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

A THESIS

Intended to Fulfill One of the Requirements for the Award of Strata One Degree at Teacher Training and Education Faculty of Islamic University of Riau

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ABSTRACT

Sari Novita Mahdalena, 2019 : A Study on Students' Ability of English Affixes at the Fourth Semester of English Language Education of FKIP UIR.

Key words : Students' ability , English Affixes

This research is aimed to know the ability of fourth semester students to use prefix and suffix in English. English Affixes is one of the important aspect in vocabulary building because the students can know how to create new word and students can also add knowledge about the meaning of each word in the form of prefixes and suffixes.

The design of the research is a descriptive research. The Sources of data obtained from 30 students of the fourth semester class of 2018/2019 FKIP ISLAMIC UNIVERSITY OF RIAU by using random sampling techniques. Researchers used a test called The Word Part Level Test (WPLT), which consists of three categories, namely in terms of form, meaning and use. The test used by researchers is in the form of multiple choice and fill the blank.

The results of data analysis from this study indicate that the percentage of students' score ability with Excellent level is 27%, Good level ability is 53%, Fair level ability is 6%, then Poor level ability is 7%, and Very Poor level ability is 7 %. So it can be concluded that the ability of fourth semester students in using English affixes is classified as Good with a percentage of 53%.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a form of thinking that can be understood, in touch with reality and has the form and structure of logical. It is used to transfer information, idea, feelings from one person and to other person. Language also means as tools who used of human to communicate and have meaning. Sometimes every human being must be able to understand the language around their environment. English language is the universal language that every country almost uses it to make it easier in the communication from the different background as such it is a useful and even necessary language to know. English language is an international language in the world, while in Indonesia, English langauge as foreign language and very important to survive in this globalization. English is one of the foreign languages, becoming very important in the aspect of education, because English is one of the subjects in the Indonesian state and is an important lesson for students to learn.

In our country, English learned since elementary school. Because English is not our native language, the students are difficult to learn it, Based on that statement, English taught with many methods to make student easily to learn English which is their second language. We know that English not our native language, as a fact that mastery it is not easy.

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Learning English is not only paying attention to the four skill of English which are listening, speaking, reading and writing. In teaching English, not only teaching language skill but also has to master language content course such as study about Liguistics.

Linguistic is a means deals with human language as universal and recognizable part of human behaviour. Linguistic can be learnt about the structure of language, how it can evolve in communicating with other human beings. Linguistics have some part is phonology, pragmatics, morphology, semantic, syntac, sociolinguistic, phonetic and psycholinguistic. In this section, the writer only focus in one of branch of linguistic is Morphology. Morphology is the study of structure and internal of the word. The students have to learn vocabulary, because study about morphology means we have to study word srtucture and class of word and also it is important to understand the meaning of the language. To study vocabulary, it means that to study about morpheme. Vocabulary is a collection of words or phrases that are usually arranged sequentially and translated.

In Indonesia language have a morpholgy but have different with morphology which used in English language. Morphology has many branches such as morpheme,allomorphs, affix, atc. A morpheme which is studied in morphology is the smallest unit of grammatical structure and also the smallest meaningful units in the language, it can even change the meaning of the word. There are two kinds of morpheme, the first is free morpheme and the second is bound morpheme.

Every word in English has a basic meaning. Affixes were a morpheme which only occurs when attached to some other morpheme or morpheme such as the root or stem or base. Affix is a word element having two combinations both of prefix and suffix that can be a new word with new meaning. Beside some elements prefix and suffix, there is a base word or root that we have to analyses in structural analysis. A word in english has a basic meaning that always begin with root to complete other word or a part of completed sentence. A root can be added prefix (an element that added in the beginning of the word) and suffix (an element that added in the ending of a word) to make new word and new meaning.

Affixation is a large majority of new words in the English language because it produces new word and the meaning (e.g *happy* vs *un-happy*). Affixation can change a word's part of speech (friend vs friendly) or a word's meaning within its part of speech (dark vs darkness), this is what can cause the students difficult to know the meaning of the word because the words of English is large and they feel difficult to open dictionary because many of them don't know the meaning of the word. From this appear the new words that give differences meaning of the first words. That can change the class of word from adjective to verb, adjective to adverbial, noun to verb, etc. So, the students have to learn affixes to add the knowledge about vocabulary and to easy them to master language content course and make their English very well. The researcher used Morphology to analyze this research, because affix is one of the materials which are studied in Morphology.

Based on the explanation above, the writer can see English becomes a large language that have many words and sub words which the words already added

affixation and changed into many class of word and somehow the begginner students sometimes found into many mistake in learning English. Students have to learn more so they can find new knowledge in affixation especially prefix and suffixes. Many sources who students can use to explore their knowledge for example, book, novel, newspaper, magazine and more.

The writer is interested in conducting a research entitled: "**A Study on Students' Ability of English Affixes at The Fourth Semester of English Language Education of FKIP UIR"**

1.2 The Setting of Problem

In learning English affixes, the students must have the knowledges about morphology. Morphology is a part of linguistics where the science that discuss about the formation and structure of word. Before discuss about morphology, the first thing that should have to know is the morpheme. Morphemes are the meaningful elements in a word. Many students still do not know how to identify affixation beacause they lack of their motivation and they lack of knowledge. Students have to realize learning English need seriousness especially in affixes to order the students are able to apply the information about prefix and suffix and then the students can more have many vocabulary and oral skill.

In learning Indonesian we often find sentences or words that use affixes, both at the beginning and at the end. It also is found in learning English but additive contained in the Indonesian language different from the additive present in the English language. In learning English affixes the student have to be able to master the vocabulary because it has important roles in the process of mastering

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language. The students will get problems in learning the affixes contained in English because sometimes students find it difficult to interpret each word that uses affixes and it is difficult to determine the shape of each word.

1.3 Limitation of the Problem

Based on the explanation above, it was important to limit problems in this research. The researcher only focused on studying the second year students ability in English Affixes to get more information about how well the students can improve their ability in English affixes at Fourth semester in English Department. They are Form, Meaning and Use.

1.4 Formulation of the Problem

In this research the problem is formulated as follow: How are the students' ability of English Affixes at The Fourth Semester of English Language Education of FKIP UIR?

1.5 Objective of the Research

The researcher carried out the research for an abjective stated below: To find out how well is English Affixes of fourth semester Student in English Department at Islamic University of Riau.

1.6 Significance of the Research

The writer hopes this study will give more information about affixes especially in prefix and suffix, will be make the students to motivated to find out more about affixes. The importance of this research is to know the students'

ability in English affixes. Then the writer hopes the result of this research can be useful and as a contribution for the people who involved in English learning process. So, learning English is not always difficult to learn.

1.7 Definition of Key Terms

To avoid misunderstanding of the term used in this study, the following key terms need to be defined:

a) An Study : A systematic research, examination, identification, and understanding of the aspect or factors associated with an activity, event, phenomenon, situation. Study is the act of learning for discovering information or an academic work or investigation about a particular thing or subject area. A study is a process of acquiring knowledge though reading investigation or thinking or seeing something scientifically. Hornby (1974: 1187).

b) Ability : ability is the skill or competence of doing something. The meaning of this word is the situation being able. It is also as potential capacity or power to doing something physical or mental. **(Hornby,1995:20)**

c) Affixes : Affixes is morpheme, which cannot stand alone but add to a word either to change is grammatical class, to serve as grammatical marker, or to add an element of meaning. **(Nida, 1992:197)**

1.8 Assumption

In this research the writer knows that all of the student have to learn about English affixes specially prefix and suffix. Therefore, it is assumed that their ability in english affixes is good.

1.9 Grand Theories

The researcher used qualitative research to examine and reconsider the meaning of individuals or groups in problem and social or human experience. According to Gay and Airasian (2000:275), descriptive research determines and describes the way things are. It shows that descriptive research tells more explan m n ation about a problem or issue that is investigated.

The researcher used qualitative research to try to analysis morphology specifically about students' ability of english affixes. The process used by this researcher is by collecting data first the analyzing the data that has been obtained and making conclusion about students' ability in english affixes.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Definition of Linguistics

In this study explain about linguistics that focus on language and it give more explanation about linguistic. Linguistics is the study about language and an analysis of language form, meaning and the context. Linguistic has many branches and one of them is morphology. According to Edward Finegan (2003) stated that " Linguistics is often defined as an arbitary vocal system used by human beings to communicate with one another ". This means that linguistics is a system used by people used to communicate with others.

In addition according to Meyer, 2002 stated that linguistic is multidisciplinary, specialist in many disciplines bring their. Based on the explanation above, the researcher concluded that linguistics is the study of language. Linguistics also provides understanding and explains that linguistics is a system that must be used by humans.

2.2 Morphology

After the researcher know everything about language and the meaning of linguistics, the researcher can continue to Morphology. Morphology is the study of how structure and the form of a language can show word meaning. Morphemes are the smallest unit of meaning within language. Many words are made up of just one free morpheme that does not need to attach to anything, for example *tree*, *jump.* Morphology is almost same with Linguistics that give explanation about

language. Morphology is the study of these meaning-bearing units and the rules governing them, the study of the structure of words. In the study of morphology, linguistics try to account for the changes in suffixes, facts with general rules etc.

Morphology as the area of grammar concered with the structure of word and with relationships between words involving the morphemes that compose them is technically. Learning morphology in English is about how to create new words and change each word into a more perfect and meaningful word level. With the terms of learning morphology can learn ways of structuring words that contain have meaning, and how they become combinations that make each word become a larger unit such as phrases and clauses and functions of new words in each sentence.

According to Lieber (2009:8), Morphology is the study of word formtion, 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 are used in sentences. That is, morphology is the study of word forms and can form new words used in sentences, and also how to form varied words that can be used to make sentences to form complete sentences and have meaning. While According to Francis Katamba (1993: 19) morphology is the study of word structure. It means the morphology is the study of the structure of words used to make a complete sentence. According to Crystal (1989: 90) morphology is the branch of linguistics studying the structure of words. Morphology is also call the study of morphemes and their different forms (allomorphs) and the way they combine in word

formation. Morphology is concerned with the internal structure of words and their relationship to other words within paradigm.

2.2.1 Morpheme

Before the researcher explained about affixation, the researcher must know in advance about Morpheme. Morpheme is the smallest unit in linguistics. Accoding Lehman (1972: 127) "A morpheme is a minimal element of form with specific meaning". This means that the word element is the smallest and can stand alone and have more specific meaning. While according to Aronoff and Fudeman (2010: 2)" Morpheme is the study of identify and investigate words, the internal srtructure and how they are formed ". That means morpheme is the study to identify a word both in its structure and on how the word can be formed.

According to Fromkin and Robert (1983: 114) a morpheme may be also defined as the minimal linguistic sign, a grammatical unit in which there is an arbitrary union of a sound and meaning and that can not be further analyzed. The way morphemes operate in language provides the subject matter of morphology. A word can be presented from one or more morphemes and morpheme is considered as a unit small word but it has meaning. While according Nida (1974:68) stated that morpheme is the smallest difference in the shape of word that correlates with the smallest difference in word or sentence meaning or grammatical structure. Sukarno (2008:56) states that morpheme is the smallest unit of language. It means that actuallya morpheme is a meaningful word or part of a word that cannot be divided intosmaller meaningfull parts.

Of all the experts described above, it can be concluded that the Mopheme is the smallest unit in linguistics, each word has a structure and how a word can be formed and has meaning.into free and bound morphemes. According to Wardhaugh (1977:83), morphemes can be classified into free and bound morphemes.

a. Free Morpheme

Morpheme can be divided into 2 parts, namely free and bound. Free morpheme is the morpheme that can stand alone without need to be attached with other morphemes which by itself free morpheme already has meaning. According (Falk, 1978) Free morphemes are those which can stand alone and have independent meanings, such as the words 'clos, 'today', cat, man, go, like, and quite.

While Yule (2001:76) defines that Free Morpheme is " *Morphemes that can stand by hemselves as single words"*. Although free morpheme can stand alone but free morpheme has meaning in every word. Free morpheme is the morpheme that can stand alone in a sentence or a morpheme that carries the basic meaning of a word, for example: girl, boy, write, etc. Therefore, a free morpheme is one that can be spoken with meaning in normal speech. They exist as words of English and can stand alone. They can be used in sentences without attaching any extra morphemes to them.

b. Bound Morpheme

Bound morpheme is a morpheme that must be attached to other morphemes. Bound morpheme is a morpheme that cannot stand alone and

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requires another morpheme to form a word. Bound morphemes are those which cannot stand alone (Yule, 2006, p. 63) and are usually attached to other independent forms or roots, such as the suffixes '-er' and '-ing' in English. Bound morphemes are divided into two categories: derivational and inflectional morphemes. The formers make a new words of different grammatical categories rom the stem (ibid, p. 64), e.g. '-er' in a word like 'driver' which is a noun derived from the verb 'drive'. Bound morpheme requires another morpheme to be a friend in forming a word. In bound morpheme there are two types, namely inflectional and derivational.

2.2.2 Description of Root

The root is the original form of words without affixes, the root is the core word is reduced, there is absolutely no other word attached to it. Roots can be in the form of free morphemes or elements of words where other new words are attached to them, usually through the prefix of additions and endings and Usually root always has one morpheme. A root is part of a word that can not be changed, and when added to create various forms of words. In additional John Longan opines in his book, " A root is a basic word part to which prefixes, suffixes or both are added. Example, to the root word port (meaning carry), the prefix trans- (meaning across) could be added; the resulting word, transport, means to carry across". According to Srijono (2010:48), "A root is a part of a word structure which is left when all the affixes have been removed".

2.2.3 Description of Base

Base is any unit whats ever to which affixes of any kind can be added. According to Wardhaugh (1996: 137) Base is the form to which an affix is added. The base is also the root. While According to Plag (2003:11) stated, " Base is the part of a word which an affix is attached to". Some words can contain more than one bases and some bases-bound rather than free morphemes. According to Katamba (1993:45), " Base is any unit whatsoever to which affixes of any kind can be added. 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 ".

2.2.4 Description of Stem

In fact, people rarely know about a stem. Stem is to make grammatical sentences, we need to pay attention to the stem first by paying attention to the stem one with the other stem or morpheme. Stem is not a single morpheme, it is a part of words that does exist before inflectional affixes. A Stem is the basic unit attached a piece of another morphology. Stems can usually be simple, which consists of only one part, or complex, consisting of more than one part. Next it is best to consider a simple Stem. Although historically it consists of more than one section, most present-day speakers will treat it as a form that cannot be analyzed. Stem is a certain affixed word but does not change the type of word, for example root is a noun, the stem must be a noun, if the root is an adjective then the stem must also be an adjective (e.g; **friend = friends (benar)** explanation: friend is the root in the form of a noun, the stem is also a noun, friends). Stem is the remaining

part of the word if we remove the suffix or prefix that have entered the last word, the stem is not necessarily a single morpheme

2.3 Affixes

For some cases, to form a words by combining stems or bases or roots with inserts does not seem to have any difficulty at all. Actually, affixes are small parts that are quite confusing from words that will make it possible to be used in communication. According to Lambert (1972: 295) says than an affix is a morpheme which may be attached at the beginning or and of a new words or to one more morpheme ultimately attached to such new words. While based on Nida (1982: 197) states that an affix is morpheme, which cannot stand alone but add to a word either to change is grammatical class, to serve as grammatical marker, or to add an element of meaning.

The addition of morphemes bound at the beggining of base is called the prefix, the addition of bound morphemes in the middle of the base is called infix, and the addition of morphemes bound to the base is called a suffix, while the combination of prefixes and endings that construct a unit are named affixes. According to Srijono (2010:51), "Affixation is morphological process in which an affix or affixes are added to one or more free morpheme". While based on Katamba (1994:56) states that "Affixes can be attached before or after the base".

This means that the affix can be added before or even can be placed at the end of a word. Impressions in English will change a root into a different class of

words in the form of a new word. Another example is reconsideration, (re- and action is an action of affixes, which means that they are attached to the stem).

So, the research can be conclude about affixes is the every word can stand alone use affix their own is not just words but been added by a prefix or suffix both in the suffix to form a new word and meaning different from each if it has been added by the additive. Affixes is an important part in the English language since the affixing process is often used in the English language.

The process of adding affixes to a stem or word referred to as the process of affixation. Therefore, many words in English are formed through the affixing that has happened. Derived words can be in the form of noun, verb, adjective and adverb. In English Language is there are often several affixes that have the some function that can make non-native users of english confused. However, this research only focuses on the process of forming affixes which are at the beginning and end of a word or stem that has a meaning that has meaning from each original word with a word that has been given an additive.

2.3.1 Prefixes

Prefixes are additions that are added at the beginning of a word or root. A prefixs of the word can change the opposite meaning for example, the root is *lucky* while the meaning is being so blessed, then it is added the prefix *–un* and it becomes *–unlucky*, the meaning refers an opposite meaning or antonym, " not being so blessed". According to Dictionary of Linguistics and Phonetics, David Crystal defines prefix as "A term used in morphology referring to an affix which is added initially to a root or stem." (1991: 274). Another definition of prefix is

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like this: "One or two syllable additions at the beginning of a word that changes its meaning but do not change its part of speech." (Maclin, 1992: 387). Katamba defines prefix similarly: "A prefix is an affix attached before a root or a stem or a base like re- , un- and in-." (1993: 44).

According to Yule (2001: 69) in the preceding group of words, it should be obvious that some affixes have to be added to the beginning of a word (e.g. un-), these are called prefixes.

From all that has been said of the experts and can be understood is that the prefix term is related to morphology, and that some form of affixes that are in front of a root. These additions are placed before the root, stem and base and do not change the pronunciation part of the word that has been added to, it only changes the meaning of the word that is added. This is also a kind of bound morpheme, that is, it cannot be used in a sentence separately and must co-exist with other words or with free morpheme. To form a new word from the base word and prefix, it must be put in the beginning if needed on a basic word, then another suffix can be added if needed. The prefix affects the meaning of word, attaching the prefix to the base will change the word's meaning to its opposite.

- Dis- (Closely related semantically to un- and de-, the prefix dis- forms reversative verbs foreign verbal bases: discharge, disconnect, disqualify. Apart from deriving reversative verbs, this suffix uniquely offer the possibility to negate the base verb in much the same way as clausal negation does: disagree, 'not agree' disobey 'not obey'. Dis- is also fond inside nouns and nominalization, but it is unclear whether dis- is prefixed

to nominalization or to the verb before the nominalising suffix was attached).

- In- (This negative prefix is exclusively found with Latinate adjectives and the general negative meaning 'not' : inactive, illegal, implausible, irregular).

- Mis- (Modifying verbs and nouns (with similar bracketing problems as those mentioned above for dis-), mis- conveys the meaning 'inaccurate(ly), wrong(ly)': misreport, misstate, mistrial).

- Un- (can attach to verbs and sometimes nouns (mostly of native stock) to yield a reservative or private (remove X) meaning: undind, uncork, unlesh. The prefix is also used to negate simple and derived adjectives: uncomplicated, unhappy. Adjectival un- derivatives ussually espress contraries, especially with simple bases).

- Anti- (this polysemous prefix can express two different but related notions. In words like anti-war, anti-abortion, anti- scientific, anti-glare it can be paraphrased as 'againts, opposing' with denominal, deadjectival and deverbal derivatives behaving like adjectives.)

- 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' example achromatic ' without color,' asexual 'without sex,' or as 'not X,' as in ahistorical.

- Re- (The prefix re- is attached to nouns, verbs, adjectives or adverbs, and has the meaning '. . . again, '... repeat, or' ... return '(shows repetition). For example reread, rewrite, replay and restart.

- Under- (Prefix under- is the opposite of prefix over-. It prefix has meaning is 'under' lacking. . . 'Or less than required. For example; undersize, underdone, underestimate and, underage.

- Ill- (This negative prefix is usually used to accompany verbs, nouns, adjectives, or some adverb that make it up. Words that have Il- as negative prefix always begin with the letter L. As for example, the prefix can be placed before the 'legal' (adjective) to convert it to the negative 'illegal'.

- Im- (This negative prefix is usually used to accompany verbs , nouns, adjectives, or some adverbs that make it up. Words that have Im- as negative prefix always begin with the letter M or P. For example: Immoral and Impolite

- Ir- (This negative prefix is usually used to accompany verbs, nouns, adjectives, or some adverbs that make it up. Words that have Ir- as negative prefix always begin with the letter R. for example: Irrational, Irregular, Irresponsible

2.3.2 Suffixes

After understanding what a prefix is, next comes suffix. Again according to Crystal, a suffix is "a term used in morphology referring to an affix which is added following a root or stem" (1991: 336). Maclin's definition for suffix is "a

suffix is an ending added to a word, which usually changes the part of speech of the word and may also change the meaning of the word." (1992: 380).

In addition to these explanations, Katamba defines suffix like this: "A suffix is an affix attached after a root or a stem or a base like –ly, -er, -ist, -s, -ing and –ed." (1993:44). While, According to Brinton (2000:77) stated in her book, suffixes which attach to the end of roots. Suffixes clearly contribute to the meaning of words and it is worthwhile to know their origin and meaning.

About all that has been described by experts can be concluded that the suffix is a term associated with the morphology, which is located after the root, stem or root. It can change the part of the words that are attached to it and have different meaning. As the previous explanation, the prefix can affect the meaning of the word, and on the other hand, can also influence class suffix word of a verb into a noun or noun into an adjective, and so on.

Based on the explanation previously, there are some categories of derivational suffixes (Rachmadie, 1999) as in the following:

1. Derivational suffixes that change verbs into nouns (In order to change verbs into nouns, the following derivational suffixes can be used: -al, -ure, -y, -ment, -ance/-ence, -sion/-tion/-ion, -or/-er/-ar/-ent). For example; Environment, Assessment, Identification

2. Derivational suffixes that change adjectives into nouns (In order to change adjectives into nouns, the following derivational suffixes can be used: -ness, –ity, -ism, -th). For example; Happiness, Friendship

3. Derivational suffixes that change nouns into adjectives (In order to change nouns into adjectives, the following derivational suffixes can be used: -ish, -al, -ly, -like, -ous, -ary, -ic, -less, and ful). For example; hopeless, beautiful, thankless, ambitious, and colourful.

4. Derivational suffixes that change verbs into adjectives (Here are some common derivational suffixes to be used to change verbs into adjectives: -ive, -ant, -ed/-ing, and -able/-ible). For example; imaginative, productive,

5. Derivational suffixes that change adjectives and nouns into verbs (In order to change adjectives and nouns into vernbs, the following derivational suffixes can be used: -en, -ize, -fy, -ish, and –er). For example; hypothesize

6. Derivational suffixes that change adjective and nouns into adverbs (In order to change adjectives and nouns into adverbs, the following derivational suffixes can be used: -ly, -ward, -wise, -long, and –way). for example; hopefully, carefully, quickly.

2.3.3 The Concept of Inflectional Morphology

Grammatical morpheme can be inflected or derived, inflectional morpheme is at type of morpheme that does not create the lexeme to be a new one, it only changes the grammatical category. Inflectional morpheme known as morpheme that can be added to the end of the word and type of morpheme inflectional not create lexeme become a new word but just changed the structure of the grammar. Inflectional affixes are suffixes that can be formed as plural. In this concept, the inflected word varies the forms, such as suffix –s as a mark for plural noun. It

changes the singular form (student) to be a plural noun (students) by attachingthe suffix after the base. Inflectional morphemes, on the other hand, are those morphemes which "never change the syntactic category of the words or morphemes to which they are attached" (Fromkin et al, 2003, p.100).

According to David Crystal (2010) " 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 context". Inflectional morphology or inflectional endings change grammatical context not the syntactic category. While, according Bauer (1988:245) states that Inflectional morpheme is a process of word formation in which the meaning and class of the word doesn't change. They are added to complete the words according to the grammar but do not change the shape of the word.

So, we can conclude that inflectional morphemes is can change the form of a word but not its lexical category or its central meaning. Inflectional morphemes are generally bound morphemes which when added to the root or stem of the word do not produce changes in the grammatical category of the word. Grammatical categories are nothing but a part of the words. In most cases, inflectional morphemes mark feature numbers, people and genders ((known as phi features)) on nouns, and their agreement about verbs, adjectives, etc.

2.3.4 The Concept of Derivational Morphology

Derivational morphology studies the principles formation of new words. Derivational morpheme also has the same benefits as the prefix and suffix as well as derivational can also change the category of each word. Derivational does not

have the type of grammatical role that is too specific that must be placed in its inflectional function. A derivational morpheme is one that is added to a root to form a new word added to the adjective ‗happy', the formation of a noun occurs i.e. ‗happiness'. In a similar way, an adjective turns into an adverb by adding –*ly*. Here change of part-of-speech classification occurs. In English, prefixes are usually derivational morphemes that change the meaning but not the part-of-speech, whereas suffixes are usually derivational morphemes that change the part-of-speech classification but not the meaning. According Bauer (1988:245) Derivational morpheme is a process of word formation which can change the class and meaning of a word. A derivational morpheme is the morpheme which produces a new lexeme from a base (Bauer, 1988:12). In English, derivational morphemes can be prefixes or suffixes.

In derivational affixes it can only change the meaning of each word but cannot change the class of words. Derivation is the process of forming new words from a basic word. Derivation is the process of adding affixes to these basic words. Derivational morpheme can also exist as such bound morpheme inflectional morpheme. However, when added to the root or stem of the word, it can produce changes in the speech section or the grammatical category of the word. Of course, this is not to say that it always produces a change like that, but in many cases this is the case.

Word classes in english such as adjective, noun, and verb can be derived into nouns from verb, adjective into nouns, adjective into adjective and so on.

According to Andrew Carstairs and McCarthy (2002: 48), he stated that adverb, noun, adjective, verb can be derived and change the word class.

2.3.5 Why Measure Affix Knowledge

Knowledge of affixes can help learners guess the meaning of an unknown word that is derived from an already known word within the same word family. According Bauer & Nation, 1993, p.253 in Journal (The Word Part Levels Test Yosuke Sasao Toyohashi University of Technology, Japan Stuart Webb The University of Western Ontario, Canada) , A word family is defined as 'a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately'. For example, the meaning of happiness may be transferred easily from knowledge of the word happy when a learner sees the relationship between these two words. It should be noted here that using affix knowledge is not always helpful in inferring the meaning of an unknown word in context.

Bensoussan and Laufer (1984, p. 20) found that wrong guesses sometimes derive from the misunderstanding of a 'morphological trouble-maker'. For example, the word inconsistent does not mean 'an internal consistent'. In sum, the literature shows that affix knowledge generally helps expand vocabulary knowledge and that instruction may be effective for gaining knowledge of affixes.

However, very few attempts have been made to create a comprehensive measure of affix knowledge that provides diagnostic information on learners' weaknesses. Unfortunately, the creation of such a test has been left to individual

teachers. There is no reliable test that reveals students' level of affix knowledge and indicates what kinds of affixes we should draw their attention to. The researcher used a test to determine students' abilities in English Affix.

The test is The Word Part Level Test or WPLT. Knowledge of English affixes plays a significant role in increasing knowledge of words. However, few attempts have been made to create a valid and reliable measure of affix knowledge. The Word Part Levels Test (WPLT) was developed to measure three aspects of affix knowledge: form (recognition of written affix forms), meaning (knowledge of affix meanings), and use (knowledge of the syntactic properties of affixes).

2.3.6 How are the Affixes Measured

The WPLT measures three aspects of receptive affix knowledge individually: form, meaning, and use. The form, meaning, and use sections focus on the written forms of affixes, the relationships between affix forms and their meanings, and the grammatical functions of affixes, respectively. The researcher used the WPLT to measure three aspects of individual receptive recharge knowledge: form, meaning, and use. The terminology of these three parts is analogous to the definition of Nation (2001) about what is involved in knowing a word. He argues that word knowledge can be classified into form, meaning, and use at the most common level.

Test items are written using a multiple-choice format and not a recall format (writing an answer), because it is easily filled and assessed, and poorly performing items can be rewritten based on item analysis.

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

1. a. Sal-   b. Cau-   c. Lin-   d. Dis-
2. a. Yogh-   b. Shee-   c. Brea-   d. Fore-
3. a. –rse   b. –ack   c. –ful   d. –uin
4. a. –onse   b. –inge   c. –ound   d. –ness

For each item, the test participant must select affixes from four options written in the same number of letters. each of the three prefixes and suffixes is a series of letters that appear in English but not affixes. In Example 1, *sal-* occurs in words such as *salvation* and *salary*, *cau-* in *cautious* and *caught* , *lin-* in *line, fore-* in *Foreign*. Not all affixes that are in the prefix or suffixes are included with affixes. Some items above are indeed included affixes. For example in *Ful-* occurs in word such as *hopeful* and *beautiful*, *ness-* in *happiness brightness, Cleanness,and conciousness,* and *Dis-* in *Discharge, Disagree and Dislike.*

The second section of the test measures knowledge of affix meanings. Here are four examples:

5. re- (replay; rebuild)
    a. person   b. Again   c. female   d. Before
6. de- (decompose; decode)
    a. opposite   b.Person/thing   c.together   d. Small
7. –able (acceptable; predictable)
    a. Person   b. Not   c. can be   d. One
8. –less (endless; useless)
    a. Before   b. Without   c. the furthest   d. Person

Every word underlined is affix. For each word underlined is the type of prefix and suffix. each student must choose the meaning of each underlined word

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that has been combined with other words to form a new word consisting of two or three words. For example as -able meaning (is, can be) in acceptable and de- meaning (opposite) in decode. Instead, these affixes are measured in the third part of the test: the use section.

The third and final section measures knowledge of the part of speech that an affix makes. Here are four examples:

9. En- (<u>en</u>sure; <u>en</u>able)
   a. Noun   b. Verb   c. adjective   d. Adverb
10. –less (end<u>less</u>; use<u>less</u>)
    a. Noun   b. Verb   c. adjective   d. Adverb
11. -al (person<u>al</u>; tradision<u>al</u>)
    a. Noun   b. Verb   c. adjective   d. Adverb
12. -al (propos<u>al</u>; approv<u>al</u>)
    a. Noun   b. Verb   c. adjective   d. Adverb

In this section, test-takers choose the grammatical function of the affix represented in the two example words. The instructions say that the affix can appear in different words. All items have a fixed set of options; Noun, Verb, Adjective, and Adverb. In the last two sections of this test can help students demonstrate their knowledge of the meaning and function of Affix. without real words or words they often use, students cannot fully demonstrate their abilities. in the first section it is difficult for students to answer the question because they have to memorize each type of prefix and suffix.

2.4   Relevance Studies

There are several researchers who conducted their research on morphology, which the title is " A Study on Student's Ability of English Affixes (A Case Study at the Fourth Semester in English Department at Islamic University of Riau). The First, Suharni (2017) "Students' Ability in Using Prefix ". She is only focused or interested in analyzing affixes, especially in the Prefix section. In here research, she is used a descriptive research. The source of data of this research was taken from 40 students of STKIP PGRI West Sumatra at the third year registered in 2015/2016 academic year by using random sampling technique. So the results obtained in this study are that the ability of students to use prefix is quite good.

The Second, SRI UTAMI (2015) "The Students' Ability in Using Derivational Suffixes in Word Formation". He only focuses on forming affix words that are in the suffixes. The design of the research is descriptive quantitative. This study assigned 58 students of the second semester of English Department in academic year 2014/2015 as the population and sample of the study. It meant that from 58 students, 49 or 84.49% were successful, and 9 or 15.51% of the students were fail in using derivational affixes in word formation.

The Third, Ramlan (2017) " The Students' Ability in Constructing New Word Using Derivational Affixes". He is conducted this research to describe students' ability to construct new words from basic words with the process of adding words to both prefixes and suffixes. The technique used in this study is descriptive quantitative. The object of this research is class X of 2005/2006 in

AL-FATAH VOCATIONAL SCHOOL on Jln. Cemara there are 172 Medan. The number of samples taken was 24 students from 132 students. The results showed that only 18 students 75% are categorized as students who are able.

The Fourth, Masrizal (2016) " Students' Difficulties in Understanding English Derivational". This study aims at identifying students' vocabulary mastery in affixation that focusing on prefix and suffix. Not only discussing mastery of vocabulary in affiix but this study also discusses the ability of senior high school students in the prefix and suffixes. The population of the research was senior high school students at Lembaga Pendidikan Primagama Banda Aceh. Using descriptive quantitative method, the authors used random sampling by selecting 30 students from 227 students in class IPA 1 and IPA 2. In collecting data, the authors used a multiple choice test as the research instrument. The result showed that the students obtained low score in mastering derivation words, having the highest of 75 among all.

Of all the studies that have been carried out on morphology research, especially about English Affixes. Then it can be concluded that one of the researchers named Suharni (2017), she only analyzed one part of the English Affixes which is about Prefix. While another researcher named Sri Utami (2015), she only analyzes or focuses more on the part of the suffixes. While the research conducted by Masrizal (2017) discusses about identifying students' vocabulary mastery in affixation that focusing on prefix and suffix and also examines the difficulties of students in English affixes besides this study also explains how the ability of senior high school students in English Affixes.

While this research entitled "A Study of Students' Ability of English Affixes", which is being conducted by the writer includes all parts of the English affixes, namely prefixes and suffixes. The writer analyzes how the student's ability in English Affixes at the fourth Semester in English Department to understand of English affixes both the prefix and suffix.
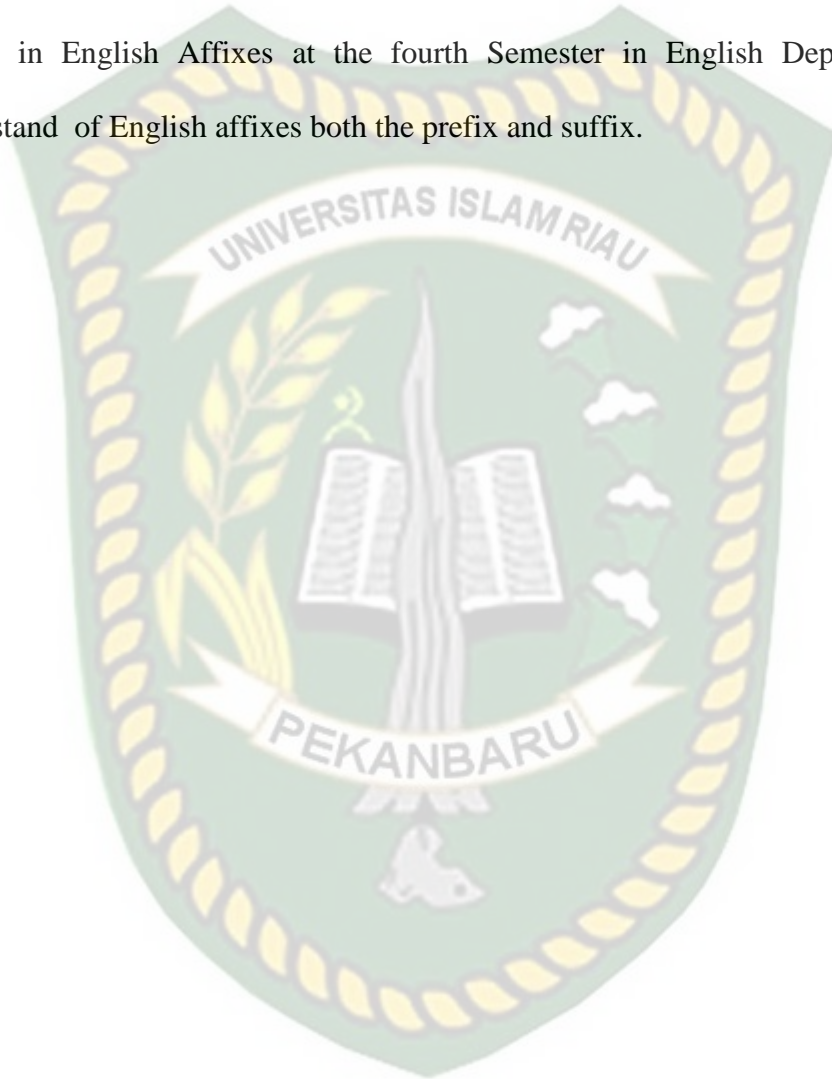
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was a descriptive research which describe about fact and phenomenon in details systematically and accurately data. This type was chosen because the data were existed and interpreted based on the fact. Relating to this, the researcher using descriptive research in nature. This research use Qualitative research is a kind of research concerning with acquiring data in the field which does not need use of numbers. Then, the whole design of this qualitative study is conducted since the research design which consist of the clear background of the study, the relevant supporting theories, data collections, data analysis and the conclusion.

3.2 Source of the Data

This research was conducted in Islamic University of Riau. The students is the fourth semester of English Department registered in 2018/ 2019 academic year. The amounts of students are 120 students. Population and the Sample of the research below:

a. Population

According to Gay (1987: 102) states that the population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. The population of this study was the whole fourth semester students of English Department in academic year 2018/2019 with the

total number of the students was 120 students from 4 classes. In order to know the population is described in the table below :

Table 3.2 Population of the Research

No	Class	Total of Students
1	A	30
2	B	30
3	C	31
4	D	29
	TOTAL	120

b. Sample

The sample of this research is chosen by using random sample. According to Gay and Airasian (2000:129), simple random sampling is process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

According to Arikunto in The Analysis Of Derivational Affixes Of Rresearch Proposal, he say that " if population is less than 100, the researcher freely take the sample from the population. However, if the population is more than 100, the sample can be taken between 10-15% or 20-25%. The writer took 25% of population as the object of this study.

As illustrated by Arikunto (2002: 120) the formula is:

n=% x N   Note: n (Sum of sample) and N (Sum of population)

n = 25% x N

n = 25% x 120 = 30

After the writer calculated using the formula, the writer took almost 30 students as the object of this study.

3.3 Instrument of the Research

The writer use the test as an instrument to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result. The source of data can be taken from students' prefix and suffix vocabulary. The test is use to measure the students' ability in mastering English Affixes especially in prefix and suffix.

3.4 The Data Collection Technique

The data was obtain from the whole fourth semester students of English Department in academic year of 2018/2019. The data of research is collect after giving a exercise test about affixes, The tests will be given to students. The purpose of giving test is to know the students' ability in English affixes. The First, the writer is looking for fourth semester students, because the sample of this study is using a random sample. After the writer gets a fourth semester student with a random system then the writer gives some a exercise test which related to affixes, and then the writer asks students to answer questions related to affixes.

3.5 Data Analysis Technique

The researcher analyzed the data obtained from the data collection technique. The researcher has given the test in the form of questions affixes, this exercises is meant to describe the current state to collect data from test exercises related to affix to determine the status of the object of study. The procedures that were done to analyze the data were as follows: To analyze the data, the researcher

used a descriptive statistic. The researcher used numbers, and percentage rate. The analysis of the data were centered on two categories.

The analysis of the data was done based on the data collected in from of score through the step:

✓ Measuring students' ability by giving an achievement test.

✓ Analyze the data based on 3 components to measure affix knowledge (form, meaning and use).

✓ Make a score table of students to analyzes the correct answer of each category and give a score.

✓ Finding out the mean score of data

✓ Classify the result of students ability of each category

In addition, to know the scores distribution then the scores were classified based on the criteria issued by Arikunto (2009:245) and found the percentage as follows:

Table 3.5
The Clasification of Students' Score

No	Score	Criteria	Percentage (%)
1	80 – 100	Excellent	
2	66 – 79	Good	
3	56 – 65	Fair	
4	40 – 55	Poor	
5	0 – 39	Very poor	

The data analyzed in five categories, the follows :

1. Excellent : If percentage of the students is round 80 - 100

2. Very Good : If percentage of the students is round 66 - 79

3. Fair : If percentage of the students is round 56 - 65

4. Poor : If percentage of the students is round 40 - 55

5. Very Poor : If percentage of the students is round 0 – 39

To know the percentage of students' ability in English affixes, the writer used the formulated by Sudijono (2003: 52) by using this formula:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = The percentage of students' ability

F = The frequency students' number

N = The number of students

In order to get the individual score of the students, the data analyzed by using the formula:

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

Where:

P = Individual score

X = The number of correct answer

N = The number of items

Based on the raw scores above, the researcher found the mean score by using mean score formula (Koenker, 1981:82) as follow:

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

Where:

M   = Mean score

X = The number of correct answer

N   = The number of items

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

The researcher would to present research finding or data in this chapter, which have been collected from the given test. The researcher took 30 students to be sampling for this research which conducted in fourth semester student English program at FKIP UIR Riau. After getting data from the test of the research, the researcher presented the data to be calculated based on the formula in previous chapter. And after that, the researcher showed the result of students ability in English Affixes.

The researcher prepared the material, the example of English Affixes. After the researcher submit the students' english affixes test. The main objective of this research was to know how is the students' ability in English Affixes. It will be used as evidence in answering the problem statement state in chapter 1:

4.1.1 Description and Analysis

The research was conducted to find out how good the ability of the fourth semester in English Department of FKIP UIR in English Affixes based on the test given by writer. In order to find out the individual score of students, the researcher divides the number of the correct answer of each students to number of items and the multiple it one hundred (100) as stated in the previous chapter. This activity aims to get student scores based on their ability to understand forms, uses and meaning used in English Affixes.

The students score can be seen on the table 3.1 below:

Table 4.1

The Students' Score in English Affixes

No.	Name	Indicator			Score	Classification
		Form	**Meaning**	**Use**		
1	Student 1	10	6	16	71,1	Good
2	Student 2	8	8	17	73,3	Good
3	Student 3	9	7	16	71,1	Good
4	Student 4	6	6	19	68,8	Good
5	Student 5	9	8	16	73,3	Good
6	Student 6	9	8	16	73,3	Good
7	Student 7	8	8	17	73,3	Good
8	Student 8	8	10	15	73,3	Good
9	Student 9	9	8	18	77,7	Good
10	Student 10	9	8	20	82,2	Excellent
11	Student 11	9	8	21	84,4	Excellent
12	Student 12	9	8	21	84,4	Excellent
13	Student 13	8	8	19	77,7	Good
14	Student 14	8	8	21	82,2	Excellent
15	Student 15	6	8	21	77,7	Good
16	Student 16	6	2	13	46,6	Poor
17	Student 17	5	3	9	37,7	Very poor
18	Student 18	5	2	14	46,6	Poor
19	Student 19	10	10	21	93,3	Excellent
20	Student 20	7	5	21	73,3	Good
21	Student 21	9	9	16	75	Good
22	Student 22	8	10	15	73,3	Good
23	Student 23	9	4	15	68,8	Good
24	Student 24	9	6	11	57,7	Fair
25	Student 25	6	2	13	33	Very poor

26	Student 26	10	7	19	80	Excellent
27	Student 27	7	4	16	60	Good
28	Student 28	10	6	23	86,6	Excellent
29	Student 29	10	9	21	88,8	Excellent
30	Student 30	9	5	12	57,7	Fair
	TOTAL				2124,2	

Based on table 4.1 above, the researcher found students' result in English Affixes; they were 2 student got 33 (Very poor), 2 student got 44 (Poor), 2 student got 60 (Fair), 16 student got 71,1 (Good) and 8 student got 82- 93 (Excellent).
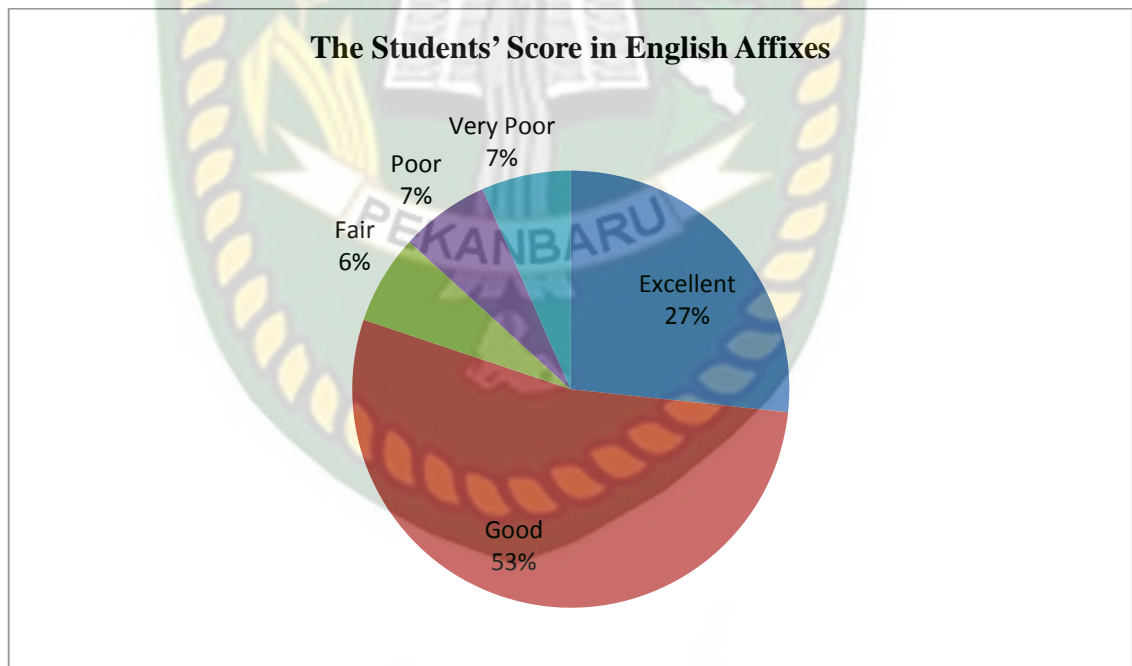
The Students' Score in English Affixes

Very Poor 7%

Poor 7%

Fair 6%

Excellent 27%

Good 53%

The figure shows that the highest number that students can gain was in the level of good; it was 53,3 % of students. It means that most of them (16 students) can answer the question well. In other hand, in poor level level were only 6,6% of

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students (2 student). For the Fair level, there were 6,6 % of students (2 students). Then, 26,6 % of students (8 students) were in excellent level and the last level is very poor got 6,6% of students (2 students). The mean score of the Fourth semester of English Department in FKIP UIR is 70,80

4.2 Data Analysis of Question in English Affixes

After obtaining the individual scores of the students in English Affixes based on types or indicator which the chapter previous.

4.2.1 Students' ability of English Affixes in Form

The ability of students in English affixes, especially in the understanding section about the form of the prefix and suffixes. It can be seen from the student scores that have been collected from each question given by the writer. The following table shows the students score in form of english affixes.

Table 4.2.1
The Students Score of English Affixes in Form

NO.	Students	Correct Answer	Number of Item	Score	Classification
1	Student 1	10	10	100	Excellent
2	Student 2	8	10	80	Excellent
3	Student 3	9	10	90	Excellent
4	Student 4	6	10	60	Poor
5	Student 5	9	10	90	Excellent
6	Student 6	9	10	90	Excellent
7	Student 7	8	10	80	Excellent
8	Student 8	8	10	80	Excellent
9	Student 9	9	10	90	Excellent
10	Student 10	9	10	90	Excellent

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11	Student 11	9	10	90	Excellent
12	Student 12	9	10	90	Excellent
13	Student 13	8	10	80	Excellent
14	Student 14	8	10	80	Excellent
15	Student 15	6	10	60	Fair
16	Student 16	6	10	60	Fair
17	Student 17	5	10	50	Poor
18	Student 18	5	10	50	Poor
19	Student 19	10	10	100	Excellent
20	Student 20	7	10	70	Good
21	Student 21	9	10	90	Excellent
22	Student 22	8	10	80	Good
23	Student 23	9	10	90	Excellent
24	Student 24	9	10	90	Excellent
25	Student 25	6	10	60	Fair
26	Student 26	10	10	100	Excellent
27	Student 27	7	10	70	Good
28	Student 28	10	10	100	Excellent
29	Student 29	10	10	100	Excellent
30	Student 30	9	10	90	Excellent
TOTAL				2450	

Based on table 4.2.1 above, the researcher found students' result in English Affixes; they were 21 student categorized in Excellent level, 3 students were categorized in Poor level, 3 student were categorized in Fair level, 3 student were categorized in Good level and there is no student were categorized in Very poor.

Table 4.2.1
The Students' Score Classification in Form

No.	Classification		Frequency (person)	Percentage (%)
	Score	Level Ability		
1	80 – 100	Excellent	21	70%
2	66 – 79	Good	3	10%
3	56 – 65	Fair	3	10%
4	40 – 55	Poor	3	10%
5	0 - 39	Very Poor	0	0%
	Total		30	100%

According to table 4.2.1 for indicators Form, it can be seen that the students indicators of Form based on Diagram Pie.
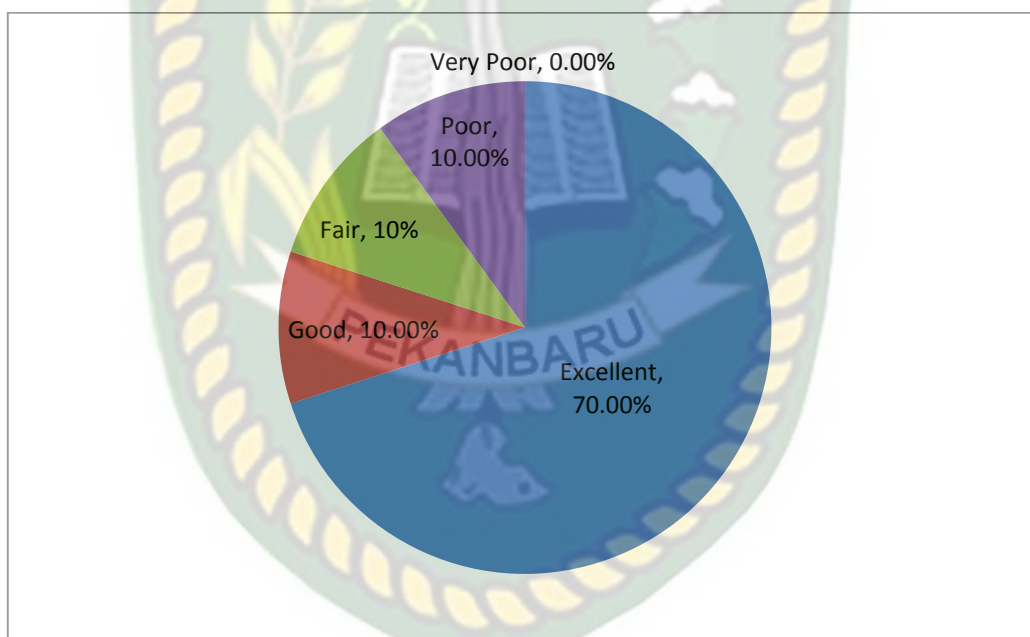
The figure shows that the highest number that students can get at level of Good is as much 10% of students. It means that most of them (3 students) can answer the question well. In other hand, in poor level level were only 10% of students (3 student). For the Fair level, there were 10 % of students (3 students). Then, 70 % of students (21 students) were in excellent level. In this component,

no student is at a very low level (0%). The mean score of the students' scores in Form of Affixes is 81,6

4.2.2 Students' ability of English Affixes in Meaning

The student's ability to understand the part to be examined by the researcher is about the meaning of each affixes, especially the prefix and suffixes. It can be seen from the score of each student collected from each question given by the researcher. The following table shows the students score in form of english affixes.

Table 4.2.2

The Students Score of English Affixes in Meaning

NO.	Students	Correct Answer	Number of Item	Score	Classification
1	Student 1	6	10	60	Fair
2	Student 2	8	10	80	Excellent
3	Student 3	7	10	70	Good
4	Student 4	6	10	60	Fair
5	Student 5	8	10	80	Excellent
6	Student 6	8	10	80	Excellent
7	Student 7	8	10	80	Excellent
8	Student 8	10	10	100	Excellent
9	Student 9	8	10	80	Excellent
10	Student 10	8	10	80	Excellent
11	Student 11	8	10	80	Excellent
12	Student 12	8	10	80	Excellent
13	Student 13	8	10	80	Excellent
14	Student 14	8	10	80	Excellent
15	Student 15	8	10	80	Excellent

16	Student 16	2	10	20	Very Poor
17	Student 17	3	10	30	Very Poor
18	Student 18	2	10	20	Very Poor
19	Student 19	10	10	100	Excellent
20	Student 20	5	10	50	Poor
21	Student 21	9	10	90	Excellent
22	Student 22	10	10	100	Excellent
23	Student 23	4	10	40	Poor
24	Student 24	6	10	60	Fair
25	Student 25	2	10	20	Very Poor
26	Student 26	7	10	70	Good
27	Student 27	4	10	40	Poor
28	Student 28	6	10	60	Fair
29	Student 29	9	10	90	Excellent
30	Student 30	5	10	50	Poor
	TOTAL			2010	

Based on table 4.2.2 above, the researcher found students' result in English Affixes especialy in understanding the Meaning in the prefix and suffix ; they were 16 students categorized in Excellent level, 4 students were categorized in Poor level, 4 students were categorized in Fair level, 2 student were categorized in Good level and 4 students were categorized in Very Poor level.

Table 4.2.2 The Students' Score Clssification in Meaning

No.	Classification		Frequency (person)	Percentage (%)
	Score	Level Ability		
1	80 – 100	Excellent	16	54%
2	66 – 79	Good	2	7%
3	56 – 65	Fair	4	13%
4	40 – 55	Poor	4	13%
5	0 – 39	Very Poor	4	13%
	Total		30	100%

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According to table 4.2.2 for indicators in meaning, it can be seen that the students indicators of Meaning based on Diagram Pie.
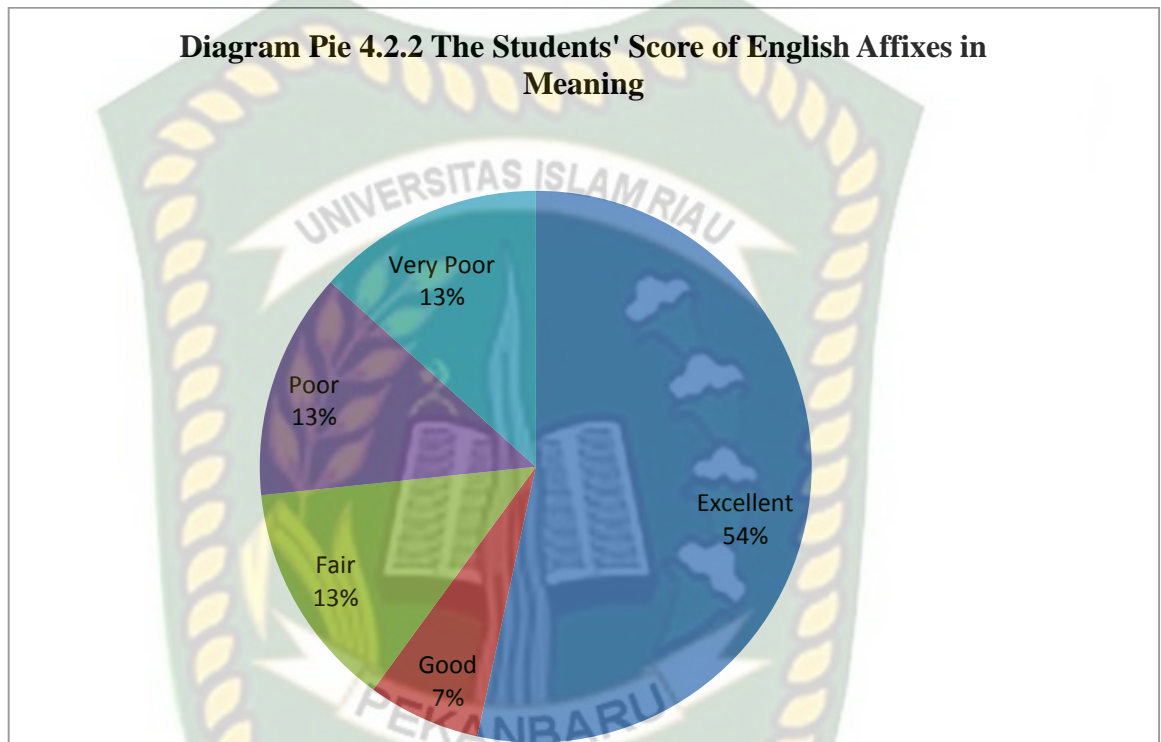
Diagram Pie 4.2.2 The Students' Score of English Affixes in Meaning

The figure shows that the highest number that students can gain was in the level of good; it was 7 % of students. It means that most of them (2 students) can answer the question well. In other hand, in poor level were only 13% of students (4 student). For the Fair level, there were 13% of students (4 students). Then, 54% of students (16 students) were in excellent level., and the last is in very poor level were 13% of students (4 students). The mean score of the students' scores in Meaning of prefix and suffixes is 67

4.2.3 Students' ability of English Affixes in Use

Students' abilities in English affixes especially in the understanding section about using affixes, especially prefixes and suffixes in a sentence. In this section, the use of affixes changes the class of words such as noun, adjective, verb and adverb. This can be seen from the student scores that have been collected from each question given by the writer. The following table shows the students score in form of english affixes.

Table 4.2.3

The Students Score of English Affixes in Use

NO.	Students	Correct Answer	Number of Item	Score	Classification
1	Student 1	17	25	68	Good
2	Student 2	16	25	64	Fair
3	Student 3	16	25	64	Fair
4	Student 4	19	25	76	Good
5	Student 5	16	25	64	Fair
6	Student 6	16	25	64	Fair
7	Student 7	17	25	68	Good
8	Student 8	15	25	48	Poor
9	Student 9	18	25	72	Good
10	Student 10	20	25	80	Excellent
11	Student 11	21	25	84	Excellent
12	Student 12	21	25	84	Excellent
13	Student 13	19	25	76	Good
14	Student 14	19	25	76	Good
15	Student 15	21	25	84	Excellent
16	Student 16	13	25	52	Poor
17	Student 17	9	25	36	Very Poor

18	Student 18	14	25	56	Fair
19	Student 19	21	25	84	Excellent
20	Student 20	21	25	84	Excellent
21	Student 21	16	25	64	Fair
22	Student 22	15	25	60	Fair
23	Student 23	18	25	72	Good
24	Student 24	11	25	44	Poor
25	Student 25	7	25	28	Very Poor
26	Student 26	19	25	76	Good
27	Student 27	16	25	64	Fair
28	Student 28	23	25	92	Excellent
29	Student 29	21	25	84	Excellent
30	Student 30	12	25	48	Poor
TOTAL				2016	

Based on table 4.2.3 above, the researcher found students' result in English Affixes which can understand the use of suffixes and prefixes in a sentence; they were 8 students categorized in Excellent level, 4 students were categorized in Poor level, 8 students were categorized in Fair level, 8 student were categorized in Good level and 2 students were categorized in Very Poor level.

Table 4.2.3 The Students' Score Classification in Use

No.	Classification		Frequency (person)	Percentage (%)
	Score	Level Ability		
1	80 - 100	Excellent	8	27%
2	66 - 79	Good	8	27%
3	56 - 65	Fair	8	27%
4	40 – 55	Poor	4	13%
5	0 - 39	Very Poor	2	6%
Total			30	100%

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According to table 4.2.3 for indicators Use, it can b seen that the students indicators in Use based on Diagram Pie.

Diagram Pie 4.2.3 The Students' Score of English Affixes in Use
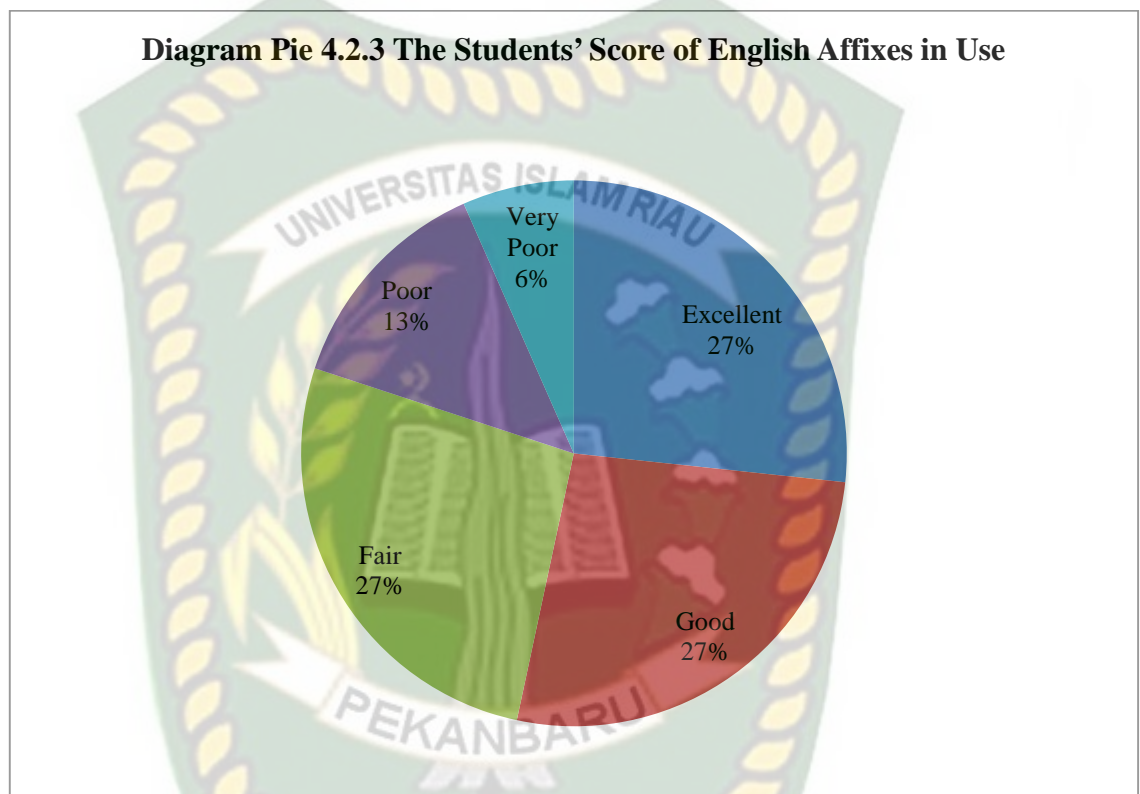
The figure shows that the highest number that students can get is a excellent level, which is as much as 27% of students (8 students). It's mean that some students can answer questions very well and can understand them. On the other hand, at a good level; it's 27% students. It's means that most of them (8 students) can answer questions well. At the poor level only 13% of students (4 students). For the Fair level, there are 27% of students (8 students). And the last is at a very bad level is 6% students (2 students). The mean score of the students' score in Using Affixes is 67,2

4.2.4 Interpretation of Data

The students' ability of English Affixes can be divided from the scores obtained for each type or indicator for measured affixes such as Form, Meaning and Use in ability of English Affixes test, shown in table 4.2.4.

Table 4.2.4 The Students' Classification in Ability of English Affixes

No.	Classification		Frequency	Percentage
	Score	Level Ability	(person)	(%)
1	80 - 100	Excellent	8	27%
2	66 - 79	Good	16	53%
3	56 - 65	Fair	2	6%
4	40 – 55	Poor	2	7 %
5	0 - 39	Very Poor	2	7%
	Total		30	100%

Based on the research, it can be seen that students' ability of English Affixes test most dominant percentage were Good. Classification of level ability in Excellent was 27%, than, level ability in Good was 53,3%, then level ability in Fair was 6%, next to Poor level ability was 7% and the last level ability in Very Poor was 7%.

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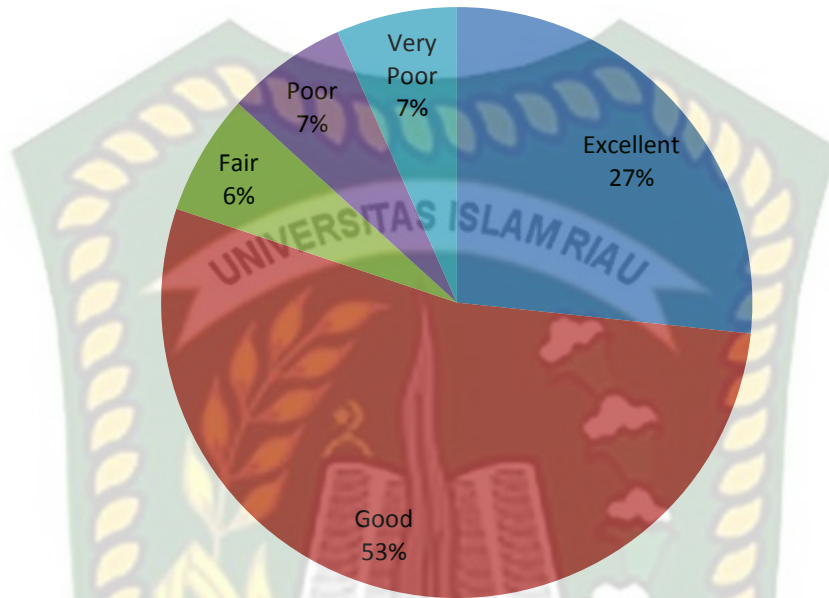**Diagram 4.2.4 Students' Percentage in Ability of English Affixes**

Diagram 4.2.4 shows to us the percentage students' in Ability of English Affixes, From the analyzing the result of the test about identifying students' ability of English Affixes shows there were 30 students, 27% students categorized in Excellent predicated, 53% students categorized in Good predicated, 6% students categorized in Fair predicted, 7% students categorized in Poor predicted and 7% students categorized in Very Poor predicted. This percentage shows to us about students' ability of English Affixes in The Fourth Semester of English Education of FKIP UIR got a level in categorized is Good, so they are need to improve their ability of English Affixes to be Excellent.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The purpose of this research was to describe the students' ability in English Affixes, especially in Prefix and Suffixes of the Fourth semester of English Department of UIR. The data was collected by giving students some section in a test such in Form, Meaning and Use. The score obtained from each student in answering the test from each section is different. The fact was supported by the student mean score in the firts section that is Form of affixes is 81,6 indicated Excellent Level. On the other hand the mean score students get in the Meaning section is 67 indicated Good level. The last in section Use Affixes in sentences is 67.2 indicated Good level.

5.2 Suggestion

Based on the conclusions above we can conclude that each student has sufficient ability to answer questions related to affixes, where the researcher has several sections in assessing the student's abilities. based on the data stated that affixes, especially the prefix and suffix, are used well by some students as the research sample. It is suggested that the students had to build the comprehension and increase their glossary about prefixes and suffixes in mastering English as a foreign language. the students need to know and comprehend the use of prefix and suffix.

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