

**THE THIRD YEAR ENGLISH DEPARTMENT STUDENTS' ABILITY IN
UNDERSTANDING WORD FORMATION USING DERIVATIONAL
SUFFIXES**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Strata One (S1)
Degree*



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**ENGLISH DEPARTMENT
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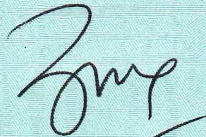
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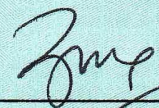
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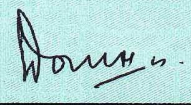
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Abstrak

Putri, Dini Rahmi. 2015. "The Third Year English Department Students` Ability in Understanding Word Formation Using Derivational Suffixes". *Skripsi*. Program Sarjana. Universitas Negeri Padang, Sumatera Barat.

Penelitian ini bertujuan untuk (1) mendeskripsikan kemampuan mahasiswa dalam memahami pembentukan kata, (2) mengetahui tipe *derivational suffixes* yang paling sulit untuk dipahami, (3) mengetahui masalah-masalah yang dihadapi oleh mahasiswa dalam memahami pembentukan kata. Populasi penelitian ini adalah mahasiswa tingkat III Jurusan Bahasa dan Sastra Inggris tahun masuk 2011 Fakultas Bahasa dan Seni, Universitas Negeri Padang. Sampel penelitian ini berjumlah 18 orang yang dipilih menggunakan teknik *cluster sampling*. Data dikumpulkan melalui dua instrumen yaitu tes *derivational suffixes* dan wawancara.

Hasil penelitian ini menunjukkan bahwa persentase kemampuan mahasiswa dalam memahami pembentukan kata menggunakan *derivational suffixes* adalah 51 % untuk *adjective-forming suffix* dengan interpretasi *poor* atau buruk, 44 % untuk *noun-forming suffix* dengan interpretasi *poor* atau buruk, 29 % untuk *verb-forming suffix* dengan interpretasi *very poor* atau sangat buruk, 56 % untuk *adverb-forming suffix* dengan interpretasi *average* atau sedang, dan sebagai tambahan 39 % dalam menentukan kata dasar dengan interpretasi *very poor* atau sangat buruk. Masalah-masalah yang dihadapi oleh mahasiswa dalam memahami pembentukan kata menggunakan *derivational suffixes* adalah menentukan tipe *derivational suffixes*, membedakan tipe-tipe *derivational suffixes* dan mengenali tipe-tipe *derivational suffixes* ketika berada dalam sebuah teks.

Kata Kunci: *Word Formation, Derivational Suffix, Ability*

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TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
LIST OF FIGURES	ix
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem.....	3
C. Limitation of the Research	4
D. Formulation of the Problem	4
E. Research Questions	4
F. Purpose of the Research	5
G. Significance of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Review of Related theory.....	7
1. Morphology.....	7
2. Morphemes	8
3. Word Formation	10
4. Derivational Suffixes	12
B. Review of Related Findings	15
C. Conceptual Framework	17

CHAPTER III RESEARCH METHOD

A. Type of the Research	18
B. Population and Sample	18
C. Instrument of the Research.....	19
D. Technique of Data Collection	23
E. Technique of Data analysis	23

CHAPTER IV FINDINGS AND DISCUSSION

A. Data Descriptions	26
B. Data Analysis and Findings.....	26
1. Students` Ability in Understanding Word Formation Using Derivational Suffixes	27
2. Type of derivational suffixes which is the most difficult to be understood by the third year English Department students	47
3. Problems faced by the third year English Department students in understanding word formation using Derivational Suffixes	50
C. Discussion	51
D. Limitation of the Research	54

CHAPTER V CONCLUSIONAND SUGGESTION

A. Conclusion	55
B. Suggestion	56

BIBLIOGRAPHY	57
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APPENDICES	59
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LIST OF TABLES

Table 1	The Classification of Item Discrimination	21
Table 2	The Classification of Item Difficulty	22
Table 3	The Students` Level of Achievement Classification	25
Table 4	Students` Level of Achievements	27
Table 5	The Percentage of Students` Overall Achievement	29
Table 6	The Percentage of Students` Achievement in Understanding Word Formation using Adjective-forming Suffix	31
Table 7	Students` Problem in Understanding Adjective-Forming Suffix	32
Table 8	The Percentage of Students` Achievement in Understanding Word Formation Using Noun-forming Suffix	35
Table 9	Students` Problem in Understanding Noun-forming Suffix	36
Table 10	The Percentage of Students` Achievement in Understanding Word Formation Using Verb-forming Suffix	39
Table 11	Students` Problem in Understanding Verb-forming Suffix	40
Table 12	The Percentage of Students` Achievement in Understanding Word Formation Using Adverb-forming Suffix	42
Table 13	Students` Problem in Understanding Adverb-forming Suffix	44
Table 14	The Percentage of Students` Achievement in Determining Root / Base	45
Table 15	Students` Problem in Determining Root/Base	46
Table 16	The Percentage of Students` Achievement in Understanding Word Formation using Derivational Suffixes	47
Table 17	Students` Achievement in Understanding Word Formation using Derivational Suffixes	49
Table 18	List of Interviewees` Problems in Understanding Word Formation using Derivational Suffixes	50

LIST OF APPENDICES

Appendix 1	Indicator for Try Out Test of Derivational Suffixes	60
Appendix 2	Try Out Test of Derivational Suffixes	61
Appendix 3	Key Answer of Try Out Test	66
Appendix 4	Indicator for Derivational Suffixes Test	67
Appendix 5	Derivational Suffixes Test	68
Appendix 6	Key Answer of Derivational Suffixes Test	72
Appendix 7	Students` Sheet of Derivational Suffixes Test	75
Appendix 8	Interviews` Tape Scripts	85
Appendix 9	Reability Test of the Try Out Test of Derivational Suffixes Using KR – 20.....	89
Appendix 10	Counting Reability of the Try Out Test of Derivational Suffixes Using KR- 20	90
Appendix 11	Item Discrimination	91
Appendix 12	Item Difficulty	92
Appendix 13	The Analysis of Item Discrimination and Item Difficulty	93
Appendix 14	Students` Score of Derivational Suffixes Test.....	95
Appendix 15	The Percentage of Students` Overall Achievement	99
Appendix 16	Students` Ability in Understanding Word Formation Using Adjective-Forming Suffix	101
Appendix 17	ThePercentage of Students achievement in Understanding Word Formation Using Adjective-forming Suffix	106
Appendix 18	Students` Ability in Understanding Word Formation Using Noun-forming Suffix.....	108
Appendix 19	ThePercentage of Students achievement in Understanding Word FormationUsing Noun -forming Suffix	113

Appendix 20	Students` Ability in Understanding Word Formation Using Verb-forming Suffix	115
Appendix 21	ThePercentage of Students achievement in Understanding Word Formation Using Verb -forming Suffix	120
Appendix 22	Students` Ability in Understanding Word Formation Using Adverb-forming Suffix.....	122
Appendix 23	ThePercentage of Students achievement in Understanding Word Formation Using Adverb -forming Suffix	127
Appendix 24	Students` Ability in Determining Root / Base	129
Appendix 25	ThePercentage of Students achievement in Determining Root / Base	134

LIST OF FIGURES

Figure 1.	The Percentage of Students` Overall Achievement	29
Figure 2.	The Percentage of Students` Achievement in Understanding Word Formation using Adjective-forming Suffix.....	31
Figure 3.	Students` Problem in Understanding Adjective- Forming Suffix....	33
Figure 4.	The Percentage of Students` Achievement in Understanding Word Formation Using Noun-forming Suffix.....	35
Figure 5.	Students` Problem in Understanding Noun-forming Suffix	37
Figure 6.	The Percentage of Students` Achievement in Understanding Word Formation Using Verb-forming Suffix.....	39
Figure 7.	Students` Problem in Understanding Verb-forming Suffix	41
Figure 8.	The Percentage of Students` Achievement in Understanding Word Formation Using Adverb-forming Suffix.....	43
Figure 9.	The Percentage of Students` Achievement in Determining Root / Base	46
Figure 10.	The Percentage of Students` Achievement in Understanding Word Formation using Derivational Suffixes	48

CHAPTER I

INTRODUCTION

A. Background of the Problem

Word formation is a part of morphology which related to the process of how the word is formed by using affixes. Word formation is defined as a set of process in creating new words from the existing ones. The word-formation process or the morphological process is the process of forming new words with the rules of morphology. Even though some languages recognize a part of the word-formation processes, in morphology there are fourteen word-formation processes and one of them is affixation.

Affixation is the adding of bound morphemes to the base to form a word. Affixation is an interesting object to be analyzed because in the morphological process the productive in forming a new word is affixation. The bound morphemes added initially to the base are called prefixes, those inserted into the base are called infixes, and those added to the end of the base are called suffixes. English has many prefixes and suffixes. By learning the processes in creating word formation, the students are able to understand the structure of the words and the relationship among them. One of the internal structures of word formation is suffix.

Suffix is adding a form of letter or letters at the end of a word to become the new word. There are two types of suffix in word formation; they are

derivational suffix and inflectional suffix. Derivational suffix is the suffix to build a new word from a base. Meanwhile, inflectional suffix is the suffix to modify a word's form to mark grammatical subclass to which it belongs.

Derivational suffixes mastery is one of the efficient ways in vocabulary building, but many students often face difficulties in using them effectively and efficiently. Therefore, the student's difficulty in learning derivational affixes needs to be given more attention. One way to know the student's difficulty is by analyzing their errors.

In the preliminary observation, it was found that the third year students of English department still have problems in understanding the word formation by using derivational suffixes. For example, they did not know how to identify the part of speech and classification of words after using derivational suffixes. The example of word that they did not understand is the word "boyish". The students felt confused about the root of that word and the part of speech of the word. They did not know that the word "boyish" actually comes from the word "boy (N)" added by suffix "-ish" and the new formation of the word becomes "boyish (Adj)". It can be concluded that the students still got confused about the adjective formation because of the process of adding suffix "-ish" at the end of the word "boy (N)" and the changes of part of speech of the word itself.

Besides that students still have difficulty in identifying the root and suffix for example the word "comfortable". In the word, students have to identify which one the root is and which one the suffix is. Some of them said that the root of the

word “comfortable” is “comfort” and the suffix of the word “comfortable” is “table”. Furthermore, when they were given a statement in which the word formations exist in it, they confuse to choose an appropriate word to complete the statement. For example, “*The controversy over _____ (Dispose/Disposibility/Disposable) diapers and their impact on the environment have diminished*”. Students still confuse in choosing the appropriate word formation in derivational suffix in parantheses. They still doubt which one is correct between the word “*Dispose*”, “*Disposibility*”, and “*Disposable*”.

Based on the preliminary observation above, the researcher is interested in analyzing more deeply about the ability of the third year students of English department in understanding the word formation. The researcher wants to describe the ability of the third year English department students in understanding word formation using derivational suffixes.

B. Identification of the Problem

Derivational suffix is one of study in morphology which is related to the word especially in word formation. By adding derivational suffixes to the root or base, the part of speech of the word itself is changed. Word formation is very important because it has a great deal in the improvement of four language skills of the students. Word formation in vocabulary building can be done by applying derivational suffixes.

Word formation mastery can help students to understand the words use, words formation, and words grammar in sentences or in a text. Word formation itself consist of blending, borrowing, derivation, inflection, clipping, and back formation. One of them that have been studied by the third year of English department students is derivational suffix. Derivational suffix consist of four processes which are noun-forming suffix, verb-forming suffix, adjective-forming suffix, and adverb-forming suffix. Students understand how and where to put the word after adding derivational suffixes when they are going to write a sentence, by knowing the rules of derivational suffixes in word formation. Therefore, students are able to make sentence in a good structure.

C. Limitation of the Research

Based on the identification of the problem above there are many types of processes in word formation. The problem of this research is limited on analyzing the third year of English department students' ability in understanding word formation especially in derivational suffixes.

D. Formulation of the Problem

The problem in this research is "What is the ability of the third year English department students in understanding derivational suffixes in English".

E. Research Question

Regarding from the formulation of the problem above, the research questions in this research are:

1. How is the third year English department students` ability in understanding word formation using derivational suffixes?
2. What kind of type in derivational suffixes which is the most difficult to be understood by the third year English department students?
3. What are the problems faced by the students in understanding word formation using derivational suffixes?

F. Purpose of the research

The purposes of this research are:

1. To describe the third year English department students` ability in understanding word formation using derivational suffixes
2. To find out the type of derivational suffixes which is the most difficult to be understood by the third year English department students.
3. To find out the problems faced by the students in understanding word formation using derivational suffixes.

G. Significance of the Research

Theoretically, the researcher hopes this research will be useful as a reference to other study which is related to derivational suffix especially word formation. It is hoped that this research can be useful for the students of English department to give information about the problems in understanding the forming words using derivational suffixes. So that the students can avoid the confusing in understanding word formation. It is also expected that this research can be useful as a reference for other researcher to conduct their researches related to the word formation.

H. Definition of Key Terms

1. Word Formation : is a process that enables a new word to come into a language.
2. Derivational suffix : is a type of affixes used in the process of forming a new word on the basis of an existing word by adding the affix at the end of the word.
3. Students' ability : is students' competence in understanding word formation using derivational suffixes.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As mentioned in Chapter I, the purpose of this research were; first, to describe the third year English department students` ability in understanding word formation using derivational suffixes; second, to find out the type of derivational suffixes which is the most difficult to be understood by the third year English department students. This research used two instruments; Derivational suffixes test which represented the students` ability in understanding word formation using derivational suffixes and the type of derivational suffixes which was the most difficult to be understood by the third year English department students; and the interview which represented students` problems in understanding word formation using Derivational suffix.

Based on the result of this research, the researcher can conclude some points. First, the third year English department students` ability in understanding word formation using derivational suffixes were Good, Average, Poor and Very Good. Second, the type of derivational suffix which was the most difficult to be understood by the third year English department students was *Verb-forming suffix*, since the level of achievement was in *Very Poor* level. Then, students` ability in undestanding word formation using noun-forming suffix was also in *Poor* level.

Next, students` ability in undestanding word formation using verb-forming suffix was in *Very Poor* level. Then, students` ability in undestanding word formation using adverb-forming suffix was in *Average* level. Last, students` ability in determining root / base was in *Very Poor* level.

Furthermore, there were some problems faced by the students in understanding word formation using derivational suffixes. The problems were: difficulty in remembering the types of Derivational Suffixes, difficulty in determining the types of Derivational suffixes to be used in the text, Difficulty in differentiating the types of Derivational suffixes, Difficulty in determining the verb-forming suffix to be used in the text, Lack of understanding about noun-forming suffix, Difficulty in recognizing the types of Derivational Suffixes, and lack of mastery in the basic knowledge of Derivational Suffixes.

B. Suggestions

Based on the research findings, discussion, and limitation of the research, the researcher would give several suggestions. First, it is suggested for the next researchers to make sure the entire classified respondents who would cooperate in the research. Second, the research should be conducted in the comfortable atmosphere so that the respondents are still in good and fresh condition to do the test.

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