The Derivational and Inflectional Affixes Used by Commentator on Nessie Judge's YouTube Video

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Abstract

Indonesia is a country that provides English learning for students from elementary to senior high school. English is applied in formal situations such as school and informal situations such as social media. The most popular social media platform is YouTube. There is a comment feature that helps users leave comments to interact with each other. One of the contents with many comments is Nessie Judge, which talks about horror and conspiracy theories. What is interesting about this channel is that even though the content is in Indonesian, many comments are found in English. From this, the researcher tries to find out what types of affixes are often used in informal use. The research question relates to the following: What types of derivational affixes are used by commentator Nessie Judge's video on YouTube? To answer this question, the researcher uses a descriptive study with a qualitative approach to the 12 comments in Nessie Judge's Video. This study found that all types of derivational affixes, such as nominalizer, verbalizer, adverbializer, and adjectivalizer, can be found. Another result found that commentators' affixes have the potential to become a learning medium because language functions can be learned through direct practice even though they are still in the informal realm.

1. Introduction

English is one of the languages studied in Indonesia. Even though English is a foreign language in Indonesia, English material is included in the curriculum and studied from elementary to high school. English is also quite popular for everyday use. This can be seen from the use of English on social media. Indonesians use English when posting content, making videos, and commenting on social media. One of the most popular social media platforms in Indonesia is YouTube. It turns out that social media is helpful for entertainment and can also be a learning medium for English (Cenderamata et al., 2019). Apart from learning in a formal place like school, actual learning can also be done in an informal form. Students in Indonesia can use social media for student learning strategies. With the development of various social media, people often encounter language-related phenomena in everyday life because most of Indonesian society is diverse (Cenderamata et al., 2019). Learning using media can facilitate the delivery of affixation material

(Maulana, 2024). Affixation, the process of adding a morpheme to a word to create a new word or a new form of a word, is a critical concept in this context. Using social media, students can learn a lot, especially strategies for learning vocabulary.

One of the strategies for learning English, especially vocabulary, is to understand morphological terms. About this morphology, students can take advantage of how a word can form and how this can influence changes in the word. Several studies have been done to determine the effect of affixes, and it is believed that affixes are crucial for learners. For example, Graves (2004) states that word-learning strategies related to morphological awareness effectively improve English. Improving language skills, especially in vocabulary, can be done by learning from any media, one of which is by utilizing social media, which is very close to students. Utilizing media like this can make learning more exciting and interactive for students (Maulana, 2024) because it is close to students' daily lives.

Morphology is one part of linguistics concerned with word form (Debbi, 2023). Lieber, in 2009, explained that morphology is the study of how new words are formed and created in the world's languages, and how words are formed varies depending on how the words are used in sentences. According to Akmajian (1984), Morphology is a subfield of linguistics that studies the internal structure of words and the interrelationships between words. Morphology is the basis of the word because the word is formed by morphology. There are two ways to identify morphology: the morphological process and morphological analysis. Morphology can be identified in two ways: in the morphological process and morphological analysis (Fitri, 2021).

In terms of that, students can be analyzed into derivational affixes. Morphological terms can be learned from the types and variations of affixes used by Indonesians in their daily writing activities (Reem, 2019). Brinton (2000) explains that derivational affixes are related to the meaning of words. According to Katamba (2005), he said that affixes are any morphemes that are attached to a root. The affixes that influence the meaning of a word are called derivational affixes. According to Crystal (1991), derivation is the formation of lexemes by adding a derivational affix. Simply put, derivational affixes are the affixes that change the class of root or base. In linguistics, derivation is used to form new words. The changes from derivational affixes can be categorized into Nominalizers as part of class change. It changed the class from verb to noun with suffixes (-ment), (-er), (-action), (-al), (-ance/ -ence). For example, in the form of the word unforgettable, which has the root forget. That word has a suffix that changes it into a noun form. In addition, it changed from an adjective to a noun with suffixes (-dom), (-ity), and (-ness).Verbalizer is included with suffixes (-ify), (-ize), (-ate), and (-en). This changed the class from adjective or noun to verb. Adjectivalizers are also part of class change. The suffixes that indicated the class changing from noun to adjective such as (-y), (-ous), and (-ful). In addition, the is also from the verb to adjective, such as (-ive), (-able), (-ful), and (-ent/ -ant). The last is the adverbalizer. It changed the class from adjective or noun to adverb with suffixes (-ward), (-ly), and (-way(s)).

However, Katamba's (1994) approach emphasizes the general meaning of several derivational affix representations. For example, the suffix (-er) refers to someone who does whatever the term means. The suffix (-ing) completes the activity represented by the verb. The suffix (-ment) denotes the result or product of the verb's activity, whereas the instrument functions as the verb. The suffix (-ness) results in a noun that

denotes a state or condition. Suffix (-ise/-ize) is used to achieve what the adjective implies. The suffix (-ly) distinguishes a form adverb from an adjective.

Analysing Derivational affixes can be applied to any medium utilizing language. According to Kadek (2022), Affixation can be found in spoken and written texts, including books, novels, periodicals, newspapers, televisions, radios, movies, speeches, and more. Social media is today's most recent form of media. Many people express their opinions by writing and speaking. YouTube is one of the most well-known social media sites that employs it. Videos with user-generated use and comment areas are popular on YouTube. This is famous since it contains both the Indonesian language and English comments Indonesians use. This comment can be analyzed to see how derivational affixes vary across Indonesian netizens.

YouTube is a social media that was founded by Jawed Karim in 2005. YouTube has experienced many developments. The main feature of this social media was initially intended to be entertainment and information channels based on long-form videos. However, another feature that is often used on YouTube is YouTube comments. In that comment section, people can comment on the video in various languages, including English. One of the channels from Indonesia that is always full of comments is Nessie Judge. This channel already has 10 M subscribers and 981 videos, primarily about horror and crime. The audience for this channel is Indonesian, and it is quite popular among various groups, including students. The habit of YouTube viewers is to read or write comments on the video after watching. What is unique about this channel is that many video comments use English. So, from this channel, the researcher analyzed and learned about the type of language used in the informal language skills of Indonesians based on the use of words in the comment section. The analysis was done by knowing the variations of derivational affixes used by Nessie Judge's subscribers in the comment section.

Previous studies have discussed derivational affixes carried out by Maya (2019) students' difficulties in using affixing in UIN Ar-Raniry related to the strategy used by students to be able to learn affixes independently, namely by getting much involvement and practising using affixes in everyday life. His research also shows that students know the importance of affixes in improving their English skills. This research may have yet to discuss details regarding what media they can use in their strategy for learning affixes. However, according to Miarso (2009: 458), teaching media is used to channel and move thoughts, and the learner's emotions, attention, and willingness can promote the arousal of conscious, guided messages and controlled learning processes. Media use stimulates students' brains so that the brain can be used optimally and provide a different experience. The media allows students to learn independently, arousing new desires and interests.

Research on affixes with media has also been carried out by several researchers, such as Siti (2018), who analyzed the Affixation of Derivational Processes in Narrative Text entitled The Ugly Duckling. In her research, she found the process of affixes: there were nine words of the suffix, four kinds attached to the derivational process, and five to the inflectional process; there was only one kind of prefix attached to the inflectional process. Besides that, research was conducted by Maulidina (2018) about Derivational and Inflectional Morphemes in The Jakarta Post. She analyzed eight words formed by derivational morphemes, and from 8 data for inflectional morphemes, inflectional morphemes form 29 words. Some have discussed derivational affixes about posts on

Instagram. This research was conducted by Miftah (2022) and was titled Derivational Affixes Found on Instagram Post of @Poemsporn. He found that the types of affixes with a total of 34 words, including suffixes and prefixes, could be a learning medium for students to learn the morphology of Instagram media.

According to the existing research, students must study affixes to improve their skills and master everyday vocabulary (Maya, 2022). Learning affixes can not only be learned from formal assignments given by teachers at school, but students can also learn from the habit of writing comments or reading comments when active on social media. Researchers want to know the variations in the types of affixes used on social media, especially on the Nessie Judge channel. This channel is viral among students and can be a medium for learning affixes because many comments are left using English with various suffixes and prefixes. So, in this case, the researcher tries to analyze the types of derivational affixes used by commentator Nessie Judge's video on YouTube.

2. Research Methods

In this study, the researcher explored the variations of derivational affixes used by Indonesians in English writing. The study, conducted as a descriptive study with a qualitative approach, revealed novel findings contributing to the understanding of language use. The subject of the study was 12 English comments on the Nessie Judge YouTube channel, which served as the primary data source for the affix usage by the research subjects. The researcher applied Katamba's theory (2005) on derivational affixes to the data, identifying the types of words used and the suffixes and prefixes in the YouTube comment video. The findings, which classified the commentators' affix usage into derivational affixes, provided perspective on the general meaning of several derivational affix representations.

3. Finding and Result

After analyzing 12 comments on the Nessie Judge video, several types of suffixes and prefixes were found. These findings are categorized into several types based on the results of word changes. The type of word changes or derivational affixes are divided into four types: derivational affixes often used by commentators, each of which has a unique function in modifying word classes. These four types are Adjectivalizer, Adverbializer, Nominalizer, and Verbalizer.

From these types of affixes, Adjectivalizers are found to change nouns and verbs into adjectives, allowing descriptive language to convey quality or characteristics. In addition, there are also Adverbializers used to change adjectives, which allow expressions of manner, frequency, or degree by changing them into adverbs. Meanwhile, nominalizers are derivations that change verbs or adjectives into noun forms that allow the word to represent meaning in terms of the concept of a particular situation. Meanwhile, verbalizers are more directed towards changes in word class due to adding affixes to form a word that represents an action.

Adjectivalizer affixes

The first type of derivational affixes is adjectivalizer affixes. This derivational affixe forms an adjective by adding the roots of the verb, noun, or adjective. The affixes used by the commentators to form an adjective from those mentioned kinds of roots are presented below:

Table 1.1 Adjectivalizer

Derivational affixes type	Word	Part of Speech	Root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
adjectivalizer.	Abnormal	ADJ	norm	N	ab-	-al
	Curious	ADJ	cure	V		-ous
	geological	ADJ	geo	N		-logy, -al

An adjectivalizer is a type of derivational affixes that forms adjectives from the process of nouns by adding affixes to produce a new type of word in the form of an adjective. The process makes a word that was initially a conceptual word into a type that shows the quality or characteristics of its root word. From the data that has been analyzed previously, the derivation of adjectives is formed by nouns and verbs. The suffixes found are -al, -ous, -logy and -al. It can be seen from "when things that are considered abnormal start to be accepted …" in the sentence, where a word in the form of abnormal is found, which is the addition of a suffix and prefix. From the word, the root word norm (noun) obtains the prefix ab- and the suffix -al, turning it into an adjective that describes a deviation from what is considered standard or typical. Here, -al functions as an adjectivalizer, while ab- modifies the meaning without affecting the word class. This transformation expands the descriptive vocabulary in English by associating nouns and verbs with certain qualities. The word geology from the sentence "…quaternary in the geological time scale." has two suffixes from the root geo as a noun. When it adds -logy, the class of the word is still a noun. However, when it adds the suffix -al, the word class becomes an adjective, and the process is called an adjectivalizer. Similarly, -al as an adjectivalizer creates adjectives that indicate qualities related to the concept of the root word, as seen in the word geographic, where geo- (earth) becomes an adjective related to the study of the earth and rock formations. By adding -al, the noun biology acquires the attributive form, geographic, which can describe aspects of the science of geology.

Adverbializer affixes

Adverbalizer affixes were found in the comment section. This type of affixe forms an adverb by adding the adjective root. The suffix- ly was the only affix the Nessie Judge's subscribers used to change an adjective root into an adverb. The affixation process of an adverb found in the data is presented in the table below.

Table 1.2 Adverbializer

Derivational affixes type	Word	Part of Speech	Root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
Adverbializer	Definitely	ADV	Fin	V	de-	-ite, -ly
	hopefully	ADV	Hope	V		-ful, -ly
	Probably	ADV	Prob	N		-able, -ly

An adverbializer is a derivational affix that forms adverbs, usually by modifying adjectives. The main adverbializer found in the data is the suffix -ly, which changes an adjective into an adverb to describe the manner, degree, or possibility of an action or state. In the list above, adverbs with the suffix -ly are found. This can be seen in the sentences "hopefully as soon as possible it can penetrate 10mil..." and "we probably already found evidence..." the words Hopefully and Probably. However, as we know, the suffix -ly changes into an adverb if the word has an adjective class. In words identified as adverbializers, it determines how the absence of something can be perceived. This word can increase clarity in terms of communication.

In the adverbializer type, the derivation formed from another root word turns into an adjective, which becomes an adverb with the help of the affixes -ly. For example, the word Hopefully has the root word Hope, a verb class. The word has the adjectivalizer suffix -ful, which makes it an adjective, and then the suffix -ly makes it an adverb. The suffix -ly conveys a general meaning related to the manner or degree when attached to an adjective root, turning it into an adverb that describes how something is done. Modifies the context to express anticipation or expectation in a hopeful manner. In the word Probably, adding -ly in the data is an adverb indicating possibility or uncertainty, indicating that the statement is made with a certain degree of probability.

Nominalizer affixes

The next type of derivational affixes that can be found is Nominalizer affixes. The commentators used those affixes to form nominal words, the roots of which may be derived from Verb (V), Adjective (Adj), or maybe the noun itself. The affixes used by the commentator to form a noun word from those mentioned kinds of roots are presented below:

Table 1.3 Nominalizer

Derivational affixes type	Word	Part of Speech	Root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
Nominalizer	Boundary	N	Bind	V		-ary
	Collision	N	Collide	V		-ion
	compromise	N	Promise	V	Com-	
	conjunction	N	Junct	V	con-	-ion
	Conspiracy	N	Spir	V	con-	-cy
	Creature	N	Cre	V		-ate, -ure
	Deposits	N	Pos	N	de-	-s
	Duration	N	Dur	ADJ		-ion
	environment	N	Enviro	V		-ment

Evidence	N	Vid	V	e-	-ent, -ence
Excrement	N	Cert	V	ex-	-ment
information	N	Form	N	in-	-ion
Realism	N	real	ADJ		-ism
relationship	N	relate	V		-ion, -ship
Respect	N	spect	V		
Theorist	N	theory	N		-ist

Nominalizer can be interpreted as the process of forming words from other classes of words by adding a type of affix in the form of a derivational form so that the word changes meaning into a new type of word in the form of a noun. From previous research, suffixes were found that can change the type of word that was previously a verb or adjective by adding affixes: -ment, -ion, -ship, and -ist, which can change the root and grammatical meaning into a noun type. For example, "... we can find many fossils associated with shallow-deep sea environments...". the suffix -ment in environment indicates the state or result of an action expressed by the verb enviro (such as surrounding or covering), changing the abstract idea of the verb into a fundamental concept, the environment, representing the space that surrounds it.

The sentence 'If you have the same toxic relationship, end…' contains the word 'relationship' derived from 'relate ', a verb, which has been nominalized by adding the suffix -ion to become an adjective and then -ship, which is made into a noun. Using these affixes in 'relationship' adds the idea of association or collective state, which refers to the shared condition or state of being connected, thereby changing 'relate' (the verb) into a noun that describes a connectedness between individuals or entities.

Verbalizer affixes
The last type that commentators use is Verbalizer affixes. They used it to form verbal words whose roots may be derived from other parts of speech. The affixes used to form a verbal word from the roots of other parts of speeches are presented here:

Table 1.4 Verbalizer

Derivational affixes type	Word	Part of Speech	Root	Part of Speech	Derivational Affixes	
					Prefix	Suffix
Verbalizer	Associated	V	soci	N	as-	-ate,- ed
	Murder	V	mort	N		-er
	Positioned	V	pos	N		-ion, -ed

The researcher also found a word identified as a verbalizer from the comments. A verbalizer is a word that usually comes from a noun or other word that, with the addition of an affix, makes it a verb. In this verbalizer, the word takes on an action-oriented role. The table shows three verbs are derived from non-root and added by suffixes such as -er and -ed to become verbs. From this analysis, the researcher found that the word Associated is a verb with a root in the form of social, which has a role as a noun. The prefix as- forms this, and there are two additional suffixes, -ate and -ed. This suffix makes Associated a verb and has a meaning that indicates an action related to relationships or involvement with other people. In addition, there is also a word, murder, which is a verb. However, after looking at it again, this word has a root as an adjective in the form of the word mort (which means death). With the addition of -er behind the root, this becomes the word murder and has the meaning of the act of killing. In addition, from the word positioned, in the sentence "it was not positioned right at the earth's south pole," it can also be analyzed that the word has the root word pos (position) changed with the suffixes -ion and -ed. Initially, -ion created an abstract noun, position, which refers to a state or place. There is the addition of the affix -ed, which positions the word into a verb where this word implies placement or arrangement.

Discussion

This study found various forms of affixes that change words from those that initially had a particular class to another by changing their meaning. This study looks at the variation and application of affixes made by viewers of the Nessie Judge video and the function of the meaning of the affix. The study found various types of words categorized as nominalizers, adjectivalizers, verbalizers, and adverbializers. These findings show how viewers and commentators on the Nessie Judge channel can communicate complex ideas more precisely, even in informal settings. This observation aligns with Kadek's (2022) findings that derivational affixes are common across media formats, highlighting the unique role of social media as a space where users can experiment with English morphology.

The data also reveals various types of affixes used by video commentators, such as nominalizers such as --*ary, -cy, -ate, -ure, -s, -ent, -ence, -ship, -ist*, where these words are affixes with roots in the form of verbs and nouns. From there, they can vary the explanation more diversely because they can understand the function of the word until it becomes a word with a meaning, referring to a noun. Similar to the changes that occur due to adjectivalizers, namely Adjectives formed from nouns or verbs with the addition of affixes, the words -al, -ous, and -logy can be found in this study, helping to create descriptive expressions that can add depth to user comments. In addition, other variations were also found that came from forming Verbalizers with endings such as -Ate, -er, and -ed. This is the process of changing nouns or adjectives into verbs, making it easier to describe actions. From there, it can make a noun or adjective that initially could not do an activity, which can be interpreted as an activity of doing something. The last is adverbializers such as -ite, -ful, -able, and -ly, which allow for nuances in tone and expression to complement the variation of language, where words that were initially just from adjectives become more complex.

This study shows that it can be used significantly as a language learning platform when deepening affixes for students in informal spaces or outside of school. Indonesian users can be directly involved with English even when watching popular videos from

Indonesia. This allows English learners to actively learn from YouTube even though they are not studying English directly. English students or learners can be directly exposed to language functions through written comments on YouTube that are written spontaneously and interactively. Compared to traditional learning, where derivative affixes are often taught through structured examples, the comments section allows users to see these affixes in actual use. This reflects Maya's (2019) findings on the importance of practical exposure to affixes, which shows that social media such as YouTube, where social media also offers a practical learning environment that traditional classrooms may not have.

However, using these affixes is challenging, as users can make mistakes during the writing process, which causes errors in meaning and can reduce clarity in language. However, using social media platforms in informal situations is also a suitable medium for students who want to learn without fear of making mistakes and feeling less pressure than when facing informal or school assessments. This aligns with the benefits put forward by Miftah (2022), who shows how social media platforms provide students with less formal and direct opportunities to engage with English morphology. The exercises carried out by students provide more opportunities to learn English in a relevant way and utilize media that allows learners to practice honest communication.

Previous studies, such as Siti's (2018) research on narrative texts and Miftah's (2022) analysis of Instagram posts, confirm the role of digital texts in understanding derivational processes. This study extends their findings by illustrating that YouTube comments provide a distinct setting where English derivational affixes are used fluidly in an interactive environment. Unlike narrative texts or static posts, comments are often spontaneous, revealing language use that may be closer to spoken than written language. This reflects Miarso's (2009) emphasis on the educational potential of media, showing that platforms like YouTube can actively stimulate informal yet effective morphological learning by encouraging users to create meaning with derivational affixes.

4. Conclusion

In this study, it was found that the variations of the Derivational and Inflectional affixes used by commentators in the Nessie Judge YouTube video. Nominalizer can be found in this study with many variations, including suffixes: -ary, -ion, -ment,-cy, -ate, -ure, -s, -ent, -ence, -ship, -ist. Another derivation is the adjectiveizer, which has variations such as -al, -ous, and -logy. For the type of derivation in the verb or the verbalizer, -ate, -er, and -ed can be found. In addition, the type of the adverbializer shows the derivation with suffixes: -ite, -ful, -able, -ly. So, from this research, all types of derivational affixes can be found, and Nessie Judge's YouTube video commentators use many variations.

This study also explores the use and function of language from affixes used by Indonesian commentators on the YouTube channel Nessie Judge. It can be found what types of commentators they use in informal situations, what types of affixes they use, and how words change. The analysis is a series of identifications of affixes, including nominalizers, adjectivalizers, verbalizers, and adverbializers. This research found that Commentators can use affixes skillfully to increase the complexity of words and convey meaning better.

This finding can also highlight how media such as YouTube can be a space for learning languages and the practice of using affixes carried out by language learners. In addition, this study also provides a broader contribution related to the use of affixes in

the informal realm or in terms of social media, which can help improve understanding of the function of affixes if studied in the realm of honest communication. Future studies can further reveal these findings on language education and the role of digital communication in shaping language acquisition among Indonesian speakers. They can also research more deeply related to errors that may be made in this informal realm so that they can be more concerned about the use of language on social media.

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