



ASSESSING STUDENTS' MORPHOLOGICAL AWARENESS ON THE USE OF AFFIXATION AT ENGLISH EDUCATION STUDY PROGRAM

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Abstract

This research employed a descriptive qualitative method. The participants were 16 students from the students' morphological awareness in the academic year 2023/2024 who joined English Morphology subject at English Education Study Program of Universitas PGRI Wiranegara. This research was done by researcher on 15th May 2024. The data collection methods included a morphological awareness test and interviews. The overall score of the morphological awareness test was 52.75 which consisted of 50 words affirmation of affixation, 21 of them used prefixes and 29 used suffixes which meant class 2022 of academic year 2023/2024 at English Education Study Program were in the average category. The following data portion of the students, specifically 43.75%, demonstrated average proficiency in using prefixes and suffixes. In contrast, 37.5% of the students showed good proficiency. However, 18.75% of the students were categorized as below average. The interviews revealed that the students struggled with identifying and analyzing word formation of affixation by using prefixes and suffixes. The researchers conclude that the students' morphological awareness on the use of affixation needs improvement. The researcher suggests for future researchers to conduct similar research with different types of analytical strategies and method for morphological awareness.

Keywords: Affixation; Assess; Morphological Awareness; Morphology.

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INTRODUCTION

As a one branch of linguistics, English morphology is concerned with how English words are formed. It defines the rules for combining morphemes into words. It analyses morphemes, the smallest component of a language that has grammatical meaning or function. To know how words are produced, it is necessary to study morphology. It is in line with Anderson (2015) that morphology involves the examination of words, their formation, and how they relate to other words in a language. According to Lieber (2021), morphology is the study of lexeme or word formation, including how new words are produced in different languages around the world and how word forms change based on how they are used in sentences. In conclusion, morphology includes the study of words, their production, and their relationships within a language. It involves examining lexemes or word formation, exploring how new words are generated across different languages, and how word forms vary based on their use in sentences.

The process of forming words put the existing ones is called word formation (O'Grady & Archibald, 2015). This process may involve using morphemes and various word classes such as nouns, verbs, adjective, and adverbs. According to Yule (2017), there are two types of affixes. The technique of establishing a new word by attaching a bound morpheme to the beginning of a free morpheme is known as prefixation. For example, the word dishonest is formed by adding the bound morpheme *dis-* to the beginning of the free morpheme *honest*. Meanwhile, suffixation is the process of adding a bound morpheme to the end of a free morpheme to create a new word. For example, the word *honesty* is formed by appending the bound morpheme *-y* to the end of the free morpheme *honest*. Compounding is the process of producing a compound word by combining two or more free morphemes. *Homework* is a compound word formed by combining the two free morphemes *home* and *work*.

As English is a foreign language, word formation is very important to master. According to Ebberts (2017) the ability to analyze words is known as morphological awareness. Morphological awareness is also defined as an individual's ability to decode and evaluate the morphemic structure of words (Oz, 2014). Furthermore, as Jornlin (2015) points out, morphological awareness has an important role in understanding words and building vocabulary, more successful word-learners use morphological analysis to understand and learn new words. It means that, morphological awareness plays an important role in vocabulary acquisition. In other words, morphological awareness refers to the explicit understanding of language's smallest meaningful elements, such as derivational (e.g., *-er/or*, *-tion*, *un-*, *re-*), morphemes (i.e., suffixes and

prefixes), and inflectional markers (e.g., -ed, -s, -ing, est). It is seen as an important factor in their ability to read and understand words.

Morphological awareness gives learners two types of abilities: analytic (morpheme identification awareness) and synthetic (morphological structure recognition) (Utami & Mujadidah, 2021). Morpheme identification awareness refers to the ability to recognize distinct meanings amongst homophones and break down large words into smaller meanings. Morphological awareness not only helps to expand vocabulary, but it also has a substantial impact on reading ability. Proficiency in detecting morphemes inside words enables students to interpret complicated terminology in texts by breaking new words down into recognized morphemic components, improving reading ability (Ebbers, 2017).

Considering the lack of research in the field of morphology, the researcher wants to assess morphological awareness in students. Assessment is deeply embedded in the teaching-learning process, serving as a continuous mechanism within interactive and communicative curricula, according to Brown & Abeywickrama (2019). Tests, a key form of assessment, not only validate student learning but also foster motivation and offer crucial feedback essential for educational success. This perspective aligns with Khairil & Mokshein (2018) view that assessment plays a vital role in educational improvement for both educators and learners, providing valuable insights into student progress and subject mastery, as highlighted by Orleans (2014).

English Morphology is a subject taught in the fourth semester of the English Education curriculum at the Universitas PGRI Wiranegara. Students in the English study program, who will eventually become teachers in schools, must be equipped with not only language abilities but also linguistic understanding, including morphology. Students must also understand morphology in order to develop language abilities. Given the significance of morphological awareness, it is vital to research the morphological awareness of students.

This research was inspired by Khairumi & Delfi (2022) with the title *A Study on the Morphological Awareness of The Second-Year Students Of English Study Program FKIP Universitas Riau*. Then the next one, this research was also inspired by Naser & Gandhi (2022) with the title *Analysis of Students' Morphological Awareness*. The previous studies have shown that morphological awareness is an essential aspect of language learning. The research by Khairumi & Delfi (2022) and Naser & Gandhi (2022) have provided insights into the morphological awareness of students and the importance of understanding word formation of affixations in English. For the reason above, the researcher wants to assess

students' morphological awareness on the use of affixation at English Education Study Program. The researcher wanted to analyse the word formation of affixation such as prefixes and suffixes in English Education student because of the lack of research in the field of morphology especially regarding students' awareness of morphology at Universitas PGRI Wiranegara. So, based on the facts and several aspects, the researcher intends to conduct research that is formulated in a title, namely "Assessing Students Morphological Awareness on The Use of Affixation at English Education Study Program".

LITERATURE REVIEW

Word Formation Process of Afixation

Affixation is a word formation process of creating new words by attaching affixes to the root or base word. If the new word is generated by combining a base with a suffix, the process is known as suffixation e.g. kindness, modernization, friendly. This process of word formation is known as word-class suffixes. Third, these affixations can take one of two forms: prefixes, which are bound morphemes attached to the beginning of the base, or suffixes, which are bound morphemes linked to the end of the base. Cook (2016) stated knowledge of affixes (prefixes, suffixes) are one part of academic English that may increase student achievement to expand such words. Affixations are typically employed as inflections to root words in syntax; this is known as inflectional morphology. Thus, it will be important to examine the various forms of affixations.

According to O'Grady & Archibald (2015), affixes can be classified into several sorts based on the position of an affix linked to its base word. As stated by Yule (2017), understanding word formation of affixation using prefixes is important in morphology. Meanwhile Plag (2020) defines affixes as bound morphemes that bind to foundation words. In this context, an affix is a bound morpheme and only occurs when this word is placed to another morpheme such as the root of stem or base, with the example 'unconscious' and 'consciousness' the base of both is 'conscious' with the affix being un- and -ness. Un- and ness- cannot stand alone in this context; they must be joined by a root to make a word.

Assessment

Assessment, as defined in the context of educational journals, refers to the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. This process involves gathering and discussing

information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The information gathered is used to confirm and improve teaching and learning, guide educational and institutional improvements, and evaluate whether changes made have improved student learning and documented the learning and efforts involved.

According to Brown & Abeywickrama (2019), assessment is an essential aspect of the teaching-learning process. Assessment occurs practically continuously in an interactive, communicative curriculum. Tests, which are a type of assessment, can provide authenticity, motivation, and feedback to students. Tests are an important part of a successful curriculum and one of the pillars in the learning process. Based on Khairil & Mokshein (2018), assessment is part of an educational and learning process aimed at improving both the assessor and the individual being assessed. This assessment is also used to provide students with feedback on their progress and assessment of their subject acquisition (Orleans, 2014). Therefore, assessment plays a crucial role in the teaching-learning process, offering continuous feedback to improve both lecturers and students, enhancing subject acquisition and overall educational outcomes.

Morphological Awareness

The knowledge of morphology is known as morphological awareness. Oz (2014) stated that morphological awareness (MA) is also defined as an individual's ability to decode and evaluate the morphemic structure of words. Furthermore, as Jornlin (2015) points out, morphological awareness has an important role in understanding words and building vocabulary, more successful word-learners use morphological analysis to understand and learn new words.

By morphing these words into new abstract words, readers can determine and comprehend new meanings. In simple terms, the students' morphological knowledge allows them to detect and manage morphemes. It is concerned with students' ability to discern new meanings from words and their comprehension of morphologically difficult concepts. It means that morphological awareness plays an important role in vocabulary acquisition. In other words, morphological awareness refers to the explicit understanding of language's smallest meaningful elements, such as derivational (e.g., -er/or, -tion, un-, re-), morphemes (i.e., suffixes and prefixes), and inflectional markers (e.g., -ed, -s, -ing, est). It is seen as an important factor in their ability to read and understand words.

Based on the statement above, the researcher interested in conducting assessing students' morphological awareness on the use of affixation at English Education Study Program.

METHODS

The researcher used descriptive qualitative to identify and describe students' morphological awareness on the use of affixation at English Education Study Program of Universitas PGRI Wiranegara. According to Yusanto (2019), qualitative research has its own set of methodologies that researchers can choose to adapt to the research object to be studied. The aims of this study were to find out and assessing students' morphological awareness on the use of affixation at English Education Study Program of Universitas PGRI Wiranegara.

The subject of this study is the even semester students' morphological awareness of class 2022 in the academic year 2023/2024 who joined English Morphology subject at English Education Study Program of Universitas PGRI Wiranegara. This class consisted of 20 students who joined English Morphology subject. There are 2 male and 18 female.

In this qualitative research, the focus lies on assessing the students' morphological awareness on the use of affixation. The research instrument employed comprises a combination of qualitative tests and semi-structured interviews, strategically designed to assess students' understanding of morphological.

The researcher ascertain the students' level of ability in morphological analysis by using the following criteria adapted from Harris in Muhammad (2023).

Table 1 The Level of Ability

No	Test Score	Level of Ability
1	81 - 100	Excellent
2	61 - 80	Good
3	41 - 60	Average
4	21 - 40	Below Average
5	0 - 20	Poor

To count the percentage of students' morphological awareness, the researcher used the formula by Utami & Mujadidah (2021)

$$X = \frac{R}{T \times n} \times 100\%$$

Where:

X = the percentage of students' morphological awareness

T = number of students

n = number of items

R = total number of correct answers

RESULTS

Result of Morphological Awareness Test

Table 2. Result of Students' Morphological Awareness Test

Respondents	Students' Right Answers		Score	Score (100)	Category	Mean
	Prefixes	Suffixes				
ADN	10	24	34	68	Good	52,75
DOS	4	10	14	28	Below Average	
MAH	9	19	28	56	Average	
FNZ	13	16	29	58	Average	
GAPS	11	7	18	36	Below Average	
HOS	11	10	21	42	Average	
ASR	14	20	34	68	Good	
AW	9	17	26	52	Average	
DPA	11	11	22	44	Average	
FMAP	13	10	23	46	Average	
SAP	14	23	37	74	Good	
LS	10	22	32	64	Good	
MI	6	15	21	42	Average	
NM	13	21	34	68	Good	
SYM	9	27	36	72	Good	
SR	11	3	14	28	Below Average	
TOTAL	168	254	422	844		

After the researcher found the results of students' morphological awareness on word formation of affixation by using prefixes and suffixes, the researcher calculated the overall score of the test so that the average score of the entire test was 52.75 which meant in the average category. In this way, the researcher can find out that students understand more about prefixes or suffixes analysis through the tests that have been given. The results of the morphological awareness test, which consisted of 50 words affirmation of affixation, 21 of used prefixes and 29 of used suffixes, have

been analyzed. The test aimed to assess students' ability to recognize and analyze prefixes and suffixes in reading text "All Change".

The data showed that most students performed better with suffixes, except for SR and DOS, who struggled with both prefixes and suffixes. SR identified only 11 prefixes and 3 suffixes, and DOS identifying 4 prefixes and 10 suffixes resulting in a total score of 28.

GAPS showed struggle in suffixes identifying 11 prefixes and 7 suffixes each, resulting in total scores of 36. While MI showed struggle in prefixes identifying 6 prefixes and 15 suffixes, resulting in total score 42.

In contrast, students like ASR, NM, SAP, and SYM demonstrated exceptional proficiency in both prefixes and suffixes. ASR identified 14 prefixes and 20 suffixes, NM identified 13 prefixes and 21 suffixes, SAP identified 14 prefixes and 23 suffixes, and SYM identified 9 prefixes and 27 suffixes. Their total scores were 68, 68, 74, and 72, respectively.

Students like ADN, MAH, and FNZ showed a moderate understanding of both prefixes and suffixes. ADN identified 10 prefixes and 24 suffixes, MAH identified 9 prefixes and 19 suffixes, and FNZ identified 13 prefixes and 16 suffixes. Their total scores were 68, 56, and 58, respectively.

HOS, AW, and DPA showed a moderate understanding of both prefixes and suffixes, with HOS identifying 11 prefixes and 10 suffixes, AW identifying 9 prefixes and 17 suffixes, and DPA identifying 11 prefixes and 11 suffixes. Their total scores were 42, 52, and 44, respectively.

FMAP and LS demonstrated a moderate understanding of both prefixes and suffixes, with FMAP identifying 13 prefixes and 10 suffixes, and LS identifying 10 prefixes and 22 suffixes. Their total scores were 46 and 64, respectively. The results suggest that students generally performed better with suffixes, with only a few exceptions. This highlights the importance of understanding suffixes in morphological awareness.

Overall, the results suggest that students tend to perform better with suffixes than prefixes. Most students who scored above 50 identified more suffixes than prefixes, indicating a stronger understanding of suffixes. However, some students, such as ASR and SAP, demonstrated a strong understanding of both prefixes and suffixes.

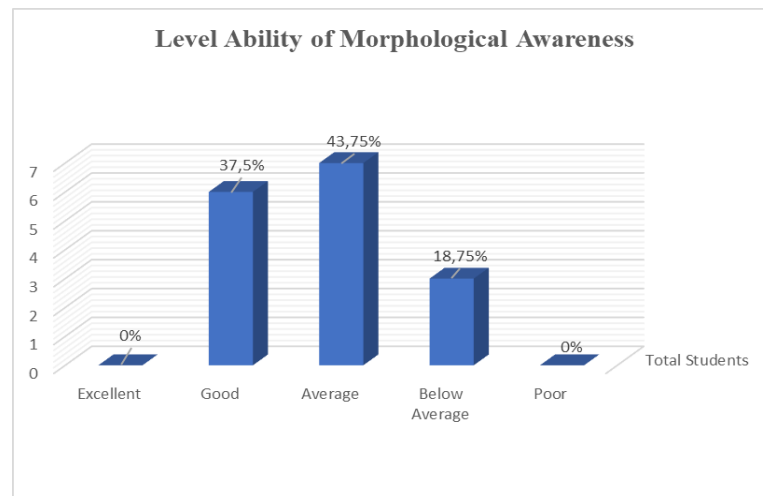


Figure 1. Level Ability of Students' Morphological Awareness Test

A substantial portion of the students, specifically 43.75% (7 students), demonstrated average proficiency in using prefixes and suffixes. This indicates that while these students have a foundational understanding of morphological concepts, there is considerable room for improvement. They possess the basic skills needed to recognize and apply prefixes and suffixes but may struggle with more complex or less familiar forms. As one student said, most of them understand, but some do not. Like the word *preschedule* which means before scheduled or the *-ed* ending for past tense. This confirms that most of them understand morphology, especially in affixation using prefixes or suffixes, but it will have difficult if they find a word that is less familiar.

In contrast, 37.5% of the students showed good proficiency, reflecting a stronger ability to effectively use morphological elements in their language tasks. These students are likely to be more confident and accurate in their application of prefixes and suffixes, which suggests that they had more exposure or practice with these forms. Their performance indicates that they can handle a wider range of morphological challenges with greater ease. This is proven by the students' statement, who said it helps to know the meaning of a word and can distinguish the meaning of a word when a prefix/suffix is added. In addition, morphology, especially on affixes such as suffixes/fixes, helps me understand sentences that I sometimes can't quite understand.

However, 18.75% of the students were categorized as below average, highlighting a need for targeted educational interventions. This group struggles more with understanding and applying morphological rules, suggesting gaps in their foundational knowledge or difficulties in transferring their understanding to practical language use. Addressing the needs of these students is crucial for their overall linguistic

development. This is supported by students' statements who said they knew that this is a prefix/suffix found in a word without knowing the meaning of the word, but sometimes there are some words that feel familiar and can understand the meaning of the word but often find it difficult when there is an addition of affixation, especially prefix/suffix because it changes the meaning of a word.

Notably, no students (0%) scored poorly on the test, indicating that all students demonstrated some level of proficiency in recognizing and applying prefixes and suffixes. This suggests that the students have a basic understanding of word structures and can use morphological knowledge to some extent.

Result of Interview

GAPS

GAPS reflected on the experience of the morphology awareness test, describing it as challenging due to the complex nature of English morphology, especially the nuances of suffixes and prefixes. GAPS rated the difficulty level of the test as 7 out of 10, indicating significant complexity in understanding the subject material. GAPS emphasized the importance of morphology in their academic journey as English language education students, highlighting its fundamental role in language understanding and learning. Despite the challenges faced during the exam, GAPS acknowledged having only a partial understanding of the meaning of words broken down into their morphological components.

In addition, GAPS shared strategies for learning new words, which included extensive reading, committing words to memory, and striving for a comprehensive understanding. These methods underscore GAPS' proactive approach to language acquisition and morphology, demonstrating a dedication to improving their linguistic skills in an educational context.

SAP

According to the SAP's experience when conducting the morphology awareness test, the SAP described it as a relatively easy test overall, although they faced some challenges with certain words due to the limited number of class hours dedicated to English morphology. SAP recognized the importance of prefixes and suffixes in understanding word meaning, highlighting their role in deciphering the nuances of language. During the test, SAP realized that although SAP understood some prefixes and suffixes, SAP also experienced some difficulties. SAP only understood some familiar affixes such as the suffix “-ing” for present continuous verbs or the prefix “un-” which indicates negation.

Reflecting on instances when SAP struggled to understand the meaning of a word, SAP emphasized how understanding prefixes and suffixes facilitated the ability to infer the meaning of the word. The SAP illustrated how morphology helps us understand the meaning of a word by making it possible to decode unfamiliar words or phrases in a text. SAP underscored the important role of morphology in enhancing their overall understanding of the text, pointing out that without an understanding of these linguistic elements, understanding the meaning of a word would be significantly hampered.

MAH

According to MAH's perspectives on the morphological awareness test described it as challenging, especially when MAH felt it had misinterpreted certain words. MAH emphasized the importance of prefixes and suffixes in everyday life and asserted that understanding these components is crucial to understanding the meaning of words. However, MAH admitted that had a limited understanding of the meaning of words broken down into prefixes and suffixes during the test. Regarding how morphology helps in understanding the meaning of words in a text, MAH explained that by recognizing prefixes and suffixes, MAH can better understand the meaning of unfamiliar words or see an obvious change in meaning when these linguistic elements are added. These insights underline MAH's recognition of morphology as a valuable tool for improving language understanding and underscore its practical application in everyday contexts.

Overall, the results of the morphological awareness test provide valuable insights into the strengths and weaknesses of the students in this area. The findings can inform instructional strategies and interventions aimed at improving students' understanding of word formation of affixation by using prefixes and suffixes. The results of this study highlight the importance of morphological awareness in English language learning. Morphological awareness is a crucial skill for students to master, as it enables the students to recognize and analyze morphological structures in words. This skill is essential for reading, as well as for understanding the meaning of words.

DISCUSSION

From the findings above, it shows that students' morphological awareness test has a value of 52.75, showing that even semester students in the 2023/2024 academic year who take English Morphology subject at

the English Education Study Program fall into the average category. This suggests a general but uneven understanding of morphological structures among the participants. As Yule (2017) stated that word formation of affixation is divided into 2 parts, which are prefixes and suffixes.

The first is to assess students' morphological awareness on the use of affixation on prefixes. The morphological awareness test reveals that students face significant obstacles in understanding and applying certain prefixes. The results indicate that students have a good grasp of the most common prefixes such as re-, un-, in-, and ex-. However, the same cannot be said for less frequently used prefixes like de-, mid-, mega-, multi-, auto-, non-, and ultra-. These prefixes are often unfamiliar to students, which causes a high percentage of students to not answer these prefixes. This suggests that students may not have been exposed to or have not internalized these prefixes, which are essential for understanding complex vocabulary and grammatical structures. For example, Carlisle (2016) highlights the crucial role of morphological awareness in decoding unfamiliar words and comprehending texts.

The theoretical implications of this study support the idea that word formation of affixation by using prefixes and suffixes significantly improves students' linguistic abilities in line Cook (2016) stated that knowledge of affixes (prefixes, suffixes) are one part of academic English that may increase student achievement to expand such words. The findings align with morphological theories and their application in educational settings, highlighting the practical benefits of such instruction.

Another obstacle is the varying levels of knowledge among students. While some students have a good understanding of common prefixes like re-, un-, in-, and ex-, others may struggle with less frequently used prefixes like up-, pre-, dis-, and anti-. This disparity in knowledge can create challenges for students when working on morphological analysis tasks, as they may not be able to apply the same level of understanding to all prefixes. Addressing these gaps in knowledge and providing targeted instruction on less common prefixes will be crucial for improving students' overall language proficiency and their ability to analyze and interpret words correctly.

The second is to assess students' morphological awareness on the use of affixation on suffixes. The morphological awareness test results indicate that students have a better grasp of suffixes such as -d/-ed, -able, and -ing, which are commonly used in English. This suggests that students are more familiar with suffixes that are frequently encountered in everyday language.

On the other hand, students struggle with suffixes like -al, -ar, -ly, -en, and -ant, which are less common and often used in more complex or specialized contexts. This difficulty might be attributed to the rarity of these suffixes in everyday language, making it harder for students to encounter and learn them. This complexity might overwhelm students who are still developing their morphological awareness, leading to a higher rate of misunderstanding and ignorance.

Addressing these gaps in knowledge and providing targeted instruction on less common suffixes will be crucial for improving students' overall language proficiency and their ability to analyze and interpret words correctly. As Apel and Lawrence (2014) stated that morphological awareness plays a fundamental component of literacy instruction. Lecturers should focus on introducing and reinforcing the use of less common suffixes, such as -al, -ar, -ly, -en, and -ant, to help students build a more comprehensive understanding of morphological structures. This can be achieved through a combination of explicit instruction, practice exercises, and real-world applications to help students internalize these suffixes and develop a deeper understanding of language.

The study found that students who performed well in the morphological awareness test were able to identify and analyze morphemes effectively. This is consistent with the definitions of morphemes provided by Embick (2015) and Hippiisley and Stump (2016), which emphasize that morphemes are the smallest meaningful units of language. The study's findings suggest that students who are able to identify and analyze morphemes are better equipped to understand word formation and, by extension, to improve their literacy skills. This is proven by a student who said that affixation, especially prefixes and suffixes, helps about 70 out of 100% when students read a text.

Furthermore, the study's results support the idea that morphological awareness is closely tied to the ability to recognize and analyze word formation using prefixes and suffixes. The study found that students who were able to identify and analyze prefixes and suffixes effectively were more likely to perform well in the morphological awareness test. This is consistent with the definitions of prefixes and suffixes provided by Yule (2017), which emphasize that these morphemes are used to modify the meaning of words.

The study highlights the critical role of morphological knowledge in word formation of affixation similarly as stated by Fromkin et al. (2014). Understanding word formation through prefixes and suffixes enables students to interpret unfamiliar words more effectively, thus enhancing

their reading skills. This connection underscores the importance of teaching morphology as a core component of language education.

Improving morphological awareness also directly impacts vocabulary development. This is consistent with the definition of morphological awareness by Jornlin (2015) which emphasizes that morphological awareness has an important role in understanding words and building vocabulary. As students become more adept at recognizing and using morphological elements, they can build their vocabulary more efficiently. This expansion of vocabulary is vital for academic achievement and linguistic proficiency.

Morphological awareness is a fundamental aspect of language learning; this is consistent with the statement by Oz (2014) that morphological awareness is an individual's ability to decode and evaluate the morphemic structure of words. It enables students to understand the structure and meaning of words, which is crucial for effective communication and academic success. By focusing on this area, lecturers can provide students with essential tools for linguistic development.

Understanding the use of prefixes and suffixes is crucial for word formation because affixes are bound morphemes that bind the base word as stated by Plag (2020). These morphological elements play a significant role in decoding complex words and improving their reading skills. Lecturers should emphasize the importance of these elements in their instruction. Enhancing morphological awareness has long-term benefits for students.

This study highlights the importance of morphological awareness in understanding word formation, particularly in the context of affixation using prefixes and suffixes similarly as mentioned by Yule (2017). The results suggest that students who can identify and analyze morphemes effectively are better equipped to understand word formation and, by extension, to improve their literacy skills. The study's findings also have implications for teaching and learning, suggesting that lecturers should focus on developing students' morphological awareness through explicit instruction and practice.

CONCLUSION

Based on the research that has been done on assessing students' morphological awareness on the use of affixation at the English Education Study Program of Universitas PGRI Wiranegara yields significant insights into their ability to decode and construct words using affixation. The overall score of the morphological awareness test was 52.75 which consisted of 50 words affirmation of affixation, 21 of them used prefixes and 29 used suffixes which meant class 2022 of academic year 2023/2024

at English Education Program of Universitas PGRI Wiranegara in English Morphology subject was in the average category.

Therefore, the researcher concluded that 43.75% demonstrated average proficiency in using prefixes and suffixes. In contrast, 37.5% of the students showed good proficiency. However, 18.75% of the students were categorized as below average. The interviews revealed that the students struggled with identifying and analyzing word formation of affixation by using prefixes and suffixes.

By knowing and incorporating explicit instruction and practice in the use of prefixes and suffixes, lecturers can significantly improve students' abilities to decode complex words. In this way, lecturers can help students develop stronger language skills. Therefore, the researcher suggests that the future research can disseminate questions and conduct interviews about various problems faced by students' morphological awareness that researchers did not have time to do.

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