

COMPARATIVE STUDY BETWEEN SASAKNESE AND ENGLISH AFFIXATION TO IMPROVE STUDENTS' VOCABULARY MASTERY

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Abstract

The research is aimed at finding out the distinctive between Sasak language and English language affixation in which this is the starting point of investigating whether or not it has some similarities or may differences. The similarities will bring the easiness to the students while the differences will bring the difficulties. The result of the study is very particularly aimed to improve students' vocabulary mastery during the classroom teaching action. Hopefully, it will bring some positive effect on students' mastery regarding to the worse condition of vocabulary mastery. The interview was conducted closely to the research participants to dig up the information on how the affixation might change the meaning of particular word in Sasak language which then confirmed to that of English language have. The data collected through the interview process then will be transcribe and reduced based on research need for the sake of answering the research question. The research conclusion was made based on data finding during the field interview process. The research result than applied in the classroom teaching practice and published widely on journal of English language teaching.

Keywords: *Sasak, English, Affixation, Vocabulary Mastery*

INTRODUCTION

English is the most dominant language which is spoken by almost all countries all over the world, even English called as the international language for its role to connecting the people who use different languages. English is used as a medium of conveying knowledge, as the proof lets we have a look into the libraries, there are a lot of books are written in English, the research are written in English, some science also written in English, even all product in our environment also written in English. So, English is completely needed for learning various kind of knowledge such as science, history, culture, politics, and economy.

Concerning the existence of English in the world then, in Indonesia, English was considered as the most important foreign language taught at almost all levels of school. It has been studied as a

compulsory subject at elementary school, junior high school, senior high school, up to university; even English has become one of the three subjects that should be passed by all students in national examination. This fact proved that English has played a very important role among the education in Indonesia.

Learning English cannot be separated from learning vocabulary or mastering vocabulary, because it is one of the most significant elements of language which functions to express what the speaker want or need. It is impossible for the students to be able to speak without mastering the vocabulary what would they say if the students have no vocabulary at all. Reading without mastering vocabulary used in the text is the same with reading without knowing what you read for because you cannot grasp what messages actually deliver in the text. That also

happen in speaking and listening, one cannot grasp the messages delivered by someone through his/her speech till you know the vocabularies have just said by the speakers.

Thus, it can be inferred that the more students' vocabulary mastery the better students' English (listening, speaking, reading, and writing). Because those four skills also need to be supported by vocabulary mastery which constructs each element of those skills.

Most of English teachers admitted that it is not easy to teach English since teaching English as a foreign language still faces a lot of problems. Those problems found commonly come from the teaching and learning process which involve problems in method of instruction, teaching media, materials and method of teaching or teaching strategy. One of the endeavors made through the research which is aimed at enriching the learning material of English and even to compare and contrast between students' mother tongue and target language being learned.

The statement of the problem of the research is "what are the differences between affixation made in Sasak and those which is made in English language?" meanwhile the objective of the research is to find out the differences between affixation made in Sasak and those which is made in English language. Particularly, this research was focused on finding out the differences between affixation made in Sasak and those which is made in English language.

Review of Related Literature

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance

of vocabulary learning. His view is echoed in this advice to students from a recent course book "if you spent most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say everything with words" (Scoot Thornbury: 2002: 13)

Sasak language is spoken primarily by about two million "dengan Sasak" Sasak speakers' who majority lived in Lombok Island and used as the "mother language" the first language in daily conversation, and commonly grouped into "bahasealus" and "bahasebiase" where bahasealus is the property of the "menak" noble group which has lexical differentiation for the high style, and bahasebiase refers to ordinary group

Actually in Sasak language (which is manifested in a range of regional and social variety) has various kinds of dialect that sometimes intelligible between others dialect. Based on the data, Sasak language divided into seven dialects, evidently take look on this data below:

Kuto-Kute (Around Bayan, and North Sasak)

Ngeto-Ngete (Around Suralaga and Sembalun)

Meno-Mene (Around Praya, Central Sasak)

Ngeno-Ngene (Central east to north coast, and Central West coast Sasak)

Mriak-Mriku (Central South Sasak around Bonjeruk, Sengkol, and Pujut)

Menu-Meni (Central, and Shout East Sasak)

Menung-Mening (Central East Sasak)

These indicated that the term "Sasak" always refers to regional variation

The interest in examining Sasak morphological process arises from the fact that there are some questions which related to the word construction in Sasak language and made the author become insisted to explain through writing activity and now exist as this working paper.

In Sasak language also found one term that we couldn't found in English language and gave more sense of interesting to examine this language. The term that mentioned previously is 'konfiks', where the word constructed by adding two affix there are prefix in the beginning and suffix in the end whereby adding both of these affix will change the meaning of previous word at all.

Lastly, hopefully, this working paper represent the anxious of the other ethnic who has another language but really want to know more about Sasak language, and self-satisfaction of the author who has accomplished this very challenging project use as the value experience for the first time constructing and explaining my own language into the other language.

RESEARCH METHOD

The research design used in this study is descriptive qualitative; ethnography study. The kind of the study itself, ethnography study is the systematic study on particular ethnic, society behavior, or culture of particular group of people. It is designed to explore cultural phenomena where the researcher observes society from the point of view of the subject of the study. Thus, an ethnography study is a means to represent graphically and in writing the culture of a group, while the report of the research reflects the knowledge and the system of meanings in the lives of a cultural group.

This research was conducted at Bayan, North Lombok, West Nusa Tenggara. Bayan is a region with particular ethnic who live there still defense the unique of language, culture and ethic among the society. With this special characters of the society, the ethnic then fulfill the criteria to be the place or the research setting where the research will be conducted.

Bayan people use one unique dialect that seems different from any other ethnic live in Lombok. Bayan ethnic use kuto-kute dialect in their speaking between member of the society. Anyway, the word "Bayan" is taken from Arabic language that the first Moslem religions come to Lombok Warta (2010: 51). Dialect *Kuto-Kute* spread across northern of Lombok, starting from the around Meninting to the Bayan village.

The research object of the study is *Sasaknese* or Sasak language. Sasak language is one of the local languages spoken among Sasak people in Lombok. It is used as a means of communication by the Sasak ethnic group, inhabiting Lombok island which make up the majority of the population of Lombok. Sasak language is the first native language after Indonesian, used by most group of people in Lombok island in their daily communication.

Sasak language has various dialects, one of them is Kuto- Kute dialect. The dialect has three levels that are according to the use and context: (1) Soft language is the language used by a group of nobles. (2) The Madya language or intermediate language is a language that has been entered by soft language, used by middle class. (3) Ordinary language is the language used by the group or the general public rows of coral

In this study, the researcher used interview sheet as the instrument. The interview sheet guided the researcher in interviewing the research participants, giving the information of what should and what should not to be collected in the research, meaning that the data related. In this study the researcher used interview technique to collect the intended data from the research participants. The interview is aimed to dig up the information on how is the meaning influenced by the affixation added into the stem of the words in Sasak language which then compared to the same way in English affixation, or might be the vice versa. The result of this comparison will be used as the evidence in teaching English vocabulary in the classroom teaching practice.

FINDING AND DISCUSSION

The similarities and the differences of affixation in Sasak language Kuto-Kute dialect and English language in terms of the form and meaning are classified according to the scope of the study and research findings found out in this research. These similarities and differences of both languages' affixation are briefly presented and discussed in the lines that follow.

Prefix: Prefixes in Sasak language KutoKute dialect has 4 prefixes. They are /te-/, /pe-/, /be-/, /me-/. While in English it has also 4 prefix, they are /un-/, /dis-/, /de-/, /re-/. It can be show that Sasak and English have similarity in terms of the number of prefix. But in terms of meaning and the word classes that can be attached by those prefix are difference. It can be seen from the table below:

Table 1. Sasak and English Language

Prefix					
Sasak Language			English Language		
Prefix	Attached to	Meaning	Prefix	Attached to	Meaning
te-	verb	to form passive voice	re-	verb	“again”
pe-	noun, adjective	“to cause something become”	en-	adjective	“cause to become”
be-	verb	to form intransitive verb	de-	verb	“opposite”
me-	verb	Telling about present action	dis-	verb	“apart”

Suffix: Based on the data which has been analyzed. Sasak language has only one suffix, differ from English which has 4 four suffixes, the same number with the prefixes it has. As it can be seen from the table below. It shows that Sasak language suffix is /-an/ang/. This suffix can be attached to adjective, verb, and noun.

Table 2. Sasak and English Language Suffix

Sasak Language			English Language		
Suffix	Attached to	Meaning	Suffix	Attached to	Meaning
-an / -ang	adjective, verb, noun	“causing”	-en	adjective	“make more”
			-ate	bound morpheme	“denotes offices or functions”
			-ify	adjective	“put into”, “become”

				” “provide wih”
		-ize	adjective, noun	“put into” “become” ” “provide wih”

Simulfix: Sasak language KutoKute dialect has /te-an/ as the combination of prefix /te-/ and suffix /-an/ as it can be seen from the table below.

Table 3. Sasak Language Simulfix

Sasak Language			English Language		
Simulfix	Attached to	Meaning	Simulfix	Attached to	Meaning
/te-an/	verb, noun	“telling passive voice”, “put on”	-	-	-

Based on the finding that shown in the table. It tells that both English and Sasak share similarity and differences.

CONCLUSION

Based on the research finding, it is inferred that both Sasak and English undergo word-formation process through affixation to form verb. Affixation the process of adding a morpheme or affix to a word to create either a different form of that word or a new word with a different meaning. The two primary kinds of affixation are prefix (the addition of a prefix) and suffix (the addition of a

suffix) while clusters of affixes can be used to form complex words.

Sasak and English have prefix and suffix to form a new word, especially for verb words. The prefix both in Sasak and English has the same number of prefixes. In Sasak, it has prefixes /te-/ in word “teponkaq”, /pe-/ in word “penerang”, /be-/ in word “beganggu”, /me-/ in word “melampaq”. While in English, it has prefixes /en-/ in word “enrich”, /dis-/ in word “disagree”, /de-/ in word “decompose”, /re-/ in word “return”.

In terms of meaning, there one prefixes from both languages that has the same meaning, which those prefixes has function ‘to cause something to become’, they are prefix /pe-/ in Sasak language and prefix /en-/ in English language. Both prefixes also can be attached by the same word class adjective.

In terms of differences of affixation, English language does not have simulfix like in Sasak language. Simulfix is a type of affix that changes one or more existing phonemes in order to modify the meaning of a morpheme. Based on the finding, Sasak has simulfix /te-an/.

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