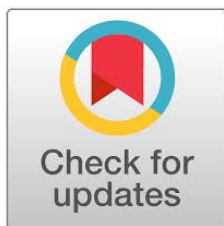


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Derivational Suffixes in Reading Texts of Higher Educational English Textbook

Nurliana

Institut Agama Islam Negeri Palangka Raya, Indonesia

Author email: nurliana@iain-palangkaraya.ac.id

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Abstract

This research aims to analyze the types of derivational suffixes used in reading texts of the higher educational English textbook. This research employed qualitative research, specifically content analysis, as the research design. The data involved derivational suffixes found in 15 reading texts of the higher educational English textbook *English for Islamic Studies*, used by the al-Qur'an and Tafsir Sciences study program students at IAIN Palangka Raya. The data collected were analyzed systematically. This research indicated four types of derivational suffixes in the reading texts of the higher educational English textbook: nominal, adjectival, adverbial, and verbal. Nominal suffixes were the most frequently used derivational suffixes in the reading texts of the higher educational English textbook. The research findings implied that the types of derivational suffixes frequently occurring in higher educational English textbook reading texts should be emphasized more in teaching reading comprehension.

Keywords: derivational suffixes; English textbook; higher education

Introduction

Language is a means of communication in any field of life. Communication is important in delivering a message that can be shared with many people. The way of communication is in spoken language (utterances) or written language (texts) (Dewi et al., 2020). According to Volkmar (2013), written language is the written form of communication, including reading and writing. Written language requires basic language abilities. These basic language abilities include phonological processing, vocabulary, and syntax.

Reading comprehension is one of the skills in learning English. However, reading comprehension is not easy for EFL students. To identify the meaning of unknown words in reading texts, EFL students need to learn about affixation. Affixation is truly important to understanding the content of English reading texts. Without a good understanding of affixation, EFL students will have difficulties understanding the content of the reading texts since affixes will affect the meaning of sentences in the reading texts (Sugiarto, 2015).

Furthermore, the teaching of affixation will improve their reading comprehension due to the increase in students' vocabulary knowledge (Kuo & Anderson, 2006). One of the affixation types is called derivational suffixes. Derivational suffixes are the most common affixes that change the class and meaning of words (Tarigan & Stevani, 2020). The knowledge of derivational suffixes can make a richer comparison to reading ability development (Singson et al., 2000).

Considering the importance of derivational suffixes to understanding the meaning of the words in reading texts of the English textbook, the researcher conducted research that focused on morphological analysis of derivational suffixes in reading texts of the higher educational English textbook. The higher educational English textbook analyzed was *English for Islamic Studies*, published in 2013. This textbook was used by the al-Qur'an and Tafsir Sciences study program students at IAIN Palangka Raya.

Some previous relevant research analyzed the types of derivational suffixes in reading texts of English textbooks. Aminah et al. (2021) analyzed the basic types and functions of derivational suffixes in reading texts of a senior high school English textbook published by the Ministry of Education and Culture, revised edition 2017. This research showed that the types of derivational suffixes found in the reading texts of the senior high school English textbook published by the Ministry of Education and Culture, revised edition 2017, were nominal suffixes, verbal suffixes,

adjectival suffixes, and adverbial suffixes. The nominal suffix *-ing* as a noun marker was the most frequently used in the reading texts of the English textbook. Derivational suffixes were used to create new words in the following patterns: nominal suffixes to create nouns, verbal suffixes to create verbs, adjectival suffixes to create adjectives, and adverbial suffixes to create adverbs.

Furthermore, Narulita et al. (2017) analyzed the types of derivational suffixes found in the reading texts of the English textbook for the tenth grade of senior high school students. This research indicated that the types of derivational suffixes found were nominal suffixes, verbal suffixes, adjectival suffixes, and adverbial suffixes. The nominal suffix *-ion/-tion* as a noun marker was the most frequently used in the reading texts of the English textbook. Furthermore, Oktriyani (2022) analyzed the types of derivational suffixes found in the English textbook of the senior high school entitled *Pathway to English*. This research indicated three derivational suffixes: nominal, adjectival, and adverbial. Adjectival suffixes were mostly found in the English textbook.

All of the previous relevant research analyzed the types of derivational suffixes in the reading texts of the senior high school English textbook. Unfortunately, no reports have been published regarding the types of derivational suffixes in the reading texts of the higher educational English textbook. Therefore, to fill this gap, this research analyzed the types of derivational suffixes in the reading texts of the higher educational English textbook.

Literature Review

English Suffixes

Suffixes are letters or groups of letters added at the end of words or roots. Suffixes serve to form new words or functions. Moreover, suffixes contribute to changing the meanings of the roots into some other related meanings (Lieber, 2009). There are two types of suffixes, inflectional suffixes and derivational suffixes. The first type is called inflectional suffixes. Inflectional suffixes are added at the end of words or roots and give grammatical variation without changing the class of the words or meanings drastically (tend to be predictable). The second type is called derivational suffixes. Derivational suffixes are added at the end of words or roots that determine parts of speech. The new words are generated through derivation, where the meanings will differ from the previous words or roots (Handoko, 2019).

Derivational Suffixes

According to Plag (2002), there are four types of English derivational suffixes: nominal suffixes, verbal suffixes, adjectival suffixes, and adverbial suffixes.

Nominal Suffixes

Nominal suffixes derive nouns from nouns or nouns from other categories, such as nouns from adjectives and nouns from verbs. These suffixes can denote collective entities or quantities, actions or the results of actions, persons, states, properties, qualities or facts, locations, female humans and animals, containers, processes, events or results of processes, conditions, attitudes, systems of beliefs, and theories. The English derivational suffixes classified as nominal suffixes are *-age*, *-al*, *-ance/-ence/-ancy/-ency*, *-ant*, *-cy/-ce*, *-dom*, *-ee*, *-eer*, *-er/-or*, *-(e)ry*, *-ess*, *-ful*, *-hood*, *-an/-ian/-ean*, *-ing*, *-ion/-ation*, *-ism*, *-ist*, *-ity*, *-ment*, *-ness*, and *-ship*.

Verbal Suffixes

Verbal suffixes are employed to derive verbs from other categories, mostly verbs from adjectives and verbs from nouns. These suffixes can express various concepts, such as ornative 'provide with X,' resultive 'make into X,' causative 'make (more) X,' locative 'put into X,' inchoative 'become X,' and simulative 'act like X.' The English derivational suffixes classified as verbal are *-ate*, *-en*, *-ify*, and *-ize*.

Adjectival Suffixes

Adjectival suffixes derive adjectives from adjectives or other categories, mostly adjectives from nouns. These suffixes can express the meanings of 'capable of being Xed,' 'liable or disposed to X,' 'being characterized by X,' 'having X,' 'in the manner or style of X,' 'of the character of X,' 'like X,' and 'without X.' The English derivational suffixes classified as adjectival suffixes are *-able*, *-al*, *-ary*, *-ed*, *-esque*, *-ful*, *-ish*, *-ive*, *-less*, *-ly*, and *-ous*.

Adverbial Suffixes

Adverbial suffixes derive adverbs from adverbs or other categories, mostly adjectives and adverbs from nouns. These suffixes can express the meanings of 'in the manner or style of X' and 'like X.' The English derivational suffixes classified as adverbial suffixes are *-ly* and *-wise*.

Reading Comprehension

Reading comprehension is constructing meaning for information in a written text. In the process, readers build emotions from the meaning of the text by using the text format and their knowledge of what already exists in this world. Reading comprehension is further enhanced as one of the English skills (Hock et al., 2015).

Clarke et al. (2013) stated that one of the factors that could affect students' reading comprehension was interpreting the words. In this case, students' knowledge about interpreting individual words relates to their skills to understand a related text. Students' skills in describing words could measure interpreting words.

Derivational Suffixes and Teaching of Reading Comprehension

Knowledge of derivational suffixes is correlated with teaching reading comprehension. The research by Tyler and Nagy (1985) indicated that knowledge and use of derivational morphology correlated with reading ability. Moreover, the research by Amirjalili and Jabbari (2018) indicated that reading comprehension correlated with aspects of derivational morphology. Furthermore, Singson et al. (2000) stated that the knowledge of derivational suffixes could make a richer comparison to reading ability development. There were indications that the production of derived forms was related to the ability to read English texts.

Method

Research Design

This research was descriptive–qualitative with content analysis. The material to be analyzed was reading texts containing derivational suffixes in the higher educational English textbook *English for Islamic Studies*. Content analysis was used in this research since it was used for organizing and eliciting meaning from textual data collected from the reading texts. Mayring (2014) defined content analysis as a technique to analyze the data with a rule that guides the research process.

Subject and Object of Research

The subject of this research was 15 reading texts from the higher educational English textbook *English for Islamic Studies*, published in 2013. The object of this research was derivational suffixes found in 15 reading texts of the higher educational English textbook.

Data Source and Data Collection

This research data were taken from 15 reading texts from the higher educational English textbook *English for Islamic Studies*, published in 2013. This textbook consists of 217 pages and is divided into 15 chapters. The data of this research was in the form of derivational suffixes found in those 15 reading texts of this textbook. The reasoning behind the choice of this textbook was that it was used by the students of the al-Qur'an and Tafsir Sciences study program at IAIN Palangka Raya

Instrument

The primary instrument in this research was the researcher herself, through reading 15 reading texts of the higher educational English textbook *English for Islamic Studies* repeatedly and thoroughly. Moreover, the secondary instrument in this research was a document.

Data Analysis

The model of data analysis procedure suggested by Miles and Huberman (1994) was employed to analyze the data of this research.

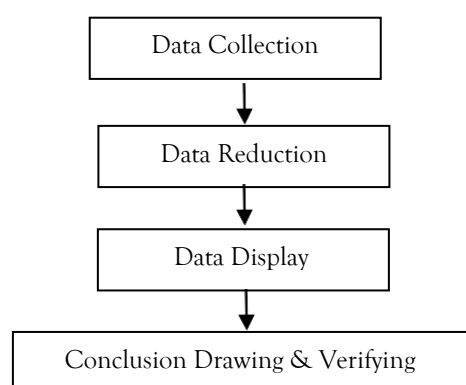


Figure 1. Miles & Huberman's Analysis Model (1994)

In data collection, document analysis was employed to collect the data. The data collected was in the form of derivational suffixes found in 15 reading texts of the higher educational English textbook.

The relevant data was selected, simplified, and organized in data reduction. The raw data relevant to this research was selected and classified based on the types of derivational suffixes. In other words, the relevant data was included, while the irrelevant data was excluded.

In data display, the data was displayed in the form of a table and description regarding the types of derivational suffixes found in 15 reading texts of the higher educational English textbook as the result of the data reduction systematically written, which could be understood and reasonable.

All the data relevant to this research were concluded and verified. The result of conclusion drawing & verifying was the final data of a short description regarding the types of derivational suffixes found in 15 reading texts of the higher educational English textbook.

After collecting and analyzing the data, the findings were compared with the relevant theories. The trustworthiness was done by rechecking and matching the analysis to the relevant theories.

Findings

Based on the analysis of derivational suffixes, 114 words used derivational suffixes divided into four types of derivational suffixes, such as nominal suffixes, verbal suffixes, adjectival suffixes, and adverbial suffixes. The types of derivational suffixes are based on the result of observation presented in Table 1.

Table 1. Types of Derivational Suffixes

Type of Derivational Suffix	Derivational Suffix	Word	Frequency	Rank
Nominal Suffixes	-age	pilgrimage	1	
	-ance/-ence	obedience, patience, excellence, difference, guidance, arrogance,	10	

Type of Derivational Suffix	Derivational Suffix	Word	Frequency	Rank			
	-ant	acceptance, performance, importance, ignorance	1				
		servant					
	-er/-or	worshipper, taker, follower, believer, leader, healer, reciter, winner, prayer, thinker, creator, moderator	12				
		-hood			brotherhood	1	
		-ing			teaching, feeling, suffering	3	
		-ion/-ation	relation, migration, action, companion, protection, creation, delegation, determination, suggestion, appreciation, education, inauguration, intention, translation, contemplation, companion, revelation, civilization, provocation, recitation, permission, purification		22		
			-ity			curiosity, majority, difficulty, security, responsibility, equality, honesty	7
			-ment			development, judgment, retirement, harassment, argument, payment, encouragement	7
			-ness			darkness, happiness, illness, trustworthiness, sacredness	5
			Verbal Suffixes			-en	shorten
-ize				actualize		1	
						2	4

Type of Derivational Suffix	Derivational Suffix	Word	Frequency	Rank
Adjectival Suffixes	-able	honourable, miserable, preferable, knowledgeable	4	
	-al	physical, universal, transcendental, traditional, financial, personal, educational	7	
	-ful	powerful, successful, wonderful, merciful, truthful, peaceful, useful	7	
	-ous	gracious, religious	2	
	-ic	Economic	1	
	-ive/-ative	comprehensive, normative, descriptive	3	
			24	2
Adverbial Suffixes	-ly	favourably, fully, exactly, properly, slowly, quietly, publicly, pleasantly, namely, regularly, particularly, financially, physically, continuously, practically, finally, clearly, correctly, completely	19	
			19	3
	Total		114	

Table 1 clearly shows the types of derivational suffixes in 15 reading texts of the higher educational English textbook. There were 114 words using derivational suffixes, which were divided into four types of derivational suffixes. Those were nominal suffixes found in 69 words; adjectival suffixes found in 24 words; adverbial suffixes found in 19 words; and verbal suffixes found in 2 words of the reading texts of the higher educational English textbook. Furthermore, the most frequent type of derivational suffix found in the reading texts of the

higher educational English textbook was nominal suffixes, which consisted of the following suffixes: *-age*, *-ance/-ence*, *-ant*, *-er/-or*, *-hood*, *-ing*, *-ion/-ation*, *-ity*, *-ment*, and *-ness*.

Discussions

Based on the data displayed in Table 1, derivational suffixes were used in the reading texts of the higher educational English textbook.

Nominal Suffixes

Nominal suffixes were the most frequent derivational suffix found in higher educational English textbook reading texts. Nominal suffixes were found in 69 words of the reading texts of the higher educational English textbook, which consisted of the following suffixes: *-age*, *-ance/-ence*, *-ant*, *-er/-or*, *-hood*, *-ing*, *-ion/-ation*, *-ity*, *-ment*, and *-ness*. The explanation was as follows.

Suffix *-age*. The nominal suffix *-age* was found in one word of the reading texts of the higher educational English textbook. This suffix was found in the word *pilgrimage*. The base of that word was *pilgrim* (*noun*). This suffix was employed to derive a noun from a noun. The nominal suffix *-age* derives nouns that express 'activities or results of activities' (Plag, 2002).

Suffix *-ance/-ence*. The nominal suffix *-ance/-ence* was found in 10 words of the reading texts of the higher educational English textbook. This suffix was found in *obedience*, *patience*, *excellence*, *difference*, *guidance*, *arrogance*, *acceptance*, *performance*, *importance*, and *ignorance*. The bases of those words were *obedient* (*adjective*), *patient* (*adjective*), *excellent* (*adjective*), *different* (*adjective*), *guide* (*verb*), *arrogant* (*adjective*), *accept* (*verb*), *perform* (*verb*), *important* (*adjective*), and *ignore* (*verb*). This suffix was employed to derive nouns from adjectives and nouns from verbs. The nominal suffix *-ance/-ence* can denote 'actions' (Plag, 2002).

Suffix *-ant*. The nominal suffix *-ant* was found in one word of the reading texts of the higher educational English textbook. This suffix was found in the word *servant*. The base of that word was *serve* (*verb*). This suffix was employed to derive the noun from the verb. The nominal suffix *-ant* forms count nouns referring to persons (Plag, 2002).

Suffix *-er/-or*. The nominal suffix *-er/-or* was found in 12 words of the reading texts of the higher educational English textbook. This suffix was found in *worshipper*, *taker*, *follower*, *believer*, *leader*, *healer*, *reciter*, *winner*, *prayer*, *unbeliever*, *thinker*, *creator*, and *moderator*. The bases of

those words were *worship (verb)*, *take (verb)*, *follow (verb)*, *believe (verb)*, *lead (verb)*, *heal (verb)*, *recite (verb)*, *win (verb)*, *pray (verb)*, *think (verb)*, *create (verb)*, and *moderate (verb)*. This suffix was employed to derive nouns from *the verb*. The nominal suffix *-er/-or* is the one most generally used for forming nouns denoting a person performing the action or the corresponding verb (agent nouns) (Carstairs-McCarthy, 2002).

Suffix *-hood*. The nominal suffix *-hood* was found in one word of the reading texts of the higher educational English textbook. This suffix was found in the word *brotherhood*. The base of that word was *brother (noun)*. This suffix was employed to derive a noun from a noun. *Brotherhood* means not ‘the state of being brother’ but rather ‘secret or semi-secret society’ (Carstairs-McCarthy, 2002).

Suffix *-ing*. The nominal suffix *-ing* was found in 3 words of the higher educational English textbook reading texts. This suffix was found in *teaching*, *feeling*, and *suffering*. The bases were words *teach (verb)*, *feel (verb)*, and *suffer (verb)*. This suffix was employed to derive nouns from verbs. The nominal suffix *-ing* denotes ‘processes or results.’ This suffix is somewhat peculiar among derivational suffixes in that it is primarily used as a verbal inflectional suffix forming present participles (Plag, 2002).

Suffix *-ion/-ation*. The nominal suffix *-ion/-ation* was found in 22 words of the reading texts of the higher educational English textbook. This suffix was found in *relation*, *migration*, *action*, *companion*, *protection*, *creation*, *delegation*, *determination*, *suggestion*, *appreciation*, *education*, *inauguration*, *intention*, *translation*, *contemplation*, *company*, *revelation*, *civilization*, *provocation*, *recitation*, *permission*, and *purification*. The bases of those words included *relate (verb)*, *migrate (verb)*, *act (verb)*, *company (verb)*, *protect (verb)*, *create (verb)*, *delegate (verb)*, *determine (verb)*, *suggest (verb)*, *appreciate (verb)*, *educate (verb)*, *inaugurate (verb)*, *intent (verb)*, *translate (verb)*, *contemplate (verb)*, and *company (verb)*, *reveal (verb)*, *civilize (verb)*, *provoke (verb)*, *recite (verb)*, *permit (verb)*, and *purify (verb)*. This suffix was employed to derive nouns from verbs. The nominal suffix *-ion/-ation* forms abstract nouns meaning basically ‘Activity or result of Xing’ (Carstairs-McCarthy, 2002).

Suffix *-ity*. The nominal suffix *-ity* was found in 7 words of the higher educational English textbook reading texts. This suffix was found in *curiosity*, *majority*, *difficulty*, *security*, *responsibility*, *equality*, and *honesty*. The bases of the words were *curious (adjective)*, *major (adjective)*, *difficult (adjective)*, *secure (adjective)*, *responsible (adjective)*, *equal (adjective)*, and *honest (noun)*. This

suffix was employed to derive nouns from adjectives and nouns from nouns. The nominal suffix *-ity* means ‘property of being X,’ where X is the base adjective (Carstairs-McCarthy, 2002).

Suffix *-ment*. The nominal suffix *-ment* was found in 7 words of the higher educational English textbook reading texts. This suffix was found in *development*, *judgment*, *retirement*, *harassment*, *argument*, *payment*, and *encouragement*. The bases of those words were *develop* (verb), *judge* (verb), *retire* (verb), *harass* (verb), *argue* (verb), *pay* (verb), and *encourage* (verb). This suffix was employed to derive nouns from verbs. The nominal suffix *-ment* forms abstract nouns, meaning basically ‘Activity or result of Xing’ (Carstairs-McCarthy, 2002).

Suffix *-ness*. The nominal suffix *-ness* was found in 5 words of the higher educational English textbook reading texts. This suffix was found in *darkness*, *happiness*, *illness*, *trustworthiness*, and *sacredness*. The bases of those words were *dark* (adjective), *happy* (adjective), *ill* (adjective), *trustworthy* (adjective), and *sacred* (adjective). This suffix was employed to derive nouns from adjectives. The suffix *-ness* means ‘property of being X,’ where X is the base adjective. The nominal suffix *-ness* is the most widely applicable, and nouns formed with it are not lexical items (Carstairs-McCarthy, 2002).

Adjectival Suffixes

The second type of derivational suffix found in the higher educational English textbook reading texts was adjectival suffixes. Adjectival suffixes were found in 24 words of the reading texts of the higher educational English textbook, which consisted of the following suffixes: *-able*, *-al*, *-ful*, *-ous*, *-ic*, and *-ive/-ative*. The explanation was as follows.

Suffix *-able*. The adjectival suffix *-able* was found in 4 words of the reading texts of the higher educational English textbook. This suffix was found in *honourable*, *invisible*, *miserable*, *preferable*, and *familiar* words. The bases of those words were *honour* (noun), *misery* (noun), *prefer* (verb), and *knowledge* (noun). This suffix was employed to derive adjectives from nouns and adjectives from the verb—the adjectival suffix *-able* means ‘capable of being X’ (Plag, 2002).

Suffix *-al*. The adjectival suffix *-al* was found in 7 words of the higher educational English textbook reading texts. This suffix was found in *physical*, *universal*, *transcendental*, *traditional*, *financial*, *personal*, and *educational*. The bases of those words were *physics* (noun), *universe* (noun), *transcendent* (adjective), *tradition* (noun), *finance* (noun), *person* (noun), and *education* (noun).

This suffix was employed to derive adjectives from nouns and adjectives from the adjective. The adjectival suffix *-al* means ‘result of an action’ (Plag, 2002).

Suffix *-ful*. The adjectival suffix *-ful* was found in 7 words of the higher educational English textbook reading texts. This suffix was found in words *powerful*, *successful*, *wonderful*, *merciful*, *truthful*, *peaceful*, and *useful*. The bases of those words were *power* (noun), *success* (noun), *wonder* (verb), *mercy* (noun), *truth* (noun), *peace* (noun), and *use* (noun). This suffix was employed to derive adjectives from nouns and adjectives from the verb. The adjectival suffix *-ful* means ‘having X’ or ‘being characterized by X’ (Plag, 2002).

Suffix *-ous*. The adjectival suffix *-ous* was found in 2 words of the reading texts of the higher educational English textbook. This suffix was found in words *gracious* and *religious*. The bases of those words were *grace* (noun) and *religion* (noun). This suffix was employed to derive adjectives from nouns. The adjectival suffix *-ous* means ‘processing X’ (Plag, 2002).

Suffix *-ic*. The adjectival suffix *-ic* was found in one word of the reading texts of the higher educational English textbook. This suffix was found in *economic*. The base of that word was *economy* (noun). This suffix was employed to derive the adjective from the noun. The adjectival suffix *-ic* means ‘related to art or science’ (Plag, 2002).

Suffix *-ive/-ative*. The adjectival suffix *-ive/-ative* was found in 3 words of the reading texts of the higher educational English textbook. This suffix was found in words *comprehensive*, *normative*, and *descriptive*. The bases of those words were *comprehend* (verb), *norma* (noun), and *describe* (verb). The adjectival suffix *-ive/-ative* creates adjectives mostly from Latinate verbs and bound roots (Plag, 2002).

Adverbial Suffixes

The third type of derivational suffix found in the reading texts of the higher educational English textbook was adverbial suffixes. Adverbial suffixes were found in 19 words of the reading texts of the higher educational English textbook that consisted of the suffix *-ly*. This suffix was found in words *favourably*, *fully*, *exactly*, *properly*, *scientifically*, *slowly*, *quietly*, *publicly*, *pleasantly*, *namely*, *regularly*, *particularly*, *financially*, *physically*, *continuously*, *practically*, *finally*, *clearly*, *correctly*, and *completely*. The bases of those words were *favourable* (adjective), *full* (adjective), *exact* (adjective), *proper* (adjective), *slow* (adjective), *quiet* (adjective), *public* (noun), *pleasant* (adjective), *name* (noun), *regular* (adjective), *particular* (adjective), *financial* (adjective), *physical* (adjective), *continuous*

(*adjective*), *practical* (*adjective*), *final* (*adjective*), *clear* (*adjective*), *correct* (*adjective*), and *complete* (*verb*). This suffix was employed to derive adverbs from adjectives, adverbs from nouns, and adverbs from verbs. The adverbial suffix *-ive/-ative* conveys the notion of ‘in the manner of X’ or ‘like an X’ (Plag, 2002).

Verbal Suffixes

The verbal suffix was the last derivational suffix found in the higher educational English textbook reading texts. Verbal suffixes were found in 2 words of the reading texts of the higher educational English textbook, which consisted of the verbal suffix *-en* and the verbal suffix *-ize*. The explanation is as follows.

Suffix *-en*. The verbal suffix *-en* was found in one word of the reading texts of the higher educational English textbook. This suffix was found in the word *shorten*. The base of that word was *short* (*adjective*). This suffix was employed to derive the verb from the adjective. However, the verbal suffix *-en* usually occurs without the prefix and does so quite widely (e.g., *tighten*, *loosen*, *stiffen*, *weaken*, *widen*, *redde*n, *deepen*, and *toughen*). These verbs have either an intransitive meaning, ‘become X, or a transitive one, ‘cause to become X’ (Carstairs-McCarthy, 2002).

Suffix *-ize*. The verbal suffix *-ize* was found in one word of the reading texts of the higher educational English textbook. This suffix was found in the word *actualize*. The base of that word was *actual* (*adjective*). This suffix was employed to derive the verb from the adjective. The verbal suffix *-ize* can derive verbs from adjectival bases (Carstairs-McCarthy, 2002).

Based on the research findings, the researcher found that derivational suffixes can express various meanings based on the context of the reading text. Derivational suffixes are useful for the students to comprehend the reading texts. In this case, the students can predict the meaning of the words based on the context of reading texts by looking at the bases of the words used in the reading texts. Aminah et al. (2021) stated that relating to the words containing derivational suffixes, derivational suffixes are truly useful for the students to comprehend the words in reading texts. Suppose the students know the pattern of the rule. In that case, the lexical category of the words can be easily recognized by looking at the derivational suffixes used, and the words’ meaning can be predicted by looking at the bases of the words. The student’s understanding of derivational suffixes can improve their vocabulary mastery, influencing their comprehension of the reading texts.

Conclusion and Implication

Four derivational suffixes were found in 15 reading texts of the higher educational English textbook *English for Islamic Studies*. Those types were nominal suffixes, adjectival suffixes, adverbial suffixes, and verbal suffixes. The type of derivational suffixes most frequently found was nominal suffixes, which consisted of the following suffixes: *-age*, *-ance/-ence*, *-ant*, *-er/-or*, *-hood*, *-ing*, *-ion/-ation*, *-ity*, *-ment*, and *-ness*. Each suffix conveyed a meaning. All of these data belong to the class-changing process since the morphological process of derivation has changed the class category of the bases. The function of derivational suffixes was to create new words by adding the suffixes at the end of the bases according to the following patterns: nominal suffixes were used to create new words belonging to noun category, adjectival suffixes were used to create new words belonging to an adjective category, adverbial suffixes were used to create new words belonging to adverb category, and verbal suffixes were used to create new words belonging to verb category.

The research findings imply that the types of derivational suffixes frequently occurring in the reading texts of the higher educational English textbook should be emphasized more in teaching reading comprehension at the higher educational level. The student's understanding of derivational suffixes can improve their vocabulary mastery, influencing their comprehension of the reading texts. Future research may contribute by analyzing inflectional suffixes found in reading texts of the higher educational English textbook to enrich the comprehension of English suffixes.

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