

Investigating Affixation Problems Which Encounter EFL Learners Of King Khalid University

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Abstract

Morphology as a field of human language deals with the study and structure of words

and their formation as well as their relationship to other words in language. The four skills of language are integrated and not isolated that's why knowing to write needs the command of knowing how words structured and related to one another. Affixation is the smallest part of morphology which studies the form and the change of words. Millward and Hayes (2011:4) mentioned that most derivational prefixes simply change the meaning of the word it is attached to while others change the class of the word. Derivational suffixes change the word class category which in turn changes the meaning of the word to which it is attached. This study investigates the use of Affixation (prefixes and suffixes) for level 8, 9 and 10 EFL students at King Khalid University and how the use of appropriate Affixation enhances the learners' writing paragraphs. The data was collected through a test administered to 60 EFL students. The data analyses were done by the statistical package for social sciences (SPSS) program.

Key Words: Affixation, Morphological Analysis, Descriptive Paragraph, Encounter, Essay

1.0 Introduction

A continuous stream of speech can be broken up by the listener (or linguist) into smaller, meaningful parts. A dialogue, for instance, can be divided into statements of the dialogue, which can in turn be separated into the words that built up the sentences of the conversation.

Every language has some large number of words available for its users to select from their need. This stock of words can be thought of as a sort of mental dictionary that language users, both speakers and hearers, have internalized as part and parcel of learning their particular language. The mental dictionary is named the lexicon. (Tserdanelis and Wong, 2004).

This study attempts to solve affixation problems which encounter third year EFL university students and try to find out why learners misuse or get confused when they use affixes in writing essays.

Understanding and learning about English language facilitates not only comprehending the context, but also, to understand word by word to improve the learners' English skills. From a small part into a big one, interpreting word by word and then become united as English itself. Without knowing the base, it is impossible to recognize the whole things. (Ramelan, 1992:109).

Nunan (1991) claims that, to be able to know the component parts in the word is certainly the most important competence for learning a language. But as far as the learning of affixes in a word is concerned, it is sometimes problematic for students and one of their main difficulties is the recognition of the affixes in the word. The students encounter the difficulty in perceiving and recognizing the affixes, which hinders the development of their English. As a result, they commit the errors in the usage of affixes and they are unable to produce new words by adding either prefixes or suffixes to the root or base. And further, they come across the problems in the correct and effective utilization of affixes in their learning activities. McCarthy (1990: 4) also mentions that sometimes, recognizing the morphemes is not so easy. When morphemes combine to form words, sound changes and/ or spelling changes can disguise them, making their presence less plain to the untrained ear or eye. Thus, the systematic learning of affixes, i.e., prefixes and suffixes, their types, functions, and how they can be identified, is quite needed and it can reduce the complexity in learning them; and further help the students use them properly in their work.

1.1 The Focus of the Study

The current study focuses on investigating the use of affixation (suffixes and prefixes) and how it enhances EFL learners writing paragraphs at King Khalid University and how this

influence is revealed on the learner's performance working on developing their writing competence. Knowing and being aware of their confidence and how to be able to make use of their anxiety bringing it as a sup portable tool instead of an enemy.

1.2 Statement of the problem

The use of affixation in constructing meaningful sentences is essential in upgrading paragraph writing. Providing students with an opportunity to use affixation newly occurred competence. Although many students whom have completed a course in morphology, they still lack the comprehension of utilizing prefixes and suffixes properly in their writing performance. The reason behind this unsatisfying performance is questioned by the researchers and raised to find an answer. Is it due to the design of the curriculum or insufficient teaching hours given to the course or other reasons which will be found by this research.

1.2 Research Objectives

This paper attempts to answer whether EFL students are aware of the appropriate use of affixes and have a command in using it which in turn enhances their writing skill and especially in the arrangement of paragraph writing. Since constructing sentences and creating paragraphs depends in their knowledge about affixation use. Which also helps them in word formation and enriches their vocabulary which gives them the command of writing.

Research Question

To meet the stated objectives, the following research question was raised:

1. 1.To what extend does affixation help students in practice writing paragraphs.
2. 2.To what extend does EFL learners have clear understanding of Affixation.

1.5 Research Hypotheses

It is hypothesized that the command students have in the use of Affixes (Prefixes and Suffixes) enhances and enables EFL learners to develop their writing paragraphs.

1.6 Significance of the Study

a) This study is targeting EFL students of English language who study at King Khalid University. The study is contributed to the field of linguistic to view the impact of mastering and having command of Affixes, which in turns enable the learner to have command on the writing of paragraphs. This study will view through a test given to the students to find out how the knowledge about Affixation develops their writing competence skills and strategies and supports them with the needed tools which allow them confidently to write an accurate paragraph.

2.0 Literature Review

The major concerns of teachers when teaching any English course is mainly to fulfil the course learning outcomes. First instance, in dealing with morphological courses its impact should be reflected in students' writing performance. Since the student's appropriate use of affixes have a serious impact of their writing skills, especially paragraphs.

Halliday (2003, 73) argues that, all languages need new terms, or new combinations of words, to convey new notions. That is why, in this respective, morphological processes or word formation processes are the main processes whereby words are formed in language, furthermore, the process that have probably added the largest number of words fall into two expansive categories, inflection and derivation. Inflection is driven by the requirement to form a word with the appropriate form in a particular grammatical context.

Derivation is the formation of new words by adding affixes to other words or morphemes. Derivation typically results in changes of parts of speech. It can be contrasted with inflection, which never change the lexical or grammatical category. (Richards and Schmidt 2002:151).

Fromkin and Rodman (1978: 142) mention that a morpheme may be defined as the minimal linguistic sign, a grammatical unit in which there is an arbitrary union of a sound and a meaning which cannot be further analyzed. Some morphemes like boy, desire, gentle, and man contain words by themselves. Other morphemes such as -ish, -able, un-, -ness, and -ist are not words but always parts of word. For instance, un-(unhappy), pre-(prejudge), dis-(disapprove) and bi-(bipolar) are placed before other morphemes. These kinds of morphemes are called prefixes. Other morphemes occur only as suffixes, after other morphemes such as -er (singer), -ist (novelist), and -ly (orderly).

These prefix and suffix morphemes have traditionally been called bound morphemes, since they cannot occur unattached, bound morphemes are different from free morphemes such as man, like, sick, allow, prove and so on. All morphemes can be joined into larger units' phrases and sentences.

Richards and Schmidt (2002:17) state that affix is a letter or sound, or group of letters or sounds (= morpheme), which is added to a word and which changes the meaning or function of the word.

Affixes are bound forms that can be added:

- a. to the initial of a word (= prefix), e.g., English un- which usually alters the word meaning to its opposite: kind – unkind
- b. to the final of a word (= suffix), for example English –ness which usually modifies an adjective into a noun: kind – kindness
- c. within a word (= infix), for instance Tagalog -um- which shows that a verb is in the past tense: sulat “to write” – sulation “wrote”.

2.1 Words and word formation

“In English morphology, an inflectional morpheme is a suffix that's added to a word (a noun, verb, adjective or an adverb) to assign a particular grammatical property to that word, such as its tense, number, possession, or comparison. Inflectional morphemes in English include the bound morphemes -s (or -es); 's (or s'); -ed; -en; -er; -est; and -ing. These suffixes may even do double- or triple-duty. For example, -s can note possession (in conjunction with an apostrophe in the proper place), can make count nouns plural, or can put a verb in the third-person singular tense. The suffix -ed can make past participles or past-tense verbs.” (Nordquist 2020).

2.2 The inflectional Affixes of English

Function	Affix (-s/-es)	Attaches to	Examples
3rd per. Sing present	-s	Verbs	She waits there at noon.
Past tense	-ed	Verbs	She waited there yesterday.
Progressive aspect	-ing	Verbs	She is waiting there now.
Past participle	-en,-ed	Verbs	Jack has eaten the cookies.
Plural	-s	Nouns	The chairs are in the room.
Possessive	-’s	Nouns	The chair’s leg is broken.
Comparative	-er	adjectives,	Jill is taller than Joe.
Superlative	-est	adjectives,	Ted is the tallest in his class.

In the table above, all the inflectional affixes are attached after the stem. Affixes that come after a root called suffixes, whereas affixes which precede a root are called prefixes. Suffixes are both derivational and inflectional.

Another thing to know about affixes is that sometimes different meanings or functions can be marked by the same phonetic shape (note the three *-s* affixes in the table *waits*, *chairs*, and *chair's leg*). Affixes that sound alike but have different meanings or functions are said to be homophonous.

Another example is the case of *-er*, which signs comparative degree on adjectives and adverbs (like in *taller*, *faster* in the table), on the other hand the same phonetic shape can be utilized to derive an agent noun from a verb, as in *speak*, *speaker*. These two *-er* affixes are homophonous with each other and it is crucial to regard both form and meaning in analyzing morphological structures. (Tserdanelis and Wong: 2004 mentioned on p. 4: 147).

2.3 Chart of common prefixes

Affix	Meaning	Part of Speech it is Used With	Example
anti-	Against	Adjective	Antisocial: He is a very social person (he likes people). He is a very antisocially person (he doesn't like people).
dis-	not, reverse, absence, separate, remove	Verb	Disappear: The man appeared suddenly (he was not here, now he is here). The man disappeared suddenly (he was here, then he is not here).
en-	to make, have, become	turns a noun into an adjective	Enrage: The dog is full of rage (full of anger). The enraged dog is barking (the dog has been made angry).
il-	Not	Adjective	Illegal: Giving money to people is legal (permitted by law). Stealing money from people is illegal (not permitted by law).
im-	Not	Adjective	Impolite: The child is very <u>polite</u> (acts in a correct way). The child is very impolite (acts in a bad way).
in-	Not	Adjective	Incomplete: The assignment is complete (finish- ed). The assignment is incomplete(not finished)
mis-	wrong, bad	Verb	Misread: I read the sentence <u>correctly</u> . I misread the sentence (not correctly).
non-	Not	noun / adjective	Nonsense: That sentence makes sense (is logical). That sentence is nonsense (is not logical).
pre-	before	verb / adjective / no un	Preview: The professor asked my colleague to preview the research paper before submitting it .
un-	Not	verb / adjective	Unhappy: I am happy. I am unhappy (not happy).
re-	Again	Verb	Remarry: I <u>married</u> in 1995. I divorced in 1999. I remarried in 2001 (married again).
Affix	Meaning	Part of Speech it is Used With	Example
-less	without	turns a noun into an adjective	Sleepless: I had a good sleep last night (I slept well). I had a sleepless night last night (I did not sleep).
-ful	full of	turns a noun or verb into an adjective	Beautiful: The child is beautiful (full of beauty).
-able	Can	turns a verb into an adjective	Breakable: The old cup is breakable (can be broken).
-ly	in a way that is	turns an adjective into an adverb	Slowly: He is a slow walker. He walks slowly (describes the way he walks).
-er / -or / -ar	the person who does	turns a verb into a noun	Painter: I paint houses. I am a house <u>painter</u> (the person who <u>paints</u>).
-ist	the person who is	Noun	Dentist: I am a dentist. I fix teeth.
-y	full of, covered with	turns a noun into an adjective	Sleepy: The children need to go to sleep. They are very sleepy (full of sleep).
-ous	full of, covered with	turns a noun into an adjective	Joyous: People are full of joy during holidays (very happy). People are joyous during holidays.

<https://englishstudypage.com/grammar/prefixes-meanings-and-examples/>

https://web2.uvcs.uvic.ca/courses/elc/sample/beginner/gs/gs_55_1.htm.

2.4 Contrast with Derivational Morphemes

Nordquist (2020) states that unlike derivational morphemes, inflectional morphemes do

not alter the essential meaning or the grammatical category of a word. Adjectives remain adjectives, nouns stay nouns, and verbs remain verbs. For instance, if you add an *-s* to the noun carrot to show plural, carrot remains a noun. If you add *-ed* to the verb walk to show past tense, walked is still a verb.

Yule (2006:p 57-58) mentions “The difference between derivational and inflectional morphemes is worth emphasizing. An inflectional morpheme never changes the grammatical category of a word. For example, both old and older are adjectives. The *-er* inflection here (from Old English *-ra*) simply creates a different version of the adjective. However, a derivational morpheme can change the grammatical category of a word. The verb teach becomes the noun teacher if we add the derivational morpheme *-er* (from Old English *-ere*). So, the suffix *-er* in modern English can be an inflectional morpheme as part of an adjective and also a distinct derivational morpheme as part of a noun. Just because they look the same

(*-er*) doesn't mean they do the same kind of work.”

2.5 Placement Order

Words can be built with multiple suffixes, In English there are rules that govern which order they go in. In the example below, the suffix is making a word into a comparative:

"Whenever there is a derivational suffix and an inflectional suffix attached to the same word, they always appear in that order. First the derivational (*-er*) is added to teach, then the inflectional (*-s*) is attached to produce teachers." (Yule 2006).

Denham and Lobeck in (2010) claims Linguistics for Everyone provides many examples to drive home the point about placement order of the affixes; ‘‘For instance, the words *antidisestablishmentarianism* and *uncompartmentalized*’’ each contain a number of derivational affixes, and any inflectional affixes should be occurred at the end: *antidisestablishmentarianisms* and *uncompartmentalized*.

2.6 Suffix Spelling Rules

Suffixes are utilized to make new words and give stem words different meanings. By learning and understanding each of the spelling rules for suffixes, you will be able to use them accurately and recognize which ones to use. There are exceptions to each of the rules.

2.7 Basic Suffixes Spelling Rules

Suffixes are added to the end of words to create new words. There are two kinds of suffixes: vowel and consonant. Vowel suffixes contain endings such as *-ed*, *-er*, *-es*, *-end*, and *-ing*. Consonant suffixes include endings such as *-s*, *-less*, *-ness*, *-ment*, and *-ly*.

The following are the basic rules of using suffixes in the English language

2.8 Rule 1: Double the Consonant

When a word ends in a short vowel sound and a single consonant, you double the last letter. Examples of this rule are:

Fat	er	Fatter
Flip	ed	Flipped
Mud	y	Muddy
Shop	ed	Shopped
Swim	ing	Swimming

When a word has more than one syllable and ends with the letter "l" you will double

the "l" when adding the suffix. Examples include:

Cancel	ed	Cancelled
Control	ed	Controlled
Propel	er	Propeller
Compel	ing	Compelling
Fulfil	ment	Fulfillment

Keep in mind that the doubling rule does not apply if the word ends in "w," "x" or "y."

2.9 Rule 2: Double the Final E

When a word ends in a silent letter "e," drop that final "e" if the suffix you are using begins with a vowel. Examples of this rule are:

Drive	ing	Driving
Hope	ing	Hoping
Make	er	Maker
Adore	able	Adorable
Use	er	User

2.10 Rule 3: Keep the Final E

When the word ends in the letters "ce" or "ge," you will keep the final "e" if the suffix begins with the letters "a" or "o." Examples of this rule are:

Advantage	ous	Advantageous
Change	able	Changeable
Courage	ous	Courageous
Service	able	Serviceable
Notice	able	Noticeable

You will also keep the final "e" in the following examples:

Like	able	Likeable
Size	able	Sizeable
Care	ful	Careful
Use	ful	Useful
Peace	ful	Peaceful

Remember to keep the "e" if using the suffix -ly. For example:

Late	Ly	Lately
Rare	Ly	Rarely
Love	Ly	Lovely
Home	Ly	Homely
Definite	Ly	Definitely

Lastly, you will also keep the "e" at the end of the word if it ends in "ee" or "ye." Examples include:

Agree	ing	Agreeing
Decree	ing	Decreeing
Eye	ing	Eyeing
Foresee	ing	Foreseeing
See	ing	Seeing

2.11 Rule 4: Keep the Y

When the word ends with "y" and has a vowel before it you keep the "y." Examples of this rule are:

Boy	S	Boys
Enjoy	Ed	Enjoyed
Play	ing	Playing
Buy	er	Buyer
Joy	Ful	Joyful

Exceptions to this rule are:

Pay	Ed	Paid
Say	Ed	Said

Another time to keep the "y" is if the suffix starts with the letter "i." You cannot have two i's in a row. Examples of this rule are:

Worry	Ing	Worrying
Copy	Ing	Copying
Carry	Ing	Carrying
Supply	Ing	Supplying
Marry	Ing	Marrying

2.12 Rule 5: Change the Y into I

When the word has a consonant before the "y," you will change the "y" to a letter "i," then add the suffix. Examples of this rule are:

Beauty	Ful	Beautiful
Baby	S	Babies
Army	S	Armies
Duty	Ful	Dutiful
Happy	Ness	Happiness

Keep in mind that there are exceptions to this rule, such as:

Dry	Er	Dryer
Baby	Hood	Babyhood
Lady	Ship	Ladyship

2.13 Rule 6: Changing IE to Y

When a word ends in "ie," change the ending to a "y" when you add the suffix -ing. Examples of this rule are:

Die	ing	Dying
Tie	ing	Tying
Untie	ing	Untying
Lie	ing	Lying
Vie	ing	Vying

<https://grammar.yourdictionary.com/grammar/spelling-and-word-lists/suffix-spelling-rules.html> .

2.14 Previous Studies

Some researchers have investigated the area of Affixation and writing paragraphs. Sulaema, in (2018) in his research finds out that students' ability in writing paragraph using English Affixation was (6.6 to 7.5) and classified them as fairly good. His research showed that the students' ability is still moderate. The researcher also finds out that factors which influence the learners' ability in writing paragraphs using English affixation was due to the lack of motivation and understanding of affixes.

Another prior study of Tabassam, A., Husnat. & Baby, Sumera & Naseem, Sadaf. (2021) investigated the importance of affixation they defined the affixation process by discussing all facts of suffixes, prefixes, and infix under the teaching practices of the English language. After analyzing the test of the students, it was concluded that the students of primary level have a bad understanding of affixes. The study also suggested that teachers should change their traditional methods of teaching and have to engage students in practicing new vocabulary with the help of affixes. As well as that the course of Morphology should be taught as a

scientific strategy for learning, in other words we should break a word into morphemes, analyze both the root and suffix of the word for recognizable morphemes. This will help the students to comprehend and have a clear understanding about how prefixes, suffixes, and roots are used, and how words change.

Another paper focuses on the area of affixation use was conducted by Angrayni, Maya in (2019). This paper comes out with the results that students are faced with four difficulties in using affixation; firstly, when detecting the form of word, secondly, when deciding the appropriate affixations, thirdly, when selecting the type of affixations, and finally, they are having lack of vocabulary. However, students have different effective strategies to overcome their difficulties regarding the use of affixation.

Another study of Wanda, (2010) which was an analysis of affixation of Obama's speech in the university of Indonesia. In his analysis the writer focuses on prefixes and suffixes occurred in the speech text and depended mainly on the form, distribution and function of affixes. The focus was on the most dominant affix and the function used in the text. The writer also supported his study by some relevant books and thesis used to support the idea of analysis. It was written by Maharani in (2013) titled with ' ' Analysis of prefixes and suffixes of Pariaman dialect in West Sumatra' '. This study concludes that affixes in Minangkabau Pariaman dialect can be subdivided into prefixes and suffixes. The form of prefixes has five, they are (*sa-*, *ba-*, *ma-*, *pa-*, *ta-*). It has two suffixes, they are (*-an*, *-i*). The prefixes and suffixes in Pariaman dialect differ from each other in terms of form, distribution function and meaning based on context when and where the language used in daily life.

Another study of Arif in (2014) comes out that the implications for teaching and learning are significant. This research focused into the morphological awareness points that students who understand how words are formed by combining prefixes, suffixes, and roots have larger lexicon and better reading comprehension than those without such knowledge and skills. Therefore, vocabulary rich lesson contents should be accompanied by teaching morphological awareness in language teaching. This supports our research main ideas and proves the role of affixes in developing student's skills whether in reading comprehension or writing skills.

3.0 Methodology

The purpose of this study is to investigate Affixation problems encounter EFL learners which hinders their ability in writing paragraphs; in other words, whether EFL students of King Khalid University have this command of Affixation which might develop their skill of writing paragraph. In this study, the researchers used qualitative research method for collecting data.

3.1 Instruments

This study adopts the descriptive analytical method. The target population in this research was taken from about (60) EFL students of King Khalid University.

3.2 Participants

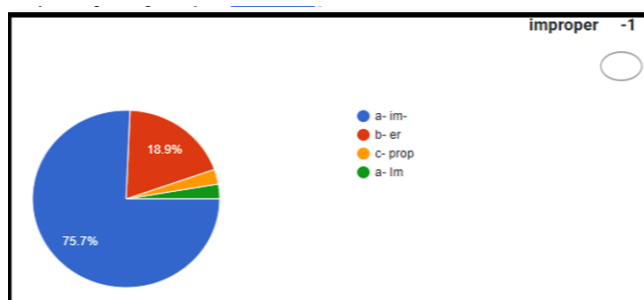
The target population for this study includes EFL students from King Khalid University English Department. Students were taken from Levels eight and nine.

4.0 Results and Discussion

After testing EFL students of King Khalid University (Female campus) we come to find

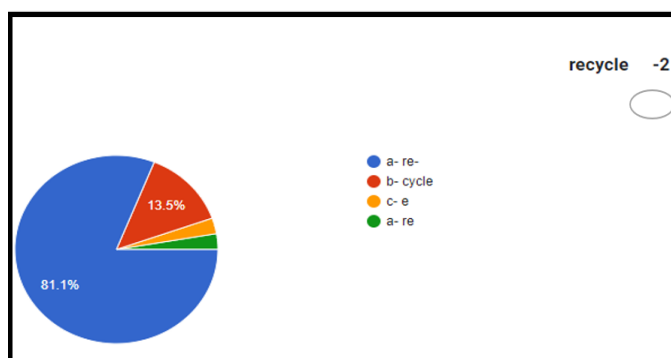
that they highly possess enough knowledge about the use of Affixation (Suffixes and Prefixes) which enables them to have a command of the writing of paragraphs from their wide experience which they received in the course of Morphology they took which was observed from the SPSS analyses which was a great support for the research outcome which threaded all the research different parts together leading us to the following results, discussion and findings;

The test was comprised of words carrying Affixes options of a Prefix and Suffix were given and the students have to choose the correct in each word. The percentage and explanations for each question is discussed in the tables below which shows the response and the figure which clarify the responses given by the respondents;



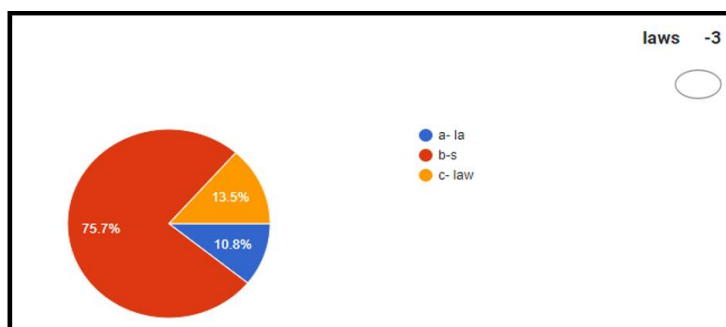
Question and Figure (1)

In the word (improper) the prefix (-im) was chosen by (75.7%) of the respondent which was the correct and highest response, while (18.9%) choose the suffix (er).



Question and Figure (2)

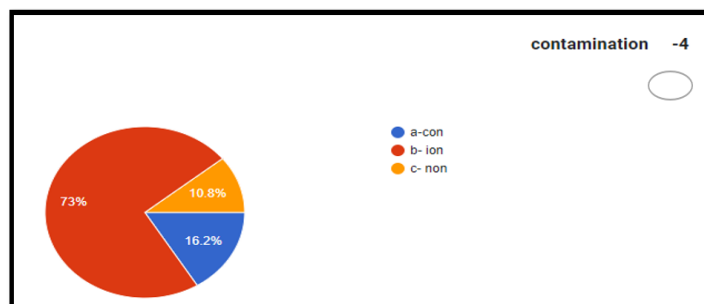
In the word (**recycle**) (81.1%) chose the prefix (re) which was the highest and correct response, while (13.5%) chose (cycle). Others as seen in figure (2) chose the (e) as a suffix.



Question and Figure (3)

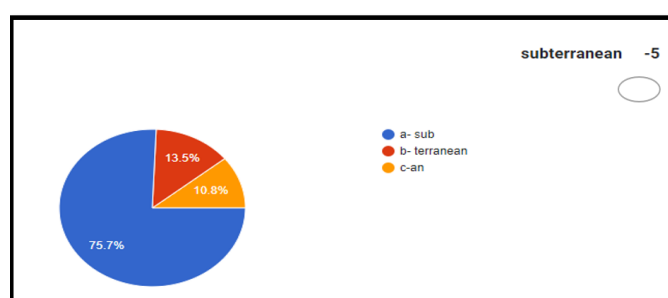
In the word (Laws) (75.7%) of the respondents chose the suffix (s) which was the highest and correct response, while (13.5%) chose the root word (law) and (10.8%) chose (la)

as a prefix.



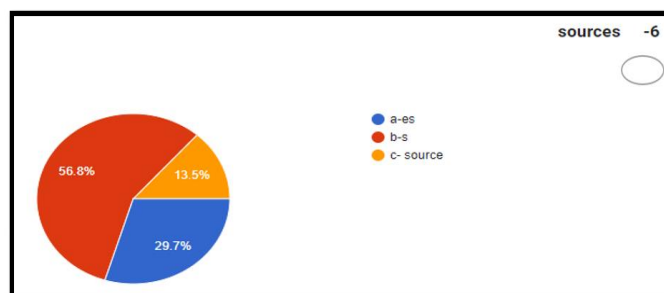
Question and Figure (4)

In the word (Contamination) (73%) chose the suffix (-ion) which was the highest and correct response, while (10.8%) chose the given option(non). (16.2%) chose (-con) as a prefix.



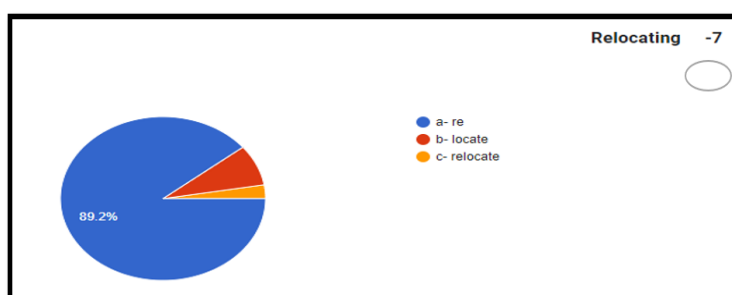
Question and Figure (5)

In the word (Subterranean) (75.7%) of the respondent chose the prefix(-sub) which was the correct and highest response, while (13.5%) chose the stem word (terranean) and (10.8%) chose (-an) as a suffix.



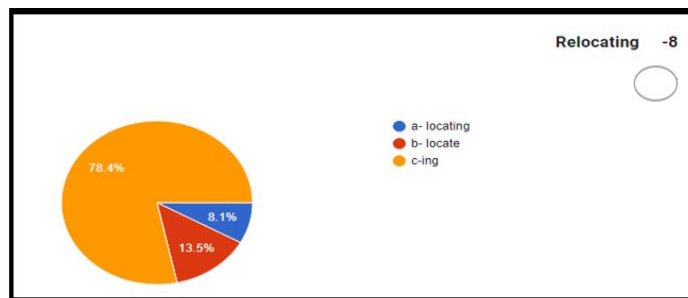
Question and Figure (6)

In the word (Source) (56.8%) chose the suffix (-s) which was the highest and correct response, while (29.7%) chose not the (-s) as a suffix but the (es). Others chose the root word (source) and they were (13.5%).



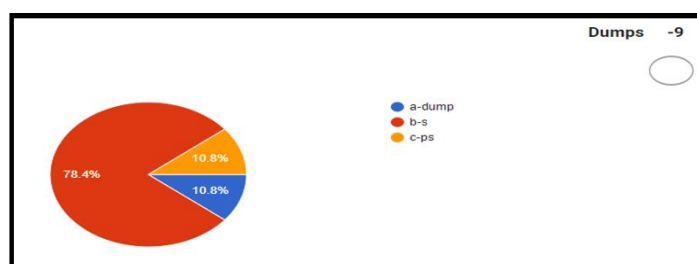
Question and Figure (7)

In the word (Relocating) (89.2%) chose (re) as a prefix which was the highest response and the correct option. While some chose (locate) and few chose (relocate).



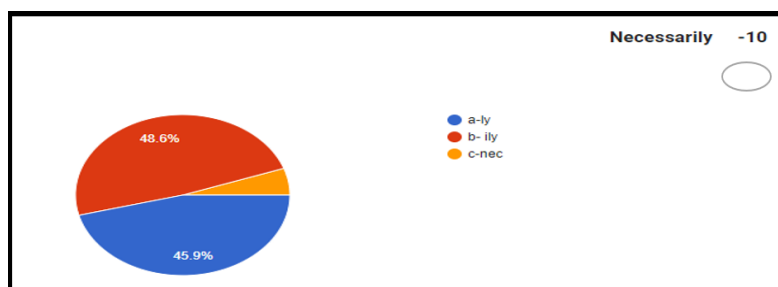
Question and Figure (8)

In the word (Relocating) the focus was on the suffix (-ing) which represented (78.4%) of the participants response. It was the highest and correct response. Some chose (locate) and they were (13.5%), while others chose (locating) and they were (8.1%).



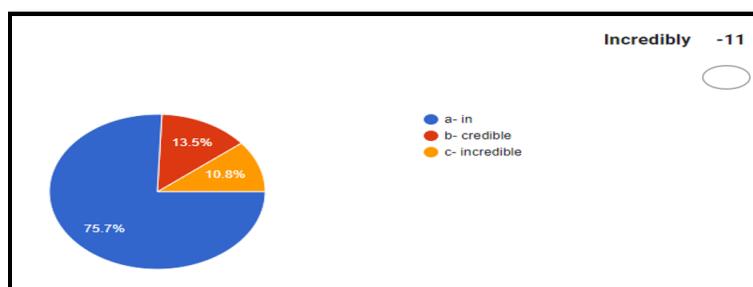
Question and Figure (9)

In the word (Dump) the highest and correct response was (78.4%) for the suffix(-s). (10.8%) chose (dump) and (-ps) as a stem word and suffix respectively.



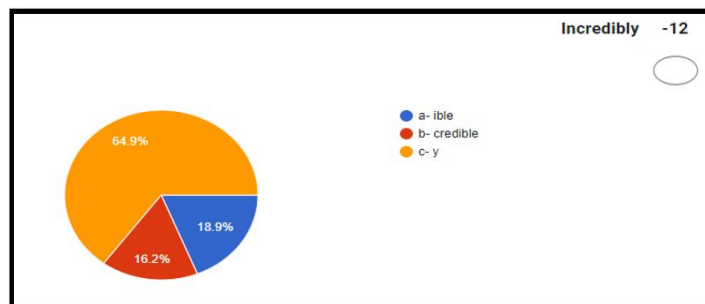
Question and Figure (10)

In the word (Necessarily) the suffix (-ly) received a response that is (45.9%) which was the correct answer and it was not the highest response received when compared with (-ily) which was (48.6%) chosen as a suffix. Others chose (-nec) as a prefix.



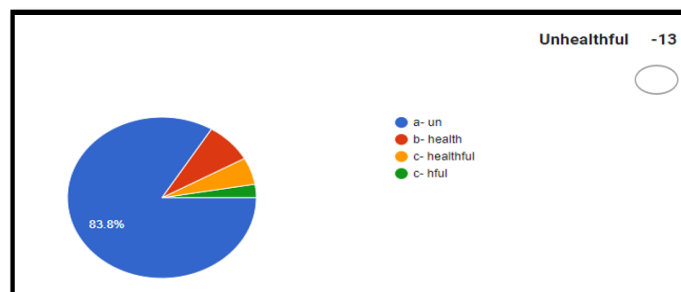
Question and Figure (11)

In the word (Incredibly) (75.7%) chose the prefix (-in) which was the highest and correct response, while (13.5%) chose the root word (credible) and others chose (incredible) which represented (10.8%) , which shows their misunderstanding and confusion which was seen in the total of the incorrect response (24.6%).



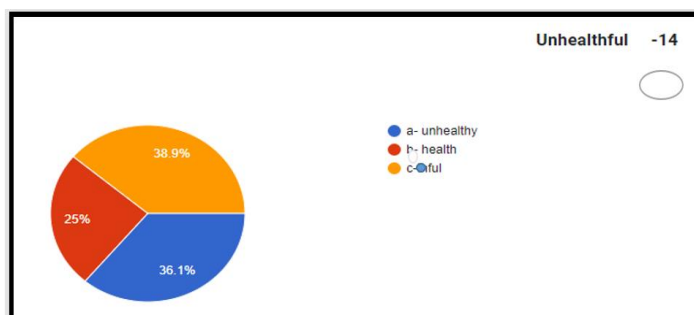
Question and Figure (12)

In the word (Incredibly) the focus was on the suffix (-y) and successfully the respondents gave the correct answer which represented the highest response (64.9%), while (18.9%) chose (-ible) as a suffix and others (16.2%) chose the root word (credible). Those who misunderstood the question represent around (35.1%) out of (64.9%) whom they gave the correct response.



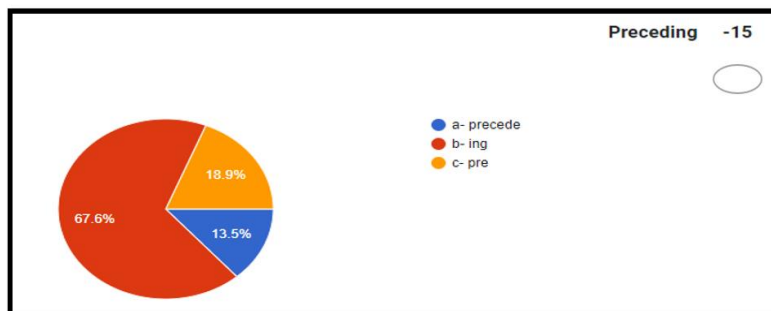
Question and Figure (13)

In the word (Unhealthful) (83.8%) chose the correct answer, the prefix (-un). Others choose (health), (healthful) and (-hful). The percentage of those who understood the question when compared with others as seen in the figure is high.



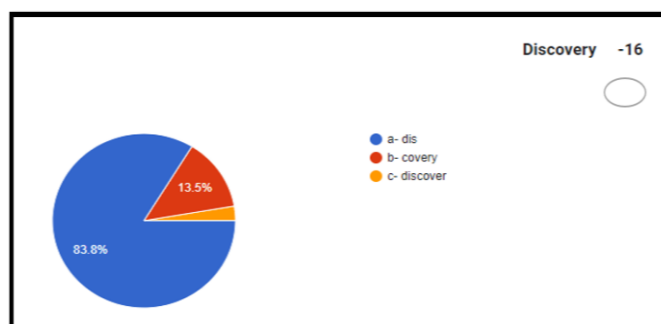
Question and Figure (14)

In the word (Unhealthful) (38.9%) chose the correct answer, the suffix (-ful). While others chose (unhealthy) the word and they were (36.1%) and (25%) chose (health). Those who misunderstood the question represent around (61.1%) out of (38.9%) whom they gave the correct response.



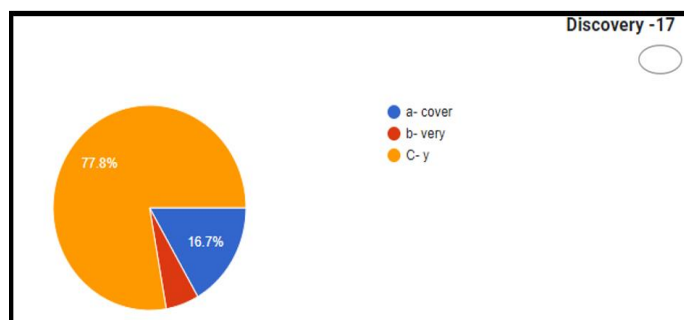
Question and Figure (15)

In the word (Preceding) (67.6%) chose the correct answer that is the suffix (-ing), while (18.9%) chose the prefix (-pre) and others chose the root word (precede) and they were (13.5%). Those who misunderstood the question represent around (32.4%) out of (67.6%) whom they gave the correct response.



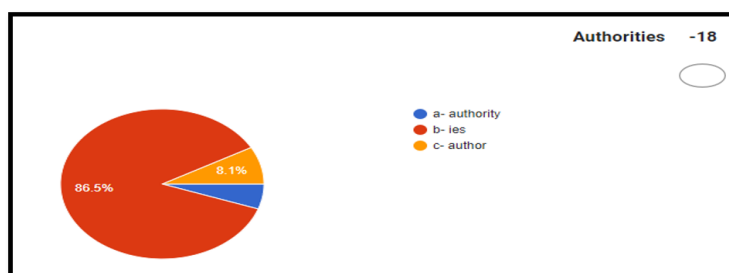
Question and Figure (16)

In the word (Discovery) (83.8%) chose the correct answer the prefix(-dis) and it was the highest respond. (13.5%) chose (covey) and few chose (discover).



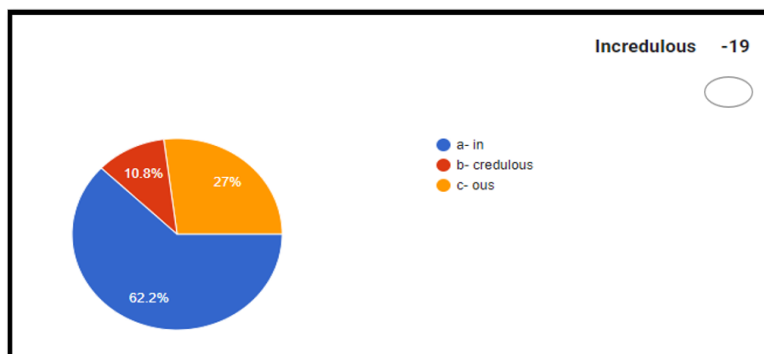
Question and Figure (17);

In the word (Discovery) the focus was on the suffix (-y) were (77.8%) gave the correct answer. (16.7%) chose (cover) and few chose (very).



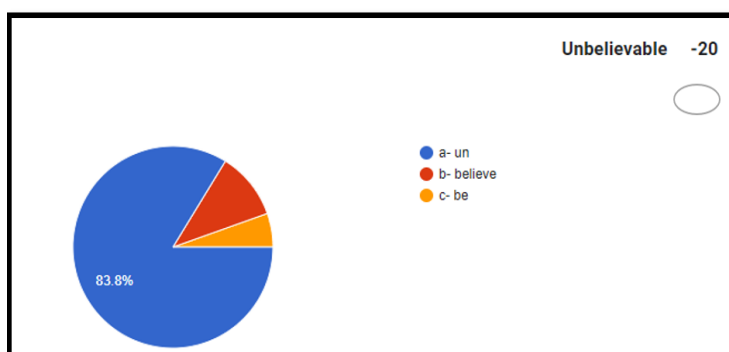
Question and Figure (18)

In the word (Authorities) about (86.5%) chose the suffix (-ies) which was the highest and correct response. (8.1%) chose (author), while few chose (authority).



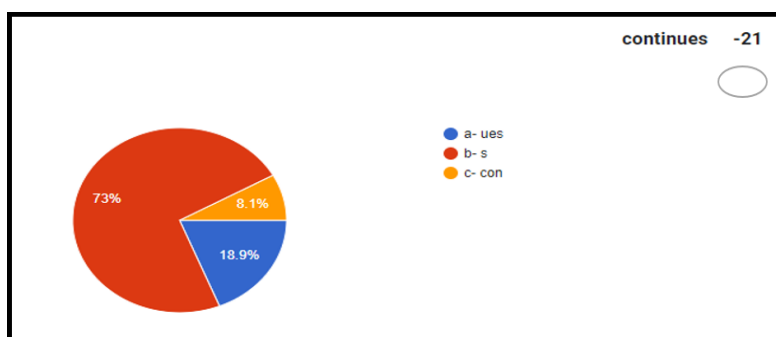
Question and Figure (19)

In the word (Incredulous) about (62.2%) chose the prefix (-in) which was the highest and correct response. Others (27%) chose (-ous) as a suffix, while (10.8%) chose the word (credulous).



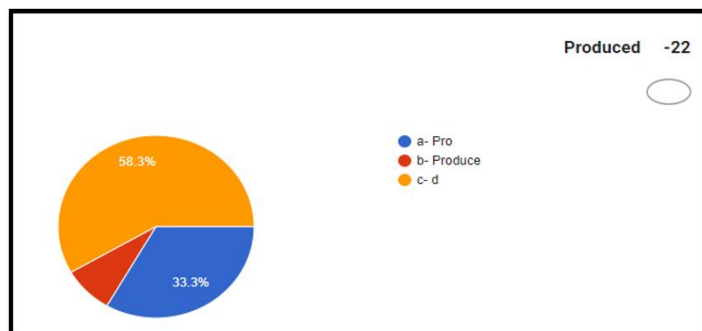
Question and Figure (20);

In the word (Unbelievable) (83.8%) chose the prefix (-un), while some chose the word (believe) and few chose (-be) as a suffix.



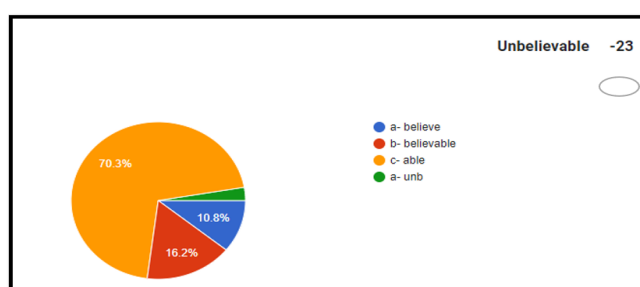
Question and Figure (21);

In the word (Continues) about (73%) chose the suffix (-s) and it was the highest response as well as the correct one. Others (18.9%) chose (-ues) as a suffix, while (8.1%) chose (-con) as a prefix.



Question and Figure (22).

In the word (Produced) about (58.3%) chose the suffix (-d) and it was the highest response as well as the correct one. Others (33.3%) chose (-pro) as a prefix, while few chose (-d) as a suffix.



Question and Figure (23)

In the word (Unbelievable) about (70.3%) chose the suffix (-able) and it was the highest response as well as the correct one. Others (16.2%) chose the word (believable), while some (10.8%) chose the root word (believe) and few chose (-unb) as a prefix.

Conclusion

In concluding our research paper, the researchers come out from the different previous researches and studies mainly from the different views seen in the responses of English language students what provides a great support to the researchers' main point and answers the research question that EFL students have a clear understanding of Affixation which have been seen clearly in the above-mentioned graphs. The total of the students who have shown a credible understanding of the suffixes was around (37.84%), while those who have good command of the use of prefixes were around (24.33%) which shows that the learners have a good command and clear understanding of Affixes (Prefixes and Suffixes) , which in turn enhances their writing skills and supports them in writing paragraphs. The students who are aware of the appropriate use of affixes and have a clear understanding of the elements or parts of affixes itself will have the ability in the arrangements of clear sentences which in turn builds the paragraph. While those students who are weak in constructing sentences and creating paragraphs have weak background about the use of affixes. Since it also helps students in word formation, which in turn enriches the student's vocabulary. This agrees with what was said by Aronoff & Rees-Miller (2017), a new vocabulary can be born from the same word by adding a prefix or suffix. The prefix is attached in the beginning of the word (e.g.: *de-*, *dis-*, *pre-*, *un-*, etc.), while suffix is attached in the end of the word, for example: *-age*, *-ure*, *-ize*, *-ing*, *-ful*, etc. (Yendra, 2016). Their knowledge of Affixation stands as a great aid which provides the learners with the important weapons needed by all skillful graduate students of 21 century and supports them to find a space in the highly competitive working areas.

Acknowledgement

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