



**THE STUDENTS' AFFIXATION MASTERY OF FIFTH
SEMESTER ENGLISH EDUCATION DEPARTMENT
(TBI) IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for Graduate Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by:

ASNITA MERI HARAHAHAP
Registration Number: 09 340 0073

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDEMPUAN**

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Padangsidempuan, 23 March 2015

Appendix : 7 (seven) Exemplars

To:
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Assalamu 'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to ASNITA MERI HARAHAAP, entitle "**The Students' Affixation Mastery of Fifth Semester English Education Department (TBI) IAIN Padangsidempuan**". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational (S.Pd.I), In English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you.

Wassalamu 'alaikum Wr.Wb

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 23 March 2015

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LEGALIZATION

The thesis with title : THE STUDENTS' AFFIXATION MASTERY OF
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DEPARTMENT (TBI) IAIN PADANGSIDIMPUAN
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ABSTRACT

The formulation of the problems was talking about how is the fifth semester students' affixation mastery in English Education Department (TBI) IAIN Padangsidempuan? And what are the difficulties of students in affixation mastery of fifth semester English Education Department (TBI) IAIN Padangsidempuan.

The aims of the research to know the students' affixation mastery of fifth semester English Education Department (TBI) IAIN Padangsidempuan. To know the difficulties of the students' in affixation mastery of fifth semester students English Education Department (TBI) IAIN Padangsidempuan.

The sources of data are students and lecturer. The researcher using purposive sampling. The kinds of this research is qualitative research by using descriptive method. The instruments of collecting data are observation, interview and test. Based on the result of research, researcher found that the students' affixation mastery of fifth semester English Education Department (TBI) IAIN Padangsidempuan can be categorized is good (66,42%). The difficulties in learning morphology in suffix were: the students confuse using suffix and how to put suffix to create new word. The students' difficulties match suffix in the part of speech.

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In writing this thesis, the researcher was assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following:

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This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system or arbitrary vocal symbol used for human communication. When a person needs to deliver his message to other people, he/she needs a medium or tool to deliver it. It consists of symbol that other people understand. Language make us possible to live together in society, language greatly facilitates inventive solving problem. Human will interact because of language. Language as a means of communication in a central fact of human existence and social process.

English is one of the languages and it is the most popular languages in the world. English Languages become an International language. It means that, this language will be used to another country wherever you want to go. It is widely used by most countries in the world. As medium of communication for International relation and it is also widely used the language of the printed information. A great of world scientific, commercial, economic, and geochronology is written and published in English. So that, English is important to be learn by people in each country.

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 have determined

English as the first foreign language which taught in Indonesia. Indonesia in society need the English for habitual daily activities. The need it of English language come from all levels of age, such as: children, teenagers, adult and parents, especially for students. The students is hoped to enrich their knowledge, so they are able to apply their knowledge in life by English language. One of the parts from English language is about Linguistic.

Linguistic may be defined as the science of language. As with other branches of knowlegde and scientific study, such as as definition involves the subject in certain relations with other disciplines and sciences outside itself, and in subdivision into diffrent branches of the subject comprised within it. It is clearly stated in the curriculum that the objective of teaching English to students for improving them in the four skills of language, they arelistening, speaking, writing, andreading. In teaching process, especially in teaching writing and reading are important as medium to know all of knowledge.

In learning English, the students expected to master in morphology. There are many kinds of morphology process, they are; Affixation, Zero Modification, Reduplication, Suppletion, Compounding and Internal Change. All of the kinds of morphology process above learned by students in university.

Morphology is a study of linguistic form which explain about word and its changing word form to kinds of word and meaning of word. In addition, it is the study of the ways in which words are constructed out of smaller units that have a meaning or gramatical function. It is subject about word forming, so it is important

to know morphology process. Morphology has the general classification, they are; synchronic morphology is the linear analysis which consist of lexical and syntax, and diachronic morphology is a study about the origin of word. Morphology is the largest unit, formed through a process morphology (affixation, reduplication, suppletion, zero modification, compounding, and internal change).

Affixation is the process of attaching bound morpheme to base form. For example: Sing as verb, so singer as noun and -er as affix. If sing- was added -er, so =singer become as noun. In affixation a process of how to form a word or change to part of speech. So, the students do not comprehend how to change from one word to other word suitable to form and its function. Such as, to change from verb became noun. Otomatically the first meaning will be change to other meaning.

There are basically three kinds of affixes: prefix, infix and suffix. Prefix is an affix attached before a root or stem and based which is added to the front of the stem. For example: mis- as prefix, take as noun so mistake became adjective. So, the students do not comprehend how to change from one word to another word suitable part of speech.

Furthermore, most of students don't know the morphology process especially affixation. In IAIN Padangsidimpuan the researcher has found that most of the students have low mastery in morphology especially affixation. The students don't comprehend morphology, so they can't understand how to change one word to another word suitable part of speech. This problem can be found in fifth semester of English Education Department (TBI-3). It is proved based on their

result test that showed there are still many students have low score and based on the data of students' affixation mastery that taken from their teacher.

So, based on the problem above this research will do in IAIN Padangsidimpuan at fifth semester, their basic competence is the student must be able to comprehend morphology process. In this thesis, the researcher is interest to search about **"The Students' Affixation Mastery of Fifth Semester English Education Department (TBI) IAIN Padangsidimpuan."**

B. Focus of the Problem

This research is focused on affixation mastery namely prefix and suffix at the fifth semester of English Education Department (TBI) IAIN Padangsidimpuan.

C. Definition of the Key Terms

The terminologies, as follow:

1. Students'

Students is person who is studying at a college, polytechnic or university also boy or girl attending school.¹ Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.² According to Hornby, " Student is a person who is studying at a college

¹A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 38.

²Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2005), p. 1077 .

or university”.³Based on the definitions above, the researcher was concluding that students are a person at two years of English Education Department (TBI) IAIN Padangsidimpuan.

2. Affixation Mastery

Affixation is the process of attaching bound morpheme to base form. Hornby says that affix is a letter a group of letter or sound which is added to the beginning or the end of a word to change its meaning or the way it is used.

Mastery is a great knowledge about or understanding of a particular thing.⁴ It is stated on Oxford Advanced Learner Dictionary by Hornby that mastery is complete knowledge or great skill.⁵Based on those explanations, the researcher concludes that mastery is knowledge or comprehension must have for every human. So, affixation mastery was comprehend about word formation grammatically by morphology process.

D. Formulation of the Problem

From the focus of the problem, so formulation need to explain the aim of research. Furthermore, the problems will be formulate:

1. How is the fifth semester students' affixation mastery in English Education Department (TBI) IAIN Padangsidimpuan?

³Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1974), p. 859.

⁴A.S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2003), p. 822.

⁵*Ibid.*, p. 721

2. What are the difficulties of students in affixation mastery of fifth semester English Education Department (TBI) IAIN Padangsidempuan?

E. Purpose of the Research

In this research, the purpose of reserch is:

1. To know the students' affixation mastery of fifth semester students of English Education Department (TBI) IAIN Padangsidempuan.
2. To know the difficulties of the students' in affixation mastery of fifth semester students English Education Department (TBI) IAIN Padangsidempuan.

F. Significances of the Research

Base on the background of the problem, the significaces of the research are:

1. To give information to the lecturers about their students' affixation mastery.
2. To the chief of English Study Program as measurement teaching progress.
3. To the other researcher as an information to do a further research.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it is consist of background of the problem is most of students didn't comprehend about morphology process. The identification of the problem is the students had less vocabulary and difficult to understand about

morphology process and difficult to understand about the meaning of word from source language. The limitation of the problem is morphology process. The formulation of the problem is students' morphology mastery. The aims of the research are to know the students' morphology mastery. The significances of the research are to give information to the teacher or lecturer about their student's ability in morphology mastery, as measurement teaching progress, and as information to do a further research. The last, the definition of operational variables are morphology mastery.

In the chapter two, it is consist of the theoretical description consisted of the definition of morphology, the object of morphology, classification of morphology, the definition of word, the morpheme, the correlation between morpheme and word, lexical and grammatical morpheme, types of morpheme, the kinds of morphology process, the principles of morpheme. The review related findings were EfiSitumorang and Puspita Sari. The conceptual framework is morphology process were taught by lecturer to the students.

In chapter three, it is consist of research methodology consists of the time and place or the research told about how long and where the research did; The Research Design told about the kind of research that used in the research; Instrumentation of Colecting the Data told about the tools that used to collect data that where observation, interview and field notes; The Source of Data told about the source of data collection are the English lecturer, principle and the

student's of IAIN Padangsidempuan; Technique of Data Analysis told about the way to analyze the data collection; Checking of Trustworthiness told about cheking the validity and accuray of findings.

In chapter four, it is the Result of the Research talking about the analysis of data (the result of research). This chapter consists of Data Description Described of the Result; Data Analysis Research Finding described research finding in general and specific; Discussion told about the discuss between findings before to the result of the research.

And the finally, in the chapter five consist of conclusion is the result of research by analyzing data. The last, the suggestion was researchers' wishing in teaching learning progress.

CHAPTER II

THEORITICAL DESCRIPTION

A. Students Mastery

1. Defenition Students Mastery

a. Students

Elementary school, junior high school, senior high school until university it is students. Students' is a person who studies, or investigates or a person who is enrolled for study at school, college, etc. ¹ it can be concluded that students is a person that studying at school not only Elementary School, Junior High School, Senior High School but also at university.

According to Hornby that student is a person who is studying at school or college. Denoting someone who is studying in order to enter a particular profession. Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who atend a school, or who seeks knowledge from professional teachers or from books as the students o an academy, a college or a university, a medical students and a hard students. One who studies or examines in any manner, an attentive and systemtic observer, as a student of human nature, or of physical nature.²

Absolutly, based on above those definitions, the researcher concludes that the student is a learner, a person who lives together and studies in formal education

¹ Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1996). 1330.

²A.S Hornby, *Op.Cit*, p. 1187.

attends an educational institution and how is their relation as a member of society to develop education level process.

b. Mastery

Mastery is a great knowledge about or understanding of a particular thing. It is stated on oxford advance learner dictionary by Hornby that mastery is complete knowledge or great skill.³ While in Indonesian dictionary it is stated that mastery is comprehension on capability to use knowledge or skill.⁴ Based on those explanations, the researcher concludes that mastery is knowledge or comprehension must have for every human.

B. Morphology

1. The Definition of Morphology

Morphology is one of subject which learned by students in the collage. It is subject about word forming, so it is important to know morphology process. Morphology is the largest unit, formed through a process morphology (morpheme, affixation, reduplication and acronym. There are many definition of morphology which expressed by the linguistic such as according to Bloomfield in Parera said that, "Morphology is a study of the linguistic form which bears no partial phonetic-semantic resemblance to any other form, is a

³A. S. Hornby , *Op. Cit.*, p. 721

⁴Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, (Jakarta: Balai Pustaka, 2001), p. 721.

simple form or morpheme".⁵In addition Hockett stated, "Morphology is a study of the smallest individually meaningful elements in the utterances of a language".⁶ Next, Ramlan in Hendry said that morphology was a study of a linguistic form which explain about word and its changing word form to kinds of word and meaning of word or morphology was a study about word forming grammatically or semantic.⁷ While Hornby stated, "Morphology is the study of the morpheme of language and of how they were combined to make word".⁸ And the last, Nick Cipollene stated, "Morphology is a study of the building blocks of meaning in language or a study of how words are structured and how they were put together from smaller part".⁹So, morphology is the subject of word forming or a study of the linguistic form which bears no partial phonetic-semantic resemblance to any other form is a simple form or morpheme.

a. The Object of Morphology

Morphology is the study of word formation, of the structure of words. The object morphology divided into morpheme and word. Morpheme is the smallest unit of word or the minimal grammatical unit having less or more constant meaning. Word is a sound a combination of sounds that has a meaning. The object of morphology as follow:

⁵ Jos Daniel Parera, *Morfologi*(Jakarta: PT. GramediaPustaka Utama,1990), p. 14.

⁶ *Ibid.*, p. 15.

⁷ Henry Guntur Tarigan, *PengajaranMorfologi* (Bandung: Angkasa,1995), p. 4.

⁸ AS. Hornby, *Loc. Cit*, p. 549.

⁹ Nick Cipollene, et.al, *Loc. Cit*, p. 133.

1) Morpheme

Morpheme is the smallest meaning and has meaning. There are some definition about morpheme as follow: The morpheme could be loosed defining as a minimal unit had less or more constant meaning associated with less or more content form.¹⁰ According to AS. Hornby said that, "The morpheme is the smallest meaningful part into which a word".¹¹ The last according to A. Hill in Pateta said that, "The morpheme is a recurrent sequences of phonemes which contrast with other sequences or classes of sequences".¹² It means that morphemes goes to words have an internal structure consisting of smaller units organized with respect to each other in a particular.

In linguistic, the morpheme is the smallest component of word or other linguistics unit that had semantics meaning. The morpheme was composedly phoneme (the smallest linguistically distinctive units of sound) in spoken language (the smallest units of written language) in written language. So, the morpheme is the smallest unit of word or the minimal grammatical unit having less or more constant meaning (e.g: un-, im-, mis-, -ful, -al, -age).

¹⁰Nirmala Sari, *An Introduction to Linguistics* (Jakarta: Departemen Pendidikan Dan Kebudayaan, 1998), p. 79.

¹¹AS.Hornby, *Loc. Cit.*, p. 549.

¹²Mansoer Padeta, *Linguistik sebuah Pengantar* (Bandung: angkasa, 1994), p.71.

Based on the explain above, there are some classification of morpheme , such as: lexical and gramatical morpheme, bound and free morpheme, inflectional and derivational morpheme.

a) Clasification of Morpheme

Morpheme is the smallest unit of word. In general the classification of morphemethere are four as follow:

(1) Lexical and Gramatical Morpheme

From classification of morphology, lexical morphemes had a sense or meaning in noun, verb, or adjectives and of themselves were typical of lexical morphemes (e.g: boy, buy, and big).Next, grammatical morphemes were expressed some sort of relationship between lexical morphemes such as preposition, articles, and conjunctions were typical of grammatical morphemes (e.g: of, the, and but).

(2) Free and Bound Morpheme

Free Morpheme is roots which capable standing independently. According to Nirmala Sari said that "Free morpheme are those that can stand alone".¹³ Example: cat, eat, love, read, bad and drink. Free morpheme is one that can be utted alone with meaning. For instance , in reply to " What are you

¹³Nirmala Sari, *Op.Cit.*,p.82

doing now?" you might answer "Eat" this is a free morpheme. So, free morpheme is a word can stand alone include verb, noun and adjective.

Bound Morpheme is a sound or combination of sounds that can not stand alone as a word or that must appear with at least one other morpheme. There are some definition such as "Bound morpheme was a sound or a combination of sounds that cannot stand alone as a word or one that must appear with at least one other morpheme, bound or free in a word".¹⁴ Bound morpheme was the morpheme which combined with one or more other morpheme to be a word (e.g: singer), so ~er was bound morpheme which combined with other morpheme.¹⁵ Based on definition above bound morpheme can not stand alone but must combination of sounds as a word.

(3) Inflectional Morpheme and Derivational Morpheme

Inflectional morpheme is 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

¹⁴ Nick Cipollene, et.al, *Op. Cit.*, p. 135.

¹⁵ J. W. M. Verhaar, *Pengantar Linguistik* (: Gajah Mada University Press, 1983),p.

the semantic and the formal structure of paradigms. And the other word, according to Peter Matthews that, “Inflectional morpheme was a general grammatical process which combines words and affixes to produce alternative grammatical forms of words.”¹⁶ Inflectional morpheme is morpheme which served a purely grammatical function, never creating a different word, but only different form of the same word (e.g swims), so swim- as verb and -s as morpheme. If swim- was added -s, so = swims still as verb in Present Tense.

Derivational morpheme is create new word and change meaning or part of speech. According to Nirmala Sari that “derivational morpheme was morphemes which derive or create new words by either changing the meaning or the part of speech.”¹⁷ Derivational morphology was morphology concerned with the derivation of one word in the lexicon from another. And other word, according to Howard that, “Derivational morpheme was a lexical process which actually forms a new word out of an existing one by the addition of a derivational

¹⁶ Peter Matthews, *The Concise Oxford Dictionary of Linguistics*, (USA, 1993), p. 93.

¹⁷ Nirmala Sari, *Op. Cit.*, p. 82.

affixes".¹⁸ Derivational morpheme is morpheme which derive (create) new words by either changing the meaning or the part of speech or both. For example of derivational morpheme below:

e.g: - kind + -ness → kindness as noun

- know +-ledge → knowledge as noun

- shame + -ful → shameful as adjective

So, all the example of derivational word change the meaning and create new word from adjective became noun and noun became adjective. Such as Kind- as a adjective added -ness as a affix became kindness as a noun.

2) Word

Morphology is the study of word formation, of the structure of words. The object morphology divided into morpheme and word. Then the researcher explain about word. Word is a sound a combination of sounds that has a meaning. According to Leonard Bloomfield in Parera said 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 was a free form which didn't consist entirely of two or more free

¹⁸ Howard Jackson and EtienneZe' Amvela, *Word ,Meaning, and Vocabulary An Introduction to Modern Lexicology* (New York: Cassell, 2000), p. 70.

form".¹⁹ While according to Charles F. Hockett in Parera said that, "The word is thus any segment or a sentence bounded by success points at which pausing was possible".²⁰ And the last, according to Ramlan in Pateda said that the word was a few of free stem or every free stem was a word.²¹ So, word is a group of letters which has a meaning.

There are four kinds of word:²²

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

Based on the kinds of word that is the word can stand alone or not and word has variety or combination with other word. Kinds of word also change to part of speech, such as secondary derivatives for example: kind- as a adj then add by affix –ness became kindness as a noun.

C. Morphology Process

¹⁹Jos Daniel, *Op. Cit.*, p. 2.

²⁰*Ibid.*, p. 3.

²¹MansoerPadeta, *Op. Cit.*, p. 72.

²²JayanthiDakshina Murthy, *Contemporary English Grammar* (New Delhi: Shivam Printers, 2003), p. 342.

Morphology is the study of word formation, of the structure of words. Morphology mastery was comprehend about word formation grammatically by morphology process. The morphology process was the word forming by combine one morpheme with other morpheme.²³ The kinds of morphology process are divided into: affixation, reduplication, suppletion, zero modification. The researcher focus to explain about affixation.

Affixation is the process of attaching bound morpheme to base form. Hornby says that affix is a letter a group of letter or sound which is added to the beginning or the end of a word to change its meaning or the way it is used.²⁴ Affixes may be described as relational markers that fit words use in syntax.²⁵ Affixation is process of forming words by adding affixes to morphemes. For example: -a, -un, -mis, -im, -ation, -ment, -t, -age and -able.

Table 1
Affixation

Affix	Word Function	Example
-able	V + -able → A	Predict <u>able</u>
-er	V + -er → N	Sing <u>er</u>
-un	- un + A → A	un-productive
-en	A + en → V	Deep <u>en</u>

Based on the example above, the process forming words by adding affix such as: sing- as verb then add -er as affix became singer as a noun.

²³Samsuri, *AnalisisBahasa* (Jakarta: Erlangga, 1994), p. 190.

²⁴Hornby, *Op.Cit.*, p.20

²⁵Howard Jackson & Etienne Ze' Ampela, *Op.Cit.*, p. 71.

Next the researcher explain about kinds of affix. There are basically three kinds of affixes: prefix, infix and suffix.

- a. Prefix is morpheme which located in front of word, e.g: anti-, over-, mis-, mono-. Prefix is an affix that attaches to the beginning of a word.²⁶ So, Prefix is added to the beginning of an existing word in order to create a new word with a different meaning. For example:

<i>Word</i>	<i>Prefix</i>	<i>new word</i>
Happy	un-	Unhappy
Cultural	multi-	Multicultural
Work	over-	Overwork
Space	cyber-	Cyberspace
Market	super-	Supermarket

Table 2
Realization of Prefix²⁷

No	Prefixes	Word Function	Meaning	Example
1.	Re-	V+V= Verb	Do again	Redo
2.	In-	Adj+Adj=Adj	Conditional -inside -not	Inside, indoor Indirect, independent Incorrect
3.	Dish-	Adj+Adj=Adj V+V=Verb	Not	Disable, dislike Disadvantage
4.	Im-	Adj+Adj=Adj	Not	Impossible
5.	Un-	Adj+Adj=Adj V+V=Verb	Not	Unlimited, uncountable, Unregister
6.	Mis-	N+Adj=Adj	Wrong	Miscommunication, Misunderstanding, Miscall, misplace,

²⁶Cippolone, et. al, *Language File, Material for an Introduction to Language & Linguistics* (Columbus: Ohio University, 2004), p.481

²⁷Hamka, *English an Introduction Grammar, Linguistic and Genre, (Unpublished handout)* (Padangsidimpuan: STAIN Padangsidimpuan, 2012) p.56

				Mistake, misread
7.	Ir-	Adj+Adj=Adj	Not	Irregular, irrational
8.	Bi-	Adj+Adj=Adj	Not or out	Billabial, bilateral
9.	Co-	V+V=Verb	Do Intensively/extensivly	Coordinate

Based on table, when word add by affix otomatically the new meaning from base form, such as: over- as a prefix add by –weight became overweight.

- b. Infix is an affix inserted into the root itself. The root -cub- meaning ‘lie in, on or upon’ occurs without [m] before the [b] in some words containing that root, e.g. *incubate*, *incubus*, *concube* and *succubus*. But [m] is infixed before ‘that same root in some others words like *incumbent*, *succumb*, and *decumbent*. This infix is a frozen historical relic from Latin. So, infixses is inserted into a morpheme or located in middle or word but in English there is no infixes.
- c. Suffix is morpheme which located in the end of word. A list of the example of suffixes as below:

Table 3:

Affixation: suffix in Verb into Noun

Vebr+	Affix	Noun
Examine	-ation	Examination
Conclude	-sion	Conclusion
Refuse	-al	Refusal
Gover	-ment	Goverment
Depart	-ure	Departure

Consult	-ant	Consultant
Teach	-er	Teacher

Based on the example above suffix can to change part of speech, such as suffix in verb into noun : Teach- as a verb added affix -er became teacher as a noun.

There are a lot of suffix in adjective into noun. A list of the example of suffixes as below:

Table 4:
Affixation: Suffix in Adjective into Noun

Adjective+	Affix	Noun
Sad	-ness	Sadness
Free	-dom	Freedom
True	-th	Trueth
Social	-ite	Socialite
Electric	-ity	Electricity

Based on the example above suffix can to change part of speech, such as: Sad- as a adjective added affix -ness became sadness as a noun.

Next, how to change part of speech such as noun into adjective. There are a lot of suffix in noun into adjective. A list of the example of suffixes as below:

Table 5:
Affixation: suffix in Noun into Adjective

Noun +	Affix	Adjective
Child	-ish	Childish
Man	-ly	Manly
Gold	-en	Golden
Passion	-ate	Passionate
Season	-al	Seasonal
Station	-ary	Stationary
Hope	-ful	Hopeful

Based on the example above suffix can to change part of speech, such as: Child- as a noun added affix -ish became childish as a adjective.

1) Inflectional Suffix

The word of inflectional is derived from the verb to inflect. In A.S Hornby dictionary stated that to change the ending or form of a word to show its relationship to other words in a sentence.²⁸ According to Yule say, the inflectional morphemes are affixes that attached to verbs, nouns, and adjectives which are not used to produce new in English language. And the used of inflectional morphemes to indicate aspects of grammatical function of a word. Inflectional morphemes are used to show if a word is a plural or singular, if it is past tense or not, if it is comparative or passive form.²⁹ Inflectional morpheme is bound morpheme that it modifies word (lexicon)

²⁸ A. S. Hornby. *Op. Cit*, p. 221

²⁹ Yule, George. *The study of language*. (New York: Cambridge University Press, 2001), p.

based on the previous and the next elements. It does not change word function. But, enrich the meaning:

- a) He forgets (V) (write = write + -s/es)
- b) He forgot (V) (wrote = write + -ed)
- c) He forgotten (V) (written = write + -en)
- d) He forgetting (V) (writing = write + -ing)

Inflection changes grammatical properties of a word within its syntactic category. In the example: *The weather forecaster said it would clear today, but it hasn't cleared at all.* The suffix *-ed* inflects the root-word *clear* to indicate past tense. Some inflectional suffixes in present day English:³⁰

Noun shows the following inflectional suffixes:

- a) Chairs: -s plural
- b) Chair's: -'s possessive
- c) Chairs': -s' plural + possessive

Adjectives show the following inflectional suffixes

- a) Kinder: -er comparative

³⁰Morley, G. D. *Syntax in Functional Grammar* (London & New York: Paston Prepress Ltd, 2000), p. 42.

b) Kindest: -est superlative

c) Poorer: -er comparative

d) Poorest: -est superlative

Verb show the following inflectional suffixes

a) Goes: -es third person singular present

b) Went: past tense

c) Gone: -ne past participle

d) Going: -ing present participle

An adverb (some, and not usually –ly adverbs like quickly) of one or two syllables:

a. Higher: -er as a comparative

b. Highest: -est as a superlative

c. Harder: -er as a comparative

d. Hardest: -est as a superlative

2) Derivational Suffix

In addition to a short list of inflectional suffixes English has a large supply of another kind of suffix, called derivational suffixes. These consist of all the suffixes that are not inflectional. Not all affixes have the same function when attached to the root or base. When the affixes change the class of a root or base then they are usually called derivational morphemes.

Root/base	Affix	Example
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Loud	-ly	loudly
Deep	-en	deepen
Kind	-ness	kindness

The suffixes –ness and –ly and –en in the examples above are usually called derivational affixes because –ly changes an adjective (loud) into an adverb (loudly); changes an adjective (deep) into a verb (deepen) and –ness changes an adjective (kind) into a noun (kindness). Among the characteristics of the derivational suffixes there are three that will be quite important for us to understand.

- a) The words with which derivational suffixes combine are arbitrary matter. To make a verb *depart* combine only with –ure to make a noun *departure*, whereas the noun from the verb *agree* we must add the suffix –ment and no other suffix will do. Yet the verb *employ* may use three nouns with different meaning (employment, employer, and employee).
- b) In many cases, but not at all, a derivational suffixes changes the part of speech of word to which is added. The noun *expense* into adjective by the addition of –ive becomes *expensive*. Although we have not yet taken up the parts of speech we probably know enough about them to distinguish between noun, verbs, adjectives and adverbs.

- c) Derivational suffixes usually do not close of a word; that is after a derivational suffix we can sometimes add another derivational suffix and can frequently add an inflectional suffix. For example the word *fertilize* which ends in a derivational suffix, we can add another suffix, -er and to *fertilizer*, and we can add the inflectional suffix -s closing of the word *fertilizers*.

Derivational (lexical): words formed by the attachment of lexical affixes are derived from other words, and derivational affixes are those affixes which help in this derivation (e.g. dis-, re-, in-, be-, en-, -ly, -ance, -able, -ize, -ish, -like, -ment, -ing).

- 1) Nouns Derived from a Verb are Also Called ‘nominalizers’.³¹

Table 6a Derivation

No	Verb	Suffixes	Noun
1	Argu	-ment	Argument
2	Leak	-age	Leakage
3	Disturb	-ance	Disturbance
4	Conclude	-ion	Conclusion

- 2) Nouns Derived from Adjectives

Table 6b Derivation

No	Adjectives	Suffixes	Noun
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³¹ Jackson, H. *Op. Cit.* p. 76

1	Social	-ist	Socialist
2	Free	-dom	Freedom
3	Good	-ness	Goodness

3) Verbs Derived from Nouns, also known as ‘Verbalizers’

Table 6c Derivation

No	Noun	Suffixes	Verb
1	Glory	-fy	Glorify
2	Pressure	-ize	Pressurize
3	Fright	-en	Frighten

Based on the example above suffix can to change part of speech, such as: glory- as a noun added affix –fy became glorify as a verb.

4) Verb Derived from Adjective

Table 6d Derivation

No	Adjectives	Suffixes	Verb
1	Soft	-en	Soften
2	Legal	-ize	Legalize
3	Pure	-ify	Purify

5) Adjectives Derived from Noun, also called ‘Adjectivizer’

Table 6e Derivation

No	Noun	Suffixes	Adjectives
1	Season	-al	Seasonal
2	Care	-less	Careless
3	Gold	-en	Golden

6) Adjectives Derived from Verb

Table 6f Derivation

No	Verb	Suffixes	Adjectives
1	Argue	-able	Arguable
2	Create	-ive	Creative
3	Depend	-ent	Dependent

7) Adverbs Derived from Adjectives, known as ‘adverbializer’

Table 6g Derivation

No	Adjectives	Suffixes	Adverb
1	Consistent	-ly	Consistently
2	Slow	-ly	Slowly
3	Obvious	-ly	Obviously

8) Adverbs derived from nouns

Table 6h Derivation

No	Nouns	Suffixes	Adverb
1	Home	-ward	Homeward
2	Sky	-wards	Skywards
3	Clock	-wise	Clockwise

Derivational morpheme is bound morpheme creating new words by changing either the meaning. The example is *attractas* a verb and attraction as a noun. Certain bound morphemes have the effect of changing the part of speech of the word to which they are affixed. In English, derivational morphemes are therefore either prefixes or suffixes. Most bases occur independently as free morphemes and few bases are bound morphemes.

3) The Differences between Inflectional and Derivational Suffixes

The following points of difference between the two kinds of suffixes may be noted:

- a) A derivational suffix usually changes the base into another word class (e.g. a verb into noun, a noun into an adjective, etc.), while an inflectional suffix does not so change the base but fulfils certain grammatical requirements in the sentence.
- b) More than one derivational suffix may occur together (e.g. legalization, activity,angryness, etc.) but normally only one inflectional suffix occurs with the base.
- c) Usually the inflectional suffix is the last item added to the base and no other suffix occurs after it. Hence, when the two kinds of suffixes occur together, the inflectional suffix follows the derivational suffix.

So, the researcher get conclusion, The function of suffixation to change the function of the words and the meaning from those words. Example, the word *refer* as a verb we add a suffix *-ence* and have meaning as a process, and designates the noun.

H. Review Of Related Findings

In this research, the researcher was related to some researchers. The first was EfiSitumorang "*An analysis on the student's ability in mastery morphemes to the grade IX students of SMP Negeri 2 BatangAngkola, in 2008/ 2009 academic year.*"³²The concluding of her research the grade IX students of SMP Negeri 2 BatangAngkola in 2008/2009 academic year were able in mastering the morphemes especially the inflectional morphemes in English.

The second, Puspita Sari "*The ability of the eight grade students of SMP Negeri 3 Padangsidempuan in forming new words in 2009/2010 academic year.*"³³The concluding of her research were the ability of the eight grade students of SMP Negeri 3 Padangsidempuan in forming new words were good, it could be seen through the Average Score is 73. The difficulties of the eight grade students of SMP Negeri 3 Padangsidempuan in forming new words were many students didn't know the meaning of the words. Eventhough the word could add prefixes or

³²EfiSitumorang .*An Analysis on the Students' Ability In Mastery Morphemes to the Grade IX Students of SMP Negeri 2 BatangAngkola, in 2008/ 2009 Academic Year.* (unpublished thesis). (Padangsidempuan: UMTS, 2010).

³³Puspita Sari. *The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidempuan in Forming New Words in 2009/ 2010 Academic Year.* (unpublished thesis). (Padangsidempuan: UMTS, 2010).

suffixes to base form of words and many students were unable to differentiate between prefixes and suffixes.

Finally, Rizki Zarti Sikumbang “ *The correlation between morphology mastery and translation ability at the seventh semester students of english education study program STAIN Padangsidempuan*”.³⁴The concluding of the research, the score of morphology mastery of seventh semester students of TBI STAIN Padangsidempuan in 2011 Academic Year, where they achieved average score 80 was good. It was proved by the result of their examination on translation ability. They got enough score in translation ability, it was 61.

So from all of the researchers, the researcher wanted to look for other information deeply, and it is done at IAIN Padangsidempuan.

³⁴Rizki Zarti Sikumbang. *The Correlation between Morphology Mastery and Translation Ability at the Seventh Semester Students of English Education Study Program*. (A Thesis, STAIN Padangsidempuan, 2012).

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

The research has been done at the fifth semester students of English education department (TBI) IAIN Padangsidempuan in 2014/2015 academic year, with complete address is at street H.T Rizal Nurdin Km. 4,5 Sihitang Padangsidempuan. The research is planned on August up to finish.

B. Research Design

The method that use in this research is conduct by qualitative research and the type of the research is descriptive method. Qualitative descriptive method is a “Method which describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices, or interest some group of people”.¹ Descriptive method is not just asking some people with some questions and reporting answers, but descriptive method studies should have a set of basic steps, they are identify a topic of problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report

¹L.R.Gay, *Educational Research Competencies for Analysis and Application* (USA: New Jersey, 2000), p.276.

conclusions. “On the other words descriptive studies involve a number of unique problems’.²

So, it could be concluded that descriptive research meant to analyze or make a sense perception (descriptive) about situation or events. It is used to describe how the students’ morphology mastery at the fifth semester of English Education Department (TBI)IAIN Padangsidimpuan.

C. Sources of the Data

The sources of data in these research is consist of two parts, they are:

1. Primary sources of data

The data has been done from the fifth semester students of English Education Department (TBI) IAIN Padangsidimpuan. The fifth semester consists of three classes. They are students of English Education department (TBI) I consists of 30 students, (TBI) II consists of 29 students and (TBI) III consists of 28 students. This research do by using purposive sampling. Purposive sampling referred to as judgment sampling, the researcher select a sample based on his or her experience or knowledge of the group to be sample.³ Riduan said purposive sampling is “One of technical that can be used by researcher has some of considerations take the certainly sampling to get the

²*Ibid*

³*Ibid.*, p. 138.

aim”.⁴Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim. The researcher use purposive sampling technique in source data. Purposive sampling is use to collect the data. It can be representative to take the result of the research. From the statement, the researcher just take several participants one class consist of 28 students’ in TBI-3at the fifth semester of English Education Department (TBI) IAIN Padangsidempuan. The researcher take 14 students randomly from each class of the fifth semester students of English education Department.

2. The second sources of data

They are the English lecturer of English Education Department (TBI) IAIN Padangsidempuan.

D. Technique of Collecting Data

1. Test

Based on the sources of the research, for the primary data the researcher use the test as an instrument for collecting the data. Suharsimi Arikunto stated “tes adalah suatu alat pengumpul data yang disusun secara khusus oleh karena mengukur sesuatu yang penting dan tertentu.”⁵ It means test is the instrument which is arranged especially because the test is used to measure of something

⁴Riduan, *Belajar Mudah untuk Guru-Karyawan dan Peneliti Pemula* (Bandung : Alfabeta, 2005), p. 63.

⁵Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta:PT.Rineka Cipta,2003),p.223.

important and certain. In script the researcher make the indicators of the test morphology process. Morphology process is word forming by combine one morpheme with other morpheme. The kinds of morphology process are divided into: affixation, reduplication, suppletion and zero modification.

This research, researcher give test morphology process about affixation. The researcher give question to the students in form essay test. The researcher state the total of the test is 20 items, and the score for each items are 5. It means that the totality of score for this test is 100. The researcher make the indicator of the test as follow:

**Table 7:
Indicator of the Test Affixation Mastery**

No	Indikator Affixation	Item	Number Item	Score	Total
1	Prefix	10	1,2,3,4,5,6,7,8,9,10	5	50
2	Suffix	5	11,12,13,14,15	5	25
	a. Inflectional Suffix				
	1) Verb show the following inflectinal suffix	1	17	5	5
	2) Adjective show the following inflectinal suffix	1	18	5	5
	b. Derivational Suffix				
	1) Suffix in verb into noun	1	16	5	5
	2) Suffix in verb into noun	1	19	5	5
	3) Adverbs derived	1			

	from adjective		20	5	5
Total			20		100

2. Interview

Based on the sources of the research, for the secondary data the researcher use the interview as an instrument for collecting the data. Interview is a conversation with the aims.⁶ In this research, the researcher used structural interview. In structural interview there researcher prepared the question an alternative of the answer that is given to the interviewer.⁷ So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher will interview the students; the difficulties you find in learning of affixation specially prefix of the morphology, the difficulties you find in learning of affixation specially suffix of the morphology and the efforts' in understanding of affixation; prefix, infix and suffix of the morphology of fifth semester English Education Department (TBI) IAIN Padangsidimpuan.

3. The Techniques of Data Analysis

⁶Lexy J. Meleong, *Metode Penelitian Kualitative* (Bandung : Remaja Rosdakarya, 2009), p. 175.

⁷AmirulHadi and Haryono, *Metodologi Penelitian*, (Bandung: Pustaka Setia, 1998), p.136.

The techniques of data analysis of this research used some steps as follow:

- a. After collecting their answer, the researcher analyzed the result of the test with mean score, and the average scores of students were interpreted in descriptive.
- b. Reduction of the data when the researcher interviewed teachers and students.
- c. Display of the data, the researcher arranged the data with systematically, so the data could explain and answering the formulation of the problem in this research.
- d. Tabulation of the data, it is done to account and give the score to students answer though the test and the researcher takes on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answer and the researcher put the students scores on the table by using the formula below:

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

Explanation:

F= Frequency

N= Sum of the samples

P= Percentage

- e. Then, the students result with mean/ score was calculated into the classification quality.
- f. Taking conclusion, it is done to conclude the discussion solidly and briefly.

So, from the explain above that the researcher analyze result of the test with meant score, the researcher interviews the English teacher and some of the students, the researcher arranged the data sistematically and concluding of the researcher descriptively.

4. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

- a. The extension of participation is the extension not only done at the short time, but need the long time.
- b. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
- c. Trigulasi is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.
- d. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
- e. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
- f. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.
- g. Checking the member is the most important in checking credibility.
- h. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

- i. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.⁸

But the researcher only took letter eichis the detail description is a technique to demand the researcher to the result his/her research, so description do carefully and accurately to draw the context of the research.

⁸Lexy J Moleong, *Op.Cit*, p.135.

CHAPTER IV
THE RESULT OF RESEARCH

A. Findings

1. General Finding

This research was done in IAIN Padangsidimpuan which in street H.T Rizal Nurdin Km. 4.5 Sihitang. Call number (0634) 22080 Fax. (0634)-24022 Padangsidimpuan 22733. Based on observation , if it is looked from locacation of this collage, it is comortable and strategies. This collage was built on 1968 year. Before STAINPadangsidimpuan, this school was IAIN on 2 Maret 1997, IAIN Padangsidimpuan changed name to STAIN Padangsidimpuan.¹ Then, STAIN Padangsidimpuan changed name to IAIN Padangsidimpuan on 6 January 2014. Generally, this collage has some equipments and facilities as follows:

Table 8
Facilities of TBI IAIN Padangsidimpuan

Facilities			
No	Item of Infrastructure	Total	Condition
1.	Mosque	1	Good
2.	Meeting Hall	1	Good
3.	Library	1	Good
4.	LanguageRoom	1	Good
5.	Laboratory	1	Good
6.	ComputerRoom	2	Good
7.	TBI Office	1	Good

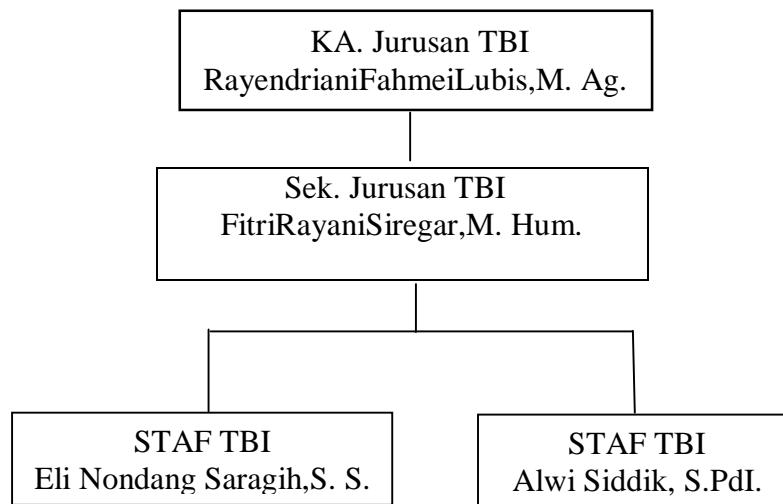
¹Fatahuddin Aziz Siregar, et. al., *BukuPanduanMahasiswaBaru*(Padangsidimpuan : STAIN, 2010 ,P.1.

8.	TBI Class Rooms	7	Good
----	-----------------	---	------

There are 13 classes at TBI IAIN Padangsidempuan but using the class only 7 classes, the semester seventh 3 rooms, the fifth are 3 rooms, the third semester 3 rooms and the first semester 4 rooms. In this research, the participant were fifth semester TBI IAIN Padangsidempuan. There were 14 students. There are 2 morphology lecturer. Structure Organization of English Education Department (TBI) IAIN Padangsidempuan as follows:

Scheme I

Structure Organization of English Education Department



2. Specific Findings

a. The Description of The Students' Affixation Mastery of Fifth Semester English Education Department (TBI) IAIN Padangsidempuan.

1) The result of the test

Based on the explanation before that ability meant potential, capacity or power (to do something physical or mental), it meant that the students' Affixation Mastery. The description of the students' Affixation Mastery. Can be seen based on the results of the test and the interviewed of students and morphology lecturer.

a) Prefix

Based on the result, it was found that students score are diverse. There data description of The Students' Affixation Mastery Of Fifth Semester English Education Department (TBI) IAIN Padangsidempuan can be seen the following table:

Table 9

The Description of Students Prefix Mastery

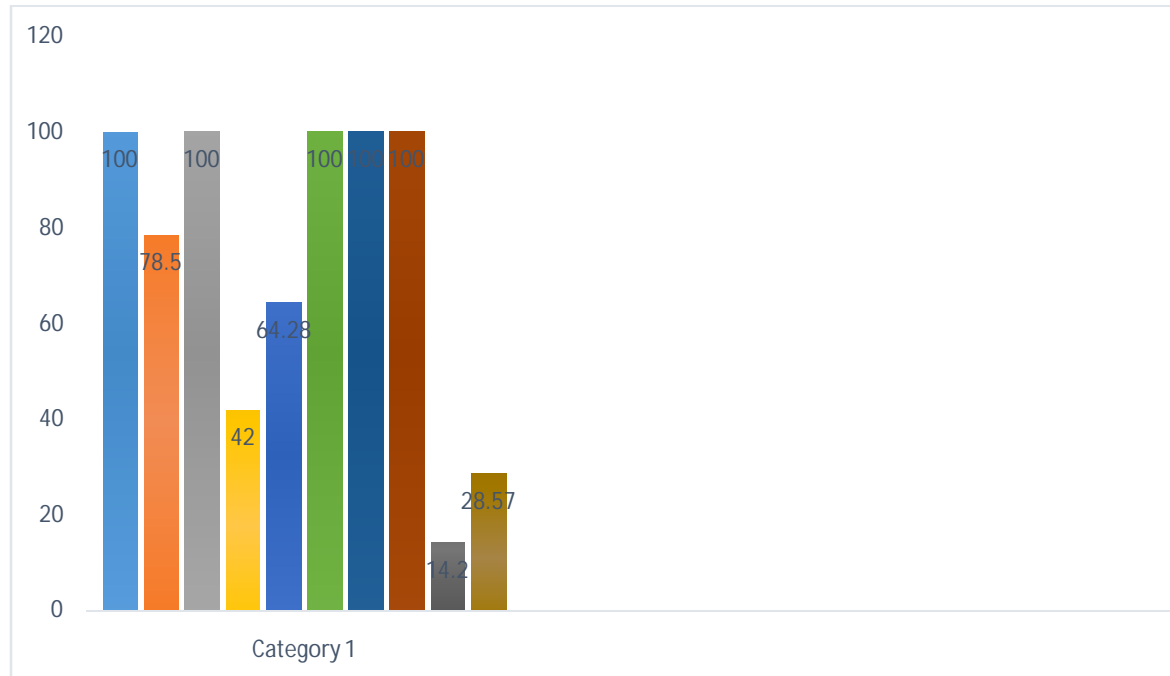
No. Respondent	True	False	Total	Result
001	7	3	10	70%
002	8	2	10	80%
003	9	1	10	90%
004	8	2	10	80%
005	6	4	10	60%

006	7	3	10	70%
007	7	3	10	70%
008	7	3	10	70%
009	8	2	10	80%
0010	6	4	10	60%
0011	7	3	10	70%
0012	7	3	10	70%
0013	8	2	10	80%
0014	7	3	10	70%

Based on the result of the test gave to respondent, it could know that the score of the respondent was between 60 up to 90. It means that the highest score got by respondent was 90, the lowest score was 60.

Histogram I

PART A: Students Affixation Mastery in Prefix



From the data above, it could know that it was known that the students understood about morphology in prefix were 14 students is true (100%) for question number 1. From the question number 1 the students' mastery is very high because all participant true the answer it.

For question number 2, it can be known that the students who can using perefrix to create new word were 11 students is true (78,5%) and 3 students failed to using prefix (21,5%). For question number 3 it can be known the students who had understood about morphology in prefix to create new word were 14 atudents is true (100%).

While, for question number 4, it can be known that the students who had understood about using prefix were 6 students correct (42%) and 8 students the answer of question is failed (58%), the students confuse how to using prefix to create new word and meaning. For question number 5, it can be known that the students understand about prefix in sentence were 9 students correct (64,28%) and 5 students (35,72%) is failed refers prefix in sentence. For question number 6, it can be known the students mastery about prefix in sentense were 14 students (100%) correct.

While question number 7, it can be known students mastery in affixation about using prefix to create new word were 14 students (100%) correct. For question number 8, it can be known students

understand about affixation by using prefix to create new word were 14 students (100%) correct. For question number 9, it can be known students mastery in prefix were 2 students (14,2 %) correct and 12 students (85,8%) failed, so the students very low category in refers prefix in word. For the last question, it can be known students mastery about prefix in sentence were 4 students (28,57%) correct and 10 students (71,43%) failed include category low, students can not using prefix in sentence.

Based on the result of the test gave to respondent , the score of the respondent was between 14,2% up to 100%. It means that the highest score got by respondent was 100%, the lowest score was 14,2%.From the data researcher found that the students' mastery the question in part a is very good (72%).

b) Suffix

Based on the result, it was found that students score are diverse. There data description ofThe Students' Affixation MasteryOf Fifth Semester English Education Department (TBI)IAIN Padangsidempuan can be seen the following table:

Table 10

The Description of Students Suffix Mastery

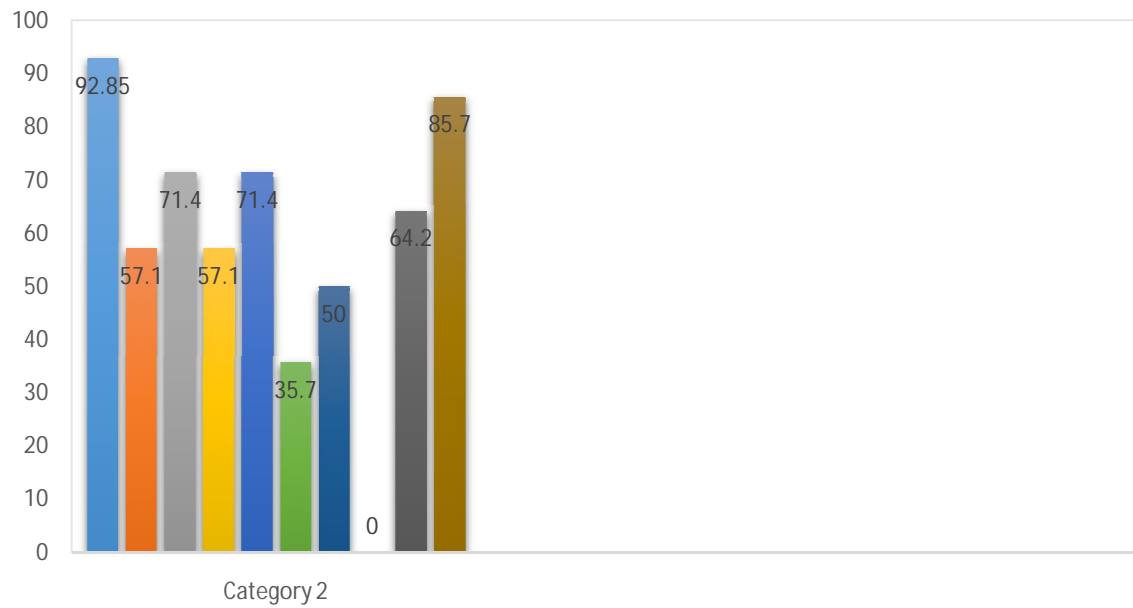
No. Respondent	True	False	Total	Result
----------------	------	-------	-------	--------

001	5	5	10	50%
002	6	4	10	60%
003	8	2	10	80%
004	8	2	10	80%
005	4	6	10	40%
006	6	4	10	60%
007	7	3	10	70%
008	7	3	10	70%
009	6	4	10	60%
0010	7	3	10	70%
0011	7	3	10	70%
0012	3	7	10	30%
0013	5	5	10	50%
0014	7	3	10	70%

Based on the result of the test gave to respondent, it could know that the score of the respondent was between 30 up to 80. It means that the highest score got by respondent was 80, the lowest score was 30.

Histogram II

PART B: Students Affixation Mastery in Suffix



From the data above, it could know that it was known that the students understood about morphology in suffix were 13 students is true (92,85%) for question number 11 and then 1 students failed (7,15%). For question number 12, it can be known that the students who can using suffix to create new word were 8 students is true (57,1%) and 6 students failed to using suffix (42,9%). For question number 13 it can be known the students who had understood about morphology in suffix to create new word were 10 atudents is true (71,4%) and then 4 students failed (28,6%).

While, for question number 14, it can be known that the students who had understood about using suffix to create new word and meaning were 8 students correct (57,1%) and 6 students the

answer of question is failed (42,9%), the students confuse how to using suffix to create new word and meaning. For question number 15, it can be known that the students understand about suffix in new word were 10 students correct (71,4%) and 4 students (28,6%) is failed suffix in word. For question number 16, it can be known the students mastery about suffix in verb to noun were 5 students (35,7%) correct and 9 students failed (64,3%).

While question number 17, it can be known students mastery in suffix about verb show the following suffix were 7 students (50%) correct and 7 students failed (50%). For question number 18, it can be known students understand about suffix in adjective show the following suffix were 14 students failed (0%) so the students confuse using suffix to part of speech. For question number 19, it can be known students mastery about derivational suffix in suffix in verb into noun were 9 students (64,2 %) correct and 5 students (35,8%) failed. For the last question, it can be known students mastery about derivational suffix in adverbs derived from adjective were 12 students (85,7%) correct and 2 students (14,3%) failed.

Based on the result of the test gave to respondent , the score of the respondent was between 0% up to 92,85%. It means that the highest score got by respondent was 92,85%, the lowest score was

0%.From the data researcher found that the students' mastery the question in part b is enough(58,54%).

From the result above, the research could conclude the students' mastery in morphology. The description score of the students about morphology could be seen as a table below:

Table 11

The Description of Students Affixation Mastery

No. Respondent	True	False	Total	Result
001	12	8	20	60%
002	14	6	20	70%
003	17	3	20	85%
004	16	4	20	80%
005	10	10	20	50%
006	13	7	20	65%
007	13	7	20	65%
008	14	6	20	70%
009	14	6	20	70%
0010	13	7	20	65%
0011	14	6	20	70%
0012	10	10	20	50%
0013	13	7	20	65%
0014	13	7	20	65%

Based on the result of the test gave to respondent, it could know that the score of the respondent was between 50 up to 85. It means that the highest score got by respondent was 85, the lowest score was 50.

From the data above, the students difficulties about suffix in adjective show the following inflectional suffix. The students failed for question number 18, because there are not correct the answer it.

Based on the data above, the researcher can be concluded that students' mastery of fifth semester English Education Department IAIN Padangsidimpuan were good category (66,42%). It could see on the table Riduan:

Table 12
Criteria Score Interpretation

Percentage	Criteria
0%-20%	Very Low
21%-40%	Low
41%-60%	Enough
61%-80%	High
81%-100%	Very high ²

Based on the calculating score (see appendix IV) the students' Affixation Mastery of fifth semester English Education Department (TBI) IAIN Padangsidimpuan was 66,42%. Based on criteria above, it can be categorized in good category.

b. The Students' Difficulties in Affixation Mastery of Fifth Semester English Education Department (TBI)IAIN Padangsidimpuan.

²Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: alfabeta, 2005),p.89.

There are some mastery on the students in morphology especially in prefix and suffix. Based on the result of the interview to lecturer Mrs. Fitri Rayani Siregar, M.Hum told me that students' mastery in morphology especially in prefix and suffix was categorize good. When learning morphology process, she could know the students more understanding in prefix and suffix. She had reason about it because the students had mastery in morphology is good, it could seen students' list value vocabulary at first semester. The students were gotten A score and B score.³

1) Prefix

One of the aims in this research was to know the students' difficulties in Affixation Mastery of fifth semester English Education Department (TBI) IAIN Padangsidimpuan. The instrument that used to find those difficulties was interview. Based on the result on the interview to the students, there were some ability that usually faced by students when Affixation Mastery. In this research the researcher was interviewed seven students. According to Dermi Harahap told me that she has mastery in understanding morphology like prefix, such as create new word using prefix but she got difficult using prefix to sentence.⁴ Annisa Fitri E. Ritonga told me that she has mastery in understanding morphology like prefix because in learning prefix enough put word in front on the word

³Mrs Fitri Rayani Siregar, morphology lecturer TBI-3 IAIN Padangsidimpuan, *Private Interviews*, at January 08th 2015.

⁴Dermi Harahap, Students of TBI-3, *Interview*, Dec 10th 2014.

but difficult using prefix to new word.⁵Mora Hasonangan told me that he has mastery in understanding morphology like prefix but confuse using prefix.⁶Rohimah told me that she has mastery in prefix, because she confuse change one word to other word.⁷Metty Herawati told me that she has low mastery in understanding morphology especially in prefix to part of speech because in learning prefix needed much vocabularies but he did not have much vocabularies, even though like that she has efforts to add vocabulary like open the book and watching TV in program English language.⁸Aslina told me that she has mastery in understanding morphology was low, but he can not change one word to other word especially part of speech.⁹

2) Suffix

Based on the result on the interview to the students, there are some ability that usually faced by students when Affixation Mastery. In this research the researcher was interviewed seven students. According to Dermi Harahap told me that she has mastery in understanding morphology like suffix, such as create new word using suffix but she got difficult

⁵Nurhayani, Students of TBI-3, *Interview*, Dec 10th 2014.

⁶Sari Agustina, Students of TBI-3, *Interview*, Dec 10th 2014.

⁷Rohimahp, Students of TBI-3, *Interview*, Dec 10th 2014.

⁸Mora Hasonangan, Students of TBI-3, *Interview*, Dec 10th 2014.

⁹Aslina, Students of TBI-3, *Interview*, Dec 10th 2014.

using suffix in adjective show the following inflectional suffix .¹⁰Annisa Fitri E.Ritonga told me that she has mastery in understanding morphology like suffix because in learning suffix enough put word in last on the word but difficult using suffix to new word.¹¹Mora Hasonangan told me that he has mastery in understanding morphology like suffix but confuse using suffix such as adjective to noun.¹²Rohimah told me that she has mastery in suffix, because she confuse change one word to other word such as noun to adjective.¹³Metty Herawati told me that she has low mastery in understanding morphology especially in suffix to part of speech because in learning suffix needed much vocabularies but he did not have much vocabularies, eventhough like that she has efforts to added vocabulary like open the book and watching TV in program English language.¹⁴Aslina told me that she has mastery in understanding morphology was low, but he can not change one word to other word especially part of speech such as using suffix in adjective to adverb.¹⁵

Based on the descriptions above the researcher could concluded that the students' Affixation Mastery Of Fifth Semester English Education Department (TBI) IAIN Padangsidimpuan were have mastery different every students. There were the students had mastery in prefix and suffix.

¹⁰Dermi Harahap, *Loc.Cit.*

¹¹Nurhayani, *Loc.Cit.*

¹²Sari Agustina, *Loc.Cit.*

¹³Rohimahp, *Loc.Cit.*

¹⁴Mora Hasonangan, *Loc.Cit.*

¹⁵Aslina, *Loc.Cit.*

From the interview with lecturer Mrs Fitri Rayani Siregar, M.Hum told me :there were some students' difficulties in Affixation Mastery, especially prefix and suffix. Such as the students still confuse to using suffix, also the match the suffix in part of speech. But, From all subjects the students more understood prefix and suffix. Because in prefix, the students enough determined word which it have correlation with basic words, so the word had mean and the students enough added word after or before of word.¹⁶

Based on the problem above the researcher could concluded that the students' at fifth year students English Education Department (TBI) IAIN Padangsidempuan mastery in prefix and suffix difficult.

B. Discussion

In this research, the researcher searched Affixation Mastery. The researcher wanted to know students' Affixation Mastery at the fifth semester students of TBI IAIN Padangsidempuan could be categorized in to good categories. It could be known from the calculating score that ability identifying morphology at fifth semester was means score 66,42%.

Related to this research, some researchers had been done as below: the first, The first was Efi Situmorang "An analysis on the student's ability in mastery morphemes to the grade IX students of SMP Negeri 2 Batang Angkola, in 2008/2009 academic year."¹⁷ The concluding of her research the grade IX students of SMP Negeri 2 Batang Angkola in 2008/2009 academic year were able in mastering the morphemes especially the inflectional morphemes in English.

¹⁶Mrs Fitri Rayani, M.Hum, *Loc. Cit.*

¹⁷Efi Situmorang *.An Analysis on the Students' Ability In Mastery Morphemes to the Grade IX Students of SMP Negeri 2 Batang Angkola, in 2008/ 2009 Academic Year.* (unpublished thesis). (Padangsidempuan: UMTS, 2010).

The second, Puspita Sari "The ability of the eight grade students of SMP Negeri 3 Padangsidempuan in forming new words in 2009/2010 academic year."¹⁸ The concluding of her research were the ability of the eight grade students of SMP Negeri 3 Padangsidempuan in forming new words were good, it could be seen through the Average Score is 73. The difficulties of the eight grade students of SMP Negeri 3 Padangsidempuan in forming new words were many students didn't know the meaning of the words. Eventhough the word could add prefixes or suffixes to base form of words and many students were unable to differentiate between prefixes and suffixes.

Finally, Rizki Zarti Sikumbang " The correlation between Affixation Mastery and translation ability at the seventh semester students of english education study program STAIN Padangsidempuan".¹⁹The concluding of the research, the score of Affixation Mastery of seventh semester students of TBI STAIN Padangsidempuan in 2011 Academic Year, where they achieved average score 80 was good. It was proved by the result of their examination on translation ability. They got enough score in translation ability, it was 61.

MuhibbinSyah stated, the difficulties of students in mastering five tense not only affected by low intelligence but also by another factors. Learning difficulty

¹⁸Puspita Sari. *The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidempuan in Forming New Words in 2009/ 2010 Academic Year*. (unpublished thesis). (Padangsidempuan: UMTS, 2010).

¹⁹Rizki Zarti Sikumbang.*The Correlation between Morphology Mastery and Translation Ability at the Seventh Semester Students of English Education Study Program*.(A Thesis, STAIN Padangsidempuan, 2012).

can be affected by internal and external factors. Internal factors were the factor derives from them such as physical factor, mental factor, and basic skill factor. Then, external factors were the factor relate with the environment of students such as family factor, school factor, mass media and environment factor. MuhibbinSyah added, learning difficulty can be affected by specific factor such as dyslexia (the student was difficult in reading), distrait (the student was difficult in writing), dyscalculia (the student was difficult in mathematic).²⁰

Analysis of students' Affixation Mastery can be categorized in to good categories (66,42%). It can be concluded that the difficulties of students' Affixation Mastery for this research with the research before, they were: students felt difficult to add suffix ion, using new word in part of speech, and students using suffix also match suffix in the part of speech. However, learning difficulty not only affected by low intelligence (internal factor) but also other factors consist of family factor, school factor, mass media factor and social factor (external factor).

²⁰MuhibbinSyah, *PsikologiBelajar* (Jakarta: PT. Raja GrapindoPersada, 2003) P.147-184.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the result of the research the researcher was come to the conclusions as follows:

1. The Students' Affixation Mastery of Fifth Semester English Education Department (TBI) IAIN Padangsidempuan could categorize is good categories, because mean score was 66,42%.
2. The difficulties of the students affixation mastery. First, the students difficulties about adjective show the following inflectional suffix because the students failed for question number 18. Then, the students confuse to using suffix to form new word such as noun to adjective.

B. Suggestions

Based on the conclusions and the implication of the research that have mention previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To the head of English education department shall active to look hers' students ability and always to motivation the morphology lecturer to increase her mastery in teaching morphology.

2. To lecturer of English, especially morphology lecturer is hoping to develop the students' ability in understanding morphology.
3. To the students at second year of English Education Department (TBI) IAIN Padangsidempuan shall do often exercise in learning morphology, especially in prefix and suffix.

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APPENDIX I

THE QUESTION LIST OF MORPHOLOGY MASTERY

1. Write the example prefix minimal ten!
2. Use the following prefixes and new words: in, un, dis, and mis!
3. Use the following prefixes and new words: co, mis, over, anti and mono!

a. -logue	f. -operate
b. -weight	g. -call
c. -poly	h. -understanding
d. -biotic	i. -socil
e. -oordinate	j. -flow

4. Completely the table below!

Prefix	Meaning	Example
Il-
Im
Mis
Re
Mis-

5. Dinda **unforgot** bring handphone to school everyday. The bold word refers to...
6. Completely the below suitable of prefix!
She works ...-market near my school.
7. Completely the table below!

Prefix	Root	Example
...	-forgot
Dis-
...	...	Monopoly
...	...	Overweighth
Mis-

8. "Im, in, ir, dis and mis"

Create new words by using prefix above!

9. a. Communication

b. miscall

c. uncountable

d. capitalism

e. overweight

From the words above which one the refers to prefix and mention of prefix it!

10. " day" create to sentence by using prefix suitable!

11. Mention the example suffix minimal ten!

12. Use the following suffix and new words: ness, ly, ish, en, dom and ation!

13. Use the following suffix and new words: ment, er, ant, sionent and ive

suitable words below!

a. Create

b. Argu

c. Teach

d. Conclude

e. Consult

f. Depend

14. Completely the table below!

Suffix	Meaning	Example
-er	...	bigger
...	Able to, having the quality of	Comffortable
...	...	strongest
...	Full of	Beatiful
-ing	Denoting action, amaterial, or a gerund	...

15. Completely the table below!

Root	Suffix	Example
Gold-

...	...	Legalize
...	-Ly	...
...	...	Stationary
Child-

16. Completely the table below!

Adjective	Suffix	Noun
Sad
...	...	Freedom
...	...	Truth
Social
...	-ity

17. Nina is eating banana now. This sentence which one word refers to suffix!

18. Make the example of adjective show the following inflectional suffix!

19. Create the suffix verb into noun by using suffix “ er, ment and ation”!

20. Make the example adverbs derived from adjective by using suffix suitable!

APPENDIX II

INTERVIEWS

A. Interviews to the lecturer

1. How is the fifth semester students' affixation mastery in English Education Department (TBI) IAIN Padangsidempuan especially in prefix and suffix?
2. What are the difficulties of the students in understanding of affixation; prefix and suffix at the fifth semester of English Education Study Program (TBI) IAIN Padangsidempuan?

B. Interview to the students

1. What are the difficulties you find in learning of prefix?
2. What are the difficulties you find in learning of suffix?
3. What is your efforts' in understanding of prefix?
4. What is your efforts' in understanding of prefix?

APPENDIX III

A. Guidance of Observation

1. Location of IAIN Padangsidempuan.
2. Teaching learning process at the fourth semester of English education department (TBI) IAIN Padangsidempuan.
3. Condition of infrastructure of English education department (TBI) IAIN Padangsidempuan.
4. Condition students and lectures of English education department (TBI) IAIN Padangsidempuan.

Appendix IV

THE STUDENTS' AFFIXATION MASTERY OF FIFTH SEMESTER ENGLISH EDUCATION DEPARTMENT (TBI) IAIN PADANGSIDIMPUAN

No.	Participans' Code	RESPONDENT ANSWER OF EACH ITEM NUMBER																				Score
		Part A Prefix										Part B Suffix										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	ANN	5	5	5	5	0	5	5	5	0	0	5	0	5	0	5	5	0	0	5	0	60
2.	ASS	5	5	5	0	5	5	5	5	0	5	5	0	0	5	5	0	5	0	5	5	70
3.	DR	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	0	5	5	85
4.	HZ	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	0	0	5	5	80
5.	KH	5	5	5	0	0	5	5	5	0	0	5	0	5	0	0	0	5	0	5	0	50
6.	LN	5	0	5	0	5	5	5	5	0	5	5	0	5	5	0	0	5	0	5	5	65
7.	ME	5	5	5	0	5	5	5	5	0	0	5	5	5	5	5	0	5	0	0	5	65
8.	MR	5	5	5	5	0	5	5	5	0	0	5	5	5	5	5	0	0	0	5	5	70
9.	NR	5	5	5	5	5	5	5	5	0	0	5	5	0	5	0	5	5	0	0	5	70
10.	RH	5	5	5	0	0	5	5	5	0	0	5	5	5	5	5	0	0	0	5	5	75
11.	SAH	5	0	5	5	5	5	5	5	0	0	5	5	5	0	5	5	0	0	5	5	70
12.	SR	5	0	5	0	5	5	5	5	0	5	0	0	0	0	5	0	0	0	5	5	50
13.	SU	5	5	5	5	0	5	5	5	0	5	5	5	0	0	5	0	5	0	0	5	65
14.	Y	5	5	5	0	5	5	5	5	0	0	5	0	5	5	5	5	0	0	5	5	65
TOTAL																					930	

The sum result score of collecting data
 The researcher calculated the score by using the formula

$$M = \frac{\Sigma \text{Score}}{\text{Number of Respondents}} \times 100\%$$

$\Sigma \text{Responden} \times \Sigma \text{Item} \times \text{Nilai Item tertinggi}$

$$= \frac{930}{14 \times 20 \times 5} \times 100\%$$

$$= 66,42\%$$

AFFENDIX V

The description of students' score in affixation mastery

No.	Students' Initial Names	Total Score
1.	ANN	60
2.	ASS	70
3.	DR	85
4.	HZ	80
5.	KH	50
6.	LN	65
7.	ME	65
8.	MR	70
9.	NR	70
10.	RH	75
11.	SAH	70
12.	SR	50
13.	SU	65
14.	Y	65
Total		930
Mean Score		66,42
Highest		85
Lowest Score		50
Medium		67,5
Modus		65

CURRICULUM VITAE

A. Identity

Name : ASNITA MERI HARAHAAP
NIM : 09 340 0073
Place and Birthday : Sialagundi, 17 Juli 1991
Sex : Female
Religion : Moslem
Address : Sialagundi, Kec. Huristak, Kab. Padang Lawas

B. Parent

1. Father's name : Jaharuddin Harahap
2. Mother's name : Erlina Hatini Siregar

C. Education Background

1. Graduated from Elementary School in SD Negeri Padang Sihopal 1998-2003.
2. Graduated from Junior High School in Madrasah Tsanawiyah Negeri Binanga from 2003-2006.
3. Graduated from Senior High School in Madrasah Aliyah Negeri Padangsidempuan from 2006-2009.
4. Be University Student in IAINPadangsidempuan.