"THE STUDY ON DERIVATIONAL AFFIXES OF ENGLISH BOOK
PUBLISHED BY *KEMDIKBUD* FOR TWELVE GRADE
SENIOR HIGH SCHOOL"

A THESIS

Indeed to Fulfill One of Requirements for Award of Sarjana
Degree in English Teaching and Education Faculty

NITA LESTARI
NPM 146311344

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

FEBRUARY 2019

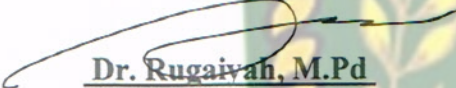# THESIS APPROVAL

THE STUDY ON DERIVATIONAL AFFIXES OF ENGLISH BOOK PUBLISHED BY *KEMDIKBUD* FOR TWELVE GRADE SENIOR HIGH SCHOOL

Written and complied by:

Name   : Nita Lestari
Student Number : 146311344
Study Program   : English Language Education
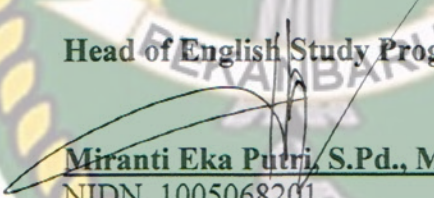Faculty   : Teacher Training and Education

Head Advisor

Dr. Rugaiyah, M.Pd
NIDN. 1002066804
NPK. 150502511

Vice Advisor

Arimuliani Ahmad, S.Pd., M.Pd
NIDN. 1023078901
NPK. 14DK0502550

Head of English Study Program

Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201
NPK. 0911002367

Thesis submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, 7th February 2019
The Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name	: NITA LESTARI
Student Number	: 146311344
Study Program	: English Language Education
Faculty	: Teacher Training and Education
Head Advisor	: Dr. Rugaiyah, M.Pd
Title	: The Study on Derivational Affixes of English Book Published by *KEMDIKBUD* for Twelve Grade Senior High School

No	Date	Guidance Agenda	Signature
1	December 14th, 2017	Accepted the Title of the Research	
2	March 9th, 2018	Accepted Chapter I	
3	Agust 6th, 2018	Accepted Chapter II (Theories and Approved to Join Proposal Seminar)	
4	September 17th, 2018	Did Proposal Examination	
5	September 24th, 2018	Revised Chapter I	
6	October 1st, 2018	Revised Chapter II	
7	December 12th, 2018	Revised Chapter III	
8	December 19th, 2018	Revised Chapter IV	
9	December 27th, 2018	Approved to Join Thesis Examination	
10	February 7th, 2019	Did Thesis Examination	

Pekanbaru, 7th February 2019
Vice Dean of Academic

Dr. Sri Amnah, S. Pd, M.Si
NIP. 197010071998032002
NIDN. 0007107005

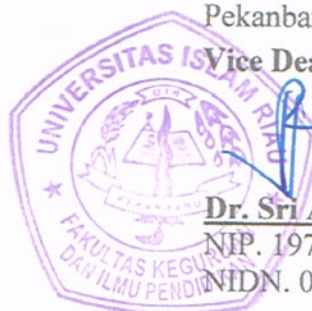# THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name   : NITA LESTARI
Student Number   : 146311344
Study Program   : English Language Education
Faculty   : Teacher Training and Education
Vice Advisor   : Arimuliani Ahmad, S.Pd., M.Pd
Title   : **The Study on Derivational Affixes of English Book Published by *KEMDIKBUD* for Twelve Grade Senior High School**

No	Date	Guidance Agenda	Signature
1	December 15th, 2017	Accepted the Title of the Research	
2	March 12th, 2018	Accepted Chapter I	
3	Agust 20th, 2018	Accepted Chapter II (Defenition of Key Terms and Approved to Join Proposal Seminar)	
4	September 17th, 2018	Did Proposal Examination	
5	September 25th, 2018	Revised Chapter I	
6	October 5th, 2018	Revised Chapter II	
7	December 13th, 2018	Revised Chapter III	
8	December 27th, 2018	Revised Chapter IV and Approved to Join Thesis Examination	
9	February 7th, 2019	Did Thesis Examination	

Pekanbaru, 7th February 2019
**Vice Dean of Academic**

Dr. Sri Amnah, S. Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005
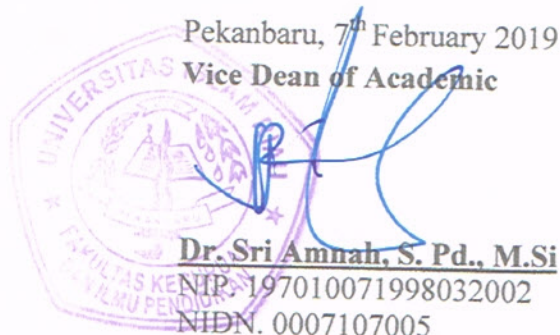
THESIS

THE STUDY ON DERIVATIONAL AFFIXES OF ENGLISH BOOK PUBLISHED BY *KEMDIKBUD* FOR TWELVE GRADE SENIOR HIGH SCHOOL

Name   : NITA LESTARI
Student Number : 146311344
Study Program   : English Language Education
Faculty   : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED
THURSDAY, 7th FEBRUARY 2019
THE EXAMINERS COMMITTEE

Head Advisor
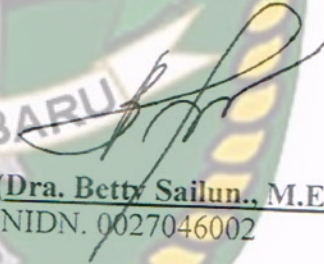
(Dr. Rugaiyah., M.Pd)
NIDN. 1002066804

Examiners
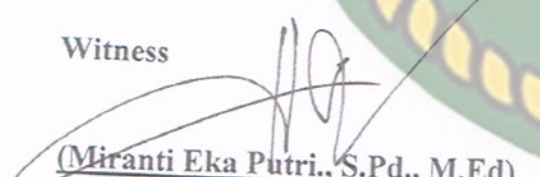
(Prof. Drs. Seno Himala Putra., M.Pd.,Ph.D)
NIDN. 1025086701
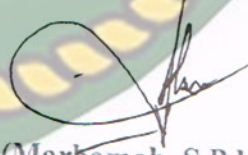
Vice Advisor

(Arimuliani Ahmad., S.Pd., M.Pd)
NIDN. 1023078901

(Dra. Betty Sailun., M.Ed)
NIDN. 0027046002
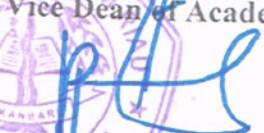
Witness

(Miranti Eka Putri., S.Pd., M.Ed)
NIDN. 1005068201

(Marhamah, S.Pd., M.Ed)
NIDN. 1023127702

The thesis is submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, 7th February 2019
Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005

LETTER OF NOTICE
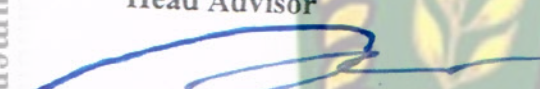
The head advisor and vice advisor here by notice that:

Name : NITA LESTARI
Student Number : 146311344
Study Program : English Language Education
Faculty : Teacher Training and Education
Head Advisor : Dr. Rugaiyah, M.Pd
Vice Advisor : Arimuliani Ahmad, S.Pd., M.Pd

Has completed this thesis which entitled:

"The Study on Derivational Affixes of English Book Published by *KEMDIKBUD* for Twelve Grade Senior High School".

It is already to be examined. This letter is made to be used, as it is needed.

Pekanbaru, 7th February 2019

Head Advisor   Vice Advisor

Dr. Rugaiyah, M.Pd   **Arimuliani Ahmad, S.Pd., M.Pd**
NIDN. 1002066804   NIDN. 1023078901
NPK. 150502511   NPK. 14DK0502550

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat: Jln. Kaharudin Nasution No.113 Perhentian Marpoyan Pekanbaru – Provinsi Riau, Kode Pos: 28284

Nomor :

Registrasi Pendaftaran Proposal/Skripsi di Prodi
067 / 17 05 2017

Perihal : Penunjukan Dosen Pembimbing Utama/Pembimbing Pendamping Proposal/Skripsi Mahasiswa.

Kepada Yth.
Bapak/Ibu Pembimbing Utama/Pembimbing Pendamping
Di Tempat

Assalamualaikum wr.wb.

Dengan Hormat, bersama ini Ketua Program Studi Pendidikan Bahasa Inggris menetapkan pembimbing utama dan pembimbing pendamping mahasiswa atas nama:

Nama	: Nita lestari
NPM	: 146311344
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
No.HP	: 0852 7422 1935

Dengan pembimbing Proposal/Skripsi sebagai berikut:

Dosen Pembimbing Utama	Dr. Rugaiyah, M.Pd
Dosen Pembimbing Pendamping	Aswanulranr Ahmad, S.Pd. M.Pd

Dengan Judul:

An Analysis of Derivational Affixes in Bahasa Inggris BOOK by Kemdikbud For Twelve Grade Senior High School

Demikian surat ini disampaikan, atas perhatian diucapkan terima kasih.

Pekanbaru, 17/5/ 2017

Mengetahui,
Wakil Dekan Bidang Akademik

Wassalam,
Ketua Program Studi

Dr. Sri Amnah, M.Si
NIP. 197010071998032002
Penata I/ IIIc/ Lektor
NIDN. 0007107005

Miranti Eka Putri, S.Pd.,M.Ed
NPK. 091102367
Penata Muda Tk I/IIIb/Asisten Ahli
NIDN. 1005068201

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Kaharuddin Nasition No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	Nita Lestari
NIM	:	14 631 1344
Hari Tanggal Seminar	:	Senin/ 17 September 2018
Pembimbing Utama	:	Dr. Rugaiyah, M.Pd.
Pembimbing Pendamping	:	Arimuliani Ahmad, S.Pd., M.Pd.

Judul Proposal Penelitian

An Analysis of Derivational Affixes in Bahasa Inggris Book by KEMDIKBUD for Twelve Grade Senior High School

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	:	~~Disetujui~~/Direvisi/ ~~dirubah judul baru~~

The study on Derivational Affixes of English Book published by KEMDIKBUD for Twelve Grade Senior High School

2. Identifikasi Masalah	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
3. Perumusan Masalah	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
4. Tujuan Penelitian	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
5. Teori Utama dan Teori Pendukung	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
6. Hipotesis Penelitian (jika ada)	:	Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
8. Metode dan Disain Penelitian	:	Jelas/ ~~Kurang Jelas~~/ Dirubah
9. Variabel Penelitian	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
10. Instrumen Penelitian	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
11. Prosedur Penelitian	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
12. Teknik Pengambilan Data	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
13. Teknik Pengolahan Data	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
14. Teknik Analisis Data	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
15. Daftar Rujukan / Pustaka	:	~~Relevan~~/ ~~Kurang Relevan~~/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Dr. Rugaiyah, M.Pd.	Ketua/ Pembimbing Utama	1.
Arimuliani Ahmad, S.Pd., M.Pd.	Sekretaris/ Pembimbing Pendamping	2.
Prof. Dr. Seno Himala Putra, M.Pd.	Anggota	3.
Dra. Betty Sailun, M.Ed.	Anggota	4.
Marhamah, S.Pd., M.Ed.	Anggota	5.

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.Ed.
NPK. 091102367
NIDN. 1005068201
Penata / III C/ Lektor

Pekanbaru, ... 2018
Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amnah, S.Pd., M.Si
NPK 1970 10071 998 0320
NIDN. 0007 107 005
Sertifikat Pendidik : 13110100601134
Penata. IIIc / Lektor

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU
NOMOR: 1662 /FKIP-UIR/Kpts/2018

TENTANG: PENUNJUKAN PEMBIMBING UTAMA DAN PEMBIMBING PENDAMPING PENULISAN SKRIPSI MAHASISWA FKIP UNIVERSITAS ISLAM RIAU

Menimbang :

1. Bahwa untuk membantu mahasiswa dalam menyusun skripsi, maka perlu ditunjuk Pembimbing I dan Pembimbing II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut
2. BahwaSaudara-saudara yang tersebut namanya tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat :

1. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
2. Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan
4. Surat Keputusan Menteri Pendidikan Nasional;
   a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan PerguruanTinggi
   b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi
   c. Nomor 232/U/2000 Tentang Pedoman Kurikulum PendidikanTinggi dan Penilaian Hasil Belajar Mahasiswa
   d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi di PerguruanTinggi
   e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi
5. Surat Keputusan Pimpinan YLPI Daerah Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau
6. Surat Keputusan Rektor Universitas Islam Riau Nomor Tentang Pengangkatan Dekan FKIP Universitas Islam Riau

MEMUTUSKAN

Menetapkan :

1. Menunjuk nama-nama tersebut di bawah ini sebagai Pembimbing skripsi

No	N a m a	Pangkat dan Golongan	Pembimbing
1	Dr. Rugaiyah, M.Pd	Lektor / Penata. III/c -	Pembimbing Utama
2	Arimuliani Ahmad,SPd.,M.Pd.	Asisten Ahli/Penata Muda-III.b	Pembimbing Pendamping

Nama Mahasiswa	:	**NITA LESTARI**
N I M	:	14 631 1344
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	"The Study On Derivational Affixes Of English Book Published By KEMDIKBUD for Twelve Grade Senior High School."

2. Tugas-tugas Pembimbing berpedoman pada ketentuan yang berlaku
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan kembali.

Kutipan: Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
PadaTanggal : 01 Oktober 2018
Dekan
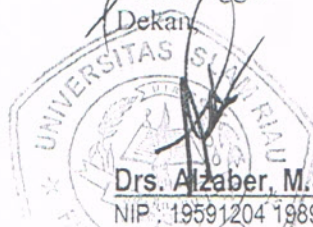
Drs. Alzaber, M.Si.
NIP. 19591204 198910 1001
No.Sertifikasi Pendd.11110100600810
NIDN.0004125903

Tembusan : Disampaikan Kepada Yth:
1. Rektor Universitas Islam Riau di Pekanbaru
2. Kepala Biro Keuangan Universitas Islam Riau di Pekanbaru
3. Ketua Program Studi *Bahasa Inggris* FKIP Universitas Islam Riau di Pekanbaru
4. Pertinggal / Wulan

PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau

Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**

Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/14202

T E N T A N G

182010

PELAKSANAAN KEGIATAN RISET/PRA RISET

DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 1662/E-UIR/27-FKIP/2018 Tanggal 1 Oktober 2018**, dengan ini memberikan rekomendasi kepada:

1.	Nama	:	**NITA LESTARI**
2.	NIM / KTP	:	146311344
3.	Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4.	Jenjang	:	S1
5.	Alamat	:	JL.DUYUNG GG.DEPO NO.24
6.	Judul Penelitian	:	**The Study On Derivational Affixes Of English Book Published By KEMDIKBUD for Twelve Grade Senior High School**
7.	Lokasi Penelitian	:	SMA NEGERI 5 PEKANBARU

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru

Pada Tanggal : 2 Oktober 2018

Ditandatangani Secara Elektronik Oleh:
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

EVAREFITA, SE, M.SI
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan ;

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 5 PEKANBARU

Alamat : Jl. Bawal no. 43 Kel. Wonorejo Kec. Marpoyan Damai
Email : smanlimspekanbaru@gmail.com
NSS   : 301096004027   NPSN : 10.40.40.16

Kode Pos   :28254
Telp/Fax   :(0761) 32075
Akreditasi : A

SURAT - KETERANGAN
071/SMAN 05/2018/1194

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 5 Pekanbaru dengan ini menerangkan bahwa :

Nama   : **NITA LESTARI**
NIM   : 146311344
Mahasiswa   : UIR
Jurusan   : Fakultas Keguruan dan Ilmu Kependidikan
Program Studi   : Bahasa Inggris
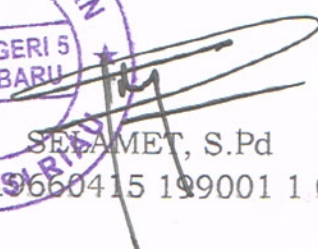Jenjang   : S1

Telah mengadakan Riset/Penelitian di SMA Negeri 5 Pekanbaru dengan judul :

" **THE STUDY ON DERIVATIONAL AFFIXES OF ENGLISH BOOK PUBLISHED BY KEMDIKBUD FOR TWELVE GRADE SENIOR HIGH SCHOOL** ".

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 22 Oktober 2018
Kepala Sekolah

SELAMET, S.Pd
NIP. 19660415 199001 1 002
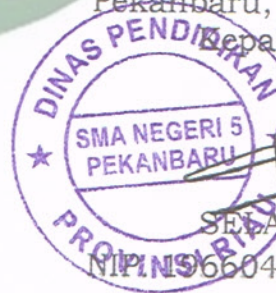
UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
اَلْجَامِعَةُ الْإِسْلَامِيَّةُ الرِّيَوِيَّةُ

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 7 bulan Februari Tahun 2019 Nomor : 269 /Kpts/2019, maka pada hari Kamis Tanggal 7 bulan Februari tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

1. Nama : Nita Lestari
2. Nomor Pokok Mhs : 14 631 1344
3. Program Study : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Study on Derivational Affixes of English Book Published by KEMDIKBUD for Twelve Grade Senior High School

5. Tanggal Ujian : 7 Februari 2019
6. Tempat Ujian : Ruang Sidang FKIP – UIR
7. Nilai Ujian Skripsi : 84,3 (A-)
8. Prediket Kelulusan : _____

Keterangan Lain : Ujian berjalan aman dan tertib

Ketua   Sekretaris

(**Dr. Rugaiyah, M.Pd.**)   (**Arimuliani Ahmad, S.Pd., M.Pd.**)

Dosen Penguji :

1. **Dr. Rugaiyah, M.Pd.**   (   )
2. **Arimuliani Ahmad, S.Pd., M.Pd.** (   )
3. **Prof. Dr. Seno Himala Putra, M.Pd.** (   )
4. **Dra. Betty Sailun, M.Ed.**   (   )
5. **Marhamah, S.Pd., M.Ed.**   (   )
6. **Miranti Eka Putri, S.Pd., M.Ed.**   (   )

Pekanbaru, 7 Februari 2019
Dekan

Drs. Alzaber, M.Si
NIP. 19591204.1989101001
NIDN : 0004125903

بسم الله الرحمن الرحيم

UNIVERSITAS ISLAM RIAU

Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884. Fax (0761) 674834 Pekanbaru - Riau. 28284

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama	: NITA LESTARI
Tempat/Tgl.Lahir	: UJUNG PADANG / 29 Februari 1996
NPM	: 146311344
Fakultas	: Fakultas Keguruan Dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA *INDONESIAN LANGUAGE*	B+	3.33	2	6.66
IG13002	BASIC ENGLISH GRAMMAR *BASIC ENGLISH GRAMMAR*	B+	3.33	3	9.99
IG3004	BASIC READING *BASIC READING*	A-	3.67	3	11.01
IG13005	INTERPRETATIVE LISTENING *INTERPRETATIVE LISTENING*	C+	2.33	3	6.99
FK12001	LANDASAN PENDIDIKAN *INTRODUCTION OF EDUCATION*	B+	3.33	2	6.66
BS12001	PENDIDIKAN AGAMA ISLAM *ISLAMIC EDUCATION*	B+	3.33	2	6.66
MKU601102B	PENDIDIKAN PANCASILA *PANCASILA EDUCATION*	A	4	2	8
IG13001	PRONOUNCIATION PRACTICE *PRONOUNCIATION PRACTICE*	B	3	3	9
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION *SPEAKING FOR EVERYDAY COMMUNICATION*	A-	3.67	3	11.01
IG23010	ACADEMIC LISTENING *ACADEMIC LISTENING*	B+	3.33	3	9.99
MKU601204	AL ISLAM 1 (FIKIH IBADAH) *AL ISLAM 1 (FIQIH IBADAH)*	A	4	2	8
IG23012	BELAJAR DAN PEMBELAJARAN *TEACHING AND LEARNING ENGLISH*	A-	3.67	3	11.01
IG22009	EXTENSIVE READING *EXTENSIVE READING*	A-	3.67	2	7.34
FK22004	ILMU KEALAMAN *NATURAL SCIENCES*	A	4	2	8
IG23007	INTERMEDIATE GRAMMAR *INTERMEDIATE GRAMMAR*	A	4	3	12
IG23006	PARAGRAPH WRITING *PARAGRAPH WRITING*	C-	1.67	3	5.01
MKU601205	PENDIDIKAN KEWARGANEGARAAN *CITIZENSHIP*	B+	3.33	2	6.66
IG22008	SPEAKING FOR GROUP ACTIVITIES *SPEAKING FOR GROUP ACTIVITIES*	B-	2.67	2	5.34
IG22011	VOCABULARY IN CONTEXT *VOCABULARY IN CONTEXT*	A	4	2	8
IG33016	ACADEMIC READING *ACADEMIC READING*	A-	3.67	3	11.01
IG33013	ADVANCED GRAMMAR *ADVANCED GRAMMAR*	B-	2.67	3	8.01
MKU602309	AL ISLAM 2 (FIKIH MU`AMALAT) *AL-ISLAM 2 (FIQH MUAMALAH)*	B	3	2	6
IG32018	ENGLISH PHONETICS AND PHONOLOGY *ENGLISH PHONETICS AND PHONOLOGY*	B	3	2	6
IG23012	ESSAY WRITTING *ESSAY WRITTING*	B	3	3	9
IG32018	INTRODUCTION TO JOURNALISM	B	3	2	6

Code	Course	Grade		SKS	
	INTRODUCTION TO JOURNALISM				
IG32017	INTRODUCTION TO LINGUISTICS *INTRODUCTION TO LINGUISTICS*	B+	3.33	2	6.66
FK32006	KURIKULUM DAN PEMBELAJARAN *CURRICULUM AND LEARNING*	B	3	2	6
IG32019	SECOND LANGUAGE ACQUISTION *SECOND LANGUAGE ACQUISTION*	A	4	2	8
IG33014	SPEAKING FOR FORMAL SETTING *SPEAKING FOR FORMAL SETTING*	B+	3.33	3	9.99
IG43023	ACADEMIC WRITING *ACADEMIC WRITING*	A-	3.67	3	11.01
BS42007	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) *AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)*	B-	2.67	2	5.34
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING *ASSESMENT IN ENGLISH LANGUAGE TEACHING*	B+	3.33	2	6.66
IG42031	BUSINESS CORRESPONDENCE *BUSINESS CORRESPONDENCE*	B	3	2	6
IG42025	CROSS CULTURAL UNDERSTANDING *CROSS CULTURAL UNDERSTANDING*	B+	3.33	2	6.66
IG42024	ENGLISH MORPHOLOGY *ENGLISH MORPHOLOGY*	B	3	2	6
IG42026	ENGLISH SYNTAX *ENGLISH SYNTAX*	B	3	2	6
BS42010	ETIKA DAN PROFESI PENDIDIKAN *ETIC AND EDUCATIONAL PROFESSION*	A-	3.67	2	7.34
IG42028	NEWS AND REPORT WRITING *NEWS AND REPORT WRITING*	B+	3.33	2	6.66
BS42009	PENGELOLAAN PENDIDIKAN *MANAGEMENT OF EDUCATION*	B	3	2	6
FK42008	PSIKOLOGI PENDIDIKAN *EDUCATIONAL PSYCHOLOGY*	B	3	2	6
IG52035	DISCOURSE ANALYSIS *DISCOURSE ANALYSIS*	B+	3.33	2	6.66
IG52037	EDITING *EDITING*	B+	3.33	2	6.66
IG52033	ENGL.FOR YOUNG LEARNERS *ENGL.FOR YOUNG LEARNERS*	A-	3.67	2	7.34
IG52040	ENGLISH FOR OFFICE *ENGLISH FOR OFFICE*	B+	3.33	2	6.66
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG *EVALUATION AND LEARNING ACHIEVEMENT*	A	4	3	12
BS52011	FILSAFAT PENDIDIKAN ISLAM *PHILOSOPHY OF ISLAMIC EDUCATION*	B	3	2	6
IG52032	INTRODUCTION TO LITERATURE *INTRODUCTION TO LITERATURE*	B	3	2	6
IG52036	LINGUISTICS AND LITERARY RESEARCH *LINGUISTICS AND LITERARY RESEARCH*	B	3	2	6
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG *TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION*	A-	3.67	2	7.34
IG52034	SEMANTICS *SEMANTICS*	B+	3.33	2	6.66
IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG *STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH*	A-	3.67	3	11.01
BS62014	BIMBINGAN DAN KONSELING *GUIDANCE AND COUNSELING*	A	4	2	8
IG62045	ENGLISH FOR SPECIFIC PURPOSE *ENGLISH FOR SPECIFIC PURPOSE*	A-	3.67	2	7.34
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN *ENTREPRENEURSHIP EDUCATION*	A	4	2	8
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS *RESEARCH ON LANGUAGE TEACHING*	B+	3.33	3	9.99
IG62046	PSYCHOLINGUISTICS *PSYCHOLINGUISTICS*	A-	3.67	2	7.34
IG62048	SOCIOLINGNISTICS *SOCIOLINGUISTICS*	B+	3.33	2	6.66

FK63012	STATISTIK PENDIDIKAN *EDUCATIONAL STATISTICS*	B	3	3	9
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) *TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)*	A	4	2	8
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS *THEORY AND PRACTICE MICRO TEACHING OF EDUCATION*	A	4	3	12
IG63047	TRANSLATION *TRANSLATION*	A-	3.67	3	11.01
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) *EDUCATION FIELD AND PRACTICE*	A	4	4	16
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS *SEMINAR OF ENGLISH EDUCATION*	A-	3.67	2	7.34
BS86016	THESIS *THESIS*	A-	3.67	6	22.02
		Jumlah		154	522.7
		IPK		3.39	

Pekanbaru, 06 Maret 2019
Kepala BAAK,

Akmar Efendi, S.Kom, M.Kom

ABSTRACT

NITA LESTARI, 2019. The Study on Derivational Affixes of English Book Published by *Kemdikbud* for Twelve Grade Senior High School. Thesis

Keywords: *morphology, derivational suffixes, reading texts, twelve grade students*

Morfologi merupakan kajian tentang kosa kata. Pembentukan kata dan arti dari setiap kata sangat penting untuk di pahami oleh setiap siswa dalam membaca setiap kalimat di dalam teks. Seperti proses dari *derivational suffixes*, siswa harus memahami arti dari pembentukan kata yang di tambahkan morphem di akhir kata (suffix), pembentukan kata tersebut dapat merubah arti kata yang semula dan juga kelas katanya di dalam kalimat. Berdasarkan hal tersebut, penelitian ini sudah mengetahui tingkat kemampuan siswa dalam menggunakan *suffixes* dalam merubah kelas kata berdasarkan kata yang sesuai di dalam kalimat dari soal test. Penelitian ini sudah di lakukan oleh siswa kelas 12 di SMAN 5 Pekanbaru.

Penelitian ini merupakan penelitian kualitatif, instrument yang di gunakan berbentuk test yang terdiri dari 25 soal test yang di bentuk berdasarkan 5 indicator, yaitu: soal test nomor 1-5 merubah kelas kata dari verb-noun, 6-10 merubah kelas kata dari noun-adjective, 11-15 merubah kelas kata dari adjective-noun, 16-20 merubah kelas kata dari verb-adjective, 21-25 merubah kelas kata dari adjective-adverb.

Hasil dari penelitian ini menunjukan bahwa terdapat 2 siswa (5,1%) yang termasuk kedalam kategori "very good level". 19 siswa (48,7%) kategori "good level", 11 siswa (28,3%) kategori "fair level" dan 7 siswa (17,9%) kategori "poor level". Kemudian, persentasi dari tingkat kemampuan siswa dalam merubah kelas kata berdasarkan 5 indikator adalah: perubahan kelas kata dari verb-noun (18,74%) kata, noun-adjective (24,30%) kata, verb-adjective (19,20%) kata, adjective-noun (20,58%) kata dan (17,18%) kata yang mampu dirubah oleh siswa dari adjective-adverb.

ABSTRACT

NITA LESTARI, 2019. The Study on Derivational Affixes of English Book Published by *Kemdikbud* for Twelve Grade Senior High School. Thesis

***Keywords:** morphology, derivational suffixes, reading texts, twelve grade students*

Morphology is the study about words. The form and meaning of the words are very important to understand by the students in reading texts. Such as Derivational suffixes, students must understand the meaning of word that has derived by suffixes that can change the meaning and the classes of the word in the sentence. In this case, this study was done to find out how well the ability of the students in changed the classes of the word with the suitable of word in the sentences. This study was done by the students for twelve grade at SMAN 5 Pekanbaru.

This researcher was qualitative research, the instruments in this research was a test that consisted of 25 items which were constructed based on the five indicators, they were: the number of 1 to 5 in verb category to noun, 6 to 10 in noun category to adjective, 11 to 15 in adjective category to noun, 16 to 20 in verb category to adjective and the last is in adjective category to adverb for the number of 21 to 25.

The finding of the research showed that there were 2 students (5,1%) got " Very Good level", 19 students (48,7%) got "Good level", 11 students (28,3%) got "Fair level" and 7 students (17,9%) got "poor level". Then, the percentage of students' ability in changing the classes of word based on 5 indicators: in the process of changing the classes of word from verb to noun (18,74%), noun to adjective (24,30%), verb to adjective (19,20%), adjective to noun (20,58%) and adjective to adverb (17,18%).

DECLARATION

I hereby declare that the work in this thesis is my own, except for the quotations which had been listed in references.

Pekanbaru, December 2018

<u>NITA LESTARI</u>
NPM. 146311344

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Finally, the researcher realizes that the thesis is still far from being perfect. So, constructive critics, suggestions, and comments are really needed.

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

One of language elements is word. Word is written and spoken language. It is used to construct a sentence. Furthermore, a sentence is used for communication by society. Words used by humanity certainly influenced how society today perceives the world. The growth and changes in language reflects the growth and changes that are taking place in society today, such as words in English usage, there are many word-formation produced in English.

English has become one of the world's main language. that has values in the eyes of the world. In Indonesia, English study is important to learn because English skills give more opportunities in life, such as; in bussines, relations in other countries and importantly to prepare the next generation in facing the challenges of the development in the era globalization.

According to Varga (2010: 21) "Linguistics is the scientific study of language". It covers so many kinds of study about language. Morphology is one of linguistic branch that is the system of categories and rules involved in word formation. In English, students can study about word forms that can add vocabularies for learner, because every word in English has a basic meaning. A word normally begins with a root which perhaps the complete word, or perhaps a part of complete word.

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Morpheme is smallest unit of words that can have meaningful by adding of elements. Word of *untrue* is have two morphemes are *un+true* then *untruthfulness* contains five morphemes *un +true +th +full+ ness.* Morpheme is divided into free and bound morpheme. Some morphemes like *true, desire, gentle,* and *teach* may constitute words by themselves, these are free morphemes. Other morphemes like *-ish, -ness, -ly, ation-, dis-,* and *un-* are never words by themselves but are always parts of words, these affixes are bound morphemes and they may attach at the beginning, the end, or both at the beginning and end of a word.

There are two kinds of affixes types are inflectional and derivational. Inflectional is change the form of a word but not its lexical category. Its always in the following of the root called suffixes to express a particular grammatical categories such as plural (*workers)*, to person (*works*), tense (*picked*), or case (*john's*). These categories are relevant for the building of sentences and are referred to the grammar.

And other type is derivational morphemes is produce new words can change the meaning of word and change a word's lexical categories. Derivational Affixes in English are clasified into prefix, infix and suffix. But in general, English does not have infixes its same like root or base. There are two kinds of derivational affixes i.e. prefix and suffix. The first, prefix the adding of word at the beginning, its changes the meaning but not lexical category. There are some kinds of prefixes are *dis-, un-, miss-, pre-, etc.* Those prefixes can change the

meaning of word that attached for example word of *dis+appear* (verb) have different meaning but do not the word class, that can says Class maintaining.

The second, suffix is adding word in the ending of word, its can change the meaning and the part of speech of the base word or Class changing. But in english not all suffixes change the lexical categories. i.e. word of *friend* (Noun) added *ship* not change word class "friendship" still Noun class just change the meaning. Another example is word of *ear* (Noun) +*ly* become *early* (Adjective) that word has change the meaning and part of speech. In derived words by suffixes has the indicator of word classes in categories; Noun forming, Verb forming, Adjective forming and Adverb forming.

The process of derived word is not easy. That has rules in attached the word by affixes to create new word in understanding the meaning of word and categories of word classes. There are many derivational words can finding, one of ways in English study book. such as in *"Bahasa Inggris"* book for twelve grade published by Ministri of Education and Culture (*KEMDIKBUD)* for the first edition in 2015 years. This book compiled and analyzed by various parties under the coordination of *KEMDIKBUD*. As the contributors of the manuscript of book by Utami Widiati, Zuliati Rahmah, and Furaidah. And reviewers by Rd. Safrina Noorman, Helena Indyah Ratna Agustien, and Wawan Gunawan. This book created reading textbook by using high vocabularies. That are constantly improved in accordance with the condition and changing times. Its known there

are four skills that must be learnt by students such as; listening, speaking, reading, and writing.

This book implemented of 2013 curriculum, in K13 Reading skill is more emphasized for students. Because Reading is one of language skills that is almost dominant in learning English. it becomes the basic foundation of academic skills because most subjects need the skills of reading. The students required to seek various information related to certain subjects through reading. So, reading is one of the skills that give a large contribution in learning English. However, reading comprehension is not easy to learn for the students in English Foreign Language such as indonesian students, because they should understand about words and sentences that they used in their prior knowledge which is becoming to be a good reader that focuses primarily on what them already knows about the topic in reading text.

Based on the phenomena, there are many students have difficulties in understanding the meaning of the text, when they read the text and find new words, especially for word that attached by suffixes that can changes word classes and changes the meaning of word. Students have difficulties in identifying or understanding the meaning of the words and what are the word classes in derived words. Then, they will consult with dictionary, but this may not always be convenient or possible. Sometimes, there are some words not found in dictionary.

From case above, the researcher wants to know the ability of students in understanding the meaning of word, especially for Class changing word. That words are took in the sentences of English Study Book for Twelve Grade designed by *KEMDIKBUD* for the First Edition in 2015 Years. Based on the explanation above, the reseacher is interested in conducting a research paper entitled **" The Study on Derivational Affixes of English Book Published by** *KEMDIKBUD* **for Twelve Grade Senior High School".**

1.2   Identification of the Research

Based on the explanation above, word forms are important to know for twelve grade students. Especially, comprehend of word that contains of derivational suffixes in changing the classes of word, in helping the students to determine the meaning of the text. In this research, the researcher wants to know the ability of the twelve grade students at SMAN 5 Pekanbaru. In changing the classes of word, that words are taking from selected on 9 reading texts from English textbook. The book is titled *"Bahasa Inggris"* book designed by *KEMDIKBUD* for twelve grade in the first edition for 2015 year.

1.3 Focus of the Research

There are some kinds of derivational affixes in English used by the students at Senior High School. Especially, for twelve grade at SMAN 5 Pekanbaru, they used *"Bahasa Inggris"* book published by *KEMDIKBUD* for the first edition in 2015 years. Therefore, in this research its only focus on derivational suffixes in changing the classes of word. Especially on five indicators their are shows in the table below:

Table 1.1 Indicators of the research

No.	Indicators
1.	Verb to Noun
2.	Noun to Adjective
3.	Adjective to Noun
4.	Verb to Adjective
5.	Adjective to Adverb

1.4 Research Question

1. How are the students' ability in the used of Classes of words for twelve grade students at SMAN 5 Pekanbaru.

1.5 Objective of the Research

1. To know the students' ability in the used of Classes of words for twelve grade students at SMAN 5 Pekanbaru.

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1.6   Significance of the Research

There are some significance found in this research, they are:

1. For students

This study will help the students to understand more about derivational affixes words. Especially for derivational suffixes in changing the classes of word, how to identify and they know how the internal structure of words and also to the students at Islamic University of UIR. Especially, for English Study Program. Who want to expand and have a farther knowledge about derivational suffixes in changing word classes.

2. For teachers

This study can be additional reference in teaching morphology especially in derivational suffixes in changing the classes of word.

3. For the next researchers

This paper will become a reference for someone who want to analyze the derivatioal suffixes in changing the classes of word in other kinds of study.

1.7   Assumption of the Research

In this research, the researcher assumed that there are many words in changing the classes of word, found in reading texts of "*Bahasa Inggris*" book for Twelve Grade Published by *KEMDIKBUD* for the First Edition in 2015 Years.

1.8   Definition of Key Terms

1. According to Haspelmath and D. Sims (2010: 1) "Morphology is the study of the internal structure of words".

2. According to Zapata (2007: 2) Derivational Affixes are morphemes that create new words, usually by either changing the meaning and/or the part of speech.

3. According to Brinton (2000: 78) "to convert one part of speech to another in which case. it is called Class changing"

4. Textbook is something which students will be reading on a daily basis and any messages, no matter how small or innocent, are open for interpretation by a young impressionable mind (O'Keeffe, 2013).

1.9   Grand Theories

The researcher used some authors' theories to review the related literature. They were; Lieber (2009), Ritchey (2009), and Haspelmath (2010) the teories about morphology. In derivational affixes, the writer cobining some aouthors such as; Katamba (1994), Brinton (2000), McCharthy (2002), Plag (2003) And Finegan (2008). In research methodology, this paper used theories by Rugaiyah (2016), Data analysis by Heaton (1975) and Source of data by Arikunto (2013). Thus, this research analyzed the students' ability in changing the classes of words based on five indicators. That the data took of English Reading Textbook By *KEMDIKBUD* For Twelve Grade.

1.10   Research Methodology

This section, discussing about the method used in this research. It is included; Method of the research, Source of data, Instrument of the research, Data collection technique, and Data analysis technique.

1.10.1 Method of the Research

This research was qualitative method. According to Rugaiyah (2016 :6) argues " qualitative method is just to describes the situation or event, this method as procedure the result of descriptive data in the form of written or oral words from persons or observers that can be observed". So, in this research, the researcher wants to describe the ability of students in changing the classes of words to suitable the word in the sentences. That is doing by the students of

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twelve grade at SMAN 5 Pekanbaru. This study was held in the classroom. The researcher came to the classroom to provide guidance and set up some questions that were given to students in a test, to measure the natural ability of students in changing the classes of words.

1.10.2 Source of Data

The source of the data are took from English textbook designed by Ministry of Education and Culture for twelve grade in the first edition for 2015 year. This book consist of 21 reading texts found in 16 Chapters. There were three kinds of reading text in this book like; Report, News item, and procedure texts.

The data are the words that consist of derivational suffixes in changing the classes of word, especially for verb to noun, noun to adjective, adjective to noun, verb to adjective and adjective to adverb which written in reading texts. The words are takes for this test from selected on 9 reading texts. Each categories consist of 5 items test, all of the number of the tests are 25 items in the sentences.

This research was conducted on Fridey, 19 October 2018 at SMAN 5 Pekanbaru. It located on Jalan Bawal No.43 Wonorejo, Marpoyan Damai, Kota Pekanbaru. The participant of this test are students in twelve grade at SMAN 5 Pekanbaru. In this school, there are elevent class for twelve grade with the number 428 students as the population of this research. In the table below showing the number of the students in class.

Table 1.2 Population and sample of twelve grade in SMAN 5 Pekanbaru.

No.	Classes	The number of population	Sample
1.	XII IPA 1	40	
2.	XII IPA 2	40	
3.	XII IPA 3	40	
4.	XII IPA 4	40	
5.	XII IPA 5	40	
6.	**XII IPA 6**	**39**	**39**
7.	XII IPA 7	38	
8.	XII IPS 1	39	
9.	XII IPS 2	39	
10.	XII IPS 3	38	
11.	XII IPS 4	35	
Total		**428**	**39**

Sample is taken as a part of the whole population from which the researcher takes the data. According to Arikunto (2013: 174) says that sample is the reflection of the population. So, that it should reflect all characteristics of the population. The sample in this research was be selected as of purposive sampling. Arikunto (2013: 183) stated purposive sampling is a sampling technique of data source with certain consideration. It means one is appointed to the sample respondents to this research. The data collected from them with the number of students are 39, the researcher choose class XII IPA 6 as a sample.

1.10.3 Instrument of the Research

Instrument used in this research was a test. There were 25 items in this test, those are the base of words found in the sentences. Its must be changes to another word classes. It consisted of 5 items to every categories, such as; starting from the number of 1 to 5 in verb category to noun, 6 to 10 in noun category to adjective, 11 to 15 in adjective category to noun, 16 to 20 in verb category to adjective and the last is adjective category to adverb for the number of 21 to 25. The test was given to the twelve grade students of SMAN 5 Pekanbaru to answers the research question in this research.

The instrument of the questions in the research is enclosed in the table below. The kinds of questions and number that dealt with the research questions are explained in the table below.

Table 1.3 The blue print of the test

No.	Indicator	Number of items
1.	V – N	1 – 5
2.	N – Adj	6 – 10
3.	Adj – N	11 – 15
4.	V – Adj	16 – 20
5.	Adj – Adv	21 - 25
TOTAL		25 items

1.10.4 Data Collection Technique

To get the accurate data, there were some stages of research that were done. Those stages are explained as follows;

1. Prepared of the test, the researcher selected words that concerned in changing the classes of word found in reading texts of *"Bahasa Inggris"* book published by *KEMDIKBUD*.

2. The researcher asked permission of the headmaster of SMAN 5 Pekanbaru to do this research.

3. Then, asked permission of the English teacher of the twelve grade students especially for Class XII IPA 6.

4. After getting the permission for conducting the research, the researcher Came to the classroom to provide guidance and set up some questions that were given to students in a test.

1.10.5 Data Analysis Technique

The analysis of the data was done based on the data collected in from of score through the steps;

1. The researcher analyzed the data obtained from the data collection techniques. To know the status object of the study.

2. Then, classified the scores obtained by the students, the researcher established five classification.

3. After the data had been ready to be analyzed, the researcher interpreted the data by using the table.

4. The result of analyzing data were drawn in conclusion. To get the score of each students in the test the researcher used the formula;

$$F.V= \frac{R}{N} \times 100$$

Were: F.V: Facility value (index of difficulty)

R: The number of correct answer

N: the number of respondents.

Heaton (1975)

5. To know the level of students' ability in used of words change, the researcher used percentage grading based on the following classification. According to Heaton (1975: 98 in sari 2017) stated that classify the score of the students that is Excellent if they get score between 90 until 100, Very good if they get score 80 until 89, Good if students score 70 until 79, Fair if they get score 60 until 69 and Poor if students score is 0 until 59.

Table 1.4 Classification of Students' Score

No.	Score Range	Classification
1.	90% - 100%	Excellent
2.	80% - 89%	Very good
3.	70% - 79%	Good
4.	60% - 69%	Fair
5.	59%	Poor

CHAPTER II

RELATED THEORIES

2.1   Definition of Morphology

There are many defenition of morphology that we can find in linguistic books, journals or other articles. Each of them has different explanation, but of course this distiction not in its meaning, the linguists have the same sense in describing morphology. To clarify about morphology, the writer would mention some linguists ideas about it.

According to Ritchey (2009: 2) sates that morphology is associated with a number of scientific disciplines in which formal structure is a central issue. Its means the morphology is both the oldest and one of the youngest subdisciplines of grammar. It is the oldest because, as far as we know, the first linguists were primarily morphologists. On the other hand, Lieber (2009: 2) argues that morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they're used in sentences.

Additionally, Haspelmath (2010: 3) argues that morphology is the study of the combination of morphemes to yield words. That argumentation explain about the process of created new words of other morphemes. Based on the linguists argumentations, it could be stated that the defenition of morphology is the study about words, how they are formed and their relationship to other words in the

same language. Where they originate from, what their grammatical forms are, what the functions of prefixes and suffixes in the information of words are, on what basis the parts of speech of a particular language are formed, how the system of gender, number, plural etc. function, how and why the word-forms change? That process are the construction of word coined by elements or morphemes.

2.2 Words

Words can convey ideas or component parts of speech or human language; the sentence compiler section, and the smallest unit in the language or sentence. According to Bloomfield (1926 in katamba, 1994: 6) "A minimum free form is a word". Word is free form, it can be used alone and has meaning. Words poured in oral or written form. In contrast, Plag (2003: 8) says that "Words are usually the smallest elements in a sentence. words belong to certain syntactic classes (nouns, verbs, adjectives, adverbs etc), which are called part of speech, word classes, or syntactic categories". It means that, the word contains a syntactic element which is the embodiment of word classes.

On the other hand, Harley (2006: 3) states that "Word is a combination of vocal sounds, or one such sound, used in a language to express an idea and constituting an ultimate minimal element of speech having a meaning such as; a vocable". Well, Harley meant words are to communicate, so that the form in that way shows sounds, sounds start from human's mouth to deliver an idea to for showing a language.

Thus, it can be concluded that word is the smallest unit or element in language that can be defined as an arrangement of ideas in the form of a sentence. the function of words are forming sentences, explanation, communicator, and so on. One word has meaning, because this is the characteristic of word. Beside oral form, in written form or written language is the easy form to identify a word. so that, words are important in language. There is no idea without words.

2.3   Morpheme

According to Zapata (2007: 1) " morphemes are the smallest units of language that have a meaning or a grammatical function and form words or parts of words". Its mean that the smallest units can have other meaning when attached from other morphemes that can be new words or explain the function of word in sentences.

Beside that, Varga (2010 :49) argues that morphemes are the smallest meaningful units of language, which cannot be subdivided without losing their meaning. Its mean the morphemes are abstract units, their are indicated between braces. Lexemes and syntactic words are composed of one or more than one morpheme. For example, the lexeme t*eacher* consists of two morphemes*: teach-er*, lexeme *unkindly* consists of three morphemes: *un-kind-ly* the lexeme *albatross* consists of one: (albatross).

Based on the examples, morphemes are units that have meaningful when attached to word. Not all words that have more than one morphemes such as word of *albattross* consist just one morpheme because if divided *al-battross* there is no

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meaning. Like word of *teach-er* the word of *teach* has meaning as the action in verb meaning adding morphemes–*er* become *teacher* that can produce other meaning explains about person who teaches, and also changes word class in noun meaning. So, when morpheme that has meaning combine with other morphemes have no meaning, its can produce new word.

Then, it can be said the morpheme is a minimal element of form with specific meaning and how various kinds of morphemes are combined to create words. The morphemes that have meaning called free morpheme and morphemes have no meaning that must be composed to free morpheme called bound morpheme. Furthermore, will be explain about free morpheme and bound morpheme.

2.3.1. Free Morpheme

According to Kroeger (2005: 13) free morphemes are may occur as complete words, such as; *trust*, *believe*, *spare*, and *palate.* Because they can occur alone as complete English words. In addition, according to Katamba (1993: 38) explains that "Many words contain a root standing on its own. Roots which are capable of standing independently are called free morphemes".

In the same opinion Meyer (2009: 152) says "If a morpheme is free, it can stand on its own".On the whole, that can be stated free morpheme is a morpheme with the potential for independent occurrence, that has a meaning by itself.

2.3.2. Bound Morpheme

According to Meyer (2009: 152) argues the bound morpheme which must be attached to other morphemes within words. Similarly, Finegan (2010: 41) states that morphemes that cannot stand alone are bound morphemes. e.g. *anti-, -ition, un-, ment-, -er, etc.* Its must be attached to a free morpheme. In the word *unhappy,* the morpheme *happy* is free morpheme because it can stand alone as a word. But *–un* is bound morpheme as prefix that can have meaning if attached to free morpheme, that explain about the negative meaning of the word coined.

In conclusion, it can be inferred that the bound morpheme needs other morphemes to be friend in word forming, therefore bound morphemes are two types; to indicate grammatical meaning for the building of sentences and to create new words by either change the meaning or part of speech.

2.4   Word Formation

According to Meyer (2009: 150) argues that word formation is describe the ways that new vocabulary are added to a language. Its mean the process of word formation is shows how the forms of word that has ready combined by other words or morphemes to produces new words. Additionlly, according to Varga (2010: 52) states that word formation processes is the borrowing of loanwords from other languges or the introduction of coinages. In this process, he explains the ways to produce new word, making use of old ones combine to others.

In his book with the tittle of "Introduction to English Linguistics" on the pages 53-54, there are common ways in word formation process, such as; Affixation is creating a new lexeme by means of adding a derivational prefix or suffix to an old lexeme. For example, the lexeme of *unhappiness* is derived from the stem *happy* by adding the derivational prefix –*un* and suffix -*ness*.

Other ways, It can happen that a lexeme is assigned to another word class or part of speech without changing its form. This is called conversion, for example *Bottle* (N) _ *Bottle* (V), *Daily* (A) _ *Daily* (N) etc. A special subtype of conversion is called Approximate Conversion, in which lexemes undergo a small but systematic change in pronunciation and are thereby assigned to a different word class. Sometimes this "small change" is a stress shift with some concomitant changes in vowel quality, as in e.g. *Sus'pect* (V) and *'Suspect* (N) etc. Another kind of approximate conversion is changing the voice value of the final fricative in some lexemes, having a voiceless final fricative in nouns and a voiced one in verbs, e.g. *Half* (N) /ha:f/ _ *Halve* (V) /ha:v/, Use (N) /ju:s/_ Use (V) /ju:z/, Changing the voice value of the final fricative is sometimes accompanied by vowel change, too, e.g. Glass (N) /gla:s/ _ Glaze (V) /gleiz/.

The next major word-forming process is compounding. This means bringing together two roots or two lexemes to produce a new lexeme as in e.g. *Blackmail* etc. Members of a compound may be compounds themselves, e.g. *Railway-Station At-Tendant,* etc. Typically but not always compounds bear the main stress on their initial member. They are usually (but not always) written in one orthographic word.

Other processes is Clipping means shortening a lexeme and thus producing a more informal variant, e.g. *Photograph _ Photo, Influenza _ Flu,* etc. Blending is putting together lexemes but at least one of these lexemes is present only in a fragmentary form, as in e.g. *Fog + Smoke _ Smog, Breakfast + Lunch _ Brunch,* etc. And a kind of reverse affixation takes place in Backformation, which means establishing, on the basis of analogy with derivatives, the apparently existing stem of a lexeme which looks like a derivative, although it is not a real derivative. For example, word *Televise* has been backformed from *Television.* Similarly, *Donate* has been backformed from *Donation.*

Finally, Acronym Formation means forming a lexeme from the initial letters or larger parts of words; the lexemes so created are acronyms. Many of these are pronounced as words, e.g. RADAR for 'radio detecting and ranging', NATO for 'North Atlantic Treaty Organization'. In many cases, however, they are pronounced as sequences of letters, e.g. BBC, YMCA, etc.

Based on the explanation above, word formation is the ways to create new words from existing ones. word-formation processes have the different devices which are used in English to build new words. The process of forming words by combining, cutting, summarizing and borrowing from other languages to change the word form from origin. On this occasion, more detail discussing about Affixation process.

2.5   Affixation

Affixation is one of the processes of word-formation in English. Affixes are bound morphemes occur when attached into stems, roots or bases. that can only occur if attached to some other morpheme. According to Plag (2003: 10) defined 'affix' as a bound morpheme that attaches to bases. He states the kinds of bound morphemes are prefixes, infixes and suffixes.

a.   Prefixes

Prefixes are bound morphemes that are added to the beginning of word. The prefixes of English can be classified semantically into the following groups. First, there is a large group that quantify over their base words' meaning. Second, there are numerous locative prefixes. Third, there are temporal prefixes expressing notions. A fourth group consists of prefixes expressing negation, Numerous prefixes do not fit into any of the four groups, however, and express diverse notions. The vast majority of prefixes do not change the syntactic category of their base words; they merely act as modifiers. Furthermore, it can be observed that they generally attach to more than one kind of syntactic category (verb, adjective, or noun) and do not influence the stress pattern of their bases (Plag, 2003: 98)

b.   Infixes

Plag (2003: 101) say "Morphologists usually agree that English has no infixes". However, there is the possibility of inserting expletives in the middle of words to create new words expressing the strongly negative attitude of the speaker

(e.g. *kanga-bloody-roo*, *abso-blooming-lutely*). Thus we could say that English has a process of infixation of (certain) words, but there are no bound morphemes that qualify for infix status.

c.   Suffixes

Suffixes sometimes do change the category of the base and sometimes do not. Suffixes classify into four categories such as Nominal suffixes, Verbial suffixes, Adjectival suffixes, and Adverbial suffixes (Plag, 2003: 86)

Additionally, Delahunty and Garvey (2010: 123) Affixes are classified according to whether they are attached before or after the form to which they are added. It means base is any unit whatsever to which affixes of any kind can be added. Similarly, According to Haspelmath (2010) Affixation is the process of derived words to complex word and also involves more than just combining two morphemes. That means through the affix process can produce two or more words from one base. Very often the effect of affixation is to change the part of speech category of base to form a Noun from an Adjective or a Verb, to form a Verb from a Noun or an Adjective, and so on.

The affixes attached to a base may be inflectional affixes selected for syntactic reasons or derivational affixes which alter the meaning or grammatical category of the base. Such as word of *happy* can derived by prefix *–un* become new word *unhappy,* also can derived by suffix *–ness* become *happiness.* The process of derived word can change the meaning and word classes. And also the

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base word of *happy* added suffix *–est* become *happiest* that process about the gramatical meaning in sentences, its explain superlative marker.

Summing up, the affixation is the process to combain a root become other words by adding bound morphemes in the beginning of root or called prefixes and adding bound morphemes in the end of root called suffixes. In the process of prefixes, that can change the meaning and can attached more than word classes. For suffixes that can change word classes from derived word and explain the gramatical function for inflection process.

2.5.1. Inflectional Morphemes

One type of bound morphemes is inflectional morphemes. According to Brinton (2000: 78) states inflectional is to indicate grammatical meaning added to the outermost parts of words. It means that inflectional morphemes coined in the following of words to explain the function of word in sentences.

Additionally, Finegan (2008: 43) argues inflectional morphemes change the form of a word but not its lexical category or its central meaning. Inflectional morphemes create variant forms of a word to conform to different roles in a sentence or in discourse. On the same ideas, according to Hana (2011: 3) says "inflection is creating various forms of the same word". Adding inflection morphemes in a word can produce grammatical markers that indicate tense, number, possession, or comparison without changing the essential meaning or the grammatical category of a word.

Commonly, inflectional morphemes in English include the bound morphemes are *–s, -es, -'s, -s', -ed, -en, -er, -est, -ing*. Adding suffix *–s(-es)*explain about third person singular marker of verbs in present tense, as in *speaks, teaches*. And also suffix *–s(-es)* as regular and plural marker such as in *books, oranges*. Suffix *–s* add for almost all other nouns, suffix *–es* add if a word ends in *–s, -sh, -ch, -x, or –z*. Other suffix is *'s* (possessive marker) as in *John's house*. Suffix *–ed* shows about regular past tense marker as in *helped*. Suffix *–en* about past participle marker as in *spoken*. Suffix-*ing* as present participle marker such as in *eating, studying*. Suffix *-er* as comparative marker like *faster, happier*.and *-est* shows about superlative marker as in *fastest, happiest*.

Table 2.1 Inflectional Suffixes

a.	Verbal suffixes	Function	Example
	-s	3rd person, singular, present.	He snore-s
	-ing	progressive aspect (denoting action in progress)	He is snor-ing
	-ed	past tense	He snor-ed
b.	*Noun suffixes*	Function	Example
	-s	noun plural marker	road-s
c.	*Adj. suffixes*	Function	Example
	-er	comparative adjective/ adverb	slow-er, sooner
	-est	superlative adjective/ adverb	slow-est, soonest

This table is adopted from Katamba (1994)

In a word, inflectional morpheme is generally a bound morpheme which when added to the root or stem of a word does not result into a change in the grammatical category or part of speech of that word. Inflectional morphemes only added in the end of word, or just suffixes does not apply to prefixes. In other words, added inflectional morpheme in base of word to create forms and meaning in a language without creating a new category in one's lexicon.

2.5.2. Derivational Morphemes

Another type of bound morpheme is derivatitional morpheme. According to Lieber (2009: 33) argues new lexemes that are formed with prefixes and suffixes on a base are often referred to as derived words, and the process by which they are formed as derivation. Another ideas, Meyer (2009: 150) also says "derivational affixes can occur at either the beginning or the end of a word". to make a derivational word, the bound morphemes are attached into the root or base morpheme. That is focuses in how distinct words are joined or related to one another. On the other word, a word can derived by adding prefix or suffix to produce new words.

Additionally, Ruzait (2012: 17) state "derivational morphology creates new words, with a change in meaning and/or category". For example in the word *happiness*, the bound morpheme *–ness* creates a new word by changing both the meaning and the part of speech. *Happy* is an adjective but the derived word *happiness* is a noun. Some derivational morphemes create new meaning but do not change the syntactic category or part of speech. The word *unhappy*, for

example, consists of the base *happy* and the derivational morpheme (prefix) *un-*. *Happy* is an adjective and the derived word *unhappy* is also an adjective.

In English, derivational morphemes can be prefixes or suffixes. All prefixes in English are derivational. All prefixes in English modify the meaning although they do not modify the syntactic category. For examples, the derivational prefix *in-* in *inefficient*, *un-* in *undo*, *re-* in *rewrite*, *dis-* in *dislike* and *a-* in *amoral* modify the positive meaning to the negative meaning but do not change the syntactic category of the derived words; *efficient* is an adjective and the derived word *inefficient* is also an adjective; *do* is a verb and the derived word *undo* is also a verb; *write* is a verb and the derived word *rewrite* is also a verb; *moral* is an adjective and the derived word *amoral* is also and adjective. All the derivational prefixes explained above have the meaning 'not'. Most derivational suffixes change both the syntactic category and the meaning. Only a few of them do not change the syntactic category. The derivational suffixes which change the syntactic category can be noun-forming suffixes, verb-forming suffixes, adjective-forming suffixes, and adverb-forming suffixes.

To summarize, derivation is one of the kinds of word formation. Derivational morphemes are bound morphemes or affixes which derive or create new words by either changing the meaning or the part of speech or both. English derivational morphemes can be classified into two namely derivational prefixes and derivational suffixes. Most of the English prefixes do not change part of speech although they are derivational. The derived words undergo the change of meaning. On the contrary, Most of derivational suffixes change part of speech.

2.6   Theories of Derivational Affixes

In linguistic derivation is used to form new words. So derivational affixes are morpheme (an affix) by mean of which one word is formed (derived) from another. In derivational morphemes are derived a new word. Derivational morphemes may change the word class and the meaning of the word which they are added. The common of derivational affixes are prefixes and suffixes.

According to Katamba (1994: 42-46) that prefixes are normally in stress neutral. It has been shown that affixes fall into two major classes: some are NEUTRAL while others are NON-NEUTRAL in their effects. Stress falls on the same syllable in the wordregardless of their presence or absence. When determining which syllable is going to be the most prominent in the word, these prefixes are not taken into account. It is as though they were invisible. There are some prefixes are;

a.   *be-*

    forming derivative verbs with the general meaning of 'around' e.g. beset, besmear, becloud.

b.   *co-/con-/com-*

    meaning of'together' e.g. co-operate, co-habit, co-appear, co-opt, combine, conspire

c.   *ex-*

meaning of 'former' e.g. ex-miner, ex-wife, ex-leader, ex-director, ex-pupil, ex-pilot.

d. *mis-*

meaning of 'wrongly, badly' e.g. mis-understand, mis-manage, mis-read, mis-take, misinform, mis-allocate

e. *mal(e)-*

meaning of 'bad(ly)' e.g. malcontent, malpractice, maladjusted, malefactor, malevolent

f. *re-*

meaning of 'again' e.g. re-think, re-take, re-play, re-examine, re-issue

g. *un-*

meaning of 'negative' e.g. unexciting, unhappy, uncomfortable, unwise, unmanageable, uncool

h. *dis-*

meaning of 'negative' (with adjectives) e.g. dishonest, dishonourable, discomfortable

i. *dis-*

meaning of 'negative, reversive' (with verbs) e.g. disallow, disagree, disapprove, dislike, disaffirm, disbelieve, disarm

j. *in-*

meaning of 'negative' (with adjectives) e.g. inarticulate, inactive, inept, inevitable, intangible, innumerable

k. *un-*

meaning of 'negative' (with adjectives) e.g. unoriginal, unusual, unseemly, unripe, unpleasant, unsavoury, unreliable

l. *un-*

meaning of 'reversive' (with verbs) e.g. undo, unblock, unpack, unravel, unpick, unseat, unroll, unsaddle.

Next, derivational suffixes According to Katamba (1994) together with their general meaning, the grammatical class of bases that they attach to and the grammatical class of the resulting word;

a. Verb   Noun

-ation 'derives nouns of action from verbs': don-ation, reconcili-ation, regul-ation, confiscation, simul-ation.

-ant 'person that does whatever the verb means': inhabit-ant, celebr-ant, protest-ant, occup-ant, attend-ant.

-ant 'instrument that is used to do whatever the verb means': lubric-ant, stimul-ant, intoxic-ant

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-er 'person who does whatever the verb means': teach-er, runn-er, writ-er, build-er, paint-er

-er 'instrument that is used to do whatever the verb means': cook-er, strain-er, drain-er, pok-er

-ing 'act of doing whatever the verb indicates': learn-ing, read-ing, writ-ing, sav-ing, rid-ing, wait-ing

-ist 'derives agent nouns from verbs—one who does X': cycl-ist, typ-ist, copy-ist

-ion 'derives nouns of condition or action from verbs': eros-ion (from *erode*), corros-ion (from *corrode*), persuas-ion (from *persuade*), radiat-ion, promotion

-ment 'the result or product of the action of the verb; the instrument used to perform the action of the verb': pave-ment, appoint-ment, accomplish-ment, govern-ment, pay-ment

-ery 'derives nouns indicating a place where animals are kept or plants grown': catt-ery, pigg-ery, orang-ery, shrubb-ery

-ery 'derives nouns indicating place where the action specified by the verb takes place': bak-ery, cann-ery, brew-ery, fish-cry, refin-ery, tann-ery

-ee '(passive) person who undergoes action indicated by the verb': employ-ee, detain-ee, pay-ee, intern-ee.

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b. Verb   Adj.

-ing 'in the process or state of doing whatever the verb indicates': wait-ing (as

in *waiting car*) stand-ing (as in *standing passengers*)

-ise/-ize 'to bring about whatever the adjective signals': real-ise, neutral-ise,

fertil-ise, immun-ise.

-ive 'having the tendency to X; having the quality character of X; given to the

action of Xing': act-ive, pens-ive, indicat-ive, evas-ive, product-ive,

representat-ive.

-able 'able to be X-ed': read-able, govern-able; manage-able, do-able

-ing 'the act of doing whatever the verb signifies': sail-ing, sing-ing, fight-

ing, writ-ing.

c. Noun   Verb

-ate 'derives verbs from nouns': regul-ate, capacit-ate, don-ate

-ise/-ize 'to bring about whatever the noun signals': colon-ise, American-ise,

computer-ise

-ise/-ize 'put in the place or state indicated by the noun': hospital-ise, terror-

ise, jeopard-ise

d. Noun   Adj.

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-al 'pertaining to X': autumn-al, dent-al, division-al, reacreation-al, tradition-al, medicin-al

-ate 'derives adjectives denoting state': intim-ate, accur-ate, obdur-ate (There is normally a corresponding noun ending in *-acy*, e.g. intim-acy, accur-acy, obdur-acy.)

-ish 'having the (objectionable) nature, qualities or character of X': lout-ish, fiend-ish, freak-ish, child-ish, mother henn-ish

-less 'without X': joy-less, care-less, fear-less, child-less

-ful 'filled with X': joy-ful, care-ful, fear-ful, cheer-ful

-(i)an 'associated with whatever the noun indicates': Chomsky-an, Dominic-an, suburb-an, Trinidad-(i) an, Canad-(i) an, Ghana-(i) an, reptil-(i) an, mammal-(i) an

-some 'forms adjectives from verbs, having quality X': quarrel-some, trouble-some, tire-some.

e. Adj   Verb

    -ate 'cause to become, do etc. whatever the adjective indicates': activ-ate (<active) equ-ate (< equal)

    -ise 'cause to become whatever the adjective indicates': tranquill-ise, modern-ise, steril-ise, stabil-ise, civil-ise, familiar-ise

f.   Adj   Noun

-ness 'forms a noun expressing state or condition': good-ness, fair-ness, bitter-ness, dark-ness

-ity 'forms a noun expressing state or condition': timid-ity, banal-ity, pur-ity, antiqu-ity

-ship 'state or condition of being X': hard~hardship

-ery 'having the property indicated by the adjective': brav-ery, effront-ery, trick-ery, chican-ery

g.   Adj   Adv.

-ly 'forms adverbs from adjectives': usual-ly, busi-ly, proud-ly, loud-ly, grateful-ly

h.   Noun   Noun

-aire 'to be possessed of X': million-aire, doctrin-aire, solit-aire

-acy 'derives a noun of quality, state or condition from another noun or adjective (normally the base to which it is added also takes the nominal suffix *-ate*)': advoc-acy, episcop-acy, intim-acy, accur-acy, obdur-acy

-er 'a person who practises a trade or profession connected to the noun': marin-er, geograph-er, football-er, haberdash-er, hatt-er

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-ery 'derives nouns indicating general collective sense "-ware, stuff"': machin-ery, crock-ery, jewell-ery, pott-ery

-let 'derives a diminutive noun': pig-let, is-let, riv(u)-let

-ling 'derives a diminutive noun from another noun': duck-ling, prince-ling, found-ling

-hood 'quality, state, rank of being X': boy-hood, sister-hood, priest-hood

-ship 'state or condition of being X': king-ship, craftsman-ship, director-ship, steward-ship

-ism 'forms nouns which are the name of a theory, doctrine or practice': femin-ism, capital-ism, Marx-ism, structural-ism

-ist 'adherent to some *-ism,* a protagonist for X, an expert on X' (usually a base that takes *-ist* also takes *- ism*): femin-ist, capital-ist, Marx-ist, structural-ist.

i. Adj   Adj.

-ish 'having the property of being somewhat X': narrow-ish, blu-ish, pink-ish

j.   Verb   Verb

-er 'adds frequent or iterative meaning to verbs': chatt-er, patt-er, flutt-er.

In words of two syllables, the initial syllable attracts stress when the word-form realises a verb, but it repels stress when the word-form represents a noun or

adjective. In the latter case stress falls on the second syllable. It so happens that in many of these words there is a prefix but the presence of a prefix is not the vital factor. It is being disyllabic that counts. For suffixes in morphological theory by the interaction between word-formation rules and phonological rules.

Additionally, Brinton (2000 :86) Stated derivational affix to root procedures a new word with one or more of the following changes:

– a phonological change (including stress change): *reduce > reduction*, *clear > clarity*, *fuse > fusion*, *photograph > photography*, *drama > dramatize*, *relate > relation*, *permit > permissive*, *impress > impression*, *electric > electricity*, *include > inclusive*;

– an orthographic change to the root: *pity > pitiful*, *deny > denial*, *happy > happiness*;

– a semantic change, which may be fairly complex: *husband > husbandry*, *event > eventual*, *post > postage*, *recite > recital*; and/or

– a change in word class.

In English, derivational affixes are either prefixes or suffixes. They may be native (deriving from Old English) or foreign (borrowed along with a word from a foreign language, especially French). Their productivity may range from very limited to quite extensive, depending upon whether they are found preserved in just a few words and no longer used to create new words or whether they are found in many words and still used to create new words. An example of an unproductive suffix is the *-th* in *warmth*, *width*, *depth*, or *wealth*, whereas an

example of a productive suffix is the *-able* in *available*, *unthinkable*, *admirable*, or *honorable*. But which affix attaches to which root is always quite arbitrary and unpredictable; it is not a matter of rule but must be stated separately for each root (as, for example, in a dictionary). That is, derivation is part of the lexicon, not part of the grammar of a language.

Only three prefixes, which are no longer productive in English, systematically change the part of speech of the root:

a- N/V > A *ablaze*, *asleep*, *astir*

be- N > V *betoken*, *befriend*, *bedeck*

en- A/N > V *enlarge*, *ensure*, *encircle*, *encase*, *entrap*

Other prefixes change only the meaning of the root, not its class. Prefixes fall into a number of semantic classes in English, depending upon the meaning that they contribute to the root. Note the diverence between privation and negation: a privative prefix expresses the reverse of an action (as in *undo*) or the absence of a quality (as in *amoral.*'without morals'),whereas the negative prefix expresses 'not' (as in *immoral* 'not moral').

Table 2.2 Semantic Classes of Prefixes in English by Brinton (2000)

a.	Time:	
	Pre-	prearrange, presuppose, preheat
	After-	aftershock, afterthought, afterglow
b.	Number:	
	Tri-	tricycle, triannual, triconsonantal
	Multi-	multinational, multimillionaire
c.	Place:	
	In-	infield,in-patient, ingrown
	Inter-	interconnect, interbreed,interlace

d.	Degree:	
	Super-	Supersensitive, supersaturated, superheat
	Over-	overanxious,overconfident,overdue
e.	Privation:	
	a-	amoral, apolitical, asymmetric
	un-	unlock, untie, unfold
f.	Negation:	
	Un-	unafraid, unsafe, unwise
	Anti-	antisocial, antitrust, antiwar
g.	Size:	,
	Micro-	Microcosm, microchip, microfilm
	Mini-	miniskirt, minivan, minimall

Furthermore, some prefixes may fit into more than one category; e.g., *under-*, expresses both degree (in *underpayment*) and place (in *underwater*). Prefixes may often attach to more than one part of speech, e.g., *mislead* (V) and *misfortune* (N). Of the prefixes given in Table 2.1, *after-*, *in-*, *over-*, and *un-* are native English, while *pre-*, *inter-*, *super-*, and *mini-* are Latin and *tri-*, *a-*, *micro-*, and *anti-* are Greek.

Suffixes have two functions: to change the meaning of the root and to change the part of speech of the root. Those changing meaning alone include the diminutive suffixes *-ling*, *-let*, *-y* (in *princeling*, *piglet*, *daddy*), the feminine suffixes *-ess*, *-ette*, *-rix*, *-ine* (in *actress*, *usherette*, *aviatrix*, *heroine*) for social and cultural reasons, are nowfalling out of use and the abstract suffixes, making an abstract noun out of a concrete noun, *-ship*, *-hood*, *-ism* (in *friendship*, *manhood*, *hoodlumism*). More often, however, suffixes change the word class of the root.

Table 2.3 Derivational Suffixes in English

a.	N>N -hood -ship -ism	neighborhood, brotherhood, girlhood championship, membership, kinship idealism, patriotism, fanaticism
b.	V > N -ment -er -(c)ation	arrangement, judgment, advancement worker, helper, leader legalization, simplification, taxation
c.	A > N -dom -ness -ity	freedom, oYcialdom, Christendom happiness, cleverness, bitterness legality, purity, equality
d.	A/N > V -ify -ize	pacify, simplify, purify prioritize, publicize, centralize
e.	N > A -y -ous -ful	flowery, thirsty, bloody poisonous, famous, glamorous delightful, sinful, pitiful
f.	V > A -ive -able -ful	supportive, generative, assertive acceptable, livable, changeable hopeful, thankful, useful
g.	A > A -ish -ly	greenish, fortyish, coldish goodly, sickly, lonely
h.	A/N > Adv -ward -ly -way(s)	homeward, eastward, downward quickly, terribly, gradually sideway(s), anyway(s), someway

Adopted from Brinton (2000)

The formation of complex words is not always entirely predictable or regular. For example, *-ist* is typically added to common nouns (e.g., *cyclist*) and

occasionally to proper nouns (e.g., *Platonist*). The addition of *-ist* results in a phonetic change [-Ist] and a semantic The morphology of *-ist* words is also not entirely regular; some *–ist* words are related to abstract nouns ending in *-y* (e.g., *botany*, *psychiatry*) and some to ones in *-ism* (e.g., *realism*, *fascism*), while some *-ist* words take an *-ic* adjectivalizer and others do not (e.g., *hedonistic*, *dentistic*). And the combination of *-ist* with a particular root is not predictable: while *balloonist* and *cyclist* are possible, for example, *boatist* and *skatist* are not. The suffix *-ist* is often in competition with either *(i)an* (e.g., *pedestrian*, *grammarian*, *barbarian*) and *-ite* (e.g., *suburbanite*, *socialite*, *Troskyite*). In the case of a follower of Darwin, all three forms—*Darwinian*, *Darvinist*, and *Darvinite* — exist.

Other argumentation, Carstairs & McCarthy (2002: 48-56) states that the categories of derivational morphemes are from the kinds of prefix and suffix. The morpheme is produced in various forms and can occurs in a word. the categories of derivational morphemes that can be seen as follows;

1.   Adverbs derived from adjectives

This category derrived from suffix –ly. Such as adjective become adverb if added with suffix -ly For example 'carefully' that word is an adjective change to adverb because word fo careful added suffix –ly by (Carstairs & McCarthy (2002: 54).

2.   Nouns derived from nouns

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Not all derivational processes change word class. English has derivational processes that yield nouns with meanings. Here are some examples – though by no means a complete list, either of the affixes or of their possible meanings by (Carstairs & McCarthy (2002: 54);

a. 'small X': -let, -ette, -ie e.g. droplet, booklet, cigarette, doggie

b. 'female X': -ess, -ine e.g. waitress, princess, heroine

c. 'inhabitant of X': -er, -(i)an e.g. Londoner, New Yorker, Texan, Glaswegian

d. 'state of being an X': -ship, -hood e.g. kingship, motherhood, priesthood

e. 'devotee of or expert on X': -ist, -ian e.g. contortionist,, logician, historian

3.   Nouns derived from members of other word classes

Nouns derived from adjectives and from verbs are extremely numerous, Here are some suffixes used to derive nouns from adjectives (Carstairs & McCarthy (2002: 54);

a. -ity, e.g. purity, equality, ferocity, sensitivity

b. -ness, e.g. goodness, tallness, fierceness, sensitiveness

c. -ism, e.g. radicalism, conservatism

Even more numerous are suffixes for deriving nouns from verbs by Carstairs & McCarthy (2002: 54). Here are just a few;

a. -ance, -ence, e.g. performance, ignorance, reference, convergence

b. -ment, e.g. announcement, commitment, development, engagement

c. -ing, e.g. painting, singing, building, ignoring

d. -((a)t)ion, e.g. denunciation, commission, organisation, confusion

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e. *-al*, e.g. refusal, arrival, referral, committal

f. *-er*, e.g. painter, singer, organiser, grinder

4.   Adjectives derived from adjectives

The forms of adjectives derived from adjectives are (Carstairs & McCarthy (2002: 54);

a. *-ish* (meaning 'somewhat X') e.g. greenish, smallish etc.

b. un- (meaning 'not') e.g. unhappy, unsure etc.

This does not mean, however, that *un-* can be prefixed to all adjectives quite freely; we do not find, for example, 'ungood' with the meaning is bad. Furthermore, another negative prefixes are (*il-, ir-, im-, and in-*) such as illegal, irregular, impossible, intangible.

5.   Adjectives derived from members of other word classes

Such as suffix *–ed, -en, -ing* and vowel change in passive and progressive participle forms of verbs. Beside that, the common suffix from adjectives and from verbs (Carstairs & McCarthy (2002: 54);

a. *–able* (e.g. readable, reliable)

b. *–ent* (e.g. expectant, repellent)

c. *–ive* (e.g. repulsive, explosive)

And suffixes form adjective from nouns such as;

a. *–ful* (e.g. joyful, meaningful)

b. *–less* (e.g. joyless, meaningless)

c. –al (e.g. original, national)

d. –ish (e.g. boyish, selfish)

6.   Verbs derived from verbs

There are four kinds of prefix are verb derived from verbs (Carstairs & McCarthy (2002: 54) are; *-re* in repaint, *un-* in untangle, *de-* in desensitise, *dis-* in disbelieve.

7.   Verbs derived from members of other word classes

There are some kinds suffixes in this categories like *de-, -ise, -(i)fy* for example words of deforest, terrorise, beautify etc.

All of the statement of Carstairs & McCarthy, it means that how many of prefix and suffix can be derived to form words and also the types that can not be arbitrarily placed. For category adverbs derived from adjectives is only derived by suffix *–ly.* Noun derived from nouns is divided into five suffixes, those are *–let, -ess, -er, -ship,* and *–ist.*

Furthermore, in category noun derived from members of other word classes is divided into two categories; first nouns from adjectives among others are *–ity, -ness, -ism.* Second derives nouns from verbs among others are *–ance, -ment.* Third, suffix *-ing, -(a)t)ion, -al, -er.* Fourth, adjectives derived from adjectives like suffix *–ish* and prefix *un-.* Fifth, adjectives derived from members of other word classes are *–ed, -en, -ing,* even vowel change, in passive and progressive participle forms of verbs.

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In addition for this category has suffix *–able, -ent, -ive* for derives adjective from verbs. But there are suffixes that form adjective from nouns such as suffix *–ful, -less, al-, -ish.* And also for derives from verbs to verbs divided into four prefixes are *re-, un-, de-, dis-.* And the last category is verbs derived from member of other word classes are *de-, -ise,* and *-(i)fy.*

In the opinion of other, According to Plag (2003: 86-101) identifies, there are many kinds of Derivational Affixes especially in derives of prefix and suffix. Those are;

1.   Nominal Suffixes

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

The kinds of suffixes in categories nominal suffixes are: *-age, -al, -ance/-ence/-ancy/-ency, -ant, -ce/-cy, -dom, -ee, -eer, -er, -(e)ry, -ess, -ful, -hood, -(i)an/-ean, -ing, -ion, -ism, -ist, -ity, -ment, -ness, -ship* (Plag, 2003).

a.   Suffix *–age* derives noun that express an activity or its result for example word of *coverage etc.* and denoting a colletive entity or quality (*acreage, voltage, yardage).*

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b. Suffix *–al* as number of verbs take *-al* to form abstract nouns denoting an action or the result of an action, such as *arrival*, *overthrowal*, *recital*, *referral*, *renewal*.

c. Suffix *-ance (with its variants* -ence/-ancy/-ency*)* attaching mostly to verbs, *-ance* creates action nouns such as *absorbance etc. -ance/-ence* formations are interpreted as deverbal, *-ancy/-ency* formations as de-adjectival.

d. Suffix *–ant* this suffix derives from the bases word of verb. This forms count nouns referring to persons (often in technical or legal discourse *applicant*, *defendant*) or to substances involved in biological, chemical, or physical processes e.g. *attractant*, *dispersant* etc.

e. Suffix *–ce/-cy* this suffix attaches productively to adjectives in *-ant/-ent* (e.g. *convergence*, *efficiency*, *emergence*), but also to nouns ending in this string, as is the case with *agency*, *presidency* etc. Furthermore, adjectives in *-ate* are eligible bases (*adequacy*, *animacy*, *intimacy*). The resulting derivatives can denote states, properties, qualities or facts.

f. Suffix *-dom* attaches to nouns to form nominals which can be paraphrased as 'state ofbeing X' as in *apedom*, *clerkdom* or which refer to collective entities, such as *professordom*, *studentdom*, or denote domains, realms or territories as in *kingdom*, *cameldom*, *maoridom*.

g. Suffix *–ee* the meaning of this suffix can be rather clearly discerned. It derives nouns denoting sentient entities that are involved in an event as non-volitional participants (so-called 'episodic *-ee'*). Thus, *employee*

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denotes someone who is employed, a *biographee* is someone who is the subject of a biography, and a *standee* is someone who is forced to stand (on a bus, for example). As a consequence of the event related, episodic semantics, verbal bases are most frequent, but nominal bases are not uncommon (e.g. *festschriftee*).

h. Suffix *–eer* This is another person-noun-forming suffix, whose meaning can be paraphrased as 'person who deals in, is concerned with, or has to do with X,' as evidenced in forms such as *auctioneer*, *budgeteer* etc.

i. Suffix *-er (and its orthographic variant -or)* the suffix *–er* derivatives frequently signify entities that are active or volitional participants in an event (e.g. *teacher*, *writer*, etc.). suffix *–er* apart from performers of actions we find instrument nouns such as *blender*, *mixer* etc. and nouns denoting entities associated with an activity such as *diner*, *lounger* etc. Furthermore, *-er* is used to create person nouns indicating place of origin or residence (e.g. *Londoner*, *New Yorker*). the semantics of *–er* have simply meaning something like 'person or thing having to do with X.' The more specific interpretations of individual formations would then follow from an interaction of the meanings of base and suffix and further inferences on the basis of world knowledge. *-er* is often described as a deverbal suffix, but there are numerous forms (not only inhabitant names) that are derived on the basis of nouns (e.g. *sealer*, *whaler*, *noser*, *souther*), numerals (e.g. *fiver*, *tenner*), or even phrases (*four-wheeler*, *fourthgrader*). Suffix *–e(ry)* specific meanings such as 'place where a specific activity is

carried out' or 'place where a specific article or service is available' could be postulated for example: *bakery*, *brewery*, *fishery*, *pottery* or *cakery*. but examples such as *mousery, cannery, rabbitry* speak for an underspecified meaning, which is then fleshed out for each derivative on the basis ofthe meaning of the base. In addition to the locations, *(e)ry* derivatives can also denote collectivities as in *confectionery*, *cutlery*, *pottery*, or activities as in *summitry* 'having many political summits,' *crookery* 'foul deeds.'

j. Suffix *–ess* This suffix derives to nouns referring exclusively to female humans and animals (*princess*, *stewardess*, *lioness*, *tigress*, *waitress*). The *OED* lists only three twentieth-century coinages (*hostess*, *burgheress*, *clerkess*).

k. Suffix *–ful* derives measure partitive nouns similar to expressions such as *a lot of*, *a bunch of*. from nominal base words that can be construed as containers: *bootful*, *cupful*, *handful*, *tumblerful*, *stickful*. There are also an adjectival suffix *-ful*.

l. Suffix *–hood* derivatives express concepts such as state as in *adulthood*, *childhood*, and collectivity as in *Christianhood*, *companionhood*. As with other suffixes, metaphorical extensions can create new meanings, for example the sense 'area' in the highly frequent *neighborhood*, which originates in the collectivity sense ofthe suffix.

m. Suffix *–(i)an (and its variant –ean)* Nouns denoting persons and places can take the suffix *-(i)an*. Derivatives seem to have the general meaning 'person having to do with X' as in *technician*, *historian*, *Utopian*, which,

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where appropriate, can be more specifically interpreted as 'being from X' or 'being of X origin' e.g. *Bostonian*, *Lancastrian*, *Mongolian*, or 'being the follower or supporter of X': *Anglican*, *Chomskyan*. Many *-(i)an* derivatives are also used as adjectives. Most words belonging to this category are stressed on the syllable immediately preceding the suffix, exhibiting stress shifts where necessary (e.g. *H´ungary– Hunga´rian*, *E´gypt–Egy´ptian*).

n. Suffix *–ing* derivatives with this deverbal suffix denote processes (*begging, running, sleeping*) or results (*building, wrapping, stuffing*). The suffix is somewhat peculiar among derivational suffixes in that it is primarily used as a verbal inflectional suffix forming present participles.

o. Suffix *–ion* this suffix has three allomorphs: when attached to a verb in *-ify*, the verbal suffix and *-ion* surface together as *-ification* (*personification*). When attached to a verb ending in *-ate*, we find *-ion* accompanied by a change of the base-final consonant from [t] to [ ], *hyphenation*), and we find the allomorph *–ation* in all other cases (*starvation, colonization*). Derivatives in *-ion* denote events or results of processes. As such, verbal bases are by far the most frequent, but there is also a comparatively large number of forms where *-ation* is directly attached to nouns without any intervening verb in *-ate*.

p. Suffix *-ism* Forming abstract nouns from other nouns and adjectives, derivatives belonging to this category denote the related concepts state,

condition, attitude, system of belief or theory, as in *blondism*, *Parkinsonism*, *conservatism*, *racism*, *revisionism*, *Marxism*, respectively.

q. Suffix *–ist* this suffix derives nouns denoting persons, mostly from nominal and adjectival bases (*balloonist*, *careerist*, *fantasist*, *minimalist*). The semantics of *-ist* can be considered underspecified 'person having to do with X,' with the exact meaning of the derivative being a function of the meaning of the base and further inferencing.

r. Suffix *–ity* this categories nouns denoting qualities, states or properties usually derived from Latinate adjectives (e.g. *curiosity*, *productivity*, *profundity*, *solidity*). thereby often adopting idiosyncratic meanings, such as *antiquity* 'state of being antique' or 'ancient time,' *curiosity* 'quality of being curious' and 'curious thing.' All adjectives ending in the suffixes *-able, -al* and *-ic* or in the phonetic string [id] can take *-ity* as a nominalizing suffix (*readability*, *formality*, *erraticity*, *solidity*).

s. Suffix *–ment* this suffix derives action nouns denoting processes or results from (mainly) verbs, with a strong preference for monosyllables or disyllabic basewords with stress on the last syllable (e.g. *assessment*, *endorsement*, *involvement).*

t. Suffix *–ness* this suffix can attach to practically any adjective, and apart from adjectival base words we find nouns as in *thingness*, pronouns as in *us-ness*, and frequently phrases as in *over-the-top-ness*, *all-or-nothing-ness*.

u. Suffix –*ship* this suffix has forms nouns denoting state or condition, similar in meaning to derivatives in -*age*, -*hood* and -*dom*. Base words are mostly person nouns as in *apprenticeship*, *clerkship*, *friendship*, *membership*, *statesmanship*, *vicarship*. Extensions ofthe basic senses occur, for example 'office,' as in *postmastership*, or 'activity,' as in *courtship* 'courting' or *censorship* 'censoring.'

2. Verbal Suffixes

According to Plag (2003) stated there are four suffixes which derive verbs from other categories (mostly adjectives and nouns), -*ate, -en, -ify*, and -*ize*.

a. Suffix –*ate* There is a class of derivatives with chemical substances as bases, which systematically exhibit so-called ornative and resultative meanings. These can be paraphrased as 'provide with X' (ornative), as in *fluorinate*, or 'make into X' (resultative), as in *methanate*. -*ate* being apparently no more than an indicator of verbal status.

b. Suffix –*en* suffix -*en* attaches to monosyllables that end in a plosive, fricative or affricate. Most bases are adjectives (e.g. *blacken*, *broaden*, *quicken*, *ripen*), but a few nouns can also be found (e.g. *strengthen*, *lengthen*). The meaning of -*en* formations can be described as causative 'make (more) X.'

c. Suffix –*ify* this suffix attaches to three kinds of base word: to monosyllabic words, to words stressed on the final syllable, and to words stressed on the penult followed by a final syllable ending in unstressed /i /. Semantically, -

ify shows the same range of meanings as *-ize* and the two suffixes could therefore be considered phonologically conditioned allomorphs (*nazify*).

d. Suffix *–ize* express a whole range of related concepts such as locative, ornative, causative/factitive, resultative, inchoative, performative, similative. Locatives can be paraphrased as 'put into X,' as in *computerize*, *hospitalize*, *tubify*. *Patinatize*, *fluoridize*, *youthify* are ornative examples ('provide with X'), *randomize*, *functionalize*, *humidify* are causative ('make (more) X'), *carbonize*, *itemize*, *trustify* and *nazify* are resultative ('make into X'), *aerosolize* and *mucify* are inchoative ('become X'), *anthropologize* and *speechify* are performative ('perform X'), *cannibalize*, *vampirize* can be analyzed as similative ('act like X'). The suffix *-ize* attaches primarily to bases ending in an unstressed syllable and the resulting derivatives show rather complex patterns of base allomorphy. Furthermore, polysyllabic derivatives in *-ize* are not allowed to have identical onsets in the two last syllables, ifthese are unstressed. In the pertinent cases truncation is used as a repair strategy, as in *feminine–feminize* and *emphasis–emphasize*.

3. Adjectival Suffixes

The adjectival suffixes of English can be subdivided into two major groups. A large proportion of derived adjectives are **relational adjectives**, whose role is simply to relate the noun the adjective qualifies to the base word of the derived adjective. On the other hand, there is a large group of derived adjectives

that express more specific concepts, and which are often called **qualitative adjectives**.

According to Plag (2003) stated there are kinds of Adjectival Suffixes are: *-able/-ible, -al, -ary, -ed, -esque, -ful, -ic/-ical, -ing, -ish, -ive, -less, -ly, -ous,*

a. Suffix *–able/-ible* This suffix chiefly combines with transitive and intransitive verbal bases. The semantics ofde verbal *-able* forms seem to involve two different cases, which have been described as 'capable of being Xed' and 'liable or disposed to X'. There are also some lexicalized denominal forms with the meaning 'characterized by X,' as in *fashionable* (but cf. the concurrent compositional meaning 'that can be fashioned').

b. Suffix *–al* This relational suffix attaches almost exclusively to Latinate bases. All derivatives have stress either on their penultimate or antepenultimate syllable.

c. Suffix *–ary* Again a relational adjective-forming suffix, *-ary* usually attaches to nouns, as in *complementary*, *evolutionary.*, *fragmentary*, *legendary*, *precautionary*. We find stress-shifts only with polysyllabic base nouns ending in *-ment* (cf. *Complim ´entary* vs. *m´omentary*).

d. Suffix *–ed* this suffix derives adjectives with the general meaning 'having X, being provided with X,' as in *broad-minded*, *pig-headed*, *wooded*. The majority ofderivatives are based on compounds or phrases (*empty-headed*, *pig-headed*, *air-minded*, *fair-minded*).

e. Suffix *–esque* attached to both common and proper nouns to convey the notion of'in the manner or style of X': *Chaplinesque, Hemingwayesque,*

picturesque, Kafkaesque. There is a strong preference for polysyllabic base words.

f. Suffix *–ful* has the general meaning 'having X, being characterized by X' and is typically attached to abstract nouns, as in *beautiful*, *insightful*, but verbal bases are not uncommon (e.g. *forgetful*, *mournful*, *resentful*).

g. Suffix *–ic/-ical* attaches to foreign bases (nouns and bound roots). Quite a number of *-ic* derivatives have variant forms in *–ical* (*electric–electrical*, *economic–economical*, *historic–historical*, *magic–magical*, etc.). Sometimes these forms are clearly distinguished in meaning (e.g. *economic* 'profitable' vs. *economical* 'money-saving'), in other cases it remains to be determined what governs the choice ofone form over the other.

h. Suffix *–ish* this suffix can attach to adjectives (e.g. *clearish*, *freeish*), numerals (*fourteenish*, *threehundredfortyish*), adverbs (*soonish*, *uppish*), and syntactic phrases (e.g. *stick-in-the-muddish*, *out-of-the-wayish*, *silly-little-me-lateagain- ish*) to convey the concept of'some what X, vaguely X.' When attached to nouns referring to human beings the derivatives can be paraphrased as 'of the character ofX, like X,' which is obviously closely related to the meaning of the non-denominal derivatives.

i. Suffix *–ive* This suffix forms adjectives mostly from Latinate verbs and bound roots that end in [t] or [s]: *connective*, *explosive*, *fricative*, *offensive*, *passive*, *preventive*, *primitive*, *receptive*, *speculative*. Some nominal bases are also attested, as in *instinctive*, *massive*.

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j. Suffix *–less* Semantically, denominal *-less* can be seen as antonymic to *-ful*, with the meaning being paraphrasable as 'without X': *expressionless*, *hopeless*, *speechless*, *thankless*.

k. Suffix *–ly* This suffix is appended to nouns and adjectives.With base nouns denoting persons, *-ly* usually conveys the notion of 'in the manner of X' or 'like an X,' as in *brotherly, daughterly, fatherly, womanly*. Other common types of derivative have bases denoting temporal concepts (e.g. *half-hourly, daily, monthly*) or directions (*easterly, southwesterly*).

l. Suffix *–ous* derives adjectives from nouns and bound roots, the vast majority (*curious, barbarous, famous*). Like derivatives in *-al, -ous* formations are stressed either on the penultimate or the antepenultimate syllable with stress being shifted there, if necessary (e.g. *pl´atitude–platit´udinous*). There are further variants of the suffix, *-eous* (e.g. *erroneous, homogeneous*), *-ious* (e.g. *gracious, prestigious*), and *-uous* (e.g. *ambiguous, continuous*).

4. Adverbial Suffixes

   Plag (2003) stated there are two kinds of Adverbial suffixes are *–ly* and *–wise*.

   a. Suffix *–ly* However, in some formations there is a difference in meaning between the adjective and the adverb derived by *-ly* attachment: *shortly, hardly*, and *dryly* are semantically distinct from their base words and *hotly, coldly*, and *darkly* can only have metaphorical senses. Such changes of

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meaning are unexpected for an inflectional suffix, which speaks against the classification of adverbial *-ly* as inflectional.

b. Suffix *–wise* derives adverbs from nouns, with two distinguishable sub groups: manner/dimension adverbs, and so-called viewpoint adverbs. The former adverb type has the meaning 'in the manner ofX'.

In the following we look in more detail at the negative prefixes and two of their close relatives, *mis-* and *anti-*. The negative prefixes appear to be more complex in their distribution and behavior than most ofthe other prefixes and their domains overlap considerably (Plag, 2003).

a. Prefix a(n)-

This prefix only occurs in Latinate adjectives.With denominal adjectives, the meaning can either be paraphrased as 'without what is referred to by the nominal base,' cf. for example *achromatic* 'without color,'.

b. Prefix anti-

This polysemous prefix can express two different but related notions. In words like *anti-war* it can be paraphrased as 'against, opposing,' with denominal, deadjectival and deverbal derivatives behaving like adjectives. Another type of denominal *anti-* derivatives are nouns denoting something like 'the opposite of an X' or 'not having the proper characteristics ofan X,' as in *anti-hero*, *antiparticle*, *anti-professor*.

c. Prefix de-

This prefix attaches to verbs and nouns to form reversative or privative verbs: *decolonize*, *decaffeinate*, *deflea*, *depollute*, *dethrone*, *deselect*. Very often, *de-* verbs are parasynthetic formations, as evidenced by, for example, *decaffeinate*, for which no verb *caffeinate* is attested.

d. Prefix dis-

Closely related semantically to *un-* and *de-*, the prefix *dis-* forms reversative verbs from foreign verbal bases: *discharge*, *disconnect* etc. A part from deriving reversative verbs, this suffix uniquely offers the possibility to negate the base verb in much the same way as clausal negation does: *disagree* 'not agree,' *Dis-* is also found inside nouns and nominalizations, but it is often unclear whether *dis-* is prefixed to the nominalization or to the verb before the nominalizing suffix was attached.

e. Prefix in-

This negative prefix is exclusively found with Latinate adjectives and the general negative meaning 'not': *incomprehensible*, *inactive*, *intolerable*, *implausible*, *illegal*, *irregular*.

f. Prefix mis-

Modifying verbs and nouns, *mis-* conveys the meaning 'inaccurate(ly), wrong(ly)': *misalign*, *mispronounce*, *misreport*, *misstate*, *misjoinder*, *misdemeanor*, *mistrial*.

g. Prefix non-

When attached to adjectives this prefix has the general meaning of 'not X': *non-biological*, *non-commercial* etc. In contrast to *un-* and *in-*, negation with *non-* does not carry evaluative force, as can be seen from the pairs. Furthermore, *non-* primarily Nouns prefixed with *non-* can either mean 'absence of X' or 'not having the character of X': *non-delivery*, *non-member* etc.

h. Prefix un-

un- can attach to verbs and sometimes nouns to yield a reversative or privative ('remove X') meaning: *unbind*, *uncork* etc. The prefix is also used to negate simple and derived adjectives: *uncomplicated*, *unhappy* etc. Adjectival *un-* derivatives usually express contraries, especially with simplex bases. Nouns are also attested with *un-*, usually expressing 'absence of X' e.g. *unbelief*.

Based on the experts statements, the researcher compiles the kinds of derivational suffixes found in the process of derived to the base of word in the categories of word classes and its meaning. There are four categories of derivational suffixes in english are: Nominal, Verbial, Adjectival and Adverbial word classes. The kinds of suffixes are *-age, -al, -ance/-ence/-ancy/-ency, -ant, -ce/-cy, -dom, -ee, -eer, -er, -(e)ry, -ess, -ful, -hood, -(i)an/-ean, -ing, -ion, -ism, -ist, -ity, -ment, -ness, -ship, -ation, -aire, -acy, -let, -ling, -ette, -ie, -ine, -th, -y, -ate, -en, -ify,-ize, -able/-ible, -al, -ary, -ed, -esque, -ful, -ic/-ical, -ish, -ive, -less, -*

ly, -ous, -ise/ize, -some, -wise, -ward, -way(s). All of suffixes can derive for more than one word classes.

And also, the prefixes based on the theories, it can be concluded, more experts argues about the prefixes has typically change the meaning of words but not its lexical category, the most prefixes can occur in more than one of word classes. It has the negative and reversive meaning such as prefixes *un-, dis-, in-, il-, ir-, im-, -re, de-, (a(n)-, non-, mal(e)-.* Close relative meaning *mis-, anti-.* Meaning of former is prefix *ex-,* meaning of around is prefix *be-,* and semantic meaning with the quantify over their base words meaning likes *uni-, bi-, di-, multi-, poly-, semi-, omni-, micro-, macro-, hyper-, over-, under-.* locative meaning are *circum-, counter-, endo-, epi-, inter-, intra-, para-, retro-, trans-.* And semantic meaning in expressing nation likes *ante-, pre-, fore-, post-, neo-, mal-,vice-, co/con/com-,* and others *after-, tri-, super-, a-, mini-.*

2.7   English Study Book by *KEMDIKBUD*

According to Delahunty (2010: 3) argues that study book used for helping students develop their abilities to speak, read, and write. *Bahasa Inggris Book* for Twelve Grade Published by *KEMDIKBUD* for The First Edition in 2015 Years. The book is prepared by the government in the context to implementation of 13 curriculum. According to Act Number 20 of 2003 about the system of National Education stated the curriculum is a set of plans and arrangements concerning objectives, content and lesson materials and ways that are used as guidelines for the implementation of learning activities to achieve certain educational goals. Based on that statement, there are two dimensions of the curriculum that are plans and arrangements regarding the objectives and the means used for learning activities.

K-13 which was held starting in 2013/2014 has both dimensions. This curriculum designed to meet the 21st century learning model. The factor in developing K-13, Permendikbud (2013) stated that a key challenge is how to ensure that a lot of human resources at productive age can be transformed into competent and creative human resources through education. Then, Permendikbud (2013) continued that external challenges consist of the relation to globalization and the various issues related to environmental issues, the advances in technology and information, the rise of the creative and cultural industries, and the development of education at the international level. It shows that the government needs to improve the Indonesian students competence by using books study as one

of the media in lerning such as English study book. This student's book is compiled and reviewed by various parties under the coordination of the ministry of education and culture, and used in the early stages based on the curriculum implementation. As the contributors of the manuscript of book by Utami Widiati, Zuliati Rahmah, and Furaidah. And reviewers by Rd. Safrina Noorman, Helena Indyah Ratna Agustien, and Wawan Gunawan.

Learning English for Secondary Education Class XII presented in this book is structured to improve language skills. Presentation is to use text-based learning approach, both oral and written, by placing English as a vehicle for communication. Understanding of the types, rules and context of a text is emphasized so as to enable students to grasp the explicit and implicit meanings in a text; also to present the idea in the form of a text that is easy to understand the meaning of its content and appreciated the beauty of the choice of the circuit said. As part of the 2013 curriculum that emphasizes the importance of balance of competence of attitudes, knowledge and skills, English proficiency demanded through continuous learning: begins by enhancing the knowledge competence of the types, rules and context of a text, followed by the skill competence of presenting a written and oral text both planned and spontaneous with proper pronunciation and intonation, and leads to the formation of a courtesy attitude and respect for the beauty of language.

2.8 Reading

According to Anderson (1985: 8) Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. It is mean the reader must have vocabularies and must knows the rules in involved the words. As we know, there are many words coming in language especially in english. such as from derived word to created others words. Start from one word be many words with different meaning or different word classes. The important to reader in understanding about words is emphasized in understanding the meaning of the texts.

2.9 Text (Genre)

Text consist of words that have the purpose of conveying a message. In English There are many kinds of the texts, those have difference Genres. According to Khulaifiyah (2014) says "Genre is considered as a good way in understanding the language easily". Genre is shows about the difference between specification of the texts. moreover it devides into three areas:

1. The purpose of the texts type or social function. In other words, what is about the function of kind of the text is.

2. Generic structure of the texts. It tells about the organizational structure .

3. Language feature, it concern on the Grammar,vocabularies and connector that use in texts.

There are 12 genres learning by the students especially in Senior High School level. By genres, the students can easy to understand what kind of the text they read. In this research, the researcher found three kinds of the texts in *Bahasa Inggris* Book for Twelve Grade Senior High School Published by *KEMDIKBUD*. their are report, news item and prosedure texts.

2.9.1 Types of Text

1. Report text

The Purpose of report text to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment. The Generic Structure are: General classification and Description. The characteristic of the text in Linguistic Features are general nouns and action verbs (Furaidah :2015).

2. News Item text

The Purpose of news item text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important. Generic Structure use in the text are Newsworthy events, Background events, Sources. And the characteristic of the text in Linguistic Features are: headline and action verbs (Furaidah :2015).

3. Procedure Text

The Purpose of procedure text to help us do a task or make something. They can be a set of instructions or directions.

Communicative Purpose to describe how something is accomplished through a sequence of actions or steps. The Generic Structure are goals, materials, steps. And the characteristic of the text in Linguistic Features use imperative sentences, action verbs, connectives, and adverbials (Furaidah :2015).

2.10   Relevant Studies

The morphology research that has been done by other researches. There are some studies whichs are relevant to this research that the researcher focusses on her references. Their are Qiyat Alfianto (2014) This research aims to identify the kinds of affixes, and to explain the forms and meaning of each affixes in *Campus English Magazine*. The study used descriptive qualitative research to study words which contain prefixes and suffixes. The data are taken from *Campus English Magazine* volume 52/XII/2012. The data are studied by using Katamba‟s morphological analysis (1994) and Katamba‟s word formation (1994).

And other researcher, Yusi Ernita Sari (2016) had conducted a research about analysis of derivational affixes in the headlines column of jakarta post for november 2015 edition. In specific, breaking a word into its elements (root, prefix, suffix). The process of her research in the present the data finding using table. The first column about word derivation, the following column about part of speech of the word, after that show the root of the word, part of spech of the root, classifying in categories prefixes or suffixes, make note marker and the last explain the meaning of derived word by prefixes or suffixes.

Little different from Ita Ayu Rachmawati (2018) her research entitled "an analysis of derivational morphemes found in "get along with english for vocational school grade XI Elementary Level" published by erlangga". This research also analyzing Derivational Affixes words into root, prefix, suffix, part of speech, meaning and categorizing the function marker of words in the textbook.

The last relevant studies are Ella Anjeria (2018). On paper "The analysis on derivational and inflectional morphemes in reading texts of English textbook for senior high school published by ministry of education and culture. This research used descriptive qualitative to find out the categories of Derivational and Inflectional morphemes in reading texts of 2013 Curriculum English textbook for the X grade of Senior high school published by *KEMDIKBUD*. Her focused on seven of English reading texts.

Similarly with Ella Anjeria research, this research also used English study book by *KEMDIKBUD*. The researcher take for thelve grade English book As data source. The data also took of selecting reading texts. The aims of this research are to analyze the students' ability in used word classes found in reading text of this book. The researcher gave students' test with the number of the test are 25 items wants to change into other word classes in sentences.

2.11   Conceptual Framework
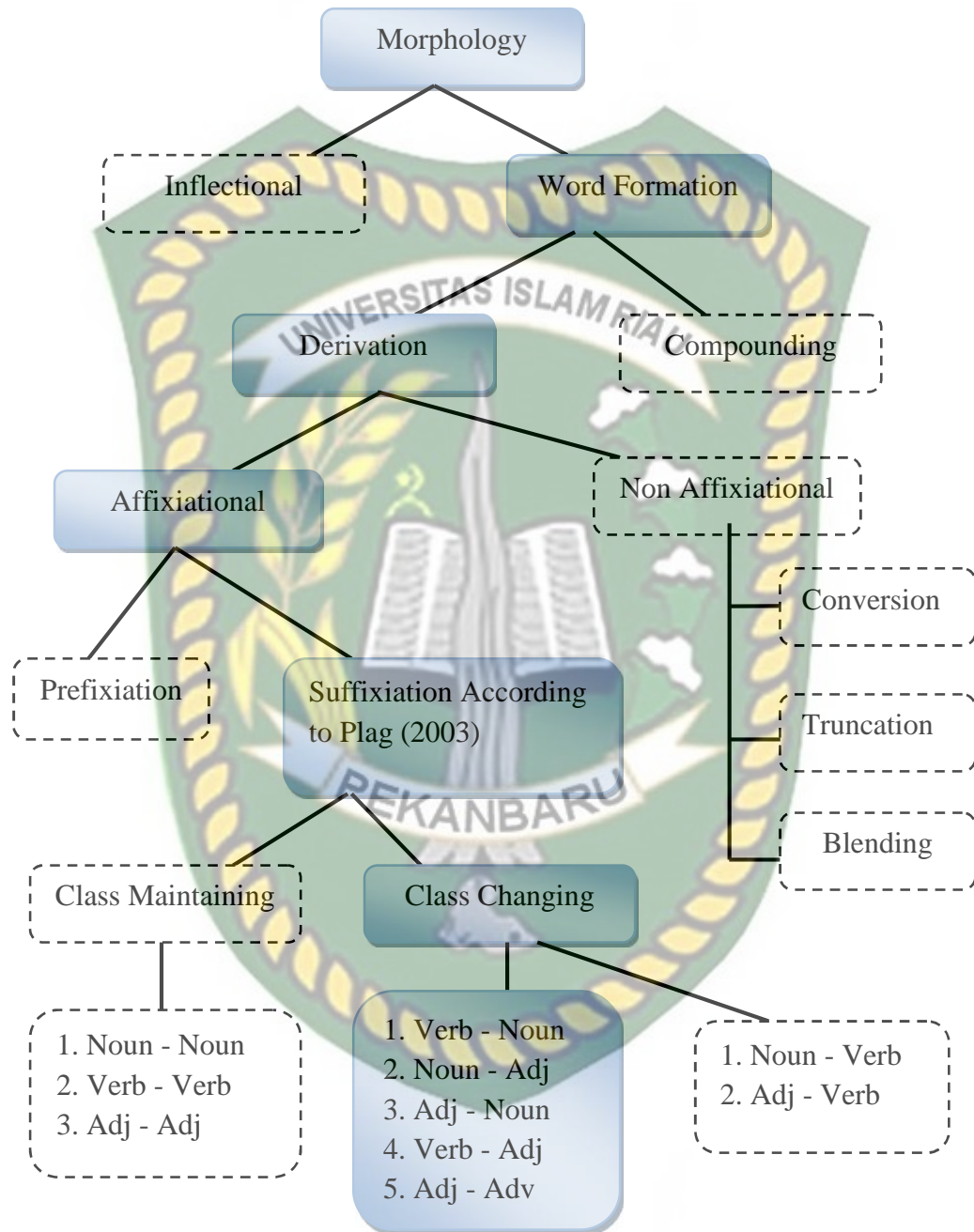
: This sign is the position of this research

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CHAPTER III

RESEARCH FINDINGS

3.1   Data Description

This chapter, the researcher would like to present research findings or data which had been collected from the test and to provide the answer for the research question of the problems. The researcher took 39 students as the sample of this research, especially for twelve grade students. On the other hand, The location of this research was at SMAN 5 Pekanbaru, the students were assessed in five indicators to changes words. They were; verb to noun, noun to adjective, verb to adjective, adjective to noun and adjective to adverb. In this chapter, the researcher presents the result of the test showing students' ability each term of indicators.

3.2   Data Analysis

The data analysis is explained based on some theories of experts. The data is the results of students' ability in changing the classes of the word in sentences based on five indicators, they were; verb to noun, noun to adjective, verb to adjective, adjective to noun and adjective to adverb.

3.2.1   The result of students' ability in changing the classes of the word from verb to noun.

(1).   "Leuit is usually located quite far from the **settlement**, keeping the paddy safe if any disaster happens in their living space".

The word of *settlement* in the sentence (1) is forming from *settle* as the action of verb added suffix *–ment* become noun. According to Plag (2003) suffix *-ment* derives action nouns denoting processes or results from verbs. The word of *settlement* answered correctly by 20 students.

For other students, their answers are wrong. Such as 8 students; (S. 2, 9, 11, 19, 26, 31, 32, 34) added suffix *–er* become *settler*. Katamba (1994) stated that suffix *–er* can derives from verb to noun explains about person and things used to do whatever the verb means. *Settler* is not suitable in the context of the sentence (1), the students' answer are wrong. Then, 6 students; (S. 4, 6, 10, 14, 21, 24), they added suffix *–ed* become *settled*. McCarthy (2002) stated that suffix *–ed* explains about adjective in passive meaning, it also does not match on the sentence.

The next, 3 students; (S. 25, 30, 33), they answered *settlion*, suffix *–ion* also derives nouns of condition from verb but *settlion* have no meaning in English. For student (S. 8), he added suffix *–ing* become *settling*, suffix *–ing* as inflectional suffix forming present participles, it is wrong. and the last, student (S. 1) he changed become *settles*, he also added in inflectional, that *–s* is plural meaning. It is also wrong.

(2). "Another name that is often used to describe a tornado is **twister,** due to its violent twisting motion".

The word of *twister* in the sentence (2) forming from *twist* in verb category added suffix *–er* become noun. There were 35 students changed *twist*

become *twister*. It is correct, because suffix –*er* in noun category explains the performers of action word of *twist*. In the sentence (2), *twister* as the instrument with another name of tornado. For other students, their answer are wrong, such as 2 students; (S. 4, 8) they changed *twist* become *twisting*, it is not suitable on the context of the sentence, its meaning present participle. After that, 2 Students; (S. 21, 39) they changed *twist* become *twistion*, it doesn't have meaning. And the last, student (S. 6) he added suffix –*ed* explains about the past tense in adjective category, it is also no corresponding to the sentence (2).

(3).   "A tsunami is a giant wave (or series of waves) created by an undersea earthquake, volcanic **eruption** or landslide".

The word of *eruption* forming from *erupt* added suffix –*ion*. There were 36 students changed *erupt* become *eruption*. Katamba stated that suffix –*ion* derives nouns of condition from verb. it is correct, because *eruption* is suitable in the sentence (3) explains about the condition of volcanic. For student (S.26) she answered *erupted*. this word explains past tense, its not noun category. This process is wrong. Then, for other students answered the word does not have meaning. Such as student (S. 4) he answered *erupsion* and student (S. 6) she answered *eruptor*, their answers are wrong.

(4).   "These activities can lead to depression (and even suicide), drug use and stunted social **development**".

The form of word *development* in the sentence (4), *develop* in verb category added suffix –*ment* become *development* in noun. There were 23

students answered the word classes correctly, because suffix *–ment* derives action nouns denoting processes or result from verb. In the sentence, word of *development* as the process of social. Then, for other students' answers are wrong, such as 11 students; (S. 1, 3, 4, 8, 11, 13, 20, 21, 30, 35, 39) they answered *developer*, suffix *–er* also can be derived from verb to noun category, but suffix *–er* denoting to person or thing doing something, this word is not corresponding in the context of the sentence (4). After that, for 4 students; (S. 6, 9, 14, 26) they answered *developed*, its adjective category while *–er* is noun category. And the last, for student (S. 7) he answered *developing*, this category also denote process but in inflectional suffixes forming present participle.

(5)   "In this type of bullying, the **instigator** attempts to physically dominate another teen".

The word of *instigator* in the sentence (5) forming from the base of word *instigate* added suffix *–or* changed from verb to noun category. There were 8 students answered correctly, they are (S. 2, 11, 17, 18, 19, 30, 36, 37). For 6 students; (S. 4, 8, 13, 23, 26, 27) they answered *instigated*, it is wrong because there is no suffix *–ed* derived to be noun. Then, 5 students (S. 6, 7, 12, 14, 25) they answered *instigating,* this word is also wrong because their changed the word into inflectional meaning, it does not match with the context of the sentence. The last, 20 other students answered *instigater*, it does not have meaning in English.

3.2.2   The result of students' ability in changing the classes of the word from noun to adjective.

(6)   "Some were much smaller, and a few **early** varieties were as small as chicken!".

The word of *early* in the sentence (6) forming from the base of word *ear* added suffix *–ly* become *early* derived from noun to adjective. The process is answered correctly by 31 students. For other students, such as; 2 students (S. 2, 18) they answered *earliest*, it is wrong. Because this word has inflectional meaning about superlative, there is no correlation of the context in the sentence. Then, 5 students; (S. 4, 6, 20, 21, 26) they answered *earing*, added suffix *-ing* meaning inflectional. The last, student (S. 3) she answered *earn*, it is also wrong. This word in verb category, it does not corresponding in the sentence (6).

(7)   "One can certainly see how the zebra might have been **mistaken** for the wild ass at first glance, since the animals have similar body types".

The word of *mistaken* forming from the base of word *mistake* in noun category added suffix *–en* become *mistaken* in adjective. This process can be derived by 35 students correctly. For other students, their answers in the word do not have meaning, such as; 2 students (S. 6, 15) they answered *mistakely* and 2 students (S. 8, 35) they answered *mistaker*. Those are wrong.

(8)   "Depending on the species, a zebra may be adapted more for the open plain, or for more heavily wooded and **mountainous** areas".

The word of *mountainous* forming from the base of the word *mountain* added suffix *–ous* change from noun to adjective, there were 25 students answered

correctly. For 11 students; (S. 1, 2, 4, 7, 9, 12, 17, 18, 21, 24, 36), they changed *mountain* added suffix *–ly* become *mountainly*, the process is wrong because suffix *–ly* appended to noun denoting person and temporal concepts (Plag: 2003). The word of *mountainly* don't have meaning. For the next students; (S. 6, 15) they changed *mountain* become *mountainful*, this answer is also wrong. Because added suffix *–ful* attached to abstract noun. The last student; (S. 26) she answered *mountained,* it is also wrong because the suffix *–ed* has meaning having or being provided with things, this is not appropriate in the context of the sentence.

(9)   "The ceramic art of Persia is one of the world's greatest and most influential **artistic** traditions".

The word of *artistic* forming from the base of word *artist* in noun category added suffix *–ic* become adjective. This word is answered by 36 students correctly. For other students (S. 1) he added suffix *–s* become *artists*, it is wrong because suffix *–s* as inflectional in plural meaning, not derives become adjective category. Student (S. 6) added suffix *–ly* become *artistly*, suffix *–ly* cannot be attached to common noun just for person in noun category, this answer is also wrong. Similarly, student (S. 26) she also answered inflectional meaning, she changed *artist* become *artisted*, it is wrong.

(10)   "Zebras are probably most famous for their distinctive striped coats,which make them quite **memorable** animals".

The word of *memorable* forming from the base of word *memory* in noun class added suffix *–able* become adjective. The process is answered by 31

students correctly. For other students, their answer are wrong, such as; (S. 1, 3, 5, 6, 12, 35, 39) they changed *memory* become *memories*, this process added suffix –*es* meaning plural in inflectional meaning not in adjective category. And also, student (S. 13) she changed *memory* become *memoried*. It is wrong, because suffix –*ed* in inflectional meaning about past tense. It does not match on the sentence (10).

3.2.3 The result of students' ability in changing the classes of the word from verb to adjective

(11) "It is **important** to realize that there are different kinds of bullying".

The word of *important* forming from the based of word *import* in noun category added suffix –*ant* become adjective, the process is answered by 27 students correctly. For 6 students; (S. 12, 21, 23, 25, 27, 31) added suffix –*ance* become *importance*, it is wrong because suffix –*ance* attaching mostly to verb in noun category. Similarly, 3 students; (S. 1, 8, 37) changed *import* become *importer*, suffix –*er* used to create a person, this word does not match based on the context of the sentence. Another student (S. 39) he changed *import* become *importly*, it is also wrong. Because, suffix –*ly* in adjective meaning does not added to the base of word in verb category. Then, student (S. 9) she changed *import* become *importan*, this word does not have meaning in English. The last student (S. 26) she answered *imported* in inflectional meaning, it is also wrong.

(12) "There are several **different** species of zebra, but all of them are in the same genus, *Equus*, which they share with horses".

The word of *different* forming from the base of word *differ* in verb category added suffix –*ent* to be adjective. The process is answered by 28 students correctly. For 9 students; (S. 4, 6, 9, 20, 21, 22, 27, 31, 37), they added suffix –*ence* become *difference*, this process is not suitable of the context in the sentence above because suffix –*ence* derive noun. Then, (S. 8) he added suffix –*ing* become *differing*, Katamba (1994) stated that suffix –*ing* can be derived from verb to adjective. But this wordless is suitable be used in the sentence (12) because of suffix –*ing* more spesify in inflectional. The last, student (S. 26) also created the word in inflectional meaning, she answered *differed*, it is also wrong.

(13)   "Zebras are herbivores, eating grass, foliage, and **various** shrubs".

The word of *various* forming from the base of word *vary* added suffix –*ous* become adjective. For this section, there were 16 students answered correctly. They are; (S. 3, 4, 11, 15, 16, 19, 20, 21, 23, 25, 27, 29, 30, 36, 37, 38). For 3 students; (S. 2, 6, 35) they added suffix –*ant* become *variant*, it is wrong because –*ant* spesify in noun category. And another answer is *variety* created by 20 other students. Suffix –*ety* also derived from noun category, it does not match used in the sentence (13).

(14).   "The stripes of the zebra appear to have **several** functions".

The word of *several* forming from the base of word *sever* added suffix –*al* become adjective category, this form is answered by 26 students correctly. For 4 students; (S. 2, 8, 10, 31) they added suffix –*er* become *severer*, it is wrong. suffix –*er* added become noun, it is not adjective category. Then, 6 students; (S. 6, 13,

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14, 18, 22, 24) added suffix *–ing* become *severing*, it is also wrong. Because suffix *–ing* in inflectional meaning. Similarly, for 2 students (S. 26, 30) they changed *sever* become *severed*, it is wrong because in inflectional meaning. The last, (S. 19) he changed *sever* become *severous*. This word does not have meaning, because suffix *–ous* derived in adjective from noun, not from verb category.

(15)   "This usually includes kicking, punching and other physically **harmful** activities".

The word of *harmful* forming into the base of word *harm* in verb category added suffix *–ful* become adjective. For this section, there were 29 students be able answered correctly. For the wrong answere, such as 8 students; (S. 7, 13, 15, 17, 19, 22, 28, 38) they changed *harm* become *harmer*, suffix *–er* denoting to person in noun category, it is not suitable in the sentence (15). Then, student (S. 6) she changed *harm* become *harmed,* this category is inflection word. Similarly, student (S. 1) she answered *harms*. It is wrong because suffix *–s* in inflectional meaning in plural.

3.2.4   The result of students' ability in changing the classes of the word from adjective to noun

(16)   "In addition to being found in parts of Africa, zebras are also held in **captivity** in zoos and conservation parks in many parts of theworld, for people who want to see these animals in person without taking a safari trip".

The word of *captivity* forming from the base of the word *captive* in adjective added suffix –*ity* become noun. The process is answered by 9 students correctly they are; (S. 3, 4, 5, 8, 9, 13, 20, 21, 35). For 10 students; (S. 6, 7, 10, 11, 14, 17, 23, 27, 36, 38) they added suffix –*er* become *captiver*. suffix –*er* denoting noun, created person or things doing action. but it is not suitable of the context in sentence (16). It does not ask about the action, this answer is wrong. Next, 8 students; (S. 15, 16, 19, 22, 26, 29, 30, 34) they changed *captive* become *captived,* it is wrong because in inflection meaning. Then, students' answered no meaning, such as; (S. 12) he answered *captivety*, (S. 2) he answered *captiveri*, (S. 18) he answered *captiven*, and 9 other students answered *captively*.

(17)   "Bullying is done with the **intention** of bringing another person down".

The word of *intention* forming from the base of word *intent* in adjective added suffix –*ion* become noun, the process is answered by 37 students correctly. For other students, such as; (S. 16) he added suffix –*er* become *intenter*, it is wrong because it does not have meaning. For student (S. 33) he added inflectional suffix –*ing* become *intenting,* this word is also wrong. it does not match in the context of the sentence.

(18)   "This can be a cause of heartbreak and **difficulty".**

The word of *difficulty* forming from the base of word *difficult* added suffix –*y* become noun. The process is answered by 30 students correctly. Other students have wrong answer, they answered in inflectional meaning, such as; (S. 1, 16, 32, 34) *difficulties*, (S. 3, 6, 27, 36) *difficults*, and (S. 26) *difficulted*.

(19)   "Anak Dalam tribe or Orang Rimba is one of **minority** tribes who live on the island of Sumatra precisely in the province of Jambi and South Sumatra".

The word of *minority* forming from the base of the word *minor* added suffix –*ity* become noun. This section, there were 36 students answer correctly. Other students have wrong answer, they are: (S. 1) he answered *minory*, (S. 6) she answered *minoris*, and (S. 16) he answered *minorable*. These words do not have meaning.

(20)   "First, true friends have a commitment to their friends' **happiness".**

The word of *happiness* forming from the base of word *happy* in adjective category added suffix –*ness* become *happiness* in noun. There were 20 students answer correctly. For 3 students; (S. 4, 8, 17) they added suffix –*er* become *happier*, this word is also in noun category but created to a person. It does not correlate in the sentence (20), so this answer is wrong. For 5 students; (S. 3, 6, 26, 27, 39) they answered *happily*, this word is in adverb category, not noun. It is also wrong. Student (S. 7) he answered *happifull*, this word is in adjective category, it is not suitable of the context in the sentence (20). Students (S. 2, 5) they answered *happyness,* it does not have meaning and for 8 other students answered *happyful* it does not have too.

3.2.5   The result of students' ability in changing the classes of the word from adjective to adverb.

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(21)   "However, zebras appear to be too unpredictable and flighty to **fully**

domesticate, despite the best efforts of intrepid riders".

The word of *fully* forming from the base of word *full* in adjective added

suffix –*ly* become adverb. The process is answered by 38 students correctly. For

student (S. 6) she answered *fulling*, it is wrong because it does not have meaning.

(22)   "They are typically described as white animals with black stripes, but

zebras **actually** have entirely black skin".

The word of *actually* forming from the base of word *actual* added suffix –

ly become adverb, this word is answered by 35 students correctly and 4 students

(S. 23, 34, 35, 39) they answered *actualy*, it is wrong because it does not have

meaning.

(23)   "The stripes also appear to be unique to each animal, allowing zebras to

readily identify each other, and they help to camouflage individual zebras,

especially in wooded areas, where the play of light and shadow allows the

zebra to blend".

The word of *readily* forming from the base of word *ready* added suffix –*ly*

become *readily* with change the consonant *y* at the end of word ready when

attached suffix –*ly*. This word can be created by 6 students correctly, they are (S.

3, 5, 8, 12, 13, 17). For other students, their answers are wrong. such as; (S. 2, 4,

6, 9, 11, 18, 20) they answered *reader*, it is wrong because the forming of the

word is not corresponding, if the word *ready* added suffix –*er* become *readier* not

reader. This word does not match in the context of the sentence (23). For 4 students (S. 1, 7, 10, 33) they added suffix –*ing* become *reading*, it is wrong because suffix –*ing* in inflectional meaning explains about present participle, it is not in adverb category. Then, 11 students (S. 21, 23, 27, 28, 29, 30, 31, 32, 34, 37, 38) they added suffix –*er* become *readyer*, it does not have meaning in English. The next, student (S. 16) he answered *readly*, it is also wrong in the form of word. In derived word of *ready* added suffix –*ly* become *readily* not *readly*. For students (S. 14, 35) they answered *readyly*, it does not have meaning in English. Similarly, 8 students other answered *readying*. It does not have too.

(24)   "You can take a bath down the river or **simply** walk around, observing the interesting Baduy's daily life".

The word of *simply* forming from *simple* in adjective added suffix –*ly* become simply in adverb category. There were 7 students answered correctly. For other students have wrong answer, such as; 9 students (S. 11, 22, 27, 28, 29, 30, 31, 32, 38) they answered *simpler*, this word added (-*er*) in noun category, it does not correlation in the sentence (24). Then, 7 students (S. 3, 6, 7, 14 24, 25, 26) they answered *simpled*, this word is in past tense, it does not in adverb. Others (S. 1, 2, 21, 23) they also answered in inflectional meaning explains about plural with adding suffix –*s* become *simples*. The next, 4 students (S. 4, 13, 39) they answered *simplely*, it does not have meaning. For 8 students (S. 8, 18, 19, 20, 33, 35, 36, 37) answered *simpley*, it does not have too. And (S. 34) she answered *simplest,* in superlative meaning. It is wrong.

(25)   "A tornado is a whirlwind produced by atmospheric conditions, **mainly** extremely low pressure, during a severe thunderstorm".

Word of *mainly* forming from *main* in adjective added suffix *–ly* become *mainly* in adverb, this word is answered by 24 students correctly. For other students have wrong answer, such as; 6 students (S. 2, 24, 27, 31, 36, 38) they changed *main* become *mainer,* 2 students (S. 3, 11) they changed *main* become *mainner*, 4 students (S. 19, 21, 29, 33) they changed *main* become *mainess*, (S. 1) she changed *main* become *mainus*, (S. 26) she changed *main* become *mained*, and (S. 37) she changed *main* become *mains*. Those words are wrong because the words have no meaning.
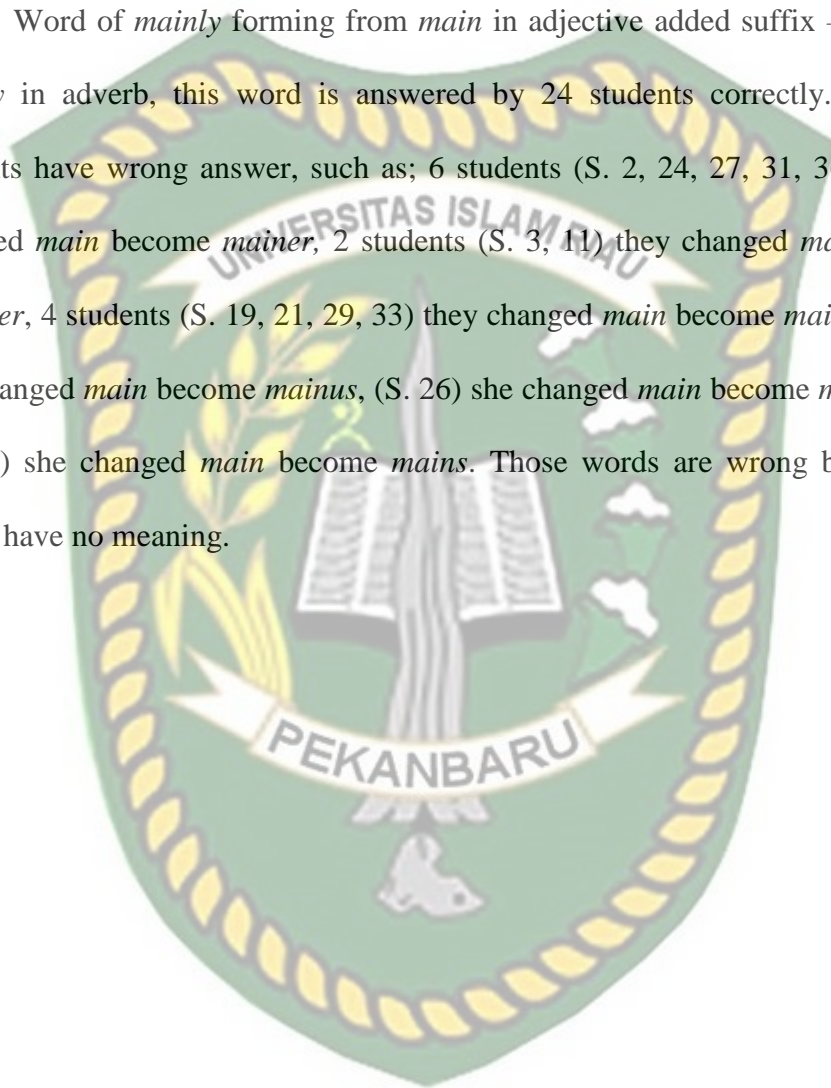
CHAPTER IV

CONCLUSION AND SUGGESTION

4.1   Conclusion

After conducting the research, some conclusions can be drawn as follow: the research was conducted to see the students' ability in changing the classes of words of the twelve grade students at SMAN 5 Pekanbaru in five indicators are; change verb to noun, noun to adjective, verb to adjective, adjective to noun and adjective to adverb. Those are used in a test, each category consists of 5 items test. So, there are 25 items of words must be changed to others.

The result of the data was taken from a test that given to twelve grade students in XII IPA 6 class in period 2017/2018 academic year. Exactly, the researcher took 39 students as the sample. The result of this research showed the level of students' ability in changing the classes of the words, it can be seen from students' score of test that there were 2 students (5,1%) got " Very Good level", 19 students (48,7%) got "Good level", 11 students (28,3%) got "Fair level" and 7 students (17,9%) got "poor level".

The student in the High level is a student (S. 5) with score 88 and student low score is (S. 6) with score 16. Then, the number of students' correct answers are 646 were in categories changed from Verb to Noun 121, Noun to Adjective 157, Verb to Adjective 124, Adjective to Noun 133 and Adjective to Adverb 111. the percentage of the items in categories difficulties and easiest level based on the students' ability for each indicator are; the first indicator is changing word from

verb to noun, the easy of item is *Eruption* answered by 36 students (29,75%) and for the difficult of item is *instigator* answered by 8 students (6,62%). The second indicator is changing the word from a noun to adjective, the easy of item is *artistic* and *mistaken* answered by 35 students (22,30%) and for the difficult level of item *mountainus* answered by 25 students (15,9%). The third indicator is changing the word from verb to adjective, for the easy item is *different* and *harmful* answered by 28 students (22,58%) and the difficult level is *various* answered by 16 students (12,90%). The fourth indicator is changing the word from adjective to noun, the easy of item *intention* answered by 37 students (27,81%) and the difficult item *captivity* answered by 9 students (6,76%). The fifth indicator is changing the word from adjective to adverb, the easy of item *fully* answered by 38 students (34,23%) and the difficult level of item *readily* answered by 6 students (5,41%).

Then, the percentage of students' ability in changing the classes of word based on 5 indicators: in the process of changing the classes of word from verb to noun (18,74%), noun to adjective (24,30%), verb to adjective (19,20%), adjective to noun (20,58%) and adjective to adverb (17,18%).

4.2   Suggestion

Based on the result of the research, the researcher presented some suggests especially for English teacher, students and for the next researcher as the following;

4.2.1   For the English Teacher

As the teacher, they ought to support and pay more attention to the students in increasing their ability in understanding the meaning of word based on the categories of word classes. Actually, the students still have problem in unfamiliar words. So, the teacher should give more attention to the students about their vocabulary in understanding the meaning of word classes by giving some unfamiliar words in English.

4.2.2   For the Students

The researcher suggests to the students to pay attention in their knowledge and be more confidence. The students do not need to be shy or reluctant to read and understand the meaning of the classes of word.

4.2.3   For the next researcher

The researcher hopes to the next researcher that they can conduct further research related to word class changing. The next researcher can include all indicators of change word classes of words. The researcher suggests, the next researcher to analyze word class changing in other point of view. In conclusion,

the researcher hopes that the findings of this research will be used as a starting

point of the next research on simmilar problems.

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