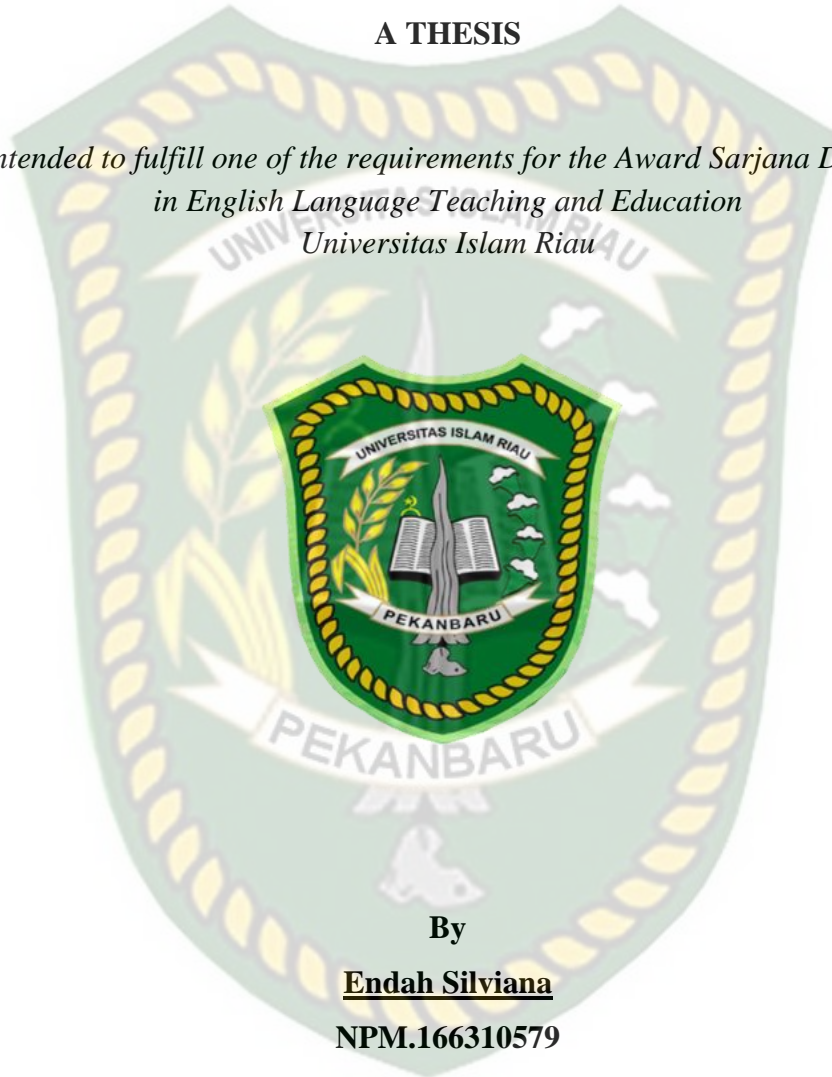


**A STUDY ON STUDENTS' ABILITY OF ENGLISH AFFIXES AT THE
FIFTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP
UIR**

A THESIS

*intended to fulfill one of the requirements for the Award Sarjana Degree
in English Language Teaching and Education
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ABSTRACT

A Study on Students' Ability of English Affixes at the Fifth Semester of English Language Education of FKIP UIR.

Morphology is a part of linguistic that study about words. This research is talking about students' ability of English Affixes. Affixes is very important subject in study about words because, in study about affixes students can learn about prefix and suffix to form some word to be a new words. This research used Word Part Level Test to measure student ability about Affixes.

The methodology of this research is descriptive quantitative research. The instrument of the research is Word Part Level Test. In WPLT test there are three sections to measure students' ability of English Affixes that included form section, meaning section, and use section. The participants of this research are consisting of 35 students from the entire of fifth semester students are about 140 students. This research used cluster sampling and the sample of this research is fifth semester of A-D class in English Language Education of FKIP UIR which consists of 35 students.

The result showed were five indicators level of students' ability of English affixes that included excellent level, good level, fair level, poor level and very poor level. For excellent level the percentage was 37%. For good level the percentage was 28%, for fair level the percentage was 14%, for poor level the percentage 17%, and for very poor level the percentage was 3%. Based on the result above it could conclude that the dominant level percentage of students' ability of affixes was excellent level. Based on this research students in the fifth semester of English Language Education of FKIP UIR have understood about English Affixes and have knowledge about English Affixes. However, students must continue to learn about affixes to more develop their ability.

Key words: *Morphology, English affixes, word part level test, Students' ability.*

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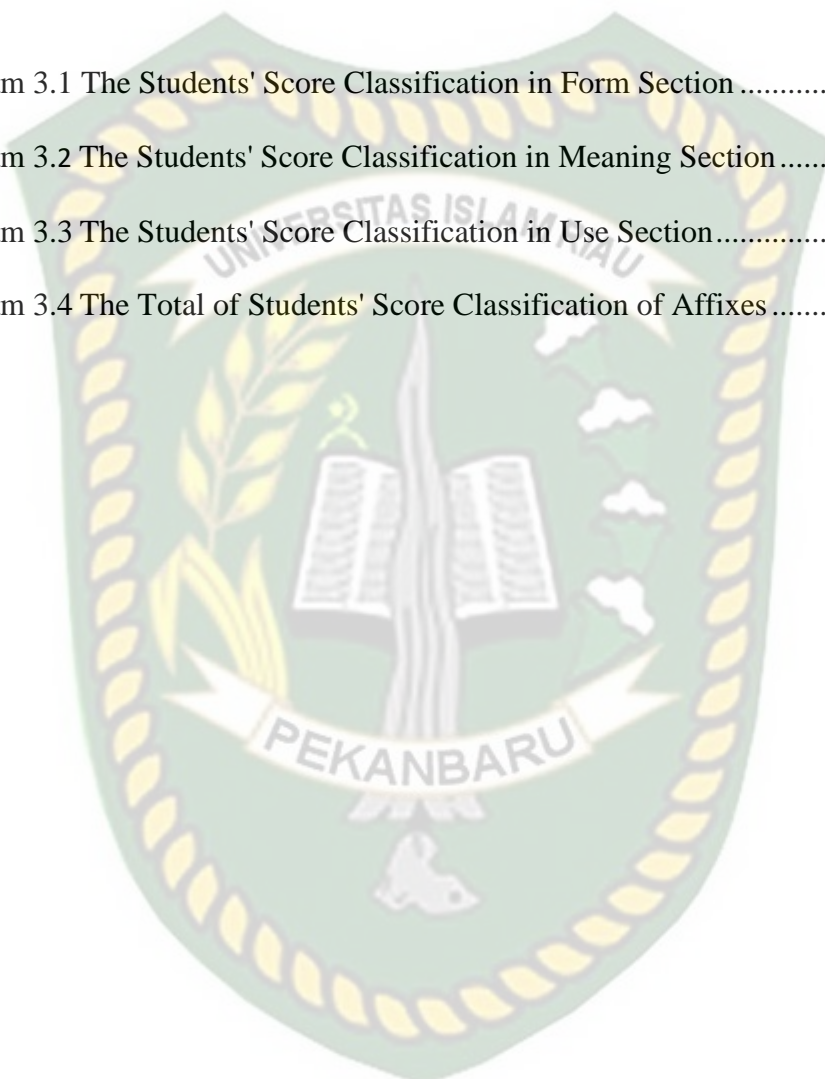
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Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

CHAPTER 1

INTRODUCTION

1.1. Background of Study

Linguistics is one of the branches of science that are discussing about language and study about all of a structure of a language. Basically, language is a natural system of human being. There are so many languages that the peoples used in the world. Trough language, many peoples are able to communicate each other although in different language. Language is very important for human being, because trough language the human can easier to deliver their meaning when communicate with others. Talking about how to construct a word to become sentences is related to one of branch of linguistic.

There are some branch of linguistics those includes micro linguistics and macro linguistics. Micro linguistics discuss about phonetics, phonology, morphology, syntax, semantic and pragmatic. While, macro linguistic consist of sociolinguistics, psycholinguistics, neuro linguistics, discourse analysis, computational linguistic, forensic linguistic, and plied.

This research related to part of linguistics that is morphology. Morphology is a part of linguistics that identifies a basic of language units as grammatical units. Morphology also discusses about the structure of words. According to McCarthy (2002) Morphology is a study about grammar rules that focus on the formation of words that has relationships between words involving the morphemes that compose them. Based on the explanation above, Morphology is a

study about the structures of words in the area of grammatical unit and it has relationship between words and morpheme that involving when composes the word.

A word is not part of smallest unit in the language, but the smallest is morpheme. Morpheme is the smallest of grammatical unit that has a meaning. Morpheme cannot be divided into smaller language. In human language there are various types of morpheme like roots, affixes, prefixes, suffixes, infixes, and derivational affixes, free and bound morpheme. For example '*beautifully*' is a word that consists of two morpheme, that is '*beautiful*' and suffix '*-ly*'.

The first type of morpheme is root. Root is a basic word or an original word. Words represent morphemes that has a meaning, usually morpheme consist of nouns, adjective, verb, preposition, and adverb it is lexical morpheme. For example "work" this word is still a basic word that has not been added to in front or behind the word. Based on the example it is word not added prefix and suffix, so the word "work" only have one meaning.

The second type of morphology is talking about affixes. Affix is a word element that is added before, after, or in the root or stem (base form of a word) to create a new word. There are two processes of affixes that include prefix and suffix. Prefix is the process of adding additions in front of the root or stem to create a new word that have a meaning. Meanwhile, suffix is a process of adding additions after the root or stem. For example '*uncomfortable*' is a word that consist of three morpheme, that is '*comfort*', prefix '*un*' and suffix '*-able*'.

English is an International language and very important language because it all of people in another countries must be learn about English. So many countries used English such as they are mother language, for example Malaysia, Singapore and so on. English is a foreign language in Indonesia, because all of peoples in Indonesia mostly used Indonesian language or mother tongue language. In fourth semester, students of English education at UIR have been studied about morphology and part of morphology. Automatically, the student has knowledge about affixes. Because it the researcher want to measure student ability about affixes by giving a test.

In this research, the researcher wants to know and measure student ability about affixes and students' knowledge when using affixes. To measure student ability the researcher will use WPLT (Word Part Level Test). WPLT is one of test instrument that used to measure student ability about affixes. In WPLT test, there are three section tests that include; Form section, meaning section, use section. Every students start from class A-D should answer all of question based on three sections of WPLT to know their ability.

Based on all of the information's and explanation above, the researcher is interested to make this research. The title of this research is **“A STUDY ON STUDENTS' ABILITY OF ENGLISH AFFIXES AT THE FIFTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR”**.

1.2. Identification of the Research

To form a new word has to follow the rules of word formulation process. In this study the researcher focus on how student create a new word based on the rule of word formulation process. There are two type of word formulation process that includes inflectional and derivational process. It has a different meaning about inflectional and derivational process of word formulation. Inflectional is a word formation process could changes the grammatical function. Meanwhile derivational is a word formation process which only changes the lexical categories or part of speech of word. This research will discuss about affixation process to create a new word.

In the fourth semester students at Islamic University of Riau has been studied about morphology. There were two parts of morphology that student has been learned in the classroom such as derivational and inflectional morpheme. In this research, the researcher wants to measure the ability of students about English affixes. The student should know about derivational and inflectional morpheme, because derivational and inflectional is talking about the formulation process to create a new word that the words have a new meaning and also talking about grammatical of word.

This research focuses on student ability of English affixes. Affix is the process of word formation by added prefix and suffix to create a new word. The researcher thinks that students in the fourth semester of English education at UIR have known about the theory of morphology and part of morphology. The researcher also thinks that students do not understand how to form new words

based on the grammatical rules. In this study the researcher wants to know and measure the ability of fifth semester student about affixes by using test.

1.3. Focus of the Research

Based on the explanation above, this research focuses on the students' ability about English affixes at the fifth semester of English Language Education of FKIP UIR. This research focus to measure students' ability and to know students' knowledge in using affixes. In the fourth semester students has been learned about affixation in the morphology class therefore, the researcher want to give a test to measure students' ability and students' understanding about English affixes in the fifth semester.

1.4. Research Question

Based on limitation of the problem above, the problem of this research can be formulated as the following question:

What are students' ability of English Affixes at the fifth semester of English Language Education of FKIP UIR?

1.5. Objective of the Research

Based on explanation about the formulation of problem, the researcher think that the purpose of this research are to measure students' ability at the fifth semester of English Language Education in using affixation and to give more knowledge about affixation.

1.6. Significant of the Research

This study is useful for the following parties:

1. Researcher

Through this research, the researcher hope is useful to develop knowledge of the researcher about linguistics. This study could help the writer to improve the knowledge in understanding about affixation.

2. The students

This research could help the reader and student to improve their knowledge about affixation. This research can also help students understand about how to create a new word based on the theory of morphology and affixation.

3. The next Researcher

This research can be used as a reference for other researchers who want to conduct the similar study. This research can give more information for the other researchers who want to conduct the similar research about student ability of affixes.

1.7. Assumption of the Research

Based on the formulation of the study above, the researcher assumption is all of students at fifth semester have learned about morphology automatically the students have knowledge about part of morphology and they are also have understand about affixation. The researcher wants to know about student ability in using affixation through the test.

1.8. Definition of Key Term

To create the title of the research that easily for the readers to understand, the researcher have to give more definition and explanation about affixation as the key term that researcher used in the research, there are some key term that include:

1. A study

According to Allison (2019) a study of research is a part of the research where that the research process is an analyzed to be better by understanding some aspects of the research itself.

2. Ability

According to Carrol (1993) say that the definition of every ability depending on some kind of performance or the potential of performance.

3. Affixation

According to Al-Mekhlafi (2015) affixation is a process that used to form a new vocabulary and useful to add English vocabulary.

4. Prefix

According to Suharni (2017) prefix is an affix added before the root. Prefix it could be changes a word class, but generally not.

5. Suffix

According to Pradita and Sadiq (2016) suffix is a part of language morphological processes that involve free and bound morpheme elements to create new words.

1.9. Grand Theories

The researcher used some experts' theories to review the related research. They are such as Haspelmath & Sims (2010) explained about the definition of Morphology. Then, Booij (2007) told about the definition of morpheme. Taft & Kounghious (2004) introduced about the concept of morpheme. Luthfiyati & friends (2017) have investigated two types of morpheme that are includes free morpheme and bound morpheme. Katamba (2005) and Rugaiyah (2018) give more explanation about the definition of affixation. Then, Brown (2004) explained about the definition of the test as an instrument to do this research. Sasao and Webb (2017) explained about the definition of WPLT as instrument of affixation test to measure student ability.

1.10. Research Methodology

This part discusses about research method where the researcher explained clearly below.

1.10.1. Method of the Research

This research used descriptive quantitative research. According to Arikunto (2014) Quantitative research is a research method that used to collect data in the form of numbers starting from data collection, data interpretation, and appearance of the data. Quantitative research used table, graphics, picture and so on. Quantitative research also used qualitative data to explain the information. Based on explanation above, quantitative research is one of research method that used to present the data in the form of numbers.

Quantitative research usually presents the data in table, graphics, or picture and explains the data in the form of qualitative information.

According to Atmowardoyo (2018) descriptive research is a method used to explain the phenomenon in detail by collecting data instruments obtained through questioners, test, interviews or observation. Meanwhile, according to Priyono (2016) descriptive research is a method that used to give an overview in detail about phenomenon. Based on the explanation above, it could be concluded that descriptive research is some best of method to explain the phenomenon based on the collecting of the data in detail. All of the information in the form of tables and text that describe about the data in detail can be called descriptive research.

1.10.2. Source of the Data

This research took the data based on analysis of instrument obtained through the WPLT (Word Part Level Test) in the fifth semester student at English Language Education of FKIP UIR. The researcher has been given a test for students about English affixes.

1.10.3. Instrument of the Research

In this research, the researcher used the test for the instrument to collect the data. The researcher used WPLT (Word Part Level Test) as a test to analyze students' ability. This test used to measure students' ability about

English affixes. There are three sections of WPLT those include; form section, meaning section, and use section.

1.10.4. Data Collection Technique

The design of this research is quantitative data. To collect the data the researcher analyzed students' ability of English affixes through WPLT (Word Part Level Test) adopted from Sasao and Webb (2017). The WPLT consist of 60 questions. See the following table for more detail.

Table 1.1 Blueprints of Indicators

| No | RESEARCH FOCUS | INDICATORS | SUB-INDICATORS | NUMBER OF ITEMS |
|----|----------------|------------|--------------------|--|
| 1. | Affixes | Prefix | 1. Form Section | 1,2,3,4,5,6,7,8,9,10 |
| | | | 2. Meaning Section | 1,2,3,4,5,6,7,8,9,10 |
| | | | 3. Use section | 6,7 |
| 2. | | Suffix | 1. Form Section | 11,12,13,14,15,16,17,18,19,20 |
| | | | 2. Meaning Section | 11,12,13,14,15,16,17,18,19,20 |
| | | | 3. Use section | 1,2,3,4,5,8,9,10,11,12,13,14,15,16,17,18,19,20 |

1.10.5. Time and Place of the Research

This research has been taken the data at English Language Education in the fifth semester of academic year 2019/2020 of FKIP UIR where located at Kaharuddin Nasution Street No 113 Perhentian Marpoyan Pekanbaru, and it will investigate and analyze as well affixation through the test. This research has been conducted on June - July 2020.

1.10.5.1 The Population

The Population in this research is located in Universitas Islam Riau at Kaharuddin Nasution street no.113 perhentian Marpoyan Pekanbaru, Riau especially in the fifth semester of English Language Education students that are consist of 4 classes (A-D). The participants of this research are consisting of 35 students from the entire of fifth semester students are about 140 students. The total of population will show in the following table below:

Table 1.2 Population of the Research

| No | Class | Number of Students |
|--------------|-------|--------------------|
| 1 | A | 30 |
| 2 | B | 38 |
| 3 | C | 35 |
| 4 | D | 37 |
| Total | | 140 |

1.10.5.2. The Sample

Sampling is the process to selecting a number of individual to represent the large of group from which that selected. The researcher will use cluster sampling in this research. According to Taherdoost (2016) cluster sampling is the process of taking data by using all population places which are divided into groups. The purpose of sampling is to gain information about population that includes the total of interest of the subject. The sample of this research is fifth semester of A-D class in English Language Education of FKIP UIR which consists of 35 students.

1.10.6 Data Analysis Technique

Data analysis technique that the researcher used is Descriptive Quantitative. According to Mulyadi (2011) Quantitative research is one of research approach that represents the understanding of positivism. While, according to Siyoto & Sodik (2015) Quantitative research is one type of research method whose specifications are systematic, planned, and structured clearly start from the beginning until the end of the research design. Based on explanation above, it could conclude that quantitative research is one of research method the represents the understanding of positivism and the specification of research are systematic, planned and the structure is clearly in the beginning until the end of research design.

The researcher analyzed students' ability about English affixes that are including prefix and suffix by using WPLT (Word Part Level Test).

There are 60 questions WPLT and every part of WPLT consist of 20 questions. The researcher gave five points in every part of WPLT questions. To determine the average grade of students, the researcher must calculate all of total score obtained by students using the formula according to Sudijono (2018:80) below.

$$M_x = \frac{X_1 + X_2 + X_3}{N}$$

Notes:

M_x = Mean

X_1-X_3 = value of each section

N = total of values

Through this test the researcher could be easier to know the score of students' and measure students' ability. Through the test result that has been obtained from students, the researcher will be able to find out the criteria of students ability. According to Arikunto (2013:281) the criteria of students' ability are including in the table 1.3 below.

Table1.3. Criteria of students' ability

| Score | Information |
|--------|-------------|
| 80-100 | Excellent |
| 66-79 | Good |
| 56-65 | Fair |
| 40-55 | Poor |
| 0-39 | Very poor |

After find out the criteria, the researcher used formula to found the percentages of students' ability of English Affixes. According to Sudijono (2018:43) the formula used is as follows:

$$p = f/n \times 100\%$$

Notes:

P= percentage of students' ability

F= frequency students' number

n= number of cases

CHAPTER II

RELATED THEORIES

2.1. The Definition of Morphology

Morphology is a part of linguistics that study about meaning of words and study about grammatical rules. According to Haspelmath & Sims (2010) Morphology is the study about a rule internal words and morphology are includes the oldest and youngest linguistic branches. Based on the theory above, it could be concluded that Morphology is a branch of linguistics that learned about words and explain about word formation. Morphology also study about all of structures of grammatical words that have a meaning. Morphology can be interpreted as a study about the whole form of words and changes in the word is both grammatically and functionally.

Morphology is a study about words and how words could change in more detail. In study of morphology, students will study about how the process of word or morpheme formation and study about how to combine words in a language. The study about morphology, the students will learn about free morpheme, bound morpheme, derivational morpheme, and inflectional morpheme, because it is a type of morphology that students have to learn. Free morpheme could stand alone as a word without other morpheme attached. Meanwhile bound morpheme could not stand alone but it must attach to other morphemes.

2.2. Morpheme

Morpheme is the smallest grammatical unit that has a meaning. Morpheme could not be divided into smaller languages. Morpheme has a function to distinguish plural, singular and so on. According to Booij (2007) morpheme is a unit of morphologies in the form of word blocks from linguistics unit that has lexical meanings and grammatical meanings. Meanwhile according to Taft & Kounghious (2004) the concept of morpheme based on the expert of linguistics is talking about the smallest of functional unit in the word that the function refers to meaning, syntax, or both of them. Based on the explanation above, it could be concluded that morpheme is the smallest part of grammatical meaning and lexical meaning in the language. In a study about morphology, morpheme is a part of linguistics that is very important to learn, because morpheme is a study about meaning of word in language.

2.3. Types of Morpheme

When the learners study about morphology, the students have to know about the definition of morpheme and type of morpheme. According to Luthfiyati & friends (2017) there are two type of morpheme; free morpheme and bound morpheme. Free morpheme is a whole word that may be stand alone. Examples are *the, cat, run, pretty, trapezoid*. While Bound morpheme is a morpheme could not stand alone and must attach to other morphemes. Examples are *re-, un-, -est, -er, -fer*. There are two parts of free morpheme, which are lexical morpheme and functional morpheme. Meanwhile bound morphemes have two parts that included

derivational morpheme and inflectional morpheme. Each parts of morpheme have a different function. In this chapter the researcher will discuss about each part of morpheme.

2.3.1. Free Morpheme

Free morpheme is the part of morphemes that give explanation about words that has independent properties. According to Lieber (2009) free morpheme are morphemes that could stand alone as words in the language. Based on the explanation about free morpheme by Lieber, it could be concluded that free morpheme is the words that could stand alone or the words has independent properties that have a potential to form a word. The example of free morpheme is “help-ful = helpful” this word that is called free morpheme, because the word “help” could stand alone and have a meaning before added additions “-ful” in the behind of this word. Based on the example, it could be concluded that morpheme can stand alone and have a meaning before added an affix.

There are two kinds of free morpheme, that is lexical morpheme and functional morpheme. Lexical morpheme is one of part of free morpheme that could be stand-alone but also it could be added to additions behind or in front of the basic word (root). It is mean that lexical morpheme have a basic word (root) that could be stand alone and also the basic word could be divided to the prefix or suffix. The classifications of words in the lexical morpheme are noun, adjective, verb, and adverb. Meanwhile functional morpheme is the morpheme could be stand alone, but the morpheme could not added to prefix and suffix like lexical

morpheme. The classification of functional morpheme is pronoun, conjunction, prepositions, article, demonstratives, and interjection.

To make it easier to understand, the researcher can give an example about two kind of free morpheme. The first one is an example of lexical morpheme. An example of lexical morpheme are includes in the table.

Table 2.1: The examples of Lexical Morpheme

| No. | Classification of words | Examples |
|-----|-------------------------|-------------------------------------|
| 1. | Noun | Acceptance, achievement, activeness |
| 2. | Adjective | Acceptable, achievable, active |
| 3. | Verb | Act, accept, achieve |
| 4. | Adverb | Actively, adjustable, approachable |

Based on the table, it could be concluding lexical morpheme is a morpheme could be stand alone and it could be added to suffix or prefix. If the root (basic of word) added to suffix and prefix, it will change the classification of words. For example, the word “achieve” it is verb, when added affix “-ment” the classification of word will change into noun and form a new word that is “achievement”.

The second is about an example of functional morpheme. An example of lexical and functional morpheme has a different example and function. Lexical morpheme discussed about morpheme based on the words class. Meanwhile,

functional morpheme is more about a function and grammar. An example of functional morpheme are includes in the table.

Table 2.2: The examples of Functional Morpheme

| No. | Classification of Functional Morpheme | An example of Functional Morpheme |
|-----|---------------------------------------|--|
| 1. | Pronoun | I, you, they, we, she, he, it, their, whose, me, my, your, etc. |
| 2. | Conjunction | Or, if, since, after, before, until, while, but, because, and etc. |
| 3. | Preposition | Of, in, on, at, and under |
| 4. | Article | The, an, a |
| 5. | Demonstrative | This, that, those, and these. |

2.3.2. Bound Morpheme

Bound morpheme is morpheme whose meaning depends on other morpheme (free morpheme). According to Yastanti & Warlina (2018) Bound morpheme is a process to make a word the morpheme could not stand alone, so it requires a combination. Based on the explanation above, it could be concluded that Bound morpheme could not stand alone and it always attaches to free morpheme as an affix and it could change the meaning of free morpheme that it attached to it. Because it, a bound morpheme need an affix to clear a meaning of

word. Free morpheme that could be attached to bound morpheme is a lexical morpheme while functional morpheme could not. Bound morpheme has two types that are derivational morpheme and inflectional morpheme.

Derivational morpheme and inflectional is part of bound morpheme. Derivational morpheme is the morpheme that could form a new word, but the meaning and classification of word could be change or could not change. Derivational morpheme has two parts are include derivational prefix and derivational suffix. An example of derivational prefix is the word of “impossible” this word has prefix “im”, and the root of this word is possible (adjective). So, the addition of prefix “im” to the word “possible” could be change a meaning of root (basic word) and produce a new word from “possible” into “impossible”, but the classification of word could not change. The example of derivational suffix is the word of “smartly”, on this word there is suffix “ly” and the basic word is “smart (adjective)”. Based on the example the meaning of root could be change and also the classification of word is change from adjective to adverb.

The second type of bound morpheme is inflectional morpheme. According to Nurtiddini & Soraya (2019) said that another signification of inflectional morpheme could be “possessive”, “past tense”, or “feminine” that the function to explain a part of speech class in the language. It mean that the meaning and class of word is also could not change in this type of bound morpheme and this type just explain about part of speech class in language. The example of inflectional morpheme is the word of “learn” to become the word “learned”.

Based on the example it could be conclude that the word “learn” become “learned” has the same meaning, but the used of this word based on the context, the word “learn” used in the present and the word “learned” used in the past.

2.4. Affixation

Affixation is a root or basic word added prefix or suffix to produce a new words. According to Katamba (2005) affixes are all morphemes adding prefixes and suffixes to the root or a basic word. Meanwhile, according to Rugaiyah (2018) affixation is a process of including an affix on the right or left side of root. Meanwhile based on Manova (2014) statement, affixation is a morphological process where the bound morpheme is an affix attached to the morphological base. Based on the explanation of affixation above, it could be conclude that affixation is a study about the process of morpheme to add an affix that include prefix and suffix into the root.

The learners have to know about affixation and when they used affixation, because affixation is the part of bound morpheme. The knowledge of affixation can help students to know the meaning of word and word structure. According to Sasao and Webb (2017) knowledge about affixation can help students guess the meaning of an unknown word that is divided from familiar words contained in words that are still the same family. Meanwhile, according to Somathasan (2018) the knowledge about prefixes and suffixes is essential for a student of ESL, for that knowledge the learners can easier to know the meaning of word and can help the learners to develop their knowledge about word and also to develop their

knowledge about the structure of words. This knowledge is useful for students' success in their academic English by building up a lot of vocabulary. Based on the explanation above, it could be conclude that, study about affixation can help students understand about word structure, meaning of word and help students to develop their knowledge about word.

To make students understand about affixation, the researcher gives an example about affixation. Examples of affixation that is included in this table.

Table 2.3: Examples of Affixation

| Prefix | Root word | Suffix | New Word (affixation) |
|--------|------------|--------|-----------------------|
| Im- | Measure | Able | Immeasurable |
| Dis- | Advantages | Ous | Disadvantages |
| Un- | Forgive | Able | Unforgiveable |
| Un- | Help | Ful | Unhelpful |
| Un- | Happy | Ness | Unhappiness |
| In- | Correct | -ly | Incorrectly |

2.5. Type of Affixation

Affixation is the part of bound morpheme. When students learn about affixation, the students not only know about the definition of affixation, but students have to know about type of affixation to increase student knowledge. The type of Affixation is suffix and prefix. Affix added before root is called a prefix and affix added after root was called suffix. On this paper the researcher could give more explanation about type of affixation.

2.5.1. Prefix

Prefix is type of affixation that the position of affixes at the beginning of root. According to Suharni (2017) prefix is an affix added before the root. Prefix it could be changes a word class, but generally not. It could be conclude that prefix is a position of affix at the beginning of word to create a new word that has a different meaning to provide the information. An example, the word of “happy” that is added the prefix “Un” become a new word “unhappy”, automatically could changes the meaning of word and has a different meaning between the word of “happy” and “unhappy”. Based on explanation above, every prefix has a different meaning. When a prefix added to the root, prefix will be changes the meaning of word that has been added.

To make students understand about prefix, the researcher gives an example about prefix. Examples of prefix that is included in this table.

Table 2.4: Examples of prefix

| Prefix | Root Word | New Word |
|--------|-----------|------------|
| Im- | Possible | Impossible |
| Un- | Happy | Unhappy |
| Dis- | Agree | Disagree |
| il- | Legal | Illegal |

Table 2.5: Prefix, meaning, and examples

| Prefix | Meaning | Examples |
|--------|----------|-----------------------|
| bi- | Two | bicycle, bipolar |
| de- | Opposite | degrade, degenerate |
| dis- | Opposite | disagree, disable |
| im- | Not | impossible, impolite |
| in- | Lacking | inability, inaccuracy |

| | | |
|------|-----------|-------------------------|
| ir- | Not | irregular, irradiate |
| mis- | Incorrect | misunderstand, misalign |
| pre- | Before | prefix, precancerous |
| re- | Again | reactivate, readjust |
| un- | Not | unable, unhappy |

(Somathasan (2018:2))

2.5.2. Suffix

Suffix is a group of letters which is placed at the end of a basic word or root. According to Nandito (2016) said that suffix is an affixes added at the end of stem that sometimes called postfix or ending. Common examples are showing the case of grammatical nouns or adjectives, and verbs that form the conjunction of verb. In studies about Semitic language, suffix is called an affirmative, because they could change form of words. Based on the theory above, it could be conclude that suffix is an affix or group of letter which is a placed at the end of a root (base form) to produce a new word. In study about language suffix have a function to form a new word. There are two parts of suffix that include derivational suffix and inflectional suffix.

To make students understand about suffix, the researcher gives an example about suffix. There are some Examples of suffix that is included in this table. In this table show about how to added suffix at the beginning of root.

Table 2.6: Example of Suffix

According to Katamba (2005:44-45)

| Verb → Noun | | |
|-------------|----------|---------------|
| NO. | Suffixes | Examples |
| 1. | -ation | Confisc-ation |
| 2. | -ant | Occup-ant |
| 3. | -ant | Stimul-ant |
| 4. | -er | Teach-er |
| 5. | -er | strain-ker |
| 6. | -ing | read-ing |
| 7. | -ish | cycl-ish |
| 8. | -ion | corros-ion |
| 9. | -ment | Appoint-ment |
| 10. | -ery | pigg-ery |
| 11. | -ery | brew-ery |

| | | |
|-------------|-----------|--------------|
| 12. | -ee | detain-ee |
| Verb → adj | | |
| 13. | -ing | Stand-ing |
| 14. | -ise/-ize | Fertil-ise |
| 15. | -ive | Indicate-ive |
| 16. | -able | Do-able |
| 17. | -ing | Fight-ing |
| Noun → verb | | |
| 18. | -ate | Don-ate |
| 19. | -ise/-ize | American-ise |
| 20. | -ise/-ize | Terror-ise |
| Noun → adj | | |
| 21. | -al | Tradition-al |
| 22. | -ate | Accur-ate |
| 23. | -ish | Freak-ish |
| 24. | -less | Joy-less |
| 25. | -ful | Care-ful |
| 26. | -(i)an | -canad-ian |

| | | |
|----------------------------|-------|-----------|
| 27. | -some | Tire-some |
| Adj \longrightarrow verb | | |
| 28. | -ate | Equ-ate |
| 29. | -ise | Civil-ise |

Table 2.7: Suffix, meaning, examples

| Suffix | Meaning | Examples |
|------------|-------------|-----------------------|
| -al | relation to | elemental, spinal |
| -ance | Action | disturbance, variance |
| -er/ -or | One who... | reader, director |
| -ful | full of | truthful, beautiful |
| -ion | Action | action, dictation |
| -ise/ -ize | to make | neutralize, visualize |
| -ity | State | unity, punctuality |
| -less | Without | colorless, useless |

| | | |
|-------|--------|----------------------|
| -ly | Manner | beautifully, truly |
| -ment | Result | agreement, amusement |

(Somathasan (2018:2)

2.6. The Formation of Word

The formation of word is the process of forming word by adding an affix at the beginning or ending root to create a new word that have a meaning and function based on the grammatical rules. In linguistics a study about forming word is called morphology. According to Bunau & Yusof (2018) generally affixation, reduplication, compound and acronym are some complicated wording. Based on the explanation above, affixation is the process about how to form word which is included in a complex class of word formation. This research focused on two processes to form word that are derivation and inflection.

2.6.1. Inflection

Inflection is one part of process to formation word. In linguistics inflection is a process of word formation, where added item to the root or a basic word to express a grammatical meaning in the language. According to Meyer (2009) inflection is part of grammatical morpheme, that morphemes have grammatical relationship. Based on explanation above, inflection is type of grammatical morpheme that morphemes refer to grammatical relationship. Inflection is words

that have a same meaning or not change a meaning from a basic word, while the added word is used to follow the rule of grammar and using word.

2.6.2. Derivation

Derivation is the process of forming word trough adding an affix (prefix, suffix, and infix). Derivation will produce a new word and have a different meaning with a basic word (root). According to Ningsih and friends (2016) derivation is a process of lowering words to build other words usually focus on adding an affixes. Based on the explain above, it could be concluded that derivation is the process about how to form word by adding an affixes at the beginning or ending of root to produce a new words that have a meaning and appropriate a grammatical rule of language. The knowledge about derivation for students is very important; because when students know about derivation they can easier to form word and improve their knowledge to create a new word.

2.7. Testing Term for Affixation

Tests are often referred to as evaluations or measurements. Test as a measuring tool that use to measure students' abilities and knowledge regarding affixation. According to Brown (2004) a test is a method to set the instruments, technique, procedures, or items that requires performance of test taker. To qualify as a test, this method must be appropriate and structured based on multiple choice questions or trough oral interviews based on scripts. Based on the explanation above, it can conclude that test is a systematic procedure that used to measure the

level of ability of each individual student based on interview or multiple choice questions as an instrument of the test. Then, according to Arikunto (2014) the test is a tool used to measure the skills, knowledge of intelligence, abilities or talents of individuals or groups. Based on explanation above, it could conclude that the test as a tools to measure an abilities and knowledge of individuals or groups. Test can be used as an instrument to get the information about students' ability or student's knowledge.

2.7.1. WPLT (Word Part Level Test)

In this research, the researcher will use WPLT to measure student ability of affixes. According to Sasao and Webb (2017), the WPLT is an innovative test to measures three aspects of affix knowledge, which are including form, meaning, and use sections. It could be conclude that WPLT is test to measure student knowledge and ability of English affixes and WPLT is an innovative test. WPLT is a form of multiple choice questions. According to Anintia & Friends (2017) Multiple-Choice is a test that consists of a basic sentence from incomplete questions and to solve a problem, the test-taker must choose one of several possible answers in the option. Based on the explanation above, it could be conclude that multiple choice questions is the test that gives several choice for the learner to answer the questions.

In this research, the researcher will use three sections test that are include; form section, meaning section, and use section. Every sections test use multiple-choice format. In the first section, the researcher use form section to measure

knowledge of affixes forms. In the second section, the researcher use meaning section to measure student knowledge about affix meaning. And in the third section is use meaning, this section the researcher will measure student knowledge about part of speech that an affix makes. There are three sections of WPLT according to Sasao and Webb (2017), which are including:

a. Form Section:

The first section to measures knowledge of affix forms. Those are four example items of the form section:

1. (1) sal- (2) cau- (3) lin- (4) **-dis**
2. (1) -rse (2) -ack (3) **-ful** (4) -uin
3. (1) -onse (2) -inge (3) -ound (4) **-ness**

For each item in the form section, the test-takers must choose an affix based on the four options that are written with the same number of letters. The three of these are letters that appear in English but are not affixes. In Example 1, sal- usually used in words such as salvation and salary, cau- in cautious and caught, and lin- in linguistics and line; however, none of the distractors are English affixes. Based on the explanation above, in this section the researcher asks students to choose one correct answer that belongs to an affix that can be used to form a new word.

b. Meaning Section:

The second section of this test is to measures knowledge of affix meanings. Those are four examples:

1. re- (replay; rebuild)

- (1) person
- (2) again
- (3) female
- (4) before

2. -able (acceptable; predictable)

- (1) person
- (2) not
- (3) can be
- (4) one

For each item, it consist of questions in the form of affixes followed by two words with affixes those are underlined to facilitate introduction to the test-taker. In this section, the test-taker must choose the affix meaning that is contained in two different words according to the questions. The instructions state that the affix can attach to words other than two example words. Based on explanation above, the researcher asks students to choose the correct meaning of two words that have affix.

c. Use Section:

The last section measures knowledge of the part of speech that an affix makes. Those are four examples:

9. en- (ensure; enable)

- (1) Noun
- (2) Verb
- (3) Adjective
- (4) Adverb

11. -al (personal; traditional)

- (1) Noun
- (2) Verb
- (3) Adjective
- (4) Adverb

In this section, test-takers must choose the grammatical function of the affix which is contained in two example words. The instruction from this section is an affix can appear in different words. All items have a fixed set of options;

Noun, Verb, Adjective, and Adverb. Based on explanation above, the researcher asks student to choose correct answer about the grammatical function of affix in the two words according to questions.

2.8. Relevance Studies

The relevance studies to make this research are includes:

1. Sasao and Webb, the title of his research is “*The Word Part Levels Test.*” This research explains about the definition of WPLT and explains about the section of WPLLT test. In this journal give more explanation about WPLT test. There are three section of WPLT test those include form section, meaning section, and use section. According to this journal, WPLT (Word Part Level Test) is a test to measure students’ ability of affixes and to measure students’ knowledge about affixation when they are using affixes to make a sentence.
2. Al-Mekhlafi, the title of his research is “*The Relationship between Affixation Awareness and Linguistic Intelligence among Yemeni EFL Learners*”. In his researched, Al-Mekhlafi given more detail about explanation of affixation and also given explanation about affixation awareness that theory have relationship between ability and student knowledge about affixation. According to this journal, Mekhlafi explained that affixation awareness was an understanding about morpheme and it has relation between students’ linguistic intelligence and affixation awareness. This journal used the test those are linguistic

intelligences questioner, affixation test, morpheme identification test, and morphological structure test.

3. Suharni, the title of her research is "*Students Ability in Using Prefix*". Based on her researched, Suharni explained about the theory of morphology in general, affixation, and given more explanation about prefix and an example of prefix. According to this journal, Suharni explained that prefix is a process to create a new word by adding an affix in the beginning of root. This journal describe about using prefix at the third year college students of STKIP PGRI west Sumatera in academic year 2015/2016. Meanwhile my research focuses on student ability of affixation at the fifth semester of English Education Department of UIR.
4. Somathasan the title of him research is "*The Study of Affixes (Prefix and Suffix): An ESL and Innovative approach*". According to Somathasan Journal, Somathasan explained that learning affixes is very important for ESL to develop the students' competent in English. In Somathasan research, there were many ESL confused in realized an affixes in the words. This journal focused on an innovative approach which helps students to develop and improve their knowledge about affixes. The participant based on this journal is 40 first year students of HNDE at the ATI in Trincomalee. The researcher used pre-test and post-test to collect the data. For pre-test the researcher used questioner and for post-test the researcher used visual Basic 6 by using computer language.

Meanwhile my research just focused to measure students' ability about affixes by using WPLT as the instrument of the research.

5. Pradita and Sadiq the title of their research is about "*Developing Students Vocabulary Worksheet by Using Affixes*". According to the journal, the researcher wants to develop students' worksheet by using affixes. The researcher used SVW as the instrument to collect the data for pre-test and post-test. The researcher of this journal focused on how to develop students' vocabulary by using affixes through SVW as the instrument of the research. This journal gave some information about affixes and how the affixes attached into the root thus forming a new word and make a new vocabulary that have a meaning. Meanwhile my research just focused to measure students' ability about affixes by using WPLT as the instrument of the research.

CHAPTER III

DATA ANALYSIS

3.1. The Presentation of Research Data

The researcher has taken the research data to measure students' ability of English affixes at the fifth semester of English Education Department of Islamic University of Riau. The results of the research were presented in detail below:

3.1.1. The Result of Students' Ability of English Affixes

To measure students' ability of English affixes, the researcher used Word Part Level Test (WPLT). There are three parts of WPLT that included; form section, meaning section, and use section. Every part of WPLT has five points for 60 questions and the totals of score were 300 points. In order to find the result of students' ability of English affixes, the researcher calculates all scores obtained by each student after finished all questions of word part level test.

Based on the scores, the researcher find out the value that has been obtained from each student and know their abilities. The researcher was presented the results of students' ability of affixes in the table 3.1 below:

Table 3.1
The Students' Ability Score of Affixes

| No | Name | Form | Meaning | Use | Point | Score | Level |
|----|-----------|------|---------|-----|-------|-------|-----------|
| 1. | Student 1 | 100 | 90 | 85 | 275 | 92 | Excellent |

Continue of Table 3.1
The Students' Ability Score of Affixes

| | | | | | | | |
|-----|------------|-----|-----|-----|-----|-----|-----------|
| 2. | Student 2 | 65 | 65 | 50 | 180 | 60 | Fair |
| 3. | Student 3 | 80 | 90 | 90 | 260 | 87 | Excellent |
| 4. | Student 4 | 80 | 95 | 100 | 275 | 92 | Excellent |
| 5. | Student 5 | 95 | 95 | 40 | 230 | 77 | Good |
| 6. | Student 6 | 80 | 50 | 25 | 155 | 52 | Poor |
| 7. | Student 7 | 95 | 80 | 45 | 220 | 73 | Good |
| 8. | Student 8 | 75 | 30 | 50 | 155 | 52 | Poor |
| 9. | Student 9 | 100 | 90 | 25 | 215 | 72 | Good |
| 10. | Student 10 | 90 | 85 | 90 | 265 | 88 | Excellent |
| 11. | Student 11 | 60 | 70 | 15 | 143 | 48 | Poor |
| 12. | Student 12 | 80 | 45 | 50 | 175 | 58 | Fair |
| 13. | Student 13 | 70 | 80 | 95 | 245 | 82 | Excellent |
| 14. | Student 14 | 85 | 95 | 95 | 275 | 92 | Excellent |
| 15. | Student 15 | 85 | 85 | 85 | 255 | 85 | Excellent |
| 16. | Student 16 | 80 | 85 | 90 | 255 | 85 | Excellent |
| 17. | Student 17 | 70 | 40 | 100 | 210 | 70 | Good |
| 18. | Student 18 | 65 | 80 | 80 | 255 | 75 | Good |
| 19. | Student 19 | 90 | 65 | 40 | 195 | 65 | Fair |
| 20. | Student 20 | 95 | 100 | 100 | 295 | 98 | Excellent |
| 21. | Student 21 | 100 | 85 | 40 | 225 | 75 | Good |
| 22. | Student 22 | 100 | 100 | 100 | 300 | 100 | Excellent |

Continue of Table 3.1
The Students' Ability Score of Affixes

| | | | | | | | |
|-----|------------|----|-----|----|-----|----|-----------|
| 23. | Student 23 | 95 | 50 | 85 | 230 | 77 | Good |
| 24. | Student 24 | 65 | 60 | 35 | 160 | 53 | Poor |
| 25. | Student 25 | 45 | 35 | 25 | 105 | 35 | Very poor |
| 26. | Student 26 | 70 | 55 | 50 | 175 | 58 | Fair |
| 27. | Student 27 | 80 | 60 | 45 | 185 | 62 | Fair |
| 28. | Student 28 | 65 | 90 | 60 | 215 | 72 | Good |
| 29. | Student 29 | 65 | 50 | 30 | 145 | 48 | Poor |
| 30. | Student 30 | 90 | 100 | 95 | 285 | 95 | Excellent |
| 31. | Student 31 | 85 | 85 | 60 | 230 | 77 | Good |
| 32. | Student 32 | 75 | 45 | 20 | 140 | 47 | Poor |
| 33. | Student 33 | 80 | 95 | 80 | 255 | 85 | Excellent |
| 34. | Student 34 | 80 | 75 | 45 | 200 | 67 | Good |
| 35. | Student 35 | 90 | 80 | 75 | 245 | 82 | Excellent |

3.2. The Students' Score in Each Type of Question about Affixes in Word Part Level Test.

After find out the total of score from each student, the researcher wants to show students score in each type of question about affixes in word part level test. There are three types of question in word part level test that included form section, meaning section, and use section. It is very important

to know student score in each type of question in word part level test in order to determine the level of students' ability about English affixes.

3.2.1. The students' Score in Form Section

The students' ability of English affixes in form section included about prefix and suffix. Students' ability could be seen from students' score that obtain for questions about prefix in number 1,2,3,4,5,6,7,8,9,10 and a questions for suffix in number 11,12,13,14,15,16,17,18,19 and 20. The following of table 3.2 show about students' scores and classification of students' ability of affixes in form section.

Table 3.2
The Students' Score in Form Section

| No | Student | Correct Answer | Score | Classification |
|----|-----------|----------------|-------|----------------|
| 1. | Student 1 | 20 | 100 | Excellent |
| 2. | Student 2 | 13 | 65 | Fair |
| 3. | Student 3 | 16 | 80 | Excellent |
| 4. | Student 4 | 16 | 80 | Excellent |
| 5. | Student 5 | 19 | 95 | Excellent |
| 6. | Student 6 | 16 | 80 | Excellent |
| 7. | Student 7 | 19 | 95 | Excellent |
| 8. | Student 8 | 15 | 75 | Good |
| 9. | Student 9 | 20 | 100 | Excellent |

Continue of Table 3.2
The Students' Score in Form Section

| | | | | |
|-----|-------------|----|-----|-----------|
| 10. | Student 10 | 18 | 90 | Excellent |
| 11. | Student 11 | 12 | 60 | Fair |
| 12. | Student 12 | 16 | 80 | Excellent |
| 13. | Student 13 | 14 | 70 | Good |
| 14. | Student 14 | 17 | 85 | Excellent |
| 15. | Student 15 | 17 | 85 | Excellent |
| 16. | Student 16 | 16 | 80 | Excellent |
| 17. | Student 17 | 14 | 70 | Good |
| 18. | Student 18 | 13 | 65 | Fair |
| 19. | Student 19 | 18 | 90 | Excellent |
| 20. | Students 20 | 19 | 95 | Excellent |
| 21. | Student 21 | 20 | 100 | Excellent |
| 22. | Student 22 | 20 | 100 | Excellent |
| 23. | Student 23 | 19 | 95 | Excellent |
| 24. | Student 24 | 13 | 65 | Fair |
| 25. | Student 25 | 9 | 45 | Poor |
| 26. | Student 26 | 14 | 70 | Good |
| 27. | Student 27 | 16 | 80 | Excellent |
| 28. | Student 28 | 13 | 65 | Fair |
| 29. | Student 29 | 13 | 65 | Fair |

Continue of Table 3.2
The Students' Score in Form Section

| | | | | |
|-----|------------|----|----|-----------|
| 30. | Student 30 | 18 | 90 | Excellent |
| 31. | Student 31 | 17 | 85 | Excellent |
| 32. | Student 32 | 15 | 75 | Good |
| 33. | Student 33 | 16 | 80 | Excellent |
| 34. | Student 34 | 16 | 80 | Excellent |
| 35. | Student 35 | 18 | 90 | Excellent |

Table 3.2 showed that were 23 students got excellent level, 5 students got a good level, 6 students got fair level, and 1 student was poor level. Based on table 3.2 there was no student got very poor level in form section.

Table 3.3
The Students' Score Classification in Form Section

| No | Classification | | Frequency (person) | Percentage (%) |
|-------|----------------|---------------|--------------------|----------------|
| | Score | Level Ability | | |
| 1. | 80-100 | Excellent | 23 | 66% |
| 2. | 66-79 | Good | 5 | 14% |
| 3. | 56-65 | Fair | 6 | 17% |
| 4. | 40-55 | Poor | 1 | 3% |
| 5. | 0-39 | Very poor | 0 | 0% |
| Total | | | 35 | 100% |

Based on the table 3.3 shows the percentage of students' ability of English affixes in form section there was 66% for excellent level with the number of 23 students, 14% for good level with the number of 5 students, 17% for fair level with the number of 6 students, and then 3% for poor level that obtained from 1 student. From table 3.3 could be seen the dominant percentage of students' ability of English affixes in form section was excellent level. The percentage of student ability of affixes was gotten from word part level test.

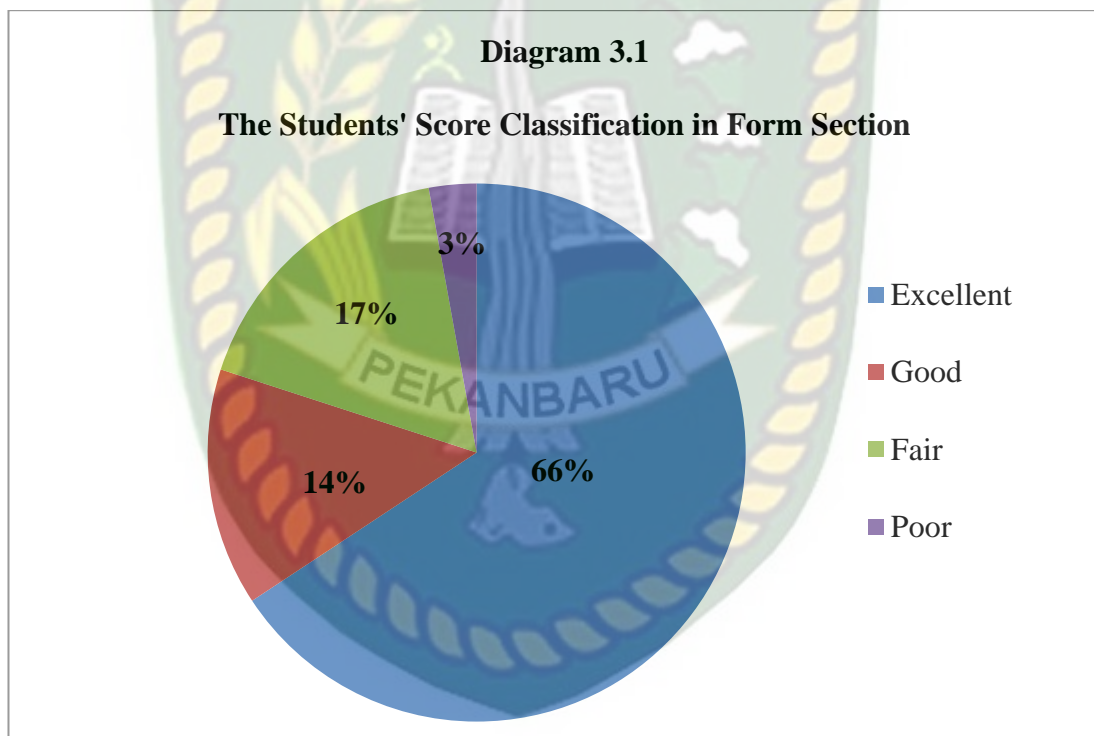


Diagram 3.1 above show the students' score classification in form section of word part level test. Based on the test there were four ability classification level in this test as follows excellent level, good level, fair level, and poor level. First classification of this test was an excellent level. There were 66% students got an excellent level predicates in form section of word part level test.

The second predicate was good level. The students got predicates good level in this test were 14%. For the third predicate was fair level. From diagram 3.1 mentions 17% students got fair level predicate in form section. And then the fourth predicate was poor level. There were 3% students got poor level predicates in form section of word part level test. There was no very poor level predicate in form section of word part level test. It could be conclude that the dominant students' score classification in form section of word part level test to measure students' ability about English affixes was an excellent level, its mean that the students have been understood about prefix and suffix that used to create a new word from the root or stem of word.

3.2.2. The Students' Score in Meaning Section

Students' ability of English Affixes in meaning section of word part level test could be seen from students' score that obtained based on questions about prefix in number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and questions for suffix in number 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20. The Students' score in meaning section of word part level test could be seen from table 3.4 as follows.

Table 3.4
The Students' Score in Meaning Section

| No | Student | Correct Answer | Score | Classification |
|----|-----------|----------------|-------|----------------|
| 1. | Student 1 | 18 | 90 | Excellent |

Continue of Table 3.4
The Students' Score in Meaning Section

| | | | | |
|-----|-------------|----|-----|-----------|
| 2. | Student 2 | 13 | 65 | Fair |
| 3. | Student 3 | 18 | 90 | Excellent |
| 4. | Student 4 | 19 | 95 | Excellent |
| 5. | Student 5 | 19 | 95 | Excellent |
| 6. | Student 6 | 10 | 50 | Poor |
| 7. | Student 7 | 16 | 80 | Excellent |
| 8. | Student 8 | 6 | 30 | Very poor |
| 9. | Student 9 | 18 | 90 | Excellent |
| 10. | Student 10 | 17 | 85 | Excellent |
| 11. | Student 11 | 14 | 70 | Good |
| 12. | Student 12 | 9 | 45 | Poor |
| 13. | Student 13 | 16 | 80 | Excellent |
| 14. | Student 14 | 19 | 95 | Excellent |
| 15. | Student 15 | 17 | 85 | Excellent |
| 16. | Student 16 | 17 | 85 | Excellent |
| 17. | Student 17 | 8 | 40 | Poor |
| 18. | Student 18 | 16 | 80 | Excellent |
| 19. | Student 19 | 13 | 65 | fair |
| 20. | Students 20 | 20 | 100 | Excellent |
| 21. | Student 21 | 17 | 85 | Excellent |

Continue of Table 3.4
The Students' Score in Meaning Section

| | | | | |
|-----|------------|----|-----|-----------|
| 22. | Student 22 | 20 | 100 | Excellent |
| 23. | Student 23 | 10 | 50 | Poor |
| 24. | Student 24 | 12 | 60 | Fair |
| 25. | Student 25 | 7 | 35 | Very poor |
| 26. | Student 26 | 11 | 55 | poor |
| 27. | Student 27 | 12 | 60 | Fair |
| 28. | Student 28 | 18 | 90 | Excellent |
| 29. | Student 29 | 10 | 50 | Poor |
| 30. | Student 30 | 20 | 100 | Excellent |
| 31. | Student 31 | 17 | 85 | Excellent |
| 32. | Student 32 | 9 | 45 | Poor |
| 33. | Student 33 | 19 | 95 | Excellent |
| 34. | Student 34 | 15 | 75 | Good |
| 35. | Student 35 | 16 | 80 | Excellent |

From Table 3.4 could be seen that 20 students were an excellent level, 2 students were good level, 4 students were fair level, 7 students were poor level, and 2 students were very poor level in meaning section of word part level test.

Table 3.5
The Students' Score Classification in Meaning Section

| No | Classification | | Frequency (person) | Percentage (%) |
|-------|----------------|---------------|--------------------|----------------|
| | Score | Level Ability | | |
| 1. | 80-100 | Excellent | 20 | 57% |
| 2. | 66-79 | Good | 2 | 6% |
| 3. | 56-65 | Fair | 4 | 11% |
| 4. | 40-55 | Poor | 7 | 20% |
| 5. | 0-39 | Very poor | 2 | 6% |
| Total | | | 35 | 100% |

According to table 3.5 above shows that the percentage of students' ability of English affixes in meaning section there were 57% for an excellent level with the number of 20 students, 6% for good level with the number of 2 students, 11% for fair level with the number of 4 students, 20% for poor level with the number of 7 students. And for the last were 6% students that got very poor level with the number of 2 students. From table 3.5 shows the dominant percentage of students' ability of English affixes in meaning section was an excellent level. Based on the table 3.5 students got score between good level and very poor level has the same percentage that was 6%. The percentage of student ability of affixes was gotten from word part level test.

Diagram 3.2

The Students' Score Classification in Meaning Section

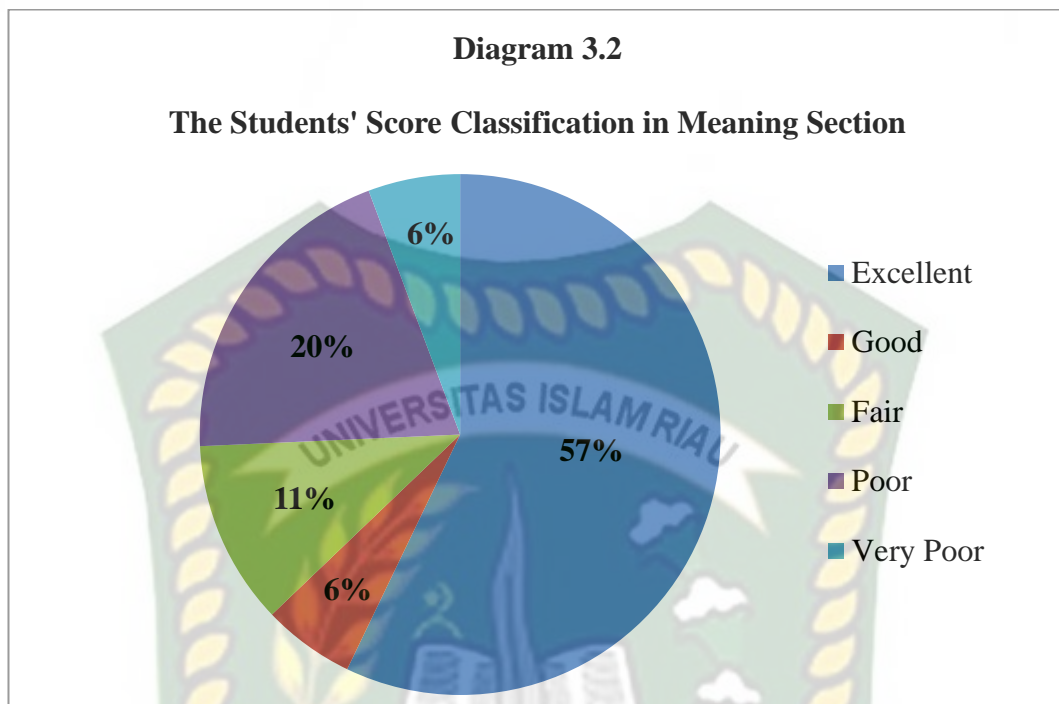


Diagram 3.2 above shows the students' score classification in meaning section of word part level test. Based on the test there were four ability classification level in this test as follows excellent level, good level, fair level, and poor level. First classification of this test was an excellent level. There were 57% students got an excellent level predicates in meaning section of word part level test. The second predicate was good level. The students got predicates good level in this test were 6%. For the third predicates was fair level. From diagram 3.2 mentions 11% students got fair level predicate in meaning section. And then the fourth predicate was poor level. There was 20% students got predicates poor level in meaning section of word part level test. And next there were fifth students that got predicates very poor level were 6%. It could be conclude that the dominant students' score classification in meaning section of word part level test to measure

students' ability about English affixes in meaning section of word part level test was excellent level, its mean that the students have been understood about the meaning of prefix and suffix in the word.

3.2.3. The students' Score in Use Section

Students' ability in use section of word part level test shows from students' score that obtained based on questions about prefix in number 6 and 7 then, questions for suffix in number 1,2,3,4,5,8,9,10,11,12,13,14,15,16,17,18,19 and 20. In use section the questions for suffix were dominant. This was the last section of word part level test to measure students' ability of affixes. The Students' score in meaning section of word part level test could be seen from table 3.6 as follows.

Table 3.6
The Students' Score in Use Section

| No | Student | Correct Answer | Score | Classification |
|----|-----------|----------------|-------|----------------|
| 1. | Student 1 | 17 | 85 | Excellent |
| 2. | Student 2 | 10 | 50 | Poor |
| 3. | Student 3 | 18 | 90 | Excellent |
| 4. | Student 4 | 20 | 100 | Excellent |
| 5. | Student 5 | 8 | 40 | Poor |
| 6. | Student 6 | 5 | 25 | Very poor |
| 7. | Student 7 | 9 | 45 | Poor |

Continue Table 3.6
The Students' Score in Use Section

| | | | | |
|-----|-------------|----|-----|-----------|
| 8. | Student 8 | 10 | 50 | Poor |
| 9. | Student 9 | 5 | 25 | Very poor |
| 10. | Student 10 | 18 | 90 | Excellent |
| 11. | Student 11 | 3 | 15 | Very poor |
| 12. | Student 12 | 10 | 50 | Poor |
| 13. | Student 13 | 19 | 95 | Excellent |
| 14. | Student 14 | 19 | 95 | Excellent |
| 15. | Student 15 | 17 | 85 | Excellent |
| 16. | Student 16 | 17 | 90 | Excellent |
| 17. | Student 17 | 20 | 100 | Excellent |
| 18. | Student 18 | 16 | 80 | Excellent |
| 19. | Student 19 | 8 | 40 | Poor |
| 20. | Students 20 | 20 | 100 | Excellent |
| 21. | Student 21 | 8 | 40 | Poor |
| 22. | Student 22 | 20 | 100 | Excellent |
| 23. | Student 23 | 17 | 85 | Excellent |
| 24. | Student 24 | 7 | 35 | Very Poor |
| 25. | Student 25 | 5 | 25 | Very poor |
| 26. | Student 26 | 10 | 50 | Poor |
| 27. | Student 27 | 9 | 45 | Poor |

Continue Table 3.6
The Students' Score in Use Section

| | | | | |
|-----|------------|----|----|-----------|
| 28. | Student 28 | 12 | 60 | Fair |
| 29. | Student 29 | 6 | 30 | Very poor |
| 30. | Student 30 | 19 | 95 | Excellent |
| 31. | Student 31 | 12 | 60 | Fair |
| 32. | Student 32 | 4 | 20 | Very poor |
| 33. | Student 33 | 16 | 80 | Excellent |
| 34. | Student 34 | 9 | 45 | Poor |
| 35. | Student 35 | 15 | 75 | Good |

Table 3.6 mentions that were 15 students got an excellent level then, 1 student got a good level, 2 students were fair level, 10 students were poor level, and 7 students were got very poor level in meaning section of word part level test.

Table 3.7
The Students' Score Classification in Use Section

| No | Classification | | Frequency (person) | Percentage (%) |
|----|----------------|---------------|--------------------|----------------|
| | Score | Level Ability | | |
| 1. | 80-100 | Excellent | 15 | 43% |
| 2. | 66-79 | Good | 1 | 3% |
| 3. | 56-65 | Fair | 2 | 6% |
| 4. | 40-55 | Poor | 10 | 28% |

| | | | | |
|-------|------|-----------|----|------|
| 5. | 0-39 | Very poor | 7 | 20% |
| Total | | | 35 | 100% |

From Table 3.7 the percentage of students' ability of English Affixes in use section of word part level test, for the first level students got an excellent level were 43% with the number of 15 students, the second student that got good level were 3% it just 1 student got good level then, 6% students got fair level with the number of 2 students, and next students that got poor level were 28% with the number of 10 students, and the last one students that got very poor level were 20% with the number of 7 students. From table 3.7 shows to us the dominant percentage of students' ability of English affixes in use section was an excellent level.

Diagram 3.3
The Students' Score Classification in Use Section

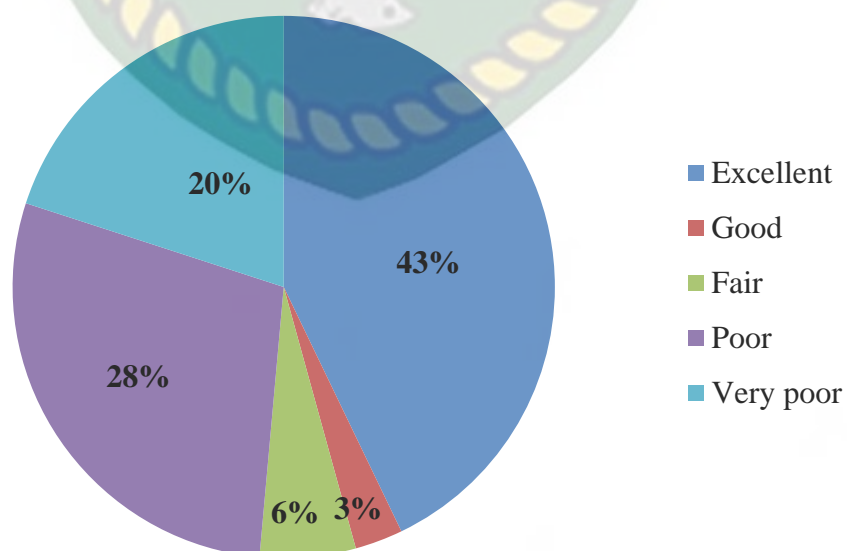


Diagram 3.3 mentions that, there were fourth classifications of students' ability of English affixes in use section. The first was an excellent level. Students' that got an excellent level based on word part level test were 43% that obtained from 15 students. The second was good level. The percentage of students' ability that got predicates as a good level was 3% because just one student got an excellent level. The third was fair level. There were 6% for percentage of fair level that got from 2 students. The fourth was poor level. The percentage of students that got poor level in this test was 28% with the number of 10 students. And for the last was very poor level. The percentage of students' that got predicate very poor level in this test was 20% that got from 7 students. Based on diagram 3.3 above could be conclude that students' ability of English affixes in use section was an excellent level, because the dominant percentage was excellent level. But in the same time, students' that got poor level in use section classified as high were 28% compared to the percentage of use section and meaning section.

3.3. The Research Result of Students' Ability of English Affixes

There were five classification levels of students' ability of English affixes based on word part level test that included; excellent level, good level, fair level, poor level, and very poor level. Classification of students' ability of affixes could be seen in table 3.8 below.

Table 3.8
The Total of Students' Score Classification of Affixes

| No | Classification | | Frequency (person) | Percentage (%) |
|-------|----------------|---------------|--------------------|----------------|
| | Score | Level Ability | | |
| 1. | 80-100 | Excellent | 13 | 37% |
| 2. | 66-79 | Good | 10 | 29% |
| 3. | 56-65 | Fair | 5 | 14% |
| 4. | 40-55 | Poor | 6 | 17% |
| 5. | 0-39 | Very poor | 1 | 3% |
| Total | | | 35 | 100% |

The following of table 3.8 mentions about the total score classification of students' ability of affixes based on word part level test. The first students that got an excellent level were 13 students. The second students that got good level were 10 students. The third, students that got fair level were 5 students. The forth, students that got poor level were 6 students. And the last, students that got very poor level was 1 student.

Diagram 3.4
The Total of Students' Score Classification of English Affixes

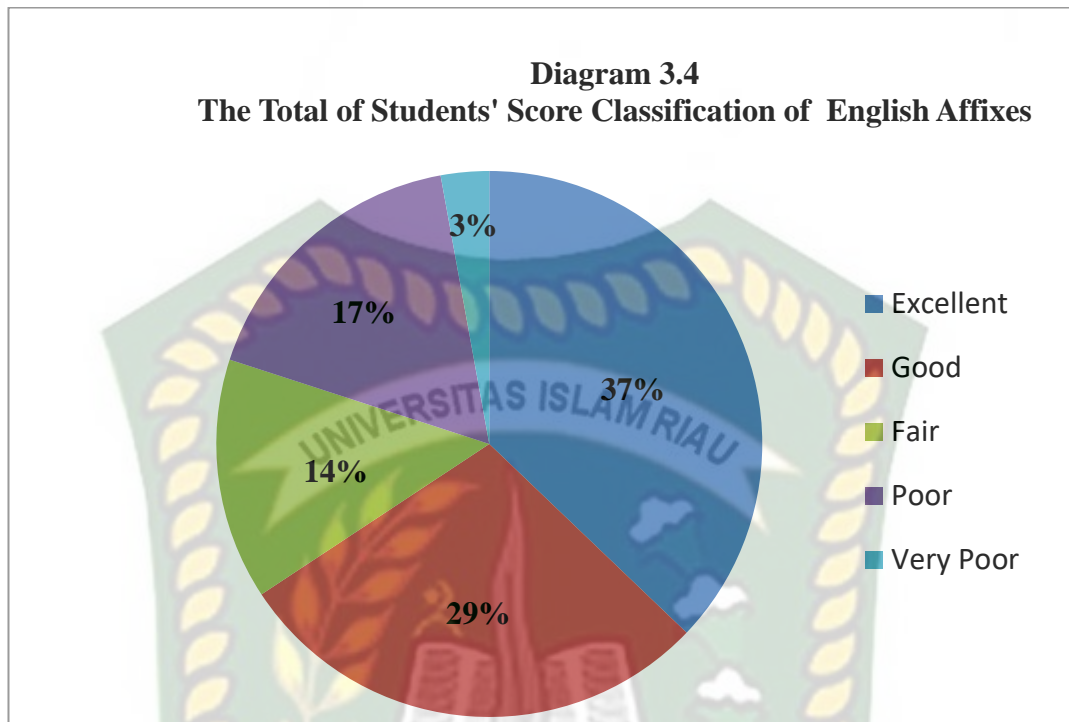
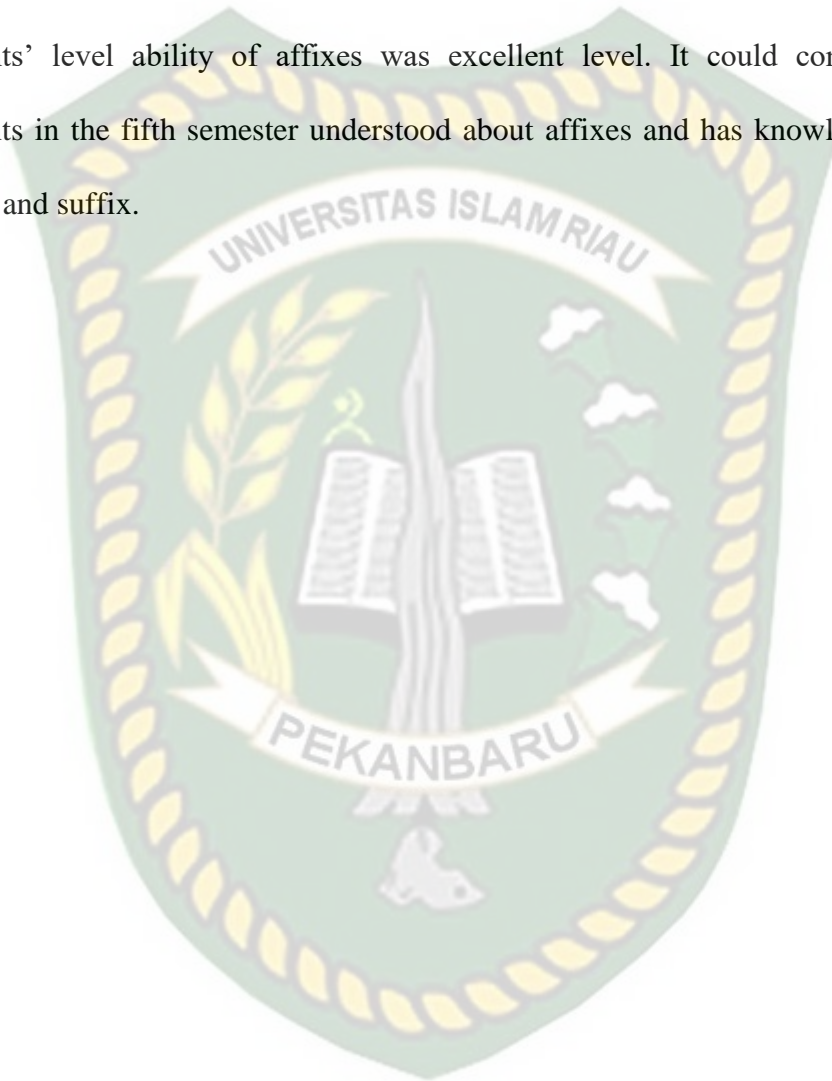


Diagram 3.4 explained about the total score of students' ability of affixes. There were five score classification of students' ability of English affixes that included; excellent level, good level, fair level, poor level, and very poor level. According to diagram 3.4, the researcher got the percentage of score students' ability of affixes based on word part level test. The first was an excellent level. In the diagram 3.4 students score classification ability was 37% with the number of students were 13 students for predicate as an excellent level. The second was good level. The percentage of students score ability that got good level were 29% from 10 students that got good level predicate. The third was fair level. The percentage of students score ability that got fair level was 14% from 5 students that got fair level predicate. And next for the fourth was good level. The percentage of students' score ability that got poor level was 17% from 6 students that got a good

level predicate. For the last was very poor level. The percentage of students score ability that got very poor level was 3% because just one student that got very poor level. Based on this research, the researcher find out the dominant percentage of students' level ability of affixes was excellent level. It could conclude that students in the fifth semester understood about affixes and has knowledge about prefix and suffix.



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CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

After analyzed the data, the researcher presented the data in chapter IV. Based on the research, the researcher concluded that students' ability of English affixes that obtain from the affixes test was an excellent level. Some indicators that influence in excellent level according to the rubric of word part level test (form section, meaning section, and use section) at the fifth semester of English Language Education of FKIP UIR.

In the previous chapter students' ability of English affixes in form section of word part level test, there were 23 students got an excellent level predicates in form section of word part level test and the percentage was 66%. The second predicate was good level. The students got predicates good level were 5 students with the percentage was 14%. For the third predicate was fair level. The percentage of students' ability that got fair level predicates was 17% with the number of 6 students. The fourth predicate was poor level. There were 3% students got poor level predicates in form section of word part level test and the students that got poor level predicates just one student. There was not student that got very poor level in form section of word part level test. In general students' ability of affixes was an excellent level.

From the research, students' ability of English affixes in meaning section of word part level test were 20 students that got an excellent level predicates with the percentage was 57%. Next, students that got good level predicates were 2 students and the percentage was 6%. For fair level predicates were 4 students and the percentage was 11%. And students that got poor level predicates were 7 students and the percentage was 20%. For the last level was very poor level predicates were 2 students got very poor level predicates in meaning section and the percentage was 6%. It could conclude that students' ability in meaning section of word part level test was excellent.

Based on the research about students' ability of English affixes in use section that obtain from word part level test, the researcher find out were 15 students got an excellent level predicates with the percentage was 43%. Then, students got good level predicates in use section just 1 student with the percentage was 3%. Next, for fair level, students that got fair level predicates were 2 students and the percentage was 6%. For poor level predicates were 10 students and the percentage was 28%. And the last was very poor level, there were 7 students got very poor level predicates with the percentage was 20%. It could conclude that students' ability of English affixes in use section was an excellent level because the dominant percentage was 43%.

According to previous chapter, the total of students' score classifications of English Affixes there were fifth levels that obtained from students' score of word part level test that include; excellent level, good level, fair level, poor level, and very poor level. The first told about the percentage of students' score ability

that students got an excellent level predicates. There were 37% students that got an excellent level predicates with the number of 13 students. The second, there were 10 students that got good level predicates and the percentage was 29%. The third, the percentage of students' score ability that obtained from 5 students was 14% for fair level predicates. The fourth told about poor level predicates. There were 6 students that got poor level predicates with the percentage were 17%. And for the last told about very poor level predicates. The percentage of students' score ability of English affixes was 3% because just one student that got very poor level predicate.

The conclusion of the research from the total of the data, students' ability of English affixes at the fifth semester was an excellent level. It means that, students have understood about affixes and students also have knowledge about affixes. And students also still have to study about affixes to more develop their knowledge about affixes.

4.2. Suggestion

Based on the result of this researcher, the researcher would like to give some suggestion to the teacher, the students, and for the next researcher.

4.2.1. The Teacher

1. The researcher would like to give suggestion for the teacher to give motivation for students to more develop students' ability of affixes.

2. Then, the teachers also have to give exercise about affixes to students to further increase student knowledge about prefix and suffix.
3. The teacher should give new strategies to improve students' ability about affixes in use section.

4.2.2. The Student

1. The students have to improve and develop their knowledge about affixes.
2. The students also have to read another book about prefix and suffix to improve their knowledge.
3. The students should have a motivation to learn about affixes in more detail. Especially in use section.

4.2.3. The Next Researcher

The researcher hopes this research could be continue for the next researcher because this research still has a weakness. The researcher hoped this research can be an example for the next researcher. And also the researcher hope this research can be interested in analyzing students' ability of English affixes.

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