AFFIXATION FOUND IN LATHI SONG

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ABSTRACT

This study aims to determine the effectiveness of songs in improving students' affixation analysis. The method used in this research is a qualitative method with an analytical research design. The results showed that before applying song media, student activity was only 47.5% and students' ability to identify affixation was only 42.5%. Still, after applying song media in analyzing affixation, student activity increased to 72.5% and students' ability to identify affixation increased to 72.5%. In conclusion, the use of song media can improve the affixation analysis ability of junior high school students.

Keywords: Affixation, Lyrics, Song

INTRODUCTION

Affixation can be defined as a sound or a group of sounds combined with a word to change its lexical meaning or grammatical use (Igaab & Kareem, 2018). Emphasizing the statement above, we can know that a meaning must be arranged to create good harmony in a word. When people improve their English by getting new comments, there is a usual misunderstanding in a conversation because of affixation. For example, there is a difference between "teach" and "teacher" "educate" and "education".

Teach and educate is a verb and the 'performer is teacher, which is a noun and education is also a noun. Adding suffix at word may also change part of speech, not only changing the word's meaning. In addition, it is a kind of affix located at the end of the term. So, based on the example, the suffix is an affix that attaches itself behind of base word (Roaini & Ansar, 2019).

All of the processes making the new word by free morpheme or adding bound morpheme is called Morphological Process. With or without change the word class. A morpheme-based conception of morphological analysis, thus, leads organically to specific research questions while excluding others. In particular, it leads to efforts to identify small meaningful pieces (morphemes) as well as the rules (morphotactic, phonological, morphophonemic, etc.) that determine the licit combinations of these entities evident in surface word forms (Blevins et al., 2018). For example, the claim is based. If we add pro as an affix, the new word is Proclaim. The word class from a claim and proclaim is a verb. Affixation is the process of attaching something to a name.

In affixation, suffixes and prefixes are either bound morpheme. Infix is also used in several languages. Prefix, suffix, and infix are the most frequent affixation terms. Conversely, prefixes carry re-versative or personal meaning in the word-formation. Those prefixes are prefix un-, which means "to reverse action" and "to deprive of", prefix de-, which means "to reverse action", and prefix dis-, which has meaning as for un- (Claria, 2017).

Some criteria distinguish between derivational and inflectional morphemes. First, derivational affixes mainly change the category and the meaning of the form they apply. In contrast, inflectional affixes do not change the grammatical type of the base words to which they combine and do not form new words. The second, derivational morphemes can occur in-side derivation and the position of derivational morphemes is closer to the root than that of inflectional morphemes. Still, inflectional morphemes may occur after or outside derivation. The third, derivation, is often restricted in its productivity; certain derivational morphemes can combine with only certain words in category-changing. Inflection, however, is fully productive, i.e., certain inflectional suffixes can connect with words with the same category. Fourth, the derivation is not syntactically relevant; it is inappropriate for building sentences. On the contrary, inflection is syntactically appropriate. Fifth, the derivation is not restricted to suffixation. Inflection, on the contrary, is always a suffix and there is no inflectional prefix in English. The last derivation is often semantically opaque. Inflection, on the other hand, is rarely semantically opaque. The meaning of the words attached by suffixes can be inferred from their roots (Yusuf, 2017).

According to Zuhro (2020), the function of derivative affixes is to produce new fundamental forms to which derivative affixes or other inflectional affixes can be added. Several criteria distinguish between derivational and inflectional morphemes. Most derivational affixes affect the form's category or connotation. On the other hand, inflectional affixes do not alter the grammatical categories of the joined actual words and do not create new ones. A derivational morpheme can occur during derivation and is closer to the root than an inflectional morpheme.

However, an inflectional morpheme can appear after or outside of the derivation. Certain inflectional suffixes can connect words that belong to the same category. In English, the prefix would always remain derivational and inflection is always a suffix.

Inflectional affixes do not change the grammatical categories of the combined essential words and do not create new comments. Certain inflectional suffixes can be used to connect words belonging to the same type (Bagiya, 2017). Therefore, teaching affixes to students with these circumstances would sometimes bring a problem related to how to make students understand this affixation and identify it with all its forms and provisions. In line with the teaching and learning process running conventionally, teachers would teach the students to learn about the affixes by using the lecturing method and textbook as the source of the material. As a result, students who already had a higher level would understand the material, but instead, students who had a lower level of understanding would be confused. This would only make the students uninterested in the learning process. This happened due to monotonous teaching methods and media in learning affixes, as found in SMP Brigjend Katamso Medan. Based on this consideration, there should be a new method either in the use of media or a strategy that should be implemented to increase the students' level of affixation analysis, which was different from the conventional media.

As a representation of human experiences, a song can solve these challenging circumstances. The song was the standard engaging media that students often hear in this age. Then the use of song-based press would be very appropriate as the approach media in increasing students' analysis of affixation. Therefore, based on this consideration, the researchers had formulated research that aimed to determine the effectiveness of song media in growing students' analysis of affixation at SMP Brigjend Katamso Medan. Further, this study analyzed Lathi lyrics, song lyrics that have many meanings and meanings that can make students more excited with stunning editing of the video clip of Lathi's song and a concept that is far from being awesome, Lathi's song is packaged more and more interestingly so that the audience is amazed.

Students might randomize many new vocabulary words to encourage a high and unique sense of curiosity in the lyrics of the Lathi song by Weird Genius, which has a blend of national culture that adds uniqueness to the songs made by Indonesian children. The researchers used this song to increase knowledge, culture, and vocabulary to define derivational and inflectional affixes. Moreover, Lathi is a word from Javanese defined as "tongue". The lyric of this song also mixes between English and Java language. Weird Genius is happy to support Lathi, who represents the best of Indonesian culture.

LITERATUR REVIEW

There are many ways to improve English skills, for example, reading a novel or book, using flashcards, watching English videos, and listening to an English song. After performing training on a theme, media use of songs improves English vocabulary. Mastering English is not as easy as taking things for granted. Learners have to go through many steps and parts of learning, especially to get new words and know how to create new meanings (Fachrozi et al., 2021).

Learning media plays a vital role in the teaching and learning process that builds conditions that enable learners to acquire knowledge, skills, or attitudes. Graphic, photographic, or electronic instruments for developing, processing, and organizing visual and linguistic information are media. Teaching techniques and learning media are two highly significant parts of the teaching and learning process, and these two aspects are connected. The acceptable learning media will be influenced by the teaching technique chosen, yet there are still several additional factors to consider when selecting media. Including learning objectives, types of tasks, and the response expected by students, including their characteristics. The primary function of learning media is as a teaching aid that also influences the climate, conditions, and learning environment that are arranged and created by the teacher (Aghni, 2018).

A song contains various problems experienced by humans. It can be problems within himself, family, or the environment. In addition, songs are also written and sung to describe a person's feelings. Then, it is made to persuade and give the reader and listener advice. In short, the song is one of the literary works created to convey a message by the author or singer to a person, an institution, or a general public Siregar (2021). The statement found the importance of suffixes and prefixes when learning English. Therefore, song-based media will hone students' thinking power, especially honing good English skills.

RESEARCH METHOD

In this study, the writer will apply the descriptive qualitative method to analyze the affixation used in the song lyric. The study design, research instrument, data source, data collection, and data analysis are all covered in this chapter. The researchers used a descriptive qualitative method. According to the researchers ' perspective, qualitative methods seek to understand and study the meaning of an event of human behavior interaction in certain situations. Qualitative research is research that uses objective epistemology in the perspective of positivism. This type of research will test hypotheses to find and determine generalizations and relationships on cause and effect relationships between variables.

There are three goal objectives of qualitative research, namely to describe the object of study (tell the thing), reveal the inner meaning behind the phenomenon (explore the meaning behind the phenomenon) and explain the phenomenon that occurs (explaining object). The writer used a qualitative approach because this study focuses on analyzing or interpreting the written material in context. The writer analyzed the data descriptively and the result will be presented in the form of explanation words.

This research will be conducted at SMP Brigjend Katamso Medan. There are some reasons the researcher chose this school as a research object. The researcher wanted to know and describe the types of affixation found in Lathi lyrics and how the students can analyze and describe affixation in Lathi lyrics. In contrast, the researcher's subject will be the second grade of SMP Brigjend Katamso Medan. There are two classes and every class has 35 students.

The data source is a song lyric "Lathi" by Weird Genius. The researcher will observe the data from https://genius.com.https://genius.com is the website for those searching for song lyrics. The researcher will give the students 10 minutes to listen to that song and analyze the types and process affixation in the Lathi song. The lyric researcher used is the original and official song lyric from Weird Genius. This song was released in 2020 and it became global. There were many affixations found in Lathi's lyrics. This song mixes traditional Javanese culture and EDM music, which means Lathi's song is unique.

For the collect the data, the researchers will run observation through Listen to theLathi song, select and analyze the affixation word, write down the data and arrange data into several parts based on the classification In this research, the methods of researcher used to collect the data are listening and documentation. Firstly, the researchers listen to Lathi's song, and secondly, the researchers select and analyze word by word, which will correlate with the research object. Thirdly, the researchers write down the result of identifying and arranging the data based on classification.

In this analysis, the writer will use procedures that listen and identify the Lyric of Lathi. Collected data will be helpful to make data based on the Affixation types, which focus on Derivational and Inflectional in Lathi lyric. After identifying the data, the writer will classify each Affixation word. This research data is from the original and official song lyrics from Weird Genius. Based on Miles's theory, in this step, the researcher firstly analyzes the information by watching the music video, listening carefully, and checking the data by reading the lyrics to see the context. Reduction is a process of selection. The concentration of attention on data is often collected and presented as a table of numbers. Analysis reports are also frequently presented as a number. Table of numbers can be delivered on a page to make them easier to read or harder to read. In this step,

the researcher shows or displays the data which contain the affixation, not only as generally but specifically and clearly.

Conclusion drawing and verification is the final phase of data analysis that moves the interpretive effort from describing patterns and relationships to higher levels of abstraction, subsuming the particulars into the general. After collecting the data and making it specifically, the researcher concludes the result of the research based on the process.
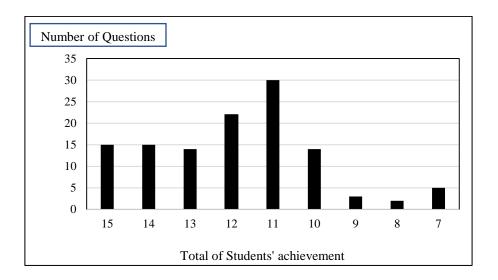
FINDING

The data of try out was carried out on November 2021 at 8.2-8.3 class of Brigjend Katamso Junior High School Medan. 120 participants were made up of junior high students Taking gap-filling test items. The students had to answer the test within 40 minutes. The advanced aptitude test Knowledge of the English vocabulary. The research going on at this school has been through two meetings. The first meeting of the researchers provided an explanation as well as the use of affixes in song lyrics and the forum. The researchers gave the students time to listen to a whole new w by Zayn Malik and analyze the affixes contained within to stimulate a deeper understanding of the prefix. The researchers, in turn, provided a sedimentary, usable Instrument test.

Affixes in Indonesian have been studied since elementary school. In this study, researchers and teachers at the beginning of learning stimulated students' memories of the affixes they had learned, but not all students can and understand what an affix is. Based on the above test results, it can be verified The progress of knowledge concerning test participants' English Affixation study material with the media, the song has been delivered. It shows that they know Enough of the English vocabulary Adequate before training. After performing an activity on a theme. Media use of songs improves English vocabulary. This is where the researchers based their research using song-based media, which is very relevant to increase students' ability to learn English, especially affixation learning because song media is very popular with all people and is one of the best means of delivering information to listeners of all ages. It seems that their average has enhanced knowledge and a sufficient understanding of what That have been stamps.

Lathi's song media used has 12 additions. Among them, there are appendices in English: suffix (-less, -ed- en, ing-s), and in Javanese, there are appendices: prefix (-Ke) and suffix (-an). Some words of Lathi's song are often thought to be recurring words. 1. Myself is a pronoun reflection. 2. Something that is specific undetermined, or unspecified thin. 3. Everything that is an all that represents. The word confuses students because of its interlocking statements.

Teachers and researchers define relaxation as an element of the word laid on the root that would change the grade of the root word. The tests the researchers conducted were divided into three parts. Part a researcher sifting the prefix on the song, part b requires students to classify the root words into the imputation element, and the final part c question about organizing the word into its prefix. Each part has five questions.

Pictrure 1. The Average Chart Data

The average value derived from the data above is 79 people out of 120, which means more than half of the sample researchers were already fulfilled in the experimental analysis on the song. This data must have been taken after researchers went through two classes. Researchers use the first meeting to introduce affixation to students and then understand that affixation is expected in the song. The teaching session in a researcher's song provides a whole new world by Zayn Malik. The lyrics of the song have a recurring variety. The example of the lyrics is shining, shimmering and splendid. In one sentence, students can find two affixations. Some words have two prefixes in the song's lyrics, such as unbelievable sights and indescribable feelings. Students can learn more about compound affixation from that word, where two-word elements can be united in the root word.

Before the study begins, researchers ask students about the precursor and the level of enthusiasm that researchers see from how many students are developing during the question and answer session. The learning atmosphere in a class is very influential on the learning process results carried out. So that investigators have a student's level of anxiousness before teaching an affixation analysis was done and before. The study results stated that several types of music

affected students' learning atmosphere in the classroom so that it is easy to understand students' thinking power and make students relax.

Using comfortable media makes students more eager to learn, and using creative media makes students' thinking power more developed. Therefore, the teacher's role is very significant in packaging engaging learning media to learn activities. In making learning media, the teacher must prioritize what activities and learning processes will be carried out in schools so as not to make mistakes in the process of making learning media. Learning media to improve English language skills is highly recommended because students can also enhance and add learning skills, especially vocabulary, grammar, and pronunciation. Among these media, the application of song media is very suitable for improving students' learning abilities in a good English learning process.

For this reason, in using learning media, educators must have sufficient knowledge and understanding of teaching media. In learning, educators in using media must understand about media as a communication tool to make the teaching and learning process more effective, the function of the press to achieve learning objectives, the ins and outs of the learning process, the relationship between teaching methods and educational media, the value or benefits of educational media in teaching, selection and use of educational media, various types of educational media tools and techniques, educational media in every lesson and innovation in education. Hence here is the result of students' activity after using song media in students' analysis of affixation.

Table 1. The Motivational Presentation in Classroom Learning

No	Student Activity	Percentage	
		First Meeting	Second Meeting
1	Students were active and enthusiastic to follow learning to analyze affixation in lyric song	47.5 %	77.5 %
2	Students can write and classify which is the affixation	42.5%	72.5%

After performing training on a theme, media use of songs improves English vocabulary. Found Improved their comprehension considerably Significant. It seems that their average has enhanced knowledge and A sufficient understanding of what That have been stamped. Students experience significantly increased learning because the student's motivation to learn the song's relaxation does not come.

A song that has a unique level, like the merging of the two cultures between the west and the Javanese culture, can attract students in escalation. There are several relapses in this song that can attract students. As in "Ke-Salah-

An." Though not in English, the words on the lyrics remained in the study and the presence of a song in the middle of learning can make students more relaxed about learning. Songs can stimulate students' thinking to study with excitement. Learning applications that have been researched apply to the data retrieval process very much shows developments in students' learning abilities, especially understanding learning abilities in understanding prefixes, infixes, and suffixes.

DISCUSSION

Based on the above test results in SMP Brigjend Katamso 1 Medan with participants 120 students of grade 8, it can be verified the progress of knowledge concerning test participants' English Affixation study material with the media the song has been delivered. This is where the researchers based their research using a song-based press, which is very relevant to increase students' ability to learn English, especially affixation learning because song media is very popular with all people and is one of the best means of delivering information to listeners. In carrying out student activities, learning activities must be given comfortable conditions and situations to create student learning interest. It is easy to understand students' thinking power and make students relax. Using pleasing media makes students more eager to learn, and using creative media makes students' thinking management more developed. Therefore the teacher's role is very significant in packaging engaging learning media so that students are learning activities.

The song is a medium that is packaged in a way that is so unique (Roffiq et al., 2017). This statement was also in line with the result of this research, where the song had become a way out for either the teacher or the students in teaching and learning affixation. The finding also showed that song as the media in teaching had increased the students' activity and enthusiasm from 47,5% to 77,5%. This finding means that there was an increase of as much as 30% from the students' interest in analyzing the affixation in song lyrics. In addition, the researcher also found that the students could write and classify the affixation on the song lyrics. It had been increased from 42,5% to 72,5%, which means that the level of affixation analysis of the students had increased much as 30%.

The data showed that using the song as the media in teaching English was compelling enough in teaching affixation to junior high school students, particularly at SMP SMP Brigjend Katamso Medan. The number of students who had increased their achievements and motivation was as many as 51 students to 87 students from the total number 120 students. This data also clearly reported that more than half of the classrooms were interested in learning affixation analysis through song media. This result is in line with Ranuntu & Tulung (2018) findings that learning English through songs can be a powerful tool in improving students'

memory and ability in learning English. It can be proven by students' ease with which songs are followed and remembered. The thing that needs to be considered before using songs as teaching media is that teachers should choose simple songs for learning needs. Also, choose a song whose lyrics can be heard clearly and correctly.

As students who learn English as a foreign language, the researchers believed that it was neither easy for the students to learn affixation nor the teacher in teaching the affixation since considering the students' first language morphological structure was different from the English morphological structure. However, the appropriate teaching media could be the supporting tool in easier teaching affixation, making the students understand the affixes themselves. This statement is also in line with what was conveyed by Herawati et al., (2019) that affixation is a vital aspect of language learning for students besides the literary element in learning Indonesian at school. Selecting the correct teaching system in learning helps students understand it better.

Moreover, teaching English in particular, the analysis of affixation also was not only about making the students understand the affixation in the form of derivational and inflection, but it was more beyond that. Applying an appropriate teaching activity in teaching affixation was a bit hard since the teachers did not only aim to transfer the ability to identify the affixation but also increase the students' motivation and enthusiasm when learning English. The classroom teaching activity should also be brought as interactive as possible and as attractive as possible. The monotonous teaching media would only lead the students into boredom, even though selecting the suitable media can make students more understanding and active in the classroom.

The researcher found it on the first assignment of the affixation towards the students of SMP Brigjend Katamso 1 Medan. The students' activity, both in motivation and the ability to identify the affixation, was still below. Only 42,5% and 47,5% of total students understood the assignment and were active during the teaching and learning process. In comparison, other students were less interested and lacked ability as much as 57,5% and 53,5%. It clearly showed that most students tend to analyze the affixation before the researcher's stimulus the students with the song media. However, it was in contrast after the implementation of the song based media in teaching affixation where the student's motivation and ability had increased to be 72,5 and 77,5% which also means that there were only 28,5% of students and 22,5% of students who still uninterested and lack of ability in identifying the affixation. Nevertheless, even though a few students still show a low percentage in learning affixation, this was not ruled out the opportunity to further reduce the percentage. The continuous teaching media of song would still increase this percentage of students' motivation and ability.

Therefore, the researcher believed providing stimulus with new teaching media could bring a unique atmosphere for students to learn. It could raise the students' motivation and attract their interest and attention. If the motivation to learn has been formed, the interest in learning will increase. It would continue to go hand in hand with the students' activities. The more enthusiastic the students were and paid attention to the learning process, the more knowledge they could absorb. As a result, the students would get more significant achievement in their understanding of affixation in line with the finding of this research.

CONCLUSION

There was a significant increase in students' understanding of affixation learning at SMP Brigjend Katamso 1 Medan through songs as a learning medium. Students understand learning better and are more motivated in learning affixation, especially in English subjects. The use of unique media songs can stimulate student learning activities because it makes the learning atmosphere more enthusiastic.

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