

**AN ANALYSIS PREFIX AND SUFFIX IN NARRATIVE
TEXT MASTERY AT THE FIFTH SEMESTER
STUDENTS OF ENGLISH DEPARTMENT
UIN SYAHADA PADANGSIDIMPUAN**



A THESIS

*Submitted to the English Educational Department of State Islamic
University Syekh Ali Hasan Ahmad AddaryPadangsidimpuan as a
Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd.) in English*

Written By:

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD
ADDARYPADANGSIDIMPUAN
2025**

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PADANGSIDIMPUAN**

2024

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Education (S.Pd.) in English*

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2025

LETTER OF AGREEMENT

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a.n Puji Lestari

Padangsidimpuan, May 2025
to:
Dean Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to *Anitah*, entitled "*An Analysis of Prefix and Suffix in Narrative Text Mastery at the Fifth Semester Studens English Department UIN Syahada Padangsidimpuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students" ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

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ABSTRACT

The objectives of the research is a) To know the students' mastery of prefix and suffix on Narrative Text Writing at The Fifth Semester Students of English Department UIN Syahada Padangsidimpuan, b) To know kinds of prefix and suffix on Narrative Text Writing at the fifth semester students of English Department UIN Syahada Padangsidimpuan, c) To know the most dominant prefix and suffix on Narrative Text Writing at the fifth semester students of English Department UIN Syahada Padangsidimpuan. This research was conducted by using descriptive quantitative method. The participants of this research taken from 30 students as the sample. The data were collected through essay test about narrative text. The researcher found that there were sixteen kinds of suffixes and there were thirteen kinds of prefixes. The most dominant affixation was in the use of suffixes. After the researcher counted the result of prefixes and suffixes, the researcher found the most dominant prefix and suffix on narrative text. In suffix the most dominant was suffix -d/-ed, the researcher found sixty seven kinds in a word. In prefix the researcher found thirteen kinds which the dominant in prefix un-, the researcher found five kinds in a word. So, it can be concluded the most dominant kind of affixation was in the use of suffix.

Key Words: *Suffix and Prefix, Writing Narrative Text*

Nama : Puji Lestari
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Judul Skripsi : Penguasaan Awalan dan Akhiran Pada Penulisan Teks Narasi pada Mahasiswa Semester 5 Jurusan Bahasa Inggris UIN Syahada Padangsidempuan.

ABSTRAK

Tujuan dari penelitian ini adalah a) Untuk mengetahui penguasaan awalan dan akhiran siswa dalam Menulis Teks Narasi pada Semester V Mahasiswa Jurusan Bahasa Inggris UIN Syahada Padangsidempuan, b) Untuk mengetahui apa saja jenis-jenis awalan dan akhiran pada Penulisan Teks Narasi Mahasiswa Semester V Jurusan Bahasa Inggris UIN Syahada Padangsidempuan, c) Untuk mengetahui awalan dan akhiran apa yang paling dominan pada Narasi Penulisan Teks pada Mahasiswa Semester V Jurusan Bahasa Inggris UIN Syahada Padangsidempuan. Penelitian ini dilakukan dengan menggunakan metode deskriptif kuantitatif. Partisipan penelitian ini mengambil 30 siswa sebagai sampel. Data dikumpulkan melalui tes tentang teks naratif, jenis teksnya adalah tes esai. Hasil dari penelitian ini adalah Jenis sufiks sebanyak enam belas jenis sufiks, Jenis prefiks sebanyak tiga belas jenis, Sufiks yang paling dominan terdapat pada penggunaan sufiks. Setelah peneliti menghitung hasil awalan dan akhiran, peneliti menemukan awalan dan akhiran yang paling dominan pada teks narasi. Pada sufiks yang paling dominan adalah sufiks -d/-ed, peneliti menemukan enam puluh tujuh jenis dalam satu kata. Pada awalan peneliti menemukan tiga belas jenis yang dominan pada awalan un-, peneliti menemukan lima jenis dalam satu kata. Jadi, dapat disimpulkan jenis affixation yang paling dominan adalah pemakaian sufiks.

Kata Kunci: *Akhiran dan Awalan, Penulisan Teks Narasi*

الاسم	: بوجي ليستاري
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عنوان الرسالة	: إتقان البادئات واللواحق في كتابة النصوص السردية لطلاب الفصل الخامس قسم اللغة الإنجليزية، جامعة سيهادا الإسلامية الحكومية، بادانجسيدمبوان

خلاصة

يهدف هذا البحث إلى تحديد مدى إتقان البادئات واللواحق في كتابة النصوص السردية لدى طلاب الفصل الخامس في قسم اللغة الإنجليزية بجامعة سيهادا بادانجسيدمبوان الإسلامية. وقد صاغ الباحث خلفية المشكلة على النحو التالي: أ) الإسلامية الحكومية؟ . الهدف من هذا البحث هو أ) معرفة مدى إتقان الطلاب للبادئات واللواحق في كتابة النصوص السردية في الفصل الخامس لطلاب قسم اللغة الإنجليزية بجامعة سيهادا بادانجسيدمبوان الإسلامية الحكومية، ب) لمعرفة أنواع البادئات واللواحق في كتابة النصوص السردية لطلاب الفصل الخامس قسم اللغة الإنجليزية، جامعة الإسلامية الحكومية، ج) لمعرفة ما هي البادئات واللاحقات الأكثر شيوعاً في كتابة النص السردى بين طلاب الفصل الخامس في قسم اللغة الإنجليزية جامعة سيهادا بادانجسيدمبوان الإسلامية الحكومية. تم إجراء هذا البحث باستخدام الأساليب الوصفية الكمية. وقد أخذ المشاركون في هذا البحث ثلاثين طالباً كعينات. تم جمع البيانات من خلال اختبارات حول النصوص السردية، وكان نوع النص اختبارات مقالية. نتائج هذا البحث هي ستة عشر نوعاً من اللواحق، وثلاثة عشر نوعاً من البادئات، اللواحق الأكثر هيمنة هي في استخدام اللواحق. وبعد أن قام الباحث بحساب نتائج البدايات والنهايات توصل الباحث إلى البدايات والنهايات الأكثر هيمنة في النص وقد وجد الباحثون سبعة وستين نوعاً في كلمة واحدة. ،-ed/-d السردى. اللاحقة الأكثر هيمنة هي اللاحقة في كلمة ،-un وفي البادئة وجد الباحثون ثلاثة عشر نوعاً هي السائدة في البادئة ووجد الباحثون خمسة أنواع...واحدة

الكلمات المفتاحية: النهايات والبدايات، كتابة النصوص الروائية

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (UIN Syahada Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis. Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidimpuan, 26 November
2024

Researcher

PUJI LESTARI
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TABLE OF CONTENTS

	Page
INSIDE TITLE PAGE	
LEGALIZATION ADVISORS SHEET	
DECLARATION OF SELF THESIS COMPLETION	
APPROVAL STATEMENT FOR PUBLICATION OF FINAL TASK	
FOR ACADEMIC CIVITY	
SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
TRAINING FAKULTY	
ABSTRACT	
INDONESIAN ABSTRACT	
ARABIC ABSTRACT	
ACKNOWLEDGEMENT	
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF APPENDIXS	

CHAPTER I: INTRODUCTION

A. The Background of the Problem.....	1
B. The Identification of the Problem.....	4
C. The Limitation of the Problem.....	4
D. The Formulation of the Problem.....	4
E. The Objective of the Research.....	5
F. The Significances of the Research	5
G. The Definition of Key Terms.....	6
H. The Outline of the Research.....	7

CHAPTER II: REVIEW LITERATURE

A. Theoretical Description	8
1. Affixation	8
a. Definition of Affixation.....	8
b. Types of Affixation	10
2. Writing Narrative Text	29
a. The Definition of Narrative Text.....	29
b. Types of Narrative text	31
c. The Generic structure of Narrative Text.....	32
d. The Language features of Narrative Text.....	33
e. Example of Narrative Text	35

B. Review of Related Findings	36
-------------------------------------	----

CHAPTER III: RESEARCH METHODOLOGY

A. The Place and Time of Research.....	39
B. The Kind of the Research.....	39
C. The Population and Sample	39
D. The Instrument of the Research	40
E. The Validity of the Instrument	41
F. The Technique of Data Collection	42
G. Technique of Data Analysis	43

CHAPTER IV: THE RESULT OF RESEARCH

A. The Findings	45
1. The Students' mastery of prefix and suffix	41
2. The Kinds of suffix and prefix	48
3. The most dominant prefix and suffix.....	54
B. Discussion	56
C. Threats of the Research.....	58

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	60
B. Suggestion	61
C. Implication	61

REFERENCES

CURRICULUM VITAE

APPENDIXES

DOCUMENTATION

LIST OF TABLES

	page
Table III.1 : The Population of the fifth semester English Department UIN Syahada Padangsidempuan	43
Table III.2 : Indicator of Suffixes and Prefixes in Writing Narrative Text	43
Table III.3 : The Classification Quality of the Students' Score Criteria	46
Table IV.1 : Kinds of prefixes on students' writing narrative text	48
Table IV.2 : Kinds of Suffix on Students' Writing Narrative Text	51
Table IV.3 : Total number of Suffix on Students' Writing Narrative Text.....	57
Table IV.4 : Total number of prefixes on students' writing narrative text	58
Table IV.5 : The Students' Total Score in Writing Narrative Text.....	58
Table IV.6 : The Quality score of the students in Writing Procedure Text	60
Table IV.7 : The Resume of Variable Score in Writing Narrative Text	61
Table IV.8 : The Frequency Distribution in Writing Procedure Text	61
Table IV.9 : Total number of Suffix on Students' Writing Narrative Text	62
Table IV.10 : Total number of prefixes on students' writing narrative text	63

LIST OF APPENDIXES

- Appendix 1 : Writing test
- Appendix 2 : Student's Name and Initial at The Sixth Semester of TBI 1 UIN Syahada Padangsidempuan
- Appendix 3 : Description of Students' Kinds of Suffixes on Students' Writing Narrative Text
- Appendix 4 : Description of Students' Kinds of Prefixes on Students' Writing Narrative Text
- Appendix 5 : Percentage of Students Suffixes on Writing Narrative Text
- Appendix 6 : Percentage of Students Prefixes on Writing Narrative Text
- Appendix 7 : Result of Students' Prefix on Narrative Writing
- Appendix 8 : The Result of Students' Test in Writing Narrative Text
- APPENDIX 9 : Documentation

CHAPTER I INTRODUCTION

A. The Background of the Problem

Writing is an art that readers will be able to find out one's personality. It is understood that personality itself are two, namely introvert and extrovert. Those who have introvert personality usually describes (in form of writing) everything as simple and short as possible. That is why the reader will get only small information from his writing. It means those people's writing cannot be used fully as the source of information. In other side, those who have extrovert personality will explain/expose everything as complete as possible.¹

Therefore information shared through their writing will be more informative than those of the introvert one. If seeing this condition from the function of language. It means that those who have introvert personality are not so successful to use the language. Since many people recognize the importance of language, they teach their language to their children. The language which is learned first is called "mother tongue". They use their mother tongue in their daily conversation with others.

In writing, there is a text. Text is the original words of something written or printed instead of paraphrasing, translation, revision, or condensation. Text is the result of writing. The main texts in the literary text category are

¹ Herman, *Suffixes Found In Narrative Writing At Grade Eight of SMP Methodist Pematangsiantar*, IOSR Journal Of Humanities And Social Science (IOSR-JHSS), 20, 4, Ver. IV (Apr. 2015), PP 40-48 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org.

narrative, poetry, and drama. The main texts in the factual text category are recount, response, explanation, discussion, report, exposition, and procedure. Narrative is text, which tells a story and in doing so, entertains or informs the reader or listener. It means that narrative is a piece of text that tells a story to inform, amuse, and entertain the reader or listener. The generic structure of narrative text is orientation, complication and resolution.

Prefixes is affixes which attach to the beginning of roots. Based on the opinion of the expert, the author conclude A prefix is a morpheme added to the beginning of a word that changes the word, for example happy and unhappy. Narration is any written English text which the writer wants to amuse, entertains people, and to deal with actual or various experience.² So, prefix is an affix which is placed before the stem of a word particularly in the study of languages, a prefix is also called a pre formative because it alters the form of the word which is affixed.

Narrative has been describe as having several components including a setting, plot (series of episode based on goals, attempts, outcomes), resolution or story ending. Given the above discussion, narrative text is a genre of text that told a series of events or stories that were written to entertain the reader. Narrative text has several sections such as orientation, complications, and resolution. Orientation is the opening part in which the character of the story is introduced. Complication is the part of the story where the problem of the story begun to emerge. Resolution is the problem solving part of the story.

² Nurhayati and Rahman, *Morphological Analysis Between Prefix And Suffix In Jacqueline Howard Article Of Cnn*, Professional Journal of English Education, 7, No. 3, May 2024, www.ikipsiliwangi.ac.id.

Some language features of narrative text is as follow: direct and indirect speech.³

Based on pre-research and interview with some of students at the fifth semester of English Department UIN Syahada Padangsidimpuan, they said they still have many problems in writing narrative text even though they have learned it from junior high school till senior high school level. One of the problems is the difficulties in making the title coherence with the content. Zahra said the problems that happened while writing procedure text are the lack of vocabulary and the poor ability in using simple present tense and then the incapability in organizing procedure text and especially in using noun and action verbs or the language features.⁴ According to Al- fazri, he said “It seems difficult for me to decide the topic at first I have many struggles and obstacles in order to arrange to fulfill the chronological patterns because the linking verb that I used seems not connected to the first and the others paragraphs. I mean it is difficult to arrange the good ones.”⁵

Based on the explanation above, the researcher found there are many students’ problems in writing narrative text that may lead to making errors. The researcher wants to carry out this topic to be researched to know the reason why this phenomenon happened. After doing the research and knowing the reasons for this phenomenon, the researcher wants this research

³ Panjaitan, et al, The Analysis Of Finding Suffix And Prefix In Narrative Text, Bahasa Indonesia Prima, Vol 2, No. 1, 2020 e-ISSN: 2684-6780.

⁴ Zahra, student at the fifth semester of UIN Syahada Padangsidimpuan, private interview and observation on July 15th 2024

⁵ Al-fazri, student at the fifth semester of UIN Syahada Padangsidimpuan, private interview and observation on July 15th 2024

to become reading material for students, as reference material for students does not make errors in writing narrative text, and as advice or evaluation for educators in teaching if it is possible and appropriate. So, the researcher is interested to conduct a research titled focus of the “Prefix And Suffix Mastery On Narrative Text Writing At The Fifth Semester Students Of English Department Uin Syahada Padangsidimpuan”.

B. The Identification of the Problem

Some problems that happen in students` English writing are caused by differences in English and Indonesian structure and also they do not understand how to make a good writing. the students have not mastered the knowledge or they do not understand those rules of the language. Based on the description above, the researcher identifies the problem based on the use of prefix and suffix in writing narrative text at the fifth semester students of English Department UIN Syahada Padangsidimpuan.

C. The Limitation of the Research

There were many problems about error in writing narrative text. In this research researcher limited to analysis prefix and suffix in writing narrative text at the fifth semester students of English Department UIN Syahada Padangsidimpuan.

D. The Formulations of the Problem

In this research, the researcher takes the formulation from the background of the problem. Here are that researcher identified the problem is:

1. What kinds of Prefix are used by Students in Narrative writing at the fifth semester of English Department UIN Syahada Padangsidempuan?
2. What kinds of Suffix are used by Students in Narrative writing at the fifth semester of English Department UIN Syahada Padangsidempuan?
3. What is the dominant types of Prefix and Suffix used by Students in Narrative Text Writing at the fifth semester of English Department UIN Syahada Padangsidempuan?

E. The Objectives of the Research

Based on the formulation of the problems above, the objectives of the research are:

1. To know what kinds of Prefix are used by Students in Narrative writing at the fifth semester of English Department UIN Syahada Padangsidempuan?
2. To know what kinds of Suffix are used by Students in Narrative writing at the fifth semester of English Department UIN Syahada Padangsidempuan?
3. To know what is the dominant types of Prefix and Suffix used by Students in Narrative Text Writing at the fifth semester of English Department UIN Syahada Padangsidempuan?

F. The Significances of the Research

In this research, the researcher conduct that the significances of the research is very useful for all who wants to read this research. So, the researcher concludes that the significances of the researcher are below:

1. For readers

This research is primary useful for the reader to enlarge their knowledge about prefix and suffix in deep, because this research contains many theories that related with that topics

2. For students

This research can add knowledge and understanding of affixation especially suffix and prefix.

3. For other researchers

It can be made as a reference to other researcher in the field of language and education of language and this study can help the researcher to increase knowledge about prefix and suffix. Hopefully. This research inspires other researchers to develop or to conduct other research in the same scope with different subjects.

G. The Definitions of Key Terms

1. Prefix

Is a single letter or a group of letters placed before the root of a word, which adds to the meaning of a word when placed at the beginning.

2. Suffixes

Is a single letter or a group of letters placed after the root of a word, which adds to the meaning of a word when placed at the beginning.

3. Writing Narrative Text

Writing is an activity in language learning that expresses thoughts and ideas about a story which uses spoken or written language, a narrative

text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. So, narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story.

H. The Outlines of the Research

In this research, the researcher make the systematic of this research is divided into five chapters as a research. Here, the researcher showed the chapters of the research consist of many sub chapters as follow:

Chapter one, it consisted of background of the problem, focus of the research, the formulation of the problem, significances of the research and also the outlines of the research.

Chapter two, it consists of theoretical of narrative text and review the theories that the researcher uses to construct the understanding about the topic discussed in this study. The theories are related to the definition of prefix and suffix, the nature of writing, the nature narrative text and review of related findings.

Chapter three, it consists of time and place of the research, the method of research, the source of the data, instrument of collecting data, technique of collecting data, technique of data analysis and validation of the data.

Chapter four, it consists of findings that consist of general and specific findings, discussion, and the threats of research.

Chapter five, it consists of conclusion, suggestion, and implication.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Affixation

a. Definition of Affixation

Affixation is the process of deriving new words on the basis of the existing words by the help of affixes. There are two kinds of affixes. In contrast, an inflectional affix does not change the word class and the meaning. Inflection modifies a word's form in order to mark the grammatical subclass to which it belongs. There are explanations about inflectional affixes whereas derivational affixes often involve a change of class-such as the verb "attract" becoming the adjective "attractive", inflectional suffixes never involve a change of class.

Inflectional morphology occurs with nouns, pronouns and verbs. In this case, affixes refer to derivational affixes, which changed part of speech, the characteristics of this kind of affix are: encodes lexical meaning, is not syntactically relevant, can occur inside derivation, often changes the part of speech, is often semantically unclear, is often restricted in its productivity, and is not restricted to suffixation. The affixes can be categorized into three: suffixes, prefixes, and infixes.

Affixes are word parts that change the meaning of a root or base word or affixes are a part of morpheme. Plag states affix as a bound morpheme that attaches to bases.⁶ It can be added to other morpheme which is constructing a word formation and new meaning, the following are the further explanation.

According to Haspelmath Affix is attached to a word or a main part of a word.⁷ It usually has abstract meaning and affix cannot occur by itself. The writer infers that affix has an abstract meaning or in the other word, the meaning is unclear. Katamba and Stonham state Affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base.⁸ Obviously, by definition affixes are terms are bound morpheme. According Emenanjo apply the term to smallest meaningful grammatical elements that are added the root.⁹ Affixation is most common way of making new words in English.

Sibarani states that affixation is the bound morphemes which are added to a word which change the meaning/ category or the grammatical function of the word.¹⁰ Affix is very important in

⁶ Ingo Plag, *Word-Formation in English, Language*, 2nd ed. (Cambridge: Cambridge University Press, 2002), <https://sciarium.com/file/785/>.

⁷ Martin Haspelmath, *Understanding Morphology*, 1st ed. (New York: Oxford University press Inc, 2002), <http://org456morphologydhsdcnxbvj678777>.

⁸ Jhon Stonham and Francis Katamba, *Modern Linguistic Morphology*, 2nd ed. (United Kingdom: Red Globe Press, 2006), <https://qdoc.tips/queue/francis-katamba-john-stonham-morphology->.

⁹ Virginia Chinwe Emenanjo, *Affixation and Auxiliaries In Igbo*, (Nigeria: The Linguistic Association of Nigeria (LAN), 2015), p. 14.

¹⁰ Robert Sibarani, *An Introduction to Morphology*, 2nd ed. (Medan: Poda, 2006), <https://morphology//robert-sibarani>.

making a new word with a different category of word. Furthermore, Mc Carthy an umbrella term for prefix and suffix (broadly speaking for all morphemes that are not roots) is affix.¹¹ It means both of prefix and suffix is part of affix. However, it is not only prefix and suffix that covered in affix, but also all morphemes that are not root or words. The writer infers the things which affix cover are prefix and suffix.

So, Affixation is process of adding affix in order to make or to form a new word, it can be at the beginning or the ending of the base or basic word, this process can change the meaning of one word to be two, three and to show the grammatical function. For example the word “happy”. This word can be changed in to happiness, unhappy, unhappiness. Affixation has two types that are prefixes and suffixes.

b. Types of Affixation

1) Prefixes

Prefixes are affixes that precede the main part of the word are called Prefixes.¹² Prefix is a single letter or a group of letters placed before the root of a word, which adds to the meaning of a word when placed at the beginning. Twain states that prefix is bound morphemes that occur before other morphemes.¹³ A prefix

¹¹ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, Linguistics, 7th ed. (United kingdom: Edinburgh University Press, 2012), <https://edinburghuniversitypress.com/book-an-introduction-to-english-morphology.html>.

¹² Martin Haspelmath, *Understanding Morphology*.

¹³ Mark Twain, “Morphology: The Words of Language” Vol. 3 (2006): 43, <https://www.toroscevir.info/wp-content/uploads/2019/09/chp.2-FRH.pdf>.

is an affix attached before a root, stem, or base, like re-, un- and in-: re-make, re-read, un-kind, un-tidy, in-decent,- in- accurate.¹⁴

So, prefix is a group of letters beginning of a word and that has meaning. Here are the common English prefixes:¹⁵

Kinds of prefixes can be classified semantically into the following groups:

- a) There is a large group that quantify over their base words meaning, for example, „one“ (uni-, unilateral, unification)”, twice or two“ (bi-, bilateral, bifurcation and di-, disyllabic, ditransitive), „many“ (multi-, multi-purpose, multi-lateral and poly-, polysyllabic, polyclinic), „half“ (semi-, semi-conscious, semi-desert), „all“ (omni-, omnipotent, omnipresent), „small“ (micro-, micro-surgical, microwave), „large“ (macro-, macroeconomics, macro-biotic), „to excess“ (hyper-, hyperactive, hypermarket and over-, overestimate, overtax)”, not sufficiently,, (undernourish, underpay).
- b) There are numerous locative prefixes such as circum- „around“ (circumnavigate, circumscribe), counter- „against“ (counterbalance, counterexample), endo- „internal to X“ (endocentric, endocrinology), epi- „on, over“ (epiglottis, epicentral), inter- „between“ (interbreed, intergalactic), intra- „inside“ (intramuscular, intravenous), para- „along with“

¹⁴ Francis Katamba, *Modern Linguistic Morphology*.

¹⁵ Jayanthi Daksina Mutthy, *Contemporary English Grammar*, 3rd ed. (New Delhi: Book Palaca, 2007), <https://www.worldcat.org/title/contemporary-english-grammar/oclc/1045445067>.

(paramedic, paranormal), retro- „back, backwards“ (retroflex, retrospection), trans- „across“ (transcontinental, transmigrate).

- c) There are temporal prefixes expressing notions like „before“ (ante-, preand fore-, as in antechamber, antedate, preconcert, predetermine, premedical, forefather, foresee), „after“ (post-, poststructuralism, postmodify, postmodern), or „new“ (neo-, neoclassical, Neo-Latin). A fourth group consists of prefixes expressing negation (a(n)-, de-, dis-, in-, non-, un-, see below for examples).

From the explanation above there are three kinds of prefixes: quantify prefixes, numerous locative prefixes and temporal prefixes.

According to Hatch and Brown there are five kinds of prefixes. The kinds are:

- a) Negative, I already noted that there are a variety of negative prefixes including un-, -non, in-, a-, and dis.
- b) Attitude, attitude prefixes are the morphemes that convey being against, with, opposite, for, or on the side of whatever stem they are added to. Included are the prefixes anti-, co-, counter-, and pro-.
- c) Size and degree, include arch-, hyper-, hypo-, maxi-, mini-, out-, over-, sub-, ultra-, and under-.

- d) Space and time, include ex-, fore-, inter-, post-, pre-, re-, sub-, and trans-.
- e) Number, number prefixes include bi-, di-, mono-, multi-, poly-, and tri-, as in biweekly, dichotomy, monolingual, multilingual, polyglot, and and trilingual.

So from the kinds of prefixes above the researcher chooses the theory by Ingo Plag, that are quantify prefixes, numerous locative prefixes and temporal prefixes.

Plag argues that English prefixes can be classified, by considering their semantic meanings, into four groups¹⁶, such as: The first is a group that quantify over their base words' meaning, for example, 'one' (e.g. uni- in unilateral and unification), 'twice or two' (e.g. bi- in bilateral and di- in disyllabic and ditransitive), 'many' (e.g. multi- in multi-purpose or multi-lateral, and poly- in polysyllabic and polyclinic), 'half' (semiin semi-conscious), 'all' (e.g. omni- in omnipotent), 'small' (e.g. micro- in micro- surgical and microwave), 'large' (macro- in macro-economic), 'to excess' (hyper- and over in hyperactive and overestimate), and 'not sufficiently' (e.g. Under- in undernourish).

The second group consists of a number of locative prefixes such as circum- means 'around' (e.g. circumnavigate,

¹⁶ Plag, p. 98-101

circumscribe, etc.), counter- means 'against' (e.g. counterbalance and counterexample), endo- means 'internal to X' (e.g. endocentric and endocrinology), epi- means 'on or over' (e.g. epiglottis and epicentral), inter- means 'between' (e.g. interbreed), intra- means 'inside' (e.g. intramuscular), para means 'along with' (e.g. paramedic, paranormal, etc.), retro- means 'back or backwards' (e.g. retroflex), trans- means 'across' (e.g. transcontinental, transmigrate, etc.).

The third group is temporal prefixes expressing notions like 'before' (ante-, pre-, and fore-, as in antedate, preconcert, foresee), 'after' (post-, as in post structuralism, postmodern, post modify, etc.), or 'new' (neo-, as in Neoclassical, Neo-Latin).

The last group consists prefixes which express negation. They are: 1) a(n)-, this suffix occurs only in Latinate adjectives. Its meaning can either be paraphrased as 'without what is referred to by the nominal base', as in achromatic and asexual, or as 'not X' as in ahistorical and asymmetrical, 2) anti-, this prefix can express 'against or opposing' with denominal, deadjectival and deverbal derivatives behaving like adjectives (e.g. anti-war, an anti-freeze liquid, etc.) and expresses 'the opposite of an X' or 'not having the proper characteristics of an X' (e.g. anti-hero, anti-particle, anti

professor), 3) de-, this prefix is added to verbs and nouns to form reversative or privative verbs: decolonize, decaffeinate, deflea, depollute, dethrone, etc., 4)dis-, it has meaning closely related to un-, and de-, this prefix forms reversative verbs from foreign verbal bases, for example, disassemble, disassociate, discharge, etc.

There are also some prefixes which are do not fit into any of the four group, such as 'wrong or evil' (mal-, as in malfunction and malnutrition), 'badly or wrongly' (mis-, misinterpret, and mistrial), 'false or deceptive' (pseudo-), 'together or jointly' (co-), 'in place of' (vice-), etc., 5) in-, this prefix is found with Latinate adjectives and the general negative meaning 'not': incomprehensible, inactive, intolerable, implausible, illegal, irregular, etc., 6) mis-, it conveys the meaning of 'inaccurate(ly), wrongly', as in mispronounce, misreport, misdemeanor, mistrial, etc., 7) non-, this prefix has the general meaning of 'not X', for example; non-biological, non-commercial, non- returnable, etc., 8) un- , adjectival un- is used to denote a preservatives or privative means 'remove X' (as in unbind, uncork, unleash, unsadle, unwrap, etc.), denote 'absence of X' (e.g. unease, unbelief, uneducation, etc.), and denote the meaning of 'not having the proper characteristics of X' (e.g. uncelebrat, unevent, un-Hollywood, etc.).

2) Suffixes

Suffixes is a single letter or a group of letters placed after the root of a word, which adds to the meaning of a word when placed at the beginning. Suffix is an added after root, stem, base (the original word).¹⁷

According to Katamba suffix is an affix attached after a root (or stem or base) like -ly, -er, -ist,-s, -ing, and -ed; kind-ly, quick-ly, wait-er, play-er, chair-s, leg-s, work-ed, jump-ed.¹⁸ According to Mc. Carthy the suffix is come at the end of words.¹⁹ Suffix are attached to the stem in the end.²⁰

In this research, the researcher get the theory from Plag about the kinds of suffixes, according to Plag there four kinds of suffixes, the kinds are:

a) Nominal suffixes

Plag states nominal suffixes are suffixes which are used to derive abstract nouns from verbs, adjectives, and noun. Nominal suffixes express abstract nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like.²¹

¹⁷ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press, 1995), p. 271.

¹⁸ Francis Katamba, *Modern Linguistic Morphology*.

¹⁹ Carstairs-Mccarthy, *An Introduction to English Morphology: Words and Their Structure*.

²⁰ Fitri Rayani Siregar, "The Students" Ability In Morphological Mastery (a Case Study of Sixth Semester IAIN Padangsidimpuan)," *English Education* 06, no. 2 (2018): 125–40, jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1252/1053.

²¹ Ingo Plag, *Word-Formation in English*, Language, 2nd ed.

The kinds of nominal suffixes that are the suffix - age (coverage, acreage, voltage, orphanage), -al (arrival, overthrowal), -ance (absorbance, riddance)/-ence /-ancy/-ency, (riddance, dependency) ant/-ent (applicant, defendant, dependent), -ce/-cy/ (emergence, animacy), -dom (apedom, freedom), -ee (employee), -eer (auctioneer, budgeter), -er/-or (winner, conductor), -(e)ry (bakery, brewery, fishery, pottery), -ess (princess, stewardess, lioness,), -ful (cupful, handful, tumblerful), -hood (adulthood, childhood, farmerhood), - (i) an/-ean (Bostonian, Lancastrian), -ing (building, wrapping), -ion (colonization),-ism (blondism, Parkinsonism, conservatism, revisionism), -ist (ballonist, careerist, fantasist, minimalist), -ity (profundity, solidity), -ment (assessment, endorsement), -ness (thingness), and -ship (friendship, membership).

Nominal suffixes also can call as noun suffix by the formation of noun. Noun derived from other noun, noun derived from adjective or derived from verb.

b) Verbal suffixes

There are four suffixes which derive verbs from other categories (mostly, adjective and nouns), -ate (fluorinate, mercurate) -en (blacken, broaden, quicken, ripen), -ify (solidify), -ize (computerize,

hospitalize). Verbal suffixes also can call by the verb formation that derived from adjective or noun.

c) Adjective suffixes

Adjective suffixes that adjective derived from verb or noun. The English adjective suffixes can be divided into two groups. The first is relational adjectives. It is adjective suffixes whose role is relate the noun the adjective qualifies to the base word of derived adjective. The second group is qualitative adjective, this adjective can adopt qualitative meanings as in she is a grammatical genius and it can adopt qualitative sense. There are many kinds of adjective suffixes. They are –able (agreeable, perishable, variable), - al (cultural, federal, institutional), -ary (evolutionary, fragmentary, legendary), -ed (minded, headed, wooded), - esque (Chaplinesque, Hemingwayesque), -ful (forgetful, mournful, resentful), - ic (electric – electrical), -ing (boring), -ish (soonish, summerish, townish, childish), -ive (connective, explosive, fricative, offensive, passive), -less (expressionless, hopeless, speechless, thankless), -ly (daughterly, fatherly, womanly, daily, monthly) and –ous/- eous/-ious/-uous (barbarous, famous, synonymous,

erroneous, homogeneous, gracious, prestigious, ambiguous).

d) Adverbial suffixes

Adverbial Suffix is a suffix was attached to adjective bases to form adverb. Which Plag the classification of adverbial –ly however some formations have difference meaning. There are two kinds of adverbial suffixes; they are –ly (hotly, coldly and darkly) and –wise (lengthwise). The suffix ly in the adverbial suffix different with the suffix in the adjectival suffix.

It means some bound morphemes which are must be added before the central meaningful element of the words. But in simple the suffix is the affix that use in the end of the base word. According to Mc.Charty the suffix is come at the end of words.²² They help you to understand the meaning of a new word. There are four kinds of suffixes: nominal suffixes, verbal suffixes, adjectival suffixes, and adverbial suffixes. 1) Nominal Suffixes Nominal suffixes are suffixes which are used to derive abstract nouns from verbs, adjectives, and nouns. Such abstract nouns can denote actions, results of actions, or other related concept, but also properties, qualities, and the like. It kinds are:

²² Charty, Mc, An Introduction to English Morphology Words and their Structure, 2002, Endinburgh University Press.

Table II.1
The kinds of Nominal Suffix

No.	Kinds of Nominal suffix	Defenition
1	-age	This suffix derives nouns that express an activity or its result as in coverage, leakage, spillage, and derives nouns that denote a collective entity or quantity, as in acreage, voltage, and yardage. -al -al is used to form abstract nouns that denote an action or the result of action, such as arrival, overthrowal, recital, referral, and renewal.
2	-ance (with its variants –ence/-ancy/-ency)	A number of verbs take –ance to create action nouns such as absorbance, riddance, retardance. The suffix is closely related to –ce/-cy, which attaches productively to adjectives ending in the suffix –ant/-ent such as dependency.
3	-ant	This suffix form count nouns that refers to persons, often in technical or legal discourse, such as applicant, defendant, disclaim ant, etc., or to substances involved in biological, chemical, or physical processes (for example: attractant, dispersant, etchant, suppressant, etc.)
4	-ce/-cy	This suffix added productively to adjectives in –ant/-ent (for example: convergence, efficiency, emergence, etc.) and also to nouns ending the string as in agency, presidency, regency, and so on.

No.	Kinds of Nominal suffix	Defenition
5	-dom	The suffix –dom is semantically closely related to –hood and –ship. It function are: 1) to form nominal which can be paraphrased as 'state of being X' as in apedom, clerkdom, slumdom, etc., 2) to refer to collective enteties, such as professordom, studentdom, 3) to denote domains, realism or territories as in kingdom, cameldom, maoridom, etc.
6	-ee	It derives nouns denoting sentient entities that are involved in an event as non-volitional participants. For example, employee denotes someone who is employed, a biographee is someone who is the subject of a biography, and a standee is someone who is forced to stand.
7	-eer	This suffix also used as person-noun-forming suffix, whose meaning can be paraphrased as 'person who deals in, is concerned with, or has to do with X, for example, the word such as auctioneer, budgeter, mountaineer, etc.
8	-er (and its orthographic variant -or)	Its functions are: 1) signify entities that are active or volitional participants in an event (e.g. teacher, singer, writer, etc), 2) denotes instrument nouns (e.g. blender, mixer, toaster, etc), 3) denotes noun entities which are associated with an activity such as diner, lounge, trainer, winner, etc., 4) creates person nouns indicating place of origin or residence (e.g. Londoner, New Yorker, New Englander). The orthographic variant.

No.	Kinds of Nominal suffix	Defenition
9	- (e)ry	Formations in – (e)ry refers to a place where a specific activity is carried out or place where a specific article or service is available that could be postulated such as bakery, brewery, fishery, pottery, etc. - ess This kind of suffix derives a comparatively small number of mostly established nouns referring to female humans and animals as in princess, stewardess, lioness, etc.
10	-ful-ful	Derives measure partitive nouns from nominal base words that can be construed as containers. It is similar to expression such as a lot of, a bunch of, etc. for example, the word cupful, handful, tumblerful, etc.
11	-hood	This suffix has similar meaning to –dom. The word that is attached to this suffix expresses concepts such as state (as in adulthood, childhood, farmerhood, etc.), and collectivity (as in beggarhood, Christianhood, companionhood, etc.)
12	-(i) an (and its variant -ean)	Formations in –(i)an seem to have the general meaning as:1) person having to do with X (as in technician, historian, Utopian, etc.), 2) person being from X (as in Bostonian, Mongolian, Scandinavian, etc.), 3) person being the follower or supporter of X (as in Anglican, Chomskyan, etc.)
13	-ing	Derivatives with this suffix denote the processes (begging, running, sleeping, etc) or results (building, rapping, stuffing, etc.)

No.	Kinds of Nominal suffix	Defenition
14	-ion	Denotes events or results of processes which are primarily found in scientific discourse such as expoxidation and sedimentation. -ism Its function is to form abstract nouns from other nouns and adjectives. The word with this suffix denotes the related concepts state, condition, attitude, system of beliefs or theory, as in blondism, fantasist, Parkinsonims, conservatismracism, revisionism, Marxism, etc.
15	-ist	This suffix derives nouns referring to persons, mostly from nominal and adjectival bases such as balloonist, careerist, fantasist, minimalist, etc.
16	-ity	The words, which are derived by attaching this suffix, denote qualities, states, or properties that are usually derived from Latinate adjectives (e.g. curiosity, productivity, solidity, etc.)
17	-ment	This suffix derives action nouns denoting processes or results from the mainly verbs. It is usually attached to monosyllables or disyllabic base words with have stress on the last syllable (e.g. assessment, endorsement, involvement, treatment, etc.)
18	-ness	It is considered as the most productive suffix of English. It has a close semantic relative with -ity (e.g. thingness, kindness, etc.)

No.	Kinds of Nominal suffix	Defenition
19	-ship	This suffix forms nouns that denote state or condition. It has similar meaning with –agI, –hood, and –dom. Base words are mostly person nouns as in clerkship, friendship, membership, etc. The kinds of nominal suffix that are the suffix –age, –al, –ance/–ence/–ancy/–ency, –ant, –ce/cy, –dom, –ee, –eer, –er/–or, –(e)ry, –ess, –ful, –hood, –(i) an/–ean, –ing, –ion, –ism, –ist, –ity, –ment, –ness, and –ship. Nominal suffixes also can call as noun suffix by the formation of noun. Noun derived from other noun, noun derived from adjective or derived from verb.

3) Verbal Suffixes

There are four suffixes which create verbs from other categories (mostly adjectives and nouns): –ate, –en, –ify–, and –ize here the kinds of verbal suffix :²³

a. –ate

It functions is to derive verb with chemical substances as bases and its meaning are: 1) provide with X/ornative as in fluorinate, 2) make into X/resultative as in methanate. Sometimes this suffix do not conform to this pattern, but being apparently no more than an indicator of verbal status.

²³ Ingo Plag, *Word-Formation in English*, Language, 2nd ed. (Cambridge: Cambridge University Press, 2002), <https://sciarium.com/file/785/>.

b. -en

The meaning of –en formations can be described as causative 'make (more) X.' it is mostly attached to adjectives (e.g. blacken, broaden, quicken, ripen, etc.)

c. -ify

Semantically, -ify shows the same range of meanings as –ize. This suffix added to three kinds of base word: to monosyllabic word, to words stressed on the final syllable, and to words stressed on the penult followed by a final syllable ending in unstressed /i/ (e.g. humidify, solidify, etc.)

d. -ize

-ize expresses: 1) locatives/'put into X' as in computerize, hospitalize, 2) ornative/'provide with X' as in patinate and flouridize, 3) causative/'make (more) X' as in randomize and functionalize, 4) resultative/'make into X' as in carbonize and itemize, 5) inchoative/'become X' as in aerosolize, 6) performative/'perform X' as in anthropologize, 7) simulative/'act like X' as in cannibalize and vampirize. The suffix –ate, -en, ify, and –ize is attached to adjectives and nouns were categorized into verbal suffixes. Verbal suffixes also can call by the verb formation that derived from adjective or noun.

4) Adjectival Suffixes

Adjectival suffixes that adjective derived from verb or noun. The English adjectival suffixes can be divided into two groups. The first is relational adjectives. It is adjectival suffixes whose role is to relate the noun the adjective qualifies to the base word of derived adjective. For example, algebraic mind means 'a mind having to do with algebra, referring algebra, characterized by Algebra. The second group is qualitative adjective.

This adjective can adopt qualitative meanings as in she is a grammatical genius and it can adopt a qualitative sense²⁴. Their kinds are: -able/-ible -able/-ible has two meanings: 1) capable of being Xed as in breakable, readable, and deterrable, 2) liable or disposed to X as in agreeable, perishable, variable, etc.

a. -al

This suffix attaches mostly to Latinate bases as in accidental, colonial, cultural, federal, institutional, modal, etc.

b. -ary

-ary usually attaches to nouns as in complementary, evolutionary, fragmentary, precautionary, etc. -ed This suffix create adjective with general meaning 'having X and being provided with X.' For example: broad-minded, pig-headed, wooded, etc.

²⁴ Plag, p.94-97

c. -esque

-esque is added to both common and proper nouns to convey the notion of 'in the manner or style of X' as in Chaplinesque, Hemingwayesque, picturesque, etc. -ful The suffix -ful has the meaning 'having X and being characterized by X as in, beautiful, purposeful, tactful, etc. It is typically attached to abstract nouns.

d. -ing

It functions primarily to form present participle which can be used as adjectives in attributive positions.

e. -ish

This kind of suffix is attached to adjective (e.g. freeish, clearish, sharpish, etc.), numerals (e.g. fourteenish, threehundredfortyish), adverbs (e.g. soonish, uppish), and syntactic phrases (e.g. stick-in-the-muddish, out-of-the-wayish, silly-little-me-late-again-ish) to convey the concept of 'somewhat X' and 'vaguely X.' -ive -ive forms adjective mostly from Latin such as connective, receptive, explosive, fricative, offensive, etc. -less The meaning of -less can be seen as antonymic to -ful, it is without X as in expressionless, hopeless, speechless, thankless, etc.

f. -ous

This suffix derives adjectives from nouns and bound roots, for example: curious, famous, synonymous, etc. It has some variants: -eous (e.g. erroneous, homogenous), -ious (e.g. gracious,

prestigious), and – uous (e.g. ambiguous, continuous). Adjectival suffix that the suffix forming adjective. And the part of speech that forming adjective are verb and noun. Adjective is derived from noun, or derived from verb.

4) Adverbial Suffixes

Plag in his book *Word-Formation in English*. The kinds of adverbial suffixes are the suffix –ly, and the suffix –wise -ly In some formations there is a difference in meaning between the adjective and the adverb derived by –ly.²⁵ For example, shortly, hardly, and dryly are semantically differ with their base words. -wise -wise creates adverbs from nouns, with two distinguishable groups.

The first is adverbs which indicate manner/dimension adverbs whose meaning is 'in the manner of X' as in the towel wound sarongwise about his middle or indicate a spatial arrangement or movement as in the cone can be sliced lengthwise. The second group is adverbs which are made up of adverb whose meaning can be rendered as 'with respect to, in regard to, concerning X.' as in they make no special demands food- wise. Only two suffixes in the categorized into adverbial suffixes there were the suffix –ly and –wise. The suffix ly in the adverbial suffix different with the suffix in the adjectival suffix.

²⁵ Plag, p.97-98

2. Narrative Text

a. The Definition of Narrative Text

Narrative is one of the most commonly read, though least understood of all the genres. Narrative is a form of text that is used to tell or relate the story of acts or events, some usually tell about person, place, animal and thing. The story can be fiction, non-fiction, or a combination of both.²⁶ Narrative text is character-oriented, commonly written based on life experience and built using descriptive familiar language and dialogue.

Furthermore, narrative is one of many ways to communicating with others. A good written story lets you to response some event in your life as if it were your own. The statement above supported by Knapp and Watkins states “that narrative is also a powerful medium for changing social opinions and attitudes”.²⁷ They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them.

Narrative text is different from reading other kinds of texts. Narrative text is a collection of written words that seeks

²⁶ Pardiyo, Pasti Bisa, Teaching Genre Based Writing, (Yogyakarta: Andi Offset, 2007). P. 272.

²⁷ Peter Knapp & Megan Watkins, Genre, Text, Grammar: Technologies for Teaching and Assessing Writing, (Sydney: A UNSW Press book, 2005). P. 220.

to entertain, display knowledge or skill, teach, organize, and plan behaviours, most frequently involving imaginative stories with a setting, character, and plot. According to Langan, “writer tells the story of something that happened”.²⁸ It means that narration is done by somebody in the past time. In general, narrative text is organized into the beginning, the middle and the end. To build this story grammar, narrative text needs a plot, a series of episodes which hold the readers’ attention while they are reading the story. The plot will determine the quality of the story, with conflict being its main, important element.

The conflicts among the characters will drive the story, progress, in which the readers shown how the characters face the problem and how they have the ability to handle that problem and come into a resolution.

Narrative text is a text that tells about sequence of events in the past. According to Czarniawska, the purposes of narrative text are to entertain, to express the feelings, to inform and to persuade the readers.²⁹ It also has another function that is about to deal with actual or various experiences in different ways. On the other hand, Mark and Anderson state that the

²⁸ John Langan, *Collage Writing Skills with Readings*, (New York: McGraw-Hill Book Company, 2003), P. 111.

²⁹ Barbara Czarniawska, *A Narrative Approach to Organization Studies*, 2017, SAGE Publications, Inc. <https://doi.org/10.4135/9781412983235>

narrative text is constructed to appeal to our emotion and imagination that can make us laugh or cry think about our life or consider our benefit. If the students understand about the content of narrative text, they will feel the situation of the story.

Based on the explanation above, researcher concludes that narrative text is text tells about the past time which contents is about a story, fable, fairy tales, folk tale, legend, or short which consist of generic structure, orientation, complication, and resolution.

b. Types of Narrative text

Senior High School students must be familiar with types of narrative text because when in kindergarten and elementary school they have been told many times about stories related to legend, fairy tale, folktale, or fable. There are several different types of narrative text, as follow:

1. Legend

A legend is a narrative of human actions that are perceived by thereaders to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conventional model, for instances, Toba Lake, Roro Jonggrang, and Sangkuriang.

2. Fable

A fable is a short allegorical narrative that has animal as characters who speak like act human beings. For examples, The Lion and The Mouse, The Ants and Grasshopper, and The Monkey and The Turtle.

3. Fairy tale

A fairy tale typically features like folkloric characteristics as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. For instances, Snow White, Cinderella, and Rapunzel.

4. Science fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction uses a setting involving science and technology. For examples, To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke.

c. The Generic Structure of Narrative Text

The generic structure of narrative text consists of five parts:

- 1) Orientation, in this paragraph, the teacher tells the student who is in the story, when it is happening and what is going on.
- 2) Complication, this is the part of the story where the narrator

tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. It will rise into a climax of the problem.

- 3) Resolution, in this part of the narrative, the complication is sorted out of the problem is solved.
- 4) Coda, the narrator includes a coda if there is to be a moral or message to be learned from the story. It is considered as optional so that the writer is free to add this part or not.³⁰

Those elements must exist in narrative text and it gives more explanation in order to make the story clear and understandable about narrative text.

d. The Language Features of Narrative Text

Language feature of narrative text will guide the writer to write a good narrative text. The language feature as follow:

- 1) Focus on specific participation
- 2) Use of material process (for example behavioural and verbal process).
- 3) Use of relational process and mental process.
- 4) Use of past tense³¹

Grammatical features is one of the important point

³⁰Hanafi, *English Text: Developing English Material* (Jawa Timur: cv.pustaka abadi, 2019).

³¹ Tri Indaryati, *English Alive Senior High School* (Jakarta Timur: Yudhistira, 2011), p.32

of writing a text, such as narrative text. It can guide the write to create a text based on tenses, conjunction, and punctuation and so on.

Based on Petter and Knapp, grammatical features of narrative text must follow to get a good narrative.³² When sequencing people times in time and space, narrative text typically uses as follows:

1) Action Verb

Example: memorized wrote, spoke.

They memorized surah Yasin.

Temporal connectives

Example : before, after, then.

Before go to sleep, they read juz amma.

2) Past tense

Example: went, slept, ate.

They went to Masjid to do ashar Pray.

3) Mental verb

Example: believed, did not answer.

They believed Allah's plan.

4) Using rhythm/ repetition

Example : bring, ask, bring.

They bring Juz amma to the classroom.

³²Peter & Watkins Knapp, *Genre , Text, Grammar* (Australia: UNSW Press, 2005).

e. Example of Narrative Text

Below is the example of narrative text.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town. **(Orientation)**

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. **(Complication)**

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

(Complication)

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone. **(Resolution)**³³

B. Review of Related Findings

The researcher takes five previous studies related to the research which the title is an analysis of student's errors in writing recount text. The detail explanation is below.

³³ Utami Widiati, Zuliati Rohmah, and Furaidah, Bahasa Inggris (Jakarta: Balitbang, Kemendikbud, 2017), p. 169

The first is Nurjanah et al, Some analyses about the affixation of derivational and inflectional process in narrative text are concluded by the writers.³⁴ The conclusions are: First, the researchers concluded that the mostly used in morphology on text is inflectional there are 29 words of inflectional processes, but there are 7 words of derivational processes. In derivational process there are 3 formation , that are 1 formation of noun become adjective, 3 formation of verb become noun and 3 formation of adjective become adverb. In inflectional process there are 29 words of inflectional process, that are 9 formation of noun, 4 formation of adverb, 13 formation of verb, and the last there are 3 formations of adjective.

The last, the researchers concluded that the mostly used in affixes on text found two process of affixes First, there were nine kinds of suffix, there four kinds that attached to derivational process [+ing (2), +ly(3), +ion(1), +ful(1)] and there five kinds that attached to inflectional process [+s(9), +ed(15), +st(1) +es(1), +er(1)]. Secondly, there was only one kind of suffix that attached to inflectional process that is un+(2).

The second is by Irawati et al, Based on the findings, the researchers concluded that students' ability in finding suffix and prefix in narrative text was "Very Good".³⁵ It could be show by the average score in the form of finding suffix and prefix in narrative text was 77.61. The students' criteria of ability was found that the percentage of 8 students with criteria as excellent

³⁴ Nurjanah et al, *Affixation Of Derivational And Inflectional Process In Narrative Text Entitled The Ugly Duckling*, Professional Journal English And Education, Volume 01, No. 03, May 2018, www.kemdigbud.go.id.

³⁵ Heldina Irawati et al, *The Analysis Of Finding Suffix And Prefix In Narrative Text*, Bahasa Indonesia Prima, 2, 1, 2020, [www. Article 20Text-2261-1-10-20200320.pdf](http://www.Article20Text-2261-1-10-20200320.pdf).

was 38.09%, the percentage of 10 students with criteria very good was 47.61%, the percentage of 3 students with criteria good was 14.28%.

Based on the conclusion above, the researchers suggested that the teachers should apply the media that support the teaching learning process in order to make it interest and the teacher should give more exercise and attention to the materials that the students' find difficult. For the reader, it was suggested to give constructive critics and suggestion in order to make this research better and be a reference for the future research.

The third is by Wati et al, in this research the researcher categories the found of prefix and suffix, the prefix that found in writing that is placed before the root form or it can be called root.³⁶ After root is added with a prefix, it cannot be broken down to modify its meaning because it is a word of its simplest form. Example: a-, anti-, be-,dis-, un-, im-, non-, il-, ex- (dislike, along, unbelievable, illegal, anti-lock, disable,important, exchange, impolite).

From the above four related results, it can be concluded that the researcher found the related finding with prefix and suffix in writing text and has the similarities problem and it is very likely that the results will be obtained after the research will also be the same.

³⁶ Eva Wati et al, *An Analysis of Affixes in Recount Text of English Text Book Use in Eight Grade of Junior High School*, Journal of Language Teaching and Learning, Linguistics and Literature, Volume 9, Number 1, June 2021, Issued by English study program of IAIN Palopo, www.iainpalopo.ac.id.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The researcher conducted this research at UIN Syekh Ali Hasan Ahmad Addary in JL. T. Rizal Nurdin, Sihitang, Kec. Padangsidempuan Tenggara, Kota Padangsidimpuan. The research started from July 2024 until finish.

B. The Kind of the Research

This research is considered as mix method research. This method was chosen because it intended to describe and obtain information concerning the current status to the phenomena of the students' writing mastery in find prefix and suffix in the fifth semester of English Department of State University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

C. The Population and Sample

1. Population of the Research

The population of this research is all of the students in English department in fifth semester of UIN Syahada Padangsidimpuan consist of two class or 47 students.

2. Sample of the Research

The sample of this research is the fifth semester of TBI-1 students of UIN Syekh Ali Hasan Ahmad Addary. In this research, the researcher took some data from at least 30 (thirty) students as the sample. The researcher chose the students based on the purposive sampling in which researcher rely on the own judgment when choosing

member of the population to participate the survey.

Table III.1
The Population of the fifth semester English Department
UIN Syahada Padangsidimpuan

No	Class	Total Students
1	TBI 1	30
2	TBI 2	17
	TOTAL	47

D. The Instrument of the Research

A research must have an instrument in the research, without collecting data it was impossible to do the research. The data was one of very important role. The researcher used the test to know the students' writing of narrative text. The researcher used essay test about writing English narrative text, which included the elements of writing that were content, organization, vocabulary, and language use. The researcher saw the students' writing narrative text based on the writing Narrative Text Modified from Brown to collect the data of writing test as follows:

Table III.2
Indicator of Prefixes and Suffixeses in Narrative Text

No	Indicators	Example	Total
1.	Kinds of Prefix	Un	
		Extra	
		Trans	
		Pro	
		Dis, mis	
		Re	
		A, an	
		In,	
		Ex	
		Pre	
		Im	

No	Indicators		Example	Total
		Intra, intro		
		Il		
2.	Kinds of Suffix	-d/ed		
		-s/es		
		-ly		
		-al		
		-ion		
		-en		
		-ing		
		-ity		
		-ment		
		-er		
		-less		
		-ous		
		-able		
		-ness		
		-ful		
		-est		

E. The Validity of the Instrumen

A good test must have validity. So, the test can be used to measure the aspects that measured. In this case, the researcher used content validity. In this research, the researcher used content validity to get the validity of instrumentation.

1. Content validity

Content validity was a part of the test as a totality to measure the test by content. There was a valid essay test that were given by the researcher. Content validity was a test validity based on the lecturers with the goal, material , and steps.

In this case, expert gave opinion about the instrument, whether instrument can be used or still need improving, or may be

the instrument was failed to be used. The researcher used essay test to test the students 'writing narrative text ability.

2. Realibility

Reliability instrument is requirement for getting the result of researcher reliability. Construct reliability is a test validity based on the judgment of the experts. In this case, researcher gave opinion about the instrument, what is instrument can be used or still need improving, or may be the instrument is failed. The researcher used essay test to test students' writing ability on narrative text. In this research, scoring criteria was based on five aspects of writing assessment: content, organization, syntax, vocabulary and mechanics. To make it sure, the researcher has consulted to the expert of English writing in UIN Syahada Padangsidimpuan.

F. The Technique of Data Collection

In this research, in collecting the data by using test. Technique of collecting data in this research as a narrative how the researcher gave the test to the students as participant in this research. There are some steps in collecting the data:

- a. The researcher prepared the test. Here the research asked the students to write down about the narrative text.
- b. The researcher explained how to do the test.
- c. The researcher gave the test to students.
- d. The researcher gave the time of doing the test about 45 minutes.

- e. The researcher gave chance to students to answer the test.
- f. The researcher collected the students' answer sheet to analyze.

Test was form of questions or exercises that used to measure students' skills, knowledge, intelligence capabilities by individuals or groups. The test was used to measure students' writing ability narrative text. So, it can be concluded that test was a method or tool for conducting an investigation that using test or questions.

G. The Technique of Data Analysis

The analysis of data to find out the prefix and suffix in writing narrative text. After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. In getting the percentage the researcher calculated using the pattern:

$$P = \frac{f}{N} \times 100 \%$$

Where:

P = Percentage

F = Frequency of items prefix/suffix

N = Sum of all items prefix/suffix.³⁷

After the researcher get the data, it has been presented in frequency table as following:

³⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2008).

Table III.3
The Classification Quality of the Students' Score Criteria

No	Score	Criteria
1	0- 20	Very low
2	21 – 40	Low
3	42 - 60	Enough
4	61 - 80	High
5	81- 100	Very high ³⁸

³⁸ Riduwan, Pengantar Statistik Untuk Penelitian (Bandung: Alfabeta, 2013), P. 23

CHAPTER IV

THE RESULT OF RESEARCH

A. The Findings

In this research, the learning material was focused on Prefix And Suffix Mastery On Narrative Text Writing At The Fifth Semester Students Of English Department UIN Syahada Padangsidempuan. The researcher asked the students to write a narrative text. After finished, the researcher collected student's writing narrative text. Then, the researcher analyzed the data. The complete description describe from:

1. The Students' Mastery of Prefix and Suffix

In writing narrative text, the researcher found types of prefix, the researcher found thirteen types of prefix, the types and the example In a word can see in the table below:

Table IV.1
Kinds of prefixes on students' writing narrative text

No.	Kinds of Prefix	Example
1.	Un	Unusual, unfamiliar, untangled, unfinished, unfriendly
2.	Extra	Extraordinary
3.	Trans	Transformed
4.	Pro	Prohibit, project
5.	Dis, mis	Disappear, discovered, disagree, misunderstanding
6.	Re	Reorientation, reunited, relieved,
7.	A, an	Asleep,
8.	In,	Investigate, inconsiderate,
9.	Ex	Exhausted,
10.	Pre	Pretending, predict,
11.	Im	Immediately, impossible,
12.	Intra, intro	Introvert
13.	Il	Illegal

From the table IV.1 above can see there are thirteen types of prefixes that researcher found on the students' narrative writing. The explanation each types can seen below:

a. Prefix un-

The first prefix un-, the researcher found five examples. The examples are Unusual, unfamiliar, untangled, unfinished, unfriendly.

b. Prefix extra-

The second prefix Extra-, the researcher found an example. The example is extraordinary.

c. Prefix trans-

The third prefix trans-, the researcher found an example, the example is transformed.

d. Prefix pro-

The fourth prefix pro-, the researcher found two examples. The examples are prohibit and project.

e. Prefix dis-/mis-

The fifth prefix dis-/mis-, the researcher found four examples. The examples are Disappear, discovered, disagree, misunderstanding.

f. Prefix re-

The sixth prefix re-, the researcher found three examples, the examples are Reorientation, reunited, relieved.

g. Prefix a-/an-

The seventh prefix a-/an-, the example is asleep.

h. Prefix in-

The eighth prefix in-, the researcher found two examples. The example are Investigate and inconsiderate.

i. Prefix ex-

The ninth prefix ex-, the example is exhausted.

j. Prefix pre-

The tenth prefix pre-, the researcher found two. The examples are pretending and predict.

k. Prefix im-

The eleventh prefix im-, the researcher found two examples. The examples are immediately and impossible.

l. Prefix intra-/intro-

The twelfth, prefix intra-/intro-, the example is introvert. And

m. Prefix il-

The last was prefix il-, the example is illegal.

So, it can be concluded that there were thirteen types of prefixes that researcher found in writing narrative text and each types the researcher different amount of example. The total of example of prefix on students' writing narrative text was twenty six examples. So, it can be concluded the number of suffixes found is greater than the number of prefixes.

2. Kinds of Suffix are used by Students in Narrative Text

After the researcher analyzed the result of students' in narrative text, the researcher found sixteen types of prefix. The types and the examples of prefix in a word can see in the table below:

Table IV. 2
Kinds of Suffix on Students' Writing Narrative Text

No.	Kinds of Suffixes	Example
1.	-d/ed	Promised, climbed, protected, asked, replied, advised, nestled, lived, named, stumbled, approached, called, intrigued, reached, restored, enchanted, lived, earned, transformed, agreed, married, supposed, revealed, caused, continued, emerged, caused, chased, beloved, dropped, searched, returned, realized, rewarded, conceited, arrived, tried, knocked, dressed, tried, managed, terrified, started, lived, married, realized, exhausted, relaxed, offered, appeared, presented, followed, imitated, learned, drowned, roared, praised, chased, rushed, wondered, relieved, beloved, hugged, joked, checked, grabbed, confuse,
2.	-s/es	Friends, climbs, ears, woods, places, brunches, sages, villages,
3.	-ly	Suddenly, unfortunately, slowly, bravely, eventually, happily, finally, carefully, quickly, silently, defiantly, greedily, especially, safely, gently, thorny, perfectly, accidentally, immediately, dramatically, ultimately
4.	-al	Usual, magical
5.	-ion	Complication, prohibition, compassion, reflection,
6.	-en	Broken, happen, taken, chosen
7.	-ing	Walking, getting, being, lying, seeking, pulling, saving, wondering, whispering, clearing, glowing, pulling, terrifying, living, violating, farming, fishing, riding, trembling, cleaning, preparing, tidying, looking, pretending, meeting, wondering, pointing, playing, searching, hoping.

No.	Kinds of Suffixes	Example
8.	-ity	Curiosity, loyalty, ability
9.	-ment	Environment, appointment
10.	-er	Closer, whisper, deeper, farmer, larger, hunter, clever, simpler, louder, better, travelers, stronger
11.	-less	Breathless, hopeless
12.	-ous	Mysterious, poisonous, adventurous
13.	-able	Valuable, considerable
14.	-ness	Friendliness, wilderness, kindness, happiness, cleverness,
15.	-ful	Beautiful, grateful, doubtful, peaceful, colorful,
16.	-est	Biggest

From the table IV.2 above can see there are sixteen types of suffixes that researcher found on the students' narrative writing. the explanation of each types can seen below:

a. Suffix –d/-ed

The first suffix –d/-ed the researcher found sixty seven suffixes and this is the dominant suffix in writing narrative text. The examples are Promised, climbed, protected, asked, replied, advised, nestled, lived, named, stumbled, approached, called, intrigued, reached, restored, enchanted, lived, earned, transformed, agreed, married, supposed, revealed, caused, continued, emerged, caused, chased, beloved, etc.

b. Suffix –s/-es

The second suffix –s/-es the researcher found eight suffixes in writing narrative text. the suffixes –s/-es change noun from singular

to plural. The examples are Friends, climbs, ears, woods, places, brunches, sages, villages.

c. Suffix –ly

The third suffix –ly, the researcher found twenty one kinds in a word. Suffix –ly forming adverbs from adjectives. The examples are Suddenly, unfortunately, slowly, bravely, eventually, happily, finally, carefully, quickly, silently, defiantly, greedily, especially, safely, gently, thorny, perfectly, accidentally, immediately, dramatically, ultimately.

d. Suffix –al

The fourth suffix –al, the researcher found two words. Suffix –al used to form adjectives from nouns, with the meaning relating to, of the kind of, having the form or character of. The examples are Usual and magical.

e. Suffix –ion

The fifth suffix –ion, the researcher found four example in the words. Suffix –ion denoting action or condition, used in Latin and in English to form nouns from stems of Latin adjectives, verb, and especially past participles.

f. Suffix –en

The sixth suffix –en, the researcher found four suffix in the word. Suffix –en is a suffix used to form adjectives of source or

material from nouns. The examples that researcher found are:
Broken, happen, taken, chosen.

g. Suffix –ing

The seventh suffix –ing, the researcher found thirty two suffix in the words. This suffix was the second dominant that researcher found on students' writing narrative text. suffix –ing is added to verbs to form present participles. Present participles are used with auxiliary verbs to make continuous tenses. It also used ike adjectives, describing a person or thing as doing something. The example that researcher found are: Walking, getting, being, lying, seeking, pulling, saving, wondering, whispering, clearing, glowing, pulling, terrifying, living, violating, farming, fishing, riding, trembling, cleaning, preparing, tidying, looking, pretending, meeting, wondering, pointing, playing, searching, hoping, staying, summoning.

h. Suffix –ity

The eighth suffix –ity, the researcher found three in the words. Suffix –ity used to form abstract nouns expressing state, condition, or quality. The example that researcher found in students' narrative text are: Curiosity, loyalty, ability.

i. Suffix –ment

The ninth suffix –ment, the researcher found two suffixes on the words. Suffix –ment is a letter, syllable, or group of syllables

added at the end of a word or word base to change its meaning, give it grammatical function, or form a new word. The example that researcher found are: Environment and appointment.

j. Suffix –er

The tenth suffix –er, the researcher found twelve suffixes on the words. Adding –er to adjectives means ‘more’ and is used to compare. Normally add –er straight to the adjective but there are some exceptions. If the adjective already ends in e, then just add r. The example that researcher found are: Closer, whisper, deeper, farmer, larger, hunter, clever, simpler, louder, better, travelers, stronger.

k. Suffix –less

The eleventh suffix –less, the researcher found two suffixes on the words. Suffix –less is an adjective suffix meaning ‘without’ and in adjective derived from verbs, indicating failure or inability to perform or be performed. The example that researcher found are: Breathless, hopeless.

l. Suffix –ous

The twelfth suffix –ous, the researcher found three suffixes on the words. Adding the suffix –ous turns a noun into an adjective, it means ‘full of’. The example that researcher found are: Mysterious, poisonous, adventurous.

m. Suffix –able

The thirteenth –able the researcher found two suffixes on the words. Suffix –able is ‘capable of’, susceptible of, fit for, tending to, given to used in English as a highly productive suffix to form adjectives by addition to stems of any origin. The examples that the researcher found are: Valuable, considerable.

n. Suffix –ness

The fourteenth suffix –ness, the researcher found five suffixes on the words. Suffix –ness means state, condition, quality and is used with an adjective to say something about the state, condition, or quality of being that adjective. The examples that the researcher found are: Friendliness, wilderness, kindness, happiness, cleverness.

o. Suffix –full

The fifteenth suffix –full the researcher found five suffixes on the words. Suffix –full meaning full of, characterized by (shameful; beautiful; careful; thoughtful) tending to, able to (wakeful; harmful); as much as will fill (spoonful). The examples that the researcher found are: Beautiful, grateful, doubtful, peaceful, colorful.

p. Suffix –est

The sixteenth suffix –est, the researcher found one suffixes on the words. Adding –est to adjective means ‘most’ and is used to compare. The examples that the researcher found are: Biggest.

3. The Most Dominant Prefix and Suffix

After the researcher count the result of prefix and suffix, the researcher found the most dominant prefix and suffix on narrative text. In suffix the most dominant is suffix –d/-ed, the researcher found sixty seven kinds in a word. In prefix the researcher found thirteen kinds which the dominant in prefix un-, the researcher found five kinds in a word. The most dominant prefix and suffix can see in the table below:

After the researcher count the result of prefix and suffix, the researcher found the most dominant prefix and suffix on narrative text. In suffix the most dominant is suffix –d/-ed, the researcher found sixty seven kinds in a word. In prefix the researcher found thirteen kinds which the dominant in prefix un-, the researcher found five kinds in a word. The most dominant prefix and suffix can see in the table below:

Table IV. 1
Total number of prefixes on students' writing narrative text

No.	Kinds of Prefix	Example
1.	Un	5
2.	Extra	1
3.	Trans	1
4.	Pro	2
5.	Dis, mis	4
6.	Re	4
7.	A, an	3
8.	In,	1
9.	Ex	2
10.	Pre	2
11.	Im	2
12.	Intra, intro	1
13.	Il	1

From the table IV.1 above, it can be concluded that the most dominant affixation in the use of prefix was in the use of Un- with the total number was five examples that found in writing narrative text at the fifth semester students of English Department UIN Syahada Padangsidimpuan.

Table IV. 2
Total number of Suffix on Students' Narrative Text

No.	Kinds of Suffixes	Example
1.	-d/ed	67
2.	-s/es	8
3.	-ly	21
4.	-al	2
5.	-ion	4
6.	-en	4
7.	-ing	32
8.	-ity	3
9.	-ment	2
10.	-er	12
11.	-less	2
12.	-ous	3
13.	-able	2
14.	-ness	5
15.	-ful	5
16.	-est	1

From the table IV.2 above, it can be seen that the most dominant kinds of affixation suffixes was in the use of suffix –d/ed with the total number of examples were sixty seven.

B. Discussion

After collecting the data, the researcher needs to discuss the findings in order to clarify the answers of the problems that existed in previous chapter. The first problem in this research is what are kinds of prefixes and suffixes in writing narrative text. In this research, the researcher focus in writing narrative text. the researcher found sixteen types of prefix thirteen types of suffix in students' writing narrative text.

The second problem is what is the most dominant prefixes and suffixes in writing narrative text was suffix -d/-ed, the researcher found sixty seven (67) examples in a word. The most dominant prefix was prefix – Un-, the researcher found five prefixes in a word.

The researcher discussed this present study with previous study by the explaining the similarities finding the researches. After the researcher found the result and these are some results from other researchers that are similar to the result of this research and the researcher compared them by looking the result kinds of the prefix and suffix that found in writing narrative text.

The research supported by Chudori³⁹, he found types of derivational affixes. There were 7 derivational prefix “In-“, “Un-“, “En-“, “Im-“, “mis-“, “inter-“, and “Re-“; and 22 derivational suffixes “-ive”, “-er”, “-ion”, “-ed”, “-s”, “-ing”, “-ly”, “-al”, “-ence”, “-ty”, “-an”, “-ent”, “-

³⁹ Ahmad Chudori, “The Analysis Of Derivational Affixes Of Research Proposal” (IAIN Salatiga, 2017), file:///C:/Users/Administrator/Downloads/The Analysis Of Derivational Affixes Of Research Proposal.pdf.

logy”, “-able”, “-ic”, “-ment”, “-es”, “-ship”, “-en”, “-ation”, “-ness”, and “-tion”. The dominant derivational affixes in The Land of Five Towers. This result same with this research with derivational prefix and derivational suffix.

After describing an overview about the affixation and analyzing them in the narrative writing, the conclusion can be drawn is there are some kinds of suffixes found in narrative writing produced by students of grade eight of SMP Methodist Pematangsiantar, they are: -ed/d, s/es, -ly, -al, -ion, -en, -ing, -ity, -ment.⁴⁰ The similarities this result with this research was in the use of suffix.

This paper has shown the analysis of suffix in narrative writing. More research needs to be conducted to make further analysis in other kinds of text in order to get a better understanding of affixation because the writer feels that his research through narrative is not enough yet to fulfill human’s needs in further studying of affixation.

The result of the research also is similar with Siregar⁴¹. The affixation was applied in sport articles of the Jakarta Post newspaper at 330th editions Wednesday April 4, 2012 from articles the first article, were 1 for prefixes and 98 for suffixes. The second article, were 5 for prefixes

⁴⁰ Herman, Suffixes Found In Narrative Writing At Grade Eight of SMP Methodist Pematangsiantar, IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 4, Ver. IV (Apr. 2015), PP 40-48 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org

⁴¹ Sri Mulyani Siregar, “The Analysis of Affixation in Sport Articles of the Jakarta Post Newspaper at 330th Editions Wednesday April 4, 2012” (IAIN Padangsidimpuan, 2012), <https://etd.iain-padangsidimpuan.ac.id/5441/1/083400075>.

and 86 for suffixes. The last article, were 2 for prefixes and 52 for suffixes. So, total of affixation sport articles of the Jakarta Post newspaper at 330th editions Wednesday April 4, 2012 was 244. The most dominant affixation in sport articles of the Jakarta Post newspaper at 330th editions Wednesday April 4, 2012 was 236 suffixes.

Based on the previous research above, they have similar finding, the result of this research and the researcher can conclude that the prefixes and suffixes is commonly used in literature field and in narrative text.

C. Threats of the Research

In conducting this research, the researcher realized that there were so many threats of the researcher in doing writing ability research. It is started from the titled until finishing thesis and using the technique of analyzing data. The researcher realized that in conducting a quantitative research needed long time research due to the limitation of time and finance, and material. So, the researcher knew that it was so far from excellence thesis.

On doing the test, the result obtained might be less valid due to the students did the examination. The researcher didn't know whether the sample of this research were serious in answering any questions from the test, there was a mutual cheating and limited time available or might the time was given to the students were not enough. So, the researcher looks the answer directly without care about it.

However, the researcher had done the best in this research, the researcher was very aware of the treats that exist in this thesis or all the things would want to be searched, but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, friends and others.

CHAPTER V

CONCLUSION, SUGGESTION, AND IMPLICATION

A. Conclusion

After describing an overview about the affixation and analyzing them in the narrative writing, the conclusion can be drawn is there are some kinds of suffixes found in narrative writing produced by students at the fifth semester students of English department UIN Syahada Padangsidempuan. This research has shown the analysis of suffix in narrative writing. More research needs to be conducted to make further analysis in other kinds of text in order to get a better understanding of affixation because the writer feels that his research through narrative is not enough yet to fulfill human's needs in further studying of affixation.

1. The kinds of Prefix are used by Students in Narrative writing at the fifth semester of English Department UIN Syahada Padangsidempuan were thirteen kinds. The prefixes were Un-, Extra-Trans-, Pro-, Dis-, mis-, Re-, A-, an-, In-, Ex-, Pre-, Im-, Intra-, intro-, Il-.
2. The kinds of Suffix are used by Students in Narrative writing at the fifth semester of English Department UIN Syahada Padangsidempuan were sixteen kinds of suffixes. The suffixes were -d/-ed, -s/es, -ly, -al, -ion, -en, -ing, -ity, -ment -er, -less, -ous, -able, -ness, -ful, and -est.
3. The most dominant affixation was in the use of suffix. In the use of suffix the most dominant is suffix -d/-ed, the researcher found sixty seven kinds in a word. In the use of prefix the researcher found

thirteen kinds which the dominant in prefix un-, the researcher found five kinds in a word.

B. Suggestion

Based on conclusions stated above, the researcher proposed some suggestions to be taken as consideration, there are follows:

1. It is suggestion to the student of English Department should be able to understand and know more about affixation especially the kinds prefixes and suffixes to make their knowledge about English getting better . It can be applied to make a good and easy to understanding the text and other.
2. It is suggestion to the next researchers can give motivation to look prefixes and suffixes in deep and the next researcher can use this research as the reference if they want conduct a research about prefixes and suffixes.

C. Implication

Proper Prefix And Suffix Mastery On Narrative Text Writing At The Fifth Semester Students Of English Department UIN Syahada Padangsidimpuan leads lecturers to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. Studying the nature of prefix and suffix enables English language lecturer and researchers to have a better understanding of the areas where students face the most difficulties while writing. Being aware of learner prefix and suffix not only introduces teachers to the knowledge of

learner's language, but also helps discover the subtle aspects of learning and teaching of a second language. At the same time, studying learner prefix and suffix involves approaching learning in an intimate way thus enabling teachers to promote appropriate pedagogical tools through understanding the nature of that language.

In addition to the identification and description of prefix and suffix, it is also important to correct them. The sources and the types of the affixation or prefix and suffix determine what sort of feedback the teacher might receive since prefix and suffix provide the teacher with a platform of getting feedback reflecting how effective he is in his/her teaching style and what changes he/she has to make to get better performance from the students. So, the findings of prefix and suffix function as facilitator in language teaching in many ways only if the teacher is aware of them and able in the teaching process appropriately.

Affixation can also benefit teachers and students simultaneously since prefix and suffix tell the lecturer how far the learners has progressed in achieving the goal and what remains for them to learn. Measuring the student's progress, the lecturer can reshape his teaching strategies and plans in accordance with the needs of the learner. Furthermore, prefix and suffix point out the areas that need further improvement. Additionally, prefix and suffix are significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus.

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Benar telah selesai melaksanakan penelitian di lingkungan Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri (UIN) Syekh Ali Hasan Ahmad Addary Padangsidempuan dalam rangka penyelesaian skripsi dengan judul "**Prefix and Suffix on Narrative Text Writing at the Fifth Semester Student of English Departement UIN Syahada Padangsidempuan**".

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan 18 Desember 2024

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