

SKRIPSI

**THE STUDENTS' ABILITY IN IDENTIFYING ENGLISH
AFFIXATION AT THE EIGHTH GRADE STUDENTS
OF SMPN 2 PATAMPANUA KABUPATEN
PINRANG**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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PINRANG**



By

NEPI APRIANI
Reg Num. 14.1300.147

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fullfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

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**As a Part of Fullfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted By

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to

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TARBIYAH FACULTY
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2020

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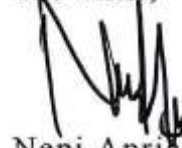
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The writer realizes that this skripsi is still far from being perfect. The writer hopes that this thesis is useful for the researcher in particular and the reader in general.

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DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

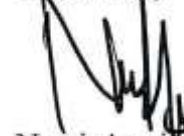
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Stated that this skripsi is her own writing and if it can be proved that it is copied, duplicated or complied by any other people, this skripsi and degree that has been gotten will be postponed.

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ABSTRACT

Nepi Apriani. *The Students' Ability in Identifying English Affixation at the Eighth Grade Students of SMPN 2 Patampanua Kabupaten Pinrang* (Supervised by Nurhamdah and Amzah)

The research aimed know the level of the Students ability in identifying English affixation at the Eighth Grade students of SMPN 2 Patampanua Kabupaten Pinrang. The population of this research was the eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang which had 181 students. The writer just took one class as sample that was VIII-4 which consisted of 22 students and applied purposive sampling technique.

The method that is used for this research was descriptive study. It meant that the writer did not give a treatment to students. This research was conducted in one month. The data were gathered through quantitative data. The writer used written test in collecting the data. They are multiple choice item and word formation item. The using of written test was to measure the students' ability in identifying English affixation.

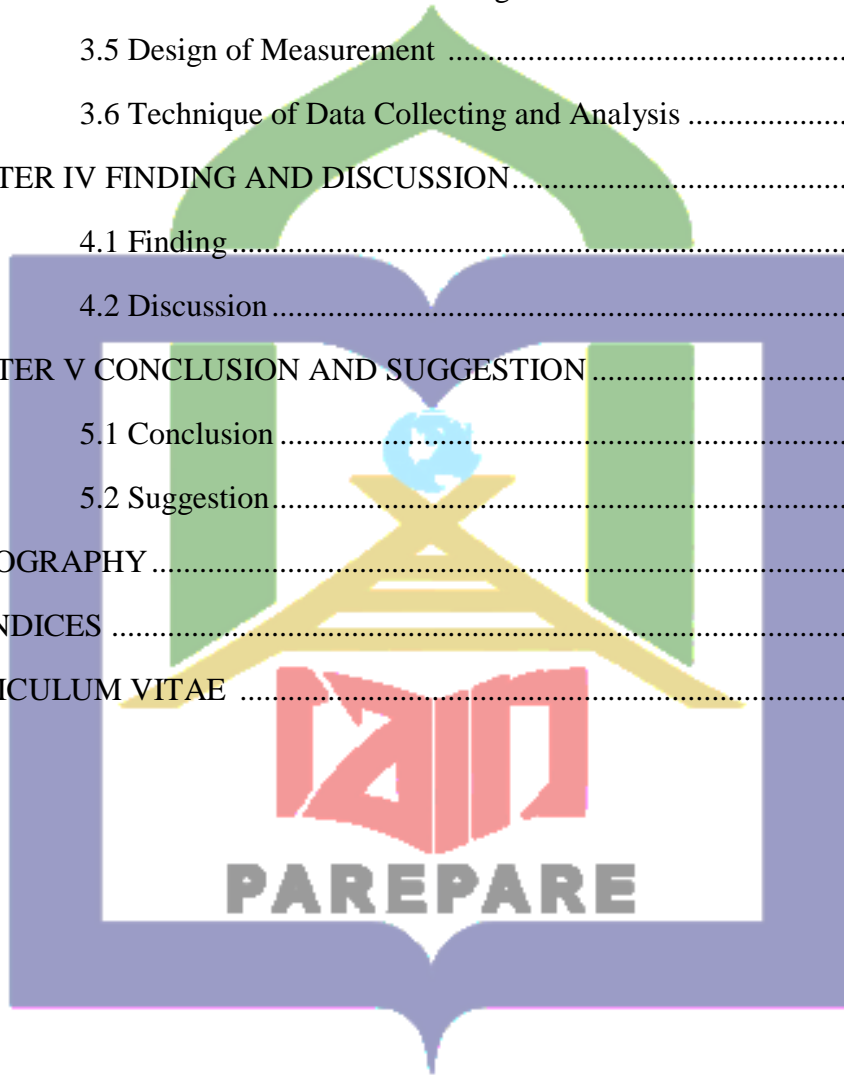
The result of test score analysis in multiple choice test indicated that the students have achieved 532 (24.19) as the total mean score which meant that the level of the students' ability in identifying English affixation in multiple choices was good. On the other hand, the result of test score analysis in word formation test indicated that the students have achieved 738 (33.55) as the total mean score which meant that the level of the students' ability in identifying English affixation in word formation was average. In conclusion, the result of overall test score analysis indicated that the students have achieved 1270 (57,73) as the total mean score which meant that the level of the students' ability in identifying English affixation at the eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang was average.

Keywords: Students' ability, Affixation

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CHAPTER I INTRODUCTION

In this chapter, the writer discusses about Introduction which consists of four topics; The Background of Study, The Research Question, Objective of the Research, and Significance of the Research.

1.1 Background

Learning English is very important, because English has become an international language, which is used by most of communities in the world. Many countries use English as their second language. In Indonesia, English is not considered as a second language but English is a foreign language. English is not also called as the target language that has to be taught in schools. So, there are still many students who have low ability in English. The low ability of students' causes students' vocabulary mastery is also low. Vocabulary mastery is the most important one to make easy in learning those language skills. Vocabulary is one of language elements which need to be mastered. If students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing. However, teachers must be creative in teaching vocabulary to make their students easy in recalling or remembering foreign words.

Generally, vocabulary is taught by remembering the new words by looking at the meaning of them in a bilingual dictionary. New words come into English from every aspect of life where they represent and describe the changes and developments that take place from day to day.

Discussing about vocabulary means the study of words, because it is one of part that formed vocabulary. Every word has its root, but in the processing, the words can be changed by certain addition. It is called affixation or word changes. It can be divided into two kinds. Based on its places of addition, they are prefix (in the beginning) and suffix (in the end).

Knowledge of prefixes and suffixes as well as their meanings can help a person enlarge their vocabulary. Once he knows the meanings of a particular prefix or suffix, he has the clue to the meaning of every word beginning with the prefix or ending with the suffix by analyzing the significant parts in the word. So the meaning of many long words can be traced from their component parts, i.e. the base or root, the prefix and suffix, For example:

1. Unhappiness, consisting of “happy” as the base, plus the negative prefix *un-* and the noun making suffix *-ness*.
2. Unbreakable, consisting of “break” as the base, plus the negative prefix *un-* and the adjective forming *-able*.

The previous research is talking about the students’ ability in using prefix and the result is in low category. It is based on calculation of the prefix mean score that is 58, 03 and the suffix mean score is 57, 87.¹ Based on the observation that conducted by the writer about students’ vocabulary at the eighth grade of SMPN 2 Patampanua Kabupaten Pinrang. The writer found that the vocabulary mastery of the students’ is still low. Therefore the writer will try to conduct a research about the students’ ability in identifying English affixation.

¹Thaibatun Nisa, *The Students Mastery of the English Language Affixes* (unpublished skripsi UIN Antasari, 2013), p. 65.

Based on the problem above, the researcher is motivated and interested in conducting the research entitled ‘Analyzing the students’ ability in identifying English affixation at the eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang.

1.2 Research Question

Based on the description in the background of the study, the formulation of the problem can be stated as: “what level of the students’ ability in identifying English affixation at the eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang?”

1.3 Objective of the Research

According to the formulation of the problem above, the objective of the study is to know the level of the Students ability in identifying English affixation at the Eighth Grade students of SMPN 2 Patampanua Kabupaten Pinrang.

1.4 Significance of the Research

For the Research have contributions to:

1. Contribute an input and further information for English teacher and students especially at SMAN 2 Patampanua Kabupaten Pinrang to develop teaching learning process and improve students’ ability in mastering English especially in identifying English affixation.
2. Make a consideration for the next researcher who wants to do research on the same object.
3. As an input for writer to add the writer’s knowledge and experience in scientific research especially about English affixation.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses Review of Related Literature which consists of five main topics. The first is Some Pertinent Ideas which comprises several sub topics; the definition of affixes, kinds of affixes, kinds of affixation process, students' ability, and indentifying. The second topic talks about Previous Research Finding. The third topic explains about Conceptual Framework. And the last topic is about Variable and Operational Definition of Research.

2.1 Some Pertinent Ideas

2.1.1 Definition of affixation

Affixation is a morphological process which adds bound morphemes (usually short) into free morphemes. According to McCarthy,

Affixation is the process whereby an affix is attached to a base, which may be simple (as in full, the base to which –ness is attached to yield fullness), or complex (like meditate, the base to which pre- is attached to yield premeditate).²

Languages that make no use of affixation at all are hard to find. Through the process of affixation, we can add these three kinds of affixes, they are: prefixes, infixes, and suffixes. Affixes which occur at the beginning of the words are called prefixes and affixes which occur at the end of the words are called suffixes.

Affixes are similar with bound morphemes. According to Haspelmath and Sims, an affix attaches to a word or the main part of a word. It usually has an abstract

²McCarthy, A. Carstairs. *Affixation* (New Zealand: Elsevier Ltd. 2006), p. 84.

meaning, and an affix cannot occur by itself.³ It means that affixes must be attached or combined to a word in order to make it easy to understand the meaning.

The study of affixes belongs to morphology. Morphology is the study of minimal meaningful elements of sounds and the patterns by which they are combined to make words. English words are made from morphemes, which are the smallest units of speech with any meaning or grammatical function. An affix is a bound morpheme which is added to a stem for a grammatical reason and else change it into a different word class. A free morpheme (sometimes called a “stem” or “base”) is one which can meaningfully occur alone. e.g. book, pencil, elephant, love, happy, etc.

A bound morpheme must always occur with a base, e.g. the “plural” morpheme in books cannot alone as “s”, except in a word like : The “s” in “books” express plurality. Other examples of bound morphemes are: the “negative” morpheme in (un)happy, (im)possible and the “quality” morpheme in happi(ness), sinceri(ty), kind(ness), etc , and it is called the affixes.

2.1.2 Kinds of Affixes

Affixes may combine in the first, middle, or follows other morphemes. English affixes only divided into two kinds, those are affix which combined in the first and follows a root or word. Those are called as prefix and suffix which described as follows:

2.1.2.1 Prefixes

The prefix is a morpheme that attaches in front of a root. Haspelmath and Sims described prefixes as affixes which come before a word.⁴ The prefixes usually

³Haspelmath and Sims, *Understanding Morphology* (London: Hodder Education an Hachette UK Company. 2010), p.19.

⁴Haspelmath and Sims, *Understanding Morphology*, p.20

have constant meaning when attach a word. For example prefix un-in the word uncertain and uncomforted, the prefix un-has meaning “no”. Some prefixes also have same meaning but attach in different word. For example, im-and un-the meaning are same, but cannot attach in the same word. For example, impossible not unpossible, unhealthy not imhealthy. The examples of prefixes areas shown in the table follow:

Table 2.1 Examples of prefixes

Prefix	Attached word
A-	Alive
Auto-	Autom obile
Bi-	Bilingual
Co-	Cooperate
Dis-	Displace
Inter-	International
Extra-	Extracurricular
Poly	Polymath

2.1.2.2 Suffix

The suffix is a morpheme that follows other morphemes. According to Haspelmath and Sims, the definition of the suffix is affix that follows the main part of the word.⁵ Examples of English suffixes are –ing like in the word climbing, -er in the word singer, -ist in the word novelist, and –ly in the word slowly and friendly. A root morpheme can be followed by one or more suffixes, such as desirability from desire + (-able) + (-ity). Here is the examples of suffixes as shown in the table below:

Table 2.2 Example of suffixes

⁵Haspelmath and Sims, *Understanding Morphology* (London: Hodder Education an Hachette UK Company. 2010), p.20.

Suffix	Attached Word
-able	Flammable
-al	Functional
-ation	Hibernation
-ed	Smiled
-er	Higher
-est	Biggest
-full	Cheer full
-ing	Respecting
-ism	Liberalism
-ity	Nationality
-ive	Objective
-ize	Analyze
-less	Flawless
-ly	Likely
-ness	Greatness
-or	Contractor
-ous	Ambiguous
-s	Works

2.1.3 Kinds of Affixation Process

The affixation process is the process of adding affixes to a morpheme or a word. This process is produced different word than previous form before it is added an affix. The difference include of word structure, such as part of speech and tenses.

Based on the result, English affixation process can be divided into two kinds of process, here are as follows:

2.1.3.1 Inflection

According to Carstairs,

Inflection is a major category of morphology. The definition of inflection is a process that deals with the inflected forms of words, that is the kind of variation that words show on the base of their grammatical context.⁶

When suffixes are added to words in order to realize morphemes such as present, past, present participle, plural, they are called to be inflectional. They do not change the nature of the part of speech and meaning to which they are added. For instance: play, plays, playing and played, they still stand as verbs.

There are two kinds of inflection; regular inflection, and irregular inflection. The plural form of any countable noun will be formed by adding to the singular form the suffix –s, in other words, suffixing –s is the regular method of forming plurals. Whereas irregular inflection does not have common feature in forming a word, or in other words, in forming plurals used a different method from one word to another. Further examples of forming inflection can be found in the table follows

Table 2.3 Examples of forming inflection

Affixes	Root	Inflection	Kinds
-s (plural)	Pencil	Pencil's	Regular infection
-s/-es (3 rd person singular)	Go	Goes	
	Make	Makes	
-ing (progressive)	Study	Studying	
-ed (past tense)	Walk	Walked	

⁶Carstairs- McCarthy, *An Introduction to English Morphology: Words and Their Structure* (Edinburgh University Press. 2002), p.30.

-er (comparative)	Young	Younger	
-est (superlative)	Tall	Tallest	
-'s (possessive)	Dita	Dita's	
-en (past participle)	Eat	Eaten	Irregular inflection
Plural	Tooth	<u>Teeth</u>	
Plural	Man	<u>Men</u>	
Past tense	Go	<u>went</u>	

Based on the table above in forming new word form through inflectional process is not change the meaning but only changed the grammatical content.

2.1.3.2 Derivation

Haspelmath and Sims stated that:

The derivational process commonly changed the word-class of the base word, for instance, nouns can be derived from verbs, adjectives into nouns, and so on.⁷

It consists of adding an affix or affixes to the root or stem of the word. When this is done, new words are derived. It will change the part of speech and the nature meaning of the word. According to Okeke, derivational process divides into two classes, first is class-maintaining which do not change the class of part of speech and the second is class-changing which change the class of words.⁸ The examples are as follows:

Table 2.4 Examples of class-maintaining

Affix	Root	Word	Kinds
-age	Front (noun)	Frontage (noun)	Class- maintain
-hood	Child (noun)	Childhood (noun)	

⁷ Haspelmath and Sims, *Understanding Morphology* (London: Hodder Education and Hachette UK Company. 2010), p.20.

⁸ Okeke & N. Umera, *Exploring Affixation in English*, p. 15.

-ate	Elector (noun)	Electorate (noun)	-ing Process
-I sh	Red (adjective)	Redish (adj)	
-dom	King (noun)	Kingdom (noun)	

Table 2.5 Examples of class-changing

Affix	Root	Word	Kinds
-ate	active (adjective)	Activate (verb)	Class- Changing- Proses
-dom	Free (verb)	Freedom (noun)	
-er	Work (adjective)	Worker (noun)	
-en	Soft (noun)	Soften (verb)	
-ize	General (verb)	Generalize (verb)	
-ful	Hate (adjective)	Hateful (adjective)	
-iy	Kind (adjective)	Kindness(noun)	

Aronof and Fudeman stated that:

The distinction between inflectional and derivational morphemes is inflectional morphemes are more productive than derivational morphemes.⁹

Inflectional morphemes attach to almost every appropriate root, except irregular forms such as feet, not foots. Most nouns are attached by the suffix -s as the inflectional suffix to form a plural noun, but only some nouns are attached by the derivational suffix such as -ize to form a verb, for example; nationalize, but not picturize.

According to Laurie Bauer, she explain about affixes with dividing between prefixation and suffixation.

⁹M. Aronoff, & Fudeman, K. *What is Morphology*: second edition (Blackwell Publishing), p. 168.

2.1.3.1 Prefixation

According to Laurie Bauer,

One of the results of defining ICFs as separate. From prefixes is that the number of items to be dealt with as prefixes is considerably reduced. The vast majority of prefixes in English are class-maintaining; those that are not will be dealt with first, then those that are. In keeping with the rest of this chapter, prefixes will be considered in terms of the from class of the base to which they are added. However, the majority of prefixes can be added to bases of more than one from class. Some linguists have suggested that the familiar from classes of noun, verb, adjective, etc, should. Not be considered as unitary wholes but as bundles of syntactic features.¹⁰

2.1.3.1.1 Class-changing prefixes

This prefix forms adjectives, mainly but not exclusively from forms which are ambiguous between nouns and verbs. The adjectives formed by this process are restricted to predicative position: the house is ablaze, the ablaze house. Other examples are asleep, astir, and awash. This prefix is still productive: recent examples are asleep, aglaze, asquish, aswivel, awhir.

en- This prefix forms transitive verbs, mainly from nouns; as in entomb, ensnare, enslave. The meaning ‘put into a N’ is probably still productive, but the ‘make into a N’ meaning illustrated by enslave does not seem to be. Other prefixes in this class are *de-* (*debark*), *dis-* (*disbar*), *non-* (*non-stick*), *un-* (*unhorse*). This list is not exhaustive.

2.1.3.1.2 Class-maintaining prefixes

2.1.3.1.2.1 Used exclusively with a noun base

Arch- This prefix is added particularly to human nouns to denote an extreme or pre-eminent person. Recent examples are *minicomputer*, *minidress*, *minikilt*, *minipill*, *miniwar*. This prefix is very productive.

¹⁰Laurie Bauer, *English Word Formation* (London, Uk: Cambridge University Press), p.216.

Step- This prefix is probably no longer productive simply because all the available bases have been used, interestingly, it is not used beyond the immediate family circle, although *stepgrand-mother* and *stepcousin* would presumably be comprehensible.

Other prefixes in this class are *mal-* (*malnutrition*), *pro* (*proconsul*)- though adjectives are sometimes derived from such prefixed forms- and *maxi*.

2.1.3.1.2.2 Used exclusively with a verb base

This class is rare, and even the one prefix listed here is occasionally used with a noun base, but is then a class-changing prefix, not 2 class-meaning one.

de- This prefix has a number of distinguishable meanings, and is often in competition with *dis-* and *un-* when added to verbs recent examples are *deasetheticize*, *deboost*, *decapatilate*, *deescalate*. The verbs produced by de-prefixation may subsequently be nominalized.

2.1.3.1.2.3 prefixes added to nouns and verbs

fore- This prefix is noun only productive, if at all, when added to nouns. Established examples of it added to verbs are *foretell* and *forewarn*; established examples of it added to nouns are *foreground*, *forelock*, and *foreman*.¹¹

Re- This prefix is far more common with verb than with nouns; and almost all of the nouns that begin with *re-* are nominalizations of verb. Recent verbal formations are *reconfigure*, *recycle*, *resit* and *retribalize*.

2.1.3.1.2.4 Prefixes added to verbs and adjectives

This category is also rare, and even with the prefix given here; nominalizations of the verbs are common.

¹¹ Marchand, H., *The Categories and Types Present-Day English Word Formation* (1969), p.3-23-1.

Circum- This prefix is originally found in Latin words only, but is later used with English bases. Examples of verbs are circumnavigate. Examples of adjectives are circumpolar, with a recent example circumstellar.

2.1.3.1.2.5 Prefixes added to nouns, verbs and adjectives

Counter- Marchand notes this prefix as adjective. Recent examples, however, also include adjectives. Recent example on a nominal base are counterculture, counterstrike; other prefixes in this category are co- (co-author, co-articulate).¹²

2.1.3.2 Suffixation

Various aspects of suffixation have already been discussed in this book, in this section; suffixes are classified according to from class of the derivatives they produce. No attempt at exhaustiveness has been made in the lists of illustration provided in each section.

2.1.3.2.1 suffixes forming nouns

2.1.3.2.1.1 noun from nouns

-dom This suffix forms abstract, uncountable nouns from concrete, countable ones. For a long time it was thought that the suffix was moribund or totally non-productive, but Wentworth showed that it had never completely died out, and it is still productive in contemporary.¹³ English, though not very much so. Recent examples include dollardom, fagdom, gangsterdom, girldom .

2.1.3.2.1.2 Nouns from verbs

This is probably the most common type of derivation, although there are, of course, several different kinds of noun formed.

¹²Marchand,H, *The Categories and Types Present-Day English Word Formation* (1969), p.13.

¹³H. Wentworth, *The Allegedly Dead Suffix –DOM in Modern English* (PMLA 56. 2010), p. 220.

-ation many words in *-ation* in fact show borrowing from romance rather than English word-formation: suffixation in *-ation* is extremely (possibly fully) productive where the base ends in the suffix-ize (categorization, institutionalization, lexicalization) but is also found with bases comprising simplex lexemes (flirtation, formation, vexation).

Recent examples include containerization, exfiltration, finlandization, francturation. As has previously been mentioned there is currently dispute as to whether *-ation* should be seen as a single suffix or as a sequence of two. The facts listed above suggest a single suffix; parallelism with adjectives in *-atory* and *-active* suggest a bimorphemic analysis might.¹⁴

2.1.3.2.1.3 Nouns from adjectives

-cy This suffix forms nouns particularly from adjectives ending *-in* *-ant* or *-ent*: excellent > excellency, militant > militancy. It is probably no longer productive, having lost out to.

-ness This is one of the most predominantly, though not exclusively, to adjectives, and is used in nonce formations, and even established words, to replace other suffixes producing nouns from adjectives. Semantically it is the simplest of these suffixes, and consequently it often gives rise to pairs of word which some speakers distinguish semantically, sincerity > sincerest, productivity > productiveness.

-able For examples drinkable, washable, readable, recognizable, countable, forgivable.

¹⁴Seven L. Strauss, *How Abstract is English Morphology* (ERIC Institute of Education Science. 1980), p. 14.

2.1.3.2.2 Suffixes forming verbs

There are two main suffixes deriving verbs from nouns –ify and –izi, and there are also used to derive verbs from adjectives the more productive of there is –ize. Recent word using these suffixes are metrify, fishify, supply, with fish. Cambodianize, instantize, marginalize; containerize, pedestianize, structurize, vietnamize. A third suffix deriving verbs is –en as in shorten, whiten, widen this suffix is only marginally productive, if at all. There do not appear to be any suffixes in English for forming suffixes do exist for example, French: chanter to such > chantonner ‘to hum’ rever to dream > revasser to muse, dream idly > mordiller to nibble at.¹⁵

The lack of such suffixes may correlate with the relative lack of hypocoristic and intensifying suffixes in English in general, when compared with the Romance languages.

2.1.3.2.3 Suffixes forming adjectives

2.1.3.2.3.1 Adjective from nouns

-al This suffix is relatively unmarked semantically providing adjectival forms with no major change in meaning, forms which can then be used to replace the attributive use of the corresponding noun, for instance: education policy educational policy, etc. The suffix is frequently added to already lization: e.g. environmental, transformational. Indeed, -al seems to be extremely productive on bases which end in-action. Historically, -al has also been added to simplex bases.

-less This suffix is added very productively to common nouns partly because there is no other affix which competes with it some recent coinages are fieldless, flueless, fly less, furniture less .

2.1.3.2.3.2 Adjectives from verbs

-able This is probably the most productive suffix in this group, forming adjectives from transitive verbs. The suffix is also found in conjunction with –un- in

¹⁵Louis Guilbert, *La creativite lexical* (Paris: Larousse. 1975), p170.

words like unbelievable, unthinkable. In some cases the unprefix form is actually more recent than the prefixed form.

-less This suffix is no longer productive when added to verbs, but a few established examples are current, such as countless and tireless.

2.1.3.2.3.3 Adjectives from adjectives

The clearest example of this type in English is -ish (green > greenish), which is productive though not markedly so.

2.1.3.2.3.4 Other form classes as bases

Aronoff claims that:

Only nouns, verbs, adjectives and adverbs can be the product of word-formation, and that only these can be used as bases in the formation of derivations. The first part of this claim may be compound (into, anyone).¹⁶

2.1.3.2.4 English suffixation on foreign bases

There are large numbers of words in English which are either analyzable as derivatives though actually borrowed from other languages (usually Latin, Greek or French) or actually coined in English using foreign bases. An example of the first type is cavalcade, which in light of later examples such as Beatlecade, comelcade, hoovercade, motorcade can be analysed as base caval+ suffix-cade. But caval is not a lexeme of English, although it might be analysed as bound root, given cavalier and cavalry. Another example is agent, where -ent might be analysed as the same suffix as in solvent, but there is no lexeme ag-(in the appropriate sense). An example of a word coined in English using a Latin base is terrestrial, where the -al does not have.¹⁷

¹⁶Aronoff, *Word Formation in Generative Grammar, Linguistic Inquiry Monograph*, (Cambridge Mass: MIT Press. 1976), p. 21.

¹⁷Adams, *An Introduction to Modern English Word-Formation*, (London : Longman. 1973), p.189.

2.2 Previous Research Finding

There are some researchers who have conducted research about the students' ability in English affixation. They are:

Hilman Pardede in his research state that the students at grade eleven rather use the suffixes than the prefixes in writing narrative. In addition to that, he finds that the students are preferred using the inflectional affixes than derivational affixes. After considering the data analysis, he concludes that: a. in narrative writing, the students at grade eleven he use the suffix-ed,-ing, plural –s, and third person singular. b. the students at grade eleven are less of using the affixation in narrative writing .¹⁸

Thaibatun Nisa in her research with the title is the students' mastery of the English language affixes. State that the level of students' mastery of the English language affixes is in low category. It is based on calculation of the prefix mean score that is 58, 03 and suffix mean score is 57,87. In this case, suffix is more difficult than prefix.¹⁹

Based on the previous finding above, it can be summed up that the students' ability in using affixation was in poor category even though it is in senior high school end university level. In this case, the writer is interested to conduct a research about the students ability in identifying English affixation at the eighth grade of SMPN 2 Patampanua Kabupaten Pinrang.

The similarity between the previous research above and this research is the dependent variable of each research is some namely English affixation. Meanwhile, the difference between the previous research and this research is in the Hilman's

¹⁸Hilman Pardede, *English Affixation in Narrative Writing at Grade Eleven of SMA Methodist pematang Siantar*(unpublished skripsi universitas HKBP Nommensen , 2009). p. 94.

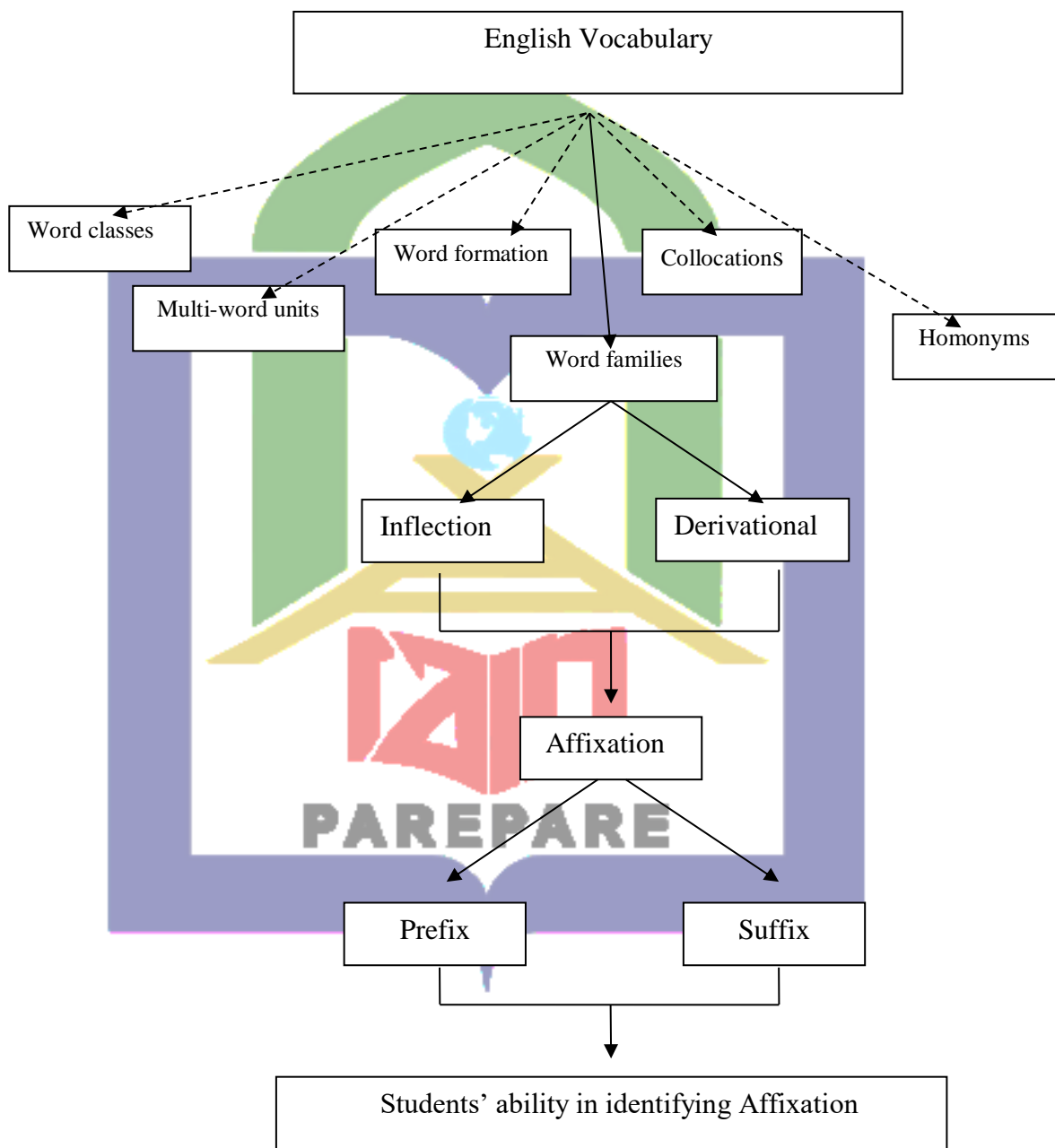
¹⁹Thaibatun Nisa, *The Students Mastery of the English Language Affixes* (unpublished skripsi UIN Antasari, 2013), p.65.

research, he conducted the research in senior high school level. Besides in Thaibatun's research, she conducted her research in university level, whereas, the writer want to conduct the research in junior high school level.



2.3 Conceptual Framework

The conceptual framework underlying this research is presented in the following flow chart below.



2.4 Variable and Operational Definition of Research

There was one variable in this research, it is students' ability in identifying English affixation. Besides, the definition of this research variable was:

1. Students are persons who studied in the eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang.

Ability is (to do something) the mental or physical capacity, power or skill required to do something. The ability, which is discussed in this study relates to students' ability to identify English Affixation.



CHAPTER III

METHOD OF THE RESEARCH

The methodology of the research is extremely important in every research as a guideline to attain the objective of the study. Chapter three provides information about methodology of the research that the researcher applies in this study. They are research design, location and duration of research, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

3.1 Method and Design of the Research

The research was aimed to know the students ability in identifying English affixation at the eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang. The method that was used for this study is descriptive study. It means that the writer will not give a treatment to students.

3.2 Location and Duration of the Research

The research was done at the eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang, and the duration of the research was about one month. It was started from Tuesday, December 18th 2018 until Sunday, January 20th 2019.

3.3 Population and Sample

3.3.1 Population

According to Sugiyono, Population is generalization that composed of subject/object that has certain qualities and characteristics of the applied researcher to

learn then be concluded.²⁰ While for sample, Sugiyono defined sample is a portion of the amount and the characteristics possessed by the population.²¹

The population of this research was the whole of eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang. The total of the eighth grade students was 181 people. They are eight classes comprising VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, and VIII-8.

Table 3.1 The Total Population of SMPN 2 PATAMPANUA

Number	Class	Total
1.	VIII-1	24
2.	VIII-2	25
3.	VIII-3	21
4.	VIII-4	22
5.	VIII-5	20
6.	VIII-6	24
7.	VIII-7	25
8.	VIII-8	20
	Total	181

3.3.2 Sample

According to Sugiyono, the sample that is taken from population must be representative.²² The writer used purposive sampling technique to determine the sample, so she just took one class based on the recommendation of English teacher. The sample of this research is one class that was VIII-4 which consisted of 22 students. There several reasons to pick this class at the sample, the varied of students

²⁰Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), p.61.

²¹ Sugiyono, *Statiska Untuk Penelitian*, (Bandung: Alfabeta,2010).p.62.

²²Sugiyono, *Statistika Untuk Penelitian*,(Bandung : Alfabeta, 2010),p.62.

ability might be the first reason. Beside, the result of early observation and an interview with the English teacher find out that this class in the most proper class to represent the all of population because of the varied of the student's ability in English.

Table 3.2 The Total Sample of SMPN 2 PATAMPANUA KABUPATEN PINRANG

No	Class	Students		Total The Students
		Male	Female	
1	VIII-4	11	11	22

3.4 Instrument of Data Collecting

The instrument that used in this research was written test which developed by the writer. Scarvia said that test is comprehensive assessment of an individual or to an entire program evaluation effort.²³ According to J.B. Heaton on his book,

Tests of vocabulary should avoid grammatical structures which the students may find difficult to comprehend. Similarly, test of grammar should contain only those lexical which present no difficulty to the students.²⁴

Therefore, the writer used 2 item tests in the instrument. They are multiple choice items and word formation items. Each item consisted of 10 questions. So the total number of instrument was 20 questions. The questions of the written test have been studied before the data taken from respondents.

²³ Scarvia B. Anderson et al, *Encyclopedia of Educational Evaluation* (San Fransisco. Washinton, London: Jossey Brass Publishers, 1976), p. 425

²⁴ J.B. Heaton , *Writing English Language Test* (London and Newyork : Longman Group UK Limited, 1990), p. 52.

3.5 Design of Measurement

To make the data more valid, the writer gave design of measurement. The design of measurement is intended to know students' ability in identifying English affixation. In this research students answered 20 test items, they are:

1. Ten (10) questions were multiple choice, the right answer was marked 4 and wrong answer was marked 0, if the students answer all questions correctly, they got score 40.
2. Ten (10) questions that require students to change the word in the sentences to be the right affixation, score for right answer was 6 and 0 for wrong answers, if the students answer all questions correctly, they got score 60.

The highest score was 100 and the lowest was 0. Then, students' score are interpreted as their ability. In English sentence, there are 5 categories used here:

1. If the students obtain the score $0 < 20$ = Very bad category
2. If the students obtain the score $20 < 40$ = Bad category
3. If the students obtain the score $40 < 60$ = Average category
4. If the students obtain the score $60 < 80$ = Good category
5. If the students obtain the score $80 - 100$ = Excellent

Specially to determine the level of students' ability in identifying English affixation in multiple choice test, the writer divided categories such as:

1. If the students obtain the score $0 < 08$ = Very bad category
2. If the students obtain the score $08 < 16$ = Bad category
3. If the students obtain the score $16 < 24$ = Average category
4. If the students obtain the score $24 < 32$ = Good category
5. If the students obtain the score $32 - 40$ = Excellent

On the other hand, dividing categories to determine the level of students' ability in identifying English affixation in word formation test was done as follow:

1. If the students obtain the score 0-< 12 = Very bad category
2. If the students obtain the score 12-< 24 = Bad category
3. If the students obtain the score 24-< 36 = Average category
4. If the students obtain the score 36-< 48 = Good category
5. If the students obtain the score 48- 60 = Excellent

Then, the one student its result is calculated by using formula of Mean. It is used to know the students' ability in identifying English affixation.

$$X = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum x$ =the sum of all score

N =the number of students²⁵

3.6 Technique of Data Processing and Analysis

3.6.1 Techniques of Data Processing

The techniques of data processing in this research were as follows:

1. Editing

This technique was used to re-examine all of the collected data to make sure whether they have already completed or not. The editing also included selecting the needed data from those which are available.

²⁵Punaji Setyosari, M. Ed, *Methodologi Penelitian Pendidikan dan Pengembangan* (Jakarta: Prenada Media Group, 2010), p. 212.

2. Coding and Classification

The writer made certain codes on all collected data to classify them according to their kinds.

3. Tabulating

The writer composed and put the certain data into table to make easy in data presentation and analysis.

$$P = (100) \frac{F}{N}$$

Where:

P: Percentage

F: Number of instrumental responses

N: Total number of responses²⁶

3.6.2 Techniques of Data Analysis

After processing the data, the writer analyzed them descriptively and quantitatively. The analysis helped the writer to highlight some important conclusions from this research. The conclusions were taken through inductive way. In this study, every fact is investigated, analyzed, and classified to establish a general conclusion about the students' ability in identifying English affixation.

²⁶Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics* (Los Angeles: Newbury House Publishers, 1982). p. 55.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections; they are finding of the research and discussion of the findings. The writer analyzed the data consisting of the result of the test.

4.1 Finding

This chapter is intended to present the result of data analysis and the interpretation which could be derived from the analysis. This part deals with the result of the study based on some facts found in the data. It covers students' ability in identifying English affixation that the students still not understand. Description about the result of the research which is achieved by written test that concerned to the ability of Eight Grade students at SMPN 2 Patampanua Pinrang in identifying English affixation, it can see in the following table:

Table 4.1 The Overall Result of Test

Respondent	The Students' Score		Total
	Multiple Choice	Word Formation	
001	24	48	72
002	28	18	46
003	16	36	52
004	32	48	80
005	40	42	82
006	28	24	52
007	16	24	40

Continued

Continued

008	20	18	38
009	12	18	30
010	24	30	54
011	28	42	70
012	16	24	40
013	20	36	56
014	32	54	86
015	36	42	78
016	40	54	94
017	12	24	36
018	16	18	34
019	24	30	54
020	24	30	54
021	28	48	76
022	16	30	46
Total	532	738	1270

From the table above, it is found out that the highest score was 94 and the lowest score was 30. The whole score of the two categories (multiple choice and word formation items) were 1270.

$$\begin{aligned}
 X &= \frac{\Sigma X}{n} \\
 &= \frac{1270}{22} \\
 &= 57.73
 \end{aligned}$$

To know the level of the eight grade students' ability in identifying English affixation, can be seen in the following table.

Table 4.2 The Score Category of Test

No.	Interval	Frequency	Percentage	Category
1.	00 – < 20	0	0%	Very bad
2.	20 – < 40	4	18.18%	Bad
3.	40 – < 60	10	45.46%	Average
4.	60 – < 80	4	18.18%	Good
5.	80 – 100	4	18.18%	Excellent

From the table, it can be known that ability of eight grade students in identifying English affixation:

1. There were 4 of students gets Excellent Category
2. 4 students that got Good Category
3. 10 students that got Average Category
4. 4 students that got Bad Category
5. There were no students that get Very Bad Category.

The result of test score analysis indicated that the students have achieved 1270 (57,73) as the total mean score which meant that the level of the students' ability in identifying English affixation was average.

4.1.1 Identifying English affixation in multiple choice

The data of multiple choice test can be seen in the table below.

Table 4.3 The Score of Multiple Choice Test

Respondent	The Students' Score
001	24
002	28
003	16
004	32
005	40
006	28
007	16
008	20
009	12
010	24
011	28
012	16
013	20
014	32
015	36
016	40
017	12
018	16
019	24
020	24
021	28
022	16
Total	532

As shown in table above, it is found out that the highest score is 40 and the lowest score is 12. The whole gotten scores are 532 from 22 respondents. So, from the result can be known that the mean score was 24.19.

$$\begin{aligned} X &= \frac{\Sigma X}{n} \\ &= \frac{532}{22} \\ &= 24.19 \end{aligned}$$

To know the level of the eight grade students' ability in identifying English affixation in multiple choice, can be seen in the following table.

Table 4.4 Score Category of Multiple Choice Test

No.	Interval	Frequency	Percentage	Category
1.	00 – < 08	0	0%	Very bad
2.	08 – < 16	2	9.09%	Bad
3.	16 – < 24	5	22.73%	Average
4.	24 – < 32	9	40.91%	Good
5.	32 – 40	6	27.27%	Excellent

From the table, it can be known that ability of eight grade students in identifying English affixation in multiple choices:

1. There were 6 of students gets Excellent
2. 9 students that got Good
3. 5 students that got Average
4. 2 students that got Bad
5. There were no students that get Very Bad.

The result of test score analysis indicated that the students have achieved 532 (24.19) as the total mean score which meant that the level of the students' ability in identifying English affixation in multiple choices was good.

4.1.2 Identifying English affixation in word formation item

The data of word formation test can be seen in the following table.

Table 4.5 The Score of Word Formation Test

Respondent	The Students' Score
001	48
002	18
003	36
004	48
005	42
006	24
007	24
008	18
009	18
010	30
011	42
012	24
013	36
014	54
015	42
016	54
017	24

Continued

Continued

018	18
019	30
020	30
021	48
022	30
Total	738

As shown in the table above, it is found out that the highest score was 54 and the lowest score is 18. The whole gotten scores are 738 from 22 respondents. So, from the result can be known that the mean score was 33.5.

$$\begin{aligned} \bar{X} &= \frac{\sum X}{n} \\ &= \frac{738}{22} \\ &= 33.55 \end{aligned}$$

To know the level of the eight grade students' ability in identifying English affixation in word formation test, can be seen in the following table.

Table 4.6 Score Category of Word Formation Test

No.	Interval	Frequency	Percentage	Category
1.	00 – < 12	0	0%	Very bad
2.	12 – < 24	4	18.18%	Bad
3.	24 – < 36	7	31.82%	Average
4.	36 – < 48	6	27.27%	Good
5.	48 – 60	5	22.73%	Excellent

From the table, it can be known that ability of eight grade students in identifying English affixation in word formation test:

1. There were 5 of students gets Excellent
2. 6 students that got Good
3. 7 students that got Average
4. 4 students that got Bad
5. There were no students that get Very Bad.

The result of test score analysis indicated that the students have achieved 738 (33.55) as the total mean score which meant that the level of the students' ability in identifying English affixation in word formation was average.

4.2 Discussion

The data that have been collected from written test (multiple choice and word formation item) are processed and presented on the table and described in data finding. Then the data is analyzed and reported systematically based on the statement of the problem that is about the students' ability in identifying English affixation.

After all the obtained data were presented in finding, as result of this research, they are needed to be analyzed. It is done to know the students' ability in identifying English affixation. Knowledge of prefixes and suffixes as well as their meanings can help a person enlarge their vocabulary. Once he knows the meanings of a particular prefix or suffix, he has the clue to the meaning of every word beginning with the prefix or ending with the suffix by analyzing the significant parts in the word. So the meaning of many long words can be traced from their component parts, i.e. the base or root, the prefix and suffix.

4.2.1 The Meaning of the Test

There two test items that are used by the writer. They are multiple choice item and word formation item. The tests are used to know the students' ability in

identifying English affixation at the eighth grade of SMPN 2 Patampanua Kabupaten Pinrang.

4.2.1.1 Students' ability in identifying English affixation in multiple choice

Based on the test result of the ability the eighth grade in identifying English affixation in multiple choice items, it is known that the students' mean score was 24.19. It means that the ability of the eighth grade students of SMPN 2 Patampanua Kabupaten Pinrang in identifying English affixation in multiple choice items categorized good level.

In this part, it seems that students have difficulties to answer questions. They should understand well the context of the questions. But, most of students did not understand the question so that they were confused to answer the test. Therefore, the writer took the initiative to give a clue and to translate the following question that was considered hard by students. For example, in the number 7 *“what prefix would you add to word “finished” to show that there is still some work to be done.”* Before the writer translated the question, the students were look confused because they did not understand what the question mean. On the contrary, after giving translation some students look understand and others know about the answer.

Almost all of the number of multiple choices test is a basic knowledge about affixation. The election of every question was choice by the writer with some considering: (1) the basic of students about English is low, (2) their vocabulary is also low, and (3) the students' knowledge about affixation is low too. Therefore, to get a clear description about the students' problems, the writer explained about affixation before and gave them exercises. Then the writer gave a test. The fact is that many students still make many errors. In order to understand affixation, the students have to master types of texts, such as prefix, suffix, and infix.

4.2.1.2 Students' ability in identifying English affixation in word formation test

Based on the test result of the ability the eighth grade students in identifying English affixation in word formation test, it is known that the students' mean score was 33.55. It means that the ability of the eighth grade students of SMPN 2 Patampanua kabupaten Pinrang in word formation items categorized average level.

We can see the data in finding above for the result. The mean score was 33.55 and categorized into average level. All students cannot answer all items for word formation correctly. In this part, they must understand well what the text about so that it will be easy to complete the sentence and help them to use the right affix for attaching to the word. For example, no students can answer the number 3 of the test “*He passed his exam. He was ____ for the second time. (Succeed)*”. Most of them answer “*successful, success*” but the right answer is *successful*. They have difficulties in this part. This probably happen they do not know what part of speech after was (to be). If they know that after the word *was* is an *adjective*, maybe they can guess the word. The other probability is they do not know what *adjective* words from the word *succeed*.

In the number 6 of the test “*He wants to be a ____ when he grows up. (mathematic)*”. Most of them answer “*mathematic, math, mathematical*” but the right answer is *mathematician*. It is probably because the students are not familiar with the word *mathematician*. Actually there are some suffix that is not familiar in junior high school level like suffix *-ian*.

In the number 1, 2 and 4 of the test “*He was acting in a very ____ way. (child)*”, “*She looked ____ . She started to cry. (happy)*”, “*The team that he supported was able to win the ____ . (champion)*”. Almost all of the students answered the right answer *children, unhappy, championship*. The remainder answered the wrong answer (*dishappy,*

happyful, champion). The probability is the students are familiar with the words. So, without understand the question, they can answer correctly.

4.2.2 The Result of the Test

From the computation above, it can be seen that the level of the students' ability in identifying English affixation was average with the total score was 1270 and mean score was 57.73. This result is a line with Hilman Pardede, in the previous study, who stated that the students at grade eleven are less of using the affixation in narrative writing. Besides, Thaibatun stated that the level of students' mastery of the English language affixes is in low category. It is based on calculation of the prefix mean score that is 58.03 and suffix mean score is 57.87. That's why they still have some difficulties in learning affixation. Although, It has a different level or category to this study, but it has the same criteria of the ability. Maybe it is caused by the different object of the study who has a different background in many sides.

Based on the explanation above, the teacher needs to pay attention to improve the students' ability in affixation. The teachers are hoped to use persuasive approach in teaching process. The students' difficulties in learning are more easily to solved by using persuasive approach. So that, the teacher knows the personality of the students and can achieve the goals of teaching learning.

In students' opinion English is difficult to learn. So, the teacher needs to give guide to help students in solving their problems through many kinds of ways and technique to avoid the boring and desperate. One of the ways to solve the boring, must be given the challenge tests to be done by the students individually to measure their ability and understanding level to the subject they learnt. Giving tests that accompanied with motivations to the students so that, the students want and interest in doing the test that given by the teacher.

Generally, the affixation is very important in language, whether in writing, listening, reading or speaking. Without having the affixation, the reader or speaker will get problem in using language, especially for English. In order to improve the students' skill in using affixation, it hopes to the teacher to be contributed in improving the vocabulary of the English language of the students.

As addition, the writer found that the students are lack of using the affixation. We can see it from the data analysis above from the data. Most of the mistakes happen because of the students are minim of English vocabulary, so that the students' are difficulty in understanding the question.

In general, based on the finding and discussion above, it can be seen that the students have difficulties to understand about the affix either prefix or suffix. It may be caused the students do not know the meaning of the words, the students do not know what should be put for completing the sentences , the students have difficulties to understand the sentences or the words are not familiar so it looks difficult for them to answer the items of the test.

According to the all of result of finding and discussion section, the writer can conclude that the students' ability in identifying English affixation at the eighth grade students of SMPN 2 Patampanua kabupaten Pinrang categorized average level with mean score is 57.73.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the writer.

5.1 Conclusion

Based on the finding and discussion in the previous chapter, the writer found that the students' ability in identifying English affixation in multiple choice test was in good level with mean score was 24.19. Besides, students' ability in identifying English affixation in word formation test was in average level with mean score was 33.55. Meanwhile, the total mean score of the whole tests was 57.73. It means that the students' ability in identifying English affixation at the eighth grade students of SMPN 2 Patampanua kabupaten Pinrang categorized average level.

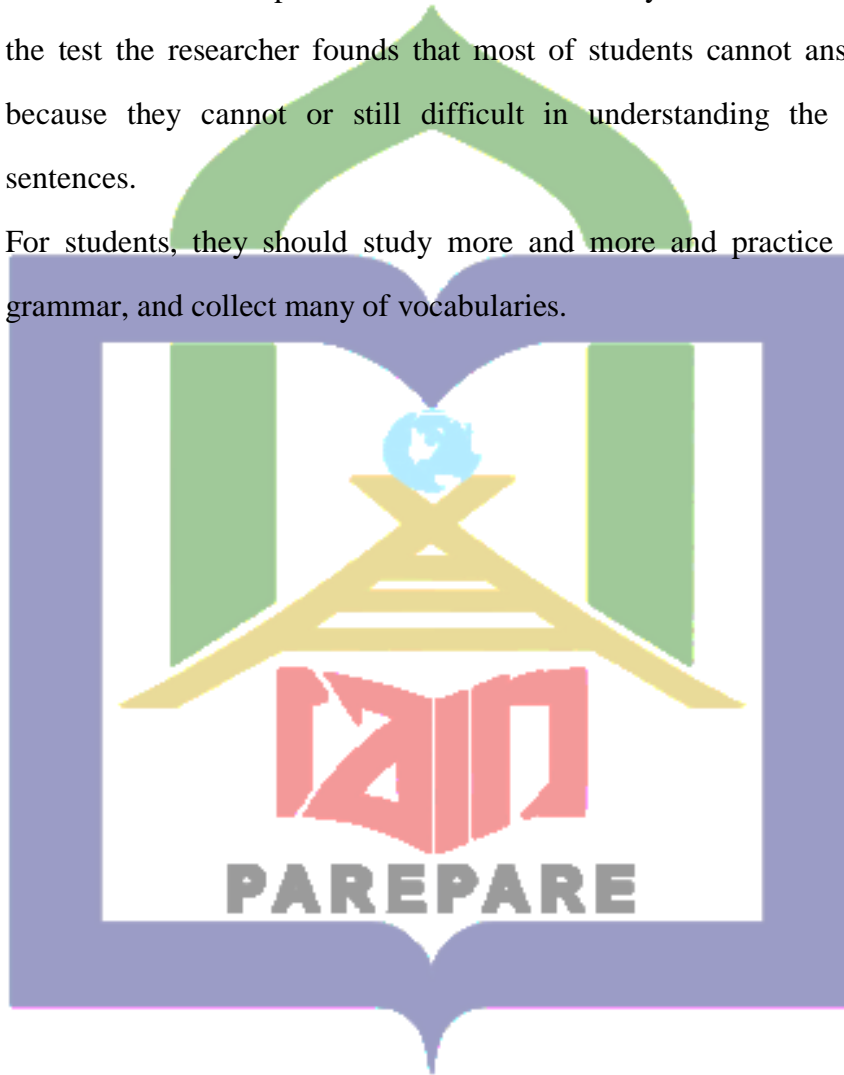
5.2 Suggestion

Closing this study, the writer would like to give some suggestions that might be useful to the teacher, students and the next researcher.

1. For Headmaster of SMPN 2 Patampanua Kabupaten Pinrang, it would better to more improve the quality of education and to give attention to the all of teachers, especially English teachers.
2. Especially to the English teachers always gives attention of the duty as a teacher and always improves your knowledge especially in identifying English affixation and read some literature using preposition, so that the

students ability in identifying English affixation go to best.

3. The teacher should be known more about some factors that influence the students can understand in identifying English affixation. Beside of that, the teacher is need to improve the students vocabulary because from the result of the test the researcher finds that most of students cannot answer the test because they cannot or still difficult in understanding the meaning of sentences.
4. For students, they should study more and more and practice much about grammar, and collect many of vocabularies.



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