



**SIXTH SEMESTER STUDENTS' AFFIXATION MASTERY AT
TADRIS BAHASA INGGRIS STAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Education Study Program of State College for Islamic Studies
(STAIN) Padangsidempuan in Partial Fulfillment of the Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English Program*

By

PARIDA HANUM HASIBUAN

Reg. No. 07 340 0021

ENGLISH EDUCATION STUDY PROGRAM

**DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN**

2012



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Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian dan atas perhatian Ibu/Bapak, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like to thank Allah who has given researcher the chances to finish this thesis. Secondly, blessing and dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

1. Special thanks are due to Mrs. Rayendriani Fahmei Lubis, M.Ag, as my advisor I and Mr.Zainuddin, M.Hum as my advisor II who had given researcher suggestion, ideas, criticism and guidance in writing this thesis.
2. Special thanks are due to Mr. DR. H. Ibrahim Siregar, MCL, as a Leader of STAIN Padangsidimpuan, the Deputy Leader I, II and III, the Chief of Education Department, the Chief of English Section, lecturers and all for the civitas academic of STAIN Padangsidimpuan who had helped in studying and writing this thesis.
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9. All my friends, Hakkul laila Siregar, Siska Afrianti Pasaribu, Sofia Siregar, Mely Gusnihar Siregar, Saima Putri, and all friends I cannot mention them here who have supported and motivated me to finish this thesis.

Last but not least, researcher just want to say thank you very much for their helping. Allah bless them and STAIN Padangsidimpuan.

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Demikian kami sampaikan atas kerjasama dan perhatian Bapak kami ucapkan terima kasih.

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1. Special thanks are due to Mrs. Rayendriani Fahmei Lubis, M.Ag, as my advisor I and Mr.Zainuddin, M.Hum as my advisor II who had given researcher suggestion, ideas, criticism and guidance in writing this thesis.
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Last but not least, researcher just want to say thank you very much for their helping. Allah bless them and STAIN Padangsidimpuan.

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ABSTRACT .

The aims of research are to know the sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan , to know the sixth semester students' problems affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan and to know the English morphology lecturer effort in overcoming students' problems in affixation.

The research was conducted with qualitative approach. The samples of research are 33 students from 90 students research. Informants of research for interview are 4 students. There are 3 instruments in collecting data: affixation test, interview, and observation. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found that the sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan in mastering affixation is enough (49,69%) and those are the problems of sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidmpuan in mastering affixation both prefixes and suffixes: the students' problem in identify the combination of prefix and suffix in a word did not change, students' had poor vocabularies, To overcoming the students' problems in affixation, the English morphology lecturer is involve the students' in studying the material repeat and give more example about affixation. they have to study about affixation with their group, English morphology lecturer effort to explained about edition and combination the word in prefixes and suffixes, they have to memorize the vocabularies is while it combines with the affixation they can identify it, they have to know about prefixes and suffixes.

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Department/ Study Program : Tarbiyah/ TBI-1
The Title : Sixth Semester Students' Affixation Mastery at Tadris Bahasa Inggris STAIN Padangsidimpua
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ABSTRACT .

The aims of research were to know the sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan , to know the sixth semester students' problems affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan and to know the English morphology lecturer effort in overcoming students' problems in affixation.

The research were conducted with qualitative approach. The samples of research were 33 students from 90 students research. Informants of research for interview were 4 students. There were 3 instruments in collecting data: affixation test, interview, and observation. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found that the sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan in mastering affixation was enough (49,69%) and those were the problems of sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidimpuan in mastering affixation both prefixes and suffixes: the students' problem in identify the combination of prefix and suffix in a word did not change, students' had poor vocabularies, To overcoming the students' problems in affixation, the English morphology lecturer was involve the students' in studying the material repeat and give more example about affixation. they have to study about affixation with their group, English morphology lecturer effort to explained about edition and combination the word in prefixes and suffixes, they have to memorize the vocabularies was while it combines with the affixation they can identify it, they have to know about prefixes and suffixes.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the most important media in communicating, in developing humans' history the art, science, laws, economic system and religions. All of them are not existed without language. Language is a system of communication plays the important role in the human life. Through language human can communicate one another to express idea, feeling, thoughts and desires. To make a communication, someone must have language skills, those are productive skill speaking and writing and receptive skill listening and reading. All language skills are important for human in communicating.

English is one of the well know language in the world. It is true that most people in the world use English as a tool of communication in the matter of business, social, and culture. Those all reasons for people in all part of the world learn English formal and informal institution.

Indonesian is one of the nations that take a part in the world society business. Therefore Indonesian people have to prepare themselves to communicate each other in English.

English is an International language. Most countries have adapted English as a compulsory subject at schools'. Indonesian national education department has decided that English as foreign language taught in Indonesian schools'.

English is not mother tongue for Indonesian people. It is a foreign language that has been taught from kindergarten, elementary, junior and senior high school, and even university as a compulsory subject. People realize that teaching English becomes very important now and good concern because English is as international language for Indonesian people.

English becomes a subject at all education levels in Indonesian. All skills and competence in English should be learned by the students'. The purpose of English materials such as grammar and structure become the important things to be known by the students'.

English language in university is important for students' and lecturer, because in studying English language students' can be active in language, but curriculum in university is different with elementary, junior, and senior high school because in university studying English must more circumstantial and have master in structure, grammar, vocabulary, and morphology to make them can listening, speaking, writing, reading, for example study morphology and vocabulary are important in speaking and writing English.

One factor that causes the ability of the students' in mastering English is the unable in mastering vocabulary is forming new word. Forming new word is also called affixation. Affixation is very important to mastery because by mastering affixation the students' able to make new word.

Many efforts have been done by the teacher to increase the students' ability in mastering vocabulary. A lot of writing materials have been presented to the students' in front of class and at home as homework some of them are taken from the text books but the ability of the students' in mastering English are still poor but if the students' diligent in studying them mastering English.

The purpose of STAIN Padangsidimpuan is to become program study in studying English, research, and also develop of value in Islamic and science in Tadris Bahasa Inggris. Here sixth semester students' at Tadris Bahasa Inggris in STAIN Padangsidimpuan have studied about English morphology, and they learn affixation. Thus, they must know them well.

Affixation mastery is important in writing because for the students' who do not master affixation they will difficult to produce new word and then find difficulties in speaking. Affixation is a morpheme which only occurs when attached to some morphemes such as a root or stem or base.

In fact, the first interview according to morphology teacher STAIN Padangsidimpuan the students' sixth semester they find about affixation in

English. But sixth semester students' still in identify the prefixes and suffixes and combination prefixes and suffixes in a word. The researcher wish to know how is problem the students' affixation mastery and mark in subject. Therefore, the researcher still need to know what extent is sixth semester students' at Tadris Basaha Inggris STAIN Padangsidimpuan. Thus, the title of this research would be, "SIXTH SEMESTER STUDENTS' AFFIXATION MASTERY AT TADRIS BAHASA INGGRIS STAIN PADANGSIDIMPUAN".

B. Focus of the Problem

Based on the above background of the problem, improving the study effectively in affixation, especially prefix and suffix. There are many factors to increase the mastery about it, they are: teacher, learning strategies, teaching of the material and the technique or method which is used and presented into the topic. So, the researcher limits the problem to make it specific. The researcher only studies about affixation. The participant of this research is sixth semester students' at Tadris Bahas Inggris STAIN Padangsidimpuan. So, the researcher is interested in knowing how the students' mastery in affixation.

C. Definition of the Key Terms

To avoid vagueness and misunderstanding between the researcher and readers, the researcher states the terminologies as follows:

1. Sixth Semester Students' at Tadris Bahsa Inggris STAIN Padangsidimpuan.

Student is a person usually over the age of 16, who is studying at a university or college. Person who observes or has a particular interest of something.¹ Based on the above definition, the researcher concludes that the student is the person who learns on the elementary, junior and senior high school whether it is for formal education or informal education.

2. Affixation

Affixation is (grammar) a letter or group of letters added to the beginning or the end of word to change its meaning or the way it is used the prefix and suffix.² Affixation is morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base.³ So based on those definition above, the researcher concludes that the affixation is forming new word a letter or group of letter added to the beginning or the end of word to change it meaning or the way it is used prefix and suffix.

3. Mastery

It is stated on oxford advanced learning by Hornby that Mastery is complete knowledge great skill achieve or attain mastery of several language show complete mastery in situation one's handling of difficult.⁴ it means that

¹ As. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), P. 2.

² AS Hornby, *Oxford Advanced Learner's Dictionary (fifth edition)* (Britain: Oxford University press, 1995), p. 20.

³ Habib Syukri Nst, *Introduction to Morphology* (Medan: Umsu, 2005), p. 21.

⁴ *Op. Cit*, p. 523.

students must master English vocabulary and affixation. It is grammatical rules to good communication to the other people. From those above definition, it can be taken the conclusion that mastery is a complete knowledge or great skill in compounding the knowledge or skill. So based on those definition above, the researcher concludes that mastery is have the person of people to understand, skill to manage or complete knowledge in education.

D. Formulation of the Problem

Based on the background of the problem here the researcher would formulate the problem of the researcher as follow:

1. How was sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN padangsidempuan?
2. What were sixth semester students' problems in affixation mastery at Tadris Bahasa Inggris STAIN padangsidempuan?
3. What were English morphology lecturer efforts in overcoming students' problem in affixation?

E. Aims of the Research.

The Purpose of the Research are:

1. To know sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidempuan.

2. To know the sixth semester students' problems in affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan.
3. To know English morphology lecturer efforts in overcoming students' problem in affixation.

F. Significances of the Problem.

The finding of this research can contribute:

1. Researcher, expected to be able to improve researcher knowledge in learning affixation, and to fulfill a requirement to reach the degree of Islamic education scholar in English education study program in Tarbiyah department of state college for Islamic studies Padangsidimpuan.
2. English morphology lecturer, to know the students' mastery in affixation and predict the students' mastery in affixation, and to improve their quality of teaching affixation.
3. The students, theoretically, it can be a source of information to use affixation.
4. The readers, to do further study in other fields of research.

G. Out Line of the Thesis

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

Chapter one was discussed about introduction, they are: *First*, background of the problem; this research was hold at Tadris Bahasa Inggris STAIN

Padangsidempuan and researcher wants to know how was their mastery in affixation. *Second*, focus on the research; this research would focus on the at sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidempuan. *Third*, definition of key terms include definitions about the title of research. *Fourth*, formulation of the problem included how was the sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidempuan? And what were sixth semester students' problem in affixation mastery at Tadris Bahasa Inggris STAIN padangsidempuan? Then, What were English morphology lecturer efforts in overcoming students' problem in affixation? *Fifth*, aims of the research, they are: to know the sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidempuan, and to find out the problem faced by sixth semester students affixation mastery at Tadris BAHasa Inggris STAIN Padangsidempuan. Then, to know the English morphology lecturer effort in overcoming sixth semester students' problem in affixation. *Sixth*, Signification of research for all element of Tadris Bahasa Inggris STAIN Padangsidempuan include, English morphology lecturer, students' and also for the further researcher who want to conduct this research.

Chapter two is the theoretical description, which explain about affixation, mastery and review related finding.

Chapter three discuss about the methodology of the research consist of; *First*, place and time of research was held in STAIN Padangsidempuan. *Second* method

of the research. This research would be conducted with descriptive analysis with qualitative method. *Third*, Source of data was taken from sample of research from sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidimuan. *Fourth*, instrument of collecting data involved three instruments included; test, interview and observation. *Fifth*, technique of the data trustworthiness to make this research more valid. *Sixth*, technique analysis data. This data was analyzed with qualitative process.

Chapter four included four parts. *First*, Research objective condition of research involved finding condition of research location. *Second*, Result of research which talking about the final result of this research. *Third*, the threats of research, which talking about the threats that researcher found in the process of research. *Fourth*, discussion which compared result of research with theoretical review,

Chapter five was involved: conclusion about the research and suggestion for all.

CHAPTER II

THEORITICAL DESCRIPTION

A. Definition Affixation

It is stated In Oxford Advanced Learning's Dictionary that the word *affixation* is (grammar) a letter or group of letters added to the beginning or the end of a word to change its meaning or the way it is used. The prefix and suffix.¹

According to Nick Cipolone that affixation is a word formed by the combination of bound affixes and free morphemes as the result of the process of affixation.²

According to Willam O'grady an extremely common morphological process in language is affixation. The addition of an affixation.³

According Abib Sukri Affixes is a morpheme which only occur when attached to some other morpheme or morphemes such as root or stem or base. Obviously, the definition of affixes are bound morphemes. No word may contain only an affix standing on its own.⁴

¹ AS Horby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 1344.

² Nick Cipollone, dkk, *Language Files (seventh edition)* (Columbus: Ohio State University press, 1998), p. 143.

³ William O'grady, dkk, *Contemporary Linguistic Analysis An Introduction (third edition)* (Canada: University of Hawaii, 1996), p. 117.

⁴ Habib Syukri Nst, *Introduction to Morphology* (Medan: Umsu, 2005), p. 21.

“Afiks adalah sebuah bentuk, biasanya berupa morfem terikat, yang diimbuhkan pada sebuah dasar dalam proses pembentukan kata. Sesuai dengan sifat kata dan bentuknya.”

According to Abdul Chair “Affixation is a base, the shape of usually bound morpheme. Supplement to a base in process word formation. Appropriate with the form adjective word”.⁵ Affixation is morphemes must attach to the other morphemes to form function in statement.⁶

Affix is bound morphemes, but not all bound morphemes are affixes. Most of the morphological work in English is performed by the affixes –that is bound morphemes (usually short) that are added to free morphemes.

Affixes that attach before their base are called prefixes, and those that attach after their base are called suffixes. (A base is simply any component that an affix attaches to. As we shall see shortly, the base may be a root, or it may be a complex component that already has an affix).⁷ So based on those definition above, the researcher concludes that the affixation is forming new word a letter or group a letter added to the beginning or the end of word to change it meaning or the way it is used prefix and suffix.

⁵ Abdul Chaer, *lingustik Umum* (Jakarta: Raneka Cipta, 2007), p. 177.

⁶ Mansoer pateda, *Linguistik (sebagai pengantar)* (Bandung: Angkasa 1988), p. 77.

⁷ Willem R. Leben, *English Vocabulary Element* (New York: Oxford University Press, 2007), p. 45.

B. Types of Affixation

There are two types of affixation. We will consider them in turn.

1. Prefixes

A prefix is an affix attached before a root or stem or base.⁸

Prefix is a letter or group of letter added to the front of a word to change its meaning.

Example:

No	Prefix	Formula	Word	Class	Meaning
1	Re-	Pre + V	Redo	Verb	Mengulangi
2	In-	Pre + Adj	Inside	Adj	Sebelah
3	Dis-	Pre + V	Disagree	Verb	Membantah
4	Be-	Pre+ Adj	Belittle	Verb	Meremehkan
5	Un-	Pre + Adj	Unlimited	Adj	Tak terbatas
6	Mis-	Pre + N	Misunderstanding	Adj	Salah paham
7	Ir-	Pre + Adj	Irregular	Adj	Luar biasa
8	Bi-	Pre + Adj	Bilabial	Adj	Bilabial
9	Co-	Pre + N	Coordinate	Noun	koordinat
10	En-	Pre+ Adj	Encourage	Verb	Memberanikan

⁸ *Ibid*, p.22.

2. Suffixes

A suffix is added to the end of a word that conditions its usage or meaning. The opposite of suffix is prefix. Foresman said that a suffix is a derivative word parts added to the ends of the root words. Suffix can change the meaning of the root, but most often change the function of the derivative in the sentence. Suffix often determines the part of speech of a derivative. Another definition said that a suffix is letter or group of letter added to the end of word to change its meaning.⁹

A suffix maybe category-determining even if it does not change the lexical category of its input word. When diminutive nouns are derived from nouns. They do not change the category. Yet, we can see that they are category-determiner because they always have neuter gender even the input noun is non neuter, as illustrated by the word.¹⁰

A suffix is an affix attached end a root or stem or base like.¹¹

NO	Suffixes	Formula	Word	Class	Meaning
1.	-ize	N + Suf	Organize	Noun	Mengatur
		Adj + Suf	Realize	Verb	Mencapai

⁹ AS Hornby, *Oxford Learner's Pocket Dictionary (third edition)* (Oxford: Oxford University Press, 1996), p. 423.

¹⁰ Geert Booij, *The Grammar of Words* (Oxford New York: Oxford University, 2005), p. 53.

¹¹ Habib Syukri Nst, *Lo, Cit.*

2.	-s/es	V + Suf N + Suf	Comes Classes	Verb Noun	Datang Kelas
3.	-er	V + Suf Adj + Suf	Worker stronger	Noun Adj	pekerja kuat
4.	-age	Adj + Suf	Personage	Noun	Orang
5.	-al	N + Suf	Personal	Adj	Pribadi
6.	-ly	Adj + Suf	Slowly	Adv	Dengan lambat
7.	-ity	Adj + Suf	Legality	Noun	Kesahan
8.	-Ed	V + Suf	Listened	Verb	Mendengarkan
9.	-en	V + Suf	Spoken	Verb	Mengatakan
10.	-ing	V + Suf	Reading	Verb	Membaca
11.	-ary	N + Suf	Honorary	Noun	Kehormatan
12.	-tion	V + Suf	Organization	Noun	Organisasi
13.	-ist	Adj + Suf	Specialist	Noun	Spesialis
14.	-ment	V + Suf	Advertisement	Noun	Iklan
15.	-an	N + Suf	Librarian	Noun	Pustakawan
16.	-ness	N + Suf	Batakness	Noun	Kepariwisataaan

C. The Process of Affixation

There are two process in affixation, they are inflectional and derivational.

1. Inflectional Affixes

Inflectional is a general grammatical process which combines words and affixes (always suffix in English) to produce alternative grammatical forms of word. For example from plural morpheme is an inflectional morpheme. This implies that the plural forms roses, for instance, does not represent a lexical item fundamentally different from the singular from rose it is simply an inflectional variant of the some word. Similarly, the addition of the comparative inflectional (-re) to the adjective cold gives colder, which is not a different lexical item, but not inflectional variant of the some word.¹²

Inflection is so important that there is a term for the base to which an inflectional, affixes is attached: it is called the stem. As we shall see, a stem sometimes consists only of a root, but it may also be a more complex lexical component. Inflectional affixes at the end of the word are called endings.¹³

Inflectional affixes may be described as 'relation markers' that fit words use syntax. This mean that once the inflectional or relation marker is to a stem, that stem does not change classes, but its distribution is and limited in the syntactic structure. example, the addition of the possessive suffix fits the inflected noun for use in syntax as noun modifier like an adjective. The noun modifier with the possessive marker can only be head as a modifier of another noun, never as a head or main element in a structure.¹⁴

Inflection is the morphological marking of properties on a lexeme resulting in a number of forms for the lexeme, a set of grammatical word the

¹² Howard Jackson, dkk, *Words, Meaning and Vocabulary* (London: Cassel, 2000), p. 70.

¹³ Willem R.Leben, *Op. Cit.* p. 26.

¹⁴ *Ibid*, p. 71.

inflectional of the polish lexeme, each form of the lexeme has properties with respect to two inflectional dimension, number and case. These two inflectional for nouns are found in many languages. For each dimension or category, there is more than lone value in the case of polish nouns there are two value of number: singular and plural.¹⁵

2. Characteristic of Inflectional Affixes

The most important characteristic of inflectional suffixes is that they lend themselves to paradigms which apply to the language as the paradigm of a major word class consist of a single stem of that with the inflectional suffixes which the stem may take. The paradigm be used as a suitable way of defining the word class in the sense that if a word belong to the class it must take a least some of the suffixes characteristic of that set as opposed to suffixes characterizing other paradigms. However, to belong to a class, a word need not take every inflectional suffix in paradigm. Inflectional suffixes of noun, adjective, and verbs may be tabulated and illustrated as follows.¹⁶

Let's now return to the distinction between inflectional and derivational affixed (bound, grammatical morphemes). All other affixes are derivational. The eight inflectional affixes are listed in the following table, along with the type of root (lexical morpheme) that each one attaches to, and a representative example:

¹⁵ Geert Booij, *Op.Cit*, p. 99.

¹⁶ *Ibid*, p. 72.

There are eight kinds of inflectional affixes.¹⁷

INFLECTIONAL AFFIX	CLASS WORD	ROOT
{PLU}= Plural (-s)	Noun	Boy
{POSS}= Possessive (-s)	Noun	Student
{COMP}= Comparative (-er,est)	Adjective	Old
{SUP}= Superlative (-er,est)	Adjective	Happy
{PRES}= Present (-s)	Verb	Walk
{PAST}= Past (-ed)	Verb	Drive
{PAST PART}= Past Participle (-en,ed)	Verb	Go
{PRES PART}= Present Participle (-ing)	Verb	Drink

Each one of these requires some common.¹⁸

a. Plural

All plural nouns in English can be represented morphologically as consisting of a Root + Plural. Regardless of how the plural morpheme is actually spelled or pronounced for Examples:

No	Noun	Root + plural	Meaning
1.	Boy	Boys	Pria
2.	Student	Students	Mahasiswa
3.	Child	Children	Anak

¹⁷ Nirmala Sari, *An Introduction to Linguistic* (Jakarta: P2LPTK, 1988), p. 83.

¹⁸ *Ibid*, p. 84.

4.	Man	Men	Laki-laki
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b. Possessive

All possessive nouns in English can be represented morphologically as consisting of root + Possessive. For example:

No	Noun	Root + Possessive	Meaning
1.	Boy	Boy's	Pria
2.	Student	Student's	Murid
3.	Man	Men	Pria

The reason that Plural and Possessive are both generally spelled with-s in modern English is the result of historical accident. The plural- s comes from the old English masculine nominative objective plural suffix- as, while the possessive-s comes for the old English masculine possessive singular suffix- es.

The alternative listed in each cell of the paradigm are mutually exclusive in sense that where one occurs the other one dose not occurs (there are complementary distribution).¹⁹

¹⁹ Howard Jackson, *Op. Cit.*, p. 73.

c. Comparative and Superlative.

All comparative and superlative adjective in English can be represented morphologically as consisting of root + Comparative or Superlative For example:

No	Adjective	Root + Comparative	Root + superlative
1.	Old	Older	Oldest
2.	Happy	Happier	Happiest
3.	Good	Better	Best

The most of the adverb consist of more than two syllables, this paradigm cannot used as a definition of the class of adverb in English. Normally, under inflection, the distinction between ‘regular’ and ‘irregular’ inflections needs to be pointed out.

Regular inflectional are those that formed according to a common parent, example. –s for the plural of nouns, or the past tense and past participle of verb, -er for the comparative of actives.

Irregular inflectional are those that do not follow this patten and such usually apply to only one or a small number of members of the word

concerned. Examples, the following nouns from their plurals irregularly:
child – children, man – men, mouse-mice, sheep – sheep. Tooth – teeth.²⁰

d. Present.

All present tense verb in English can be represented morphologically as consisting of a root + Present.

No	Verb	Root + Present tense
1.	Walk	Walks
2.	Cook	Cooks
3.	Run	Runs

e. Past.

All past tense in English can be represented morphologically as
Consisting of a Root + PAST.²¹

No	Verb	Root + PAST
1.	Drive	Drove
2.	Write	Wrote
3.	Walk	Walked

²⁰ Howard Jackson, *Loc. Cit*, p. 73

²¹ *Ibid*, p. 84.

Thus, any past tense verb regardless of its spelling can be represented in this fashion. For example drove = drive + Past. Note, moreover in English (as in all Germanic language), the first verb from in a simple sentence is inflected for tense.

f. Past Participle

All past part in English can be represented morphologically as
Consisting of a Root + Past Participle

No	Verb	Root + Past Part
1.	Drive	Driven
2.	Walk	Walked
3.	Go	Gone

Note that in some verb, including all those formed regularly with-
ed , the five- part paradigm has four parts only, because the past tense
and the past participle inflectional in form. However, the past tense and
the past participle inflections maybe recognized as different morphemes
which happen to have identical shape in such cases (there are
homonyms).²²

²² *Ibid*, p. 72.

g. Present Participle

All present part in English can be represented morphologically as
Consisting of a Root + Present Participle.

No	Verb	Root + PRES PART
1.	Drink	Drinking
2.	Walk	Walking
3.	Cook	Cooking

The main verb is always the verb farthest to the right in a simple sentence. Thus, in the sentences john might have should have gone, gone is the main verb; in john might of cold, is the main verb; and so on.²³

3. Derivational Affixes

After this rather long detour into inflectional affixes, let's return to their counterparts, the derivational affixes. Unlike the inflectional affixes, which number only eight in English, the set of derivational affixes is open-ended; that is' there are a potentially infinite number of them (al though the number of finite at any one time for particular speaker). Since it would be impossible to enumerate them exhaustively, let us look' at a few representative example. The

²³ *Ibid*, p. 85.

suffix {ize} attaches to a noun and torn into the corresponding verb, as in criticize, simonize, rubberize, pasteurize, and so on.²⁴

Derivational have a ‘law function load’, in the sense that each single derivation occurs rarely and is limited to a few specific combination with particular stems. In other words, they tend not to be paradigms which apply to sets of word as a whole. Even though derivational affixes do have characteristics which may enable us to distinguish them from inflectional suffixes, it should be noted that the distinction between the two types of affixes is not always clear-cut.²⁵

Derivational components are the other major type of affix. A derivational affix can be defined as any non lexical component that is used for turning one lexeme into another. Or, equivalently, it is any affix other than an inflectional affixes. English vocabulary element.²⁶

Derivational processes may also be subject to strata constraints. A stratum is a layer of the lexicon of a particular historical origin. Germanic languages have borrowed many words from Greet and Latin, often with predictable, it is important to bear in mind that the existence of a particular rule in a language does not imply that the lexicon of the language. Note, finally, that this point about the relation between rules and lists does not only pertain to derivation, but also to compounding and inflectional.²⁷

4. Types of Derivational Affixes

There are two kinds of Derivational affixes: class-changing and class-maintaining, class-changing derivational affixes change the word class of the word to which they are added. Thus, resign a verb + -ation gives resignation, a

²⁴ *Ibid*, p. 87.

²⁵ Howard Jackson, *Op. Cit*, p. 74.

²⁶ Willem R. Leben, *Op, Cit*, p. 46.

²⁷ Geert Booij, *Op. Cit*, p. 64.

noun. Class-maintaining derivational affixes do not change the word class of the word but change the meaning of the derivative (the word which results from the derivation). Thus child, a noun + -hood given childhood, still a noun, but now an 'abstract' rather than a 'concrete' noun.

Class-changing derivation affixes, once added to a stem, form a derivation which is automatically marked by that affixes as noun, verb, adjective, or adverb. The derivational are said to determine or govern the word class of the stem. We shall this discuss in turn noun, verb, adjective, adverb derivational affixes.²⁸

For example, noun may be derived from either verbs or adjectives, verbs, and from either nouns or adjective, adjective from either nouns or verb, and adverb from either adjectives or nouns. As will be shown below, English class-changing derivations era mainly suffixes.

Noun derivation affixes are also called 'nominalizers', example:

No	Verb	Meaning	Affixes	Noun	Meaning
1.	Leak	Membocorkan	-age	Leakage	Kebocoran
2.	Argue (e)	Menentang	-ment	Argument	Alasan
3.	Betray	Menghianati	-al	Betrayal	Penghianatan
4.	Resign	Berhenti	-ation	Resignation	Pengunduran
5.	Disturb	Mengganggu	-ance	Disturbance	Gangguan

²⁸ Howard Jackson, *Op. Cit*, p. 75.

6.	Refer	Menyerahkan	-ce	Reference	Referensi
7.	Depart	Meninggal	-ure	Departure	Keberangkatan
8.	Consult	Berunding	-ant	Consultant	Penasehat
9.	Farm	Menanam	-er	Farmer	Petani
10.	Enquire	Meminta	-y	Enquiry	Penyelidikan
11.	Brag	Menyombong	-art	Braggart	Penyombong
12.	Conclude	Menutup	-ion	Conclusion	Kesimpulan
No	Adjectives	Meaning	Affixes	Noun	Meaning
1.	Accurate	Teliti	-y	Accuracy	Ketelitian
2.	Social	Peramah	-ist	Socialist	Sosialisasi
3.	Electric	Yang berhak	-ity	Electricity	Listrik
4.	Free	Bebas	-dom	Freedom	Kemerdekaan
5.	Good	Baik	-Ness	Goodness	Kebaikan
6.	Love	Cinta	Be -	Beloved	Kekasih

Verb derivation affixes, also know 'verbalizes'. Are use to form verb from other stems. When compared with other derivational affixes, they are rather rare. This may be accounted for by the fact that verbs are the most basic forms in English: while they are used to derive other words, they themselves are not readily derived from. Most English verbalizes are characterized by the fact that they are causatives.

No	Noun	Meaning	Affixes	Verb	Meaning
1.	Fright	Ketakutan	-en	Frighten	Menakuti
2.	Pressure	Tekanan	-ize	Pressurize	Memberi
3.	Friend	Teman	Be-	Befriend	Melindungi
4.	Glory	Semarak	-fy	Glorify	Memuja
5.	Title	Gelar	En-	Entitle	Member nama
No	Adjective	Meaning	Affixes	Verb	Meaning
1.	Soft	Lembek	-en	Soften	Melunakkan
2.	Able	Dapat	En-	Enable	Memungkinkan
3.	Pure	Bersih	-ify	Purify	Membersihkan
4.	Legal	Hukum	-ize	Legalize	Memprkaya
5.	Rich	Kaya	En-	Enrich	Memperkaya

No	Adjective	Meaning	Affixes	Verb	Meaning
1.	Real	Sejati	-ize	Realize	Menyadari
2.	Formal	Resmi	-ize	Formalize	Menyusun
3.	Broad	Lebar	-en	Broaden	Memperlebar
4.	Black	Hitam	-en	Blacken	Merendahkan
5.	Clear	Terang	-ify	Clarify	Menjelaskan
6.	Simple	Sederhana	-ify	Simplify	Menyederhanakan

7.	False	Palsu	-ify	Falsify	Memalsukan
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Adjectives derivational affixes or ‘adjectives’ are used to form adjectives when added to a given stem. In English adjectives are generally formed stem noun, more rarely from verb.

No	Noun	Meaning	Affixes	Adjectives	Meaning
1.	Season	Musim	-al	Seasonal	Bermusim
2.	Wretch	Malang	-ed	Wretched	Pahit
3.	Care	Perawatan	-less	Careless	Semberono
4.	Suburb	Bagian	-an	Suburban	Dipinggir
5.	Gold	Kencana	-en	Golden	Terbuat
6.	Life	Hidup	-like	Lifelike	Kehidupan
7.	Hope	Harapan	-ful	Hopeful	Penuh harapan
9.	Station	Stasiun	-ary	Stationary	Tak berubah
10.	Fame	Popularitas	-ous	Famous	Terkenal
11.	Passion	Nafsu	-ate	Passionate	Bernafsu
12.	Child	Anak	-ish	Childish	Kanak-kanak
13.	Cream	Kepala susu	-y	Creamy	Berwarna krem
No	Verb	Meaning	Affixes	Adjectives	Meaning

1.	Argue	Meperbedakan	-able	Arguable	Disengkal
2.	Create	Menciptakan	-ive	Createive	Memiliki
3.	Creat	Menciptakan	-ive	Creative	Kreatif
5.	Tire	Meletihkan	-some	Tiresome	Bosan

Adverb derivation affixes or are affixes which form verb when added to a given stem. Adverb in English, are generally formed from adjective, sometimes from nouns. Once it is formed, the adverb can no large be used to form word of other classes such as nouns, or adjective.

No	Adjective	Meaning	Affixes	Adverb	Meaning
1.	Consistent	Tetap	-ly	Consistently	Terusmenerus
2.	Low	Rendah	-ly	Lowly	Dengan rendah
3.	Obvious	Jelas	-ly	Obviously	Dengan nyata
4.	Slow	Lambat	-ly	Slowly	Dengan lambat
5.	Loud	Keras	-ly	Loudly	Dengan keras
6.	Happy	Bahagia	-ly	Happily	Dengan gembira
7,	Soft	Lembut	-ly	Softly	Dengan lembut

Noun the most productive of all derivational affixes.

No	Noun	Meaning	Affixes	Adverb	Meaning
1.	Home	Rumah	-ward	Homeward	Pulang
2.	Sky	Langit	-wards	Skywards	Menuju keangkasa
3.	Clock	Jam	-wise	Clockwise	Menurut jalan jam
4.	Shore	Pantai	a-	Ashore	Kedarat

Class-maintaining derivational refer to those derivational which do not change the word class of the stem to which they are added although they do change its meaning. Unlike class-changing derivation, which are main suffixes, English class-maintaring derivational are mainly prefixes.

Noun patterns:

No	Noun	Meaning	Affixes	Noun	Meaning
1.	Malaria	Malaria	Anti-	Anti-malaria	Anti malaria
2.	Chief	Kepala	-dom	Chiefdom	Suku
3.	Scholar	Serjana	-ship	Scholarship	Keserjanaan
4.	Child	Anak	-hood	Childhood	Masa kanak ²
5.	Journal	Majalah	Ist-	Journalist	Jurnalis
6.	Library	Perpustakaan	An-	Librarian	Pustakawan
7.	Free	Merdeka	Dom-	Freedom	Kemerdekaan

Verb pattern:

No	Verb	Meaning	Affixes	Verb	Meaning
1.	Join	Menyusun	Ad-	Adjoin	Bergandengan
2.	Agree	Mengakui	Dis-	Disagree	Membantu
3.	Open	Membuka	Re-	Reopen	Membuka
5.	Judge	Menilai	Pre-	Prejudge	Menghukum
6.	Tie	Mengikat	Un-	Untie	Membuka
7.	Claim	Menuntut	Pro-	Proclaim	Menyatakan
8.	Speak	Mengatakan	En-	Spoken	Mengatakan

Adjective patterns:

No	Adjectives	Meaning	Affixes	Adjective	Meaning
1.	Social	Social	Anti-	Anti-social	Antisosial
2.	Kind	Baikhati	-ly	Kindly	Penyayang
3.	Possible	Mungkin	Im-	Impossible	Takungkinan
4.	Slow	Lambat	Er-	Slower	Lembut

As already pointed out, English adverb is not used to derive words other classes: consequently, we cannot speak in English adverb patterns parallel the noun, verb and adjective patterns discussed above.

D. Mastery

Mastery is It is stated on oxford advanced learning by Hornby that Mastery is complete knowledge great skill achieve or attain mastery of several language show complete mastery in situation one's handling of difficult.²⁹ Mastery is complete control or knowledge.³⁰ it means that students must master English vocabulary and affixation. It is grammatical rules to good communication to the other people. Mastery is readiness or understanding to use ability or knowledge³¹. C. P. Chaplin says mastery is the high of degree from skill or perfect degree in executing skill can control deed alone or other behavior.³²

Tomas Nelson says "mastery is the power or authority at a master, power to understand or skills to manage".³³ While in Indonesian dictionary it is stated that mastery is comprehension on capability to use knowledge or skill³⁴.

From those above definition, it can be taken the conclusion that mastery is a complete knowledge or great skill in compounding the knowledge or skill. So based on those definition above, the researcher concludes that mastery was have

²⁹ AS Hornby, *Loc. Cit.*

³⁰ AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University, 1974), p. 523.

³¹ Department pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 604.

³² C. P. Chaplin, *Kamus Lengkap Psikologi* (Jakarta: PT Grapindo, 1995), p. 289.

³³ Thomson Nelson, *the word compact English dictionary* (London: award publication, 1985), p. 612.

³⁴ Tim, *penyusunan kamus pusat pembinaan dan pengembangan bahasa* (Jakarta: balai pustaka, 2001), p. 721.

the person of people to understand, skill to manage or complete knowledge in mastery affixation about prefixes and suffixes.

E. Review of Related Finding

This research related to Syanti, (2008) research on the title “The Ability in using affixation in the English sentence by the third year the students’ of SMA Nurhasanah Medan”³⁵. Result of research after analyzing the data, the percentage of mastery as much as 75,24% and the percentage of errors as much as 23.78%. So, the level of understanding of the third year students of SMA Nurhasanah of Letters of syanti in using affixation in English sentence in grade B which means average or acceptable.

³⁵ Syanti, The Ability in using affixation in the English sentence by the third year the students’ of SMA Nurhasanah Medan (Medan: Unimed , 2008).

CHAPTER III

METHODOLOGY OF RESEARCH

A. Kinds of the Research

This research would conduct with descriptive analysis with qualitative research. Moleong said that qualitative research is research procedures that produce descriptive data as a written or spoken language from the research objects. Combination and process of qualitative research are going on simultaneity; research is done with collecting, analyzing and interpreting data and fact and then concluded with inductive method.¹ Qualitative research is used for investigating a variety of educational problem an issues and it is used to determine and descriptive the way things.²

The method of the research will be descriptive method, it is a kind of method used in research and base on analysis of data, and this research will use a qualitative approach.

“Metode descriptive adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis interview, angket, observasi, atau teknis tes, studi kasus waktu dan gerak analisis komperatif atau operasional.”³

¹Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 1999), p. 5.

²Gay Peter Airasian, *Education Research Competencis for Analysis and Application* (USA: Prentice Hall, 2000), p. 202.

³ Winarno Surakman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknis* (Bandung: Kasito, 1982). p.2.

(Descriptive Method is a survey that determines and allocates it with technical interview, observation or technical test, studying time of problem and indication of comparative analysis or operation).

So the purpose of the research is to describe the real conditions of the students' affixation mastery at sixth semester at Tadris Bahasa Inggris STAIN Padangsidempuan in 2011-2012 academic year. Where, the description of the students' mastery is shown from the capability of them in answer some questions which are related of uses the affixation.

B. Time and Place of Research

1. Time of the research

This research had been done in December 2011 up to March 2012 at STAIN Padangsidempuan. The time is used for collecting processing until analyzing data.

2. Place of the Research

This research had been done at STAIN Padangsidempuan. It is located on Jl. Imam Bonjol Km. 45 Sihitang Padangsidempuan. The subject of research is sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidempuan in 2011/ 2012 Academic year.

C. Sources of Data

This research consist of two sources of data, it is the source of primary data and the source of secondary one.

1. Primary sources of data (principal data) was the basic of data. Primary data, that was the sixth semester students' STAIN Padangsidimpuan, they are 99 students' they were divided into three classes. This research had been done with random sampling. The researcher will be taken students' from sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidimpuan, there are 33 students' who answer the test, consist of 10 boys and 23 girls. So that we can see the table as follow:

Table 1

The total of sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidimpuan In 2011-2012 Academic Year

No.	Class	Total
1.	TBI-1	25
2.	TBI- 2	33
3.	TBI-3	32
Total of students		90

2. Secondary sources of data (supplementary data) was an information from the English morphology lecturer and the chief of English education program at Tadris Bahasa Inggris STAIN Padangsidempuan.

D. Instruments of Data Collection

1. Test

Test was some question to get information that pointed to sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidempuan

Table 2

Students' specification of mastery in affixation test

No	Affixation	Multiple choice	True or false	Essays	Total
1	Prefix	4	5	10	19
2	Suffix	6	5	10	21
Total					40

Affixation test was giving to sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidempuan as informant of this research. The test is consisting of 40 questions. It is 19 for prefix test and 21 for suffix test. The test is given to sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidempuan in three sections. *The first* section consist of 10 multiple choice questions about suffix and prefix, for each correct answer is given 2

values, while the incorrect answers are not given a value. *The second* sections consist of 10 true-false questions about suffix and prefix, for every correct answer was given 2 values and if the answer was wrong then do not obtain the value. *The third* sections consist of 20 questions in the form of essays about suffix and prefix, which if every question answered correctly would be given 3 values, and do not obtain value if the answer was wrong. So, if all questions can be answered correctly the value is 100.

As said by Slameto that the determination of weights for each type / evaluation techniques that are based on levels of objectives to be measured, meaning / relevance of the material being measured and the level of difficulty of evaluation tools. On the basis of these considerations then required for each type / technique in the form presented that if you add up all there are 100, it is necessary to facilitate scoring (grading it) later.⁴

So based on the above statement, the author gives weight to such assessments which have been described above based on the difficulty level of questions. This test will be used to know how the sixth semester students' affixation mastery especially both suffixes and prefixes Tadris Bahasa Inggris at STAIN Padangsidimpuan.

⁴ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*. (Jakarta: Rineka Cipta, 2003), p. 80

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.⁵ The questions were appropriated with the list of interview. Interview was done for getting data about the students' problems in affixation at sixth semester students' Tadris Bahasa Inggris STAIN Padangsidimpuan. Interview was given for students and English morphology lecturer.

3. Observation

Observation is a technique of collecting data to again in sight on understand the natural environment as lived by the participant.⁶ Observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku objek sasaran.⁷ (Observation is a technique of collecting data which is done through an observation and taking a note a condition or object behavior). So this observation will be used to know what the lecturer efforts to increase the students' affixation mastery at sixth semester at Tadris Bahasa Inggris STAIN Padangsidimpuan and getting data to complete data in this research.

⁵ L. R. Gay & Peter Airasion. *Op,Cit*, p.219.

⁶ *Ibid*, p. 212.

⁷ Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

E. Technique Analysis of Data

After the collecting data, the researcher will analyze the data, the technique of data analysis will be in presented descriptive form. Depend on Lexy J. Moleong, technique analysis data in qualitative research can be done with these process below:

1. Starting from research about all data which consist of some source data.
2. Holding reduction of data with making abstraction.
3. Arranging in one unit
4. Categorization to the next steps.
5. Holding investigation about data trustworthiness.
6. Making interpretation of data.⁸

So the researcher makes the technique analysis data for this research. The data will be analyzed by the following procedure:

- a. Checking data whether the data are true or false.
- b. Counting sum of the true from the students' answer and then classified them based on their score.
- c. Calculating their result (mark) by using Mean Score.

In this research used the formula mean score. The formula is:

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

⁸*Ibid*, p. 190.

Where:

M: Mean score (average)

N: Sum of respondents

$\sum x$: Total of the result⁹

d. After calculating and scoring students' answer sheets.

⁹Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. General Finding

This research was conducted in STAIN Padangsidimpuan which address at Lintas Sumatera, on Jl. Imam Bonjol Km 45 Sihitang Padangsidipuan.

a. Stand History

This school was built on 1968 year. Before STAIN Padangsidimpuan, this school was IAIN. On 2 maret 1997, IAIN Padangsidimpuan changed name to STAIN Padangsidimpuan.¹

Based on the observation, if it was looked the location of this STAIN is very strategic because this school stood in the center of society so the other society get easy to reach it.

b. Situation of Equipments and Fasilities

Equipments and fasilities are the factor which establish in the implementation education effort to get purpose maximally. There are some equipments and facilities in STAIN Padangsidimpuan as follows.

¹ Tim Penyusun, *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2010), P. 1.

Table 3

Facilities of STAIN Padangsidimpuan

FACILITIES			
No	Object	Number	Info
1.	Mosque	1	Good
2.	Meeting Hall	1	Good
3.	Library	1	Good
4.	Language Laboratory	1	Good
5.	Computer Laboratory	1	Good
6.	TBI Class Rooms	9	Good
7.	TBI Office	1	Good

c. Situation of lecturer Tadris Bahasa Inggris STAIN Padangsidimpuan.

Teacher is one of factor who establish students success in learning process. The data of lecturer Tadris Bahasa Inggris STAIN Padangsidimpuan as follows:

Table 4
English Lecturers

NO	Lecturers	Graduation	Subject
1.	Drs. Fitriadi Lubis, M.Pd.	S-2 UNP	Listening comprehension Writing I
2.	Rayendriani Fahmei Lbs, M. Ag.	S-2 IAIN	Writing II English Learning Strategies Bahasa Inggris I
3.	Zainuddin, M.Hum.	S-2 USU	Speaking Introduction to Literatur Intro to Sociolinguistics
4.	Eka Sustris Harida, M.Pd.	S-2 UNP	Reading Comprehension
5.	Fitri Rayani Siregar, M.Hum.	S-2 UNIMED	Vocabulary, English Syntax
6.	Hamka, M.Hum.	S-2 UNIMED	Speech, Intro to Linguistic Curriculum & Material Development Pronoun Practice
7.	Eli Nondang Saragih, S.S.	S-1 USU	Translation
8.	Sojuangon Rambe, M.Pd.	S-2 UNP	English Learning Strategies, Course Design, TEAFL, TOEFL Preparation, Matrikulasi Bahasa Inggris
9.	Yusni Sinaga, M.Hum.	S-2 UNIMED	Bahasa Inggris, English for Islamic Studies, Cross Cultural Understanding, Structure III,

10.	Aprianti, M.Hum	S-2 UNIMED	English Morphology
11.	Nursaima, M.Pd	S-2 UNIMED	Grammar II

Source: *Database of TBI lecturers 2012*

Table above description of lecturer data STAIN Padangsidimpuan Tadriss Bahasa Inggris at 2011/2012. So all lecturer in this year are 11 persons consist of 4 persons of boys and 7 ladies.

d. Situation of Students

In learning process, student is a factor who have a role as a target in education. The data of students sixth semester Tadriss Bahasa Inggris as follows:

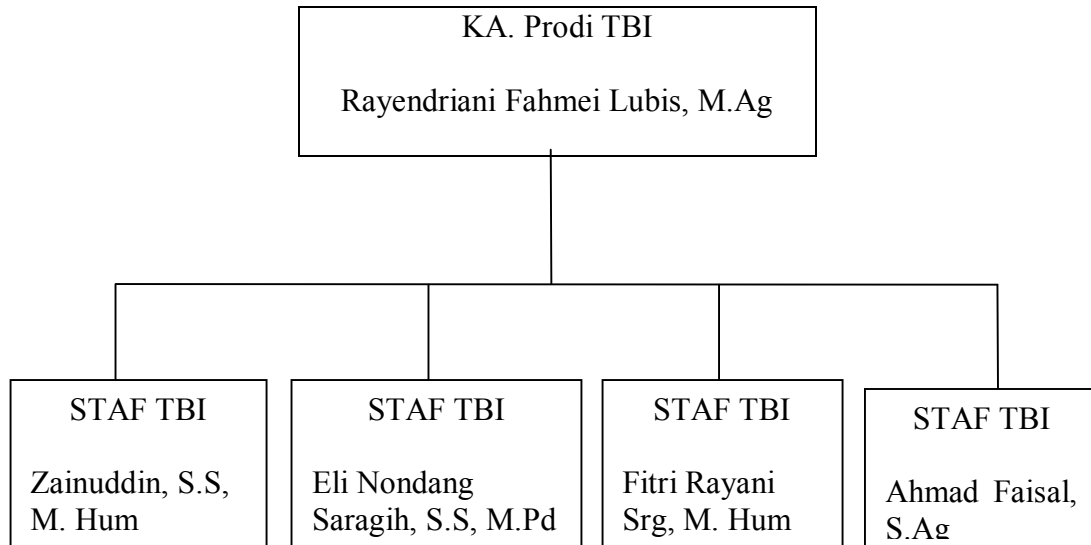
Table 5

Situation of Students

No	Class	Boy	Girl	Total
1	TBI-I	7	18	25
2	TBI-II	10	23	33
3	TBI-III	7	25	32
Total		24	66	90

Table above description of students data sixth semester Tadriss Bahasa Inggris STAIN Padangsidimpuan at 2011/2012. So all students in this year are 90 persons consist of 24 persons of boys and 66 ladies.

e. Structure Organization of Tadris Bahasa Inggris



2. Specific Findings

a. The Description of Sixth Semester Students' Affixation Mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan.

Based on the result of the test given to respondents, it can be seen that the score of respondents between 24 up to 79. It means that the highest score gotten by respondent was 79 and the lowest score was 24. The description scores of sixth semester students' affixation mastery can be seen in these following explanations.

For question number 1 till 10, the researcher give multiple choice test. For number 1, there were 20 students right (60,60%) and 13 students were wrong (39,39%). Question number 2, there were 25 students right

(75,75%) and 8 students were wrong (24,24%). While question number 3, there were 3 students right (9,90%) and 30 students were wrong (90,90%). Question number 4, there were 11(33,33%) students right 11 (33,33%)and 22 (66,66%) students wrong. For question number 5, there were 14 (42,42%) students right and 19 students were wrong (57,57%).

While question number 6, there were 19 students right (57,57%) and 14 students were wrong (42,42%). Question number 7, there were 21 students right (63,63%) and 12 students were wrong (36,36%). For question number 8, there were 22 students right (66,66%) and 11 students were wrong (33,33%). Question number 9, there were 20 students right (60,60%) and 13 students wrong. For question number 10, there were 17(51,51%) students right and 16 students were wrong(45,45%).

For question number 11 till 20, the researcher give true-false test. For number 11, there were 25 students right (75,75%)and 8 students were wrong (24,24%). Question number 12, there were 24 students right (72,72%) and 9 students were wrong (27,27%). While question number 13, there were 14 students right (42,42%) and 19 students were wrong (57,57%). Question number 14, there were 16 students right (48,48%) and 17 students wrong (51,51%). For question number 15, there were 14 students right (42,42%)and 19 students were wrong (57,57%).

While question number 16, there were 15 students right (45,45%)and 18 students were wrong (54,54%). Question number 17, there were 15

students right (45,45%) and 18 students were wrong (54,54%). For question number 18, there were 16 students right (48,48%) and 17 students were wrong (51,51%). Question number 19, there were 15 students right (45,45%) and 18 students wrong (54,54%). For question number 20, there were 25 students right (75,75%) and 8 students were wrong (24,24%).

For question number 21 till 30, the researcher give Essay test. For number 21, there were 20 students right (60,60%) and 13 students were wrong (39,39%). Question number 22, there were 10 students right (30,30%) and 23 students were wrong (69,69%). While question number 23, there were 8 students right (24,24%) and 25 students were wrong (75,75%). Question number 24, there were 17 students right (52,52%) and 16 students wrong (48,48%). For question number 25, there were 17 students right (52,52%) and 16 students were wrong (48,48%).

While question number 26, there were 22 students right (66,66%) and 11 students were wrong (33,33%). Question number 27, there were 15 students right (45,45%) and 18 students were wrong (54,54%). For question number 28, there were 6 students right (18,18%) and 27 students were wrong (81,81%). Question number 29, there were 9 students right (27,27%) and 24 students wrong (72,72%). For question number 30, there were 9 students right (27,27%) and 24 students were wrong (72,72%).

For question number 31 till 40, the researcher give Essay test. For number 31, there were 23 students right (69,69%) and 10 students were

wrong (30,30%). Question number 32, there were 19 students right (57,57%) and 14 students were wrong (42,42%). While question number 33, there were 21 students right (63,63%)and 12 students were wrong(36,36%). Question number 34, there were 20 students right (60,60%)and 13 students wrong(39.39%). For question number 35, there were 17 students right (52,52%)and 16 students were wrong(48.48%).

While question number 36, there were 14 students right (42,42%)and 19 students were wrong (57,57%). Question number 37, there were 16 students right (48,48%) and 17 students were wrong (51.51%). For question number 38, there were 17 students right(51,51%) and 16 students were wrong (48,48%). Question number 39, there were 15 students right (45,45%) and 18 students were wrong (54,54%). For question number 40, there were 10 students right (30,30%)and 23 students were wrong (69,69%).

To get the presentation of affixation especially prefixes and suffixe, researcher made formula to find the mean score. Based on Riduan, the formula is:

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

$$\frac{\text{Correct value}}{33} \times 100\% = \frac{1640}{33} \times 100\% = 49,69\%$$

After analyzing the data, it was gotten that the value of the mean score (M) of sixth semester students affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan in 2011/ 2012 academic year was 49,69% and it can be categorized into enough category. And to know the description about classification or the criteria of sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan especially both prefix and suffix in 2011/ 2012 academic year is drawn on the following table:

Table 6
Criteria score interpretation ²

Percentage	Criteria
0% - 20%	Very Weak
21% - 40%	Weak
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good

Based on the calculating score (see appendix) the students' mastery in affixation especially both prefix and suffix at sixth semester students'

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

Tadris Bahasa Inggris was 49,69%. Based on the criteria above, it can be categorized in to Enough category.

b. The problem that faced by the sixth semester students' affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan both prefix and suffix.

One of the aims in this research was to know the sixth semester students problems in affixation mastery at Tadris Bahasa Inggris STAIN Padangsidimpuan. The instrument that used to found those problems was interview. Researcher made an interview for students and English morphology lecturer of Tadris Bahasa Inggris STAIN Padangsidimpuan. Based on the result of interview to students and English morphology lecturer, there were students' problems in affixation:

1) Problems in affixation.

In using affixation students' must able to use prefix and suffix. Khorunnisa³ said the students felt problems in using affixation because they got confused indentify the word in affixation. Then, Samsidar Batubara said students didn't know how to the edition the word in affixation. Based on the result of interview, the students felt

³Khorunnisa, Student of Tadris Bahasa Inggris STAIN Padangsidimpuan, *Interview* in STAIN Padangsidimpuan 10 April 2012.

problems in using affixation.⁴ They had not able to use affixation correctly, while many of them didn't know the usage of affixation. So, in doing the test some of them made wrong answer.

2) Problems in prefix and suffix.

The other problems was about prefix and suffix. Based on the result of interview with Try Rizky said that, she still faint in edition and combination word front or behind the word prefix and suffix, sometimes they knew the example of prefix and suffix in Indonesian but they did not know it in English⁵.

This point made strong by Miss. Aprianti Hasibuan said that, in using affixation both prefix and suffix students' still in identify the prefix and suffix, combination of prefix and suffix in a word.⁶

The researcher concluded that the selection edition the word was very important in affixation. Without it, students were not able to used in prefix and suffix correctly.

⁴ Samsidar Batubara, Student of Tadris Bahasa Inggris STAIN Padangsidimpuan, *Interview* in STAIN Padangsidimpuan 10 April 2012.

⁵ Try Rizky, Student of Tadris Bahasa Inggris STAIN Padangsidimpuan, *Interview* in STAIN Padangsidimpuan 10 April 2012.

⁶ Aprianti Hasibuan. The English Morphology Lecturer STAIN Padangsidimpuan, *Interview* in STAIN Padangsidimpuan 10 April 2012.

3) Problems in vocabulary

Based on the result of interview between the researcher with Syurya Rahma Rangkuti, the problems in using affixation was about vocabulary. He hasn't many vocabularies.

Based on the result of observation had done by the researcher, when the researcher gave them the test in affixation, many students didn't know the meaning of sentences, and the students not seriously in answer the question.

c. The Efforts of the English Morphology Lecturer in Overcoming Problems of Sixth Semester Students' Affixation Mastery in Especially both prefix and suffix at Tadris Bahasa Inggris STAIN Padangsidimpuan.

Based on the interview to Miss. Aprianti Hasibuan, as one of the English Morphology lecturer in STAIN Padangsidimpuan, she said that, she anticipated the problems of the students in affixation like:

1. To overcoming the students' problems in affixation, the English morphology lecturer effort to lecturer involve the students' in studying the material repeat the lesson and give more examples, then, especially when the lecturer explain and make the group studying to discuss one material, and give them exercise.

2. To overcoming the students' problems edition the word in prefix and suffix the English morphology lecturer effort to explained about prefix and suffix with kinds o both deeply,. Then, the English morphology lecturer teach them the true definition about affixation and give them an example. After the students understood the material, the lecturer asked the student to make examples about the lesson and then submitted the task to the teacher.
3. The students problems about vocabularies, The English morphology lecturer used efforts to make students were easy to memorize vocabularies while it combine with the affixation they can identify it and students have to know about prefix and suffix.

d. English morphology lecturer Adds to Teaching Affixation.

Miss Aprianti Hasibuan said that, the English morphology lecturer used *introduction to morphology* for students' book in learning English morphology at Tadris Bahasa Inggris STAIN Padangsidempuan, but it was depended on lecturer to use the other books as the secondary book in learning English morphology about prefix and suffix. For example, *morphology by John Daniel Pareire* and etc.

e. English morphology lecturer method and strategies in teaching affixation.

English morphology lecturer method in teaching affixation at Tadris Bahasa Inggris STAIN Padangsidimpuan were explaining the lesson and then she gave students examples to make them understood, After the students understood the material, the teacher asked the student to make examples about the lesson and question the answer, then submitted the task to the teacher. Finally, the teacher allowed students to share their feelings about the lesson. She would give students solution to find the lesson easy and understandable.

English morphology lecturer always give them an overview about the future, how if the face the affixation's problem when become a teacher so, they must solve the problem directly, that's way have to master an affixation.⁷

B. Discussion

After analyzing the collection data, it was gotten that the students' mastery in affixation especially prefix and suffix at Tadris Bahasa Inggris STAIN Padangsidimpuan can be categorized in to Enough category. It can be known from the calculating score (see apendix IV) that the students' mastery in affixation especially prefix and suffix, sixth semester students' was 49,69%. It can be categorized in to Enough category. While according to research done by Syanti

⁷ *Ibid*,

(2008) about The Ability Level of the First Year Students of Faculty of Letters in Understanding affixation that the Result of research can be categorized in to average or acceptable.

In learning affixation, there were some problems that faced by students, they were the students lack of the knowledge to determine the prefix and suffix that the ending letter was changed the word, students had poor vocabularies, especially in affixation, and the students also felt problems to identify the combination of prefix and suffix. It is supported by Muhibbin Syah that the learning problems can be caused by 2(two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition. ⁸

To anticipate the learning problems, the English Morphology lecturer efforts were the often repeated the lesson especially in determining the prefix and suffix that the final letter was changed and then addition word that between prefix and suffix not change. The lecturer asked the students to pay attention about the ending letter of the prefix and suffix while the lecturer gave the explanation many time about it so the students understood truly. The other, the English morphology lecturer always motivated the students to improve students' sprite in learning

⁸ Muhibbin Syah. *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

especially in affixation. And then the English morphology lecturer give them on overview about the future, how if the affixation problem when they become a teacher so, they must solve the problem directly, that why they have to master an affixation. And then the teacher often write about topic, exercise, word, it is affixation especially prefix and suffix in the whiteboard. After the lecturer write, the teacher also read and show the letter of prefix and suffix clearly. The other, the English morphology lecturer always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.⁹ In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.¹⁰

C. The Threats of the Research

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

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And

⁹ Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.

¹⁰ Yatim Riyanto. *Paradigma Baru Pembelajaran* (Jakarta:Pranada Media Group,2009), p. 140.

also the students did not do the test seriously. So, the researcher took the seats answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more problem because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, and English morphology lecturer.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of observation, interview and test done by the researcher about the students' mastery in affixation especially prefixes and suffixes at sixth semester students' at Tadris Bahasa Inggris, the researcher conclude as follow:

1. The students' mastery in using affixation especially prefixes and suffixes at sixth semester students' at Tadris Bahasa Inggris can be categorized enough (49,69%).
2. The Problems that faced by students in learning affixation:
 - a. The students problems in identify prefixes and suffixes.
 - b. The students felt problems in combination of prefixes and suffixes in a words.
 - c. Students' had poor vocabularies, especially prefixes and suffixes.
3. English teachers' efforts in overcoming sixth semester students' problems in affixation mastery at Tadris Bahasa Inggris STAIN Padangsidempuan are:
 - a. To overcoming students' problems in affixation, the English morphology lecturer repeated the lesson and gave students more examples about in identify prefixes and suffixes.

- b. The English morphology lecturer explain to identify the combination of prefixes and suffixes in a word. often writes prefix and suffix word in the whiteboard.
- c. The English morphology lecturer motivated students have to memorize the vocabularies about prefixes and suffixes, so they can identify and combination it. The English morphology lecturer make the group studying to discussion one material.

B. Suggestions

Based on the conclusions above, writer gave some suggestions as follow:

1. To the chief of English education study program STAIN Padangsidempuan always to motivate the English morphology lecturer to increase her ability in teaching English morphology.
2. To the English morphology lecturer to motivate the students to improve their abilities especially in learning affixation, and in teaching must be done by inner feeling, so that the lecturer always effort and the students can understand what do we say. And then the lecturer also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied, than that the students are also more easily understand and remember. Teachers also have to reproduce the pictures that can be taped to the walls of the class associated with the vocabulary that purpose to increase students' vocabulary.

3. To the readers especially English morphology learners more improve their knowledge in learning affixation especially prefixes and suffixes.

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CURRICULUM VITAE

A. Identity

Name : PARIDA HANUM HASIBUAN
Reg.No : 07 340 0021
Place and Birthday : Sigambal 30 November 1989
Sex : Female
Religion : Islam
Address : Perumahan Indah Lestari JL. Usman Bin Affan No. 43
Padangsidempuan Tenggara

B. Parents

Father's name : Irwan Syah Hasibuan
Mother's name : Ummi Kalsum Harahap

C. Educational Background

- 1. Primary School** : at SDN Janjimanahan (2001)
- 2. Junior High School** : at MTsS Daarul Mursinin
Janjimanahan Kawat (2004)
- 3. Senior High School** : at MAS Daarul Muhsinin Janjimanahan
Kawat (2007)
- 4. Institute** : at Education English Department of Tarbiyah
at STAIN Padangsidempuan (2012)

**Appendix
V**

Respondents' Number	Respondents' answer of each item number																																								SUM		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
1	2	0	0	0	0	2	2	2	0	0	2	2	0	2	0	0	2	0	0	2	0	0	0	3	3	3	0	0	0	0	3	3	3	3	0	3	3	3	3	0	51		
2	0	2	0	0	0	0	2	2	2	2	0	2	2	2	2	2	2	2	2	2	0	0	3	3	3	0	0	0	0	0	3	3	0	0	3	0	0	0	0	0	46		
3	0	0	0	2	0	0	2	2	2	0	0	2	0	0	0	0	2	0	0	0	3	3	0	3	3	3	0	0	3	0	3	0	3	3	3	0	3	0	3	0	48		
4	0	2	0	0	0	2	2	2	0	0	0	2	0	0	2	2	0	0	0	2	0	3	0	3	0	0	0	0	0	0	3	3	3	3	0	3	0	0	3	0	37		
5	0	2	0	0	0	2	2	0	0	2	2	2	0	0	0	2	2	2	2	2	0	0	0	0	0	3	0	0	3	3	0	3	3	0	0	0	0	0	0	3	3	43	
6	0	2	0	2	0	0	2	2	2	2	2	2	0	2	2	2	0	2	0	2	3	3	3	0	0	3	0	0	3	0	3	0	0	3	3	3	0	3	0	0	59		
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8	0	2	0	0	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	3	3	3	0	3	0	3	0	3	3	3	0	3	0	0	3	3	3	3	3	3	70	
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11	2	2	0	0	0	2	2	2	0	0	2	2	0	0	0	2	2	2	0	2	0	0	0	3	3	3	3	0	0	0	0	0	3	0	0	3	0	3	3	0	46		
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15	0	2	0	0	2	0	0	2	0	2	2	0	0	0	0	0	2	2	2	0	3	0	3	3	3	0	0	0	0	3	3	3	0	3	3	3	3	3	3	3	3	55	
16	0	2	0	0	0	2	2	2	2	2	2	2	0	2	2	0	2	0	0	2	3	0	3	3	3	3	3	0	0	0	0	3	3	3	3	3	3	0	0	0	0	57	
17	2	2	2	0	2	0	2	2	2	2	2	0	2	0	2	0	0	2	0	2	3	0	0	0	0	3	0	0	0	0	0	0	3	3	3	3	0	0	0	3	0	44	
18	2	0	0	0	2	0	0	0	2	2	2	0	2	2	2	0	2	2	2	2	3	3	0	3	3	3	0	3	0	3	3	3	3	0	3	0	0	3	0	0	60		
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21	0	2	0	0	0	2	0	0	0	0	0	2	2	2	0	2	0	0	2	2	3	3	0	0	0	0	3	3	0	3	3	0	0	3	3	0	3	0	3	0	46		
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24	2	2	0	0	2	0	0	0	2	2	0	2	0	2	0	2	0	0	0	0	3	3	0	3	3	3	3	0	3	0	3	0	0	0	0	3	0	0	3	0	3	49	
25	0	2	0	2	0	2	2	0	2	0	2	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3	0	0	0	0	3	0	3	0	0	0	0	0	0	0	0	24	
26	2	0	2	0	2	2	0	2	2	0	0	2	2	2	0	0	2	2	0	2	0	3	0	3	3	3	3	3	0	3	0	3	0	3	0	0	3	3	3	0	60		
27	2	2	0	0	0	0	2	0	2	2	2	2	2	2	0	0	0	0	0	2	3	0	0	0	0	3	0	0	0	0	3	3	0	3	0	0	0	3	0	0	38		
28	0	0	0	0	2	2	0	2	0	0	2	2	2	0	0	0	2	0	2	2	3	0	0	0	3	3	3	3	0	0	3	3	0	3	3	3	3	3	3	3	0	0	54
29	2	2	0	0	2	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	3	3	3	0	0	0	0	3	0	3	3	3	3	3	3	3	3	0	0	40
30	2	2	2	0	0	2	2	2	0	0	0	2	0	2	0	0	0	0	2	0	0	3	0	0	0	3	3	0	3	0	0	3	0	0	3	0	0	3	0	0	0	39	
31	2	2	0	2	0	2	2	2	0	0	2	2	2	0	0	0	0	0	2	2	3	0	0	3	0	0	0	0	0	0	3	0	0	3	0	0	3	0	0	3	0	40	
32	2	2	0	0	2	2	2	2	0	2	2	0	0	0	0	0	2	0	2	2	0	0	0	3	3	0	3	0	0	0	3	0	3	0	0	0	3	3	3	0	46		
33	2	0	0	2	2	2	0	0	0	2	2	0	2	0	0	0	2	0	0	2	3	0	0	0	3	3	3	0	0	0	3	0	3	0	0	0	3	0	3	0	42		
The sum result score of collecting data																																								1640			

Appendix 1

PEDOMAN OBSERVASI (OBSERVATION GUIDENING)

1. Lokasi STAIN Padangsidempuan.
(The location of the STAIN Padangsidempuan)
2. Proses pembelajaran English morphology di STAIN Padangsidempuan.
(The process of the teaching English morphology in STAIN Padangsidempuan)
3. Sarana dan prasarana sebagai penunjang proses pembelajaran.
(Media or tools that used to help or make the teaching activity effectively)
4. Mengobservasi metode yang digunakan ketika dosen mengajar affixation.
(the observation method that used by the lecturer when teaching)
5. Mengobservasi cara guru menyampaikan materi pelajaran.
(The observation lecturer strategy in teaching material of affixation)
6. kemampuan siswa dalam menerima pelajaran dari dosen yang bersangkutan.
(The ability of the students in receiving the subject from their teacher)

Appendix II

PEDOMAN WAWANCARA (INTERVIEW GUIDENING)

A. Interview to the English Morphology Lecturer

1. Metode apa saja yang digunakan Bapak/Ibu dalam mengajarkan affixation sixth semester students' at Tadris Bahasa Inggris STAIN Padangsidimpuan?
(What method that used to teach affixation of sixth semester students' at Tadris Bahasa Inggris)
2. Apa buku pokok yang digunakan Bapak/Ibu dalam mengajarkan affixation?
(What is the main book that used in teach an affixation)
3. Apa media yang digunakan Bapak/Ibu dalam mengajarkan affixation ?
(What is the media that used in teach an affixation)
4. Bagaimana hasil belajar mahasiswa dalam pembelajaran affixation?
(How is the result of students' in study an affixation)
5. Apa permasalahan yang dihadapi mahasiswa dalam belajar affixation?
(What is the problems that students' get in study an affixation)
6. Solusi apa yang ibu/ bapak lakukan jika mahasiswa mendapatkan permasalahan dalam belajar affixation?
(What is the solution if the students' get the problems in study affixation)
7. Apa usaha Bapak/Ibu untuk membuat proses pembelajaran yang aktif?
(What is the effort of the teacher to make the class become active)
8. Bagaimana cara Bapak/Ibu untuk memotivasi mahasiswa agar sukses dalam menguasai affixation?
(How is the teacher motivation the students' is to be successful)
9. Apa indicator yang digunakan Bapak/Ibu guru untuk menentukan kemampuan mahasiswa dalam menguasai affixation?
(What is the indicator's that used to identify the ability in mastery an affixation)

B. Interview to the Chief of English Education Study Program STAIN

Padangsidempuan.

1. Apa yang melatar belakangi berdirinya STAIN Padangsidempuan?
(What is the background of STAIN Padangsidempuan)
2. Berapa jumlah dosen bahasa inggris STAIN Padangsidempuan?
(How many lecturers at Tadris Bahasa Inggris there in STAIN Padangsidempuan)
3. Bagaimana struktur organisasi Tadris Bahasa Inggris STAIN Padangsidempuan?
(How is the structure organization of STAIN Padangsidempuan)
4. Sarana dan prasarana apa saja yang dimiliki STAIN Padangsidempuan?
(What is the equipment and facilities have the STAIN Padangsidempuan)

C. Interview to the Sixth Semester students' Tadris Bahasa Inggris STAIN

Padangsidempuan

1. Bagaimana kemampuan adik dalam menggunakan affixation?
(How is your ability in using affixation)
2. Apakah adik menyukai pelajaran English morphology, tentang affixation?
(Do you like in study in English morphology about affixation)
3. Strategi apa yang adik gunakan dalam belajar affixation?
(What is your strategy in using in studying affixation)
4. permasalahan apa saja yang adik hadapi dalam mempelajari afflxation?
(What are you problems in study affixation)
5. Apa solusi yang adik lakukan jika mendapatkan permasalahan dalam belajar affixation?
(What is solution if you get the problems in study affixation)

Appendix III

THE QUESTION LIST TO KNOW SIXTH SEMESTER STUDENTS' AFFIXATION MASTERY AT TADRIS BAHASA INGGRIS STAIN PADANGSIDIMPUAN

Nama :

Nim :

Class :

Please choose correct answer (a. b. c or d)!

1. Which one the following words suffix verb become noun?
 - a. Accurate – Accuracy
 - b. Argue – Arguable
 - c. Real- Reality
 - d. Patient- patience
2. Which one the following words suffix adjective become verb?
 - a. Liquid – Liquefy
 - b. Glory – Glorify
 - c. Protect – Protection
 - d. Glory - Glorious
3. Which one the following words suffix noun become noun?
 - a. Rival – Rivalry
 - b. Element- Elementary
 - c. Aware - Awareness
 - d. Rock – Rocky
4. Which one the following words prefix adjective become adjective?
 - a. Able – Disable
 - b. Like – Dislike
 - c. Joy – Enjoy
 - d. Little – Belittle
5. Which one the following words prefix adjective become verb?
 - a. Force – Enforce
 - b. Do – Redo
 - c. Limited - Unlimited
 - d. Ordinate – Coordinate

6. Which one the following words prefix verb become verb?
- a. Love – Beloved c. Camp - Encamp
b. Claim – Proclaim d. Able – Enable
7. Which one the following words prefix verb become adjective?
- a. Large – Enlarge c. Side – Inside
b. Take – Mistake d. Roll – Enroll

Circle the appropriate suffix for the complet the sentence!

8. To change the verb ‘Break’ to an adjective meaning ‘capable of being broken’ add suffix?
- a. ible c. ery
b. able d. en
9. To change the noun ‘speed’ to an adjective meaning ‘very fast’ add suffix?
- a. Ly c. y
b. Er d. ion
10. To change the noun ‘taste’ to an adjective meaning ‘in good taste’ add the suffix?
- a. Full c. less
b. R d. y

Find the appropriate suffix verb become noun bellow (true or false)!

No	Word	True	False
1.	Elect – Election		
2.	Assist – Assistance		
3.	Seize – Seizure		
4.	Skill – Skillful		
5.	Race – Racial		

Find the appropriate prefix noun become verb bellow (true or false)!

No	Word	True	False
1.	Title – Entitle		
2.	Love – Beloved		
3.	Library – Anlibrary		
4.	Danger - Endanger		
5.	Friend – Befriend		

Write down 10 examples suffix +ity adjective become noun!

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

9.

10.

Write down 10 examples prefix en adjective become noun!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Appendix IV

The key of questions about multiple choices

1. C
2. A
3. A
4. A
5. A
6. B
7. C
8. B
9. C
10. A

The key of question true and false about prefixes and suffixes

11. True
12. True
13. True
14. False
15. False
16. True
17. True
18. False
19. True
20. True

The key of question essays about suffixes

21. Similar-similarity
22. Opportune- opportunity
23. Mature- maturity
24. Suitable- suitability
25. Solid- solidity

26. Probably- probability
27. National- nationality
28. Humid- huminity
29. Personal- personality
30. Active activity

The key of question essays about prefixes

31. Able- enable
32. Large- enlarge
33. Joy-enjoy
34. Roll-enroll
35. Title-entitle
36. Rich-enrich
37. Danger-endanger
38. Force-enforce
39. Circle-encircle
40. List-enlist



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Sekretariat: Jl. Imam Bonjol Km, 4,5 Sihitang. Tlpn 0634-22080 Padangsidimpuan 22733

Nomor : Sti. 14/UBS/P...../2011
Lamp :
Hal : Pembimbing Skripsi

Padangsidimpuan, Oktober 2011
Kepada
Yth. 1. Rayendriani Fahmei Lubis, M.Ag
2. Zainuddin, S.S.M.Hum
di-
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut :

Nama : PARIDA HANUM HASIBUAN
NIM : 07. 340 0021
Jurusan/Prog. Studi : Tarbiyah/ TBI-1
Judul Skripsi : SIXTH SEMESTER STUDENTS' AFFIXATION MASTERY AT TADRIS BAHASA INGGRIS STAIN PADANGSIDIMPUAN

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

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

Wassalamu'alaikum Wr. Wb.

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BERSEDIA/TIDAK BERSEDIA
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Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
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Padangsidimpuan, 12 Pebruari 2012

Nomor : Sti.14/II.B4/PP.00.9/279 /2012

Lamp. : -

Hal : *Mohon Bantuan Informasi*
Penyelesaian Skripsi.

Kepada Yth,
Kepala Prodi Tadris Bahasa Inggris
Sekolah Tinggi Agama Islam Negeri
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

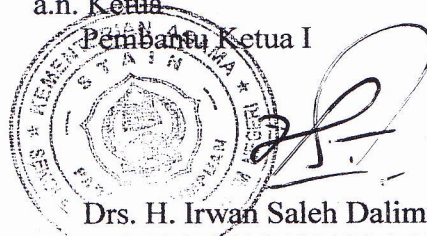
Nama	: Parida Hanum Hasibuan
Nomor Induk Mahasiswa	: 07. 340 0021
Jurusan/Prog.Studi	: Tarbiyah/TBI
Alamat	: Perumahan Indah Lestari Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **“Sixth Semester Students’ Affixation Mastery At Tadris Bahasa Inggris STAIN Padangsidimpuan”**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua I



Drs. H. Irwan Saleh Dalimunthe, MA
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Tembusan :
Bina Skripsi



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SURAT KETERANGAN
Nomor: Sti.14/L.B.4/PP.00.9/966 /2012

Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidempuan menerangkan bahwa :

Nama : Parida Hanum Hasibuan
Nomor Induk Mahasiswa : 07. 340 0021
Jurusan/Prog.Studi : Tarbiyah / Tadris Bahasa Inggris
Alamat : Perumahan Indah Lestari
Padangsidempuan

adalah benar telah menyelesaikan riset di STAIN Padangsidempuan dengan judul skripsi “ **Sixth Semester Students’ Affixation Mastery at Tadris Bahasa Inggris STAIN Padangsidempuan**”.

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 08 Mei 2012
Ketua
Penbantu Ketua I

Dede Hidayatullah Saleh Dalimunthe, MA
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Tembusan :

1. Bina Skripsi