



**THE ABILITY OF THE SIXTH SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT
AT IAIN PADANGSIDIMPUAN IN MASTERING
ENGLISH AFFIXATION**

A THESIS

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

Written By:

KHAIRUL MAHLIL SIREGAR
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ENGLISH EDUCATIONAL DEPARTMENT

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

2022



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Padangsidempuan, Maret 2022
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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Khairul Mahlil Siregar**, entitled "**The Ability of The Sixth Semester Students of English Education Department at IAIN Padangsidempuan In Mastering English Affixation**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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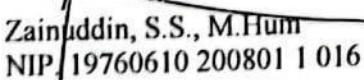
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**Thesis : The Ability of The Sixth Semester Students of
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ABSTRACT

This research talked about students' ability of the sixth semester of English Education Department at IAIN Padangsidimpuan in mastering English Affixation. The problems in this research focused on the students need to add suffixes to the words. Students got difficulties in detecting the form of word, lack of vocabulary and deciding the appropriate affixation.

The purpose of this research was to know the ability at the sixth semester of English Education Department at IAIN Padangsidimpuan in mastering English affixation. To find how far they understand about the affixation of word, also to see their difficulties and find out the solutions from their difficulties in mastering English afixation.

This research used descriptive quantitative followed by descriptive qualitative. Descriptive quantitative was used to explain the students' ability and descriptive qualitative was used to explain the students' difficulties and lecturers' efforts. The population of this research were 114 students of English Education Department at IAIN Padangsidimpuan. This research used simple random sampling to take the sample, the samples were randomized, so based on the calculations that have been done there were 30 samples obtained.

Based on the result of the research, this study got the description of the data and found that the mean score was 72,16. It means that the ability of the fifth semester of English Department was categorized good. Eventhough the students got good categorized, they still faced difficulties in mastering english affixation. Such like in detecting the form of word, lack of vocabulary and deciding the appropriate affixation. Where, the students difficult to differentiate the root and base of the word, difficult to do the processing of affixation if they met with the unfamiliar vocabulary and difficult to analyze the word classes of the word Finally, the efforts of lecturer to solve the students' difficulties were the lecturer gave the learning module, to reopen the dictionary when met with the unfamiliar vocabulary and reexplained the material about affixation.

Key Words: Mastering, English Affixation

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ABSTRAK

Penelitian ini membahas tentang kemampuan mahasiswa semester enam jurusan Tadris Bahasa Inggris dalam menguasai afiksasi bahasa Inggris. Dalam penelitian ini mahasiswa di hadapkan dengan safsiks yang perlu ditambhlan dalam suatu kata. Mahasiswa kesulitan dalam mendeteksi formasi kata, terjebak dalam kosa kata yang jarang dipakai dan kesulitan dalam menentukan afiksasi yang sesuai.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa semester enam jurusan Tadris Bahasa Inggris dalam menguasai afiksasi bahasa Inggris. Untuk melihat seberapa jauh mereka memahami afiksasi bahasa Inggris pada kata, juga untuk melihat kesulitan yang dihadapi mahasiswa serta mencari solusi dari kesulitan yang di hadapi dalam menguasai afiksasi.

Penelitian ini menggunakan deskriptif kuantitatif yang dilanjutkan dengan deskriptif kualitatif. Deskriptif kuantitatif digunakan untuk menjelaskan kemampuan mahasiswa dalam menguasai afiksasi bahasa Inggris dan deskriptif kualitatif dignakan untuk menjelaskan kesulitan yang dihadapi mahasiswa dan upaya dosen dalam menghadapi masalah yang dihadapi siswa. Populasi penelitian ini berjumlah 114 mahasiswa, dimana pengambilan sampel dalam penelitian ini menggunakan simple random sampling secara acak, jadi ada 30 sampel mahasiswa yang didapatkan.

Berdasarkan hasil penelitian ini, hasil dari nilai rata-rata adalah 72,16. Hasil rata-rata tersebut menunjukkan bahwa kemampuan mahasiswa dikategorikan baik. Meskipun mahasiswa mendapatkan kategori baik, mereka tetap saja masih mengalami kesulitan dalam afiksasi bahasa Inggris. Seperti, mendeteksi formasi kata, kekurangan kosa kata dan menentukan afiksasi yang tepat. Dimana, mahasiswa sulit memmbedakan akar kata dan dasar kata, sulit melakukan pengolahan afiksasi jika bertemu dengan kosa kata asing dan sulit menganalisis kelas. Akhirnya, upaya dosen untuk mengatasi kesulitan mahasiswa adalah dosen memberikan modul pembelajaran, membuka kembali kamus ketika bertemu dengan kosa kata yang asing dan menjelaskan kembali tentang materi afiksasi.

Kata Kunci: Menguasai, Afiksasi Bahasa Inggris

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Researcher

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Figure 1 Histogram of The Sixth Semester of English

Department Tarbiyah Faculty IAIN Padangsidempuan

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international languages which used by many people to communicate in the world. Nowadays, English has become more and more importance in life, including education, economic, and business activities. People can find many books written English that is way, people who always want to keep up with the growth of this globalization era must master English.

In teaching and learning process, there are some skills of English. They are listening skill, speaking skill, reading skill, and writing skill. Besides that is another aspect in materials of English teaching at English department is morphology. This material is studied at sixth semester students IAIN Padangsidempuan. So, the students must be able to take this course because it will be related to the next course.

Morphology is one of the branch of linguistic that discusses about word and its changing word from to kinds of word and meaning of word. In addition, it is the lesson of the ways in which word are constructed out of smaller units that have a meaning grammatical function. Morphology studies the grammatical forms of a language. And one of materials of morphology subject is affixation.

Affixation is the process of attaching bound morpheme to base form. Affixation can make different word or meaning from addition word. Affixation is very necessary in linguistic, education of language and writing. Affixation

can help someone to enrich vocabulary, because one word can be developed to two or three words, even more than it.

The important of affixation mastery for students are to know the locations of additions of morpheme, and then to know where the prefix or suffix position into sentences. By mastering affixation the students also easy to understand meaning of the words because it focused on the process of building new words.

There are many effort use by government, university and lecturer to increase affixation mastery, such as revision the curriculum completing the English teaching facility, create RPP and make a good program. Beside that the lecturer prepare the good syllabus, lesson plan and others.

The condition of affixation mastery in sixth semester students of English Department is poor, students difficult to study about affixation. Based on interview with the sixth semester students of English Department at IAIN Padangsidempuan.

The problems and difficult to study about affixation are forming new word, create new word and difficult to diffrent the types and the meaning of that affixation. Faced in using affixation, detecting the form of word, deciding the appropriate affixation, and having lack of vocabulary. Study about affixation very important to increasing students ability in mastering affixation.¹

The role of affixation mastery in learning English to increase the students more vocabulary, adding new words, to enrich vocabularies, and improve speaking and writing skill. In essence if the students can understand affixation they will understand what are they read, heard and

¹ Iqbal Habibi Pasaribu, and Safrizaldi, as a students at IAIN Padangsidempuan, *Private Interview*, (Februari 17th 2021, time: 10.00 a.m).

can express what they thought. Based on the statement above the researcher want to do a research entitle “The Ability of The Sixth Semester Students of English Education Department at IAIN Padangsidimpuan In Mastering English Affixation”.

B. Focus of the Problem

Based on the background above this research focused on the English affixation prefix and suffix mastery. It means, this research focused on the ability of the sixth semester students of English Education Department at IAIN Padangsidimpuan in mastering English affixation.

C. Definition of Key Terms

1. Ability

Ability is a person’s weak strength in doing something. The ability is ingrained in each person. Where the level of ability of people differs based on their background knowledge.

2. English Affixation

English affixation is one of the material in morphology course that studies about formation of words, the way to build a word by adding one or two letters in front or end of the word that can change its meaning and position in the word classes.

Based on the explanation above, the meaning of the tittle “The Ability of The Sixth Semester Students of English Education Department at IAIN Padangsidimpuan In Mastering English Affixation” is to measure

off the students' ability in mastering English affixation as seen from students' scores.

D. Formulation of the Problem

Based on the background of the problem above the researcher will formulate the problem of the researcher as follow:

1. How is the ability of the sixth semester students of English Education Department (TBI) IAIN Padangsidimpuan in mastering English affixation?
2. What are the difficulties of the sixth semester students of English Education Department (TBI) IAIN Padangsidimpuan in mastering English affixation?
3. How do the lecturer overcomes the difficulties of the sixth semester students of English Education Department (TBI) IAIN Padangsidimpuan in mastering English affixation?

E. The Purpose of The Research

Based on the formulation of the problem the researcher formulates the purposes of this research are:

1. To describe the ability of the sixth semester students of English Education Department (TBI) IAIN Padangsidimpuan in mastering English affixation.
2. To describe the difficulties of the sixth semester students of English Education Department (TBI) IAIN Padangsidimpuan in mastering English affixation.

3. To describe how the lecturer overcame the difficulties of the sixth semester students of English Education Department (TBI) IAIN Padangsidimpuan in mastering English affixation.

F. Significances of the Research

This research is significant for:

1. Head of the Department

This study as the information to know the result of the students' ability in mastering English affixation at the sixth semester of English Department IAIN Padangsidimpuan all at once giving the facilities in teaching morphology in the college.

2. Lecturer

This study as the information to know the students' condition in mastering English affixation at the sixth semester of English Department IAIN Padangsidimpuan, so the lecturer can know the students' lack in mastering English affixation and to know how to fix the students problem.

3. Researcher

This is helpful as a information for the future and can add new experiences for researcher in seeing students' ability in this material.

G. Outline of the Thesis

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

The first chapter, it consist of background of the problem, focus of the problem, limitation of the problem, formulation of the problem, the purpose of the research, significances of the research means how beneficial this research, and outline of the thesis is the systematical outline of the research related to the research design.

The second chapter, it consist of the theoretical review which is consisted of english affixation, the definition of affixation, purpose of affixation, types of affixation, process of affixation, inflectional affixes, and derivational affixes and the material of affixation at English Education Department IAIN Padangsidempuan. The last in the related findings that as similar variable whit this research.

The third chapter consist of the research methodology consist of the research design, place and time of the research, method of research, population and sample, the instrument of collecting data, validity and reliability test, the technique of collecting data, techniques of data analysis.

The fourth chapter consist of result of research that consist of “ the ability of the sixth semester students of English Education Department at IAIN Padangsidempuan in mastering English affixation” based on the instrument and based on the formulation given in chapter I.

The fifth chapter consist of conclusion consist of researcher’s conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. English Affixation

English affixation is the linguistic process that speaker use to form different words by adding morphemes at the beginning (prefix) and in the end (suffix) of words, there is no infix in English. In English grammar and morphology an affix is a word element that can be attached to a base or root to form a new form, but simply an affix is a group of letters that generally added to the beginning or the end of a root word that change the words meaning. Affixation. It is one part of language. It is also minimal unit that change the meaning or syntactic function of the word.² It means affixation is the part of language that has meaning.

a. Defenition of Affixation

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.³

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

² As Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University press, 1995), p.30.

³ AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 1344.

Cipollone, “affixation is a word formed by the combination of bound affixes and free morphemes as the result of the process of affixation”.⁴

Another definition is “an extremely common morphological process in language is affixation”.⁵ It means that, a process which most general in linguistic, besides, affixation is one process which most commonly in language. Affixation happened if a bound morpheme to be put down to a free morpheme. A free morpheme can change of function, from word class or meaning with existence of addition of word.

So, based on those definition above, it can be concluded that the affixation is the process of attaching affixes in the before or after the base in order to get new words and affixation is establishing new word, it can be 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.

b. Purpose of Affixation

Affixes function to form a noun, to form a verb, to form a adjective and to form an adverb. The use or addition of affixes to the root word can change the word class. Create new word, to form new words, both from the basic form of origin and the basis of information. New words formed with these affixes then have new meanings as well. The difference between the old and the new meanings is called the meaning of affix. The meaning of the affix only appears after constructing the basic form or in a

⁴ Nick Cipollone, et.all, *Language Files (seventh edition)*, (Columbus: Ohio State University press, 1998), p. 143.

⁵ William O’grady, et.all, *Contemporary Linguistic Analysis An Introduction (third edition)*, (Canada: University of Hawaii, 1996), p. 117.

broader sense after being applied in the field of grammar, this meaning is called the grammatical meaning.

c. Types of Affixation

Types of affixation are : prefixation, infixation, and suffixation. But, in English only two, they are : prefixation and suffixation.⁶ And according to the *The Study of Language 4th Edition* types of affixation there are prefixes, suffixes and infixes, but infixes not normally used in English, but found in some other languages.⁷

1. Prefix

“A prefix is a syllable at the beginning of a word which precedes the main part of speech of the word”.⁸ Affixes have to be added to the beginning of the word these are called prefixes.⁹ A prefix is an affix attached before a root or stem and based, or prefix is an affix, which is added to the front of the stem.

Prefix is a letter or sound or group of letters or sounds which are added to the beginning of a word, and which change the meaning or function of the word.¹⁰ Prefix is affixation which put at the

⁶ Jurate Ruzaitė, *Studying Word-Formation in English* (Vytautas Magnus University Kaunas, 2012), p. 36.

⁷ George Yule, *The Study of Language Fourth Edition*(Cambridge University Press, 2010), p. 59.

⁸ Richard D Mallery, *How to Enlarge and Improve Your Vocabulary*, (New York University, 1994), p. 116.

⁹ George Yule, *The Study of Language Fourth Edition*(Cambridge University Press, 2010), p. 59.

¹⁰ Jack C. Richards, *Longman Dictionary of Language Teaching & Applied Linguistics*,(UK:Longman, 2002), p. 413.

beginning of word.¹¹ So, prefixes are added to the beginning of a word in order to create a new word with different meaning.

For example :

Table 1
Realization of Prefix

Word	Prefix	New word
Pleased	Un-	Unhappy
Cultural	Multi-	Multicultural
Work	Over-	Overwork
Communication	Mis-	Miscommunication
Play	Re-	Replay

Based on the example above, when word add by affix automatically the new meaning from base form, such as: un- as a prefix add by-happy become unhappy. Example of the sentences are :

“He had many unhappy experiences”

“He was equally unhappy with the second choices”

“She looks unhappy”

“I am unhappy about that”

2. Suffix

According the Oxford’s dictionary define suffix is a letter, sound or syllable added at the end of a word to make another

¹¹ Brinton, Laurel J., *The Structure of Modern English: A Linguistic Introduction*, (London: John Benjamins Publishing Company, 2000), p. 77.

word.¹² Affixes have to be added to the end of the word are called suffixes.¹³“A suffix is a syllable at the end of a word which follows the main part of the word”.¹⁴

A suffix is added to the end of a word that conditions its usage or meaning. Suffixes, which attach to the end of roots.¹⁵ Suffix is used either to form new words or show the function of a word. So, suffix is a letter or group of letters that added at the end of word on basic word to change the meaning and class of word. Suffixation refers to place of a bound morpheme (suffix) at the end of a word.

Suffix is morpheme which located in the end of word. A list of the example of suffix as below:

Table 2
Realization of Suffix

Verb	Suffix	Noun
Examine	-ation	Examination
Conclude	-sion	Conclusion
Person	-al	Personal

¹² A. S Hornby, *Advanced Learners Dictionary*, (London : Oxford University, 1974), p. 865.

¹³ George Yule, *The Study of Language Fourth Edition*(Cambridge University Press, 2010), p. 59.

¹⁴ Richard D Mallery, *How to Enlarge and Improve Your Vocabulary*, (New York University, 1994), p. 116.

¹⁵ Laurel J. Brinton, *The Structure of Modern English: A Linguistic Introduction*, p. 77

Kill	-er	Killer
Slow	-ly	Slowly

As mentioned above, a suffix can change part of speech, such as a suffix in a verb into a noun: kill—as a verb—added affix -er becomes killer as a noun. Example sentences are:

“It is important to improve the quality of education”

“I regret being a killer”

“I drove my car slowly yesterday”

d. The Process of Affixation

1. Inflectional affixes

Inflectional is an adjective that refers to the formation of a new form of the same word through inflectional affixes. In English, only suffixes are inflectional. Inflectional changes what a word does in terms of grammar, but does not create a new word.

Inflection is a general grammatical process which combines words and affixes (always suffixes in English) to produce alternative grammatical forms of words. For example, the plural morpheme is an inflectional morpheme. This implies that the plural form *roses*, for instance, does not represent a lexical item fundamentally different from the singular form *rose*, it is simply an inflectional variant of the same. Similarly, the addition of the comparative inflectional (-er) to the adjective *cold* gives *colder*, which is not a different lexical item, but an inflectional variant of the same word.¹⁷

Inflection is the process of adding inflectional morphemes to a word, which may indicate a grammatical category that does not change the meaning and the word class. For example, in English, inflectional suffix – ed and -s are past tense marker and plural marker.

It can be defined, inflectional affixes is the adding of suffix to the word that usually used plural form with addition of “s”.

Tabel 3
Kinds of Inflectional Affixes

INFLECTIONAL AFFIXES	ROOT	EXAMPLE
Plural	Noun	Boys
Possessive	Noun	boy 's
Comparative	Adjective	Older
Superlative	Adjective	Oldest
Present	Verb	Walks
Past	Verb	Walked
Past Participle	Verb	Driven
Present Participle	Verb	Driving

The characteristics of inflectional affixes:

- a) Do not change meaning or part of speech e.g. big and bigger are both adjective.
- b) Typically indicate syntactic or semantic relations between different words in a sentence e.g. the present tense morphemes –s in *waits* shows agreement with the subject of the verb (both are third person singular).
- c) Typically occur with all members of some large class of morphemes e.g. the plural morphemes –s occurs with most nouns.

- d) Typically occur at the margin of words e.g. the plural morphemes –s always come last in a word, as in babysitters or rationalizations.

The term for the base of 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.¹⁶

2. Derivational Affixes

Derivational is the process that creating a new word. Derivational affixes can change the word classes. Derivational “can added and establish words as members of the various word classes.”¹⁷ Another definition is “an affixational process that forms a word with a meaning and/or category distinct from that of its base.”¹⁸ It means that, besides being able to bring up the new word also changes the category of word.

Derivational morpheme is a (bound) morpheme. Bound here means just only can appear as part of a larger expression, or another word “creating new words by changing either the meaning (*happy* vs *unhappy*) or the part of speech (syntactic category, e.g. *ripe*, an adjective, vs *ripen*, a verb) or both.”¹⁹

¹⁶ Willem R. Leben, *English Vocabulary Elements*, p. 26.

¹⁷ Howard Jackson & Etienne Ze“Amvela, *Words, Meaning and Vocabulary an introduction to modern lexicology*, (New York:2000). p. 72.

¹⁸ William O’Grady, et. al., *Contemporary Linguistics An Introduction*, (New York: 2005), p.118.

¹⁹ Robert Sibarani, *An Introduction to Morphology*, (Einburgh University Press, 2002),p. 43.

In English, derivational morpheme are mainly prefixes and suffixes. These affixes can change the word classes and the meaning of the word, also can build new words by adding derivational affixes, which do not apply regularly to an entire class of words, but only to some subset. Some derivational affixes are very productive and some are not.

In linguistic, derivation is creating a new word from another original word. Linguistic is scientific study about language.²⁰ Derivational affixes are producing new word from existing word in two ways. It can change the origin meaning of the words, for example from the word *true* became *untrue* and they can change the part of speech or category, such as *play* as verb became *replay* as noun.

There are some characteristics of derivational affixes, as follows:

- a. Change meaning or part of speech e.g. –ment from nouns, such as judgment and from verbs such as judge.
- b. Typically indicate semantic relation with the morpheme
e.g. the word –full in painful has no particular connection with any other morpheme beyond the word painful.
- c. Typically occur with only some members of e.g. the suffix
–hood occurs with just a few nouns, such as brother, knight, and neighbor, but not with most other example: friend, daughter, candle, and etc.

²⁰ Euis Meinawati, “Affixation in the Script Song Lyrik „Hall of Me”” 1, no. December (2021): 89–100, <http://jurnal.unswagati.ac.id/index.php/RILL>.

- d. Typically occur before inflectional suffixes e.g in chilier, the derivational suffix –y comes before the inflectional –er.²¹

So, there are some characteristics of derivational, such as: change the meaning or part of speech, typically indicate semantic relation with the morpheme, typically occur with only some members, and typically occur before inflectional suffixes.

1. Kinds of Derivational Affixes

Derivational affixes are created from other words by means of affixation. Commonly English content words consist of nouns, verbs, adjective, and adverbs with original base words or sometimes a new word that following by one or more affixes.

The affixes are classified into prefix, suffix, and infix, but in general, there is no infix in English. Depending on whether affix is attached to the beginning (prefixes) or the end (suffixes) of the words.²² So, below are the kinds of derivational affixes:

a. Derivational Prefixes

Derivational prefixes are not usually changes the class of words. Sometimes only changes the stems or the base of words.

But it is added to make a new word with the same word of class

²¹ Plag, *Word - Formation in English* (Cambridge: Cambridge University Press, 2002), p. 20.

²² Lieber, *Introducing Morphology* (Cambridge: Cambridge University Press, 2009), p. 20.

and different meaning namely: un-, pro-, and dis-, etc. Although derivational affixes in English are not especially regular, they still can be categorized based to their type, form, and meaning. The prefix un- meaning *not* extremely widespread, for example: *unhappy, unsure, unreliable, and undiscovered*.

To be closely at the preceding group of words, it can be seen that some affixes have to be added to the beginning of the words, some affixes have to be added to the beginning of the word e.g. un- and mis-, these are called prefixes.²³ They still can be categorized according to their type, form, and meaning.

It shown below:

- a) Negative, we already noted that there are a variety of negative prefixes including *un-, non-, in-, a-, and dis-*.
- b) Attitude, attitude prefixes are the morphemes that convey being against, with, opposite, for, or on the side of whatever stem they are added to. Included are the prefixes *anti-, co-, counter-, and pro-*.
- c) Size and degree, include *arch-, hyper-, hypo-, maxi-, mini-, out-, over-, sub-, ultra-, and under-*.
- d) Space and time, include *ex-, fore-, inter-, post-, pre-, re-, sub-, and trans-*.
- e) Number, number prefixes include *bi-, di-, mono-, multi-, poly-, and tri-, as in biweekly, dichotomy, monolingual, multilingual, polyglot, and trilingual.*²⁴

²³ George Yule, *The Study of Language (Fourth Edition)* (New York: Cambridge University Press, 2010), p. 59.

²⁴ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press, 1995), p. 271.

It can be concluded that there are many prefixes that change the meaning of the word. For example: like- became dislike, from addition prefix “dis” that have negative meaning. So, if the addition prefix in a word, it can be change the meaning the word itself. To make more understandable below are the listed of prefix:

- 1) A- “on”: *alive, asleep, afoot.*
- 2) A-, An- “not”: *anesthetic, amoral, anarchy.*
- 3) Ab- “away from”: *abstraction, abnormality.*
- 4) Ad- “to, toward”: *advertisement, accord, associate.*
- 5) Ambi- “both”: *ambidextrous, ambiguous.*
- 6) Amphi- “both”: *amphibious, amphitheatre.*
- 7) Ana- “up, on, backward”: *anachronistic, analysis, analogy.*
- 8) Ante- “before”: *anteroom, antecedent.*
- 9) Anti- “against”: *antiseptic, anticlimax.*
- 10) Apo- “of, away from”: *apology, apocryphal.*
- 11) Be- “completely”: *bedraggled, befuddled.*
- 12) By- “near, extra”: *bystander, by-product.*
- 13) Cata- “down, against”: *catalogue, catastrophe.*
- 14) Circum- “around”: *circumference, circumlocution.*
- 15) Com- “together with”: *co-pilot, cooperation.*
- 16) Contra- “against”: *controversial, contradict.*
- 17) De- “down from away, and depriving”: *depress, depose, and denatured, deform.*
- 18) Dia- “through, across”: *diametrically, diagonally.*
- 19) Dis- “apart from, and negation”: *dismiss, dissolve, and disson, displace.*
- 20) Ec-, ex- “out of”: *eccentric, exodus.*
- 21) En- “in”: *entomology, energy.*
- 22) Epi- “upon”: *epidermis, epitaph.*
- 23) Eu- “well”: *euphony, euphemism.*
- 24) Ex- “out of”: *ex-governor, efficient.*
- 25) For- “very”: *forlorn, forbid.*
- 26) Fore- “on front”: *forearm, foreground.*
- 27) Hyper- “over, above”: *hypersensitive, hyperbola.*
- 28) Hypo- “under, beneath”: *hypocrite, hypochondriac.*
- 29) In- “into, and not”: *infect, immerse, and*

- inexperienced, improper.*
- 30) *Inter-*, *intro* “between”: *interurban, innerborough, intervention, introduction.*
- 31) *Meta-* “after, along with, over”: *metamorphosis, metatarsal.*
- 32) *Mis-* “wrong”: *mistranslated, misleading.*
- 33) *Miso-* “hatred of”: *misanthropic, misogamy.*
- 34) *Non-* “not”: *nonessential, nonconformist.*
- 35) *Ob-* “against, toward”: *opposition, obsturct.*
- 36) *Off-* “from”: *offspring, offset.*
- 37) *Out-* “surpassing, out”: *outrun, outfield.*
- 38) *Over-* “too much”: *overactive, overheated.*
- 39) *Para-* “beside, beyond”: *parallel, paragraph.*
- 40) *Per-* “throughout, completely”: *permeate, pernicious, perfervid.*
- 41) *Peri-* “around”: *perimeter, period.*
- 42) *Poly-* “many”: *polygamy, polyglot.*
- 43) *Post-* “after”: *postseason, postscript.*
- 44) *Pre-* “before”: *preamble, precede.*
- 45) *Pro-* “forward, in place of”: *progressive, propulsion.*
- 46) *Pro-* “before”: *prologue, proboscis.*
- 47) *Re-* “back, and again”: *revoke, reflexive, and reread, readjust.*
- 48) *Se-* “aside”: *secret, secession.*
- 49) *Sub-* “under”: *submarine, suffer.*
- 50) *Super-*, *supra-* “over, above”: *supernatural, supervision, supramoleculer.*
- 51) *Syn-* “with, together”: *synthesis, symphony.*
- 52) *Trans-* “beyond, across”: *trans-Atlantic, traverse, transit.*
- 53) *Un-* “not”: *unedocated, uncovered.*
- 54) *Under-* “below”: *underpaid, underestimated.*
- 55) *Vice-* “in place of”: *viceroys, vice-president.*
- 56) *With-* “against”: *withstand, withdraw.*
- Up-* “to a higher state”: *upgrade.*²⁵

From the listed above, can be seen that, the class-changing derivational affixes, once added to a stem, form a derivative which is automatically marked by that affix as noun, verb, adjective or adverb.

²⁵ Robert Sibarani, *An Introduction to Morphology* (Einburgh University Press, 2002), p. 121–124.

b. Derivational Suffixes

A Suffix go by a root of word.²⁶ Suffixes are the adding of the bound morphemes to the end of a base. Derivational suffixes is the adding of affixes in the end of case or root of word that can be change the meaning and part of speech such as (*slow- slowly*). It is from adjective to adverb. Below are the steps of changing the class of word:

- a) Noun suffixes, after suffixes are added, many nouns remain as nouns but the meaning changes. Here are a few typical noun suffixes with words that exemplify them: *-tion, -er, -or, -ism, ity, -ment, -ness*.
- b) Verb suffixes, There is a much larger group of affixes that change verbs to nouns. Here are a few common verb suffixes with word that exemplify them: *-ate, -iate, -en, -ify, -fy, -ise, -ize*.
- c) Adjective suffixes, adjectives can be changed to nouns by a variety of suffixes. Here are most common suffix and words that exemplify them: *-able, -ible, -al, -ed, -ful, -ic – ical, -ish, -ive, -ative, -less, -ous, -eous, -ious, -y*.
- d) Adverb suffixes, Adverb can be derived from adjectives using *-ly* (*quickly, strangely*), or they can be derived from nouns with *-wise* (*length-wise*).²⁷

So, there are many more suffixes that change the part of speech and the meaning of the base or root of word. For example,

²⁶ Kadek Nandito, "Derivational and Inflectional Morphemes" 2, no. 1 (2016): 22–29.

²⁷ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, p.275.

the word *paint*+*-er* become *painter*. The word *paint* is a verb, with addition suffix *-er* that change the class of word become a noun.

Also, below are listed suffixes in English:

- 1) *-able, -ible, -ble* “implying capacity or fitness”:
unmentionable, soluble.
- 2) *-acious* “tending to, abounding in”: *tenacious, pugnacious.*
- 3) *-acy, -cy* “state or quality”: *inaaccuracy, secrecy.*
- 4) *-age* “act, state of”: *postage, courage.*
- 5) *-al* “belonging to, pertaining to”: *international, annual.*
- 6) *-an, -ian* “belonging to, pertaining to”: *artisan, musician.*
- 7) *-ance, -ancy, -ence, -ency* “state of, act of”:
redundancy, conference.
- 8) *-ant, -ent* “one who acts”: *claimant, agent.*
- 9) *-ar, -er, -or* “one who acts”: *oiler, bursar.*
- 10) *-ard* “one who does something discreditable”:
drunkard, wizard.
- 11) *-ary* “pertaining to, connected with”: *primary, necessary.*
- 12) *-ate, -ite* “used to form adjectives from certain verbs”:
temperate, favourite.
- 13) *-cle, -cule* “used to form diminutives of noun”:
spectacle, molecule.
- 14) *-dom* “state or condition”: *freedom, kingdom.*
- 15) *-eer, -ier* “one who acts”: *auctioneer, cashier.*
- 16) *-en* “made of, to make”: *woolen, shorten.*
- 17) *-er* “one who acts”: *fighter, swimmer.*
- 18) *-ess, -trix* “one who acts (feminine)”: *laundress, executrix.*
- 19) *-ferous* “bringing, producing, yielding”:
odoriferous, auriferous.
- 20) *-fic, -ific* “making, causing”: *terrific, specific.*
- 21) *-ful* “full of, abounding in”: *wonderful, spoonful.*
- 22) *-fy, -efy, -ify* “to make form into”: *terrify, magnify.*
- 23) *-hood* “state of”: *childhood, knighthood.*
- 24) *-ic, -ical* “of, pertaining to, like”: *heroic, comical.*
- 25) *-ice* “act, quality, state”: *cowardice, malice.*

- 26) *-ile, -il* “pertaining to, suited for”: *servile, civil*.
- 27) *-ine* “pertaining to, like”: *canine, masculine*.
- 28) *-ine, -ette* “one who acts (feminine)”: *heroine, farmerette*.
- 29) *-ion* “state, condition, act of”: *depletion, rebellion*.
- 30) *-ish* “of the nature of, somewhat”: *greenish, danish*.
- 31) *-ism* “act of, doctrine or practice of”: *Amerocanism, heroism*.
- 32) *-ist* “one who acts”: *dentist, violinist*.
- 33) *-ity, -ty* “state, condition, degree”: *sanity, inhumanity*.
- 34) *-ive* “having the nature of, given or tending to”: *inactive, progressive*.
- 35) *-ize (-ise)* “to make into, to practice”: *sympathize, dramatize*.
- 36) *-le, -el* “used to form diminutives, expressing an instrument”: *treadle, ladle*.
- 37) *-lent, -ulent* “abounding in, having in a marked degree”: *violent, turbulent*.
- 38) *-less* “without, beyond the range of”: *careless, hopeless*.
- 39) *-ly* “like in manner, used to form adverbs”: *desperately, womanly*.
- 40) *-ment* “state or quality act of”: *impediment, sediment*.
- 41) *-mony* “abstarct condition”: *testimony, alimony*.
- 42) *-ness* “state or condition”: *kidness, counteousness*.
- 43) *-ory* “of, pertaining to, place of, that which pertains to”: *dormitory, compulsory*.
- 44) *-ose, -ous* “state or quality”: *bellicose, furious*.
- 45) *-ship* “state or quality, art or skill”: *scholarship, worship*.
- 46) *-some* “like or same”: *quarrelsome, tiresome*.
- 47) *-ster* “one who acts”: *youngster, teamster*.
- 48) *-try* “art or profession of”: *ministry, dentistry*.
- 49) *-tude* “state or quality”: *plenitude, dentistry*.
- 50) *-ty* “state or condition”: *safety, scarcity*.
- 51) *-ure* “act or process, result of”: *tenure, picture*.
- 52) *-ward* “in the direction of”: *northward, backward*.

-y “characterized by, somewhat like”: *soapy, icy*.²⁸

That is why derivational that important for studying because to know process of forming of word. So, from studying morphology can know about it.

2. Material of Affixation at English Department

Material is anything which is used to help teaching language learners. To study the materials of English language in university, there are some main course that should be studied by the students. Such like, vocabulary, syntax, morphology at all. Affixation is one of the topic in morphology course. So, affixation is studied in morphology course.

Based on the curriculum, the material that should be studied when the students want to master the affixation material are about the word formation, lexeme formation and inflection. “The word formation consist about the class of word, the lexeme formation talks about kinds of morpheme, prefix and also suffix.”²⁹

3. Related Findings

Truthfully, this thesis is not the first research that has been conducted. There are some related research that have been done by another

²⁸ Robert Sibarani, *An Introduction Morphology* (Einburgh University Press, 2002), p. 128–131.

²⁹ Rochelle Lieber, *“Introducing To Morphology”*, (Cambridge: Cambridge University Press), p.vi.

people before. Which can be used as references to conduct the better study. Below are the research that had finished:

The research by Eka Rahmayani Siregar, In this scope, The result of her research showed “the lowest score of the students in word formation ability the lowest score was 65 and the highest score is 90. It was found that the mean was 79.43, median is 75 and mode was 75”³⁰. It means that, there is no problem in students’ ability in mastering the affixation.

The next research is conducted by Nurbaidah Nasution. The result shows “the high score 90 and low score 50, mean score 72.45 and median 70.”³¹ Based on the calculation mean score was 72.45 it can be categorized that the application of word formation in that school is high.

Another similar research is conducted by Maya Angrayni. The result of her research is “many mistakes related to the use of inappropriate affixation made by the students found in this research, students do not know some certain affixations that have their own meaning or function”³². It means that they don’t realize the affixation can change the meaning or the function of a word in a sentence.

So, from the explanation above, the researcher concluded that the research of english affixation is important to know how far the students are able to master the material.

³⁰ Eka Rahmayani, “*The Students Ability In Using Word Formation at Sixth Semester of TBI IAIN Padangsidempuan*”, p51.

³¹ Nurbaidah, “*The Students’ Ability In Forming Word By Using Suffixes At Grade X Sma Nurul Ilmi Padangsidempuan*”, p48.

³² Maya Angrayni, “*Students’ Difficulties In Using English Affixation*”, p.64.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done at IAIN Padangsidimpuan. The location is at Jl.T Rizal Nurdin No. KM 4, RW.5 Sihitang, Padangsidimpuan Tenggara, Kota Padangsidimpuan. The time of this research was conducted on August 2021 to April 2022.

B. Research Methodology

This research used a quantitative research followed by qualitative research. A quantitative research is “values breadth, statistical description and generalizability”.³³ It means, the result of the data is statistical description or displayed in form of number. So, a quantitative research used for test. While a qualitative research is “value depth of meaning and people’s subjective experiences and their meaning making processes”³⁴. It means that a qualitative is description of the data. It can be presented by questions or result of interview, or it can be say the data in the form of words.

This research used descriptive method of quantitative followed by qualitative research. A descriptive method is “a method that serves to describe or provide an overview of the object”³⁵. So, a descriptive design focused on describing

³³ Patricia Levy, *Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), p. 87, <https://id1lib.org/book/3367988/066698>.

³⁴ Patricia Levy, *Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, p.124.

³⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Tindakan* (Bandung: Alfabeta, 2013), p.29, <https://id1lib.org/book/5686376/9d6534>.

of the nature. The use of descriptive method is to identify problems and try to solve them through descriptive method.

The kind of research was quantitative followed by qualitative. The quantitative research used to measure the ability of the sixth semester in mastering English affixation and to find the data about students' difficulties in identifying English affixation. While qualitative belongs to find data about the efforts of morphology lecturer to overcome the students' difficulties in mastering affixation at IAIN Padangsidimpuan. So, quantitative and qualitative used to analyzed and describe the students' ability and difficulties in mastering affixation. So, the real condition of students are evaluated as much as possible.

C. Population and Sample

1. Population

Population is large number of the students which can used as the participant of research in the research. Population also means the group of people in an area. Population is all of the students which are used as the subject of research. There were three classes of the sixth semester of English Education Department IAIN Padangsidimpuan, they were TBI-1, TBI-2 and TBI-3. TBI-1 consists of 34 students, TBI-2 consisted of 39 students and TBI-3 consisted of 41 students. So, the total of population of research was 114 students. Based on the explanation above, the population of research can be seen in the table below.

Table 2
Population of the research VI semester of English Department
IAIN Padangsidimpuan

No	Class	Number of Students
1.	TBI -1	34
2.	TBI- 2	39
3.	TBI-3	41
Total Number		114

(Source : Academic System Operation of IAIN Padangsidimpuan)

2. Sample

Sample is defined as a small proportion of data that is voted from a larger population by using a the rules of selection. Creating a sample is an efficient method of conducting research as in most cases, it is impossible or very expensive and time consuming to research the whole population and hence researching the sample provides insights that can be applied to the whole population.

In this research, author used simple random sampling in taking the sample. Simple random sampling is a type of probability sampling in which the researcher randomly selects the populations. This technique is used when the population are not placed towards to their knowledge. But put based on their registration number.

Table 2
The Sample of The Research

No	Class	Number of Students
1.	TBI -1	10
2.	TBI- 2	10
3.	TBI-3	10
Total Number		30

The sample in this research were the students at TBI 1 until TBI 3 of the Sixth Semester IAIN Padangsidimpuan. In this research, there were 10 students from TBI-1, 10 students from TBI-2 and 10 students from TBI-3. So, total of the sample as sample was 30 students. This is quantitative and qualitative method, so all the students as sample were analyzed and for the collecting the data there was collaboration with an English lecturer of IAIN Padangsidimpuan to get the data about students' ability in mastering English affixation.

D. Instrument of Data Collection

Instrument of the research is device or media that used by the researcher to get the data. The students were asked to choose the right answer from the test. The researcher explained about the rules of answering the test. In this research, the key instrument is the researcher because the researcher collects the data directly by himself.

1. Test

The kind of test that used in this research was written test in form of multiple choice and questionnaire. The multiple choice test is “the candidate’s task to identify the correct or most appropriate option”³⁶. It means that the participants are asked to select only correct answer from the choices offered as a list. While the questionnaire with the type restricted response. Restricted response “is a question that provides certain limitations or guidelines. These boundaries include the format, content and

³⁶ Arthur Hughes, *Testing For Language Teachers*, Second Edition (UK: Cambridge University,2003), p.76, <https://id1lib.org/book/950114/567d75>

space of the answer area.”³⁷ It means that, even though the students’ answer sentences are varied, there must still be important points contained in the answer.

The multiple choices are used “to assess complex learning outcomes, namely in the form of abilities.”³⁸ It means that, to see how far the ability of the students in mastering English affixation. The score of the multiple choice 5 for the correct answer and 0 for the wrong answer. The multiple choices consist of 20 items.

The test divided into four criterias. They are the noun suffix, adjective suffix, verb suffix, adverb suffix. Where, test number 2,3,6,9,13 for noun suffix, number 1,5,16,17,20 for adjective suffix, number 4,8,12,14,18 for verb suffix and number 7,10,11,15,19 for adverb suffix. Each test will be given 5 scores for each number, so the highest score were 100 in all of test. So, the total score is 100.

So, based on the explanation above, the score that is given based on the English affixation indicators.

Table 4
Indicators of English Affixation Test

No	Subject Form	Number of Test	Total Test	Score
1.	a. Noun Suffix	2,3,6,9,13	5	25
2.	b. Adjective Suffix	1,5,16,17,20	5	25
3.	c. Verb Suffix	4,8,12,14,18	5	25

³⁷ Eko Putro Widyoko, *Evaluasi Program Pembelajaran* (Yogyakarta: Pustaka Belajar, 2010), p45.

³⁸ Zainal Arifin, *Evaluasi Pembelajaran, Direktorat Jenderal Pendidikan Islam Kementerian Agama RI* (Bandung: PT. Remaja Rosdakarya, 2015), p138, <https://scholar.google.co.id/scholar?q=Arifin,+Zainal.+2009.+Evaluasi+Pembelajaran+Prinsip,+Teknik,+Prosedur.+Bandung:>

4.	d. Adverb Suffix	7,10,11,15,19	5	25
Total Score			20	100

2. Interview

Interview is activity that done by two or more people which talk the truth of a problem. “Interview is a purposeful interaction in which one person obtains information from another”³⁹ So, interview is a conversation between two or more people that is called interviewer and informant, which aim to obtains information about the students’ ability in mastering affixation.

In this research, the informant is the morphology lecturer to get the data about the efforts that need to be done to solve the students’ problem in mastering affixation. The interview was also aimed to make sure about the result that has been obtained of this research.

E. Technique of Colecting Data

Technique of collecting data in this research as a procedure how the tests was given to the students as sample in this research. There were some steps in collecting the data. First, the researcher made the test that have been valid for the students to know their ability in mastering affixation. In this part the students were asked to choose the right answer and asked them about their difficulties in answering the question. Then, collecting the written work of students. Next, coming back to the university to do the interview with English lecturer. Finally, analyzing the data from the test and interview.

³⁹ L.R. Gay, Geoffrey E. Mills and Peter W. Airasian, p.386.

F. Technique Data Analysis

This research deals with the purpose of knowing the students' skill and ability in mastering English affixation. In analyzing the students' written work, the researcher analyzes the data by using some steps, as follows:

1. Identifying and correction the students' written work about english affixation
2. Using the mean score to analyzing the result of test.

To obtain the percentage of students' written work by using the formula:

$$\frac{X = \Sigma X \times 100\%}{N}$$

X: The mean of the score

ΣX : The total score

N: The total students⁴⁰

3. Then, the result should be appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table.

⁴⁰ Hartono, *Statistic Untuk Penelitiann* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p30.

Table 7
Interpretation of mean score

No.	Range of Real Score	Category
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough
4.	40-59	Poor

*(Source: Riduan, Belajar Mudah Penelitian Untuk Guru
Karyawan Penelitian Pemula)*

4. Description of the data, it is to describe data that have been collected by the researcher.
5. Taking conclusion, it is to conclude the result of the research analysis

CHAPTER IV

RESULT OF THE RESEARCH

This chapter talked about analyzing the collecting of data. The detail data of the finding is explained in this part. This result of research discussed about the result that belongs to description of data, calculating, means score to get their whole results as general, explain the students' difficulties and teacher effort to overcome the students' difficulties. The details description of data as follows:

A. Description of The Data

1. The Description of the Ability of the Sixth Semester of English Education Department At IAIN Padangsidempuan In Mastering English Affixation

In this research, the test was used to know the ability of the sixth semester in mastering English affixation. Test as instrument used to collecting the data. In this research, students were asked to choose the right answer of the questions by crossing (x) in option a,b,c,d or e. This research used simple random sampling, where the random is the students to get the sample. So, there are some students from every class.

This chapter presented the result of the test about students' ability in mastering English affixation. Based on the data central tendency, the result of the ability of the sixth semester of English Education Department at IAIN Padangsidempuan in mastering English affixation

test. To know the ability of the students' details score, can be seen in following table below:

Table-8
Students' Total Score in Mastering English Affixation

No.	Students' Intial	Class	Total Score
1.	SIP	TBI-1	75
2.	HAH	TBI-1	60
3.	HA	TBI-1	70
4.	URP	TBI-1	80
5.	YAHR	TBI-1	65
6.	KAR	TBI-1	70
7.	AA	TBI-1	80
8.	SH	TBI-1	75
9.	NKH	TBI-1	60
10.	RA	TBI-1	70
11.	PL	TBI-2	65
12.	NAH	TBI-2	55
13.	AFKPH	TBI-2	70
14.	WPS	TBI-2	75
15.	RS	TBI-2	85
16.	RF	TBI-2	65
17.	LAS	TBI-2	85
18.	ARR	TBI-2	60
19.	IHP	TBI-2	70
20.	AYS	TBI-2	80
21.	MW	TBI-3	60
22.	NK	TBI-3	70
23.	RMG	TBI-3	65
24.	MSH	TBI-3	75
25.	RML	TBI-3	55
26.	ATK	TBI-3	65
27.	NSN	TBI-3	70
28.	IRL	TBI-3	75
29.	WNH	TBI-3	70
30.	WL	TBI-3	75
Total Score			2.165
Mean Score			72,12

Table-9
Quality Score of the Students in Mastering English Affixation

No.	Students' Intial	Class	Total Score	Quality Score
1.	SIP	TBI-1	75	Good
2.	HAH	TBI-1	60	Enough
3.	HA	TBI-1	70	Good
4.	URP	TBI-1	80	Very Good
5.	YAHR	TBI-1	65	Enough
6.	KAR	TBI-1	70	Good
7.	AA	TBI-1	80	Very Good
8.	SH	TBI-1	75	Good
9.	NKH	TBI-1	60	Enough
10.	RA	TBI-1	70	Good
11.	PL	TBI-2	65	Enough
12.	NAH	TBI-2	55	Poor
13.	AFKPH	TBI-2	70	Good
14.	WPS	TBI-2	75	Good
15.	RS	TBI-2	85	Very Good
16.	RF	TBI-2	65	Enough
17.	LAS	TBI-2	85	Very Good
18.	ARR	TBI-2	60	Enough
19.	IHP	TBI-2	70	Good
20.	AYS	TBI-2	80	Very Good
21.	MW	TBI-3	60	Enough
22.	NK	TBI-3	70	Good
23.	RMG	TBI-3	65	Enough
24.	MSH	TBI-3	75	Good
25.	RML	TBI-3	55	Poor
26.	ATK	TBI-3	65	Enough
27.	NSN	TBI-3	70	Good
28.	IRL	TBI-3	75	Good
29.	WNH	TBI-3	70	Good
30.	WL	TBI-3	75	Good
Total Score				
Mean Score				

The table showed, the total score was 2.165 and the mean score was 72.16. It can be seen that the students have gotten 85 as the highest score and the students who have gotten 55 as the lowest score.

The score of test become the resume of the data. The conclusion of this research by using statistic count, so below are the resume of the data by using statistic count:

Table-10
The Resume of Variable Score in Mastering English Affixation of English Education Department at IAIN Padangsidempuan

No.	Statistic	Variable
1.	The Highest Score	85
2.	The Lowest Score	55
3.	Sum	2.165
4.	Class Classify	6
5.	Class Interval	5
6.	Mean Score	72,16
7.	Mode	84,5
8.	Median	77
9.	Range	30

From the table 9, it was known that the calculating score for variable in mastering English affixation had been searched from 30 students. Based on 30 students have been researched 85 was the highest score, 55 was the lowest score, sum or all the score of students was 2.165, class classify was 6, class interval was 5, mean score was 72,16 mode score was 84,5, median score was 77 and range was 30.

Based on calculated mean score was 72,16 so, application of mastering English affixation was good. It can be known by the table interpretation mean score in chapter III. Then, to know the description about classification or the criteria of mean score the ability of the sixth semester of English Education Department at IAIN Padangsidimpuan In Mastering English Affixation, look the following table:

Table-11
The Frequency of Students Score in Distribution of the Students Score in Mastering English Affixation

No	Interval Class	Frequency Absolute	Frequency Relative
1.	55-59	2	6%
2.	60-64	4	13%
3.	65-69	5	17%
4.	70-74	8	27%
5.	75-79	6	20%
6.	80-84	3	10%
7.	85-89	2	6%
$i = 4$		30	100%

Based on the table 10, it can be drawn at histogram as below:

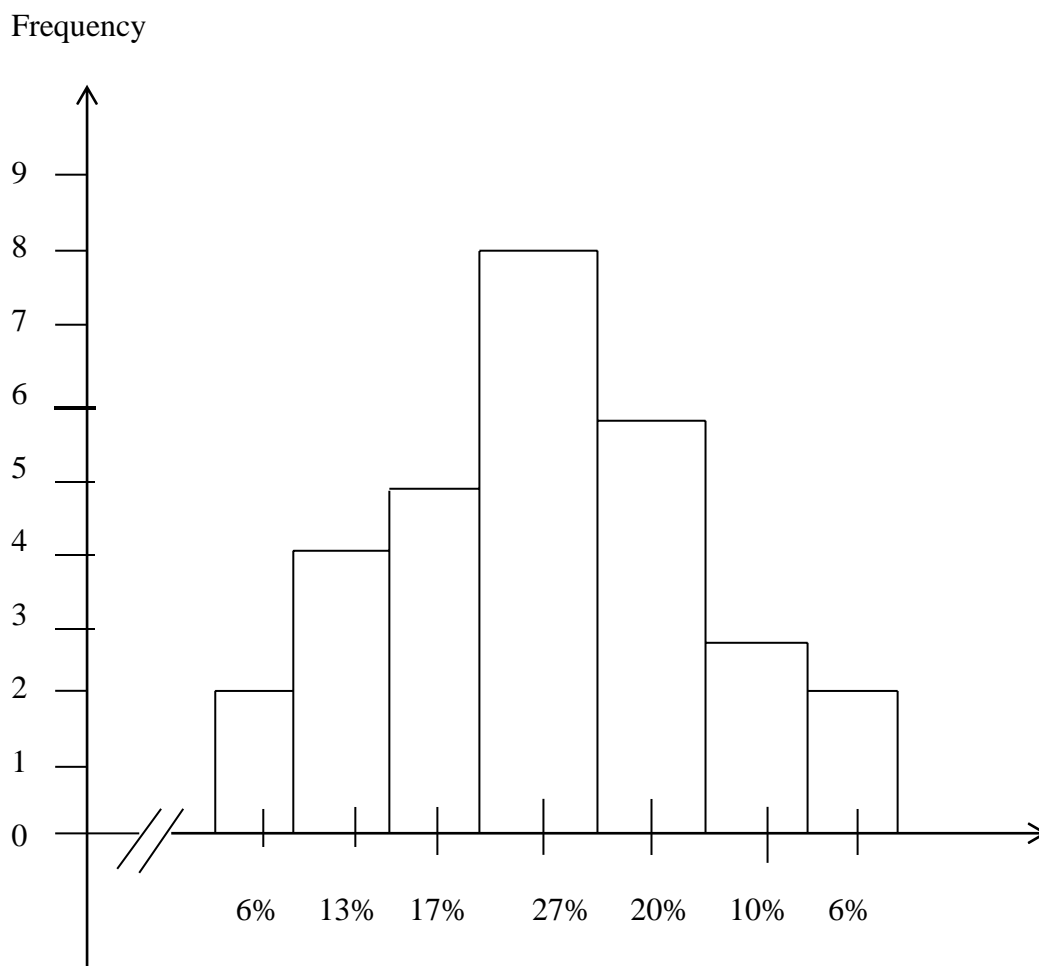


Figure 1: Histogram of The Sixth Semester of English Education Department at IAIN Padangsidimpuan In Mastering English Affixation

Based on the table 10, it was known that the variable revelation of students' mastering English affixation shown that the respondent in 55-59 were 2 students (6%), interval 60-64 were 4 students (13%), interval 65-69 were 5 students (17%), interval 70-74 were 8 students (27%), interval 75-79 were 6 students (20%), interval 80-84 were 3 students (10%), interval 85-89 were 2 students (6%). So, the interval

in this research shown the count of result from the sample or participant in percentage form.

From the calculate of data above, it could be found that formula and the calculating of mean scores as follows:

a. Mean Score

$$X = \frac{2165}{30} = 72,16$$

From the calculating above, it can be valued that mean score can be placed into good category. It can be stated that the students' ability in mastering English affixation was good .

This research applied distribution frequency to describe the data of students' ability in mastering English affixation. To know the students' ability in mastering English affixation can be used the criteria of mean score. The description of classification or criteria of mean score in mastering English affixation of English Education Department at IAIN Padangsidimpuan can be seen in the following table:

Table-12
Percentage of Students' Frequency Score in Mastering English Affixation

Students range Frequency score (lowest to highest)	Category	Amount of Students
40-59	Poor	2
60-69	Enough	9
70-79	Good	14
80-100	Very Good	5

From the description above can be seen, the table of frequency distribution shown that the students' ability in mastering English affixation were good.

2. The Description of Students' Difficulties of The Sixth Semester Students of English Education Department In Mastering English Affixation

Researcher was not only see the students' ability by giving the test, but also proved the students ability by giving questionnaire to them. Researcher needed to know the students difficulties generally and specifically. The following table is reduction of the students difficulties in general for 30 students from TBI 1, TBI 2 and TBI 3.

Table of Students' Difficulties of TBI-1,2,3 In Mastering Affixation

No	Students difficulties in mastering affixation		
1	Word Formation	Word Function : Noun, Verb, Adjectives, Adverb, - Word Analysis, - Word Classification, - Forming new words	6
2	Poor Vocabulary	Memorizing	15
3	Affixation	Number of: - Prefixies, - Suffixies - To large numbers, - Ed - Miss Understanding - Memorizing	11

After giving open questionnaire to some students, some difficulties faced by the students in mastering affixation were found. Those

difficulties were divided into three groups : detecting the form of word, having lack of vocabularies, and deciding the appropriate affixation.

a. Detecting the form of word

Some students especially 6 students difficult to differentiate, don't know the meaning of words that have been formed into new words, similar vocabulary difficult to analyze, difficult in interpreting new vocabulary after adding affixation, it's hard to classify whether a verbs turns into an adjective, noun, adverb or something else, and difficulty in understanding changes in meaning.

b. Having poor/lack of vocabulary

There were 15 students difficult in mastering affixation some of them difficult to memorize the affixation, difficult to use affixation and lack of vocabulary in remembering the affixation because they have lack of vocabulary and that makes they don't know the familiar word that has been attached affixation in it.

c. Deciding the appropriate affixation

There were 11 students difficult in mastering affixation some of them difficult to analyze the type of affixation, lots of new vocabulary, lack of vocabulary understanding, hard to tell the difference, it's very difficult to distinguish the ending Ed for nouns, adjexctives and verbs, lack of understanding of affixation and the meaning of affixation, difficult to memorize and remembering the affixation because so many and wide, problems remembering the ending type and

misunderstanding about prefix and suffix, difficult to distinguish the use of affixation.

In summary, different students have different difficulty in mastering affixation, but some of them have the same one. Some were difficult to differentiate the root word and the word is added by affixation or difficult to form new words or difficult in interpreting new vocabulary after adding affixation. And some other have lack of vocabulary.

3. The Description of Lecturer's Efforts to Overcome The Students' Difficulties In Mastering English Affixation

The difficulties that faced by students in mastering English affixation. Namely, the difficulty in detecting form of word, having poor or lack of vocabulary, deciding the appropriate affixation. So, the result of interview that have been carried out with the lecturer of morphology, there were some efforts that can be applied to overcome the difficulties of students in mastering English affixation. More explanation about the lecturer' effort as follows:

a. Detecting Form of Word

One of the difficulties that are faced by the students is detecting form of word. Where the difficult in detecting the root and the base of word, so they difficult to break the word itself. So, based on the interview that have been carried out with morphology lecturer, the effort that can be done is:

Before learning the affixation, the students should be given the learning module by the lecturer. The module consist of the learning technique, learning material and excercises. Learning material should be emphasized more, because it talks about the root and the base of the word. Where, the students will know what to do and what to understand first. So, they will be directed according to the learning statge.⁴¹

b. Having Poor/Lack Vocabulary

The next difficulties that faced by the students is having poor vocabulary especially in unfamiliar vocabulary. Unfamiliar vocabulary here is the word that is seldom used in daily conversation. So, based on the interview that have been carried out with morphology lecturer, the effort that can be done is:

The most effective way is to ask the students to reopen the dictionary, because by looking the dictionary, students can know the meaning of the word, the class of the word and what type of suffix and prefix that is suiteble for the word. Another effort is also asking the students to be more consider about unfamiliar vocabulary by writing, memorizing and practicing periodically.⁴²

c. Deciding The Appropriate Affixation

The last difficulties that faced by the students is difficult to decide the appropriate affixation. It is difficult to break or add the word from the suffix or prefix if do not know the class of word. So, based on the interview that have been done out with morphology lecturer, the effort that can be done is:

Back over to beginning of the material by clarifying the steps of separating words from affixation, especially on

⁴¹ IR, The English Lecturer at IAIN Padangsidimpuan, *Research Audio Interview*, on Thursday, February 14th 2022, at 10.57.

⁴² IR, The English Lecturer at IAIN Padangsidimpuan

suffix and prefix and also how to build word using affixation.⁴³

Following the rules that have been set aims to direct students to master the steps of affixation. So that students do not make mistake. It can be concluded the efforts that can be done to overcome students' difficulties were:

- a. Giving the module of the learning before starting the activity. So, the students know what to understand first before doing the steps and the excercises.
- b. Checking the dictionary to see the difficult word.
- c. Back to the first activity namely explaining the material again.

B. Discussion

This research discusse about the result of the data analysis which are relative with the description in mastering english affixation. After analyzing the data, it was known that The Ability of The Sixth Semester Students of English Education Department at IAIN Padangsidimpuan In Mastering English Affixation was good category. The categorized good has gotten from the mean score of the students' ability in mastering English affixation. The mean score was 72.16, so it can be good categorized.

The result of this research also can be compared with previous research that was conducted by Eka Rahmayani Siregar. The result of her research showed “the lowest score of the students in word formation

⁴³ IR, The English Lecturer at IAIN Padangsidimpuan

ability the lowest score was 65 and the highest score is 90. It was found that the mean was 79.43, median is 75 and mode was 75”⁴⁴. It means that, the students are categorized into good.

C. Threats of The Research

In conducting of this research, it can be known that there were threats in this research. It starts from the decided the title until the technique of analyzing the data, and from making proposal until finishing thesis, so it can be known that is really far from the excellence thesis.

In conducting the data, there were the threats time because the situation and condition were not good enough caused of pandemic covid-19 and poor of knowledge of writing the thesis. There was also threat when did the interview. Another threats also came from academic problem

The researcher also has given high contribution and energy to finish the thesis early. That all the threats of this research, hoping get a fix for this thesis, the researcher also expected support comments from both of the advisor, friends and readers.

⁴⁴ Eka Rahmayani, “*The Students Ability In Using Word Formation at Sixth Semester of TBI IAIN Padangsidempuan*”, p51.

CHAPTER V

SUGGESTION AND CONCLUSION

A. Conclusion

Based on the test result of the research and calculating the data, the object of this research were to analyze the students' ability in mastering english affixation, students' difficulties in mastering English affixation and the efforts of the lecturer to overcome the students difficulties in mastering English affixation.

After treating the collecting the data, the conclusion can be taken as follows:

1. The students' ability in mastering English affixation can be defined into good. It can be seen from mean score of the students' ability in mastering English affixation, it was 72,16.
2. The students' difficulties in mastering English affixation, as follows:
 - a. Detecting the form of word. Namely, the students difficult to detect about root and base of the word, so they difficult to build and break the word.
 - b. Having poor/lack vocabulary. Namely, the students difficult to identify the unfamiliar vocabulary
 - c. Deciding the appropriate affixation. Namely, the students difficult to differentiate the class of word.

3. The efforts of the English lecturer in mastering English affixation, as follows:
 - a. Giving the module of the learning before starting the activity. So the students know what to understand first before doing the steps and the exercises.
 - b. Checking the dictionary to see the difficult word.
 - c. Back to the first activity namely explaining the material again.

B. Suggestion

After taking the conclusion, this research was given the suggestion based on the result of this research, the suggestion as follows:

- a. The head of study program is suggested, to motivate the lecturer, especially to lecturers who hold morphology courses.
- b. Morphology lecturer is suggested to keep teaching, especially in the discussion of English Affixation.
- c. For the students, to keep study hard to get success even the students have good category in their study. They must still overcome the weakness to get better in mastering english affixation.
- d. It is also useful to other researcher, to make the deepest research with the topic of this research, because this research still far from the perfect.

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mbelajaran+Prinsip,+Teknik,+Prosedur.+Bandung:](https://scholar.google.co.id/scholar?q=Arifin,+Zainal.+2009.+Evaluasi+Pembelajaran+Prinsip,+Teknik,+Prosedur.+Bandung)



A. Identity

1. Name : Khairul Mahlil Siregar
2. Reg.Number : 15 203 00034
3. Place/Birth : Padangsidempuan, 4 Desember 1996
4. Sex : Male
5. Religion : Islam
6. Address : Jln. Let. Jend. Suprpto Gg. Sawo

B. Parents

1. Father's Name : Ahmad Saiful Siregar (ALM)
2. Mother's Name : Risnaseri, S.Pd

C. Educational Background

1. Elementary School : SD N 200105 Padangsidempuan
2. Junior High School : SMP N 3 Padangsidempuan
3. Senior High School : SMK N 1 Padangsidempuan
4. Institute : IAIN Padangsidempuan

APPENDIX 1

Pedoman Observasi (The Guidelines of Observation)

1. Lokasi Perguruan Tinggi (Institut Agama Islam Negeri Padangsidempuan)
(The location of University (Institut For Islamic Studies Padangsidempuan))
2. Sarana dan Prasarana Perguruan Tinggi
(The Facilities of the university)
3. Dosen Bahasa Inggris IAIN Padangsidempuan
(The lecturers at IAIN Padangsidempuan)
4. Mahasiswa semester enam jurusan bahasa Inggris IAIN Padangsidempuan
(The Students of the sixth semester English department IAIN Psp)

APPENDIX 2

The List of Interview

1. Bagaimana sistem pengajaran afiksasi dalam bahasa Inggris di IAIN padangsidimpuan?
(How is the system of teaching English affixation at IAIN padangsidimpuan?)
2. Apa-apa saja yang Ibu lakukan sebelum memberikan tugas kepada mahasiswa?
(What are the English teacher do before giving test to the student?)
3. Bagaimana hasil belajar mahasiswa dalam memahami afiksasi dalam bahasa Inggris?
(How about the students' result in mastering English affixation?)
4. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam memahami afiksasi dalam bahasa Inggris?
(What are the students' difficulties in mastering English affixation?)
5. Bagaimana ibu memecahkan masalah tersebut?
(How the English teacher/lecturer solve the problem?)

Padangsidimpuan, February 2022

English Lecturer

Researcher

Ida Royani, S.Pd.i., M.Hum.

Khairul Mahlil Siregar
Nim: 15 203 00034

APPENDIX 3

The Instrument (test)

Dimohon kepada saudara/saudari untuk menjawab beberapa soal berikut dibawah ini, penelitian tidak ada hubungannya dengan nilai mata kuliah saudara/i. Atas kesediaannya saya ucapkan terima kasih.

Exercise test.

Choose the best answer of these questions by crossing (x) options, a,b,c,d or e!

Nama :

NIM :

1. The area was , don't close anywhere
 - A. Danger
 - B. Dangers
 - C. Dangerous
 - D. Dangerously
 - E. Dangered

2. I am sorry that i can't afford to make a..... to that charity
 - A. Contributed
 - B. Contribution
 - C. Contributes
 - D. Contributor
 - E. Contributly

3. Physical healt is inextricably linked to..... health
 - A. Mental
 - B. Mentality
 - C. Mentalious
 - D. Mentally
 - E. Mentalica

4. Finally I..... what I want since I was kid
 - A. Accomplice
 - B. Accomplishment
 - C. Accomplite
 - D. Accomplice
 - E. Accomplish

5. Bobby likes my..... way of thinking

- A. Create
- B. Creats
- C. Creative
- D. Created
- E. Creativity

6. The child is frightened by the..... man.

- A. Ungly
- B. Uglier
- C. Ugliness
- D. Uglinest
- E. Uglist

7. He will play.....

- A. Defensively
- B. Defensive
- C. Defensived
- D. Devensift
- E. Devensiftly

8. My parent..... our performance.

- A. Appreciate
- B. Appreciately
- C. Appreciation
- D. Appreciatedly
- E. Appreciationus

9. Their..... help my company to grow up.

- A. Contribute
- B. Contributes
- C. Contributly
- D. Contribution
- E. Contributed

10. He is a athlete.

- A. Grace
- B. Gracefully
- C. Graces
- D. Gracely
- E. Gracious

11. She appears..... at fundraisers.

- A. Profession
- B. Professionist
- C. Professionally
- D. Proffesion
- E. Professionuos

12. The hungarian president..... that the country is very safe.

- A. Verify
- B. Verificate
- C. Verification
- D. Verifly
- E. Verificatly

13. The doctor gained immediate for his great discovery.

- A. Recognition
- B. Recognize
- C. Rocegnizing
- D. Recognizable
- E. Recognized

14. We need to this room, iit's so hot and dry.

- A. Humidy
- B. Humidify
- C. Humidivision
- D. Humidied
- E. Humidily

15. He entered into..... with the copeland, who continued his business.

- A. Partership
- B. Partners
- C. Patnerisation
- D. Partnered
- E. Partner

16. The buttefly is I like it so much.

- A. Beauty
- B. Beautiful

- C. Beautifully
- D. Beautiest
- E. Beaution

17. All her..... and physical efforts were directed toward helping him recover and taking care of things at home.

- A. Emotional
- B. Emotion
- C. Emotionally
- D. Emotions
- E. Emotioned

18. Japan Indonesia for 3,5 years.

- A. Colonized
- B. Colonization
- C. Colonizes
- D. Colonizely
- E. Coloniship

19. He folded his towel.....

- A. Length
- B. Lengthly
- C. Lenghtwise
- D. Lengthwises
- E. Lenghtion

20. The rainbow was.....

- A. Colorful
- B. Color
- C. Colorship
- D. Colorion
- E. Colorized

English Lecturer

Researcher

Ida Royani, S.Pd.i., M.Hum.

Khairul Mahlil Siregar
Nim: 15 203 00034

APPENDIX 4

Table-8
Students' Total Score in Mastering English Affixation

No.	Students' Intial	Class	Total Score
1.	SIP	TBI-1	75
2.	HAH	TBI-1	60
3.	HA	TBI-1	70
4.	URP	TBI-1	80
5.	YAHR	TBI-1	65
6.	KAR	TBI-1	70
7.	AA	TBI-1	80
8.	SH	TBI-1	75
9.	NKH	TBI-1	60
10.	RA	TBI-1	70
11.	PL	TBI-2	65
12.	NAH	TBI-2	55
13.	AFKPH	TBI-2	70
14.	WPS	TBI-2	75
15.	RS	TBI-2	85
16.	RF	TBI-2	65
17.	LAS	TBI-2	85
18.	ARR	TBI-2	60
19.	IHP	TBI-2	70
20.	AYS	TBI-2	80
21.	MW	TBI-3	60
22.	NK	TBI-3	70
23.	RMG	TBI-3	65
24.	MSH	TBI-3	75
25.	RML	TBI-3	55
26.	ATK	TBI-3	65
27.	NSN	TBI-3	70
28.	IRL	TBI-3	75
29.	WNH	TBI-3	70
30.	WL	TBI-3	75
Total Score			2.165
Mean Score			72,12

APPENDIX 5

Description of Data The students' score from low score to high score

55	55	60	60	60
60	65	65	65	65
65	70	70	70	70
70	70	70	70	75
75	75	75	75	75
80	80	80	85	85

1. The highest score = 85
2. The lowest score = 55
3. Range = (Highest score – Lowest score = 85- 55 = 30)
4. Total of Class = $1+ 3,3 \log (n)$

$$= 1+ 3,3 \log (30)$$

$$= 1+ 3,3 (1,5)$$

$$= 1+ 4,29$$

$$= 5,95$$

$$= 6$$

5. Interval (i) = $\frac{\text{Range}}{\text{Total of class}}$

$$= \frac{30}{6}$$

$$= 5$$

6. Mean Score

Interval Class	F	X	x	Fx	x ²	Fx ²
55-59	2	57	3	6	9	36
60-64	4	62	2	8	4	64
65-69	5	67	1	5	1	25
70-74	8	72	0	0	0	0
75-79	6	77	-1	-6	1	36
80-84	3	82	-2	-6	4	36
85-89	2	87	-3	-6	6	36
<i>i</i> = 5	30			1		

$$\begin{aligned}
 MX &= M + i \sum \frac{Fx}{n} \\
 &= 72 + 5 \frac{1}{30} \\
 &= 72 + 5 (0,03) \\
 &= 72 + (0,16) \\
 &= 72,16
 \end{aligned}$$

7. Median

$$\begin{aligned}
 \text{Xii (i)} &= 69 + 0,5 = 69,5 \text{ (b)} \\
 n &= 30 \\
 F &= 3 \\
 f &= 8
 \end{aligned}$$

$$\begin{aligned}
 Me &= b + p \left(\frac{\frac{1}{2}n - f}{f} \right) \\
 &= 69,5 + 5 \left(\frac{\frac{1}{2}30 - 3}{8} \right) \\
 &= 69,5 + 5 (1,5) \\
 &= 69,5 + 7,5 \\
 &= 77
 \end{aligned}$$

8. Modus

$$Mo = b + p \left(\frac{b_1 - b_0}{b_1 + b_0} \right)$$

$$= 69,5 + 5 \left(\frac{3}{3-2} \right)$$

$$= 69,5 + 5 (3)$$

$$= 69,5 + 15$$

$$= 84,5$$

APPENDIX 6

The Documentations of Doing The Research

a. With the morphology lecturer



b. With the participants







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Telephone (0634) 22080 Faximile (0634) 24022

nomor : 153 /In.14/E.6a/PP.00.9/12/2021

27 Desember 2021

kepada : **Surat Keterangan Penelitian**


Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Khairul Mahlil Siregar
M : 15 203 00034
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Yang telah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan dari tanggal 20 sampai 29 Desember 2021 dengan judul "The Ability of The Sixth Semester Students of English Education Department at IAIN Padangsidempuan in Mastering English Proficiency".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris



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Penyelesaian Skripsi

13 Desember 2021

Yth. Ketua Prodi Tadris Bahasa Inggris
IAIN Padangsidempuan
Kota Padangsidempuan

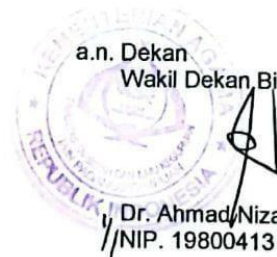
Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Khairul Mahlil Siregar
NIM : 1520300034
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Ability of the Sixth Semester Students of English Education Department at IAIN Padangsidempuan in Mastering English Affixation".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



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