



The Use of Informal Affixation in Social Media Threads as Teaching Material for Indonesian Language in High School

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Article Info

Article history:

Received 28 October 2023

Received in revised form 24

November 2021

Accepted 7 December 2023

Keywords:

Informal Affixations

Threads

Indonesian Language

Teaching Materials

Abstract

This research focuses on informal forms of affixation on social media threads. The aims of this research are (1) to describe forms of informal affixation, (2) to describe the implementation of research results on informal affixation on social media threads as an alternative teaching material in high school. This type of research is qualitative descriptive research which aims to describe forms of informal affixation. The data in the research are all words that contain informal affixations on Threads social media. Data collection techniques use documentation, reading, listening and note-taking techniques. The results of this research show that there are two types of informal affixations on the objects studied, namely first, informal verb-forming affixations in the form of the suffix -an, suffix -in, prefix ke-, combination di-in. Second, the informal affixation that forms adjectives is in the form of the affix -an and the affix -an. Third, implementation of research data in news text teaching materials in high school with Learning Outcomes (CP) where students are able to write ideas and thoughts in news texts with clear and neat writing paying attention to appropriate punctuation.

Introduction

Posts in social media threads are characterized by the use of Indonesian. According to Arizal & Alim (2013), a thread is a place where thread users write expressions that are limited to 140 characters. Based on this thread, users can describe the current situation. If you want to share a thread (status post), including on social media, you need a way so that other people can easily find and read it: a thread. Meanwhile, threads are a type of social media in the form of text uploads containing users' opinions and thoughts (Farhati et al., 2022). Threads are often used as a forum to convey complaints without revealing your identity.

With the development of various social media, we often encounter language-related phenomena in everyday life because the majority of Indonesian society is diverse (Cenderamata et al., 2019). The words in a thread are able to attract the reader's attention, both in terms of the language used and the meaning they contain. This is due to the word formation process called morphology. According to Susetya et al. (2022) in Chaer, morphology is a branch of science that studies the formation and form of words. Morphology is a field of linguistics that studies the relationship between morphemes and other morphemes to form words (Siregar & Iskandarsyah, 2020). According to Jannah et al. (2022), the formation of a word of course involves elements or the word itself in the form of morphemes, word formation affixes and basic morphemes using various tools for the word formation process.

In the field of morphology, there are three processes in word formation: affixation, composition, and reduplication. According to Chaer in Fauzan (2017), affixes are a form of combining morphemes that are added or attached to the base word during the word formation

process. Gustiani et al. (2022) state that affixes can be interpreted as grammatical units that are added to the beginning, middle or end of a word, or even combined to form a new meaning. Processing of affixes in affixes is done by affixing or affixing them to the base form in such a way that the final result matches the word (Ningtias et al., 2022). This research investigates informal additions. Words that become non-standard or informal words through the affixation process, such as prefixes, infixes and suffixes. According to Ariyani & Nasucha (2021), the affixation process, where the affix is placed before (the beginning), the last affix (the ending), or the affix at the beginning or in the middle, takes a long time. insert shape. (infix) and combined affixes (confix). On the other hand, there are five types of affixes: prefixes (prefixes), infixes (insertions), suffixes (word endings), simultaneous affixes, and affixes.

Researchers also found previous research conducted by Bariyah & Amma (2021), Ningtyas Kisyani (2022), Herawati et al. (2019), Asih et al. (2020), Putri & Cosyvia (2021), Hasanah et al. (2022), Jannah (2020), Ningtias et al. (2022), Ananda & Firna (2022), Mahadi et al. (2022), Milandari et al. (2020), Sutrisna & Deden (2017), Riansyah et al. (2016), Rochhayati et al. (2021). In this research, similarities were found in the form of studying the affixation process. Meanwhile, the difference is in the form of various research objects studied, namely informal affixes and implementation of research data.

In threads, the word formation process takes place in the form of affixes. However, this research focuses on informal affixes found in social media threads. Researchers are interested in using the results of this research as an alternative Indonesian language teaching material in senior secondary schools (SMA). Learning is defined as interaction activities between educators and students as well as learning resources (Cahyaningsih et al., 2021). According to Pratiwi & Dini (2015), learning resources can be developed not only in book form, but also in other more diverse and innovative formats. So, some of the statements above from the results of this research can be used as teaching material. According to Bawamenewi & Arozatulo (2019) teaching materials are all the information, texts and tools that educators need to support or assist teachers in carrying out teaching and learning activities in the classroom. Meanwhile, teaching materials are defined as learning devices or tools that contain the main learning materials (Sholeh & Kabib, 2017). Thus, the results of this research can be used as Indonesian language teaching material in Senior High Schools (SMA) related to the affixation process.

Methods

This study used descriptive qualitative method. Mahsun in Nisa (2018) states that qualitative descriptive research is research that is expressed in writing or words. Therefore, the qualitative description in this research is a description of informal forms of involvement in social media threads which are used as alternative Indonesian language teaching materials in secondary schools. Data was collected over a two-month period from August to September 2023. The focus of this research is Threads posts on social media. Documentation, reading, listening and note-taking techniques are data collection techniques in this research. The researcher's first step was to document posts on social media threads that contained informal affixations. After that, the researcher read and listened to the data that had been obtained, then the data was recorded. The data analysis method used by researchers is the referential and translational sub-type matching method. The referential equivalent method is used to analyze the meaning of affixes, while the translational equivalent method is used to show the equivalence between formal and informal affixes.

Results and Discussion

This section begins by presenting informal forms of affixes, followed by examples of words with informal affixes and variations in their formal forms, as well as analyzing their meaning.

Next, the results of the analysis are developed as teaching material. The data found are in the form of informal affixes forming verbs and informal affixes forming adjectives, as follows:

Forms of Informal Affixation of Verbs

Informal affixes that form verbs in the data consist of prefixes, suffixes and combinations of affixes. The data that was collected in the form of verb-forming affixes in social media threads is presented below.

The suffix *-an*

That the suffix *-an* when combined with the base word does not cause a change in form. Meanwhile, it functions to create nouns or differentiate objects. The findings of the informal affix *-an* as a verb form can be seen in table 1.

Table 1. Suffix data *-an*

The suffix <i>-an</i>	Data	Standard Form
D + <i>-an</i>	car an	drive by car
	friendship	Friendly
	side	Side by side
	good night	send messages
	Twitter	Twitter
	having an affair	Cheating
	Sleeping	Fall asleep

In table 1 it can be seen that the suffix *-an* in the informal variety is correlated with the prefix *-ber* in the standard form. Meanwhile, the resulting meaning also correlates with the meaning of the prefix *ber-*. For example, in the form "friend" the suffix *-an* in this form has the meaning 'mutual', in "mobilan" the suffix *-an* has the meaning 'riding'. In the "side" form, the suffix *-an* means 'in a state'. The suffix *-an* form of "affair" can mean 'each other' or 'are doing...'. So, the suffix *-an* in the informal variety and the prefix are correlated with each other and the data found on the suffix *-an* are verbs. If in the original word class the word class noun becomes a verb after getting the suffix *-an*, the word class changes.

Suffix *-in*

Plays a role in forming transitive verbs. The suffix *-in* also has similarities with the suffix *-kan* because they both form transitive verbs.

Table 2. Suffix data *-in*

Suffix <i>-in</i>	Data	Standard Form
D + <i>-in</i>	amen	Amen
	drop it	Fall right
	take it	Take it right
	insert	Come in , right?
	open it	Open it, right?
	help	Please
	videoin	Video right?
	red	It's red, right?
	throw it away	Throw it away
	take a shower	Take a shower, right?
	try it	Try it
	cook	Cook it, right?

In the data in table 2 it can be seen that the informal affix -in is equivalent to the suffix -kan in the formal variety. If we look at it in terms of meaning, for example the form "merahin" with the suffix -in has the meaning 'to make it happen'. The form "input" has the meaning 'benefective'. The form "please" with the suffix -in means 'in a state'. So, the meaning of the suffix -in in the informal variety is equivalent to the suffix -kan in the formal variety of the basic form of the noun class. After getting the suffix -in, it turns into a verb and is paired with the suffix -kan.

th prefix

An affix that is placed in front of a base word. The process of the prefix ke- gives rise to the meaning 'accidentally'. The findings of the informal affix to- as a verb form can be seen below.

Table 3. Prefix Data

th prefix	Data	Standard Form
D+ th	overeat	Eaten
	Fall asleep	Asleep
	Slander	Defamed
	Slipped	Slipped
	Finches	Ticketed
	Open	Open
	Insinuated	Insinuated

In table 3 it can be seen that the prefix has an equivalent prefix in the standard form. For example, in the th example + eat = eat and eat + eat = eat. One such example proves that the two are equivalent. Continuing with the proof in terms of meaning, the form "ate" has the meaning 'accidentally' and "eaten" has the meaning 'accidentally'. Then the form "kepleset" has the meaning 'spontaneous' and "terpleset" has the meaning 'spontaneous'. So in meaning the prefix to- is equivalent to the prefix ter-. The data on the prefix to- is included in nouns that change into verbs due to a correlation with the prefix to-

Combination in-in

The use of affixes in the form of the di-in combination creates a new meaning, namely a passive verb. The findings of the informal affix -an as a verb formr can be seen in table 4.

Table 4. Combination data in-in

Combination in-in	Data	Standard Form
D+ in-in	loved	Loved
	forced	Forced
	corrected	Justified
	Put together	Put together
	It happened	Made
	Cooked	Cooked
	Blamed	Blamed

In table 4 it can be seen that the informal affix combination di-in has the equivalent form of the formal affix combination di-kan and di-i, as in the case of "dicintain" which has the standard form "loved" meaning 'to be amazed by praising'. If you look at the formation di-in + bener = corrected and di-kan + bener = justified which means 'being experienced'. So, di-in correlates with di-kan and di-i which form standard words, and the data above generally consists of noun words that have changed into verb words.

Informal Affixes Forming Adjectives

The informal affixes that form adjectives consist of the suffix *-an* and the confix *-an*. In Indonesian, the confix *ke-* is also used in standard forms such as arrival, departure, laziness, and so on. The following is a discussion and distribution of data on informal affixes that form adjectives:

Table 6. Informal Adjective Affixes

Informal affixes that form adjectives	Data	Standard Form
D + <i>-an</i>	Emotional	more emotional
	Skinny	thinner
	Fat	fatter
D+ <i>th</i>	Mercy	too cheap
	Short	too short
	Thinness	too thin
	Saltiness	Too salty

In table 6 it can be seen that the informal suffix *-an* has a standard form equivalent to the form "more + base word". If we look at the meaning, the suffix *-an* has a comparative meaning. For example, *skinny + -an = skinny* has the meaning 'more (comparative)'. Meanwhile, the combination of *to-* in the informal form has the equivalent form "too + root word". Therefore, the meaning of the combination of *to-* has the meaning 'too...'. For example, *expensive* means 'too cheap'. So, the data which are adjectives and are combined into standard words with the form "more" do not change the original word class.

Use of informal affixations as an alternative Indonesian language teaching material

Curriculum 2022 or often called the Merdeka Curriculum, Indonesian language learning activities include a writing component in Phase F (usually grades XI and XI). Pay attention to punctuation accuracy when writing. Of course writing requires linguistic analysis. In analyzing the language of a text, it cannot be separated from the rules and conventions of word formation. These processes and rules are included in the morphological process. Morphology is a branch of linguistics that studies morphemes and words. The morphological process is essentially the process of forming words from basic forms using informal affixes, which is one of the processes. The words that are formed and written must follow the rules of word formation so that there are no misunderstandings about the meaning being formed. If the words formed have the right meaning, they will be easily understood by readers.

Learning Outcomes (CP) related to writing ideas and thoughts in news texts can be linked to research findings related to informal affixation in social media threads. When writing, you must also pay attention to the language used. Additionally, the message text language is standard Japanese. Therefore, formal and informal affix materials are provided. Informal affixes are affixes that should be used in informal language. Informal affixes are affixes that should be used in formal language, for example the word "masakin" when used in formal language becomes "masakan". After studying the material, students will be able to determine the expression patterns and language used when writing news texts in Indonesian depending on the context.

Briefly the learning process is as follows. Learning activities consist of preliminary, core and closing activities. Preliminary activities begin with greetings, coordinating the class atmosphere, taking attendance and apperception. The core activities are filled with observations, asking questions, identifying formal and informal words in news texts and detailing them based on the affixes. The activity continues by analyzing formal and informal

affixes on the teacher's Power Point and presenting them. Teachers and other students respond to the results of discussions regarding formal and informal affixes and provide feedback. The activity ends with drawing conclusions. The final activity involves teacher and student reflection. Finally, the teacher closes the lesson with a follow-up. RPP is an example of learning informal affixes to news text material. The learning method used is discovery learning.

The relevance of this research is in line with Winarti's (2021) findings regarding the phenomenon of informal affixation. This research has similarities with this research, namely examining the process of informal affixation, the researchers found in the form of the suffix -an, suffix -in, prefix ke-, combination di-in, and informal affixation forming adjectives. The differences are that Winarti's research results are more diverse, such as N- prefixes, N-in combinations, m- prefixes and m-in combinations, and informal affixations forming adverbs, but the research is not linked to learning. The relevance of the second research is in line with Mulyani & Wahyu (2015) findings regarding affixation in adolescent language which is similar to this research, namely that the researcher discovered the affixation process of the suffix -an and suffix -in. The difference from Mulyani & Wahyu (2015) research results was that the affixation process of the prefix di-, prefix nge-, suffix -i, and suffix - was found, but the results of the research were not linked to learning.

Conclusion

Based on the results of the analysis, it was found that there were informal affixes in social media threads. The affixes in question are (1) informal forms of verbs in the form of the suffix -an, suffix -in, prefix to-, the combination di-in, and informal affixations that form adjectives in the form of the affix -an and the affix to-an. (2) the research results are implemented in Indonesian language learning. Meanwhile, Learning Outcomes (CP) students are able to write ideas and thoughts in news texts with clear and neat writing paying attention to appropriate punctuation. In news text language there is the use of standard or formal words. The reference material for teaching materials is data from this research in the form of informal affixations combined with formal word forms, where students are able to know the forms of words that undergo the informal affixation process and are able to know the standard forms in Indonesian and are able to give meaning to these words. Teachers can teach students the process of affixing so they can use Indonesian well and correctly. In this research, the author focuses on the word formation process when experiencing the informal affixation process and explains its limitations. The results of this research should not only be implemented in written form, but also have an impact on linguistic analysis. Apart from writing skills, students can also analyze language in texts.

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