STUDENTS' DIFFICULTIES IN USING AFFIXATION

(*A Study at English Education Department of UIN Ar-Raniry)*

THESIS

Submitted by:

MAYA ANGRAYNI
NIM. 140203110
Student of Faculty of Education and Teacher Training
Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF AR-RANIRY
BANDA ACEH
2019 M/ 1440 H

THESIS

Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

Of the Requirement for Sarjana Degree (S-1)

On Teacher Education

By:

MAYA ANGRAYNI

The Student of English Language Education Department

Faculty of Education and Teacher Training

Reg.No. 140203110

Approved by:

Main Supervisor,	Co Supervisor,
Dr. phil. Safrul Akmal, S.Pd.I., MA	Yulian Masna, M.TESOL

It has been defended in Sidang Munaqasyah in front of The Council of Examiners for Working Paper and has been accepted in Partial Fulfillment of The Requirements for Sarjana Degree (S- 1) On Teacher Education

on:

Friday, January 25th, 2019 M
Jummadil Awwal 18th, 1440 H

Darussalam - Banda Aceh

Chairman,	**Secretary,**
Dr. phil. Saiful Akmal, S.Pd.I., M.A	**Fithriyah, M. Pd**
Member,	**Member,**
Yuliar Masna, M. TESOL	**Risdaneva, M. A**

Certified by:
The Dean of Faculty Education and Teacher Training
Ar-Raniry State Islamic University

(Dr. Muslim Razali, SH., M. Ag)
NIP. 195903091989031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.fkip@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama	: Maya Angrayni
NIM	: 140203110
Tempat/Tgl. Lahir	: Banda Aceh / 20 Mei 1996
Alamat	: Neusu Aceh Jln. Hasan Shaleh, Banda Aceh
Judul Skripsi	: Students' Difficulties in Using Affixation (*A Case Study in UIN Ar-Raniry*)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 9 Januari 2019
Saya yang membuat surat pernyataan,

Maya Angrayni

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First of all, all praises and thanks are offered to Allah SWT, God of the universe, the best planner of every best plans in life. He is the one who has guided, helped, and given the researcher health, strength, and opportunity to finish the thesis. Also, prayers and greetings are prayed to the prophet Muhammad SAW, the Messenger of Allah, the lantern of the ummah, who has brought his people to the light of their knowledgeable life, peace be upon him.

The highest appreciation for those who were patiently and tirelessly supervising the researcher in conducting the thesis, Dr. phil. Saiful Akmal, S.Pd.I., M.A and Yuliar Masna M. TESOL, as the best supervisors and motivators of the researcher. Your guidance, advice, and motivation have supplied a great energy for the researcher so that the thesis can be done well. Also, a big gratitude is addressed for all the examiners and lecturers of English Language Education department who have given the extraordinary knowledge since the researcher's first day in here.

The deepest gratefulness is also addressed for those who always support the researcher all day and all night to finish the thesis, for those who always help her unconditionally and accompany her in her happiness and sadness, in her high and down: my lovely classmates, Unit 04, my lovely team, Galaxy, my lovely

AR-RANIRY

support machine, Sesek, Destia, Omil, and Tisya, My lovely court-mates, Tuti, Vera, and Icha, and the other friends, seniors, and juniors as well.

Last but not the least, the most enormous thanks and infinite love for the lovely angels of the researcher; lovely mother, Hilmiyati, S.Pd. MA and lovely father, Mukhtaruddin Ahmad who has sincerely loved and unconditionally prayed for the researcher and support her in everything she interests in. They are the 24-hours support systems that the researcher has in the entire of her life. Also, big hug and thanks to my beloved younger brothers and sister, Alfi, Farel, Izzy, and, Oya who have still sincerely loved the researcher as an annoying sister.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

May Allah bless and reward you for all the good things you have done.

Banda Aceh, January 9th 2019

Maya Angrayni

ABSTRACT

The research was accomplished to analyse students' difficulties in using appropriate affixation and their strategies to overcome their difficulties. This research was completed by using a descriptive qualitative method. The samples were the seventh semester students of batch 2015 in English Education Department of UIN Ar-Raniry. The research used judgment/purposive sampling by the criteria of students who got score A, B, or C in Vocabulary and Pronounciation, Academic Writing, and Translation II class. Essay translation and semi-structured interview were used as instruments to answer the research questions of this research. From the result of the research, it can be found that there are four difficulties the students faced in using affixation; detecting the form of word, deciding the appropriate affixations, selecting the type of affixations, and having lack of vocabulary. However, students have different effective strategies to overcome their difficulties regarding the use of affixation.

Key Words: *Students' difficulties, affixation.*

جامعة الرانري
AR-RANIRY

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY…… iv
ACKNOWLEDGEMENT……... v
ABSTRACT…….. vii
TABLE OF CONTENTS…… viii
LIST OF TABLES……..... x
LIST OF APPENDICES…….…. xi

CHAPTER I : INTRODUCTION
A. Background of Study…… 1
B. Research Question……..…….. 6
C. Research Aim……...……. 6
D. Significance of the Study
1. Researcher…… 6
2. Students……... 7
E. Research Terminology
1. Affixation……...…….. 7

CHAPTER II : LITERATURE REVIEW
A. Affixation
1. Definition of Affixation…… 9
2. Types of Affixation……...…… 10
a. Prefixes…….…… 10
b. Suffixes…….…… 12
c. Infixes…….. 15
d. Circumfixes……. 15
B. Derivational and Inflectional Morphology…… 16
1. Derivational Morphology…….…… 17
2. Inflectional Morphology…….…….. 18
C. Main Difficulties in Using Affixation…… 20

CHAPTER III : RESEARCH METHODOLOGY
A. Research Design
a. Design of The Study…… 23
b. Population of The Study…….. 23
B. Data Collection Procedure……. 24
C. Data Analysis Procedure……... 25
D. Research Schedule……. 25

CHAPTER IV : RESULT AND DISCUSSION
A. Research Finding……... 27
1. Students' Essay Analysis……. 27
a. Using Inappropriate Affixation…… 28
b. Tenses error……. 38

c. Word classification error……..…… 46
2. Students' Interview…….. 53
a. The definition of affixation according to the students…..... 54
1. Affixation as additional element in a word… 53
b. Students' perceptions of learning affixation…... 58
1. The role of affixation according to the students……... 58
2. The thought of learning affixation……..… 62
c. Students' difficulties in using affixation…...….. 65
d. Students' strategies in overcoming their difficulties in using affixation…..…….... 67
B. Discussion……..... 70

CHAPTER V : CONCLUSION AND SUGGESTION
A. Conclusion…… 74
B. Suggestion……. 76

REFERENCES…… 78
APPENDICES
AUTOBIOGRAPHY

جامعة الرانري
AR-RANIRY

LIST OF TABLES

Table 2.1 : Examples of Number Prefixes…… 10

Table 1.2 : Examples of Negative Prefixes……..... 10

Table 2.3 : Examples of Relationship Prefixes……. 11

Table 2.4 : Examples of Noun Suffixes……..... 12

Table 2.5 : Examples of Person Suffixes…….. 12

Table 2.6 : Examples of Verb Suffixes…… 13

Table 2.7 : Examples of Adjective Suffixes……. 13

Table 2.8 : Examples of Adverb Suffixes…… 13

Table 2.9 : Examples of Infixes…… 14

Table 2.10 : Examples of Circumfixes……... 15

Table 2.11 : Examples of Derivational Affixations…….. 16

Table 2.12 : Example of Derivational Affixations to The Root Word 'Form'… 17

Table 2.13 : Inflectional Rules…… 18

Table 4.1 : Students' Essay Result…… 27

جامعة الرانري
AR-RANIRY

LIST OF APPENDICES

Appendix I : Recommendation Letter of Conducting Research from Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Appendix II : Confirmation Letter of Conducted Research from English Department

Appendix III : Essay Translation

Appendix IV : List of Interview Questions

Appendix V : Interview Transcript

Appendix VI : Documentation

Appendix VII : Autobiography

جامعة الرانري
AR-RANIRY

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is a very basic and important aspect that is needed by those who learn English as their second or foreign language. However, it is also claimed as a very complex aspect in language learning due to it needs the learners' skill in mastering each of its components such as meaning, form, and the use of the word. According to Tarigan (n.d., as cited in Oktavia, Setiyadi, and Sudirman, 2014), the quality of a certain language depends on the quantity of its vocabulary that has been mastered by the learners. The learners can easily understand or practice their English depends on how much they have mastered the target language vocabulary. In learning English, the vocabulary building can be built by understanding the word formation process. In other words, because the vocabulary in English is very rich with a large number of its lexical items that are assimilated from many other languages, so the learners should master and memorize those vocabularies of a certain target language in order to ease them in using and applying the target language.

On the other hand, as one of many ways that used in word formation process, affixation is one of the important elements that influence students'

vocabulary which can help them to enrich their vocabulary. As a non-native speaker who learns English as a foreign language, the main obstacle of practicing the target language is lack of vocabulary. Some researchers found that having a basic knowledge about affixation can ease someone to enrich their English vocabulary. However, some students are still confused in using an appropriate affixation. Nourie and Davidson (1992, as cited in Kim, 2013) claimed affixation is one of the most productive methods of constructing a word along the English language history. Besides, the affixation has two main purposes which are to construct a part of speech when it is added to another in Modern English and to change the lexical meaning of the same part of speech.

Furthermore, Scalise (1984, as cited in Mousavi & Hasani, 2014) defined the affix as a morpheme which is added to a root word in order to form a new word. In other words, affix is a special letter or group of words which cause the change of word meaning when it is added to the beginning or the end of a word. Moreover, Zainuddin (2016) stated that affix takes an important role in Indonesian language (Bahasa Indonesia), and it is very sensitive because a little addition of affix may drastically change the meaning and the function of the word, for example: the function of the word "cook" which is refers to a verb may be changed to a noun if there is a suffix "-ery" added after it which becomes "cookery". There are four types of affixes, namely prefixes, suffixes, circumfixes, and infixes. These affixes are categorized into noun affix, verb affix and adjective affix.

جامعة الرانري
AR-RANIRY

In addition, there are some prior studies related to the importance of affixation. One of the prior studies is a research which has been conducted by Kim (2013). In his research, he investigated the best way that is used by native speakers to learn English vocabulary among Korean students. The sample of the research is 54 Korean English language learners between sixth and ninth grade, who were 11-14 years old. It has been conducted in order to prove whether the formal learning of affixation in enriching their English vocabularies is better to be used than learning the English vocabulary without any knowledge about the affixation in enriching their English vocabulary. As the result of the research, Kim (2013) found that those Korean as non-native speakers who learn English will easily learn the vocabularies if they have a basic knowledge about affixation. This study was designed to investigate vocabulary learning. Moreover, Kim (2013) assumed that basic knowledge of using affixes would commonly help students learn English vocabulary much faster and avoid the need to repeatedly look up words.

The other prior study related to the importance of affixation is a research conducted by Pradita and Sadiq (2016). The purpose of their research is to describe the stages of development, namely the preparatory stage, the development of the worksheet stage, and the final stage which are used to describe the effectiveness of Students Vocabulary Worksheet (SVW) in using affixes. These stages of development are adopted from previous research conducted by Wutsqo (2010). The study described the needs analysis of English learning by the students of Islamic University of Indonesia, whom

the sample was the students of Grammar for English Teacher class 2014/2015 selected purposively by the researcher. The research was mainly developed in order to help students enriching their English vocabulary and using it under the thought that they can produce 5 more words only by adding affixation to the root word. For example, from the root word 'economic', we can get 5 more words by adding'–ics' (economics), '-cal' (economical), '-ize' (economize), '-ies' (economies), and '–cally' (economically). It can be said that the students may have a bank of words by adding affixation to the root word that they have known. For the result, there are 3 main points are found, namely it is concluded by the estimation validator that the validity aspect has met the SVW development criteria in learning the additional material that is prepared in order to improve the quality of mastering English vocabulary, the aspect of practicality has occupied the minimum criteria based on the suggestion from the experts and materials providers, and the final results of both pre-test and post-test of using SVW as the additional learning material has also met the minimum criteria of improvement.

Another prior study related to the importance of affixation is a research conducted by Maulina (2015). In her research, Maulina (2015) tried to investigate students' awareness on English word affixation. This research was conducted due to her experience and observation which showed her that some students in her campus were still facing difficulties in using affixation and still did not aware that affixation attached in some words. Moreover, Maulina (2015) was interested to conduct the research because some of the students

also did not know that the pattern of lexical category can form other words. She believed that the students can easily understand that the rule of affixation can changes the meaning of the root words if they recognize its use. Furthermore, Maulina (2015) also stated that affixation is strongly related to reading text, such as academic written text mostly used by the university students which includes academic words around 8.5% to 10% and high-frequency words around 73.5% to 80%. Both academic and high-frequency words are important to be learned because they commonly hold the key of the text which means vocabulary has variable form, and recognizing both of them can cover up to 86% to comprehend the text.

Therefore, although learning and using affixation may be hard and confusing, it is quite helpful for the learners to enrich their vocabulary. Because, as proposed by Aronoff & Rees-Miller (2017), a new vocabulary can be born from the same word by adding an prefix or suffix which prefix is attached in the beginning of the word (e.g.: de-, dis-, pre-, un-, etc.), while suffix is attached in the end of the word, for example: -age, -ure, -ize, -ing, -ful, etc. (Yendra, 2016).

However, there are some PBI students who are still confused about the appropriate affixation and its category that lead them to use an inappropriate affixation in their daily conversation or their writing. Therefore, in this research, the researcher will try to analyze the students' difficulties in using affixation through their essay writing. This study will focus on the students'

writing in identifying many inappropriate affixations, either prefixes or suffixes.

B. Research Questions

Based on the background discussed above, two research questions are formulated as follow:

1. What are students' difficulties in using the affixation in their writing?
2. How do students overcome their difficulties in using affixation in their writing?

C. Research Aim

Based on the research questions above, the aims of this study, are:

1. To find out students' difficulties in using affixation in their writing.
2. To investigate students' strategies in overcoming their difficulties in using affixation in their writing.

D. Significance of the Study

1. Researcher

The researcher knows and will understand the main causes that confuse PBI students in using appropriate affixes and provides the solution which can help them to use appropriate affixes.

2. Students

It is expected that this study will be useful in reducing the students' mistakes in using an inappropriate affixation which may produce an inappropriate meaning to the context of students' essay in order to avoid miscommunication between the writer and the readers.

Another significance of this study is that the PBI students are expected to know and recognize their difficulties in using an inappropriate affixation and they will be able to solve those problems.

E. Research Terminology

In order to avoid readers' misunderstanding about what have been conducted by the researcher in this research, it is important to define the specific terms. In this research, there is only one specific term that needed to be defined:

1. Affixation

Adebileje (2013) defined the affixation as a process where new words are formed through the addition of morphemes at the beginning, called as prefix; or at the end of the root word, called as suffix. The affixation also can be added at the middle of the root word, called as infixes; or in the beginning and at the end of the root word, called as circumfixes.

In this research, both prefixes and suffixes will be analyzed as the part of affixation to know the error in students' essay related to an inappropriate affixation that students use in their essay.

CHAPTER II

LITERATURE REVIEW

A. Affixation

1. Definition of Affixation

According to Byrd and Mints (2010), affixation, also known as affixes, as a word formation process is described as the most common way in forming new words. Thus, it can be defined as one or more letters attached to the beginning or the end of a root word or stem word which can change the meaning or the grammatical function of a word. There are two main types of affixation which are called as prefixes and suffixes. However, there are, actually, four types of affixation in English which are called as prefixes, suffixes, infixes, and circumfixes. The attachment of a letter or more at the beginning of the root word is called as prefixes while the attachment of a letter or more at the end of the root word is called as suffixes. In some cases, the attachment of suffixes or prefixes might be hyphenated, for example, pre-World War II. In another case, a root word can be added by both prefix and suffix to make a new word which later called as circumfixes or the affixes that added in the root word which later called as infixes that mostly added –s into a root word. In this case, although infixes do not completely change the meaning of the

root word, the quantity of the root word is changed from singular to plural, for example: ‘passer-by’ becomes ‘passers-by’.

2. Types of Affixation

In English, there are four main types of affixation which are called as prefixes, suffixes, infixes, and circumfixes.

2.1. Prefixes

Initially, one of the four types of affixation is called as prefixes. Prefixes can be defined as one or more letters attached at the beginning of the root word in order to change its meaning or its grammatical function. It can be said that prefixes are involved at the initial part of the root word (Asiyanbola, 2010).

Prefix is classified into three types which are number prefixes, negative prefixes, and relationship prefixes.

2.1.1. Number prefixes

One of those three classified types of prefixes is number prefixes. Number prefixes mean a prefix that is attached at the beginning of the root word in order to indicate the numeral of something. The examples of the number prefixes will be shown in the table below:

Table 2.1 Examples of Number Prefixes

Prefixes	Meaning	Examples
Mono-, Uni-	One	Monologue, Uniform
Du-, Bi-, Di-	Two	Duplex, Binoculars, Dichotomy
Tri-	Three	Tricycle, Triangle
Quad-, Quat-	Four	Quadrangle, Quatrain
Penta-, Quint-	Five	Pentagon, Quintuplet

2.1.2. Negative prefixes

Beside number prefixes, negative prefixes also classified as one of the three types of prefixes. Negative prefixes mean a prefix that is attached also at the beginning of the root word in order to generally indicate the negative meaning of the new word. For example:

Table 2.2 Examples of Negative Prefixes

Prefixes	Examples
Il-, im-, in-, ir-	Illegal, Immature, Incorrect, Irregular
Un-, non-	Uncommon, Nonsense
Anti-	Antibody
Dis-	Disobey
Mis-	Mistake
Ab-	Abnormal
Mal-	Malnutrition

2.1.3. Relationship prefixes

Another group of prefixes is the relationship prefixes which mean a prefix that is attached at the beginning of the root word in order to indicate that the meaning of the new word has a relationship to the meaning of the prefix that attached. For example:

Table 2.3 Examples of Relationship Prefixes

Prefixes	Meaning	Examples
Ambi-,	Double or two	Ambiguous
Pre-, Fore-, Ante-	Before	Prerequisite, Forecast, Antecedent
Post-	After	Postwar
Inter-	Between	International
Trans-	Across	Transplant
Infra-, Intro-	Inside	Intracurricular, Introspection

2.2. Suffixes

Then, the other type of affixation is those affixes attached to the end of the root word which is called as suffixes. Suffixes can be defined as one or more letters attached at the end of the root word in order to change its meaning or its grammatical function. In other words, suffixes are those affixes involved at the end part of the root word that can change the word class of the root word (Asiyanbola, 2010).

Suffix is classified into five types which are noun suffixes, person suffixes, verb suffixes, adjective suffixes, and adverb suffixes.

2.2.1. Noun suffixes

Suffixes attached at the end of the root word and change its function to be a noun are called as noun suffixes. The examples of noun suffixes are provided in the table below:

جامعة الرانري
AR-RANIRY

Table 2.4 Examples of Noun Suffixes

Suffixes	Examples
-tion	Regulation, Education, Evaluation, Condition
-ment	Government, Placement, Environment, Agreement
-ness	Shyness, Happiness, Business, Illness, Laziness
-ity	Ability, Reality, Possibility, Unity

2.2.2.Person suffixes

In the other case, the suffixes attached at the end of the root word in order to indicate it as a person who does something, related to the root word which is usually a verb, are called as person suffixes. The examples of person suffixes are provided in the table below:

Table 2.5 Examples of Person Suffixes

Suffixes	Examples
-er	Manager, Teacher, Writer
-eer	Mountaineer, Engineer
-or	Actor, Tutor, Director
-ator	Stimulator
-ess	Actresses

2.2.3. Verb suffixes

Moreover, the suffixes attached at the end of the root word in order to change its function from noun or adjective into verb are called as verb suffixes. The examples of the verb suffixes are provided in the table below:

Table 2.6 Examples of Verb Suffixes

Suffixes	Examples
-fy, -ify	Beautify, Solidify
-ise, -ize	Minimize, Analyze
-en	Blacken, Ripen

2.2.4. Adjective suffixes

Furthermore, the suffixes attached at the end of the root word in order to change its function from noun or verb into adjective are called as adjective suffixes. The examples of the adjective suffixes are provided in the table below:

Table 2.7 Examples of Adjective Suffixes

Suffixes	Examples
-ate	Affectionate, passionate
-ic	Poetic, Historic, Academic, Scientific, Economic
-fie	Horsitifie
-ish	Reddish, Greenish, Childish, Selfish, Boyish

2.2.5. Adverb suffixes

Another suffix is that the suffix attached at the end of the root word in order to indicate it as adverb is called as adverb suffixes. The examples of the adverb suffixes are shown in the table below:

Table 2.8 Examples of Adverb Suffixes

Suffixes	Examples
-ly	Slowly, Carefully
-ward	Backward, Upward, Eastward, Southward

2.3. Infixes

Beside attached to the beginning or the end of the root word, the affixation also can be attached inside of the root words, this process is called as infixes. According to Byrd and Mints (2010), infixes can be defined as an affixation attached inside a root word which usually the root word consists of two or more words. It can be said that infixes are surrounded by portions of the root word at the beginning or the end of it. Furthermore, it usually indicates the pluralization. However, it is mostly used in informal writing or speaking as slang word that is not used in polite situation. The examples of infixes that are often used, they are:

Table 2.9 Examples of Infixes

Infixes	Meaning	Examples
-s-	Plural	Mothers-in-law Passers-by
Bloody	very (Expression of sarcastic or enthusiastic)	Fan-bloody-tastic

2.4. Circumfixes

Finally, another type of affixation is the affixation attached to both the beginning and the end of the root word which is called as circumfixes. Moreover, it can be said that circumfix is the combination of prefix and suffix attached together to the root word to make a new single word (Byrd & Mints, 2010). The examples of the circumfixes are shown in the table below:

جامعة الرانري
AR-RANIRY

Table 2.10 Examples of Circumfixes

Circumfixes	Root Words	Examples
Mis-….-ing	Understand	Mis-understand-ing
Un-….-able	Predict	Un-predict-able
Ac-….-ing	Count	Ac-count-ing

B. Derivational and Inflectional Morphology

In learning affixation, there are two rules of affixation that are important to be learnt. They are derivation and inflection. Both of them are important to be learnt in order to recognize that some affixation may change the root words' meaning while some others do not change it but grammatically change the information of the root word. According to Akmal, Risdaneva, and Yusny (2017), if inflectional suffixes added to the end of the root word, it will not create a new lexeme. For example, the addition of –s in word 'boys' is only inflected the root word 'boy' but does not create a new lexeme. However, if derivational suffixes added to the end of the root word, the new lexeme will be created. For example, adding –hood to the end of the word 'boy' which later read as 'boyhood' is created a new lexeme. The lexeme itself can be simply interpreted as a new word that can be claimed as a new vocabulary that written in the dictionary.

Moreover, both of them can be attached together to the root word. Thus, if derivational morphology is used, the inflectional morphology can be added after the derivational morphology like in 'nationalized' which 'nation' is the root word that added –al and –ize as the derivational suffixes and –ed as the inflectional suffix.

1. Derivational morphology

Literally, one of those two rules of affixation that is important to be learnt is the derivational morphology. Anderson (1985, as cited in Muller, Ohnheiser, Olsen, and Rainer, 2015) assumed that in term of its function that can change the meaning of the root word and its word class, the derivational affixes affect tense, aspect, voice, modality, and plurality. Thus, derivational morphology in affixation can be defined as an affixation attached to the root word which the affixation changes the meaning or function of the root word and it also sometime changes its part of speech. The examples of affixations that are used in derivational morphology are:

Table 2.11 Examples of Derivational Affixations

Types of Derivational Suffixes	Suffixes
Noun Suffixes	-acy, -age, -al, -an, -ian, -ance, -ancy, -ation, -dom, -er, -ess, -ful, -hood, -ing, -ive, -ment, -ness, -or, -ory, -ship, -th, -y, etc.
Verb Suffixes	-ate, -er, -en, -ify, -ize, etc.
Adverb Suffixes	-ever, -fold, -ily, -ly, -place, -ward, -where, -wise, etc.
Adjective Suffixes	-able, -ant, -ary, -ful, -ile, -ly, -ish, -ive, -less, -wide, etc.

For example, the root word ‘Form’ can be changed into many words by adding some affixations as attached below:

جامعة الرانري
AR-RANIRY

Table 3.12 Example of Derivational Affixations to The Root Word 'Form'

Affixes	Root Words	Suffixes	New words	Part of Speech
Uni	Form	-	Uniform	Noun
In	Form	-	Inform	Verb
-	Form	At	Format	Noun
-	Form	Al	Formal	Adjective
In	Form	Al	Informal	Adjective
In	Form	An	Informan	Noun
In	Form	Tion	Information	Noun
-	Form	Ality	Formality	Adverb
In	Form	Ality	Informality	Adverb
-	Form	Ula	Formula	Noun
Trans	Form	-	Transform	Verb
Trans	Form	Tion	Transformation	Noun

As the examples above, it can be known that the attachment of certain affixations can change the meaning and the function which change their position in part of speech. However, there are some affixations attached to the root word only to change its meaning not its part of speech. Mostly, prefixes do so. For example, by adding '–un' to the root word 'happy' become unhappy. Both happy and unhappy have different meaning but both of them are adjectives.

2. Inflectional morphology

Besides, different from the derivation, inflection that is also known as conjugation, does not change the meaning of the root words but it is used to mark its grammatical information that is different from its root word. Thus, inflectional morphology is not attached in order to change the

meaning or the part of speech of the root words, yet to ensure that the word is in the appropriate form to make the sentence is grammatically correct. As proposed by Muller et al. (2015), if it is related to the syntax, it can be said that the derivation grammatically affects syntax, but inflection is grammatically affected by the syntax.

Moreover, the affixation that is used in inflectional morphology is suffixes which is mostly used in verb inflection (for example, adding –ed to the end of verb like 'play' make it becomes 'played' which indicates past activities), noun inflection (for example, adding –s to the end of noun like 'flower' make it becomes 'flowers' which indicates plural noun), and adjective inflection(for example, adding –est to the end of adjective like 'smart' make it becomes 'smartest' which indicates superlative).

According to its part of speech and grammatical category, there are some different rules that are followed to use the inflectional in English which are listed below:

Table 2.13 Inflectional Rules

Part of Speech	Grammatical	Inflection	Examples
Noun	Number	-s, -es	Flower → Flowers Glass → Glasses
Noun, Pronoun	Case (Genitive)	-'s, -', -s	Paul → Paul's Francis → Francis' It → Its
Pronoun	Case (Reflexive)	-self, -selves	Him → Himself Them → Themselves
Verb	Aspect (progressive)	-ing	Run → Running
Verb	Aspect (Perfect)	-en, -ed	Fall → (Has) Fallen

			Finish → (Has) Finished
Verb	Tense (Past)	-ed	Open → Opened
Verb	Tense (Present)	-s	Open → Opens
Adjective	Degree of Comparison (Comparative)	-er	Smart → Smarter
Adjective	Degree of Comparison (Superlative)	-est	Smart → Smartest

However, not all of English words follow the rules above due to they have their own unique inflection which must be learnt on their own. Some of irregular verbs or nouns changed differently to indicate that they are past or progressive for the verbs and plural for the nouns. For example, for verb, the word 'teach' does not turn into 'teached' in its past form but it is 'taught'. Besides, for noun, the word 'tooth' does not turn into 'tooths or toothes' to indicates that it is plural, but it turns into 'teeth'. Some other nouns have the same form of its singular and plural (for example, fish, sheep, bison, etc.).

C. Main Difficulties of Using Affixation

Some students who learn to master English are still confused about using the correct affixation that leads them to use the inappropriate affixation and cause misunderstanding case. It can be said that, students may have problems or difficulties in using the affixation. Lieber and Stekauer (2014) assumed that

the rules that are used in affixation probably confuse those who learn it. Because, in some cases students can not differentiate the affixation that occurs in a word or they do not recognize the function of the affixation that occurs in the word. Moreover, some affixes, mostly prefixes, have more than one meaning or have the same meaning but used differently. For example, the prefix –in can be interpreted as ‘not’ or ‘into’ while the prefixes –in, -un, -dis, -ir, -im can be interpreted as ‘not’.

Moreover, the other major problem related to the difficulties in using the correct affixation is that students are difficult to claim a morpheme as a free morpheme or a bound morpheme. Besides, it has no evidence that strongly proves a word as a root word or an affixation, for example: education-less, both education and less can be called as root words. In this case, students are probably confused in recognizing the affixation since they seem similar to the root words in common (Plag, 2018).

Furthermore, the most serious problem that students have in using an appropriate affixation is that the students have the phonological dyslexia. As proposed by Caplan (1998), it is assumed that those people who have phonological dyslexia usually difficult to recognize the affixation which is attached to the beginning or the end of the root word. Besides, there is another type of dyslexia namely alexia which is caused by the damage to someone’s brain that causes someone loses his or her ability to read. Those students who have the phonological alexia are usually difficult to read the affixation due to they are difficult to recognize the written word specifically. However, it only

occurs to the word with the affixation while the word that is not attached the affixation is not a matter for them. For example, corner, the letters –er that is attached at the end of the word ‘corner’ is not called as affixes but it is the part of the word and can not be separated. In this case, it is concluded that those who have alexia know which word is attached by affixes and which word has the same letters like affixes in it.

In conclusion, there are several problems that might be faced by students that cause them difficult in understanding and using affixation since it has many rules that confuse students, it is difficult to claim whether a word is a free or bound morpheme, and it is difficult to be recognized by students who have phonological dyslexia or alexia.

جامعة الرانري
AR-RANIRY

CHAPTER III

RESEARCH METHODOLOGY

F. Research Design

a. Design of the Study

In this research, a qualitative design is used to analyze students' difficulties in using affixation, because by using this research design, the researcher can do the research in a large social life with a wide understanding. Moreover, descriptive qualitative methodology is applied in doing the research in order to get some information and solution about the phenomenon that occurs around the researcher and the sample of the research related to the research topic.

b. Population and Sample of the Study

The population of the study is students who have been studying in Department of English language education of Ar-Raniry State Islamic University. In choosing the sample for this study, a purposive sampling, also called as a judgmental sampling, is chosen. This sampling method is a non-random sampling technique that requires the researcher to specify the participants of her research based on the certain characteristics needed in her research. Those participants who have met the characteristics as what

جامعة الرانري
AR-RANIRY

the researcher needs can be participated in this research (Johnson & Christensen, 2012). Therefore, in doing this research, the seventh semester of PBI students who have taken the Vocabulary and Pronounciation subject were chosen. Eighteen students of 6 units of batch 2015 were chosen to be the sample of the research, which 3 students were picked for each unit under the requirements that their latest GPA are up to 3.5, their Vocabulary and Pronounciation, Translation II, and Academic Writing scores are A, B, and C. It can be said that three students per unit who each got A, B, and C scores in those subjects were picked as the sample.

G. Data Collection Procedure

In collecting data needed, the instruments used in this research are test and interview to the chosen participants.

For the test, in this case writing test, the students are asked to write a translation of an essay that has been created by the researcher and it includes the use of affixation which then will be analyzed by the researcher to find mistakes related to affixation only.

Then, for interview, students who have many inappropriate affixations in their writing were interviewed, by asking them some semi-structured interview questions. The participants' answers were recorded by the researcher's smartphone and were transcribed verbatimly.

H. Data Analysis Procedure

After submitting students' writing, students' essays were analyzed by focusing on the affixation errors. Then, students who have employed many inappropriate affixations in their writing were interviewed by the researcher related to their difficulties in using appropriate affixation. In this case, 2 students who got A scores, 2 students who got B scores, and 2 other students who got C scores were chosen to be interviewed to get various difficulties of using affixation and how they overcome their difficulties. The students' answers were recorded in order to make the transcription. The transcripts were transcribed verbatimly and analyzed by Thematic Analysis. Thematic Analysis is a process for encoding some themes from qualitative information which the researcher will encode the information from the participants according to the specific theme of their answers (Boyatzis, 1998, as cited in Marks & Yardley, 2004). Furthermore, axial or thematic coding was used in this research in analyzing the data. Axial or thematic coding is appropriate to be used to analyze the studies with wide variety of data forms like interview transcripts, journals, documents, etc. (Saldana, 2009)

جامعة الرانري
AR-RANIRY

I. Research Schedule

In doing this research, it took two months to accomplish the research. The first two weeks of the first one month were used to observe the students who are appropriate to be the sample for this research. Then, the chosen students were given a writing test in the third week and those who have

employed many inappropriate affixations were interviewed in the last week of the first month. After that, the last one month was used to analyze the data as the result of the research that have been collected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The translation of essay that contained prefixes and suffixes is aimed to analyze the inappropriate affixations used by the students. Moreover, the interview aimed to analyze students' difficulties in using affixations and their strategies in overcoming their difficulties. Both of the essay and the interview aimed to answer the research questions of this research. The analysis of students' translation of essay given by the researcher and students' interview were attached in this chapter.

1. Students' Essay Analysis

The students were asked to translate the essay in order to find out whether the students understand and master the affixations well or not; and to analyze whether they had difficulties in using it or not. Furthermore, the result of students' essay was provided in the table below:

جامعة الرانري
AR-RANIRY

Table 4.1 Students' Essay Result

No	Students' Score	Name	Tenses Error	Word Classification Error	Using Inappropriate Affixation	Total
1.	C	RFA	12	2	10	24
2.	A	IF	8	4	9	21
3.	B	R	5	3	13	21
4.	C	DA	5	3	10	18
5.	B	NF	8	2	6	16
6.	C	CA	5	3	8	16
7.	A	DM	9	1	5	15
8.	B	A	7	-	8	15
9.	B	N	4	1	8	13
10.	C	RMY	1	1	11	13
11.	A	DK	6	-	6	12
12.	B	CN	5	1	6	12
13.	A	S	5	1	5	11
14.	A	AK	4	2	5	11
15.	B	S	1	2	8	11
16.	A	CNS	1	-	5	6
	Total		**86**	**26**	**123**	**235**

The students' mistakes in using appropriate affixations were analyzed based on the result provided in the table above. After doing the research in the seventh semester students who are from batch 2015, some results were found and classified into groups namely using inappropriate affixation, tenses error, and word classification error.

جامعة الرانري
AR-RANIRY

a. Using Inappropriate Affixation

Affixation has a very important role in English vocabulary. It can help English learners to enrich their vocabulary by mastering affixation, because it can transform a word into many words that have different meaning or different function in word classification by adding certain affixation to the root word.

However, many Acehnese students do not realize the role of affixation that lead them to ignore it.

There are some results that proved either the students do not know some certain affixations that have their own meaning or function; or they do not realize the affixation can change the meaning or the function of a word in a sentence. As the results, many mistakes related to the use of inappropriate affixation made by the students found in this research will be discussed in six points, namely the use of inappropriate affixation functioned to negate a word, functioned to indicate noun, functioned to indicate adjective, functioned to make an incorrect form of words, functioned to indicate plural or singular noun, and functioned to indicate conjunction. The analysis of them is attached as follow:

Students' mistakes:

1. **The use of inappropriate affixation functioned to negate a word**

   a. 'not part of the community', 'not from any communities', 'not from community', 'from out of community', 'not come from community', 'not in a community'.

   Explanation:

   Similarly to prefix 'inter-' that describes between or among, another prefix can be used to describe not part of something namely prefix 'non-'. Therefore, it is easier to use prefix than being complicatedly confused to describe that someone or something is not part of a community.

Mistakes : 'not part of the community', 'not from any communities', 'not from community', 'from out of community', 'not come from community', 'not in a community'

Correction: - The training was an inter-community project in Banda Aceh and was limited to only 50 participants from ***non-****communities.*

b. 'Not same as other friends', 'Not like other friends', 'not as another friends', 'not as others', or 'not as others'.

Explanation:

Unlike the use of prefix 'non-' that indicates something is not part of a certain community, prefix 'un-' attached to the word 'like' indicates that something is not as the same as others. However, 'unlike' is used as preposition not as an adjective that describe a noun.

Mistakes : 'Not same as other friends', 'Not like other friends', 'not as another friends', 'not as others', or 'not as others'.

Correction: - ***Unlike*** *other friends,* I and five of my friends participated in the training

c. 'They are untrain artist', 'They are nontrained artist', 'They are not trainee artist', 'They are not trained artist', 'they are unimaginable', 'they are artists that not training', 'no more lucky than it', 'there is no lucky about that', 'there is no fortune of it' or 'not professional'.

Explanation:

In addition, the use of prefix 'un-' also can be used to form a negative adjective. In case of 'there is no lucky about that' and 'there is no fortune of it', both lucky and fortune is adjectives. Therefore, although it can be attached by prefix 'un', it is not used as preposition.

Mistakes : 'They are untrain artist', 'They are nontrained artist', 'They are not trainee artist', 'They are not trained artist', 'they are unimaginable', 'they are artists that not training',

'no more lucky than it', 'there is no lucky about that', 'there is no fortune of it' or 'not professional'.

Correction: - *They are **untrained** artists* but they performed as if they were professional dancers.
- All of us are born as leaders. Leader of ourselves. *There is no one **unlucky** about that*.
- All of us are born as leaders. Leader of ourselves. *There is no one **unfortune** of it.*
- *They are **unprofessional** artists* but they performed as if they were professional dancers.

d. 'like or don't like the training'

Explanation:

Beside the addition of prefix 'non-' or 'un-', another prefix that has the same meaning like them is prefix 'dis-'. For the word 'like' that is functioned as a verb, the prefix 'dis-' is more appropriate to be used.

Mistake :'like or don't like the training'
Correction: - I invited many friends to participate but it all depends on whether they *like or **dislike** the training*.

2. The use of inappropriate affixation functioned to indicate noun

a. 'art and cultural development division'.

Explanation:

Adjective is used to describe a noun that comes after it. The addition of suffix '-al' is functioned to form an adjective. In the word 'art and cultural development division', art is described as a part of division while cultural, as an adjective, is described the division that use some cultural activities. Therefore, the addition of suffix '-al' is not needed in this case since both art and culture are used as parts of division, not to describe how the division looks like.

Mistake : 'art and cultural development division'.
Correction: - and continued with the performance of leadership-themed operetta performed by members of the *art and **culture** development division* of these communities.

b. 'without doubles' or 'without doubtness'.

Explanation:

Beside the translation of word *'keraguan'* must be a noun, the rule that claimed a preposition is followed by a noun also to strengthen that it should be a noun after 'without'. The noun form of 'doubt' is also 'doubt' without any change or addition to it. Some students use 'doubles' that might be meant as 'doubtless'; and doubtness to translate the word 'keraguan' in English. However, the addition of suffix '-less' to 'doubt' acts as an adjective that is not needed in the sentence. Besides, doubtless means positive, the opposite of doubtful, that truly change the original meaning of the sentence. On the other hand, suffix '-ness' that is attached to 'doubt' is a mistake because there is no doubtness in English.

Mistakes : 'without doubles' or 'without doubtness'.
Correction: - Unlike other friends, I and five of my friends participated in the training *without any **doubt**.*

c. 'how to be a good leadership' or 'So try your leader skill'.

Explanation:

Although both 'leader' and 'leadership' have the same function which as a noun, according to the word classification of them, they have a different meaning and function as well. 'leader' indicates the

person who lead a community while ‘leadership’ indicates the activity that the leader do.

Mistakes : ‘how to be a good leadership’ or ‘So try your leader skill’.
Correction: - a speaker entered the stage and delivered materials about *how to be a good **leader***.
- In addition, he also said," If you want to be a leader, *so try your **leadership** skill*.

3. The use of inappropriate affixation functioned to indicate adjective

a. ‘leadership-theme’, ‘they are multitalent’.

Explanation:

Beside being used to form a past verb, the addition of suffix ‘-ed’ is also used to form adjective. Since both of theme and multitalented are adjective, it must be added suffix ‘-ed’ at the end of them. However, ‘multitalent’ is Indonesian language. In English, ‘multitalented’ is its original word.

Mistakes : ‘leadership-theme’, ‘they are multitalent’.
Correction: - The training was opened with the Saman Gayo dance performance and continued with the performance of *leadership-**themed** operetta* performed by members of the art and culture development division of these communities.
- They are ***multitalented.***

b. ‘The operet was interesting and artful’ or ‘and the operet very interesting and arted’.

Explanation:

In students’ essay, it was also found that some students knew the use of suffix ‘-ful’ or ‘-ed’ is to form a noun to an adjective. However, it is not every noun can be added by either suffix ‘-ful’ or ‘-ed’ to form

adjective. Suffix '-istic' is more appropriate to be attached to the word 'art'.

Mistakes : 'The operet was interesting and artful' or 'and the operet very interesting and arted'.
Correction: - The operet was *interesting and* ***artistic***.

c. 'It was classic and classy dance' or 'It was a classic and luxury dance'.

Explanation:

An adjective can be form not only by an addition of suffix '-al' but also suffix '-ous'. In this case, both classic and classical are adjectives. However, they are functioned differently where 'classic' is used to describe something unusual or unique, but 'classical' is used to describe something that old-performed. In this sentence, 'classical' is needed to use to describe about the dance that is old-performed. Therefore, the addition of suffix '-al' is needed in this case.

Besides, in case of 'luxury dance', both luxury and dance are noun that they can not use to describe each other. However, luxury, exactly, should be used to describe the dance. Therefore, an adjective is needed in this case, and an addition of '-ous' is needed to change the word 'luxury' into an adjective.

Mistakes : 'It was classic and classy dance' or 'It was a classic and luxury dance'.
Correction: - It was ***classical*** *and classy* dance
- It was a ***classical*** *and* ***luxurious*** dance

4. The use of inappropriate affixation led to make an incorrect form of words

a. ‘talked a matery about how to be a good leader’.

Explanation:

Regarding to the students’ essay, some students are still confused about which word is Indonesian vocabulary and which word is English vocabulary. Namely ‘matery’, it is not an English vocabulary. The correct translation is ‘material’. Moreover, material is a root word not a modified word by suffix ‘-al’.

Mistake : ‘talked a matery about how to be a good leader’.
Correction: - After the dance and operetta performances, a speaker entered the stage and *talked a **material** about how to be a good leader*.

b. ‘only 50 participants from non-community people could joint the event’ or ‘me and my friends excited to joined a leadership training’.

Explanation:

Another fixed rule of English is that it must be a base verb after modal such as may, can, must, might, could, would, etc. Because of that, it should not be attached by any affixation to the word ‘join’. However, the suffix ‘-t’ attached to ‘join’ is incorrect because its past form is by adding suffix ‘-ed’. Therefore, it is still grammatically incorrect even though there is no modal appear before the verb.

Similar to the base verb that must come after modal, the base verb also must come after ‘to infinitive’. Hence, the addition of suffix ‘-ed’ to ‘join’ that come after to infinitive is grammatically incorrect.

Mistakes : 'only 50 participants from non-community people could joint the event' or 'me and my friends excited to joined a leadership training'.

Correction: - Only 50 participants from non-community people *could **join** the event*.
- Me and my friends *were excited to **join*** a leadership training.

c. 'they are good on it likely they are as professional dancers'.

Explanation:

Both the words 'like' and 'likely' are functioned differently. 'Like' has the same function as 'as …. as' or 'as if ….' while 'likely' is functioned to described two things that look similar or same. However, according to the sentence, likely is not appropriate to be used since the writer meant that 'they dance as if they were professional dancers'. Therefore, suffix '-ly' is not needed to be added to the word 'like' in this case.

Mistake : 'they are good on it likely they are as professional dancers'.

Correction: - They were good in it ***like*** *they were professional dancers.*

5. The use of inappropriate affixation functioned to indicate plural or singular noun

a. 'Their performance', 'After dance and opera performance', 'I and five friend', 'Leader for ourself', 'Leader for ourselve', 'among community', 'not as another friends', 'I invited many friend', 'he add some quote', 'Every participant', or 'they are artist'.

Explanation:

Similar to suffix '-ed' that used not to change the root word's meaning or word classification, suffix '-s / -es' also used to do the

same. However, there are functioned differently. Suffix '-ed' is used to indicate a verb is in past form while suffix '-s / -es' is used to indicate a noun is plural.

In students' essay, some mistakes in pluralizing a noun were found. For example, in 'their performance', it is correct if there is only one performance in the whole essay. However, there are two performances stated namely dance and operetta. Hence, suffix '-s' is needed to indicate that it is more than one.

Mistakes : 'Their performance', 'After dance and opera performance', 'I and five friend', 'Leader for ourself', 'Leader for ourselve', 'among community', 'not as another friends', 'I invited many friend', 'he add some quote', 'Every participant', or 'they are artist'.

Correction:

- *Their* ***performances***
- After *dance and opera* ***performances***
- I and *five* ***friends***
- Leader to ***ourselves***
- Among ***communities***
- Not as *another* ***friend***
- I invited *many* ***friends***
- He ***added*** *some* ***quotes***
- *Every* ***participants***
- *They* are ***artists***

b. 'It depend on they likes or dislike it', 'they performs' or 'Every participant gots'.

Explanation:

The addition of suffix '-s / -es' to a verb depends on the subject of the sentence. It is added if the subject is singular but is not necessarily added if the subject is plural. The addition of suffix '-s / -es' is added to a verb which its subject is she, he, or it. However, for subject 'I, you, they, and we', the addition of the suffix '-s / -es' is not needed.

Moreover, it is also not necessary to be added to the past verb because both singular and plural subject have the same form of their past verb.

Mistakes : 'It depend on they likes or dislike it', 'they performs' or 'Every participant gots'.

Correction: - It was depended on whether *they **liked*** or disliked it
- *Every participants **got*** a certificate for their participation in the training.
- They are untrained artists but *they **performed*** as if they were professional dancers

6. The use of inappropriate affixation functioned to indicate 'between'.

a. 'between communities', 'among communities', 'different kind of community'.

Explanation:

There is a certain affixation namely prefix 'inter-' that describes between or among in English. Therefore, it is suggested to use 'inter-' to describe something in between or among the other things.

Mistakes : 'between communities', 'among communities', 'different kind of community'

Correction: - The training was an ***inter**-communities* project in Banda Aceh

b. Tenses error

Affixation is also used to some regular verbs in order to differentiate the time of the verb used by adding '–ed' at the end of the base verb, called suffix, for example: 'started' indicates the past form of the 'start'. Being mistaken in using the suffix '-ed' can change the meaning of the use of the tenses itself.

Many tenses error related to the inappropriate affixations used by the students were analyzed in the students' translation essay. Since the translation essay given to the students was in past form, students indirectly asked to translate the essay into the past form as well. However, most of the students were mistaken in using the past form. There are four main mistakes of the use of affixation related to tenses error used by the students, namely past simple form, passive voice form, present participle form, and base verb form. Those points are analyzed as follow:

Students' mistakes:

1. Past simple form

a. 'I ask my friends to participate', 'I persuade many friends to join', or 'I invite many friends to participate', 'but they appear', 'a speaker come and deliver a lecture', 'a speaker come and explain about', 'a speaker come in and talk about', 'a speaker enter and delivers material', 'a moderator come in and share the material', 'a speaker came and present the topic', 'He push us with said', 'He supports us by saying', 'he encourage us', 'In addition, he also saying', 'He add some quote and said', 'The training end at 5 pm', 'My friends and I participate in the training'. 'Each participant get certificate', 'every people gets certificate', 'A speaker come' or 'A moderator come in'.

Explanation:

Related to present simple form, some mistakes are found from the mistakes above. In 'Each participant get certificate', the verb is incorrect related to the subject. The subject is considered singular due to the use of 'each', so the verb should be added suffix '-s' at the end of the root word that become 'Each participant **gets** certificate'.

Moreover, both a speaker and a moderator also considered singular, so the verbs come after them should be added suffix '-s' become **comes**. Besides, in 'every people gets certificate', the subject is considered plural that suffix '-s' is not needed to the end of the root word.

However, the essay was given in past form. Therefore, all of verbs are used in past form. All of regular verbs need suffix '-ed' at the end of each verbs to form their past verb. In contrast, the irregular verbs rather need some abstract changes than suffix '-ed' to itself. For instance, the word 'get' becomes 'got' and 'come' becomes 'came' for their past forms.

Mistakes : 'I ask my friends to participate', 'I persuade many friends to join', or 'I invite many friends to participate', 'but they appear', 'a speaker come and deliver a lecture', 'a speaker come and explain about', 'a speaker come in and talk about', 'a speaker enter and delivers material', 'a moderator come in and share the material', 'a speaker came and present the topic', 'He push us with said', 'He supports us by saying', 'he encourage us', 'In addition, he also saying', 'He add some quote and said', 'The training end at 5 pm', 'My friends and I participate in the training'. 'Each participant get certificate', 'every people gets certificate', 'A speaker come' or 'A moderator come in'.

Correction:

- I ***asked*** my friends to participate
- I ***persuaded*** many friends to join
- I ***invited*** many friends to participate
- But they ***appeared***
- A speaker come and ***delivered*** a lecture
- A speaker come and ***explained*** about
- A speaker come in and ***talked*** about
- A speaker ***entered*** and ***delivered*** material
- A moderator come in and ***shared*** the material
- A speaker came and ***presented*** the topic
- He ***pushed*** us with said
- He ***supported*** us by saying
- He ***encouraged*** us

- In addition, he also ***said***(irregular verb)
- He ***added*** some quote and said
- The training ***ended*** at 5 pm
- My friends and I ***participated*** in the training
- A moderator ***came*** in and shared the material (irregular verb)
- Each participant ***got*** certificate (irregular verb)
- Every people ***got*** certificate (irregular verb)
- A speaker ***came***(irregular verb)

b. 'It depends on', 'It depent on', 'It was depend on', or 'it depend on'.

Explanation:

The mistakes made by students above are different but only have one correction. All of them should be formed into past form which they need '-ed' to do it. Still, one of sixteen students made a mistake without adding a suffix '-s' at the end of verb which its subject is 'it' like in 'it depend on'.

In present simple form, it should be 'it depends on'. However, 'it was depend on' was a mistake which the student aimed to make it past but she or he was mistaken by adding 'be' in past form before the verb because it was not a nominal sentence. It is a verbal sentence, so 'was' should be deleted.

Moreover, 'it depent on' also incorrect because 'depend' is a regular verb that it does not need a change to itself like other irregular verbs do. It only needs the addition of suffix '-ed' at the end of it.

Mistakes : 'It depends on', 'It depent on', 'It was depend on', or 'itdepend on'.
Correction: - *It **was depended** on* whether they liked or disliked it.

c. ‘I and five friends <u>are participating</u> into the training’.

Explanation:

‘be’ and present participle verb are used in either present or past continuous form. In case of ‘I and five friends <u>are participating</u> into the training’, ‘are’ acts as a ‘be’ in present and ‘participating’ acts as a present participle verb which both of them form a present continuous tense. Theoretically, present continuous tense is used to tell about something that is on process or doing a process of activity. However, the essay is given in past form which means it is impossible that the activity is on process. Therefore, simple past tense is needed in translating the essay. Hence, an addition of suffix ‘-ed’ is needed to be added at the end of word ‘participate’ to form its past form.

Mistake : ‘I and five friends <u>are participating</u> into the training’.
Correction: - *I and five friends **participated*** into the training.

d. ‘The training was opened by . . . . and <u>continue</u> by . . . .’ or ‘That training <u>opening</u> with . . . . and <u>continue</u> with . . . .’.

Explanation:

There is one thing that is very important in writing which called as parallelism. Parallelism means components used in a sentence are grammatically the same or similar in their construction, sound, or meaning. In this case, students mostly used different form of verbs in a sentence while the activities were happened in the same time. Since the essay is given in past form, so all of the verbs exist in the essay must be formed in past.

Both ‘open’ and ‘continue’ are regular verbs, so they need suffix ‘-ed’ at the end of them to form their past form.

Mistakes :‘The training was opened by . . . . and continue by . . . .’
‘That training opening with . . . . and continue with . . . .’.
Correction: - The training *was opened* by . . . . and ***continued*** by . . . .
- That training ***opened*** with . . . . and ***continued*** with . . . .

2. Passive voice form

e. ‘An inter-community project which locate in Banda Aceh’, ‘it is consider’, ‘The training done at 5 pm’, or ‘that perform by member from art and culture development division’.

Explanation:

In writing, not all of sentence is formed in active voice. Some of them need to be formed in passive voice where ‘be’ and past participle verb are needed in forming it. In this case, ‘was’ or ‘were’ is needed as ‘be’ since the essay is given in past form.

Both ‘locate’ and ‘consider’ are used for active voice due to its present simple form. In this case, for ‘locate’, an inter-communities project can not locate itself in Banda Aceh, so it should be passive voice. Therefore, it should be added ‘was’ and the addition of suffix ‘ed’ at the end of ‘locate’. Besides, ‘consider’ also should be formed into passive voice due to ‘is’ that appeared before it. Therefore, the addition of suffix ‘ed’ at the end of ‘consider’ is needed to form its passive form.

In case of 'done', it has already used part participle verb, but the 'be' that should appear before it is not found. Therefore, 'was' is needed before the word 'done' to form its passive form.

Moreover, in case of 'that perform by member from', it is a reduced-passive voice. It is known as passive voice due to the word 'by' that come after the verb 'perform' which means that the performance is done by someone or someone did the performance, in active voice. Therefore, the verb should be formed in past participle and it needs suffix 'ed' because it is a regular verb.

Mistakes : 'An inter-community project which locate in Banda Aceh', 'it is consider', 'The training done at 5 pm', or 'that perform by member from art and culture development division'.

Correction: - An inter-community project ***was located*** in Banda Aceh and it was limited for 50 participants from non-community people.
- It is ***considered*** them to like the training or not.
- The training ***was done*** at 5 pm.
- That ***performed*** *by* member from art and culture development division.

3. Present participle form

a. 'He push us with said', 'and closed by praise to our prophet', 'The training opened by perform', or 'without do'.

Explanation:

In learning English, there are some fixed rules that English learners must know. Beside the rule of using tenses where the verbs are formed by following its use or time, verbs have another fixed rule either if it follows or is followed by preposition. It must be in past participle verb

when it is followed by preposition, for example: the chocolate cookie is **eaten by** me. However, it must be present participle verb when it follows a preposition, for example: the training is closed **by saying** tahmid.

In this case, students mostly use base verb or followed the whole tense of the essay which is in past form; after the preposition 'by' and 'without'. However, every verb that comes after preposition must be formed in present participle or by adding suffix 'ing' at the end of the base verb.

Mistakes : 'He push us with said', 'and closed by praise to our prophet', 'The training opened by perform', or 'without do'.

Correction: - He pushed us ***by saying***
- and closed *by* ***praising*** to our prophet
- The training was opened *by* ***performing***
- *Without* ***doing***

4. Base verb form

a. 'So, trained your ability in leadership' or 'So, did your leadership skill'.

Explanation:

Some quotes in a direct speech use command or imperative sentence. The command or imperative sentence usually aimed to ask someone to do something. Moreover, they are always in base verb form, never in either past or future form.

However, in the essay, some students wrote the command or imperative sentence in form of past tense by adding suffix '-ed' or changed it form if it is irregular verb that are considered as error.

Mistakes : 'So, trained your ability in leadership' or 'So, did your leadership skill'.
Correction: - So, ***train*** *your ability* in leadership
- So, ***do*** *your leadership skill*

c. Word classification error

In learning language, learners should seriously pay attention on word classification, also known as part of speech, of the language in order to avoid misunderstanding between speaker and listener. There are four common parts of speech that are important to know namely noun, verb, adjective, and adverb.

In students' essay, who are chosen as the samples of this research, it is found three word classification errors made by the students, namely noun, verb, adverb, and adjective. The error is caused by adding inappropriate suffixes to the root word in a sentence. In this case, the students' mistakes will be discussed based on the four main points related to the correct word classification that should be made by them, namely the word as a noun, as an adjective, as a verb, and as an adverb. Those points of students' word classification errors were analyzed below:

Students' mistakes:

1. The word as a noun

a. 'every people gets certificate based on their participate in that training'.

Explanation:

One of many students who are chosen as the sample of this research assumed 'participate' as a noun. In contrast, the fact is that 'participate' acts as a verb in the sentence.

However, it can be formed into a noun by adding suffix 'tion' at the end of it.

Mistakes : 'every people gets certificate based on their participate in that training'.
Correction: - every people got certificate based on *their* ***participation*** in that training.

b. 'without doubtful'

Explanation:

There are some fixed rules in English that must be known by the students who learn English. Related to the use of affixation, an addition of prefix or suffix to the root word will probably change its meaning and, sometimes, its function in a sentence.

The use of suffix 'ful' indicates that the word functions as adjective. However, adjective can not appear after preposition if it is not followed by noun. Therefore, it should be noun after 'without' which means that the addition of suffix is not needed in the sentence.

Mistakes :'without doubtful'
Correction: - without ***doubt***

c. ‘They performs seem like they are professional dancer’.

Explanation:

Different from the case of ‘performance’ that incorrectly used as verb, in this case, one of the students use ‘perform’ as a noun. The mistake is not only in the use of ‘perform’ as a noun but also the use of pronoun ‘they’.

Commonly, ‘they’ is one of personal pronoun that acts as a subject of a sentence. However, the student meant to use it as a possessive pronoun that the correct word is ‘their’. Moreover, after the independent pronoun namely ‘their’ must be a noun. Besides, ‘performs’ is known as a noun due to the use of suffix ‘-s’ aimed to tell that there are two performances in the essay. Meanwhile, the addition of suffix ‘-ance’ should be used by the student to change a verb ‘perform’ into a noun ‘performance’. In addition, the addition of suffix ‘-s’ also needed to make it in plural.

Mistakes : ‘They performs seem like they are professional dancer’.
Correction: - ***Their performances*** seemed like they were professional dancers.

d. ‘art and culture developing devision’.

Explanation:

In English, gerund is also known as a theory that changes the function of a verb into a noun. However, it is usually used when it acts as a subject or an object in a sentence.

In the essay, the word ‘develop’ is asked to be changed to a noun, but it does not act as a subject or an object. Therefore, suffix ‘-ment’ is more appropriate to be added into its root word than suffix ‘-ing’.

Mistakes : ‘art and culture developing devision’.
Correction: - continued with the performance of leadership-themed operetta performed by members of the *art and culture* ***development*** *division* of these communities

e. ‘Lead to ourselves’, ‘A speak enter and delivers material’, or ‘They are art untrained’.

Explanation:

One of functions of the affixation is to change the function of a verb to a noun that indicates the person who does the action. The addition of suffix ‘-er’ is commonly used to do it, but it is not the only suffix that can be used to change a verb into a person. There are many suffixes can be used such as ‘-ist’, ‘-or’, ‘-ent, ‘-ee’, ‘-ic’, ‘-ian’, and ‘-ant’.

From the essay given to the students, it can be found that four ‘doers’ of activities which all of them need suffix to their root word to change their function into a noun. Those ‘doers’ are ‘participant’ (suffix: -ant), ‘artist’ (suffix: -ist), ‘leader’, and ‘speaker’ (suffix: -er). However, some students use their base form that makes them change their function in part of speech.

Different from the case of ‘lead’ and ‘speak’ that only need the addition of suffix ‘–er’ at the end of them, in ‘They are art untrained’ is a bit complicated. Beside the position of art that should appear after

'untrained' since it acts as an adjective, 'art' correctly acts as a noun. However, 'art' does not indicate a person who does the art while the essay asks it to be translated to its personal form. Therefore, the suffix '-ist' is needed in the sentence. Moreover, as it is functioned as a noun, it should appear after the adjective.

Mistakes : 'Lead to ourselves', 'A speak enter and delivers material', or 'They are art untrained'.
Correction: - ***Leader*** to ourselves
- *A* ***speaker*** entered and delivered material
- They are untrained ***artists***

2. The word as an adjective

f. 'My friends and I interested to join' or 'My friends and I excited to join'.

Explanation:

Both 'interested' and 'excited' were assumed as verb in past form by the students. However, the suffix '-ed' also can be used to form a verb into adjective. Hence, both 'interested' and 'excited' are rather called as adjectives than verb.

To correct the sentence, 'be' is needed to be attached before the adjective. Since the subject of the sentence is in plural and the essay was given in past form, so 'were' should be the appropriate 'be' used in the sentence.

Mistakes :'My friends and I interested to join' or 'My friends and I excited to join'.
Correction: - My friends and I ***were interested*** to join
- My friends and I ***were excited*** to join'.

g. ‘and continued by operet performance which was leadership theme’.

Explanation:

In doing the research, students mostly were found being confused in translating *‘bertemakan’* as a verb, while it actually is an adjective. However, most of them use different trick to keep their translation correct in meaning and grammar. Moreover, the phrase ‘leadership theme’ is correct if the student added suffix ‘-ed’ at the end of ‘theme’ to change its function from noun into adjective.

Mistakes : ‘and continued by operet performance which was leadership theme’.
Correction: - and continued by operetta performance which was *leadership-**themed.***

h. ‘it was classic dance and class’.

Explanation:

Beside the change of verb into a noun, a noun also can be changed into an adjective by adding a certain suffix to it. In the essay, a student was confused about ‘berkelas’ is categorized as a verb, noun, or adjective. However, it is exactly categorized as an adjective because it is used to describe a noun called ‘dance’. Therefore, the addition of suffix ‘-y’ is needed to change the function of ‘class’ from a noun to an adjective.

Mistakes : ‘it was classic dance and class’.
Correction: - It was *classical and **classy*** dance.

3. The word as a verb

i. ‘which performanced by’, ‘The training was opened by performance’, ‘They performance like they are professional dancer’, or ‘which have been performanced by’.

Explanation:

Another inappropriate affixation that changes the function of the word in a sentence is the addition of suffix ‘-ance’. The suffix ‘ance’ indicates a noun not a verb. Hence, the word ‘performance’ can not be used as a verb either in present or past form.

The root word of ‘performance’ is ‘perform’ which is functioned as a verb. In contrast, the word ‘performance’ is functioned as a noun. Therefore, the addition of suffix ‘-ance’ is incorrect. Suffix ‘-ed’ is more appropriate to be added to the word ‘perform’ because the essay is about past activity.

Mistakes : ‘which performanced by art and culture development division’, ‘The training was opened by performance Saman Gayo dance’, ‘They performance like they are professional dancer’, or ‘which have been performanced by art and culture development division.’.

Correction:
- which ***performed*** by art and culture development division.
- The training was opened by ***performing*** Saman Gayo dance.
- They ***performed*** like they are professional dancer.
- which have been ***performed*** by art and culture development division.

4. The word as an adverb

j. ‘I and five of my friends participate the training happy’.

Explanation:

In learning English, an adjective is needed to explain or describe something. However, the thing that is described by adjective is a noun not a verb. A verb is described by an adverb not an adjective.

In this research, a student was confused in describing a verb by an adjective. The word 'happy' is used to describe how the writer and his friends 'participate' in the training. Therefore, an adverb is needed in the sentence than an adjective, and suffix '-ly' is needed to be added at the end of the word 'happy' to change its function form an adjective to an adverb.

Mistakes : 'I and five of my friends participate the training happy'.
Correction: - I and five of my friends participate the training ***happily***.

Based on the students' essay analysis above, it can be concluded that most of the students are difficult to use affixation because they do not know the appropriate form of affixation that is needed to be added into a certain root word in a sentence.

2. Students' Interview

To answer the research question attached in chapter two, some students are needed to be interviewed. The interview had been done in UIN Ar-Raniry on December, 10th and 11th 2018. There are six students who were chosen as the interviewees based on their mistaken in using affixation. Those students were picked based on their score in Vocabulary and Pronounciation, Academic Writing, and Translation II class. Two students who had much

mistakes in using affixation were picked from each group of score. There are four main points that will be focused in analysing students' interview namely the definition of affixation, students' perception of learning affixation, students' difficulties in learning affixation, and students' strategies in overcoming their difficulties in using affixation.

The analysis of students' interview that focused on the four main points which were mentioned above will be discussed below.

a. The definition of affixation according to the students

From the students' interview results, it can be concluded that they have ever heard and learned about affixation in Vocabulary and Pronounciation or in Introduction to Linguistics class in their third or fourth semester. They do not realize the affixation by its name but by its examples. Furthermore, they do not remember the affixation specifically since they feel that they use it rarely either in their writing or speaking.

1. Affixation as additional element in a word

The students defined affixation in different words but the same meaning. Regarding to the interview results, Int. 2 and Int. 5 defined affixation as an additional element that added to a base word.

> *"Affixation is additional element in a word. It could be in the first and the last.., in the last word. For example like 'impossible'."* (Int. 2, Day 1, December 10, 2018).

Similar to Int. 5, Int. 4 also defined affixation as an additional element to a root word that can form a new word, but Int. 4 added that

affixation can be added in the beginning, in the middle, or at the end of the root word.

> *"In my opinion, affixation is a word element that is added before, after or in the root or stamp, base form of a word to produce a new word."* (Int. 4, Day 2, December 11, 2018).

Moreover, Int. 3 added that affixation is functioned to change the function of a word that has been added by affixation to it. For example, a verb changes into a noun.

> *"So, I know that affixation is in Indonesia language they say that 'imbuhan'. So, the add –ed or before the word they add something. Something word that make that word completed, or have the other meaning or like the vocab can transform from noun to verb."* (Int. 3, Day 1, December 10, 2018).

As Int. 4 said, affixation can be added in the beginning, in the middle, or at the end of the root word. The affixation is added in the beginning of the root word named prefix, added in the middle of the root word named infix, and added at the end of the word named suffix. Therefore, the definition of both prefix and suffix, based on the interview results, also will be attached in this chapter, but 'infix' is not. Because, this research only focused on both prefix and suffix.

1.1. Prefix as an affixation in the beginning of a word

All of the students know that the prefix is an affixation attached in the beginning of a root word, like what Int. 5 and Int. 6 defined it.

> *"Yes, suffix is adding some letter or word in the last word. And the prefix is adding some words or letter in the beginning of word. And*

the infix, adding in the middle of word, adding letter or word."(Int. 6, Day 2, December 11, 2018).

Moreover, to explain the prefix more clearly, the example of prefix is mentioned by Int. 1 as follow:

"The affixation that I know is three types. The first one is prefix. The example of prefix is dislike, 'dis' is the affixation of prefix and the location is in front of the word 'like'. So, like means 'suka' and the ending with 'dis', the meaning will change to be 'tidak suka'. And the second one is infix. I, actually, don't understand about infix. And the last one is suffix which is ending in the last word, for example: chillhood. Childhood. Ya childhood. Child is the base word and hood is the suffix. So, when it become a word, the meaning is changing. Child is.., the meaning is 'anak-anak', and 'hood'..em…, so, when the word is coming together, the meaning will change to be 'masa kanak-kanak'. So, that's all what I know about affixation." (Int. 1, Day 1, December 10, 2018).

Based on the results that attached above, it can be concluded that the students understand enough about the definition of prefix. Although, some of them defined it through examples of it, it can be concluded that they know how prefix works in modifying a word and change its meaning. For instance, Int. 1 said that 'like' has a different meaning with 'dislike'. The change of its meaning is caused by the addition of prefix 'dis-'.

1.2. Suffix as an affixation at the end of a word

Beside defining prefix, the students also shared their opinion about suffix based on their knowledge. All of them know where the suffix takes place to be added in a root word, but each of them has

different way to explain it. Int. 2 defined the suffix as an additional element that is added at the end of a root word.

> *"Prefix is additional word in the first or in the beginning of the word, em..example, like 'impossible', 'unprofessional'. And then, suffix is additional element in the end of the word, like..em.. an example for suffix like 'adorable' or 'comfortable'."* (Int. 2, Day 1, December 10, 2018).

Moreover, the example of suffix is also mentioned by one of them. Although, Int. 4 does not mention that it is the example of suffix, the position of the affixation attached at the end of the word 'marry' can be said as suffix.

> *"Ok, based on my knowledge about affixation, affixation is affix at the end of the word that can change the meaning. For example, we can see like 'marry'. 'marry' is 'menikah', if we use the affix for 'marry', 'marry' will become 'mariage', and it can change the meaning from the 'menikah' become 'pernikahan'. So, I think the function of affixation is to change the meaning of a word."* (Int. 4, Day 2, December 11, 2018).

The information mentioned above is very useful and helpful that the researcher can know that they have a good background knowledge related to the affixation. Therefore, it can be concluded that the mistakes which were done by the students is not caused by their lack of knowledge about it. Then, some other questions related to students' understanding and difficulties related to the use of the affixation were asked to them in order that the results of interview are not far from the researcher's expectation.

b. Students' perceptions of learning affixation

Students' perceptions about how far the affixation is important to learn are needed to be discussed in this chapter in order to know the role of affixation in English based on their perception. In this section, two general things about affixation were discussed namely the role of affixation and the thought of learning affixation. Since, many students forget about affixation or feel that they use it rarely while in fact they do not, the researcher needs to know their perceptions after translating the essay and listening to the researcher's explanation about their mistakes.

1. The role of affixation according to the students

All of the six students who were interviewed thought that learning affixation is important for English learners. There are two main roles of affixation found regarding to the results of students' interview namely the use of affixation and the function of affixation. Both of the roles of affixation will be discussed below:

1.1. The use of affixation

According to the students' interview result, one of the important roles of affixation focused on the use of affixation itself. Most of students' answers which aimed to represent 'how important the affixation to learn' is related to the use of affixation in their English necessity.

1.1.1. It is used in students' daily life

Int. 5 thought that affixation is important to learn because the word is actually familiar and is used for students' daily life but they do not realize that the role of affixation is there to change its meaning or function in its word classification. Int.5 answered as follow:

> *"Yes, affixation is important to learn, because the words are used for our daily life. And then, we can.., we can know more vocabulary. And then, it's.., actually it's will be verb or…, I mean word of doing…, word of doing something or command something."* (Int. 5, Day 2, December 11, 2018).

Therefore, they have to know either the functions of each affixation in forming a new word or in changing its meaning so that they can use it appropriately in their daily life.

1.1.2. Help students to make their essay better

Different from other students, Int. 3 and Int. 6 claimed that affixation is important to learn because it is often found in writing and is used to make the writing looks good or better. Int. 3 shared her opinion as follow:

> *"So, I think affixation in important to learn because we often use affixation in our essay. Like wonderful, wonderfully, so not all word that we have to use the affixation, but often that word with affixation make our sentence complete, our sentence best. So, like I said before, I said before that probably a noun can transform to a verb or a noun can transform to adjective. So, like that. So, I think it's important and make easier when you write something.."*(Int. 3, Day 2, December 11, 2018).

From the interview result above, it can be concluded that the use of appropriate affixation in appropriate structure in writing can lead the writer to have a good form of writing.

1.1.3. Help students to improve their speaking skill

Moreover, Int. 6 added that affixation is important because it can help students' speaking skill by using it to form a new word. Int. 6 also claimed that by knowing the base word, students can easily create another vocabulary by adding affixation.

> *"Yes, because when we write it will be, when we write with using affixation the sentence will clearly and it will be a good sentence. And when we speak, we don't need any vocabulary to use because we know the word.., the dasar kata. And then, we can use it then we change with synonym."* (Int. 6, Day 2, December 11, 2018).

In summary, students' speaking skill also can be improved by mastering the affixation well. Because, by mastering, at least, only both prefix and suffix, students can modify many root words and use them appropriately.

1.2. The function of affixation

Beside the use of affixation, students' answers also have a relation to the function of affixation. Some of them emphasized that the function of affixation also makes it as the important topics in English to learn.

1.2.1. Help students to understand the meaning of a word

Both Int. 1 and Int. 2 has the same opinion that affixation is important to learn because it can change the meaning or function of a certain word that has been added affixation to it. Therefore, they stressed that learning affixation is important to make them understand well about what the word really means in a sentence. As the result from interviewing Int. 1 that attached below:

> *"Affixation is important to learn because when a word adding with the affixation whether it's suffix, infix, or prefix, the meaning of the word will be change and it's changing based on what the affixation ending to the word. If the word ending with suffix, the meaning is will be different with the word that ending with infix or prefix. So, all of the word which is ending with different affixation will have a different meaning of the base word. So, we should know the affixation in order to make us understand the meaning of the word. So, it's doesn't make us confused about the meaning of the word."* (Int. 1, Day 2, December 11, 2018).

1.2.2. Help students to enrich their vocabulary

As it is functioned to change a word's meaning or status in word classification, it helps students to enrich their vocabulary. Because, by applying the affixation appropriately, students will also have more vocabulary that is built from a certain word.

> *"Yes, affixation is important to learn, because the words are used for our daily life. And then, we can.., we can know more vocabulary. And then, it's.., actually it's will be verb or…, I mean word of doing…, word of doing something or command something."* (Int. 5, Day 2, December 11, 2018).

From the explanation above, in can be concluded that affixation is important to learn because it is very useful. It is often used in students' daily life and it also can improve their writing and speaking skill because it functionally can help them to enrich their vocabulary.

2. The thought of learning affixation

Beside the students know how important is the affixation in learning English, most of them claimed that affixation is not difficult to learn since it has only three types that they need to know. However, most of the students claimed that affixation difficult to learn either since it is difficult to be applied or since it has many rules to be applied.

2.1. Affixation is difficult

From the students' interview result, it is found that most of students assumed affixation is difficult to learn due to some factors. Those factors that make it difficult to learn, according to the students, are because they thought its root word is confusing and it has too many functions.

2.1.1. Its root word is confusing

Unlike Int. 1, Int. 3 claimed that affixation is not difficult to learn but it is difficult to be applied. Students are mostly confused whether affixation is attached in a word or not. It can be

said, they are difficult to recognize the original form of a word. As what is shared by Int.3 in the interview session:

> *"I think it's not difficult to learn but it's difficult to try, try the words in your assignment or your essay. Because, we probably confused that how we use this word in this sentence or what word that we have to use in this sentence. So, I think that's the difficulties one. So, and, what makes difficult is we confused that the word have affixation or not. So that makes confused but it's not difficult to learn."* (Int. 3, Day 2, December 11, 2018).

Only if they know the differences between those words that have affixation in it or not, they can easily apply the affixation.

2.1.2. It has too many functions

Different from other students, Int. 6 claimed that affixation is difficult to learn due to its rules of forming a verb, adjective, adverb, etc. As Lieber (2014) assumed the rules used in affixation may confuse the learners because different affixation has different rule to use it or has different function to be applied. Moreover, students may be confused to use it since they do not know the function or the rules of it.

> *"Yes, because there is so many verb, so many adjective, adverb, and vocabulary that we need to learn more what the vocab or what the word can use affixation, what the vocab or word can not use affixation."* (Int. 6, Day 2, December 11, 2018).

Therefore, students have to know the functions of each affixation to apply in appropriately. Then, they can decide to use it

as a verb, adverb, noun, or adjective depends on what is needed in a sentence.

2.2. Affixation is easy

One of six students who were interviewed for this research claimed affixation as an easy topic to learn since it has only three types to be remembered.

Int. 1 claimed that affixation is not difficult to learn because it has no much types that need to be remembered, only three of them.

> *"Actually, affixation is not really difficult to learn because we just have to learn three types and if we memorize and fully understanding about those types, we can easily to, em..to look or to compare and also to indicate where is the affixation in a word. So, the important thing of learning affixation is we firstly know the type of affixation. So, it's can make us more, em.., it's make us easily understand the affixation."* (Int. 1, Day 2, December 11, 2018).

As mentioned above, Int. 1 shared her idea to easily learn the affixation by memorizing and understanding the three types of affixation well. Int.1 also claimed that if students know those types of affixation, then they can easily understand about the affixation.

In summary, some students thought that affixation is not difficult to learn when they can memorize and understand well of those three types of affixation they have learned before. However, it can be difficult to learn because some of them thought that affixation is confusing when it has to

be added in a certain word and when it has not to. Also, the rules of using affixation, sometimes, confused them because they did not know well about the function of each affixation that attached in a word.

c. Students' difficulties in using affixation

After interviewing some students, some difficulties faced by the students in using affixation were found. Those difficulties were divided into four groups: detecting the form of word, deciding the appropriate affixations, selecting the type of affixations, and having lack of vocabulary. These difficulties are aimed to answer the first research question of this research.

1. Detecting the form of word

One of students who were interviewed shared her difficulty in using affixation that she was difficult to differentiate between the word with and without affixation in it.

> *"Sometimes, I confused in using affixation because in my opinion the word has, we usually know that the word, for example: wonderful, is the meaning of wonderful is 'mengagumkan'. So, I think that wonderful has no affixation because it has its own meaning. So, without have the affixation, the meaning of wonderful is 'mengagumkan' and I don't realize that wonderful also has the affixation 'ful'. So, the base word of wonderful is wonder. So, it's make me little bit confused, sometimes."* (Int. 1, Day 1, December 10, 2018).

2. Deciding the appropriate affixation

Int. 2 and Int. 3 has the same difficulty that makes them confused in using affixation. As Lieber (2014) claimed affixation is confusing since there are some affixes that have the same meaning but is used differently,

both of them do not know how to decide the affixation that is used is correct or appropriate to the root word or not.

> *"I confused to use the affixation because I don't know the correct one. For example, like 'im', I – M, for impossible is mean 'tidakmungkin' but sometimes we can not put the 'im' in certain words. We have to put may be like a '-un' in 'unprofessional' and we can not put '-im' in 'happy'. That.., there is no 'imhappy' but 'unhappy'."* (Int. 2, Day 1, December 10, 2018).

3. Selecting the type of affixation

Int. 4 and Int. 6 had similarly thought that it is hard to decide when to add prefix, infix, or suffix to a root word. Since three of them form a different meaning and different function of a word, they have to use them appropriately.

> *"May be there is three kind of affixation, and it's so hard and make me confused about it. When, which word we use prefix, which word we use suffix, or which word use infix. So, I think that is very confused.for example, different, difference. There is use suffix differentiate and it's so hard to know and to translate the paragraph into Bahasa. We have to know about different, differentiate, differences, or something else."* (Int. 6, Day 2, December 11, 2018).

4. Having lack of vocabulary

One of students whom were interviewed shared that he is difficult to use affixation because he has lack of vocabulary that makes him does not know the familiar word that has been attached affixation in it.

> *"What makes me confused in using affixation is how to use correct word. I mean, em.., because lack of vocabulary, I think, more of correct word will missed in using affixation"* (Int. 5, Day 2, December 11, 2018).

In summary, different students have different difficulty in using affixation, but some of them have the same one. Some were difficult to differentiate the root word and the word that is added by affixation in it, some were confused to decide whether the affixation that is added to a word is appropriate or not, some were confused which type of affixation should be used in a sentence, and some other have lack of vocabulary that lead them use inappropriate affixation.

d. Students' strategies in overcoming their difficulties in using affixation

Different student has different way to learn. It happened in solving his or her problem as well. In this research, four strategies were grouped to be discussed based on the results of the interview namely using synonym and antonym, having more vocabulary, memorizing kind of affixation, and practicing the affixation. These strategies are aimed to answer the second research question of this research.

1. Using synonym and antonym

Int. 6 has a unique way to overcome her difficulty in using affixation. Instead of revising the inappropriate affixation with its appropriate form, Int. 6 initiated to use synonym or antonym of the word as what she said below:

> *"Mystrategy, my strategies to overcome my difficulties in using affixation is using synonym or antonym. Yeah, synonym and antonym is very easy to learn, so when I don't understand or I don't know about the affixation of the word, I just use synonym of the word that I want to*

write, so that changing the.., changing the word but not changing the meaning of word I want to write." (Int. 6, Day 2, December 11, 2018).

However, using either synonym or antonym is a good way to be used in order to overcome the difficulties in using affixation. English learners can try it to avoid mistakes or misunderstanding between the writer and the reader which caused by using an inappropriate affixation.

2. Having more vocabulary

Those who are difficult to use affixation due to lack of vocabulary can probably apply the same strategy as Int. 5 suggested. He decided to enrich his vocabulary and get used to the word that attached affixation in it so that he can recognize which word has or has no affixation in it.

"Yes, for the strategies. First, for the strategies in my mind to overcome these difficulties in affixation is, one, I must have more vocabulary. And then, I must be usually with word. I mean, I must be know more word that needs affixation. And then, I must watch and…, watch movie I think and listen music or talk to native speaker." (Int. 5, Day 2, December 11, 2018).

3. Memorizing types of affixation

Int. 4, Int. 2, and Int. 1 have the same way in overcoming their difficulties in using affixation that is by memorizing types of affixation. They expected that by memorizing types of affixation well, they can easily apply the appropriate affixation to their writing.

"My strategy of face my difficulties in understand or memorize the affixation is I have to learn more about affixation, I have to memorize what the most difficult about affixation. For example: I have to

memorize more about infix, and it's better if I searching for the example of infix in the essay, in writings. So, I know that infix has many kind of ending and after I know the affixation, the infix, I try to make it in a sentence. So, that's can make me memorize easily." (Int. 1, Day 1, December 10, 2018).

4. Practicing the affixation

Last but not the least, another strategy to overcome students' difficulties in using affixation based on students' opinion is by keeping practicing and learning more about the affixation. As what is said by Int. 3, the more students practice and learn about affixation, the more they understand and get used to use the affixation.

"I have to learn more and try to write my own essay on the good way and use the affixation often and try to write a sentence with use affixation often. So, if I try hard to use the affixation more than the usually day, more than, sorry, so I have to try more to write sentence with use affixation" (Int. 3, Day 1, December 10, 2018).

In summary, each of students has different difficulty and different strategy that can be used to overcome their difficulties in using affixation. Some of them who were difficult to use affixation since they were confused if its form is a root word or not, the affixation used is appropriate or not, or what sort of affixation should be attached in a word; overcome it by memorizing the types of affixation, so they can use it appropriately. Also, those difficulties can be reduced by practicing to use the affixation as often as they can. Besides, those who were difficult to use affixation since they have lack of vocabulary chose to have more vocabulary to overcome their difficulties in using affixation as well.

B. Discussion

After analyzing students' essays translation, some mistakes made by students were found and divided into three groups namely using inappropriate affixations, tenses error, and word classification error. Based on the analysis of their essays translation, 123 mistakes were found related to the use of inappropriate affixations used by students which is caused by their lack knowledge about appropriate affixations that should be added into certain words. 86 mistakes were found related to tenses error that were made because they were mistaken in adding suffix '-ed', '-s / es', and '-ing'. Also, 26 mistakes were found related to word classification error that lead students used incorrect form of noun, verb, adjective, or adverb in a sentence. In summary, 235 were the total of mistakes made by students related to the use of affixation which using inappropriate affixation was claimed as the most much mistakes made by students.

In addition, those students who have most mistakes related to the affixation were chosen to be interviewed. Based on the interview results, both of the first and the second research questions were answered and discussed in four sections in this chapter, namely the definition of affixation according to the students, students' perceptions of learning affixation, students' difficulties in learning affixation, and students' strategies in overcoming their difficulties in using affixation.

Initially, the first point discussed in this chapter based on the result of students' interview is the definition of affixation point. It is important to be

discussed in order to know whether the students have a basic knowledge about it or not. Then, it can be connected to the result of their essay analysis. As the result, all of the students who were interviewed know about the affixation well. They described both suffix and prefix correctly even though they describe it differently. Still, each of the students used, at least, six inappropriate affixations.

Moreover, the second point discussed in this chapter is about students' perceptions of learning affixation. The result showed both how important and difficult the affixation to learn according to the students. As Byrd and Mints (2010) claimed affixation as one of many ways to build vocabulary, the result shows that all of the students claimed that affixation is important to learn either because it is often used in their speaking and writing skills or because it can change the meaning of word which affixation is attached in it that leads them to have a new vocabulary as well. Besides, some of students thought that affixation is difficult to learn due to its confusing form and confusing rules. Its confusing form means that students were confused to decide whether an affixation is attached in a word or not. Because, some words are added by affixation while they thought they are not since they did not realize it. Then, its confusing rules means that the students did not know the function of each affixation so they were confused to decide an appropriate affixation to be added to form adjective, noun, verb, or adverb. However, some students claimed that affixation is not difficult to learn because it only has three types to be known and learned. Therefore, by memorizing and understanding the rule and the use of each type, the students can apply it well.

Furthermore, to answer the first research question of this research which was "What are students' difficulties in using the affixation in their writing?", four difficulties were found based on the result of the interview namely detecting the form of word, deciding the appropriate affixations, selecting the type of affixations, and having lack of vocabulary. In case of detecting the form of word, it is found that students were confused to decide which word is attached by affixation and which word is not. Referring to Plag (2003), affixation is also confusing since it has no strong evidence that confirms a word as a root word or an affixation. Similar to the case of deciding the appropriate affixation and selecting the type of affixation, it is found that the students were confused to decide an appropriate affixation that should be attached to a certain word and where it is supposed to be attached, either it is used as prefix or suffix. As Lieber (2014) described affixation has many rules and is functioned differently that may confused the learners, some students thought the same as well. Besides, having lack of vocabulary also claimed as one of difficulties in using affixation because students might have few mistakes if they know the vocabulary of a certain word. It can be said, even students do not realize the use of affixation, the words that the use in their essay can be correctly formed if they know the vocabulary related to the words' meaning in Indonesian language. Fortunately, neither of the students was difficult to use affixation because of having dyslexia as Caplan (1998) found in his research where students were difficult to recognize the affixation that attached in the beginning or at the end of a root word due to the reading and writing difficulties of theirs.

Last but not the least, to answer the second research question of this research which was “How do students overcome their difficulties in using affixation in their writing?”, four strategies to overcome their difficulties in using affixation were found based on the result of the interview namely using synonym and antonym, having more vocabulary, memorizing kind of affixation, and practicing the affixation. In case of using synonym and antonym, one of the students believed that she can avoid mistakes in using affixation by using the synonym or antonym or a certain word that she has to add affixation in it. Besides, another student claimed that if he has more vocabulary, he can overcome his difficulty in using affixation because he has already known the correct translation of a certain word that he used in his essay. Also, some other students claimed that the use of inappropriate affixation can be reduced by memorizing kind of affixation and practicing it. Because, they can easily apply the affixation by deciding the addition of certain affixation into a certain word related to their knowledge about it. In addition, by practicing to use the affixation as often as they can, they will get used to use it in their writing.

جامعة الرانري
AR-RANIRY

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion of research finding and discussion; and the suggestion were attached in this chapter. The suggestion was mainly suggested to English learners in English Department of UIN Ar-Raniry and the next researcher who will conduct the same field of study.

A. Conclusion

Regarding to the result of students' essay analysis, many students were mistaken in using inappropriate affixations because they do not know the variety of the affixations. Also, they were mistaken in forming a correct tense based on its time. Some of their mistakes lead them to change some words' function that changes their class in word classification.

In conducting this research, students who got score A, B, and C in Vocabulary and Pronounciation, Academic Writing, and Translation II classes were chosen as the sample in order to know if there any significance result in finishing the essay and to get various difficulties that they have faced in using affixation as well as to examine their strategies in overcoming those difficulties. However, there is no any significance result that differentiates between those who got score A with those who got score B or C. Almost all of them mostly made the same mistakes in their essay. Therefore, it can not be concluded if their scores reflect their mistakes in using affixation. Because, those who got score A and B

جامعة الرانري
AR-RANIRY

also faced some difficulties in using the affixation as the same as those who got score C.

In addition, regarding to the test given to the students, it was beyond the researcher's expectation that the students made more mistakes than what was expected by the researcher before doing the research. Actually, it amazed the researcher since the essay which was given to them to be translated used simple words that students usually use them in their daily life. Moreover, the students made many grammatical errors which are accidentally related to affixation. For example, student wrote 'He encouraged us with said' in which the correct form must be 'He encouraged us by saying'.

Moreover, based on the interview results, it was found that, sometimes, the students did not realize that they use inappropriate affixation before they were asked to find both prefix and suffix in their essay. Also, they have just realized about how important is the affixation in learning English and it can help them in building new words as well. It is expected that students keep learning the affixation and applying it since they have very big desires to know more examples of affixation and its types; and improve their writing through having more vocabulary as what the affixation is used for.

Furthermore, it was also found that the students do not master affixation well because most of them forgot how to use the affixation. It can be said, the mistakes did not only come from the students but also from the learning syllabus which contains less topics and meeting to learn and practice about the affixation while it can be claimed as one of very important topics that aimed to improve

students' basic English skills. As the analysis of students' essay showed, the use of inappropriate affixation has a serious impact on students' writing result. Therefore, they need to learn more about affixation to improve their writing skills.

However, students' strategies mentioned in chapter four and the suggestion given by the researcher are expected to be applied well by English learners to help them to overcome their difficulties in using the affixation.

B. Suggestion

Building vocabulary by applying affixation, prefixes or suffixes, is assumed as one of some good ways that helps students to enrich their vocabulary. Therefore, some suggestions that are recommended to English learners, English Education Department, and the next researchers who have the same field of study.

First, for English learners, learning affixation is very useful to enrich students' vocabulary. By knowing the function of each affixation, it will be easier for students to form new word by using affixation. Moreover, it also helps students to be more creative in their English skill that they do not use the same word every time.

Second, for English Education Department, it is suggested that affixation should be taught well and let students to have more time to apply it in their skills by adding more topics about affixation in the syllabus in order to enrich their vocabulary. There are a range of topics that can be added to reading, writing, and speaking classes. Since, in reading class, students can be guided to get more examples of affixation. Besides, in writing and speaking classes, students can be

guided to apply the affixation that they have known. In addition, affixation is one of ways that can be used by English learners to easily enrich their vocabulary by forming new word or new function of word by adding affixation to a root word. Therefore, it is very important for the English department students.

Last but not the least, for the next researchers who have the same field of study, this research is only focused on prefix and suffix; and only analyze the students' difficulties in using it and their strategies to overcome them. Therefore, it is suggested to conduct a research that analyze students' difficulties in applying infix and circumfix in their English skills; or analyze the benefit that English learners get while applying affixation in their writing or speaking. Moreover, analyzing the early students' vocabulary before and after they learn affixation is also interesting to be discussed. Since, the effectiveness of using affixation can be proven by doing this research to measure how important is the affixation for English learners.

جامعة الرانري
AR-RANIRY

REFERENCES

Adebileje, A.O. (2013). A comparative description of affixation processes in English and Yoruba for ESL pedagogy. *Theory and Practice in Language Studies, 3*(10), 1756-1763. doi:10.4304/tpls.3.10.1756-1763

Akmal, S., Risdaneva, &Yusny, R. (2017). *Linguistics for English language teaching.* Banda Aceh: Radebooks.

Aronoff, M., & Rees-Miller, J. (Eds.). (2017). *The handbook of linguistics* (second ed.). Hoboken: Wiley-Blackwell.

Asiyanbola, A. A. (2010). A study of affixation in selected HIV-AIDS related papers written in English. *The International Journal of Language, Society and Culture, 31*, 29-35.

Byrd, D. & Mints, T.H. (2010). *Discovering speech, words, and mind*. United Kingdom: A John Wiley & Sons, Ltd., Publication.

Caplan, D. (Ed). (1998). *Neurolinguistics and linguistics aphasiology: An introduction* (*Cambridge studies in speech science and communication*) (sixth ed.). New York: Cambridge University Press.

Johnson, B., & Christensen, L. (Eds.). (2012). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (sixth ed.). California: SAGE Publications, Inc.

Kim, C. (2013). Vocabulary acquisition with affixation: Learning English words based on prefixes & suffixes. *Second Language Studies, 31*(2), 43-80.

Lieber, R. & Stekauer, P. (Eds.). (2014). *The Oxford handbook of derivational morphology*. Oxford: Oxford University Press.

Maulina, S. (2015).*Students' affixation awareness and their English vocabulary building* (Unpublished bachelor's thesis). State Islamic University of Ar-Raniry, Banda Aceh, Aceh, Indonesia.

Marks, D.F., & Yardley, L. (Eds.). (2004). *Research Methods for Clinical and Health Psychology* (first ed.). 6 Bonhill Street, London: SAGE Publications, Ltd.

Mousavi, S. &Hasani, M.T. (2014). The effect of the number of affixes on vocabulary learning of Iranian advanced EFL students. *International Journal of Language Learning and Applied Linguistics World, 5*(3), 70-83.

Muller, P.O., Ohnheiser, I., Olsen, S., &Rainer F. (2015). *Word-formation: An international handbook of the languages of Europe.* Berlin: Walter de Gruyter GmbH.

Oktavia, T., Setiyadi, A. B., &Sudirman, S. (2014). *Comparing students' achievement in learning vocabulary through clustering technique and derivational exercises at the second grade of SMAN 1 Kalijero* (Doctoral dissertation). Retrieved from http://digilib.unila.ac.id/id/eprint/2526

Plag ,I. (Ed.). (2018). *Cambridge textbooks in linguistics: Word-formation in English* (second ed.). New York: Cambridge University Press.

Pradita, I. & Sadiq, N. (2016). Developing student vocabulary worksheet by using affixes.*Ahmad Dahlan Journal of English Studies, 3*(1), 1-16.

Saldana, J. (2009). *The coding manual for qualitative researchers*. London: SAGE Publication Ltd.

Yendra. (Ed.). (2016). *Mengenal ilmu bahasa (linguistik)* (first ed.). Yogyakarta: Deepublish.

Zainuddin. (2016). A study on derivational affixes of Indonesian noun-formation in newspaper editorial: a semantic perspective. *International Journal of English Linguistics, 6*(3), 148-155. doi:10.5539/ijel.v6n3p148

جامعة الرانري
AR-RANIRY

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11432/UN.08/FTK/KP.07.6/11/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk keluncaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-610/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, S.Pd.I., M.A — Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Maya Aagrayai**
NIM	:	**140203110**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Difficulties in Using Affixation (A Case Study in UIN Ar-Raniry)**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 1 November 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 1559 /Un.08/FTK.I/ TL.00/02/2019 18 Februari 2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Maya Angrayni
N I M	: 140 203 110
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Neusu Aceh, Jl. Hasan Shaleh, Banda Aceh

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Student's Difficulties in Using Affixation (A Case Study in UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,

Mustafa

Kode: 9313

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi_ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

Surat Keterangan
Nomor: B-478/Un.08/KJ.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11806/Un.08/ TU. FTK/TL.00/11/2018 tanggal 09 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: Maya Angrayni
NIM	: 140203310
Prodi	: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Students' Difficulties in Using Affixation (A Case Study in UIN Ar-Raniry).

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 November 2018
Ketua Prodi Pendidikan Bahasa Inggris,

FAKULTAS TARBIYAH DAN KEGURUAN • UNIVERSITAS ISLAM NEGERI AR-RANIRY • PRODI PENDIDIKAN BAHASA INGGRIS • BANDA ACEH

T. Zulfikar

APPENDICES

APPENDIX 1: Essay Translation

Question:

Translate the essay below into English!

Pada tahun 2014, tepatnya tanggal 13 November, saya dan teman-teman saya tertarik untuk mengikuti sebuah pelat ihan kepemimpinan. Pelatihan tersebut merupakan proyek antar-komunitas yang ada di Banda Aceh dan dibatasi hanya untuk 50 orang peserta dari yang bukan komunitas. Setiap peserta mendapatkan sertifikat atas partisipasinya dalam pelatihan tersebut. Saya mengajak banyak teman untuk berpartisipasi namun semua tergantung pada apakah mereka menyukai atau tidak menyukai pelatihan tersebut. Tidak seperti teman lainnya, saya dan 5 teman saya berpartisipasi pada pelatihan tersebut tanpa keraguan.

Pelatihan tersebut dibuka dengan penampilan tari Saman Gayo dan dilanjutkan dengan penampilan operet bertema kepemimpinan yang ditampilkan oleh anggota divisi pengembangan seni dan budaya dari komunitas-komunitas tersebut. Penampilan mereka sangat mengagumkan, Itu adalah tarian yang klasik dan berkelas, dan operetnya sangat menarik dan berseni. Mereka adalah seniman yang tidak terlatih namun mereka tampil seolah-olah mereka adalah para penari professional. Mereka adalah multitalenta.

Setelah penampilan tari dan operet, seorang pembicara masuk dan menyampaikan materi tentang bagaimana menjadi seorang pemimpin yang baik. Beliau mendorong kami dengan berkata, "Semua dari kita dilahirkan sebagai pemimpin. Pemimpin terhadap diri kita sendiri. Tidak ada yang tidak beruntung tentang itu." Sebagai tambahan, beliau juga berkata, "Jika ingin menjadi pemimpin maka latihlah kemampuan kepemimpinanmu. Tidak ada yang tidak mungkin!"

Pelatihan tersebut selesai pada pukul 5 sore dan ditutup dengan bershalawat untuk mengenang Rasulullah SAW sebagai sosok pemimpin terbaik kita. (221 words)

Note: - **Underline** the **prefixes** in the essay

- **Circle** the **suffixes** in the essay

Correct translation:

The Translation of the Essay

In 2014, exactly (suffix: -ly) on November 13th, my friends (suffix: -s) and I were interested (suffix: -ed) in attending (suffix: -ing) a leadership (suffix: -ship) training (suffix:-ing). The training was an inter-community (prefix: inter-) project in Banda Aceh and was limited (suffix: -ed) to only

50 participants (suffix: -pant and -s) from non-communities (prefix: non- and suffix: -es). Each participant got a certificate for his participation (suffix: -tion) in the training. I invited (suffix: -ed) many friends to participate but it all depended (suffix: -ed) on whether they like or dislike (prefix: dis-) the training. Unlike (prefix: un-) other friends, I and five of my friends participated in the training without a doubt.

The training was opened with the Saman Gayo dance performance (suffix: -ance) and continued (suffix: -ed) with the performance of leadership-themed (suffix: -ed) operetta performed (suffix: -ed) by members of the art and culture development (suffix: -ment) division of these communities (suffix: -es). Their performances were amazing (suffix: -ing), it was a classical (suffix: -al) and classy (suffix: -y) dance, and the operetta was very interesting (suffix: -ing) and artistic (suffix: -istic). They are untrained (prefix: un-) artists (suffix: -s) but they performed as if they were professional (suffix: -al) dancers (suffix: -er and -s). They were multitalented (prefix: multi-).

After the dance and operetta performances, a speaker (suffix: -er) entered (suffix: -ed) the stage and delivered (suffix: -ed) materials about how to be a good leader (suffix: -er). He encouraged (suffix: -ed) us by saying, "All of us are born as leaders. Leader of ourselves. There is no one unlucky (prefix: un-) about that." In addition (suffix: -tion), he also said," If you want to be a leader, practice your leadership skill. Nothing is impossible! (prefix: im-)"

The training was completed (suffix: -ed) at 5 pm and closed (suffix: -ed) by praying (suffix: -ing) to commemorate Rasulullah SAW as the best leader.

APPENDIX 2: List of Interview Questions

List of semi-structured interview questions

A. Introduction Question

1. Have you ever heard about affixation? When is it exactly?
2. What do you know about affixation?

B. Questions related to the first research question:

3. How far did you understand about the affixation in the Vocabulary and Pronounciation class?
4. Have you ever forgotten about affixation? What does make you forget about it?
5. Do you think affixation is difficult to be learnt? Why?
6. Do you think affixation is important to be learnt? Why?
7. How many types of affixations do you know? What are they?
8. Please explain those types of affixation that you know!
9. How often do you use the affixation?
10. Which type of affixations do you think is more difficult? Why?
11. What does make you confused in using affixation?
12. Do you realize when you use the inappropriate affixation?
13. What do you think will be happened if you use inappropriate affixation?
14. Do you realize when you use an inappropriate affixation in writing, it can change the meaning of the whole sentence?

C. Questions related to the second research question:

15. Do you have any strategies to overcome your difficulties in using affixation? What are they?
16. How do your strategies work in resolving your problem in using affixation?
17. Do you think your strategies are effective enough to overcome your difficulties in using affixation? Why?

جامعة الرانري
AR-RANIRY

APPENDIX 3: Interview Transcript

Interview Transcripts

Interviewee 1 (IF): 19.20.11

1. **Have you ever heard about affixation? When is it exactly?**
   Answer: Ya, I have heard about affixation when in vocabulary and pronounciation class. It's mentioned little bit about the affixation. Ya, we learn in.., I think it was semester three, if I'm not mistaken.
2. **What do you know about affixation?**
   Answer: As I know, affixation is an ending form to the base word. For example, leadership. So the main word of leadership is leader and ship is the affixation. It's one of affixation types. So, that is what I know about affixation. And affixation also have three types; suffix, infix, and prefix.
3. **How far did you understand about the affixation in the Vocabulary and Pronounciation class?**
   Answer: Actually, I don't really remember a lot about what I have learned in vocabulary and pronounciation class, because it was year ago. And I can not memorize all about the material that was taught in the class. But, what I can remember for now is about affixation is there is, em.., affixation can be add in the first word, in the middle, and also in the end of the word. It depends of how the word will be used. And also if we add the affixation, the meaning of the word also changing. That's all what I can remember.
4. **Have you ever forgotten about affixation? What does make you forget about it?**
   Answer: Yes, sometimes I forget about affixation. Mostly, I forgot about infix, infix, it is one of the affixation types where we can add the affixation in the middle of the word. It's.., I usually forgot about what are the infix that can be add to the word. It mostly the hardest one to remember sometimes for me.
5. **Do you think affixation is difficult to be learnt? Why?**
   Answer: Actually, affixation is not really difficult to learn because we just have to learn three types and if we memorize and fully understanding about those types, we can easily to, em.. to look at or to compare and also to indicate where is the affixation in a word. So, the important thing of learning affixation is we firstly know the type of affixation. So, it's can make us more, em.., it's make us easily understand the affixation.
6. **Do you think affixation is important to be learnt? Why?**
   Answer: Affixation is important to learn because when a word adding with the affixation whether it's suffix, infix, or prefix, the meaning of the word will be change and it's changing based on what the affixation ending to the word. If the word ending with suffix, the meaning is will be different with the word that ending with infix or prefix. So, all of the word which is ending with different affixation will have a different meaning of the base word. So, we should know the affixation in order to make us understand the meaning of the word. So, it's doesn't make us confused about the meaning of the word.
7. **How many types of affixations do you know? What are they?**
   Answer: Like I say before, affixation has three types as I know, the first one is prefix, the second one is infix, and the third one is su.. suffix. And prefix is the affixation that adding in the.. in front of the base word so that's called a prefix. And infix is the ending affixation in the middle of the base word. And the last one is suffix which is ending in the end of the word.

8. **Please explain those types of affixation that you know!**

   Answer: The affixation that I know is three types. The first one is prefix. The example of prefix is dislike, 'dis' is the affixation of prefix and the location is in front of the word like. So, like means '*suka'* and the ending with 'dis', the meaning will change to be '*tidak suka'*. And the second one is infix. I, actually, don't understand about infix. And the last one is suffix which is ending in the last word, for example: chillhood. Childhood. Ya childhood. Child is the base word and hood is the suffix. So, when it become a word, the meaning is changing. Child is.., the meaning is *'anak-anak'*, and 'hood'.. em…, so, when the word is coming together, the meaning will change to be '*masa kanak-kanak'*. So, that's all what I know about affixation.

9. **How often do you use the affixation?**

   Answer: I don't realize how often I use the affixation whether in writing, speaking. So, I can not determine how many times I use the affixation but in speaking or writing something I usually use some or not too much affixation but I use it once or five times of affixation, maybe. If I'm not mistaken.

10. **Which type of affixations do you think is more difficult? Why?**

    Answer: In my opinion, the most difficult affixation to be learnt is about infix, because it located in the middle of the word. So, it's a bit hard to memorize and to find whether the word use infix or not, and it's also hard to differentiate the base word and the word which use affixation in the middle. And I also don't remember and I have no much knowledge about what are the infix because it's a little bit hard to find in the word.

11. **What does make you confused in using affixation?**

    Answer: Sometimes, I confused in using affixation because in my opinion the word has, we usually know that the word, for example: wonderful, is the meaning of wonderful is *'mengagumkan'*. So, I think that wonderful has no affixation because it has its own meaning. So, without have the affixation, the meaning of wonderful is *'mengagumkan'* and I don't realize that wonderful also has the affixation 'ful'. So, the base word of wonderful is wonder. So, it's make me little bit confused, sometimes.

12. **Do you realize when you use the inappropriate affixation?**

    Answer: Of course, I realize when I use inappropriate affixation in my sentence. The sentence, the whole sentence will have the different meaning from what it used to be. So, in writing I have to think twice whether it needs to use affixation or not. So, the meaning will not be changing too far in what it should be.

13. **What do you think will be happened if you use inappropriate affixation?**

    Answer: If we don't use appropriate affixation in writing, it can make our writing look bad because the meaning of a verb is really affect to the whole writing is related to the topic. So, when we not use the correct affixation, the meaning in our writing will look bad because when it's translated to the Bahasa or the other language it will have the bad meaning. So, it's better if we use the appropriate affixation in writing something.

14. **Do you realize when you use an inappropriate affixation in writing, it can change the meaning of the whole sentence?**

    Answer: Sometimes I don't realize whether I use the appropriate affixation in speaking or writing, but sometimes I don't realize it. Because, I familiar with the base word of.., em.., with the base word before it add with the affixation. So, because the meaning of the base word and the word that ending with the affixation is changing, so it's make me realize that it use the affixation and the affixation use inappropriately because the meaning change incorrectly.

15. **Do you have any strategies to overcome your difficulties in using affixation? What are they?**
    Answer: My strategy of face my difficulties in understand or memorize the affixation is I have to learn more about affixation, I have to memorize what the most difficult about affixation. For example: I have to memorize more about infix, and it's better if I searching for the example of infix in the essay, in writings. So, I know that infix has many kind of ending and after I know the affixation, the infix, I try to make it in a sentence. So, that's can make me memorize easily.
16. **How do your strategies work in resolving your problem in using affixation?**
    Answer: My strategy will be work good because I learn it first and try to memorize, and then I apply it in practice. So, step by step those affixation will be memorize easily by me. By practice, we can memorize faster.
17. **Do you think your strategies are effective enough to overcome your difficulties in using affixation? Why?**
    Answer: Yes, my strategy is will be successful for myself because I am kind of person who can memorize easily when I also write it down many times. So, by writing, the example of the affixation, especially, infix. I can easily to memorize it and it's make me familiar with infix. So, whether in speaking or writing I can em.., indicate whether the word use a infix, use prefix, or use suffix or not. So, it's make me more easier to understand about affixation.

Interviewee 2 (DM):00.06.19

1. **Have you ever heard about affixation? When is it exactly?**
   Answer: Yes, I ever heard about the affixation but I'm not pretty sure when the first time I learned about the affixation, but I could say may be in senior high school that's the first time I learned about the affixation.
2. **What do you know about affixation?**
   Answer: Affixation is additional element in a word. It could be in the first and the last.., in the last word. For example like 'impossible'.
3. **How far did you understand about the affixation in the Vocabulary and Pronounciation class?**
   Answer: May be about 80% I understand about the affixation, but it could be 60%. 80 % in the classroom, 19% after this classroom.
4. **Have you ever forgotten about affixation? What does make you forget about it?**
   Answer: Yes, I ever forget about the affixation. Because, I think that's the original word of like a my previous example 'impossible'. It think it, the word impossible is not affixation, that's the original one that we can find, of course, we can find it in the dictionary, but I do not care the 'impossible' is the affixation and I pretend that 'impossible' is the original word.
5. **Do you think affixation is difficult to be learnt? Why?**
   Answer: Not too difficult to learn the, about the affixation, because it's easy. Maybe we just need or just add some additional element in the first and in the last word.
6. **Do you think affixation is important to be learnt? Why?**
   Answer: Yes, of course, that is important to learn because affixation is one part of English and also when we learn about affixation, we got the new knowledge that the word that affixation word is not the original word, that we need some additional elements.
7. **How many types of affixations do you know? What are they?**
   Answer: I know about the affixation has two types: prefix and suffix.

8. **Please explain those types of affixation that you know!**
   Answer: Prefix is additional word in the first or in the beginning of the word, em.. example, like 'impossible', 'unprofessional'. And then, suffix is additional element in the end of the word, like.. em.. an example for suffix like 'adorable' or 'comfortable'.
9. **How often do you use the affixation?**
   Answer: And for the affix, of course, I will use the most common of affix that we use in a daily language.
10. **Which type of affixations do you think is more difficult? Why?**
    Answer: Em.., the difficult of affixation is for me is to learn the difficult.., to learn suffix because sometimes I do not realize the additional or the.., em, additional element of suffix.
11. **What does make you confused in using affixation?**
    Answer: I confused to use the affixation because I don't know the correct one. For example, like 'im', I – M, for impossible is mean 'tidak mungkin' but sometimes we can not put the 'im' in certain words. We have to put may be like a '-un' in 'unprofessional' and we can not put '-im' in 'happy'. That.., there is no 'imhappy' but 'unhappy'.
12. **Do you realize when you use the inappropriate affixation?**
    Answer: When in writing I do not realize that I use an inappropriate affixation.
13. **What do you think will be happened if you use inappropriate affixation?**
    Answer: If I use inappropriate affixation in my writing, of course, it will change the meaning and also can break the meaning or the information that I will inform to my reader.
14. **Do you realize when you use an inappropriate affixation in writing, it can change the meaning of the whole sentence?**
    Answer: And of course, the inappropriate affixation can change the meaning while writing.
15. **Do you have any strategies to overcome your difficulties in using affixation? What are they?**
    Answer: The strategy for affixation may be we.., I have to remind about the.. the.. the additional element for the prefix and, of course, for the suffix.
16. **How do your strategies work in resolving your problem in using affixation?**
    Answer: The strategy may be I will make an table for the prefix and suffix. And then I will list the element or additional word for prefix such as.., like 'un', under' then 're'. for example like 'under' = 'underwater', and then 'un' = 'unhappy' and 're' = 'rewind', 'review'. And for the suffix, like the 'adorable' or em.., we have to put additional 'able' in 'adorable' or 'comfortable'. Like that I think.
17. **Do you think your strategies are effective enough to overcome your difficulties in using affixation? Why?**
    Answer: I'm not pretty sure that my strategy will effective but I will try it.

Interviewee 3 (R): 00.17.10

1. **Have you ever heard about affixation? When is it exactly?**
   Answer: So, I will answer the question one, may be I ever heard about affixation in the first semester or in the third semester but I forget it. The material, so, I learned about affixation in the vocabulary and pronounciation discourse.
2. **What do you know about affixation?**
   Answer: So, I know that affixation is in Indonesia language they say that 'imbuhan'. So, the add –ed or before the word they add something. Something word that make that word completed, or have the other meaning or like the vocab can transform from noun to verb.

3. **How far did you understand about the affixation in the Vocabulary and Pronounciation class?**

   Answer: How far? May be, just.., I understand that what is affixation that the meaning but only at that time I forget the meaning, of course, I know the content how to added the affixation and then the example. So, when we learned the affixation, of course, we know how the word affixation and the example of the affixation.

4. **Have you ever forgotten about affixation? What does make you forget about it?**

   Answer: Because I learned the affixation in the third semester, exactly in the vocabulary and pronounciation class, so I forget the material of course. And never, not never, but it's usually I use affixation in the when I write the assignment of the course project, or our lecture asked to make an essay, so we have to use affixation in that sentence, so I try to learn again about the affixation. But, of course I forget about the, how to add affixation in the words. But, what make I forget that the theory because I never learn more or I never use that often. Because I never try to write essay often in my own word or my own book, but only in the midterm test or essay that our lecturer give or something like project that we have to use some word to complete the test. But without the test, without the assignment, I never use that affixation. Because, may be I, the reason is I lazy and I forgot how to write that affixation.

5. **Do you think affixation is difficult to be learnt? Why?**

   Answer: I think it's not difficult to learn but it's difficult to try, try the words in your assignment or your essay. Because, we probably confused that how we use this word in this sentence or what word that we have to use in this sentence. So, I think that's the difficulties one. So, and, what makes difficult is we confused that the word have affixation or not. So that makes confused but it's not difficult to learn.

6. **Do you think affixation is important to be learnt? Why?**

   Answer: So, I think affixation in important to learn because we often use affixation in our essay. Like wonderful, wonderfully, so not all word that we have to use the affixation, but often that word with affixation make our sentence complete, our sentence best. So, like I said before, I said before that probably a noun can transform to a verb or a noun can transform to adjective. So, like that. So, I think it's important and make easier when you write something.

7. **How many types of affixations do you know? What are they?**

   Answer: So, I know the affixation, two types, and two types the first type is prefix. Prefix is in the first, the word that added in the first word, how to say it. Like this, example, determined. So, the word prefix add pre, pre-determined. Or satisfactory, so the word prefix can add in the first unsatisfactory. The second type is suffix, suffix is in the last word. I mean, in the last of the word. Like wonderfully, the original word is wonderful, but if we have to add suffix, wonderfully. Like that

8. **Please explain those types of affixation that you know!**

   Answer: So, I will explain those affixation that I know. So, before I.. em.. before this, I know that affixation have many type but only two type that I remember of affixation word. So, the first type is suffix. And then, prefix. Yes, if I'm not wrong, so suffix and prefix. So, suffix is the word that added in the first word. Em, such as 'like', so when you want to say you not like, so you have to add 'un' in the first word 'like. So, 'unlike' or 'dislike'. So, like this. And then, prefix.. em..if I'm not switch the suffix or prefix. I forget that the two of affixation, suffix or prefix. Suffix in the first or prefix in the first. So, I just.. em.. I just say that suffix is the word that added in the first, and prefix is the word that added in the last of word. So, prefix, you have to added in the last word to make that noun change to adjective like 'comfortable', so if you want to say you not.. eh.. you are

comfortable, so you.. you have to add 'ly' = 'comfortably' like that. So, that affixation that I can remember from the material of affixation.

9. **How often do you use the affixation?**
   Answer: I can't image, I can't image, I can't hitung, I can't count, how often that I used affixation but usually in a sentence may be we use that two or only one affixation or in one paragraph that may be a half of paragraph that has many affixation, has many word of affixation that I write. But I can't take the number of how many I use affixation.
10. **Which type of affixations do you think is more difficult? Why?**
    Answer: May be the prefix. It's not difficult to use but it's confuse when you add the suffix like, for example 'like', so, we confused that dislike or unlike. So, I confused when I use unlike, when, when I have to use unlike and, or when I have to use dislike, so like this. But in the suffix, that we confused what word that have to added in this word like 'incomphrehensible', sible, ible, that may be in the somewhere we have to use able, not ible. So, that make confused but it's not difficult when you have to learn more so it's easier to understand.
11. **What does make you confused in using affixation?**
    Answer: So, like I said before that it's confused when you have to, what you have to, what word that you have to add in that word. So, that make confused.
12. **Do you realize when you use the inappropriate affixation?**
    Answer: Of course, I realize because when I have wrote, I have write one paragraph in essay, so I check again what word that make me confused in that paragraph. So, I know that, oh.. may be not this word. oh.. may be not this word. So, but I confused that what the right word I have to add in there. So, I just realize the word that inappropriate but I don't change to the right word.
13. **What do you think will be happened if you use inappropriate affixation?**
    Answer: Of course my writing, my essay, is not perfect if I use inappropriate affixation because it can change the meaning of the sentence of what I have to write in that paragraph. So, it will change the meaning.
14. **Do you realize when you use an inappropriate affixation in writing, it can change the meaning of the whole sentence?**
    Answer: Yes, of course it will change the meaning. Because, of course, it's not to a whole paragraph but only in that sentence that we use the affixation. For the example, in the first sentence of the paragraph I use affixation, so only in the first sentence that only change the meaning. But, in the second sentence, the meaning will right in that paragraph.
15. **Do you have any strategies to overcome your difficulties in using affixation? What are they?**
    Answer: I have to learn more and try to write my own essay on the good way and use the affixation often and try to write a sentence with use affixation often. So, if I try hard to use the affixation more than the usually day, more than, sorry, so I have to try more to write sentence with use affixation
16. **How do your strategies work in resolving your problem in using affixation?**
    Answer: So, in my own way, my own strategy to resolve.. em.. the affixations word in my essay or my assignment project. So, I will try hard to write the affixation word. I will.. em.. what.. em..write more or learn more about affixation. Then, I have to know that how to added in the suffix, how to added in the prefix word, how to use that suffix and prefix in the sentence, how make it possible in the sentence. So, I want to write some sentence in every day. I need to try to make a sentence that use suffix or prefix in every day. So, may it's can.. em.. it can make my essay will be good that other, will.. em.. what.. will perfect than before, and then may be the

suffix and that .. em.. in every day, it can make my memorize, make my vocabulary bertambah. Em.. more. I can add my vocabulary in my essay to be larger, to be more than the days before. So, every day I write, every day I know about vocabulary, every day I use the suffix and prefix in my essay or my written. So, I know that the word, the English word, can help me in essay or something like that.

17. **Do you think your strategies are effective enough to overcome your difficulties in using affixation? Why?**

    Answer: Of course, because I think, in my own strategies that I'll have to learn more, I have to try more write the suffix and prefix in my essay, because I know that if you try hard, if you learn more, if you try to not forget again about your vocabulary and then you.. em.. how to say.. em.. if in the Arabic they say that 'Man Jadda Wajada'. So, the more you try, the more you can do that. So, it's like the power when you write an essay or journal or like now we have to write a proposal. So, we have to use a suffix and prefix to make that proposal clearly and more good than the written before. Then, the papers that I write before in the.. em.. in the last semester. So, may be in the future it can help us, help me, of course, to make a good sentence. So, I will try more to use suffix and prefix in my sentence to make it good. Ok.

Interviewee 4 (NF): 00.10.06

1. **Have you ever heard about affixation? When is it exactly?**

   Answer: Yes, of course I ever heard about affixation before. Especially in grammar one, grammar two, and until advanced grammar. In, so, in all of the class, my lecture teaches us and asks to us to learn about affixation. So, I think, affixation is hard to learn but it is the important to the English students to learn about the affixation.

2. **What do you know about affixation?**

   Answer: In my opinion, affixation is a word element that is added before, after or in the root or stamp, base form of a word to produce a new word.

3. **How far did you understand about the affixation in the Vocabulary and Pronounciation class?**

   Answer: I think, when I'm in Vocabulary and Pronounciation class, my understanding about affixation, I think I don't understand about all of the aspect of the affixation. But, I understand about some point of the affixation, for example, like in the vocabulary we can choose like 'marry', 'marry' it means '*menikah'*, and if we add the affixation in the 'marry', for example like 'marry' become 'marriage'. And 'marriage' it means *'pernikahan'*. So, I think 'marry' and 'marriage' is have the.. it have the different meaning. Because we have add affixation. I think affixation is changes the meaning of the word.

4. **Have you ever forgotten about affixation? What does make you forget about it?**

   Answer: Yes, of course I ever forgot about the affixation, prefix and suffix. Because prefix and suffix is difficult to learn. Because, we have to know what is the prefix and suffix. So, it is important for us to know what is different, what is the differences between suffix and prefix. So, I think why I forget about the suffix and prefix because suffix and prefix is difficult to learn.

5. **Do you think affixation is difficult to be learnt? Why?**

   Answer: Of course, in my opinion, learning about affixation is difficult and I think all of the students and especially for my friend, me and my friend, we think learn about suffix and prefix or affixation is difficult, because we have to know the differences between suffix and prefix. And after we know about the differences between suffix

and prefix we have to remember it and there are so many things in.., there are so many things in suffix and prefix. So.., but in.., so.., for the some students is.. it is difficult to find, I mean, for some students it is difficult to know what is the differences between suffix and prefix. So, just it from.., from me.

6. **Do you think affixation is important to be learnt? Why?**
   Answer: Yes, of course. Em.., in my opinion, learning about affixation is important especially for student.., especially for language student, *ataupun anak Bahasa*. Because suffix, prefix, infix, have differences, have different meaning so it is important for us to know what is the meaning from that element. As we know prefix *merupakan affix yang terletak sebelum kata dasar, sedangkan suffix merupakan affix yang terletak setelah bentuk dasar, bentuk kata dasar*. So, we have to know what is the prefix and suffix. Because, prefix and suffix will change the meaning.
7. **How many types of affixations do you know? What are they?**
   Answer: Based on my knowledge, I think, the types of affix there is prefix, and then infix, and the last is suffix.
8. **Please explain those types of affixation that you know!**
   Answer: Ok, based on my knowledge about affixation, affixation is affix at the end of the word that can change the meaning. For example, we can see like 'marry'. 'marry' is *'menikah'*, if we use the affix for 'marry', 'marry' will become 'mariage', and it can change the meaning from the *'menikah'* become *'pernikahan'*. So, I think the function of affixation is to change the meaning of a word.
9. **How often do you use the affixation?**
   Answer: I think all of the students is often using affixation, but they don't know what is the differences about suffix, prefix, and infix. So, I think I often use affixation especially when I'm writing about the essay, or novel, or something like research report, I think I often using about affixation.
10. **Which type of affixations do you think is more difficult? Why?**
    Answer: I think from the all the type of affixation, one of the most type of affixation who make me difficult to learn is about suffix. Because, yes about suffix.
11. **What does make you confused in using affixation?**
    Answer: I think, why I'm still confused about affixation because I know affixation is difficult to learn, and before we learn about all of the aspects about affixation, we have to know what is the meaning about affixation before. So, in the side of affixation there is prefix, suffix, and infix. So, from the three type we have to know the meaning of the three type one by one. Because, all of the three type have their own different meaning. And I think the more difficult for me is suffix.
12. **Do you realize when you use the inappropriate affixation?**
    Answer: Ok, based on my experience when I wrote about essay journal, for example. I think, I still don't realize when I using a wrong affixation in my writing or inappropriate affixation in my writing.
13. **What do you think will be happened if you use inappropriate affixation?**
    Answer: Of course, if I use inappropriate affixation in my writing. So it will change my idea, it will change my explanation in my writing. Because affixation will change the meaning of the word that we use. So I think, it is the most important especially for the students to learn about the affixation.
14. **Do you realize when you use an inappropriate affixation in writing, it can change the meaning of the whole sentence?**
    Answer: Of course, if we use inappropriate affixation in our writing it will change the meaning of our writing. For example like our idea, explanation, etc.

15. **Do you have any strategies to overcome your difficulties in using affixation? What are they?**
    Answer: One of my way to improve my affixation is with the remember about the prefix, suffix, and infix, and learn what is, learn about the example from the three type of affixation.
16. **How do your strategies work in resolving your problem in using affixation?**
    Answer: Yes, of course, my strategies to improve my knowledge about affixation with remembering. I think it is effective for me, for myself because with remembering about the what is the meaning of affixation and what is the type of affixation, what is.., we can know, we can encourage.., em, atau mengurangi kesalahan pada penggunaan affixation, especially in writing.
17. **Do you think your strategies are effective enough to overcome your difficulties in using affixation? Why?**
    Answer: So, I think, it's the most important thing for us to know about the meaning of affixation itself. And then, we have to know what type of the affixation. So, after we know about the affixation then we know about the type of affixation, it can make the students more easier to use affixation or incorrect, their, their error in using affixation.

Interviewee 5 (RF): 00.08.04

1. **Have you ever heard about affixation? When is it exactly?**
   Answer: Yes**,** I ever heard about the affixation. It is at third semester in my …, in my … vocabulary class.
2. **What do you know about affixation?**
   Answer: Affixation is all additional words that's make the new word. I mean, It's can create new word form additional word.
3. **How far did you understand about the affixation in the Vocabulary and Pronounciation class?**
   Answer: I think if I calculate in percent, I understand about 70% in class.
4. **Have you ever forgotten about affixation? What does make you forget about it?**
   Answer: Yes, sometimes I forgot about the affixation. Because, I think I'm lack of vocabulary. And then, confuse about the word that become new word. Yes, I did it.
5. **Do you think affixation is difficult to be learnt? Why?**
   Answer: So far, in class I think affixation is not so difficult but it's can be difficult to learn because we must more vocabulary, we must have more vocabulary. And then, we must be creative to create new…, the additional word.
6. **Do you think affixation is important to be learnt? Why?**
   Answer: Yes, affixation is important to learn, because the words are used for our daily life. And then, we can.., we can know more vocabulary. And then, it's.., actually it's will be verb or…, I mean word of doing…, word of doing something or command something.
7. **How many types of affixations do you know? What are they?**
   Answer: I've ever heard about.., three types of affixation. They are prefix, infix, and suffix.
8. **Please explain those types of affixation that you know!**
   Answer: Em.., if prefix, it words of affixation that placed before word and if suffix it placed after word and infix it placed middle of word.
9. **How often do you use the affixation?**
   Answer: Em.., I.., I exactly don't realize how many times I use affixation in daily life. But I think it could be 10 or more.
10. **Which type of affixations do you think is more difficult? Why?**

Answer: I think the type of affixation that is difficult to use is, em… infix. Because this type is must be middle of the word.

11. What does make you confused in using affixation?

Answer: What makes me confused in using affixation is how to use correct word. I mean, em.., because lack of vocabulary, I think, more of correct word will missed in using affixation.

12. Do you realize when you use the inappropriate affixation?

Answer: sometimes, I realize. Sometimes, I don't realize when I use the inappropriate affixation.

13. What do you think will be happened if you use inappropriate affixation?

Answer: Em.., I think.., em.., the truly happen when I used inappropriate affixation in writing is my.., my grammar or word become strong in writing. And then, the reader will be confused about.., em.., I.., my meaning of words.

14. Do you realize when you use an inappropriate affixation in writing, it can change the meaning of the whole sentence?

Answer: If I checks, if I check again my writing, I will be realize. But if I don't check after write, may be I.., I will miss some affixation, correct affixation. And then, I think not.., it's not will change whole of sentence, but the reader will be confused of what I writing about.

15. Do you have any strategies to overcome your difficulties in using affixation? What are they?

Answer: Yes, for the strategies. First, for the strategies in my mind to overcome these difficulties in affixation is, one, I must have more vocabulary. And then, I must be usually with word. I mean, I must be know more word that needs affixation. And then, I must watch and…, watch movie I think and listen music or talk to native speaker.

16. How do your strategies work in resolving your problem in using affixation?

Answer: The first strategy I mentioned is to be more.., em.., to get more vocabulary is.., I think is will be work. Because, if we got more vocabulary so it will be easy to new word that can form. And then, second strategy is.., em…, to watch movie or listen music. I think if we watch or listen and read the subtitle it will become learning for new vocabulary and that's will be worked to new information we get about affixation. And if we talk with native speaker, I think is will more working because the native speaker is know about his or her language. And if we new to hear that, we can ask them or may be search in other source about what they said.

17. Do you think your strategies are effective enough to overcome your difficulties in using affixation? Why?

Answer: Yes, I think it will be effective because I am as student will be.., will get easily to access my strategies. Em…, I mean.., it's not hard to find.., or difficult to find it. Yeah, that's all.

Interviewee 6 (DA): 00.16.06

1. **Have you ever heard about affixation? When is it exactly?**

   Answer: Yes, when I am in semester four, but before that, I know the adding word before the word but I don't know what the name of it. So, exactly, I know about affixation when I semester four in course Introduction to Linguistics.

2. **What do you know about affixation?**

   Answer: Yes, there is three type of affixation. First is suffix, infix, and prefix. I don't know about, exactly, the middle of affixation. And the affixation is also., em.., adding some words and change the meaning of that word.

3. **How far did you understand about the affixation in the Vocabulary and Pronounciation class?**
   Answer: I understand about the affixation just some adjective and some words. And I already know about the verb, for example: walked. 'ed' is also affixation. Yeah.
4. **Have you ever forgotten about affixation? What does make you forget about it?**
   Answer: Yes, sometimes I forgot about the affixation because sometimes I find something word. I find something new of word what I mean. What I want to write I can changing the verb or the word using adjective by changing with the synonym.
5. **Do you think affixation is difficult to be learnt? Why?**
   Answer: Yes, because there is so many verb, so many adjective, adverb, and vocabulary that we need to learn more what the vocab or what the word can use affixation, what the vocab or word can not use affixation.
6. **Do you think affixation is important to be learnt? Why?**
   Answer: Yes, because when we write it will be, when we write with using affixation the sentence will clearly and it will be a good sentence. And when we speak, we don't need any vocabulary to use because we know the word.., the dasar kata. And then, we can use it then we change with synonym.
7. **How many types of affixations do you know? What are they?**
   Answer: The affixation that I know, there is three; suffix, prefix, and I don't know what is exactly in the middle, infix, yeah, something add letter or word in the middle of word.
8. **Please explain those types of affixation that you know!**
   Answer: Yes, suffix is adding some letter or word in the last word. And the prefix is adding some words or letter in the beginning of word. And the infix, adding in the middle of word, adding letter or word.
9. **How often do you use the affixation?**
   Answer: I.., may be when I write something I used affixation. But I don't realize it. And also in speaking, I don't realize when I used affixation. May be I.., I'm not learn the affixation more yet. That's why may be I, sometimes I use affixation but I'm not realize it.
10. **Which type of affixations do you think is more difficult? Why?**
    Answer: In infix, because it's so hard. It's so difficult to learn about infix, adding some word or letter in the middle. Because, when we know, when we learn vocabulary, we know the vocab. That's why it will be strange if adding some word or letter in the middle of word.
11. **What does make you confused in using affixation?**
    Answer: May be there is three kind of affixation, and it's so hard and make me confused about it. When, which word we use prefix, which word we use suffix, or which word use infix. So, I think that is very confused. for example, different, difference. There is use suffix differentiate and it's so hard to know and to translate the paragraph into Bahasa. We have to know about different, differentiate, differences, or something else.
12. **Do you realize when you use the inappropriate affixation?**
    Answer: Sometimes, I realize that I use affixation in writing or speaking. But, because I don't learn about affixation more, that's why I think my writing is good and my speaking is can understand, so that.., I just realize the familiar affixation that I use.
13. **What do you think will be happened if you use inappropriate affixation?**
    Answer: I think, writing is very not good sentence when we use inappropriate affixation. So, before we write something or we want to use affixation, we have to know which word use suffix or which word use prefix. That's why we have the time to

learn about the affixation more to make our paragraph or our sentence good in writing.

14. **Do you realize when you use an inappropriate affixation in writing, it can change the meaning of the whole sentence?**

    Answer: Yeah, affixation can change the meaning of the whole sentence. So, that's why use the word that you know and easy to understand with the familiar affixation and state in clearly affixation. So that, your writing will good and avoid inappropriate affixation.

15. **Do you have any strategies to overcome your difficulties in using affixation? What are they?**

    Answer: My strategy, my strategies to overcome my difficulties in using affixation is using synonym or antonym. Yeah, synonym and antonym is very easy to learn, so when I don't understand or I don't know about the affixation of the word, I just use synonym of the word that I want to write, so that changing the.., changing the word but not changing the meaning of word I want to write.

16. **How do your strategies work in resolving your problem in using affixation?**

    Answer: When I want to write something or speak, I just use the word that I know. And if I don't know the word that I want to say or I want to write, I just use synonym or antonym that I know. So, I.., may be I write the affixation but I'm not realize is it affixation or not. I just write that I understand and I just speak that my audience understand. So that, I.., before I write or speak, I prepare some material or vocabulary to speak and to write. And synonym and antonym is very overcome my difficulties in using affixation.

17. **Do you think your strategies are effective enough to overcome your difficulties in using affixation? Why?**

    Answer: Yeah, because antonym and synonym is the easiest material to understand about the vocabulary. So that, using it, it will be, it will resolve my problem in using affixation in wirting or speaking. Before I learn about, or I know about the affixation, I used synonym and antonym to write and to speak.

جامعة الرانري
AR-RANIRY

APPENDIX 4: Documentation

Essay translation process

Interview process with Int. 3

Interview process with Int.5

AUTOBIOGRAPHY

Name/NIM	: Maya Angrayni / 140203110
Date/Place of Birth	: Banda Aceh / May 20th, 1996
Gender	: Female
Address	: Jln. Hasan Shaleh, Neusu Aceh, Kec. Baiturrahman, Banda Aceh, 24233, Indonesia.
Email	: mayaangrayani@gmail.com
Phone Number	: 085270999451
Religion	: Islam
Status	: Single
Occupation	: Student
Nationality	: Indonesian

Parents

Name of Father	: Mukhtaruddin Ahmad
Name of Mother	: Hilmiyati, S.Pd, MA
Father's Occupation	: Enterpreneur
Mother's Occupation	: Teacher
Address	: Jln. Hasan Shaleh, Neusu Aceh, Kec. Baiturrahman, Banda Aceh, 24233, Indonesia.

Education

Elementary	: MIN Mesjid Raya Banda Aceh
Junior High School	: MTsS Tgk. Chiek. Oemar Diyan
Senior High School	: MAN 1 Banda Aceh
University	: Study Program of English Education, Faculty of Teacher Training and Education, UIN Ar-Raniry Banda Aceh.

Banda Aceh, January 9th 2019

Maya Angrayni