

**STUDENTS' ABILITY IN USING DERIVATIONAL MORPHEMES: AN
ANALYSIS STUDY AT MADRSAH ALIYAH SWASTA PONDOK
PESANTREN NURUL ISLAM KAMPUNG BARU KUANTAN SINGINGI**

A THESIS

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ABSTRACT

LIZA Zahrati, 2019. Students' Ability in Using Derivational Morphemes : An Analysis Study at Madrasah Aliyah Swasta Pondok Pesantren Nurul Islam Kampung Baru Kuantan Singingi. Thesis

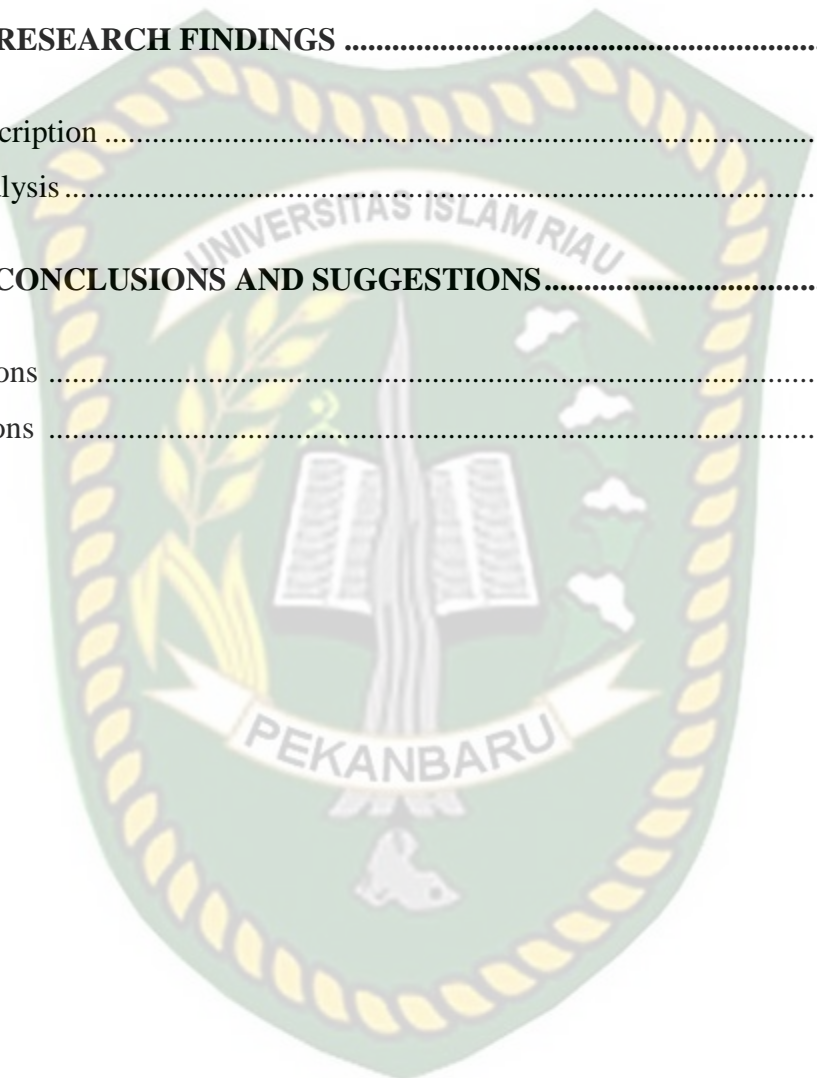
Keywords : *morphology, derivational morphemes, second grade students.*

Derivational morphemes are used to make new words in the language and make words of a different grammatical category from stem. Morphology is the study of internal structure of words and interrelationships among words. The students must understand the meaning of word and how to change the word of classes of word. This study was done at the for second grade students of Madrasah Aliyah Swasta Pondok Pesantren Nurul Islam Kampung Baru Kuantan Singingi. This research was qualitative research, the instruments in this research was a test that consisted of 35 items which were constructed based on seven indicators, they were : 5 to adjective to adverb, 5 to noun to noun, 5 to adjective to noun, 5 to adjective to adjective, 5 to noun to adjective, 5 to verb to verb, 5 to and noun to verbs. The finding of the research shows that the percentage of students' ability in changing the classes of word based on seven indicators : in the process of changing the classes of word from adjective to adverb (27,39%), noun to noun (17.46%), adjective to noun (20.89%), adjective to adjective (4.79%), noun to adjective (19.52%), verb to verb (2.05%), and noun to verbs (14.72%).

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

Language is very important for our life. It takes a part as a communication tool among human. People will get difficulty in expressing their ideas without language. Language is used as an instrument to communication with each other. Through language people can understand what others actually mean both spoken and written. Any language has its own system which is different from one another. As a foreign language, the system of English is different from Indonesian, whether the structure or the meaning.

Morphology is one of the components of linguistics. Morphological item is one of the important things dealing with word formation. Morphology as a part of linguistic study has a lot definitions from some experts. According to Matthew (1986 : 55) stated “ morphology is the study of the internal structure of words and interrelationships among words. Morphology is study of how words are structured and how they are put together from smaller parts called as morpheme. Morphemes is the smallest meaningful part of word. Morpheme may either free and bound morpheme. Free morphemes can stand by themselves, while bound morphemes never occur in isolation. Bound morphemes is a morpheme that cannot stand alone. While, bound morpheme have two types. Those are is derivational and inflectional

morphemes. Derivational morphemes produce new words that can change the meaning of a word and change a word's lexical categories. There are two kinds of derivational affixes (prefix and suffix). The first, prefix, is the adding of a word at the beginning. There are some kinds of prefixes such as dis-, un-, mis-, pre-, etc. The second, suffix, is adding a word at the end, which can change the meaning and the part of speech of the base word or class. There are some kinds of suffixes such as -ly, -ed, -ful, -en, etc. Another type is inflectional morphemes, which change the form of a word but not its lexical category. It is always in the following of the root, called affixes, to express a particular grammatical category such as plural, tense, or case.

The process of deriving a word is not easy. There are rules in attaching a word by affixes to create a new word in understanding the meaning of a word and its categories. There are many students who have difficulties in understanding the meaning of a text, when they read the text and find new words, especially for words that are attached by affixes that can change word classes and change the meaning of a word.

From the aspects cited in the background above, it is obvious that the researcher is interested in conducting research entitled **“STUDENTS’ ABILITY IN USING DERIVATIONAL MORPHEMES: AN ANALYSIS STUDY AT MADRSAH ALIYAH SWASTA PONDOK PESANTREN NURUL ISLAM KAMPUNG BARU KUANTAN SINGINGI “**

1.2 Identification of the problem

Based on the explanation above, study on derivational morpheme is important for second grade students. That helping the students of determine the meaning of the text. So the researcher want to know how the capability of students' in understanding of derivational morphemes. Second, vocabulary mastery is become the most aspect in derivational morphemes learning. Some of the students of Madrasah Aliyah Swasta Pondok Pesantren Nurul IslamKampung Baru Kuantan Singingi feel their vocabulary is enough and afraid to learn on new vocabulary.

1.3 Focus of problem

There are some kinds of derivational morpheme in English used by the students at senior high school. There for, in this research its only focus on derivational morpheme in changing the classes of word. Especially on seven indicators there are in the table below :

Table : 1.1 . Indictors of the research

No	Indicators
1.	Adverbs derived from adjectives
2.	Nouns derived from nouns
3.	Nouns derived from members of other word classes
4.	Adjectives derived from adjectives
5.	Adjectives derived from members of other word classes
6.	Verbs derived from verbs
7.	Verbs derived from members of other word classes

1.4 Research questions

1. What are derivational morphemes are found on students' learning ?

1.5 Objective of the research

Based on the research question above, the general objective of the study to figure out.

What are the problems that the students in relation to the derivational morphemes!

1.6 Assumptions

The researcher assumes that senior high school students of MAS Pondok Pesantren Nurul Islam Kampung Baru Kuantan Singingi have problem in understanding of derivational morphemes.

1.7 Significance of the researcher

The result of this research is expected to give some contributions to :

1. For English teachers the result of the study is to help them in teaching learning activities.
2. For the students, to motivate the students and give solutions in using morphemes.
3. For researchers, to enlarge their insight and develop the knowledge about derivational morphemes and to be a reference for another researcher to carry out the same research.

1.8 Definition of the key term

1. Morphology as a part of linguistic study has a lot of definitions from some experts. According to Matthew (1986:55) stated “morphology is the subfield of linguistics that studies the internal structure of words and the interrelationships among words. Morphology is study on how words are structure and how there are put together from smaller parts called as morphemes.
2. Free morpheme is the morpheme which the produces a new lexeme from a base while inflectional morpheme is do not create new meaning. Bound morphemes is which cannot meaningfully stand alone. Bound morphemes are also called suffixes. Bound morphemes are classified into two namely derivational morphemes.

1.9 Research Design

Descriptive qualitative method is relevant to this study, finally the researcher used this method. It is called qualitative research because the data are in the forms of words in written language rather than number, and taken in natural setting. This study is called descriptive research, because the data of this study are explained descriptively. The study analyzed sentences in students’ test as the data source, and the data would be the words, phrases or clauses taken from students’ writings. This design was chosen because it was intended to describe the study derivational morphemes found in students test.

According to Rugayah (2016:1), Qualitative research is research on descriptive research and tends to use analysis. The process and meaning (subject perspective) are more highlighted in qualitative research. The theoretical foundation is used as a guide to focus on research and in accordance with the facts in the field.

1.10 Location and Schedule of the Research

This researcher was conducted at Madrasah Aliyah Swasta Pondok Pesantren Nurul Islam Kampung Baru of Kuantan Singingi. It is located on Jend. Sudirman street No. 17, GunungToar, Kuantant Singingi, Riau 29566, Indonesia. The researcher was students of Madrasah Aliyah Swasta Pondok Pesantren Nurul Islam and the researcher interested know the derivational morphemes problems in students' learning of second grade students at Madrasah Aliyah Pondok Pesantren Nurul Islam Kampung Baru Kuantan Singingi.

1.11 Source Of The Data

According to Lofland in Moleong (2010 : 157) the primer data sources in qualitative research words, sentences and actions, the remaining data additional as documentation and others.

According to Rugayah (2016:17), Data in qualitative research are descriptive rather than numbers. Data can be in the form of symptoms of events and events which are then analyzed in the form of categories.

The source of the main data in this research is the result of what would be analyzed in the students test which related to study of derivational morphemes. There were 20 students' paper test from class IX IPA of Senior High School of Madrasah Aliyah Nurul Islam Kampung Baru Kuantan Singingi. The sure of data of this research is students' test.

1.12 Research Instrument

Instrument used in this research was a test. There were 35 items in this test, those are the based on seven types on derivational morpheme. The instrument of questions in the research is enclosed in the table below :

No	Indicators
1.	Adverbs derived from adjectives
2.	Nouns derived from nouns
3.	Nouns derived from members of other word classes
4.	Adjectives derived from adjectives
5.	Adjectives derived from members of other word classes
6.	Verbs derived from verbs
7.	Verbs derived from members of other word classes

1.13 Data Collection Technique

To get accurate data, there were some stages of research that were done.

Those stages are explained as follow :

1. Prepared of the test, the researcher selected words that concerned in changing the classes of word based on seven types of derivational morpheme.
2. The researcher asked permission of the headmaster of Madrasah Aliyah Swasta Pondok Pesantren Nurul Islam Kampung Baru Kuantan Singingi to do this research.
3. 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.

1.14 Data Analysis Technique

After getting the data, the data analyze trough the following steps :

1. The researcher analyzed the data selected based on the 7 kinds of derivational morphemes.
2. After the data had been ready to be analyzed, the researcher interpreted the data by using the table.
3. The result of analyzing data were drawn in conclusion. To get the score of each students in the test the researcher used the formula by Heaton (1975).

4. The researcher presentation of data results.



Dokumen ini adalah Arsip Milik :
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CHAPTER II

THEORITICAL FRAMEWORK

2.1 Morphology

According to Matthews (1986 : 55) states “ morphology is the subfield of linguistics that studies the internal structure of words and the interrelationships among words. While, Morphology is the study of the form or structure of words in a specific language, and of their categorization (Brinton, 2000). In addition, (halawa amosi at all : I) stated “morphology is the study of morphemes, and morphemes are elements of language that have the meaning of the free element and bound elements. frank palmer (1984:99) said that morphology is the subfield is essentially the grammar of words and deals with the form of words, the relation between take and took, dog and dogs.

Meanwhile, according to Lieber Rochelle (2009 : 2) states 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. As a native speaker of your language you have intuitive knowledge of how to form new words, and every day you recognize and understand new words that you’ve never heard before.

Based on the idea above, morphology is a part of linguistics ,that discusses changes word to word and make a word with others have a interconnected. Morphemes is the smallest meaningful part of word. The changes in words that occur in morphology can change the meaning or word. But cannot changing the

meaning. While, Morphology is the study of morphemes or how words are put together. The term ‘word’ is part of everyone’s vocabulary. The researcher think that to understand what words are. Morphology, there is no doubt, is as important as any other branch of linguistics, phonetics, phonology, syntax, semantics, and sociolinguistics.

2.1.1 Morphemes

According to (Lieber Rochelle)(stableredwar) (haspelmath martin) states “morpheme is the smallest unit of language that has its own meaning. Simple words like giraffe, wiggle, or yellow are morphemes, but so are prefixes like re- and pre- and suffixes like –ize and –er. Beside that, according to Katamba (1993:24)”morphemes is the smallest difference regarding the form of words that are related to the smallest difference in word or sentential meaning, or in grammatical structure and to the addition of a morpheme which is considered a physical form that represents some of the morphemes in a language.

Based on the idea above, morphemes is the smallest meaning of word. And morphemes is a meaningful of linguistics unit divided into different of words. There are two kinds of morphemes those are :Free Morphemes . According to (Halawaamosi at all) states “ Free morphemes is The morphemes which can meaningfully stand alone while the morphemes such as – er and –s” while, according to Lieber Rochelle (2009 : 33) states “ free morphemes is a morphemes can stand alone as words : wipe, head, bracelet, McDonald. While, according to Nida (1957 : 119) said “ free morphemes is a morphemes which can stand alone.

2.1.1.1 Free Morphemes

Free morphemes fall into two categories, first, is a set of nouns, adjectives, and verbs. They are categorized as lexical morphemes. For example: boy, handsome, walk, etc. the second category is called functional morpheme, such as conjunctions, prepositions, articles pronoun. For example: but, of, by, in, the, a, etc.

A. Verb

There are derivational suffixes that are typical of the class of verbs :

- a. En : broaden, darken, and lengthen
- b. Ify : glorify, nullify, and simplify
- c. Ize, lize : economize, nationalize, and scandalize.

Most English verbs can add four inflectional morphemes to the best :

S3: 3rd person singular present tense indication

- a. ed1 : past tense
- b. ed2 : -ed participle
- c. ing : -ing participle

the various verbal forms and their uses are exemplified in table below :

Form	Use	Example
BASE	1. infinitive	• he must live in London
BASE + {S3}	2. imperative	• he used to lo lived in London
BASE+{ed1}	3. present tense indicative	• live now, pay later
BASE+{ed2}	(except 3 rd per. Sing)	• I/you/we/ they live in London

BASE+{ing}	4. present tense	• Long life the queen !
	subjunctive 3 rd person	• He lives in London
	singular present tense	• He lived in London
	indicative past tense	• He has lived in London
	5. ed participle	• He is living in London
	6. ing participle	

The present tense morpheme {S3} is regularly realized in three ways :

/s/ : after base ending in voiceless sounds except sibilant, eg : walks, coughs, stops, prints.

/z/ : after bases ending in voiced sound except sibilants, eg : frees, mars, chews, snores, destroys, dries, pays, glows, begs, climbs, grins.

The past tense morpheme {ed1} and the -ed participle morpheme {ed2} of regular verbs are realized in three ways :

/t/ : after bases ending in voice in voiceless sounds except /t/, eg : kissed, tripped, walked.

/d/ : after bases ending in voiced sounds except /d/, eg : loathed, sinned, played.

/id/ : after bases ending in /t/ or /d/, eg : parted, rotted, loaded, scolded

The -ing form participle morpheme {ing} is always realized as /i/ playing, nodding, kissing.

The regular spelling of the present tenses suffix {S3} is -s or -es.

The letter spelling in found in :

1. Verbs ending in -s, -z, -ch, -sh, and -x : hisses, buzzes, catches, taxes.

2. Verbs ending in consonants symbol + -o : echoes, goes, and vetoes. Note the pronunciation of does.
3. Verbs ending in a consonant symbol + -y (y change into i) : cries, fancies, and tries.

The regular spelling of the past tenses and –ed participle suffixes {ed1} and {ed2} is –ed or –d. spelling is found when the verbs ends in mute –e : baked, loved, moved.

In four cases the spelling of the base is affected before the ending –ed :

1. In verbs ending in a consonant symbol + -y (where y changes into i) : denied, fancied, pitied, and tried.
2. In verbs ending in a consonant symbol precede by a single vowel symbol the final consonant symbol is doublet if the verb is monosyllabic or ends in a stressed syllable : hugged, nodded, rubbed, stopped, admitted, occurred, preferred, regretted.
3. In verbs ending in –l, preceded by a single vowel symbol, l is doubled : cancelled, quarreled, rebelled, signaled, traveled.
4. Final –c is changed into –ck : picnicked, trafficked.
5. In tree verbs final –y is changed into –i before ending –d : lay – laid, pay – paid, say – said.

a. Auxiliary verbs

Auxiliary verbs (or helping verb) fall into two classes : **modal auxiliaries** and **primary auxiliaries**. There are two differences between modal auxiliaries

and primary auxiliaries. The form are always finite and invariably occur as the first element of the verb phrases. The primary auxiliaries *have* and **be** have finite as well as non finite forms and may occur in initial as well as in medial position in the verb phrase. The primary auxiliary *do* always occurs initially, is in variably finite and does not generally co-occur with other auxiliaries.

b. Modal auxiliaries

The class of modal auxiliaries comprises the following items :

Can, may, must, shall, and will.

Dare, need, ought (to), and used (to), are marginal members of this class of auxiliaries because of the following reason :

- a. Dare and need can be used both as auxiliaries and as lexical verbs

He *dares* to ask me that ! (lv) he *needs* to be careful (lv)

He *daren't* ask me that (Aux) he *needn't* be careful (Aux)

- b. Unlike the other auxiliaries ought and used are followed by to infinitive. In addition used may co-occur with do in negative and interrogative sentence :

He not used to drive a car he didn't use (d) to drive a car

Used he to drive a car ?did he use (d) to drive a car ?

c. Primary Auxiliaries

English has three primary auxiliaries : do, have, and be.

Do differs from *have* and *be* in that it usually co-occurs with lexical verbs only. This means that verb phrases with *do* contain only two verbs from, since verb phrases cannot have more than one lexical verb.

Do come, john !

Do you believe him ?

You don't believe him.

Have and *be* co-occur not only with lexical verbs but also with modal auxiliaries :

He may have escaped

You will be punished

You should be preparing the lecture.

B. Nouns

According to Thomson and Martinet (1986 : 24) there are four kinds noun in English they are :

- a. Common nouns : dog, man, table
- b. Proper nouns : France, Madrid, Mrs. Smith, tom
- c. Abstract noun : beauty, charity, courage, fear, joy
- d. Collective noun : crowd, flock, group, swarm, team

A noun can function as :

- a. The subject of a verb : Tom arrived
- b. The complement of the verb *be*, *become*, *seen* : Tom is an actor
- c. The object of a verb : I saw Tom
- d. The object of preposition : I spoke to Tom
- e. A noun can also be possessive case : Tom's books

C. Adjectives

Thomson and martinet (1986:33) also explained that there are main kinds of adjectives :

The main kinds are :

- a. Demonstrative : this, that, these, those
- b. Distributive : each, every, ether, and neither
- c. Quantitative : some, any, no little, few, many, much, one, twenty
- d. Interrogative : which, whose, what
- e. Possessive : my, your, his, her, its, our, your, their
- f. Of quality : clever, dry, fat, good, golden

Adjectives always placed after noun and it's always followed by auxiliary verb before it.

- a. Participles used as adjectives

Both present participles (ing) and past participles (ed) can be used as adjectives. Care must be taken not to confuse them. Present participle adjectives, amusing, boring, tiring, etc are active. Past participle adjectives, amused, tired are passive.

- b. Preposition

According to Thomson and martinet (1986:91) preposition are words normally placed before noun and pronoun. Here kinds of prepositions and prepositional phrases according to betty azar (1993:A3) as in table below.

PREPOSITIONS AND PREPOSITIONAL PHRASES
Common prepositions

About	beyond	since
Above	by	through
Across	down	throughout
After	during	till
Against	for	to
Along	from	towards
Among	in	under
Around	into	until
At	near	up
After	of	upon
Behind	on	with
Below	out	within
Beside	over	without
Between	off	

c. Articles

F. Aarts and J.Aarts (1981:41) said that English has two types of articles which exclusively as constituents of the noun phrase. The definite article is spelled *the*, the indefinite article is spelled *a* (before consonan) or *an* (before vowels).

According to martinet and Thomson (1986 : 15-22) articles can be displayed as follows.a/an (the indefinite article)

The form **a** is used before a word beginning with the consonant, or a vowel with a consonant sound :

(A man, A hat, A University, A European, A one-way street

The form **an** is used before words beginning with a vowel (a, I, u, e, and o) or words beginning with a mute h :

(An apple, An island, An uncle, etc).

a) A or An is used :

Before a singular noun which is countable.

They live in a flat.

He bought an ice cream

b) Before singular countable noun

A child needs love = all children need/ any child needs love.

c) With a noun complement

He is an actor

d) In certain expressions of quantity

A lot of

A couple

A great many

e) With certain numbers

A hundred

A thousand

f) In expressions of price, speed, ratio etc

4p a kilo

7p a dozen

- g) In exclamations before singular, countable nouns :

What a pretty girl !

- h) A can be place before Mr/ Mrs/ Miss + surname

A Mr. Ariss

A Mrs. Ariss

A Miss. Aris

A or An is omitted before plural nouns, uncountable nouns, and names of meals, except when these are preceded by an adjective :*We have breakfast at eight.*The article can be used when it is special meal given celebrate something or in someone's honor :

I was invited to dinner (at their house, in the ordinary way).

I was invited to a dinner given to welcome the new ambassador.

2.1.1.2 Bound Morphemes

According to Lieber Rochelle (2009 : 33) states “ bound morphemes is The morphemes that cannot stand alone. In the examples above, the bound morphemes are *un-*, *-ize*, and *-ation*. Meanwhile, according to Yule (2010:48) stats” bound morphemes is can not normally stand alone but they are typically attached to another form. Affixes are bound morphemes. Ex. *re-* , *-ist* , *-ed* , *-s*. Bound morphemes come in different varieties. Those in are prefixes and suffixes; the former are bound morphemes that come before the base of the word, and the latter bound morphemes that come after the base. Together, prefixes and suffixes can be grouped together as affixes.

In morphology bound morphemes divided into two categories, derivational and inflectional morphemes.

2.1.1.2.1 Derivational morpheme

According to haspelmath and D. Sims (2010 : 87), “ derivational patterns commonly change the word-class of the base lexeme – i.e. nouns can be derived from verbs, adjectives from nouns, and soon. While the different inflectional formations are referred to as expressing inflectional values (or inflectional feature values).

Meanwhile, according to Yule (2010:50) states that “Derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from the stem”. Ex. good => adjective good + ness =>noun Care => noun care + less => adjective.

Based on the idea above, derivational morpheme is how to changes the word class and used to make new words in the language can be a different words or not. The categories of derivational morphemes are from the kinds of prefix and suffix. The morphemes is produced in various forms and can occurs in a word. According to Carstairs and McCarthy (2002:48-56) the categories of derivational morphemes that can be as follows :

1. Adverbs derived from adjectives

in this category, adverbs derived from the adjectives start from suffixe-ly. For example adjective become adverb if added with suffix-ly, e.g. carefully. A word “careful” is adjective. It is become adverb because added by suffix-ly. Beside that, there are some adverb that formed by

conversion. For examples : fast (as in the car was driven fast) and hard (as in they worked hard), derived from the adjective fast (as in a fast car) and hard (as in hard work). (Carstairs and McCarthy, 2002:48).

2. Nouns derived from nouns

this category divided into derivational process that produce nouns with meaning those are “small X”, “female X”, “inhabitant X”, “state of being an X”, “ and “devotee of or expert on X”. For examples :

- a. small X : -let, -ette, -ie. E.g : *droplet, booklet, cigarette, doggie.*
- b. female X : -ess, -ine. E.g : *waitress, princess, heroines.*
- c. inhabitant X : -er, -(i)an. E.g : *Londoner, Texan.*
- d. state of being and X : -ship, -hood. E.g : *kingship, ladyship, motherhood.*
- e. devotee of or expert on X : -ist, -ian. E.g : *Marxist, historian.*
- f. (Carstairs and McCarthy, 2002:49)

3. Nouns derived from members of other word classes

there are three types of suffix which is used to derive nouns from adjectives. For examples :

- a. -ity, e.g : *equality, sensitivity*
- b. -ness, e.g : *goodness, sensitiveness*
- c. -ism, e.g : *radicalism, conservatism*

More information : suffixes for deriving nouns from verbs as follows :

- a. -ance, -ence, e.g. *performance, reference*

- b. –ment, e.g. *development*
- c. –ing, e.g. *singing*
- d. –ion, e.g. *confusion*
- e. –al, e.g. *arrival*
- f. –er, e.g. *paiter, singer*

ind, for example “*ungood*” the meaning “bad”.

4. Adjectives derived from adjectives

- a. un-: *eatable/uneatable, readable/unreadable, lawful/unlawful, touchable/untouchable*.
- b. In : *edible/inedible, tangible/intangible,*
- c. Il : *legible/illegible, legal/illegal*
(carstairs and McCarthy, 2002 : 52)

5. Adjectives derived from members of other word classes

adjective can be derived from members of other word classes such as suffix- ed, -en and –ing, and vowel change, in passive and progressive participle forms of verbs. Beside that, the common suffix such as form adjectives from verbs has the example as follows :

- a. –able : *reliable*
- b. –ent : *expectant, conversant*
- c. –ive : *repulsive, explosive*

The last is suffixes that from adjectives from nouns such as :

- a. –ful : *joyful, meaningful*
- b. –less : *meaningless*

c. -al : *original, national*

d. -ish : *selfish*

(Cartaish and McCarty, 2002:53)

6. Verbs derived from verbs

there are four kinds of prefix are verb derived from verbs such as :

a. re- : *repaint*

b. un- : *untie*

c. de- : *desensitize*

d. dis- : *disbelieve*

(Cartaishang McCarty, 2002:54)

7. Verbs derived members of other word classes

a. de-, e.g. *debug, deforest, delouse*

b. -ise, e.g. *organize, patronise*

c. -(i)fy, e.g. *beautify, gentrify*

Alternative, plag (2003:86-101) identifies the categories of affixes that include derivational morphemes prefix and suffixes, those are :

1. Suffixes

A. Nominal suffixes

Nouns from verbs, adjectives, and nouns, they are :

a. -age

Refers to action or result and showing entity or quantity. E.g: *marriage, package.*

b. -al

Indicates the result of action or suffix-al used to form abstract nouns that shows an action. E.g : *approval, refusal*.

c. -ance

Indicates action, state, condition or quality. E.g : *appearance*.

d. -ant

Refers to person "a person who" e.g : *assistant, participant*.

e. -ce/-cy

Attaches to adjectives in-ant/-ente.g : *delicacy, legacy*.

f. -dom

Attaches to nouns to forms nominal and refers to collective entities, domains, realms or territories. E.g : *freedom*.

g. -ee

Refers to entities : *employee*.

h. Eer

Person who deals in/engaged in e.g: *career*.

i. -er

Used to creates person nouns indicating place of origin. E.g : *solder, lectures*.

j. (e)ry

Indicates to collectives, activities. E.g : *bakery*.

k. -ess

Mostly attaches to nouns, especially for female humans and animals. .e.g : *princess, lioness*.

l. -ful

Used to express e.g :*handful*

m. -hood

Refers to the “state and collectivity”.E.g :*sisterhood*.

n. -(i)an

Used to person and places. E.g :*librarian, Mongolian*.

o. -ing

Indicates to results or process.E.g :*landing, writing*.

p. -ion

Indicates to events or result of process.E.g :*irruption*.

q. -ism

Relates to the state, condition, attitude, system of beliefs or theory, and quality. E.g: *socialism*.

r. -ist

Derives nouns showing persons from nominal and adjectival bases.E.g :*guitarist*.

s. -ity

Refers to the nouns denoting qualities, states or properties.E.g :*activity, creativity*.

t. -ment

This suffix refers to state, action nouns/result and process from verbs.
e.g :*assessment, statement*.

u. -ness

This suffix refers to state or quality. E.g :*business, greatness.*

v. –ship

The suffix related to the nouns showing state or condition. E.g
:*friendship.*

B. Verbal suffixes

Four suffixes which derive verbs from other categories (mostly adjectives and nouns) Ate-, -ate, -en, -ify, and –ize.

- a. -en : *awaken, brighten*
- b. -ify : *classify*
- c. -ize is cause or become :*dramatize, apologize.*
- d. –ate : this suffix forms a verb: *activate*

C. Adjectives suffixes

Some of adjectives suffixes are :

- a. -able/-ible : this suffix relates to the transitive and intransitive verbal bases : *reliable.*
- b. -al : this suffix indicates “relating to” : *spiritual.*
- c. -ary : this suffix attaches to nouns or verbs : *complementary, legendary.*
- d. -ed : this suffix derives adjectives : *bored, tired*
- e. -esque : this suffix attaches to general nouns and exact nouns :
Madonna-esque.
- f. -ful : this suffix attaches to abstract nouns : *beautiful, purposeful.*

- g. -ic/ical : this suffix relates (nouns and bound roots) : *magic and magical*.
- h. -ing : this suffix forms present participles. Can be called action or process : *boring*.
- i. -ish : this suffix attaches to adjectives, numerals, adverbs, and syntactic phrases. This suffix related to characteristics : *childish*.
- j. -ive : mostly, this suffix is from latinate verbs and bound roots to forms adjectives : *exclusive, active*.
- k. -less : this suffix relates to the” without” : *endless*.
- l. -ly : this suffix is added to nouns and adjectives : *daily*.
- m. -ous : this suffix comes from adjectives from nouns and bound roots. : *religious*.

D. Adverbial suffixes

All of adverbial **suffixes** are forming adverb. Such as :

- a. -ly : *neatly, clearly*
- b. -wise : *marketwise, timewise*.

2. Prefixes

- a. a(n)- : this prefix only happens in latinate adjectives : *aside, across*
- b. Anti- : *antiseptic, antisocial*
- c. De- : this prefix is to form privative verbs which is from verbs and nouns : *deploy*.
- d. Dis- : this prefix related to the semantically, and sometimes used to negative meaning : *dismiss, disconnect*.

e. In- : called negative prefix :*incapable, indecent*.

2.1.1.2.2 Inflectional morphemes

According to Yule(2010:50) states” Inflectional morphemes are not used to produce new words in the English language, but rather to indicate aspects of the grammatical function of a word. Plural markers, possessive markers, tense markers, comparative and superlative markers are inflectional morphemes.

Meanwhile, according to Lieber (2009:88) states, “Inflection refers to word formation that does not change category and does not create new lexemes, but rather changes the form of lexemes so that they fit into different grammatical contexts. As we’ll see in detail below, grammatical meaning can include information about number (singular vs. plural), person (first, second, third), tense (past, present, future), and other distinctions as well. It means, inflectional cannot will be changes the meaning of word, but rather indicate aspects of the grammatical function of a word,

In English morphology, there are eight inflectional morphemes based on function. The categories of inflectional morphemes are uniform according to lieber (2009:88-98) :

1. Number

lieber says in English can be marked as singular and plural. For examples :

- a. singular :*book, mous, child*.
- b. plural :*books, mice, children*.

2. Person

The subject of the sentence as the speaker (first person, the hearer (second person), or someone else (third person). For example :

- a. Singular 1st person “ *my book*”
2nd person “*your book*”
3rd person “*her book/ his book*”
Plural 1st person “*our food*”
2nd person “*your food*”
3rd person “*their food / their food*”
- b. 1st person *inclusive* “*we all (you pI and I) are singing*”
- c. 1st person *exclusive* “*we all (they and I) are singing*”

Based on second example, lieber said it is also possible to mark verbs if the subject consist of exactly two people.

1) Gender and noun class

gender is divided into two kinds masculine and feminine

English masculine feminine

“*man*” “*woman*”

“*boy*” “*girl*”

“*prince*” “*princes*”

Furthermore, based on the examples, noun class still consists with gender such as :

Masculine nouns feminine nouns

Actor *actress*

Brother *sister*

Nephew *niece*

2) Case

case divided into five kinds those are

- a. nominative : I eat an apple (the function as the subject of a sentence)
- b. genitive : the daughter of the man is beautiful (the function as the possessive manner)
- c. dative : that girl is giving a cake to her little sister (the function as the indirect object or the recipient of a direct object
- d. accusative : that girl is giving a cake to her little sister (the function as the direct object of a verb
- e. Ablative : Jokowi from America (indicates to from, by or with, to be sure, ablative used for specific time, place means, manner and accompaniment).

3) Tense and Aspect

tense relates to the present, pas and future in English. for examples :

- a. present : *I see*
- b. past : *I saw*
- c. future : *I will see*

aspect is divided into two types as follows :

- a. inceptive : *she began to work.* (in English, inceptive expressed by lexical verbs)

- b. habitual : *she always/usually works.*(as a routine and expressed by simple present tense)
- c. continuative : *she keeps on working.*(expressed by continuous tense)
- d. iterative : *she reads over and over .*(the action takes place several times)

4) Voice

voice is divided into two types :

- a. active : *he believes you*
passive : *you are believed by him*

5) Mood and Modality

there are three moods in English, for example :

- a. indicative : *statement/ask question (I am happy)*
- b. imperative : *imperative sentence (don't touch me)*
- c. subjunctive : *expressed hope (I wish you were here)*

2.2 RELEVANT STUDIES

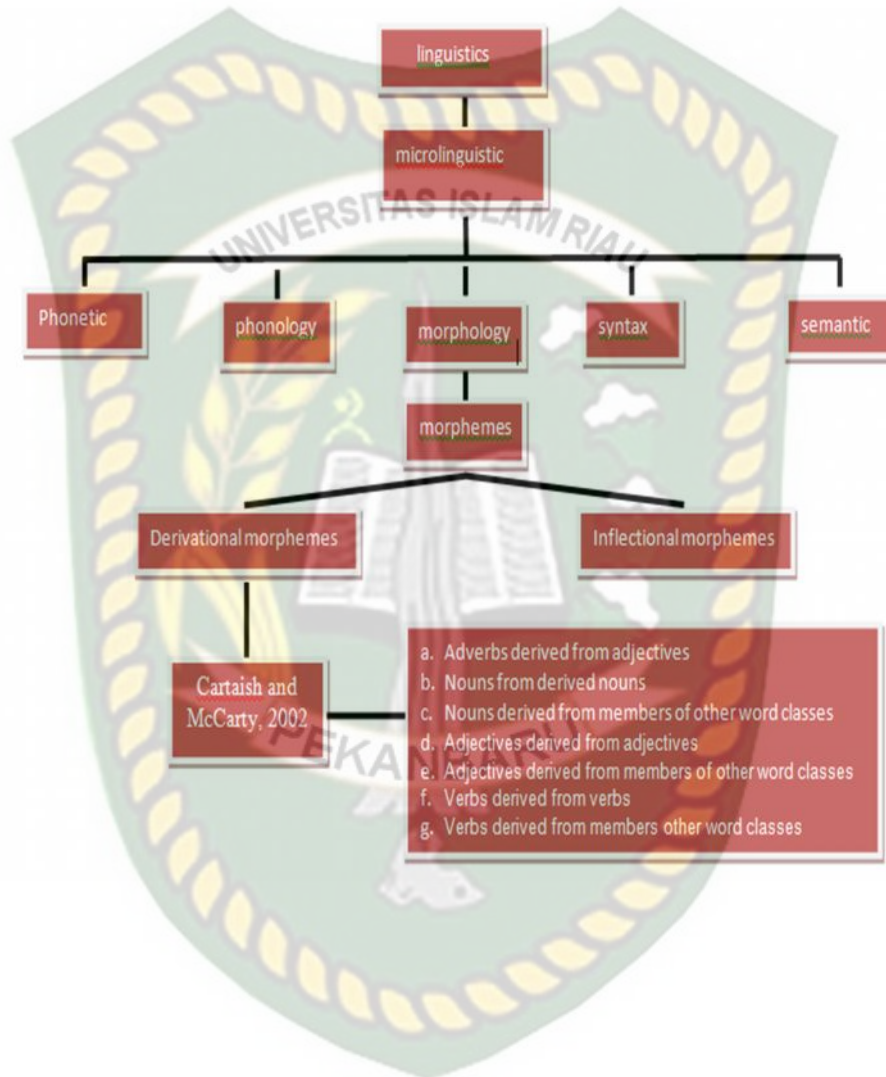
In supporting idea of this analysis, some relevant books, journals, and thesis have collected to support the topic. As a guidance for writing this proposal some thesis as follow :

Maharani Sri Haryati (2014) in these thesis “An analysis of derivational affixes in the land five towers novel by A.Fuadi translated by Anggi Kilban. Concluded the result of the research showed that the function of derivational affixes in The Land of Five Towers Novel by A. Fuadi is noun maker (229), verb maker (18), adjective maker (208), adverb maker (249). In The Land of Five Towers Novel by A. Fuadi, the bases or roots of words that had been classified into the part of speech are 199 (adjective), 188 (noun), 266 (verb).

Achira Putri Actavine (2014) “An morphology analysis of derivational affix in short story of the happy prince” Concluded the result of the research showed that the function of derivational affixes in The total data of prefixes in The Happy Prince short story are 3 data,they consist of Unpractical, Remarks, and Embalmed. The total data of suffixes in The Happy Prince short story are 200 data, they consist of Beautiful, Wonderful, Courtiers, Listlessly, Sensible, Courtship, Attachment, Golden, Loveliest, Feverishly, Gently, and Tumbler.

2.3. CONCEPTUAL FRAMEWORK

The conceptual framework was designed as in following:



CHAPTER III

RESEARCH FINDING

3.1 Data description

This chapter, the researcher would like to present research findings or data which had been collected from the test and provide the answer for the research question of the problems. The researcher took 20 students as the sample of this research. The location of this research was at Madrasah Aliyah Swasta Pondok Pesantren Nurul Islam Kampung Baru Kuantan Singingi. The students were assessed in seven indicators to change of words. They were ; adjective to adverb, noun to noun, adjective to noun, adjective to noun, adjective to adjective, noun to adjective, verb to verb, noun to verb. In this chapter 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 experts. The data is the results of students' ability in changing the classes of the word in table based on seven indicators. They were ; adjective to adverb, noun to noun, adjective to noun, adjective to noun, adjective to adjective, noun to adjective, verb to verb, noun to verb. In this

chapter, the researcher presents the result of the test showing student ability each term of indicators.

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

[1] clear (clear + ly = clearly)

[2] simple (simple + ly = simply)

The word of *clearly* is forming from *clear* as the action of adverb added suffix *-ly* become adjective. The word *clearly* answered by 19 students. For other students not answer. The word of *simply* forming from simple in adjective added suffix *-ly* become simply in adverb category. There were 17 students changed simple become *simply*. For other students, their answer wrong, such as 2 students; (S. 14, 20) they changed simple become *simplyly*. It is not suitable on the context of the sentence. Because, it does not have meaning. for one student can not change the word (no answer).

[3] brave (brave + ly = bravely)

[4] creative (creative + ly = creatively)

[5] perfect (perfect + ly = perfectly)

The word *bravely* forming from brave added by suffix *-ly*. The were 13 students changed brave become *bravely*. Mc carty stated that suffix *-ly* derives

adverb derives adjective. For other students (S.3,5,6,8,11,13,14, and 19) can not change the word. The word *creatively* from creative added suffix *-ly*. As seen in this series “*creative + ly = creatively*. In this case, there were 13 students answered the question correctly. Meanwhile there were 8 students (S. 3,5,6,8,11,13,14, and 19) could not change the word. The changing of *perfect* is *perfectly*. It has derivational suffix *-ly* which form adverb. The root of this word is *perfect* (adjective). As seen in the series “*perfect + ly = perfectly*”. There were answered correctly by 18 students. For other students (S.3,19) not changing the word (no answer).

3.2.2 The result students’ ability in changing the classes of the word from noun to noun

[1] Drop (drop +let = droplet)

The word of *droplet* forming from *drop* noun category added by suffix *-let* is still noun. There were 2 students changed *drop* become *droplet*. The next students, their answered wrong. Such as 11 students; (S.1,3,5,6,7,8,10,15,17,18,20) added suffix *-s* become *drops*. It is not suitable on the context of derivational morphemes. Because, the category of the sentence is inflectional morphemes. For other students, still answered *drop*. The students not changing the word. (S. 2,4,10, 11,12,13,19). For one student (S. 14) could not answer.

[2] King (king + ship = kingship)

[3] Lady (lady + ship = ladyship)

[4] mother (mother + ship = mother ship)

The word of *kingship* is forming from *king* as the indicated a noun added by suffix *-ship* is still noun. . Mc charty (2002) stated suffix *-ship* added of stated of being an. The word of *kingship* answered correctly by 20 students. The word of *ladyship* is forming from *lady* as the action of noun added suffix *-ship* is still noun. The word of *ladyship* answered correctly by 20 students. The word *motherhood* forming from *mother* noun category added suffix *-hood* is still noun. There were 9 (S.2,4,9,10,11,12,13,14,19) students changed *mother* become *motherhood*. The next students answered wrong. Such as 11 students (S.1,3,5,6,7,8,15,16,17,18,20) added suffix *-s* become *mothers*. It is not suitable on the context of derivational morphemes. Because, the category of the sentence is inflectional morphemes.

[5] Book (book + let = booklet)

The word *booklet* forming from *book*, it is noun category added by suffix *-let* is still noun. The students answered wrong. Such as 11 students (S. 1,3,5,6,7,8,10,15,17,18,20) added suffix *-s* become *books*. It is not suitable in the context the classes of word in derivational morphemes. Because, the classes of the sentence is inflectional morphemes. For another students (S. 2,4,9,10,11,12,13,19) they answered is still *book* (the students just copy). For one student (S.14) not answer (no answer).

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

[1] Equal (equal + ity = equality)

[2] Sensitive (sensitive + ity = sensitivity)

The word of *equality* forming *equal* adjective category added by suffix *-ity* become noun. There were 10 students' changed *equal* become *equality*. The word of *sensitivity* forming *sensitive* adjective category added suffix *-ity* become noun. As seen in this series " *sensitive + ity* " = sensitivity. They were answered correctly by 15 students. For other students, such as 2 students (S. 7,8) their answered *sensitivty*. It is wrong. Because their writing of this sentence is wrong. For 3 students not change the word (not answer). (S. 2,10,14).

[3] Radical (radical + ism = radicalism)

[4] conservative (conservative + ism = conservatism)

[5] Good (good + ness = goodness)

The word of *radicalism* forming from *radical* in adjective category added by suffix *-ism* become noun. There were 10 students changed *radical* become *radicalism*. For 4 students (S. 3,5,6,8) answered *radicality*. For 6 students could not changing (no answered). The word of *conservatism* forming from conservative in adjective category added suffix *-ism* become noun. There were 6 students changed *conservative* become *conservatism*. The other students answered is wrong. Because,

their can not answer (not answer).The word of *goodness* forming from *good* in adjective category added suffix *-ness* become noun. There were answered correctly by 19 students. For one student not answer.

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

[1] Edible (edible + in = inedible)

The word of *inedible* forming from *edible* in adjective category added by prefix *-in* is still adjective. According to Mc charty (2002) *inedible* added by negative prefix. Such as allomorphs indicated by the variant spelling *in,il,ir,* and *im*. There were answered correctly by 3 students (S. 5,6,12). The other students (S. 4,7,9,10,11,13,14,15,2,16,17,19) is still *edible* (just copy). For 5 students (S. 1,3,8,18,20) not change of word (not answered).

[2] Lawful (lawful + un = unlawful)

The word of *unlawful* forming from *lawful* in adjective category added by prefix *-un* is still adjective. According to Mc charty (2002) It has derivational prefix “ *un-*“ which has meaning “not or negative” . There were answered correctly by 3 students (S.5,6,9). The other students, such as (S. 4,17,11,,10,12,13,2,19) changed is still *lawful* (just copy). For 4 students (S.1,15,16,17) changed is *lawfully* (*lawful* + *suffix -ly* = *lawfully*). It is wrong, because it is not suitable on the context. For 5 students (S.3,8,14,18,20) not change (not answered).

[3] Legal (legal + il = illegal)

The word of *illegal* forming from *legal* in adjective category added by prefix *-il* is still adjective. According to Mc charty (2002)*illegal* added by negative prefix. Such as allomorphs indicated by the variant spelling in,il,ir, and im. There were answered correctly by 6 students (S. 3,4,5,6,18).The other students, such as 8 students (S. 2,7,10,4,11,12,13,19) changed is *legalistic*. For 2 students (S.9,12) changed is *unlegal*. It is not suitable on the context.

[4] Readable (readable + un = unreadable)

The word of *unreadable* forming from *readable* in adjective category added by prefix *-un* is still adjective. It has derivational prefix “ un-“ which has meaning “not or negative” . There were answered correctly by 2 students (S.9,12). The other students, such as 5 students (S. 2,4,7,10,19) changed is still readable (just copy). For 10 students (S. 1,3,5,6,8,16,15,17,18,20) answered is read. It is wrong, because the word is verb. For 3 students (S. 11,13,14) not change (not answered).

[5] Tangible (tangible + in = intangible)

The word of *intangible* forming from *tangible* in adjective category added by prefix *-in* is still adjective. According to Mc charty (2002) *intangible* added by negative prefix. Such as allomorphs indicated by the variant spelling in,il,ir, and im. There were answered correctly by 0 student.

For other students, such as 8 students (1,3,5,6,8,16,17,20) answered is *tang*. It is not suitable in context. Because, the class of word in *tang* is noun. For 8 students (S. 2,4,7,9,10,12,15,19) answered is still tangible (just copy). For 4 students (S. 11,13,14,18) not change (not answered).

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

[1] Meaning (meaning + ful = meaningful)

The word of *meaningful* forming from *meaning* in noun category added by suffix *-ful* become adjective. There were 19 students changed *meaning* become *meaningful*. It is correct. Because suffix *-ful* in adjective category explain the performers of action word of *meaning*. And one student answer *mean*. It is wrong. Because, the classes of word *mean* is verb.

[2] joy (joy + ful = joyful)

The word of *joyful* is forming from *joy* as the indicated a noun category added by suffix *-ful* become adjective. The word of *joyful* answered correctly by 14 students. For other students their answered wrong. Such as 2 students; (S.3,6,5,8) they changed *joy* become *join*. It is not suitable on the context. Because, *join* is verb. For 2 students not answer.

[3] Origin (origin + al = original)

[4] Nation (nation + al = national)

The word of *original* is forming from *origin* as the indicated a noun category added by suffix *-al* become adjective. The word of *original* answered correctly by 10 students. For other students. Their answered wrong. Such as 10 students (S. 1,3,5,6,8,15,16,17,18,20) they changed *origin* become *ornamental*. It is not suitable on the context. Because *ornamental* has different meaning. The word *national* is forming from *nation* as the indicated a noun category added by suffix *-al* become adjective. The word of *national* answered correctly by 10 students. For other students, their answered wrong. Such as 9 students (S. 1,3,5,6,8,15,16,17,18) they changed *nation* become *nationalistic*. It is wrong , because *nationalistic* is class of word of *inflectional* morphemes. For one student changing *nation* become *nationalisting*.

[5] Self (self + ish = selfish)

The word of *selfish* is forming from *self* as the indicated a noun category added by suffix *-ish* become adjective. The word of *selfish* answered correctly by 4 students. For other students. Their answered *centered* (13 students). It is correctly, because The word of *centered* is forming from *center* noun category added suffix *-ed* become adjective. According to Mc Charty, adjective can be derived from members of other word classes such as suffix *-ed, -en, -ing, -ful, -ess, -al, -ish*. But *centered* has different meaning. For 3 students not answer.

3.2.6 The result of students' ability in changing of the word from verb to verb.

[1] Paint (re + paint = repaint)

The word of *repaint* is forming from *paint* as the indicated a verb category added prefix *-re* is still verb. The word of *repaint* answered correctly by 3 students (S. 12,9,7). For other students, their answered wrong. Such as 3 students 9 (S. 1,3,10) changed *paint* become *painting*. It is wrong, because *painting* is noun. *Painting* is forming from *paint* as the action noun category added suffix *-ing* is still noun. For 3 students, (S. 10,1,3) their answered is still *pain* (just copy). For another students (S. 4,5,6,8,14,15,16,17,18,19,20)not change (not answer).

[2] Tie (un + tie = untie)

The word of *untie* is forming from *tie* as the indicated a verb category added by prefix *-un* is still verb. The word of *untie* answered correctly by 3 students (S. 8,6,9). For other students, their answered wrong, such as 8 students (S.2,5,7,10,12,16,17,15) they changed tie is still *tie* (just copy). For 9 students (S. 1,3,4,11,13,14,18,19,20) could not answer (not answer).

[3] Compose (de + compose = decompose)

The word of *decompose* is forming from *compose* as the indicated a verb category added by prefix *-deis* still verb. The word of decompose answered correctly by 0 students. For other students (S. 2,7,9,10,11,12,13,16,17) answered is still compose (just copy). For 10 students (S. 1,3,4,5,6,8,14,18,19,20) could not answered (not answered). For one students (S.15) changed compose become compositive. It is wrong, because don't have meaning.

[4] Believe (un + believe = unbelieve)

The word of *disbelieve* is forming from *believe* as the indicated a verb category added by prefix –dis is still verb. the word of *disbelieve* answered correctly by 0 student. For other students (S. 3,5,6,8,10,15,16,17,18,20) answered is believable. It is wrong, because believable is adjective. For 5 students (S. 2,7,9,11,13) answered is still believe (just copy). For 4 students (S.1,4,14,19) could not change (not answer).

[5] Enter (re + enter = re- enter)

The word of re- *enter* is forming from *enter* as the action verb category added prefix –re is still verb. The word of re- enter answered correctly by 0 student. For other students, their answered is *entering* (S. 3,5,6,8,15,16,17,19). It is wrong, because *entering* is noun. The word of *entering* is forming from *enter* as the action verb category added suffix –ing become noun. For other students (S.10,11,13) their answered is still *enter* (just copy). For 6 students (S.1,4,14,18,19,20) could not change (not answer).

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

[1] Bug (de + bug = debug)

The word of *debug* is forming from *bug* as the indicated noun category added by prefix –de become verb. The word *debug* answered correctly by 10 students (3,5,6,7,8,10,12,15,16,17). For other students, such as 9 students (S.

1,4,9,11,13,14,18,19,20) could not changing (not answered). For one student (S .2) answer *bugy*.

[2] Forest (de + forest = deforest)

The word of *deforest* is forming from *forest* as the indicated a noun category added by prefix *-de* become verb. The word of *deforest* answered correctly by 10 students (S. 3,5,6,7,8,10,15,16,17,19). For other students, such as (S. 1,4,11,12,13,14,18,19,20) could not changing of word (not answered). For one student (S.2) answer is *forestry*. It is not suitable on the context. Because *forestry* is noun.

[3] Louse (de + louse = delouse)

[4] Beauty (beauty + fy = beautify)

[5] Gentry (gentry + fy = gentrify)

The word of *delouse* is forming from louse as the indicated a noun which added by prefix *-de* become verb. The word of *delouse* answered correctly by 6 students (S. 3,2,5,10,15,16). For one students (S.2) answer is *loosely*. For other students (S. 1,4,6,8,9,11,12,13,14,17,18,19,20) could not changing (not answered).The word of *beautify* is forming from beauty as the indicated a noun wich added by suffix *-fy* become verb. The word of *beautify* answered correctly by 8 students (S.4,9,7,11,12,13,14,19). For 11 students (S. 1,2,3,5,6,10,15,16,17,18,20) answered is beautiful. It is not suitable on the context. Because *beautiful* is adjective.

The word *beautiful* is forming from *beauty* as the action noun category added suffix *-ful* become adjective. The word of *gentrify* is forming from *gentry* as the indicated a noun which added by suffix *-fy* become verb. The word of *gentrify* answered correctly by 9 students (S.2,4,7,9,11,12,13,14,19). For 11 students (S. 1,3,5,6,8,10,15,16,17,18,20) answered is *gentriful*. Because. The word does not 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 second grade students at Madrasah Aliyah Swasta Pondok Pesantren Nurul Islam Kampung Baru Kuantan Singingi in seven indicators are : from adjective to adverb, verb to verb, noun to noun, adjective to noun, adjective to adjective, noun to adjective, verb to verb, and noun to verb. There are used in a test. So, there are 35 items of words must be changed to others.

The data were taken from a test that given to second grade students in XI IPA. The researcher took 20 students as the sample. The result of this research showed the level of students' in changing the classes of the words. It can be seen from the hight level students score in ability of the changing of word from adjective to adverb. The students answered correctly is 80 answered. Then the percentage is 27.39 %. The low level students score in ability in changing of word from verb to verb. There were 5 students answered question correctly. The percentage is 2.05%.

Then, the percentage of students' ability in changing the classes of word based on seven indicators : in the process of changing the classes of word from adjective to adverb (27.39%), verb to verb (2.05%), noun to noun (17.46%),

adjective to noun (20.89%), adjective to adjective (4.79%), noun to adjective (19.52%), verb to verb (2.05%), and noun to verb (14.72%).

4.2 Suggestions

Based on the result of the research, the researcher presented some suggests especially for English teacher, students, and another researcher.

a. For the English teacher

As the teacher, the teachers are expected to provide explanations related to the formation of words to students in the process of teaching and learning to remind students more achive in terms of learning the form of English words and use a new word from their life. And increase their ability in English vocabulary.

b. For the students

The students can use some of word form and mastering of vocabulary.

c. For the next researcher

The researcher must understand the type of derivational morphemes. So, derivational morpheme is the important component in language. The accuracy of a theory in derivational morphemes is very influential to the research flow.

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