes: -i, -an, -kan, -nya, -wan, -wati, -man, -is, and so on. d) Confixes / simulfixes are a combination of prefixes and suffixes [8]. Both types of affixes are attached together in a basic form on the front and back. In line with this, if related to teaching materials a standard book

- Guesa Maiwinda, Faculty of Tarbiyah and Education State Islamic University Sunan Kalijaga, Yogyakarta, PH-082283862131. E-mail: guesamaiwinda@gmail.com.
- Aninditya Sri Nugraheni, Faculty of Tarbiyah and Education State Islamic University Sunan Kalijaga, Yogyakarta, PH-087762622435. E-mail: anin.suka@gmail.com

prepared by experts that aims as a learning tool used in schools in certain fields of study with instructional aims and objectives [9]

2 METHOD

The method used in this research is descriptive qualitative research method because the researcher wants to describe, explain, or summarize various conditions, situations, describe the data in the thematic textbooks about the study of morphology in the field of affixation. Qualitative descriptive research is research whose object is based on facts that appear or as it is then the task of researchers to describe or describe [10]. The data source in this study is in the textbook made by the Ministry of Education and Culture, which was published in the revised edition of Jakarta with 152 pages. Data collection techniques used in this study were library research (library research), consider, and record. As the main instrument is the researcher himself, in this case the researcher will read class V thematic textbooks, examine, and record matters related to the research objectives. In this study, researchers used qualitative data analysis, namely by conducting a direct analysis of class V thematic textbooks through the process of (1) data reduction, in which the writer selects and sorts the data to be analyzed in the form of words, sentences, or expressions in accordance with methods, namely direct methods and indirect methods; (2) data display, i.e. the author displays the data that has been selected and sorted and analyzes the type of method; (3) verification, the researcher concludes the results of the analysis of the use of the method used by Muchtar in the V class thematic textbooks [11].

3 FINDINGS AND DISCUSSION

Affixation is a process of affixing (a form) on a basis or basic form [12]. In affix affixing process involves elements, namely: (1) basic or basic form, (2) affixes, and (3) the resulting grammatical meaning [13]. Affixation is an amalgamation of subject and affix [14]. So that the sentences used in teaching materials are easily understood by readers and by language rules. Several things need to be considered, such as structural equivalence, parallelism, firmness, efficiency, accuracy, cohesion, and logic [15]. The affixation process can be divided into (1) front affixing, (2) middle affixing, (3) final affixing, (13) affixing, and (4) shared affixing. The morphemes are called front bound affixes morpheme (prefix prefix; general; prefix), middle affix (insert affix; general; infix), final bound morpheme (final affix; general; suffix), divided bound morpheme (confix) [16]. Affix morpheme is a morpheme that cannot be the basis for word-formation but can only be a constituent in the process of affixation [17]. Given the amount of morphological material related to affixation that researchers found, not everything that is explained here. Researchers explain affixation material that is often found in teaching materials. Here are some affixation materials that often occur in the V class thematic teaching material texts as follows:

Prefix writing *di-* is from the basic word

"Dayu maintains a lot of ornamental goldfish, goldfish chefs. The goldfish are kept in an aquarium." Writing the word 'preserved' in the sentence above is a prefix *di-* writing form of the word 'preserved'. Prefix *di-* has no form variations. The word 'maintained' is one word formed by two morphemes, namely the morpheme bound *di-* and the morpheme free to

maintain. Morpheme has no meaning before associating with other forms. The prefix *di-* suffix is just attached to the active verb. The main function of the prefix *di-* is to form passive verbs. Following the rules of Indonesian, the prefix and affix writing are different. However, the most important thing we know is that not all prefixes can be combined with basic words. one of Fabb's observations is that there seems to be a large number of affixes that are not attached to words that have been pasted [18].

The existence of a prefix *me-*

"Dayu also regularly cleans the aquarium, then replaces the water with clean water". Writing the word 'clean up' in the sentence above is a basic word that has a prefix *me-*. Prefix *me-* has various forms, namely *me*, *mem*, *men*, *meng*, *meny*. The word cleansing is formed by two morphemes, namely bound-morpheme *-kan* and flavor-free morpheme. Morpheme *me-* has no meaning before following another form.

Writing prefixes *me-*

"Dayu likes to see fish in the aquarium swimming here and there" The word 'seeing' is formed from two morphemes, namely the bound morpheme *me-* of the mole and the free morpheme *seen*. Morpheme has no meaning before following another form. Following the sentence above see is an active verb. The function of the prefix *me-* itself is to form active verbs. Writing the word see is writing following the correct rules of the Indonesian language. Words that get an affix of writing must be combined with words that follow them. The prefix *me-* writing should be combined with the basic words that follow. The prefix *me-* followed by the root word with the / b / phonograph will bring up the morphophoneme / m /. So that in writing it becomes see. Figure 1 is a picture of a Grade II student's textbook on theme morphology in the affixation field 'Clean Air for Health'

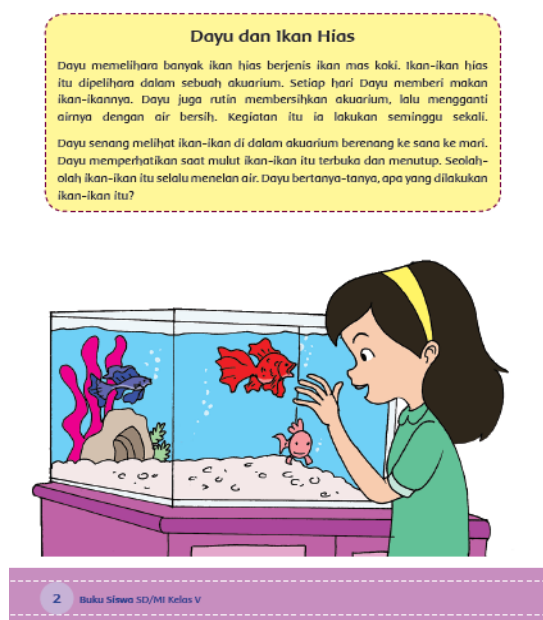


Figure 1. Material morphology includes writing prefixes from basic words, the existence of a prefix, writing a prefix of *mem*. (Source: textbook for students in class V Theme II)

The existence of the prefix ter-
 "Simultaneously the mouth opens and the mouth wall expands" The word 'open' is formed by one morpheme, which is free morpheme. The form of an open word should be written in full as above, ie not to abbreviate the allomorph ter-, or in other words, the morphs do not need to be abbreviated. Often the removal of affixes is a variety of spoken languages that are often used in written variations. Open words before getting an affix are included in nonstandard sentences. The notion of the prefix ter- is to indicate activity. Prefixes ter- after joining the word can indicate unintentional activities.

Prefix ber-
 "Ingsang also functions as a means of removing salts and as a filter for food. Function is a word consisting of one morpheme, which is free morpheme. Often the phoneme elimination is a variety of spoken languages used in written variety. The form of words should be written in full as above, that is, not abbreviate allomorphs ber-, or in other words, the morphs do not need to be abbreviated. If the allomorph ber- is ber- if the basic form has a phoneme / r /, and the allomorph is the bell if the basic form has an initial function/er/. If the basic form is from the basic word, the notion of ber- is the work done continuously. By the context of the sentence above the function word is an active verb, so that the word main must get an affix. For example, why the basic training can be given a prefixes and also prefixes; the basis of dance can be given the prefixes and also the prefixes; dance grounds can be given a prefix me-but cannot be given a prefix ber-; whereas the bath base cannot be given a prefix ber- or a prefix me- [19].

Suffix -an
 "Oxygen is needed to get energy from food". In the use of suffix -an does not change shape. The function of suffix -an itself forms nouns which generally come from verbs. In other words, it is mentioned that suffixes -an function to make things worse. Supposedly in writing suffix -an is not removed to form nouns or makeup. By the context of the sentence above the word meal which is derived from the verb which gets suffix -an affix will function to constrain. Figure 2 is a picture of a class V textbook for theme II students:

Kamu telah menuliskan pendapatmu. Bacakan pendapatmu secara bergiliran dengan teman-temanmu. Apakah pendapat kalian sama? Adakah pendapat yang berbeda? Bagaimana kalian menanggapi persamaan/perbedaan itu? Kini, bacalah bacaan di bawah ini untuk mengetahui pendapat kalian benar atau salah.

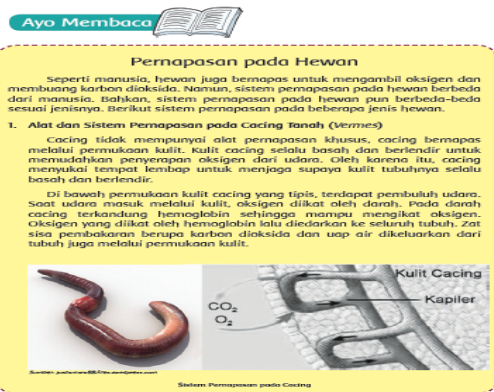


Figure 2. Morphological material including the prefix ber-, Sufiks -an, (Source: Class II student textbook).

Figure 3 is the result of the activities (notes) of Class V students on Theme II:

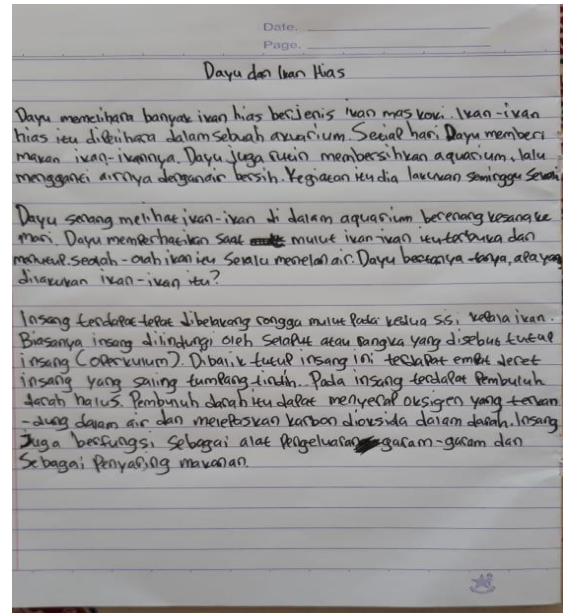


Figure 3. Student activity book notes about writing prefixes from basic words, the existence of a prefix, writing prefixes, morphology including prefixes, Suffix-an, (Source: student notebook grade V Theme II).

Based on the example above, it can be seen that students in class V have been able to write according to the textbooks given by the teacher at school. However, if viewed from another perspective, they only re-copy what is there without paying attention to any related words and are included in the morphology section of the affixation field.

Table 1
 Affixation Study

No	Affixation Study	Example
1.	Writing prefixes di- from basic words	"Dayu raises a lot of ornamental goldfish, goldfish chefs. The goldfish are kept in an aquarium."
2.	The existence of a prefix <u>me-</u>	"Dayu also regularly cleans the aquarium, then replaces the water with clean water"
3.	Writing the prefix <u>me-</u>	"Dayu likes to see fish in the aquarium swimming here and there"
4.	Prefix <u>ber-</u>	"Ingsang also functions as a means of removing salts and as a filter for food."
5.	Sufix <u>-an</u>	"Ingsang also functions as a means of removing salts and as a filter for food"

4. CONCLUSION

Based on the results of the discussion about the morphological analysis of the affixation field in class V theme II, the following conclusions are obtained: So that learning can run easily, the use of language becomes an important concern in the selection of textbooks in order to obtain maximum results and can make it easier for readers working in the field of teachers and students. Morphology material in the field of affixation is an important mandatory discussion, both for teachers and students. After analysis, it is estimated that there are many

reviews of this textbook. So far the researchers have only taken a few reviews of affixations that are often found. Like prefixes, suffixes, and confixes. General Guidelines for the Formation of Terms, suffixes an- and are devoted to forming the noun 'result', so the word conclusion must be replaced by a conclusion, and prefixes pe- are devoted to forming the noun of perpetrators, so the word subscription must be replaced by the word customer. So here we can raise the suffix -an as a topic in the study of morphology, because in general, we find many facts that the word suffix -an does not state 'results'. It is not a noun category but a verb category, such as dating, hugging, and thanksgiving.

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