THE STUDENTS' ABILITY IN FORMING WORD BY USING SUFFIXES AT GRADE X SMA NURUL ILMI PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

NURBAIDAH NASUTION
Reg. Number 10 340 0097

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017**

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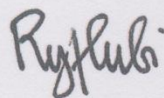Dean Tarbiyah and Teacher Training Faculty
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After reading, studying and giving advice for necessary revises on thesis belongs to **Nurbaidah Nasution**, entitle **"THE STUDENTS' ABILITY IN FORMING WORD BY USING SUFFIXES AT GRADE X SMA NURUL ILMI PADANGSIDIMPUAN"** we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Education (S.Pd.) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

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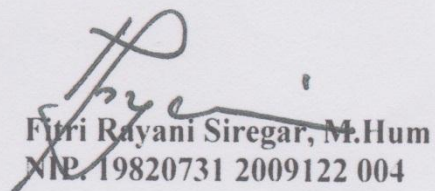
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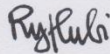
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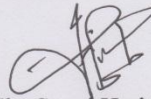Name   : NURBAIDAH NASUTION

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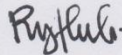
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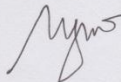
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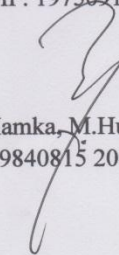
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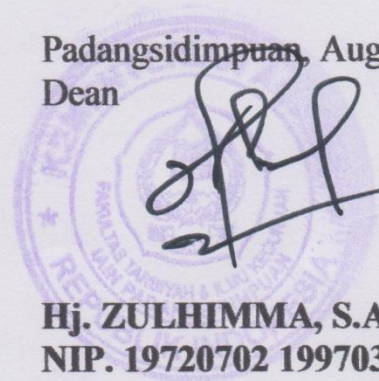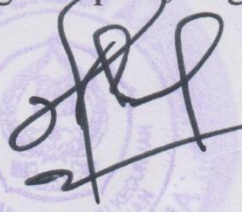   **ILMI PADANGSIDIMPUAN**

ABSTRACT

This research focused about the students' ability in forming word by using suffix at grade X Nurul Ilmi Padangsidimpuan. The problems of research were most of the students don't comprehend to write word into sentence and also don't know what part of speech if a words has change into other form. The purpose of this research was to describe the students' ability in forming word by using suffixes at grade X Nurul Ilmi Padangsidimpuan.

This research was employed quantitative research by using descriptive method. The population of this research was the grade X of Nurul Ilmi Padangsidimpuan. The total of population was eight class. Then, the sample of research there are 57 students. In collecting data, the researcher used the instrument of research are test for students, the test consist of 20 items in forming word by using suffixes. The researcher used Z test for analyzing data.

Based on the result of test given, researcher found that the students' ability in forming word by using suffixes at grade X Nurul Ilmi Padangsidimpuan was high category, it could be seen from mean score 72.45. Then, based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z test. It could be seen Z_{count}= 59.14 > Z_{table}= 1.96 by level of significance 0.05. It meant that the hypothesis of research was accepted. So, the students' ability in forming word by using suffixes at grade X Nurul Ilmi Padangsidimpuan was high ability.

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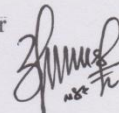
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Researcher

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Now, English has been an important language. It is widely used by most people in the world as medium of communication for international relation. It is also widely used the language of the printed information. A great of the world scientific, commercial, economic, and geochronology are written and published in English. There are many reasons that English is important one for life aspects. Some of their English is the most commonly spoken language in the world. English is the language of science, of aviation, computers, diplomacy, and tourism, English is the language of the media industry. Since English is spoken in so many different countries there are thousands of schools around the world that offer program in English.[1]

In Indonesia, the needed of English as foreign language has developed. It is an instrument to transfer modern knowledge, culture, and to grow up international relation. Realizing how important this language, our government has determined English as the first foreign language which taught in Indonesia. By English, the students are hoped to enrich their knowledge. So, they are able to apply their knowledge in the life. By applying English, the students can be helped to solve their problems in communication.

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[1]British Study Center. http://*www.experienceenglish.com*/social-english/articles/10 reasons-learn-english

English is provided as compulsory subject to students of elementary school, junior high school, senior high school, and even in higher education level than it is examined in the national examination to determine the students' graduation. However, in some private school also it is already given to the kinder garten/third year's pupil of primary education. In elementary school, English is studied at grade IV until grade VI. There are six semesters for studying English in elementary school. In junior high school, the students study English for six semesters too. They study English from grade VII until grade IX. While in senior high school, English is also studied for six semesters. The senior high school students study English from grade X until grade XII.

In English subject, the students learn about forming word. Words are a crucial part of linguistic knowledge and constitute a component of grammars, but one can learn thousands of words in a language and still not know the language. Anyone who has tried to communicate in a foreign country by merely using a dictionary knows this is true. On the other hand, without words would be unable to convey our thoughts through language or understand the thoughts of others. A word can be produced from root, morpheme, and can be added by affix.

In English syllabus of grade X senior high school study forming words.[2] For example, students read and write narrative text. In reading and writing narrative text, the students study about forming word is verb in past. By reading and writing narrative text, the students study about grammar. The grammar in narrative text is Past Simple. By English syllabus which offered, the students are hoped can enrich

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[2]Mendiknas. *https://ktsp.files.wordpress.com/*200/11/bahasa-inggris.

their vocabulary and they understand about structure and grammar by forming word learning.

In studying forming word, the students must be able to know and understand about forming word process. By understanding about forming word, the students can make a new word in the sentence according to forming word process and they uderstand about meaning of word. For example, they can make or write a sentence by using afixation.But in the fact, there are some problembs which faced by students in learning forming words. They are: *firstly,* the students don't comprehend about affixation in English. For example, students study about suffix *–ful* (shame+*ful* tobe shameful), suffix *–ness* (kind+*ness* tobe kindness), suffix *–or* (collect+*or* tobe collector), etc.

Secondly, they also don't know what part of speech if a word has change into other form. *The last*, they don't know about meaning of the word. For example, the students study about suffix *–ness* (dark (*adjective*)+*ness* tobe darkness (noun), suffix *–ed* (talent (*noun*)+*ed* tobe talented (*adjective*), suffix *–en* (weak (*adjective*)+*en* tobe weaken (*verb*), suffix *–long* (head (*noun*)+*long* tobe headlong (*adverb*), etc. From the students' problems above, so students need to study about forming words.[3]

From students' problems above, the students always get low score if they do task about forming word. This case explains that the students really lack of vocabulary, grammar and expecially in forming word lesson. They don't know and

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[3]Ade Purnama, English Teacher of *Senior High School Students at Grade X Nurul Ilmi,* (Interview: 24th September 2016).

understand what a new word will be rise up. So, the students will feel if they study about forming word is a problem for them when they make a new word.

In the grade X senior high school students' English book is found about affixation.[4] Affix is categorized as bound morpheme because it can not stand alone and should be attached to the root or stem or base. It is also same with prefix and suffix, because they are the types of affix. Prefix is a form added in front of a word or word root to change its meaning, and suffix is a combination of letters added to the end of a word or word root. Suffixes are used either to form new words or show the function of a word. From the definition can be known that both prefix and suffix can create a new word. Besides that when prefix and suffix are added in a word so it may change the meaning of a word, and word classes.[5]

In senior high school students' English book at grade X, suffixes which are learned about singular and plural verbs in Simple Present Tense. For example, *a river flows to the sea* and *rivers flow to the sea*.The senior high school students learn also about Present Continuous Tense. In Present Continuous Tense, there is suffix which must be known by the students. The suffix in Present Continuous Tense is *–ing*. Suffix *–ing*must be added into verb in Present Continuous Tense. Regular verbs of English also are learned in senior high school students' English book at grade X. The suffix which used in regular verbs of English is *–ed*. Then, the students learn also about derivational suffixes. Derivational suffixes can

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[4]Bambang Sugeng, *Contextual English for Grade X of Senior High Schools Regular Program*, (Solo: Platinum, 2014).
[5]*Ibid.*

change part of speech of a word. For example, *cleanliness* as a noun, *clean* as a verb and *clean* as an adjective.

Most of students don't comprehend about word to write word into sentence. So,they can't understand to make a new word by using forming word. This case can be happened to Junior High School students, Senior High School students moreover University students. They also don't know what part of speech if a word has change into other form and they don't know about meaning of the word.

So, this research is done in Nurul Ilmi Padangsidimpuan at grade X Senior High School students. Their basic competence is the students must be able to comprehend about forming word by using suffixes. So, the researcher is interested to search about **"The Students' Ability in Formation Word By Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan."**

B. The Identification of Problem

Based on the background of the research mentioned above, researcher finds some problem in students' ability in forming word by using suffixes at grade X students Nurul Ilmi Padangsidimpuan. The problems are most of students don't comprehend about word to write word into sentence, so they can not understand how to make a new word by using forming word and they also don't know what part of speech if a word has change into other form and they don't know about meaning of the word.

C. The Limitation of Research

Based on identification of the problems above, there are many problems included in English. It is impossible to search all. So, the researcher limits the problems on students' ability in forming word by using suffixes of nouns. This research is done at grade X students Nurul Ilmi Padangsidimpuan.

D. The Formulation of Problem

The formulation of the problem in this research is "How is student's ability in forming word by using suffixes at grade X students Nurul Ilmi Padangsidimpuan?"

E. The Aims of Research

The aims of this research is to know student's ability in forming word by using suffixes at grade X students Nurul Ilmi Padangsidimpuan.

F. The Significances of Study

The result of this research will be useful and benefitly to some categories below:

1. For students; they can be helped to know about part of speech of word if it is changed, they can undertand about the meaning of the word and they can improve their ablity in writing or speaking by using forming word.

2. For the English teachers; the result for this research can give them describing of their students' ability in forming word or about part of speech, so the teacher can know the students' problem and the teachers are able to solve students' problems about English.

3. For the headmasters; the benefit of this research for junior high school that the headmaster of the school knows actually teaching.

G. The Definition of Terminologies

There are some key terms that used in this research:

1. Student is a person who is studying in education department or from elementary school up to university.

2. Ability is able to do or a level of skill or intelligence. The ability means the quality or capacity of being able to do something well. Ability is capacity or power to do something physical and mental. That's mean to do something consists of physical or mental achievement. So, it can be determined as a skills, expertness or talent.

3. Students' ability is a power level of skill or intelligence of a person who is studying in an education department in performing something.

4. Word is a group of letters which has a meaning.

5. Forming word is conceived of a s the process by which words are broughtinto existence.

6. Suffixes attached to the end of the root or base word.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Word

a. Defenition of Word

Researcher determine that word is free forms that which consist two or more form representation of meaning. Some expert determine that word is the smallest element that may be uttered in isolation with semantic or paragmatic content (with literal or practical meaning). This contrasts deeplywuth a morpheme which is the smallest unit of meaning, but will not necessarily stand on its own. A word may consist of a single morpheme, whereas a morpheme may not be able to stand on its own as a word.

Jayanthi Dhaksina Murthy writes in her book Contemporary English Grammarthat word is a group of letters which has a meaning. A word is used to stand for a thing or a person.[1] According to Leornald Bloomfield in Parera says that, "The word is a free form which consisted of two or more free forms for instance. A free form which be not a phrase was a word. A word is a free form which doesn't consist entirely of two or more free form."[2] While according to Charles F.

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[1]Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Shivam Printers, 2003), p. 342.
[2]Jos Daniel Parera, *Morfologi* (Jakarta: PT. Gramedia Pustaka Utama,1990), p. 2.

Hockett in Parera says that, "The word is thus any segment or a sentence bounded by success points at which pausing was possible."[3] And the last, according to Ramlan in Pateda saysthat the word is a few of free stem or every free stem was a word.[4]

According to Katz that word is the tool of the actual communicative interection, it must be the result of the analysis of sequence of speech sound occurring in actual daily routines of a language society.[5]In other word, Falk states that word is defined as the smallest independent meaningful units.[6] It is the units which potential to be individual members of certain word class. In general, words can be defined as the minimal units of language which have meaning. The last, as stated by Mullany and Stockwell that word is the smallest meaningful of language in the spoken or written.[7]

The word can divided into two morphologically were monomorphemic word and polymorphemic word. Monomorphemic word was the word consist of one morpheme. It could stand alone (e.g: John, was, for, the). While polymorphemic was the word consisted of two or more morphemes. It must be joined with stem (e.g: looking, glasses, unhappy, elevator, operator).

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[3]*Ibid.,* p. 3.
[4]Mansoer Pateda, *Linguistik Sebuah Pengantar* (Bandung : Angkasa, 1994), p. 72.
[5]Sanggam Siahaan, *Issues in Linguistics,* (Yogyakarta: Graha Ilmu, 2008), p. 11.
[6]*Ibid.,* p. 11.
[7]Louise Mullany& Peter Stockwell, *Introducing English Language (a Resource Book for Students),*(New York: Routledge, 2010), p. 6.

From explaination above, it can be concluded that word is a unit of language consist of one or more spoken sound or their written representation that functions as a principal carrier of meaning. The word is a free form which consisted of two or more free forms for instance.It is the units which potential to be individual members of certain word class.

b. Kinds of Word

Every stetament is a combination of words and every stetament says something to communicate information. For example, *dog bark* has two kinds of word in it. It has a "what" word *dog* and a "what happens" word bark. These kindsof word are the most basic parts of any statement.

There are four kinds of word. They are:

1) Primary words were words which were not derived, compounded or developed from other word (e.g: sun, cat, hat, eat, cry).
2) Compound words were words which were formed by joining two or more simple words (e.g: taxpayer, sweetheart, waitinglist, afternoon, get up, upkeep).
3) Primary derivatives were words which were formed by making some changes in the body of the simple word (e.g: bond from bind, vocab from vocabulary).
4) Secondary derivatives were words which were formed by adding some letters at the beginning or at the end (e.g: unwise, kindness, beginning).[8]

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[8] Jayanthi Dakshina Murthy, *Loc.Cit.,* p. 342.

c. Word Selection Process

Word is defined as the smallest independent meaningful units. It is the units which potential to be individual members of certain word class. In general, words can be defined as the minimal units of language which have meaning. Word can be formed by the word selection processes. The word selection processes, the word has a meaning and it has position in the sentence grammartically.

There are three word selection processes, they are:[9]

1. The nature of the word selection process can be viewed based on the traditional grammar. Accordingly, the first stage is labeling all the words according to their word class.
2. Organizing these classes into two main groups. For example: the subject word group and the predicate word group.
3. Coordinating the other syntactic word groups. For example: the object word group, the subject complement word group and the adjunct word group to the predicate word group. The three steps of the process selection reflectthe structure of the lexicon according to the view of the traditional grammar.

2. Forming Word

Forming word is conceived of a s the process by which words are brought into existence. This suggests that words do not exist in a vacuum; they are usually composed. Essential to this composition are morphemes, which are "the minimal units of grammatical analysis in all languages."[10] In other words, structurally speaking, a word is located within morphemes. As a result, a large number of English words are formed through affixation

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[9]Sanggam Siahaan, , *Loc.Cit.,*, p. 12.
[10]J. Lyons, *Introduction to Theoretical Linguistics,* (Cambridge: Cambridge University Press, 1979), p. 200.

and other word formation processes such as blending, clipping, and compounding.

Forming word can be further divided into derivation and compounding. Although this study aims to investigate the efficiency of using word-formation rules, the focus is on derivation and not compounds. Derivation is the "morphological process that results in the formation of new lexemes."[11]

The commonest types of word formation in English is called compunding that is joining two words together to form a third. There are some methodes of word formation in English, one of them are affixation. The affixation includes prefix, infix and suffix.[12] New words are formed in English by four other process; they are coinages, backformation, blends and acronyms.[13] Word can be coined from existing material to represent a new invertation or development.

The form of some English words can be entered into some classes according to the way the function. Words in English can funtion in many different ways. In English, the word is always essential to see how a word functions in a particular example before assigning it to a word class.[14]

In forming word process, there are word sturctures which include a basic word and a mopheme. In morphology, a basic word is defined as a

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[11]L. Bauer, *English word-formation*, (Cambridge: Cambridge University Press, 1983), p. 26-27.

[12]Leroto Todd, *An Introduction to Linguistics*, (New York: Longman, 1987), p. 50.

[13]*Ibid.,* p. 52.

[14]*Ibid.,* p. 53.

free morpheme. While the morpheme into the basic word, it is attached is called as a bound morpheme. A free morpheme doesnot always have an invariant form.[15]

The morphology process was the word forming by combine one morpheme with other morpheme.[16] In general, the kinds of morphology process are divided into:

1) Affixes were the process of attaching bound morpheme to the base form. It was divided into:
   a) Prefix was morpheme which located in front of word, e.g: im~, un~, a~, mis~, dis~.
   b) Suffix was morpheme which located in the end of word, e.g: ~s,~ ure, ~ true, ~ tal, ~ th.
2) Reduplication was the process of repeating base form, part or completely with any variation or not. e.g:
   a) zig + zag ~ zigzag
   b) fifty + fifty ~ fifty fifty
   c) goody + goody → goody goody
   d) pretty + pretty → pretty pretty
3) Internal change was the change of morpheme much found in foreign language especially in English. e.g:
   a) mouse + plural → mice
   b) goose + plural → geese
   c) tooth + plural → teeth
   d) man + plural → men
   e) ox + plural → oxen
4) Supplection was the process of making an extremely new form and much found in English. e.g:
   a) go + past → went
   b) do + past → did
   c) have + past → had
   d) fall + past → fell
   e) get + past → got
5) Zero modification was the process in which the was no change in its form, but the concept might be change as may be found in English. e.g:
   a) hit + past → hit

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[15]Sanggam Siahaan, *Loc. Cit.,* p. 12.
[16]Samsuri, *Analisis Bahasa* (Jakarta: Erlangga, 1994), p. 190.

          b) put + past → put
          c) rid + past → rid
          d) set + past → set

6) Compounding was the combination of two or more words to form a new word. e.g:

          a) sun + light → sunlight
          b) black + board → blackboard
          c) love + story → love-story
          d) in + side → inside
          e) writing + desk → writing-desk[17]

According to Bloomfield in Hendry that, "The word is the smallest free form as smallest unit which pronounced."[18] While morpheme, according to Elson and Pickett in Sari that, "The morpheme is all of word or elements."[19]

The word can divided into two morphologically were monomorphemic word and polymorphemic word. Monomorphemic word was the word consist of one morpheme. It could stand alone (e.g: John, was, for, the). While polymorphemic was the word consisted of two or more morphemes. It must be joined with stem (e.g: looking, glasses, unhappy, elevator, operator).

So, the morpheme was the smallest component of word or other linguistics unit that has semantics meaning. Next, the word was a free form which consisted of two or more free forms for instance.

According explaination above that in linguistics, word formation is the creation of a new word. Word formation is sometimes contrasted with

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[17] Jos Daniel Parera, *Loc. Cit.,* p. 18-21.
[18] Hendry Guntur Tarigan, *Pengajaran Morfologi* (Bandung: Angkasa,1995), p. 6.
[19] Nirmala Sari, *Loc. Cit.,* p. 79.

semantic change, which is a change in a single word's meaning. The boundary between word formation and semantic change can be difficult to define: a new use of an old word can be seen as a new word derived from an old one and identical to it in form. Word formation can also be contrasted with the formation of idiomatic expressions, although words can be formed from multi-word phrases.

3. Suffixes

Suffix is also categorized as bound morpheme, such a prefix. However, it is rather different. Suffixes are used either to form new words or show the function of a word. So, suffixation refers to the placing of a bound morpheme (suffix)at the end of a word. The name derives from themorphological realization: suffix+ation; where 'suffix' refers to the bound morpheme usually placed at the end of the root. The are two types of suffixes:

a. Inflectional morpheme was morphemes which serve a purely grammatical function, never creating a different word, but only a different form of the same word or inflectional morphology was morphology considered with the inflections, especially with both the semantic and the formal structure of paradigms.

According to Peter Matthews that, "Inflectional morpheme was a general grammatical process which combines words and affixes to

produce alternative grammatical forms of words."[20] Inflectional morpheme was morpheme which severed a purely grammatical function, never creating a different word, but only different form of the same word (e.g swim<u>s</u>), so "swim" as verb and "~s" as morpheme. If "swim" was added "~s", so "swims" still as verb in Present Tense. Inflectional endings are the formation of grammatical variants of the same word. For example:

Table 1
The inflectional suffixes of English

Stem	Suffix	Function	Example
Wait	~s	3[rd]per.sg.present	Waits
Wait	~ed	Past tense	Waited
Wait	~ing	Progressive	Waiting
Eat	~en	Past participle	Eaten
Chair	~s	Plural	Chairs
Student	~'s	Possessive	Student's
Fast	~er	Comparative	Faster
Fast	~est	Superlative	Fastest

So, inflectional morphemesrepresent relationships between different part of a sentence. It is a suufix that's added to a word to assign a particular grammatical property to that word. It serve as grammatical markers that indicate tense, number, possession or comparison. It in English include the bound morphemes.

b. Derivational morpheme was morphemes which derive or create new words by either changing the meaning or the part of speech or both.[21]

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[20] Peter Matthews, *The ConsistOxford Dictionary of Linguistic.* (USA, 1993) ,p. 93.
[21]Nirmala Sari, *An Introduction to Linguistics* (Jakarta: Departemen Pendidikan Dan Kebudayaan, 1998), p. 82.

Derivational morphology was morphology concerned with the derivation of one word in the lexicon from another. Victoria and friends write in their book An Introduction To Language that derivational morpheme is added to a base, a new word with a new meaning.[22] The form that results from the addition of a derivational morpheme is called a derivad word. Derivational morphemes have clear semantic content. In this sense they are like content words, except that they are not words. The derived word may also be of a different grammatical class than the original word, as shown by suffixes such as −able and −ly.

And other word, according to Howard that, "Derivational morpheme was a lexical process which actually forms a new word out of an exiting one by the addition of a derivational affixes."[23] Derivational morpheme was morpheme which derive (create) new words by either changing the meaning or the part of speech or both. Derivational suffixis the process of forming a new word on the basis of an existing word.

e.g: - kind + ~ness → kindness as noun
        - know + ~ledge → knowledge as noun
        - shame + ~ful → shameful as adjective

Finally, derivational affixes appearto come in two class. They are:

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[22]Victoria Frokm & friends, *An Introduction to Language,* (New York: Longman, 2000), p. 88.

[23]Howard Jackson and Etiene Ze' Amvela, *Word ,Meaning, and Vocabulary An Introduction to Modern Lexicology* (New York: Cassell, 2000), p. 70.

1) The addition of a suffixtriggers subtle changes in pronunciation. For example, affixation –ity to specific (pronounced "specific" with a "k" sound), it tobe "specificity" (pronounced "specifisity" with an "s" sound).

2) Affixes from the first class can not be atteched to base containing an affix from the second class. For example: "need" + -less + ity, "moral" +-ize + ive. But affixes from second class may attech to bases with either kind of affix. For example "moral" + -iz(e) + -er, "need" + -less + ness.[24]

   In distinguishing infectional from derivation morphemes can be summarized as follow:[25]

Table 2
The Distinguish Inflectional and Derivational Morphemes

Inflectional	Derivational
Grammatical function	Lexical function
No word class change	May cause word classchange
Small or no meaningchange	Some meaning change
Often required by rules of grammar	Nver required by rules of grammar
Follow derivational morphemes in a word	Precede inflectional morphemes in a word
Productive	Some productive, many nonproductive

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[24]Victoria Frokm & friends, *Op. Cit.,* p. 89-90.
[25]*Ibid.,* p. 92.

Plag divides suffix into several types, they are:

a) Nominal Suffixes

According to Plag, nominal suffixes are often employed to
derive abstract nouns from verbs, adjectives and nouns. Such
abstract nouns can denote actions, results of actions, or other related
concepts, but also properties, qualities and the like.[26] Another large
group of nominal suffixes derives person nouns of various sorts.
Very often, these meanings are extended to other, related senses so
that practically each suffix can be shown to be able to express more
than one meaning, with the semantic.[27]

Table 3
The List of Example Meaning Suffixes

Suffix	Meaning	Example
-ess	One who acts (feminme)	Laundress
-ine	One who acts (feminme)	Heroine
-trix	One who acts (feminme)	Administratrix
-or	One who acts	Actor
-er	One who acts	Player
-es	More than one	Babies
-s	More than one	Pens
-age	State of, act of	Marriage
--al	State of, act of	Arrival

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[26]*Ibid.,* p. 109.
[27]Ingo Plag, *Word-Formation in English*, (UK: Cambridge University Press,

-ing	State of, act of	Flying
-ance	State of, act of	Performance
-ence	State of, act of	Indenpence
-ant	State of, act of	Applicant
-ee	State of, act of	Employee
-ment	State or quality, act of	Agreement
-ion	State or quality, act of	Education
-ist	One who acts	Novelist
-ness	State or condition	Happiness
-ship	State or art	Relationship
-an	Belonging to, pertaining to	Musican
-ent	One who acts	Agent
-ar	One who acts	Bursar
-ard	One who does something discreditable	Drunkard
-ier	One who acts	Cashier
-ette	One who acts (feminme)	Farmerette
-mony	Abstract condition	Testimony
-ory	Of, pertaining to, place of, that which pertains to	Dormitory
-ster	One who acts	Teamster
-ure	Act or process, result of	Picture
-eer	One who acts	Auctioneer
-try	Art or profession of	Ministry

b) Verbal Suffixes

There are four suffixes which derive verbs from other categories (mostly adjectives and nouns), *-ate, -en, -ify* and *-ize*. The examples of them are: *-ate* (dominate, irritate), *-en* (harden, lengthen), *-ify* (identify, magnify), *-ize* (feminize, Americanize).

c) Adjectival Suffixes

 Adjectival suffixes are the suffixes that can form adjective

meaning. The word that can change into adjective is noun and verb.

Suffixes form adjectival meaning from verb is –*able, -ive*.

Table 4
The List of Origin Example Meaning Suffixes

Suffix	Meaning	Example	Origin
-able, -ible, -ble	Implying capacity of fitness	Unmentionable	Latin
-ard	One who does something discreditable	Drunkard	Old English
-ize (-ise)	To make into; to practice	Sympathize	Greek
-lent, -ulent	Abounding in; having in a marked degree	Violent	Latin
-less	Without; beyond the range of	Careless	Old English
-ist	Act of; doctrine or practice of	Americanism	Greek
-ity,-ty	State, condition, degree	Sanity	Latin

 This is the examples of these suffixes in a word. From verb into

adjectival meaning, –*able* (avoidable, readable), -*ive* (offensive,

productive). Example of a word which has adjectival meaning from

noun by adding suffixes; –*al* (informal, criminal), -*ed* (air-minded,

bearded), *-ful* (grateful, helpful), *-ic(al)* (heroic, economical), *-ing* (surprising, boring), *-ish* (foolish, childish), *-less* (hopeless, priceless), *-ly* (manly, daily), *-y* (noisy, dirty), *-ous* (ambitious, nervous).

d) Adverbial Suffixes

There are three suffixes which form adverb meaning. That is the examples of them, *-ly* (slowly, aggressively), *-wise* (clockwise, weather-wise).

4. **Students' Ability**

Student is a person who is studying in education department or from elementary school up to university.[28] The someone who study in order to enter a particular profession. Then, a person engaged in study one who devoted to learning. the learner, a pupil, a scholar, especially one who attend a school or who seeks knowledge from professional teachers or from books as the students of an academy.

Then, the ability means someone competence to do something, according to A.S.Hornby that ability is able to do or a level of skill or intelligence.[29] The ability means the quality or capacity of being able to do something well. Ability is capacity or power to do something physical and mental. That's mean to do something consists of physical or mental

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[28] A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p.1344.
[29] *Ibid.,* p, 2.

achievement. So, it can be determined as a skills, expertness or talent.[30]

There are some types of ability. They are:

    a. Intellectual abilities are required to do mental activities.
    b. Physical abilities are required to do tasks demanding
    c. Stamina, dexterity, strength and similar characteristics.
    d. Mental abilities are good memory and retention power.
    e. The ability-job fit is employee performance is enhanced when there is a high ability-job fit.[31]

Based on the above definition, the writer concludes that students' ability is a power level of skill or intelligence of a person who is studying in an education department in performing something.

B. Review of Related Findings

In this research, the writer is related to some researchers. The first is Risky Zarti Sikumbang, the title of the thesis is The Correlation Between Morphology Mastery and Translation Ability at the Seventh Semester Students' of English Education Study Program STAIN Padangsidimpuan. The conclusion of her research is there is a significant correlation between morphology mastery and translation ability. By the reason is the average score of morphology mastery of seventh semester students is 80 and the average score translation ability is 61.[32]

The second is Ida Afriani Lubis, the title of the thesis is The Correlation Between Lexical Meaning Mastery And Students' Ability in Translation the

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[30]Victoria Neufelat and David B.Guralmic, *Webstern New World collage Dictionary*, (USA: Mac Milan, 1995), p. 2.
[31]http://home.ubait.edu/../tsld005.htm.
[32]Risky Zarti Sikumbang, *The Correlation Between Morphology Mastery And Translation Ability At The Seventh Semester Students' Of English Education Study Program STAIN Padangsidimpuan*. (Unpublished Thesis). (Padangsidimpuan:STAIN, 2012),p.54

Text (A Study At The Grade XI of SMK N 1 Padangsidimpuan in 2010-2011 Academic Year). The conclusion of her thesis is there is significant correlation between lexical meaning mastery and students' ability in translation. By the reason is lexical meaning mastery is categorized "good". It can be seen from the means score of the students mastery of lexical meaning 74. In the translation is categorized "Good" it can be seen from the means score of the students ability in translation is 70.[33]

The third is Nurhasibah, the title of the thesis is An Analysis on The Grade IX Students' Ability in Using Idiom in Sentence of SMPN 5 Padangsidimpuan in 2010-2011 Academic Year. The conclusion of her thesis is they are skill having difficulties in use idiom in sentence in idioms with verb noun proposition combination. By the reason is the students difficulties in using idiom in sentence with verb noun proposition combination the students' average score 45.[34]

C. Hypotheses

In accordance with the formulation and limitation of the problem above and in order to provide guidance for this research which specifies the correct processing, acquiring and analyzing of the data, it needs to formulate hypothesis. Thus, hypotheses of this research are as follows: "The students'

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[33]Ida Afriani Lubis, *The Correlation Between Lexical Meaning Mastery And Students' Ability In Translation The Text(A Study At The Grade XI of SMK N 1 Padangsidimpuan In 2010-2011 Academic Year).* (Unpublished Thesis). (Padangsidimpuan : STAIN 2011), p.56.

[34]Nur Hasibah, *An Analysis On The Grade IX Students' Ability In Using Idiom In Sentence Of SMPN 5 Padangsidimpuan*. (Unpublished Thesis). (Padangsidimpuan: UMTS, 2010-2011), p.62.

ability inForming Word by Using Suffixes at Grade X SMA Nurul Ilmi

Padangsidimpuan are high ability."

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time

This research has been done at SMA Nurul Ilmi Padangsidimpuan. SMA Nurul Ilmi Padangsidimpuan is one of Senior High School. It is located on Silandit Street, Padangsidimpuan, North Sumatera. This research has been done from September, 25th 2016 until August, 22nd 2017.

B. The Kinds of Research

The kind of research is quantitative researchand the method of research was descriptive method. According to L.R Gay & Peter Airasian that, "Quantitative approach is based on the collect and analysis data by numeral, usually obtained from questionnaires, tests, checklist and other formal paper."[1] In this research, the descriptive method is used to describe the students' ability in forming word by using suffixes at grade X SMA Nurul Ilmi Padangsidimpuan.

C. The Population and Sample

1. Population

The population of the research is all of the grade X SMA students Nurul Ilmi Padangsidimpuan. According to Ott and Longneeker that,

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[1] L.R. Gay & Peter Airsian. *Educational Research: Competence for Analysis & Application,* (USA:Prentice-Hall, 2000), p.8.

"Population is the set of all measurements of interest to the sample collector."[2].

There are Eight classes; X PA BDS, grade X PI 1 BDS, grade X PI 2 BDS, grade X PA 1 FDS, grade X PA 2 FDS, grade PI 1 FDS, grade X PI 2 FDS and grade X PI 3 FDS. So, the total of population of this research are 245 students.

2. **Sample**

According to Arikunto stated,"Sample is a part of population which will be research."[3]In this research, the researcher takes10%-15% of population as sample; being the subject is more than 100. Then, sample is taken by using purposive sampling techbique. It is a technique use when the population has not opportunities to choose as sample of research and it's also include in non probability sampling. The sample of the research is the grade X SMA students Nurul Ilmi Padangsidimpuan (X Pa BDS and Pi 1 BDS). So, the total of sample of this research are 57 students.

D. **The Instrument of Collecting Data**

A researcher must have an instrument in doing the research, because a good instrument can make guarantee for taking the valid data. Suharsimi Arikunto said that," Instrumen adalah alat yang digunakan untuk mengumpulkan data".[4] (Instrument of research is a tool of facility is used by

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[2] Ott, Lyman R. and Michael T. Longnecker, *An Introduction to Statistical and Data Analysis,* (Belmont: Brooks/Cole Cengage Learning, 2010), p. 5.
[3]Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta : Rineka Cipta, 2002),p.109.
[4]*Ibid.,*p.,106.

the researcher in collecting data). So that, the process of collecting data is easier and better with the more careful, complete and systematic.

In this research, the researcher used the test for collecting data. test is given to know the students' ability in forming word by using suffixes at grade This X SMA Nurul Ilmi Padangsidimpuan. The researcher makes questions to answer by the students. The test is made in multiple choices form. The total of test is 20 items.

E. The techniques for collecting data

1) Preparing the test.

   The researcher made test in multiple choice. The test consist of 20 items.

2) Giving students list of questions oftranslation test.

3) Determining the time for students to do the test.

   The researcher has determined the time of doing the test. The time of doing test in 45 minutes.

4) The researcher gaven chance or time for students to ask something left or unclear in doing the test.

5) The researcher asked the students to do test and the researcher monitor the students during the test was done.

6) After students finished answering the test, the researcher collect their answer to be analyzed.

F. The Technique of the Analysis Data

After collecting students' answer, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of test in descriptive data.

After the researcher get the data, the researcher used Z-test. It would enter in frequency table with the formula as following:

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Where:

x : Data that includes hypothesis categories

n : All of data

p : Hypothesis proportion [5]

Table 5
The Classification Quality of the Students' Score

NO	Percentage	Criteria
1	0%-20%	Very low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high[6]

After the researcher found the mean scores of all students', it would consult to the criteria as following:

1) If the value of means score 0-20, it can be categorized into very low ability.

[5] Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

[6] Riduwan, M.B.A, *Pendidikan Sosial, Komunikasi, Ekonomi, dan Bisnis,* (Bandung: Alfabeta 2013), p.23.

2) If the value of mean scores 21-40, it can be categorized into low ability.

3) If the value of mean score 41-60, it can be categorized into enough ability.

4) If the value of mean score 61-80, it can be categorized into high ability.

5) If the value of mean score 81-100, it can be categorized into very high ability.

CHAPTER IV

ANALYSIS OF THE DATA

A. Data Description

The description score of students' ability in formation word by using suffixes at grade X SMA Nurul Ilmi Padangsidimpuan can be seen as table below:

Table 6
The Students' Total Scores in Formation Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan

No	Students' Initial Name	True	False	Point	True x Point	Total Score
1	AR	10	10	5	10 x 5	50
2	MZAR	11	9	5	11 x 5	55
3	AS	11	9	5	11 x 5	55
4	DKH	12	8	5	12 x 5	60
5	RZ	14	6	5	14 x 5	70
6	BS	14	6	5	14 x 5	70
7	JS	14	6	5	14 x 5	70
8	AH	14	6	5	14 x 5	70
9	SYS	14	6	5	14 x 5	70
10	APH	14	6	5	14 x 5	70
11	ATML	14	6	5	14 x 5	70
12	ID	14	6	5	14 x 5	70
13	FD	14	6	5	14 x 5	70
14	MMH	14	6	5	14 x 5	70
15	MF	14	6	5	14 x 5	70
16	MIH	14	6	5	14 x 5	70
17	AM	14	6	5	14 x 5	70
18	ZZ	14	6	5	14 x 5	70
19	MAP	14	6	5	14 x 5	70
20	ARH	14	6	5	14 x 5	70
21	ARS	13	7	5	13 x 5	65
22	AZM	13	7	5	13 x 5	65
23	WHD	13	7	5	13 x 5	65
24	RPS	17	3	5	17 x 5	85
25	RP	17	3	5	17 x 5	85
26	AA	18	3	5	18 x 5	90

27	AS	18	2	5	18 x 5	90
28	RL	10	2	5	10 x 5	50
29	DFA	10	10	5	10 x 5	50
30	MH	12	10	5	12 x 5	60
31	TRD	12	8	5	12 x 5	60
32	AH	12	8	5	12 x 5	60
33	AZR	12	8	5	12 x 5	60
34	WH	13	5	5	13 x 5	75
35	RRH	13	5	5	13 x 5	75
36	SND	13	5	5	13 x 5	75
37	RMFW	13	5	5	13 x 5	75
38	DAP	13	5	5	13 x 5	75
39	CMA	13	5	5	13 x 5	75
40	MR	13	5	5	13 x 5	75
41	PS	13	5	5	13 x 5	75
42	RRH	13	5	5	13 x 5	75
43	PRC	13	5	5	13 x 5	75
44	SFYN	16	5	5	16 x 5	80
45	SMH	16	5	5	16 x 5	80
46	SHH	16	5	5	16 x 5	80
47	FHN	16	5	5	17 x 5	80
48	LH	16	5	5	17 x 5	80
49	IKS	17	3	5	17 x 5	85
50	SSPZ	17	3	5	17 x 5	85
51	MA	17	3	5	17 x 5	85
52	KKR	17	3	5	17 x 5	85
53	G	17	3	5	17 x 5	85
54	EPNH	18	3	5	18 x 5	90
55	KKR	18	3	5	18 x 5	90
56	RP	12	2	5	12 x 5	60
57	RRT	18	2	5	12 x 5	90
	TOTAL					**4130**

The test score become the data that were needed for testing hypothesis

is the data tabulated as follow:

Table 7
The Resume of Variable Score of Formation Word by Using Suffixes
at Grade X SMA Nurul Ilmi Padangsidimpuan

No	Statistic	Variable
1	High score	90
2	Low score	50
3	Mean score	72.45
4	Median	70

From the above table, it was known that the high score for variable of formation word by using suffixes at grade X SMA Nurul Ilmi Padangsidimpuan had been searched from57students and based on the total of sample research thehigh score 90 and low score 50, mean score 72.45 and median 70. (See appendix 4)

Based on the calculation mean score was 72.45. So, the application of formation word by using suffixes at grade X SMA Nurul Ilmi Padangsidimpuanwas high, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score of formation word by using suffixes which interval 6.

Table 8
The Frequency Distribution of Formation Word by Using Suffixes
at Grade X SMA Nurul Ilmi Padangsidimpuan

Interval Class	Frequency Absolute	Frequency Relative
50-55	5	8.78%
56-61	6	10.52%
62-67	3	5.26%
68-73	16	28.07%
74-79	10	17.54%
80-85	12	21.05%
86-91	5	8.78%
i = 6	**57**	**100 %**

Based on the above table, it can be drawn at histogram as below:

Frequency
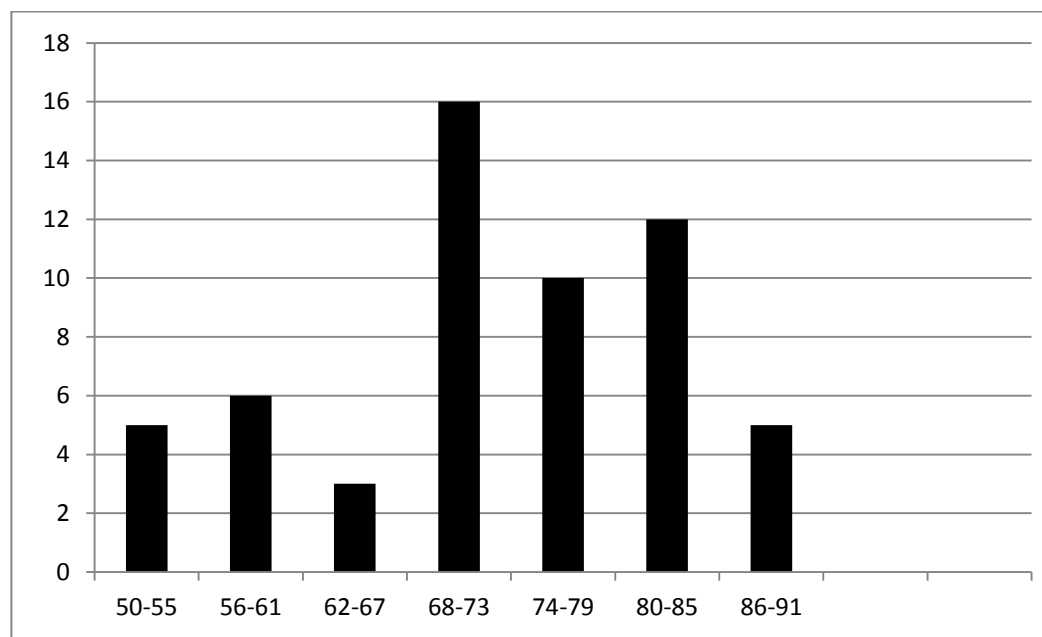
**Figure 1. The Histogram of Formation Word by Using Suffixes
at Grade X SMA Nurul Ilmi Padangsidimpuan**

Based on the above table, it was known that the variable revelation of formation word by using suffixes at grade X SMA Nurul Ilmi Padangsidimpuan shown that the respondent at interval 50-55 were 5 students (8.78%), interval 56–61 were 6 students (10.52%), interval 62-67 were 3 students (5.26%), interval 68-73 were16 students (28.07%), interval 74-79 was 10 students (17.54%), interval 80-85 were 12 students (21.05%) and interval 86-91 were 5 students (8.78%). So, the meaning of interval in this research is showing the count of sample got score in percentage.

B. **HypothesisTesting**

The hypothesis of research was "The Students' Ability in Formation Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan" are high ability. Based on the data collected, the data has been analyze to prove hypotheses by using formula Z test. It can be seen $Z_{count} = 59.14 > Z_{tabel} = 1.96$ by level significant 5% (0.05). So, from the result above the researcher conluded that the hypotheses accepted. See appendix 5.

So, the students' ability in Forming Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan are high ability.

C. **Discussion**

Based on theory that the formation word by using suffixes is very important for students' and it must be mastered by the students because it's one of their material based on their syllabus.

In this research, the researcher searched Students' Ability in Formation Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan. The researcher wanted to know Students' Ability in Formation Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan. The researcher conducted with a test. The research who conducted the test to determine the level of The Students' Ability in Forming Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan. The test is that have been conducted by researcher.

After doing this research based on test that the mean score of Students' Ability in Formation Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuanwas 72.45. It could be categorized into high ability.

The researcher's hypothesis was proved by calculation by using Z test. The result calculation were $Z_{count} = 59,14$ was more than $Z_{tabel} = 1.96$ ($Z_{count} = 59.14 > Z_{tabel} = 1.96$) by level of significance 0.05. So from the result the researcher concluded that the hypothesis accepted.

D. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the title until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

The researcher as former in doing the research has many weaknesses. It is caused by many aspects. In this case the writer stated many researchers limited, they are: doing the test, there were the threats of time, because the students had activities. Beside, the time with was given to be students not enough. Thus, the students did not do the test seriously. So, the researcher looked the answer directly without care about it.

In this research, there were many problems, but the researcher attempted to do the best. So, some weaknesses and deficiency the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing and describing the data on " The Students' Ability in Formation Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan", it can be concluded:

"The mean score of Students' Ability in Formation Word by Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan is 72.45". It could be categorized in to high ability. The hypothesis was accepted by using Z-test. It can be seen Z_{count} 59.14 > Z_{table} 1.96.

B. Suggestions

After formulating the conclussion, the researcher wanted to give the suggestion concerns with the result of this reserach. It could be seen as below:

1. The researcher on this occasion hopes that other researchers will conduct a research related to the topic of this study, further, especially in translating idiomatic expressions.

2. To the headmaster of Nurul Ilmi Padangsidimpuan to support the teachers to teach well and provide facilities involves with learning process.

3. The teachers teach the English use by method especially for formation word.

4. To the readers to improve their knowledge in formation word.

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Todd, Leroto. 1987. *An Introduction to Linguistics*. New York: Longman.

Samsuri. 1994. *Analisis Bahasa.* Jakarta: Erlangga.

CURRICULUM VITAE

A. Identity

Name : Nurbaidah Nasution

Nim : 10 340 0097

Place and Birthday : Pijorkoling, 18th April 1990

Sex : Female

Religion : Moslem

Address : Jl. Kapten Koima No.39, Kecamatan

Padangsidimpuan Utara, Kota Padangsidimpuan

B. Parents

1. Father's name : Muhammad Nala
2. Mother's name : Nirrosnah

C. Educational Background

1. Elementary School : SD Negeri 145614 Huta Lombang

   Mandailing Natal (2005)

2. Junior High School : Musthafawiyah Purba Baru,

   Mandailing Natal (2008)

3. Senior High School : MAS Al-Anshor Manunggang Julu,

   Padangsidimpuan Tenggara (2010)

4. Institute : IAIN Padangsidimpuan (2017)

Appendix 1

THE INSTRUMENT OF FORMING WORD BY USING SUFFIXES

Nama Sekolah   **: Nuru Ilmi**

Kelas   **: X Pa dan X Pi 1 Boarding School**

Materi Pelajaran   **: Bahasa Inggris**

Materi pokok   **: Suffixes**

Choose the correct suffixe to create noun of each word below:

Example: Digest + ion → digestion

1. Laundry + ... →
a. ess	c. ive
b. ize	d. ness

2. Hero + ... →
a. an	c. ine
b. ar	d. ment

3. Administ + ... →
a. or	c. ing
b. al	d. Ant

4. Act + ... →
a. ar	c. ure
b. ster	d. Or

5. Pen +. . . . . . →
a. s	c. ent
b. es	d. Ory

6. Marry + ... →
a. age	c. mony
b. ist	d. Eer

7. Arrive + ... →
a. ette	c. ship
b. ster	d. al

8. Team + ... →
      a. er   c. ion
      b. or   d. Ster

9. Perfom + ... →
      a. age   c. ence
      b. mance   d. Ard

10. Novel + ... →
      a. or   c. mony
      b. ist   d. er

11. Employ + ... →
      a. ee   c. try
      b. or   d.ment

12. Cash + ... →
      a. ier   c. eer
      b. er   d. or

13. Music + ... →
      a. an   c. ist
      b. ant   d. ing

14. Agree + ... →
      a. s   c. ion
      b. ing   d. ment

15. Educate + ... →
      a. ship   c. ion
      b. ar   d.ing

16. Relation + ... →
      a. ist   c. or
      b. ship   d. ing

17. Fly + ... →
      a. ing   c. ent
      b. ment   d. ness

18. Drunk + ... →
      a. ard   c. rty
      b. ing   d. eer
19. Happy + ... →
      a. ness   c. ence

b. s   d. es

20. Schoolar + ... →
     a. an   c. ant
     b. ship   d. ist

Padangsidimpuan, 7 Agustus 2017
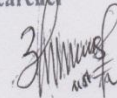
Mengetahui,

Validator

Ade Purnama S.Pd

Researcher

Nurbaidah Nasution
NIM. 10 340 0097

Appendix 2

KEY TERM OF TEST

1. A	11. A
2. C	12. A
3. A	13. A
4. D	14. D
5. A	15. C
6. A	16. C
7. D	17. A
8. D	18. A
9. B	19. A
10. B	20. B

Appendix 3

<div align="center">

LEMBAR VALIDASI TEST

</div>

Menerangkan bahwa saya yang bertanda tangan dibawah ini:

      Nama : **Ade Purnama, S.Pd**

Telah memberikan pengamatan dan masukan terhadap Instrumen Test Kemampuan Siswa untuk kelengkapan penelitian yang berjudul:

THE STUDENTS' ABILITY IN FORMING WORD BY USING SUFFIXES AT GRADE X SMA NURUL ILMI PADANGSIDIMPUAN

yang disusun oleh:

Nama	: Nurbaidah Nasution
NIM	: 10 340 0097
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Adapun masukan yang telah saya berikan adalah sebagai berikut:

1. Materi yang akan di test kan pada siswa telah sesuai dengan materi pelajaran yang telah diajarkan.

2. Lakukan penelitian dengan sebaik mungkin.

3. Pastikan siswa menjawab test dengan jujur ketika test berlangsung untuk mendapatkan hasil yang akurat.

4. Monitoring siswa ketika sedang ujian.

Dengan harapan, masukan dan penilaian yang saya berikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas Tes Kemampuan Kognitif siswa.

                         Padangsidimpuan, 07 Agustus 2017

                         Validator

                         Ade Purnama, S.Pd

Appendix 4

THE CALCULATION OF STUDENTS' SCORE

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

50	60	70	75	80	85
50	65	70	75	80	85
50	65	70	75	80	90
55	65	70	75	80	90
55	70	70	75	80	90
60	70	70	75	85	90
60	70	70	75	85	90
60	70	70	75	85	
60	70	70	75	85	
60	70	70	75	85	

2. High score = 90

3. Low score = 50

4. Range = high score – low score = 90 – 50 = 40

5. Mean Score

$$Mx = \frac{Fx}{N}$$
$$= \frac{4010}{57}$$
$$= 72{,}55$$

6. Median

$$Me = \frac{1}{2}n = \frac{1}{2}(57) = 28{,}5$$

$$= \frac{70 + 70}{2} = 70$$

Appendix 5

<div align="center">**THE CALCULATION OF Z-TEST**</div>

Z_{count} :

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$z = \frac{\frac{243}{57} - 0,41}{\sqrt{(\frac{0,41(1-0,41)}{57}}}$$

$$= \frac{4.2631578947 - 0,41}{\sqrt{(\frac{0,41\ (0,59)}{57}}}$$

$$= \frac{4.2632578947 - 0,41}{\sqrt{\frac{(0,2419)}{57}}}$$

$$= \frac{3.8531578947}{\sqrt{0.0042438596}}$$

$$= \frac{3.8531578947}{0.06514491231} = 59,14$$

Z_{table} :

$Z_{(1/2\ \alpha)} = Z_{table}$
$\alpha = 0,05$
$Z = \frac{1}{2}\ (\alpha\ )$
$Z = \frac{1}{2}\ (0,05)$
$Z = 0,025$
$Z = Z_{table}$
$0,025 = 1,96$
$Z_{count\ =}\ 59,14 \quad > Z_{table\ =}\ 1,96$

Appendix 6

Z-table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Appendix 7

DOCUMENTATION

Nomor   : 16 /in.14/E.6a/PP.00.9/07/2016

Lamp   :

Perihal   : *Pengesahan Judul Dan pembimbing Skripsi*

Padangsidimpuan, 28 Juli 2016

Kepada Yth:

Bapak/ Ibu:

1. Rayendriani Fahmei Lubis, M. Ag
2. Fitri Rayani Siregar, M. Hum

di-

Padangsidimpuan

Assalamualaikum Wr. Wb

Dengan hormat, disampaikan kepada bapak/ ibu bahwa berdasarkan hasil sidang Tim Pengkaji kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama   : **NURBAIDAH NASUTION**
Nim   : **103400097**
Sem/Thn Akademik   : **XIII (Tiga belas) 2016/ 2017**
Jurusan   : **Tadris Bahasa Inggris**
Judul skripsi   : **The Students' Ability In Forming Word By Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/ Ibu menjadi pembimbing I dan pembimbing II penelitian penulisan skripsi mahasiswa yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/ Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M. Ag
Nip. 19710510 200003 2 001

Sekretaris Jurusan Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum
Nip. 19820731 200912 2 004

Wakil Dekan Bidang Akademik dan Pengembangan Lembaga

Dr. Lelya Hilda, M. Si
Nip. 19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/~~TIDAK BERSEDIA~~

PEMBIMBING I

Rayendriani Fahmei Lubis, M. Ag
Nip. 19710510 200003 2 001

BERSEDIA/~~TIDAK BERSEDIA~~

PEMBIMBING II

Fitri Rayani Siregar, M. Hum
Nip. 19820731 200912 2 004

Nomor : B /404 /In.14/E.4c/TL.00/08/2017   21 Agustus 2017
Hal   : **Izin Penelitian**
            Penyelesaian Skripsi.

Yth. Kepala SMA Nurul Ilmi Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Nurbaidah

NIM   : 10.340.0097

Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Alamat   : Sigulang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **The Students' Of Ability In Forming Word By Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan** ". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bid. Akademik
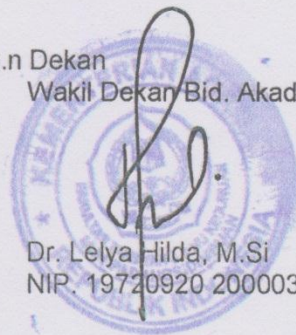
Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

SURAT KETERANGAN

No: 084 / YPIBMMNI-SMANI/P.16/ VIII/ 2017

Yang bertanda tangan di bawah ini :
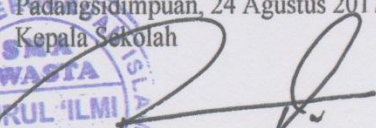
Nama	: RAMADHAN HARAHAP, ST
NIP	: -
Jabatan	: Kepala Sekolah
Pada Sekolah	: SMA Swasta Nurul 'Ilmi Padangsidimpuan

dengan ini menerangkan :

Nama	: NURBAIDAH
Jenis Kelamin	: Perempuan
NIM	: 10.340.0097
Fakultas/ Jurusan	: Tarbiyah dan Ilmu Keguruan/ TBI
Jenjang Pendidikan	: Strata Satu (S1)
Judul Skripsi	:" The Students' Of Ability In Forming Word By Using Suffixes at Grade X SMA Nurul Ilmi Padangsidimpuan"

Yang bersangkutan benar telah mengadakan penelitian di SMA Swasta Nurul 'Ilmi pada Tanggal 22 Agustus 2017.

Demikian surat keterangan ini di perbuat dengan sebenarnya untuk dapat digunakar sebagaimana perlunya.

Padangsidimpuan, 24 Agustus 2017
Kepala Sekolah

RAMADHAN HARAHAP, ST

Name : Ahsanul Anhar

Class : X pd BDS

(90)

Choose the correct suffix to create noun of each word below:

Example: digest + ion → digestion

1. Laundry + ... →
   (a) ess
   b. ize
   c. ive ✓
   d. ness ✓

2. Hero + ... →
   a. an
   b. ar
   (c.) ine ✓
   d. ment ✓

3. Administ + ... →
   (a) or
   b. al
   c. ing ✓
   d. Ant

4. Act + ... →
   a. ar
   b. ster
   c. ure ✓
   (d) Or

5. Pen +. . . . . . →
   (a) s
   b. es
   c. ent
   d. Ory ✓

6. Marry + ... →
   (a.) age
   b. ist
   c. mony ✓
   d. Eer

7. Arrive + ... →
   a. ette
   b. ster
   c. ship ✓
   (d.) al

8. Team + ... →
   a. er
   b. or
   c. ion
   (d.) Ster ✓

9. Perfom + ... →
   a. age
   (b.) mance
   c. ence ✓
   d. Ard

10. Novel + ... →
    a. or
    (b.) ist
    c. mony
    d. er ✓

11. Employ + ... →
    a. ee
    b. or
    c. try
    (d.) ment ✗

12. Cash + ... →
    (a.) ier
    b. er
    c. eer ✓
    d. or

13. Music + ... →
    (a.) an
    b. ant
    c. ist
    d. ing ✓

14. Agree + ... →
    a. s
    b. ing
    c. ion ✓
    (d.) ment

15. Educate + ... →
    a. ship
    b. ar
    (c.) ion ✓
    d. ing

16. Relation + ... →
    a. ist
    (b.) ship
    c. or ✓
    d. ing

17. Fly + ... →
    (a.) ing
    b. ment
    c. ent ✓
    d. ness

18. Drunk + ... →
    a. ard
    b. ing
    c. rty ✗
    (d.) eer

19. Happy + ... →
    (a.) ness
    b. s
    c. ence - ✓
    d. es

20. Schoolar + ... →
    a. an
    (b.) ship
    c. ant ✓
    d. ist

Name : Rauda Rasa Tambunan

Class : X Pi¹ BDS

90

Choose the correct suffix to create noun of each word below:

Example: digest + ion → digestion

1. Laundry + ... →
   a. ess   c. ive
   b. ize   d. ness ✓

2. Hero + ... →
   a. an   c. ine ✓
   b. ar   d. ment

3. Administ + ... →
   a. or   c. ing
   b. al   d. Ant ✓

4. Act + ... →
   a. ar   c. ure
   b. ster   d. Or ✓

5. Pen + ... →
   a. s   c. ent
   b. es   d. Ory ✗

6. Marry + ... →
   a. age   c. mony
   b. ist   d. Eer ✓

7. Arrive + ... →
   a. ette   c. ship
   b. ster   d. al ✓

8. Team + ... →
   a. er   c. ion
   b. or   d. Ster ✓

9. Perfom + ... →
   a. age   c. ence ✓
   b. mance   d. Ard

10. Novel + ... →
    a. or   c. mony ✓
    b. ist   d. er

11. Employ + ... →
    a. ee   c. try
    b. or   d. ment

12. Cash + ... →
    a. ier   c. eer
    b. er   d. or

13. Music + ... →
    a. an   c. ist
    b. ant   d. ing

14. Agree + ... →
    a. s   c. ion
    b. ing   d. ment

15. Education + ... →
    a. ship   c. ion
    b. ar   d. ing

16. Relation + ... →
    a. ist   c. or
    b. ship   d. ing

17. Fly + ... →
    a. ing   c. ent
    b. ment   d. ness

18. Drunk + ... →
    a. ard   c. rty
    b. ing   d. eer

19. Happy + ... →
    a. ness   c. ence
    b. s   d. es

20. Schoolar + ... →
    a. an   c. ant
    b. ship   d. ist

Name : Mia Amalia

Class : X Pi¹ BDS

85

Choose the correct suffix to create noun of each word below:

Example: digest + ion → digestion

1. Laundry + ... →
   a. ess
   b. ize
   c. ive (circled)
   d. ness ✗

2. Hero + ... →
   a. an
   b. ar
   c. ine (circled)
   d. ment ✓

3. Administ + ... →
   a. or (circled)
   b. al
   c. ing
   d. Ant ✓

4. Act + ... →
   a. ar
   b. ster
   c. ure
   d. Or (circled) ✓

5. Pen - . . . . . . →
   a. s
   b. es (circled)
   c. ent
   d. Ory ✗

6. Marry + ... →
   a. age (circled)
   b. ist
   c. mony
   d. Eer ✓

7. Arrive + ... →
   a. ette
   b. ster
   c. ship
   d. al (circled) ✓

8. Team + ... →
   a. er
   b. or
   c. ion
   d. Ster (circled) ✓

9. Perfom + ... →
   a. age
   b. mance (circled)
   c. ence
   d. Ard ✓

10. Novel + ... →
    a. or
    b. ist (circled)
    c. mony
    d. er ✓

11. Employ + ... →
    a. ee (circled)
    b. or
    c. try
    d. ment ✓

12. Cash + ... →
    a. ier (circled)
    b. er
    c. eer ✓
    d. or

13. Music + ... →
    a. an
    b. ant
    c. ist (circled)
    d. ing ✗

14. Agree + ... →
    a. s
    b. ing
    c. ion ✓
    d. ment (circled)

15. Education - . . . . . . →
    a. ship
    b. ar
    c. ion (circled) ✓
    d. ing

16. Relation - . . . . . . →
    a. ist
    b. ship (circled)
    c. or
    d. ing ✓

17. Fly + ... →
    a. ing (circled)
    b. ment
    c. ent ✓
    d. ness

18. Drunk + ... →
    a. ard (circled)
    b. ing
    c. rty ✓
    d. eer

19. Happy + ... →
    a. ness (circled)
    b. s
    c. ence ✓
    d. es

20. Schoolar + ... →
    a. an
    b. ship (circled)
    c. ant
    d. ist ✓

Name : Rahmad Zulkifli

Class : X Pa Bds

(70)

Choose the correct suffix to create noun of each word below:

Example: digest + ion → digestion

1. Laundry + ... →
   - (a.) ess
   - b. ize
   - c. ive
   - d. ness ✓

2. Hero + ... →
   - a. an
   - b. ar
   - (c.) ine
   - d. ment ✓

3. Administ + ... →
   - (a.) or
   - b. al
   - c. ing ✓
   - d. Ant

4. Act + ... →
   - a. ar
   - b. ster
   - c. ure
   - (d.) Or ✓

5. Pen + ... →
   - (a.) s
   - b. es
   - c. ent ✓
   - d. Ory

6. Marry + ... →
   - (a.) age
   - b. ist
   - c. mony ✓
   - d. Eer

7. Arrive + ... →
   - a. ette
   - b. ster
   - (c.) ship ✗
   - d. al

8. Team + ... →
   - a. er
   - b. or
   - (c.) ion ✗
   - d. Ster

9. Perfom + ... →
   - a. age
   - b. mance
   - (c.) ence ✗
   - d. Ard

10. Novel + ... →
    - (a.) or
    - b. ist
    - c. mony ✗
    - d. er

11. Employ + ... →
    - (a.) ee
    - b. or
    - c. try
    - d. ment ✓

12. Cash + ... →
    - a. ier
    - b. er
    - (c.) eer ✗
    - d. or

13. Music + ... →
    - (a.) an
    - b. ant
    - c. ist
    - d. ing ✓

14. Agree + ... →
    - a. s
    - b. ing
    - c. ion ✓
    - (d.) ment

15. Educate + ... →
    - a. ship
    - b. ar
    - (c.) ion ✓
    - d. ing

16. Relation + ... →
    - a. ist
    - (b.) ship
    - c. or
    - d. ing ✓

17. Fly + ... →
    - (a.) ing
    - b. ment
    - c. ent ✓
    - d. ness

18. Drunk + ... →
    - (a.) ard
    - b. ing
    - c. rty ✓
    - d. eer

19. Happy + ... →
    - a. ness
    - b. s
    - (c.) ence ✗
    - d. es

20. Schoolar + ... →
    - a. an
    - (b.) ship
    - c. ant
    - d. ist ✓

Name : Rahmawati Pulungan

Class : X Pi' Bds

Choose the correct suffix to create noun of each word below:

Example: digest + ion → digestion

1. Laundry + ... →
   a. ess
   b. ize
   c. ive
   (d.) ness ✗

2. Hero + ... →
   a. an
   b. ar
   c. ine
   (d.) ment ✗

3. Administ + ... →
   (a.) or
   b. al
   c. ing ✓
   d. Ant

4. Act + ... →
   a. ar
   b. ster
   c. ure ✓
   (d.) Or

5. Pen + ... →
   a. s
   b. es
   (c.) ent ✗
   d. Ory

6. Marry + ... →
   (a.) age
   b. ist
   c. mony ✓
   d. Eer

7. Arrive + ... →
   a. ette
   b. ster
   (c.) ship ✗
   d. al

8. Team + ... →
   a. er
   b. or
   c. ion ✓
   (d.) Ster

9. Perfom + ... →
   a. age
   (b.) mance
   c. ence ✓
   d. Ard

10. Novel + ... →
    (a.) or
    b. ist
    c. mony ✗
    d. er

11. Employ + ... →
    a. ee
    b. or
    c. try
    (d.) ment ✗

12. Cash + ... →
    a. ier
    b. er
    (c.) eer ✗
    d. or

13. Music + ... →
    (a.) an
    b. ant
    c. ist ✓
    d. ing

14. Agree + ... →
    a. s
    b. ing
    c. ion ✓
    (d.) ment

15. Education + ... →
    a. ship
    b. ar
    (c.) ion ✓
    d. ing

16. Relation + ... →
    a. ist
    (b.) ship
    c. or
    d. ing ✓

17. Fly + ... →
    (a.) ing
    b. ment
    c. ent
    d. ness ✓

18. Drunk + ... →
    (a.) ard
    b. ing
    c. rt
    (d.) eer ✗

19. Happy + ... →
    (a.) ness
    b. s
    c. ence ✓
    d. es

20. Schoolar + ... →
    a. an
    (b.) ship
    c. ant ✓
    d. ist

60

Name : M. Zulfan Ali Ramli

Class : X PA BDS

(55)

Choose the correct suffix to create noun of each word below:

Example: digest + ion → digestion

1. Laundry + ... →
   - (a.) ess
   - b. ize
   - c. ive ✓
   - d. ness

2. Hero + ... →
   - a. an
   - b. ar
   - (c.) ine ✓
   - d. ment

3. Administ + ... →
   - (a.) or
   - b. al
   - c. ing ✓
   - d. Ant

4. Act + ... →
   - a. ar
   - b. ster
   - c. ure
   - (d.) Or ✓

5. Pen + ... →
   - (a.) s
   - b. es
   - c. ent
   - d. Ory ✓

6. Marry + ... →
   - (a.) age
   - b. ist
   - c. mony
   - d. Eer ✓

7. Arrive + ... →
   - a. ette
   - b. ster
   - (c.) ship ✗
   - d. al

8. Team + ... →
   - a. er
   - b. or
   - (c.) ion ✗
   - d. Ster

9. Perfom + ... →
   - a. age
   - (b.) mance
   - c. ence
   - d. Ard ✓

10. Novel + ... →
    - a. or
    - (b.) ist
    - c. mony
    - d. er ✓

11. Employ + ... →
    - a. ee
    - b. or
    - c. try ✗
    - (d.) ment

12. Cash + ... →
    - a. ier
    - b. er
    - (c.) eer ✗
    - d. or

13. Music + ... →
    - a. an
    - b. ant
    - c. ist
    - (d.) ing ✗

14. Agree + ... →
    - a. s
    - b. ing
    - c. ion
    - (d.) ment ✓

15. Educate + ... →
    - a. ship
    - b. ar
    - c. ion
    - (d.) ing ✗

16. Relation + ... →
    - a. ist
    - b. ship
    - c. or
    - d. ing

17. Fly + ... →
    - (a.) ing
    - b. ment
    - c. ent ✓
    - d. ness

18. Drunk + ... →
    - a. ard
    - b. ing
    - c. rty
    - (d.) eer ✗

19. Happy + ... →
    - (a.) ness
    - b. s
    - c. ence - ✓
    - d. es

20. Schoolar + ... →
    - a. an
    - b. ship
    - c. ant ✗
    - (d.) ist

Name : Riski Lestari

Class : X pI' Bds

(50)

Choose the correct suffix to create noun of each word below:

Example: digest + ion → digestion

1. Laundry + ... →
   a. ess
   b. ize
   c. ive
   d. ness ✗

2. Hero + ... →
   a. an
   b. ar
   c. ine ✓
   d. ment

3. Administ + ... →
   a. or
   b. al
   c. ing ✓
   d. Ant

4. Act + ... →
   a. ar
   b. ster
   c. ure
   d. Or ✓

5. Pen + ... →
   a. s
   b. es
   c. ent ⅂
   d. Ory

6. Marry + ... →
   a. age
   b. ist
   c. mony ✓
   d. Eer

7. Arrive + ... →
   a. ette
   b. ster
   c. ship ✗
   d. al

8. Team + ... →
   a. er
   b. or
   c. ion
   d. Ster ✓

9. Perfom + ... →
   a. age
   b. mance
   c. ence
   d. Ard ✓

10. Novel + ... →
    a. or
    b. ist
    c. mony
    d. er ✓

11. Employ + ... →
    a. ee
    b. or
    c. try
    d. ment ⅂

12. Cash + ... →
    a. ier
    b. er
    c. eer ✗
    d. or

13. Music + ... →
    a. an
    b. ant
    c. ist ⅂
    d. ing

14. Agree + ... →
    a. s
    b. ing
    c. ion ⅂
    d. ment

15. Education + ... →
    a. ship
    b. ar
    c. ion ⅂
    d. ing

16. Relation + ... →
    a. ist
    b. ship
    c. or ⅂
    d. ing

17. Fly + ... →
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    b. ment
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    c. ence ✓
    d. es

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    a. an
    b. ship
    c. ant ✓
    d. ist