

**IDENTIFYING STUDENTS DIFFICULTIES ENGLISH SUFFIXES IN
USING VOCABULARY IN THEIR WRITING**

*(A Descriptive Quantitative Research at the Fourth Semester Academic
Writing of Universitas Muhammadiyah Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for
the Degree of Education in English Education Department*

MUHAMMAD RAHMAT
105351105717

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2022**



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Muhammad Rahmat** NIM **105351105717**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 403 Tahun 1443 H/ 2022 M, tanggal 19 Dzulqad'idah 1443 H/ 19 Juni 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Rabu, 31 Agustus 2022**.

Makassar, 24 Dzulhijjah 1443 H
23 Juli 2022 M

Panitia Ujian:

- | | |
|------------------|--|
| 1. Pengawas Umum | : Prof. Dr. H. Ambo Asse, M.Ag |
| 2. Ketua | : Erwin Akib, M.Pd., Ph.D. |
| 3. Sekretaris | : Dr. Baharullah, M.Pd. |
| 4. Dosen Penguji | 1. Sulfasyah, S.Pd., MA., Ph.D.
2. Sitti Maryam Hamid, S.pd., M.Pd.
3. Hijrah, S.Pd., M.Pd.
4. Dra. Hasnawati Latief, M.Pd. |

(.....)
(.....)
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(.....)
(.....)
(.....)
(.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Identifying Students Difficulties English Suffixes in Using
Vocabulary in Their Writing at Universitas Muhammadiyah
Makassar

Name : Muhammad Rahmat

Reg. Number : 105351105717

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, 31 Agustus 2022

Consultant I

Consultant II

Approved By

Dr. Nur Qalbi, SS., M. Hum.
NIDN. 0009066901

Sitti Mar'vam Hamid, S.Pd., M.Pd
NIDN. 0931128806

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



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Jalan Sultan Alauddin No. 299 Makassar
Telp : 0811 3782101 (Secretary)
Email : prodiip@unismuh.ac.id
Web : ip.kip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Muhammad Rahmat
NIM : 105351105717
Department : Pendidikan Bahasa Inggris
Title : Identifying Students Difficulties to Use Common English
Suffixes in English Writing Class at Universitas Unismuh
Makassar
Consultant I : Dr Nur Qalbi, SS, M, Hum.

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Makassar, Approved by:

Head of English Education Department



Dr. Ummi Khatunah Syam, S.Pd., M.Pd.
NBM: 977-807



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Jalan Sultan Alauddin No. 150 Makassar
Telp. (0411) 282101 (Secretary)
Email: prodi@unismuh.ac.id
Web: www.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Muhammad Rahmat
NIM : 105351105717
Department : Pendidikan Bahasa Inggris
Title : Identifying Students Difficulties to Use Common English Suffixes in English Writing Class at Universitas Unismuh Makassar
Consultant II : Sitti Maryam, S.Pd., M.Pd.

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Email: prodi@umh.ac.id
Web: umh.ac.id

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Makassar,

Approved by:

Head of English Education Department



Dr. Umni Kherati Svam, S.Pd., M.Pd
NBM: 977 807



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بسم الله الرحمن الرحيم

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Muhammad Rahmat

NIM : 105351105717

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Identifying Students' Difficulties English Suffixes in Using
Vocabulary in Their Writing

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Makassar, Agustus 2022

Yang Membuat Pernyataan

Muhammad Rahmat



بسم الله الرحمن الرحيم

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Muhammad Rahmat

NIM : 105351105717

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Identifying Student's Difficulties English Suffixes in Using
Vocabulary in Their Writing

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MOTTO

WORK HARD IN SILENCE LET SUCCESS MAKE THE NOISE

DEDICATION

***LOVE YOURSELF ENOUGH TO SET BOUNDARIES. YOUR TIME AND
ENERGY ARE PRECIOUS. YOU GET TO CHOOSE HOW YOU USE IT. YOU
TEACH PEOPLE HOW TO TREAT YOU BY DECIDING WHAT YOU WILL
AND WON'T ACCEPT.***

ABSTRACT

Muhammad Rahmat, 2022 *Identifying Students' Difficulties English Suffixes in Using Vocabulary in Their Writing (a Descriptive Quantitative Research at the Fourth Semester Academic Writng of Universitas Muhammadiyah Makassar).* Supervisors by Nur Qalbi and Sitti Maryam Hamid.

The findings of this study can reveal the extent of student development and the contribution of lecturers in the English department in identifying the student's difficulties to use common English suffixes in writing so as to find out students' difficulties using suffixes of the English department education this research use a descriptive quantitative research. They are class 2020 students. A total of 25 students were selected as research subjects by researcher in this chapter, the researcher presents the research findings. This study discuss students difficulties to use English suffixes about how students identifying common English suffixes which apply in writing class of the Universitas Muhammadiyah Makassar. From data obtained in the findings, this study found students difficulties identifying suffixes in test questionnaire is high category. The respondents is 25 person of this study were of the 2020 academic year in the English education class at Universitas Muhammadiyah of Makassar.

Keyword: difficulties, vocabulary, suffixes

ABSTRAK

Muhammad Rahmat. 2022. *Mengidentifikasi Kesulitan Mahasiswa dalam Menggunakan Sufiks Bahasa Inggris dalam Penulisan Kosakata (Penelitian Kuantitatif Deskriptif pada Karya Tulis Akademik Semester IV Universitas Muhammadiyah Makassar).* Pembimbing oleh Nur Qalbi dan Sitti Maryam Hamid.

Temuan penelitian ini dapat mengungkapkan sejauh mana perkembangan mahasiswa dan kontribusi dosen di jurusan bahasa Inggris dalam mengidentifikasi kesulitan mahasiswa menggunakan akhiran bahasa Inggris umum dalam menulis sehingga untuk mengetahui kesulitan mahasiswa menggunakan akhiran dari jurusan pendidikan bahasa Inggris penelitian ini menggunakan penelitian deskriptif kuantitatif. Mereka adalah siswa angkatan 2020. Sebanyak 25 siswa dipilih sebagai subjek penelitian oleh peneliti dalam bab ini, peneliti mempresentasikan hasil penelitiannya. Penelitian ini membahas kesulitan mahasiswa dalam menggunakan akhiran bahasa Inggris tentang bagaimana mahasiswa mengidentifikasi akhiran bahasa Inggris umum yang berlaku di kelas menulis Universitas Muhammadiyah Makassar. Dari data yang diperoleh dalam temuan, penelitian ini menemukan kesulitan siswa mengidentifikasi sufiks dalam tes angket kategori tinggi. Responden penelitian ini adalah 25 orang angkatan tahun ajaran 2020 jurusan pendidikan bahasa inggris di universitas muhammadiyah makassar.

Kata Kunci: kesulitan, kosa kata, sufiks

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December 31th 2021, Makassar

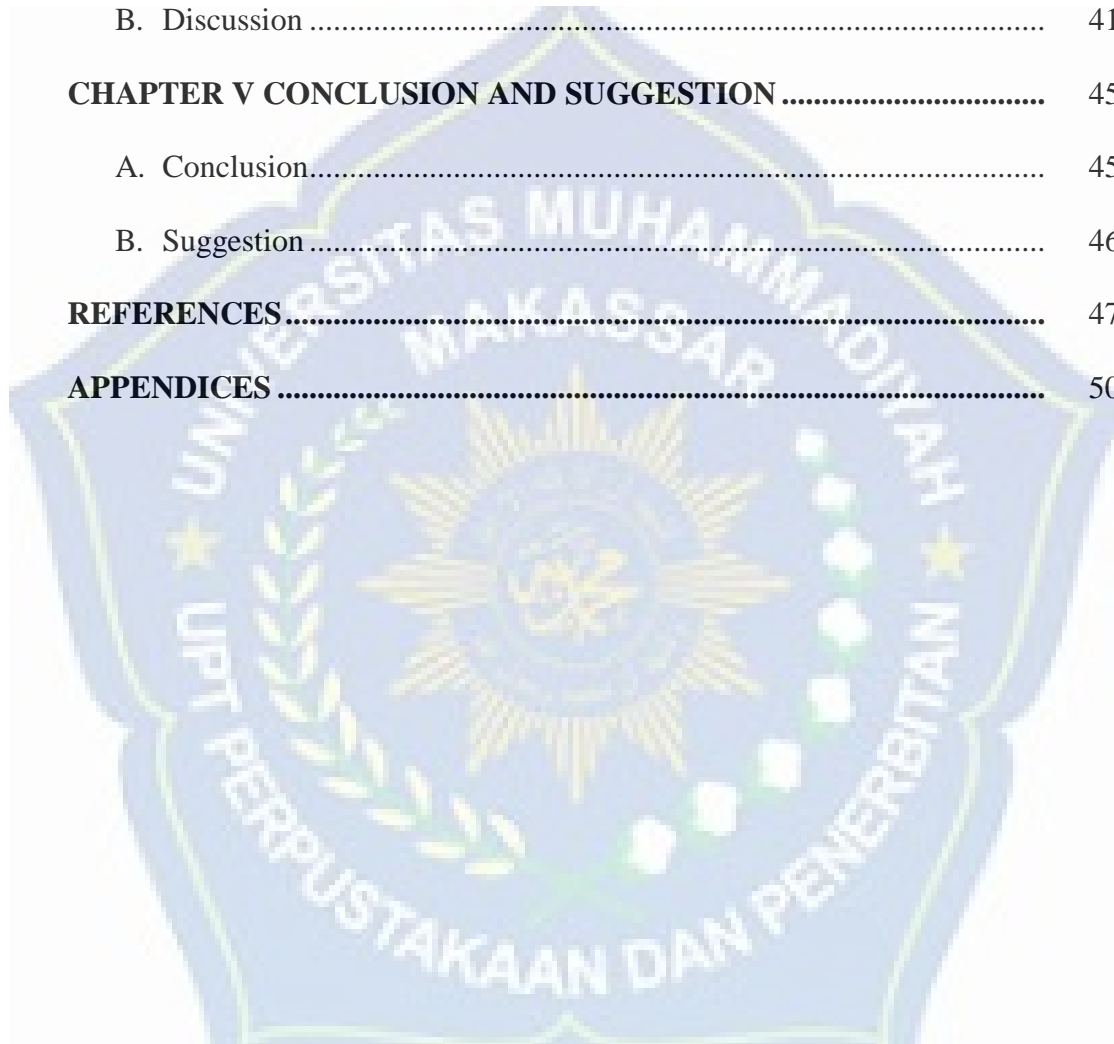
The Researcher

Muhammad Rahmat

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CHAPTER I

INTRODUCTION

A. Background

Language could be a vital method or device utilized by humans to talk to others in written and spoken form. By using language, humans might be smooth to percentage records or messages, explicit their ideas/thoughts, opinions, and feelings. Nowadays, English is one of the languages that might be the maximum extensively spoken within the international. According to Madnani (2018) stated that over a thousand million humans on this International talk as their 2nd or overseas language, English. English will become the center language with excessive significance within the global relationship. Understanding an overseas language may take a look at the price now no longer handiest as coaching expertise to a more volume than coaching the usage of systems and styles of unacceptable language situations.

According to Budiharso (2018) said that the crucial issue which now no longer handiest for gaining knowledge of the language itself; however additionally for the language for verbal exchange is vocabulary. Moreover, through having the tongue, the scholars can collect understanding and information. Furthermore, in step based on Rachmadie: 2017 stated that the elements of speech itself offer form, grammar, which means, and phrase formation. Thus, vocabulary mastery is an essential issue in gaining knowledge of the language. Understanding heaps of phrases will make college students.

Understanding heaps of phrases will make collage students unable to talk and recognize the language, which means they may be taking a component in conversations or maybe each day communications. According to Waring (2017), mastery of vocabulary is considered an utterly essential element of languages. It approaches that mastery of speech has a prominent position in attaining four language skills; writing, listening, speaking and reading. Cameron: 2018 states that building up vocabulary usage is critical to gaining knowledge of an overseas language at the number one level.

Knowledge of Vocabulary is the maximum critical factor in each grade level, difficulty region, and assessment. Additionally, Davies, (2018) claims that language is created of phrases and learners' vocabulary is the obligatory issue in language acquisition. One of approaches to successfully increase vocabulary for college kids is gaining knowledge of approximate Affixes, including derivational suffixes.

Vocabulary covers many aspects, including training of phrases or speech components, phrase families, phrase formation, multi-phrase units, homonyms, polysemy, synonyms and antonyms, hyponyms, etc. (Thornbury, 2018). In this case, it is likely to introduce approx. phrase formation. An affix is one of each phrase in phrase formation. Some affixes may also omit part of speech, such as the adjective `happy` to be extruded into the noun `happiness` because one in each affix, `-ness`. Affix might also connect to both aspects of the foundation or part of the preliminary section or syllable of the lexical item (Kim, 2019).

The middle part of the phrase or the use of the method can dispatch using Affix, and it could be at the start or the stop of the words. Learning vocabulary using affix

structures or styles can be a far more powerful tool for first-year students than simply memorizing phrases (Kim, 2019). As mentioned earlier, vocabulary is knowledge of words and their meanings, similar to the elements of rational relation to affixes in morphology. In linguistics, morphology refers to the branch of sphere-forming intelligence or linguistics that proposes phrases, their internal structure and methods of formation (Aronoff, 2018). In other words, it would be better for first-year students to study vocabulary and morphology at the same time. They gain more experience with expression than simply typing. This is morphological method helps vocabulary, as it discusses more excellent in reality approximately affixes than vocabulary. So, Affix is vital to uncover to enhance vocabulary mastery.

Morphology is the study of linguistic structures that explain the changes in words and terms, the form of expression, and the meaning of observation. It is the subject of word formation, so knowing the morphological process is essential. In addition, specialized knowledge, such as comments made into smaller units, has meaningful grammatical features. Morphology is generally classified. Morphology is the largest unit formed by the morphological processes of affixation, duplication, application, zero change, compound and internal change. Synchronizing forms is a linear analysis of vocabulary and syntax, while diachronic forms study the origins of words.

Suffixes diverge into two types they are prefixes and suffixes. The prefix from the beginning of the word has a meaning that changes the substance to which it is attached (Side, 2017). In other words, the prefix precedes the base word and changes its meaning. Prefixes frequently to give adjectives a negative connotation.

For example, the opposite of 'comfort' is 'uncomfortable,' 'convenience' is 'inconvenience,' and the opposite of 'similar' is 'difference' (McCarthy, 2017). Based on these prefixes, they come before adjectives and mean "not" to the accompanying words. A suffixes changes only the meaning of the word to which it attaches by changing its verbal part; for example, we can add it to the adjective national to form the noun nationality (Side, 2017).

Adding suffixes at phrase may extrude a part of speech, now no longer handiest modifications that mean the words. In addition, it's miles type of affixes which might be placed ultimately of the phrase. So, primarily based totally on the instance suffixes, an affix attaches itself at the back of the base phrase. Suffixes extrude a device or representation from one part of speech to another (from one term to another). In addition, the by-product of Suffixes is a department of morpheme that researches root forms, word alterations, and the impact of that means shifts. They can create distinct phrases or meanings with the aid of including comments.

Most students do not understand the morphological process, especially the derivative suffixes. The researcher found that most students have a poor grasp of morphemes, especially the derivative suffixes. When doing the test, the students do not understand morphology, so they cannot find a way to convert one word into another word suitable for the part of the speech. For the above reason, I can find the research interest under the heading identifying student's difficulties English suffixes in using vocabulary in their writing at the fourth semester academic writing of Universitas Muhammadiyah Makassar."

B. Problem Statement

Based on the background of the research, the research problem of this research problem of this research is formulated as “What kind of suffixes do students have difficult using in the fourth semester academic writing of Universitas Muhammadiyah Makassar?”

C. Research Objectives

Based on the research problem, the objective of the research is formulated as, “To find out difficulties students to using suffixes in the fourth semester academic writing of Universitas Muhammadiyah Makassar?”

D. The Significant of the Research

Suffixes theory has become a viable approach to the teaching of suffixes, it is evident that these theories play an important role in education, especially in teaching and learning. In addition, in this study, the researcher hopes that the theoretical approach will be significant enough to provide benefits for the product developed by the researcher and will be the main key to support the development of students' suffixes skills.

Researchers also hope that this study will help students develop better skills in writing suffixes. Suffixes materials help students demonstrate and demonstrate their ability to use suffixes in writing. The materials stimulate students' ideas and interest in the suffixes of their writing skills. This study can also improve his suffixes skills and master English classes. In addition, researchers will benefit from applying these approaches to classroom teaching and learning activities. For teachers, this product helps teach students. Teachers can use this product to motivate students to write

suffixes. Teachers can also use this product to encourage student suffixes. For Schools or Universities: When applying this product to schools or universities, we hope that this institutional material with an English suffixes will improve the quality of teachers in teaching the language.

E. The Scope of the Research

The scope of this research focuses on the student's difficulties to identify suffixes, especially; (a) noun suffixes, (b) adjective suffixes, (c) verb suffixes, (d) adverb suffixes, from test questionnaire (fill the blank) at fourth semester academic writing class of Universitas Muhammadiyah Makassar.



CHAPTER II

RELATED REVIEW OF LITERATURE

A. Previous Related Studies

This research is not a novice research in terms of tracks, but some researchers have revealed explorations before being relevant in this item, namely, the first researcher Roliah, 2019, about "An Analysis of Students` Mastery in Derivational Vocabulary on the First Semester on the Tenth Grade of SMAN 1 Sekampung Lampung Timur". Based on the results of this study, the researcher found that the best frequency of student mastery was mainly based on the derivation prefix with 52.07% and a derivational suffix is 47.93%. The variations among these preceding primary studies and this studies have been the researcher used four predominant components of speech to check the students` cap potential in the use of prefix and suffix. Those have been nouns, adjectives, verbs, and adverbs. While on this first preceding studies, it changed into the simplest three components of speech (noun, adjective, and verb). The concern of the studies changed into additionally different. In these prior studies, the researcher used 10th grade.

The second researcher, Lastari (2019) approximately "An Analysis of Students` Ability in the use of Affix on the Third Year Students of English Department of STKIP PGRI West Sumatera." The result of this study had been 62.5% of college students had no longer very well understood approximately Affix, and 37.5% of the general pattern had understood approximately affixes commonly, those had been a few variations amongst this studies those preceding researches. The variations among this second preceding studies and this studies had been the study's purpose, problem, and item. This second preceding studies became carried

out to realize the college students` capacity of English Education Study Program in college in the use of derivational prefix, derivational suffixes, inflectional suffixes or infix. While on this studies, the researcher most effective desired to realize the college students` capacity in the use of derivational prefix and derivational suffixes on the 12th grade of the high School.

She is trying to decide the ability of the English Education Research Program student in the use of derivative prefixes, derived suffixes, constant suffixes, or frames. The difference between this first research and the second previous research used four main audio parts to test the functions that use prefix and suffixes. They were names, adjectives, actions, and admission. In this first study, three parts of the speech (noun, adjective, and verb). But when we look at this second previous research was different.

B. Vocabulary

Definition of Vocabulary According to Hornby, 2017, vocabulary is the wide broad variety of phrases that make up a language. Body phrases realized to man or woman or used in a book, subject. A list of expressions with their meaning mainly accompanies a textual content book: in an overseas language.

According to the dictionary of Good, 2017, vocabulary is: The content material and feature phrases of the language, which may be discovered so very well that they come o be part of a child's understanding, speaking, and writing Vocabulary, The phrases having that means while heard or visible even though produced through man or woman himself to talk with others.

Collocation relationships are the basis of vocabulary learning, marriage contracts between words, and some words are more careful than others. It is an

essential organizational principle in the vocabulary of any language, when we talk about the vocabulary of a language, we are mainly, but not only talking about the words of that language. It is more practical to treat words as independent elements of expressive language for purposes here.

C. Morpheme

The word "morpheme" comes from the word "morph," meaning "form," and the suffixes "eme," meaning "meaningful." Any linguistics that cannot break up into smaller meaningful units is called a morpheme. Thus, morphemes are the least vital. A morpheme can free by defining how the most negligible team has fewer or more constant meanings related to fewer or more according to (Chair, 2018). Here are some definitions of morphemes.

The morpheme is the smallest unit for value. As experts like Aronoff, 2018 said. "Morphemes are the smallest and most important part of a word. A. Hill is also a putty," morphemes are iterative sequences of morphemes, as opposed to other lines or classes of arrangements, Elson, 2017 Insists "A morpheme is any word or element of a language."

According to Sibarani, 2018 a morpheme is the smallest and most important unit that analyzes. Also, "A morpheme is the smallest and most important part of a word" (Hornby, 2018).

A morpheme is, by definition, a meaningful unit of language that does not contain smaller units that are meaningful. A form is the smallest unit with a more or less consistent record in the state of speech. There are moments when you can't talk about morphemes, according to Sibrani, 2018. First, they are in excellent condition. Moreover, morphemes have a relatively consistent form in texts. The

second morpheme is the smallest unit with many uninterrupted lessons. It should grasp as a general rule of experience rather than a strict and precise criterion. Third, it is essential to note that identical spellings do not necessarily denote similar morphemes. Thus, a morpheme is the smallest unit of a word with a relatively constant meaning (Mallery, 2017).

According to Finegan, 2017 Morpheme is the smallest language unit to provide meaning or functionality. The example of the word "Builder" is two types: Construction (meaning "mean") and (meaning). According to the way they are, morphemes-free and affiliated morphology benefits.

1. Bound Morpheme

Morpheme Rich is a word element that can not be considered as a word such as a prefix or waste. On the other hand, free morphology may be as independent words, and can not be further reduced to other word components. Morpheme adheres to a free morpheme. For example, the verb adds a new word or at least one new word format. Please restart in this case (Sibrani, 2018).

According to Steinberg, 2018, combined morphemes, represented by sounds and sentences by word segments called morphemes, can be further subdivided into two categories: derivative morphemes and inflections. There are hundreds of combined morphemes in English, and adding these elements to existing words creates almost endless possibilities for extending unconnected morphemes, commonly referred to as words.

Related morphemes are sounds or sound combinations that cannot stand alone as words or must occur with at least one other morpheme. Some definitions, such as "a related morpheme must occur with a sound or sound combination that cannot

exist alone as a word, or with at least one other morpheme that connects or separates words." there is. Since other morphemes become words, the related morphemes fuse with the other morphemes, such as mantissa based on (Plag, 2018).

When studying morphemes for free and connected morphemes, unconnected morphemes are called connected morphemes. That means that linked morphemes must include connecting to other morphemes, and in the definition above, linked morphemes can exist alone but must combine sounds like words. Related morphemes include derived and inflectional morphemes. In the illustration above, linked morphemes can exist alone, but they must combine sounds into words. In the definition above, linked morphemes can live independently, but they must combine sounds like words, inflectional, and derived morphemes based on (Hornby, 2017:142).

2. Derivational Morpheme

Derived morphology is a morphological problem involving creating one word in a dictionary from another. Derived morphemes are made by new words and change meaning or parts of speech. According to the Sibarani, 2018 Derivational, related morphemes create new words by changing meaning, parts of speech, or both. According to Jackson, 2018 there is one more word. "Derived morphemes are the lexical process of actually forming new words from existing words by adding derived suffixes."

Derivation patterns usually change the word class in the base vocabulary, i., e Nouns can extract from verbs, and adjectives can extract from nouns. In this case, the terms nouns (derived from nouns), derivatives (derived from a) verbs) and verbs derived from adjectives based on (Jackson, 2018).

That means that derived patterns generally change the base word's word-class or language flatulence. You can create new dishes and lexemes for other parts of speech and parts of speech. You can make multiple words with different meanings and characteristics of speech by adding affixes to the derivation process according to (Cipolence, 2020:23)

The main function of the derivation process is to allow the use of language to create new lexemes. Lexemes fall under lexeme categories such as nouns, verbs, and adjectives, and derived lexemes may belong to classes other than bases. Derivatives, therefore, are coined words in which new words are formed by adding prefixed affixes. Also, it can be a suffixes. The resulting new word has a different meaning than the word's part of speech essentially based on (Mathews, 2017).

There are eight suffixes in the formation of adverbs. Of all the above suffixes, the adverb suffixes act on the base word. You can change the root word to an adverb by adding the Suffixes above (Chair, 2018:95). We can conclude from the above that a derivative suffixes can create a new word or lexeme for various parts of speech, such as nouns, verbs, adjectives, and adverbs. It attaches at the end of the base word. That is very important as it enriches the vocabulary and makes it easier to understand the word's meaning based on the suffixes attached to the base word. Derived morpheme is a morpheme that derives (creates) a new word by changing the meaning or meaning of a language, for example, for derivative morphemes than less.

Table: 2.1: Derivational Morpheme I

Affixes	Word Function	Example
Re-	Verb + Verb = Verb	Redo
Un-	Adj + Adj = Adj Verb + Verb = Verb	Uncountable, Unregister
In-	Adj + Adj = Adj	Inside, indoor, indirect, incorrect.
-ly	Adj + Adj = Adj	Kindly
-ness	Adj + N = N	Kindness

Brooji (2018: 55)

From the derived examples in the table above, a derived morpheme adds a derived morpheme that creates a new word from an existing comment. A derivation is a morpheme that drives (creates) a new word by changing parts of speech or both.

Derived morphemes acquire or create new words by changing the meaning and parts of the vocabulary, or derived morphemes handle the derivation of one word from another in the vocabulary inventory. It was a morpheme to do. Jackson, 2018 "Derived morphemes were a lexical process that created new words from existing words by adding derived suffixes."

In addition to a shortlist of suffix-changing suffixes, there are many other types of suffixes called derivative suffixes in English. It consists of all unchanging suffixes. Not all affixes have the same function when connected to a root or base. If an affix changes the source or source class, it is usually called a derived morpheme.

Table: 2.2: Derivational Morpheme II

Root/base	Affix	Example
Wide	-en	Widen
Happy	-ness	Happiness
Loud	-ly	Loudly

Brooji (2018: 56)

Derivational morphemes, sometimes by simply changing grammatical category (for example, changing a noun to a verb).

Table: 2.3: Derivational Morpheme III

Free	Derivational morpheme	Word
Countable	Un-	Uncountable
Happy	-ness	Happiness
Appear	Dis-	Disappear
Kind	-ness	Kindness
Like	-ly	Likely
Happy	Un-	Unhappy

Brooji (2018: 58)

Based on the above description, other derivative fixations may change when part of speech or meaning. The prefix types are under, mis, in, is. Pro, over. is associated with steam are alter, ment, al, (at) –ion, ance, ant, er, ing, ity, ate, ize, ly, able, ive, an, ful, ish, istic, de, (i) fy, ed, (i) ous, ish.

Therefore change the meaning of the derivative example and create a new word in the name and characteristic name. For example, luck is converted as an adjective as a name. The process of participating in Morphemes Join is affix.

D. Suffixes

Linguistics, a suffix is an extension that follows the base of a word. When referring to grammatical examples of nouns, adjectives, and verb endings that make up simple verbs, verb endings are a prime example. Suffixes can contain grammatical information (variant suffixes) or lexical information (derivative/verb suffixes). Inflectional suffixes are also called reverse suffixes or grammatical suffixes. This inflection changes the grammatical characteristics of a word in a syntactic category. Derivative suffixes can be divided into class change derivations and class saving derivations. Suffixes are considered positive, especially in Semitic

studies, because they can change the shape of words. Indo-European studies distinguish between suffixes. Suffixes can give grammatical or lexical information.

Subsequently, a series of common characters converted to a word end form a new word or a series of common characters for changing word speech functions.

The work changes to an employee, pleasure in the pool, and shower. In short, the light converts comments and verifies that it is suitable for correct ones. The track also changes the word window of the changed word. For example, when adding them to verbs or names or characters, the word shifts to the name. Flashy words are fanciful.

Suffixes change a word to help it fit correctly into any sentence. Attach a set of marks at the end of the word, and suffixes change words from singular to plural, present to past, and more. Just like a chameleon that changes colors to blend in with its surrounding, a suffix changes to match its surrounding! While filled with usage rules and confusing pronunciations, the English language is built with many tricks to help define words on the fly. Don't believe me? Suffixes plan to allow you to quickly understand the meaning of a word, even if you have never seen it before.

When you think about a word as a multi-part piece, you can break your comment up into at least root + suffixes, there are other rules to using a suffix, but we will get to those later. While suffixes change the word, your basic knowledge of the English language can help guide you through it! Being able to break up the words and identify the root can help you successfully define the word, even if you have never seen it before.

1. Noun Suffixes

Derivate prefix includes an affix at the beginning of the base word, and the base word's meaning can change. You can create multiple new words with different meanings by adding a prefix to the base word. All prefixes in the derivation process affect the introductory phrase. It shows two (bicycle, bilateral) from adjectives with opposite meanings (anti-romantic, rebellious) with or without adjectives (immoral, non-social). Indicates that you do not immediately (impossible, unnatural, undo, resolve), return, or oppose.

Table: 2.4: Formation of an Abstract Noun

Formation of an Abstract Noun	Noun Suffixes
Dom	Wisdom, freedom, kingdom, boredom, martyrdom.
Hood	Childhood, womanhood, neighborhood, manhood
Cy, sy	Aristocracy, lunacy, democracy, bankruptcy, accuracy, fancy, phantasy
Ing	Speaking, reading, writing
Ence, ance	Innocence, excellence, observance, abundance, assistance, brilliance.
Ion	Aeration, radiation, tension, union, opinion, expression,
age	Breakage, leakage, baggage, marriage, mileage, personage, bondage.
Ice	Exercise, advance, service, cowardice, practice.
ment	Enchantment, judgment, appointment, announcement, disappointment, improvement, astonishment, punishment.
ty	Credulity, frailty, rarity, priority, dignity, surety, cruelty, reality, loyalty.
ism	Journalism, patriotism, capitalism, socialism.
red	Kindred, hatred.

Siregar (2019: 84)

Nouns that represent people or places can be suffixed with (i). Derivation seems to have the general meaning of "a person associated with X" (engineer, historian, romantic, etc.). More specifically, it may be interpreted as "derived from X" or "derived from X" (eg Bostonian, Lancaster, Mongolia, North) or "supporter

or supporter of X": Anglican Church, Chomsky, Smithsonian, and many (ie) adjective derivatives.

Table: 2.5: Formation of the Noun Denoting or Agents

Formation of the Noun Denoting or Agents	Noun Suffixes
Ary, eer, ar, or, er	Interpreter, preacher, scholar, lawyer, banker, painter, financier, secretary, pamphleteer, dignitary, mountaineer, beggar, sailor, orator, writer, speaker.
Y, ey, ee, ate,	Deputy, trustee, jury, attorney, absentee, payee, examinee, magnate, curate, advocate.
ard	Niggard, sluggard, dullard, drunkard, coward.
monger	Rumormonger, from monger, flash monger, warmonger.
ster	Songster, youngster.
Ast, ist	Enthusiast, scientist, novelist, dentist.
On, en, an, aim	Surgeon, citizen, librarian, captain,
Ther, ter	Daughter, sister, brother, father, mother.
wright	Cartwright, playwright, wheelwright.

Siregar (2019: 86)

Noun suffixes Is when a word changes its word class into a noun or noun, by giving a suffix at the end of the word.

Table: 2.6 Noun Suffixes

Formation of Diminutives	Noun Suffixes
Cle, sel, cel, ule, le, el	Animalcule, circle, chapel, handle, girdle, damsel, parcel, granule, globule.
ock	Paddock, bullock, hillock.
ling	Weakling, stripling, darling, duckling.
let	Leaflet, streamlet, rivulet, pamphlet, booklet.
kin	Napkin, lambkin.
Ie. y	Puppy, girlie, birdie, mummy, daddy,
Ette, et	Cassette, kitchenette, cigarette, packet, coronet.
en	Maiden, kitten, chicken.
erel	Mongrel, pickerel, cockerel.

Siregar (2019: 91)

2. Adjective suffixes

Word changes word-class into an adjective or adjective by giving a suffixes at the end of the term. Very derivatives, not non-legal, are not more common than derivatives.

Table: 2.8: Adjective Suffixes

Word-Class	Adjective Suffixes
ed	Wretched, talented, gifted, deserted, moneyed, bearded, learned.
Bile, ble, ible, able	Juvenile, fragile, servile, mobile, visible, audible, loveable, practicable,
Ent, ant	Obedient, magnificent, brilliant, radiant.
ary	Ordinary, customary, arbitrary, honorary, contrary, necessary
ar	Regular, familiar, circular, solar, lunar, nuclear.
al	Political, social, fatal, mortal, regal, legal, loyal, regional, provincial, national.
Ique, ic	Magic, economic, politic, tragic, comic, unique, antique, telegraphic, patriotic, supersonic, aquatic, public, rustic.
en	Earthen, woolen, golden, wooden, frozen, forbidden, drunken, molten.

Siregar (2019: 105)

The above adjective suffixes have seven suffixes that can be attached to the adjective baseword. When a suffix is added, the meaning and part of speech of the basic word changes. You can use these suffixes to form new words, especially adjectives.

3. Verb Suffixes

A word changes its class, a verb, or verb, by giving suffixes at the end of the term.

Table: 2.9: Verb Suffixes

Word -Class	Verb Suffixes
Ize, ise	Carbonize, criticize, materialize, sympathize, memorize, patronize, monopolize, scandalize, generalize, liberalize, equalize, nationalism.
Fy,ty,ly	Terrify, sanctify, fortify, purity, simply, testify, farcify, pacify, beauty.
en	Deaden, gladden, sweeten, weaken, strengthen, fallen, lighten, brighten, broaden.
Ite, ate	Assassinate, exterminate, captive, excite, invite, requite, expedite, venerate, designate, nominate, mediate
ish	Banish, punish, nourish, publish
er	Flutter, fritter, glimmer, glitter, chatter
se	Rinse, cleanse

Siregar (2019: 107)

Preceding Suffixes, The molding action can be used by these high extensions by adding these extensions to the original words like adjective and noun. You can enrich your vocabulary by adding these extensions with independent nouns.

4. Adverb suffixes

When a word undergoes a word class, change adverb or adverb by giving Suffixes at the end of the term.

Table: 2.10: Adverb Suffixes

Word-Class	Adverb Suffixes
edly	Individually, wholly, weekly daily, decidedly, dedicatedly, mistakenly, devotedly, crookedly
ingly	Surprisingly, interestingly, lovingly, amazingly.
ly	Roughly, madly, loudly, boldly, wisely, cleverly, clearly, happily, aimlessly, able.
ward	Homeward, onward, upward, forward, backward.
st	Amongst, amidst.
ce	Thrice, twice, once

Siregar (2019: 112)

E. Conceptual Framework

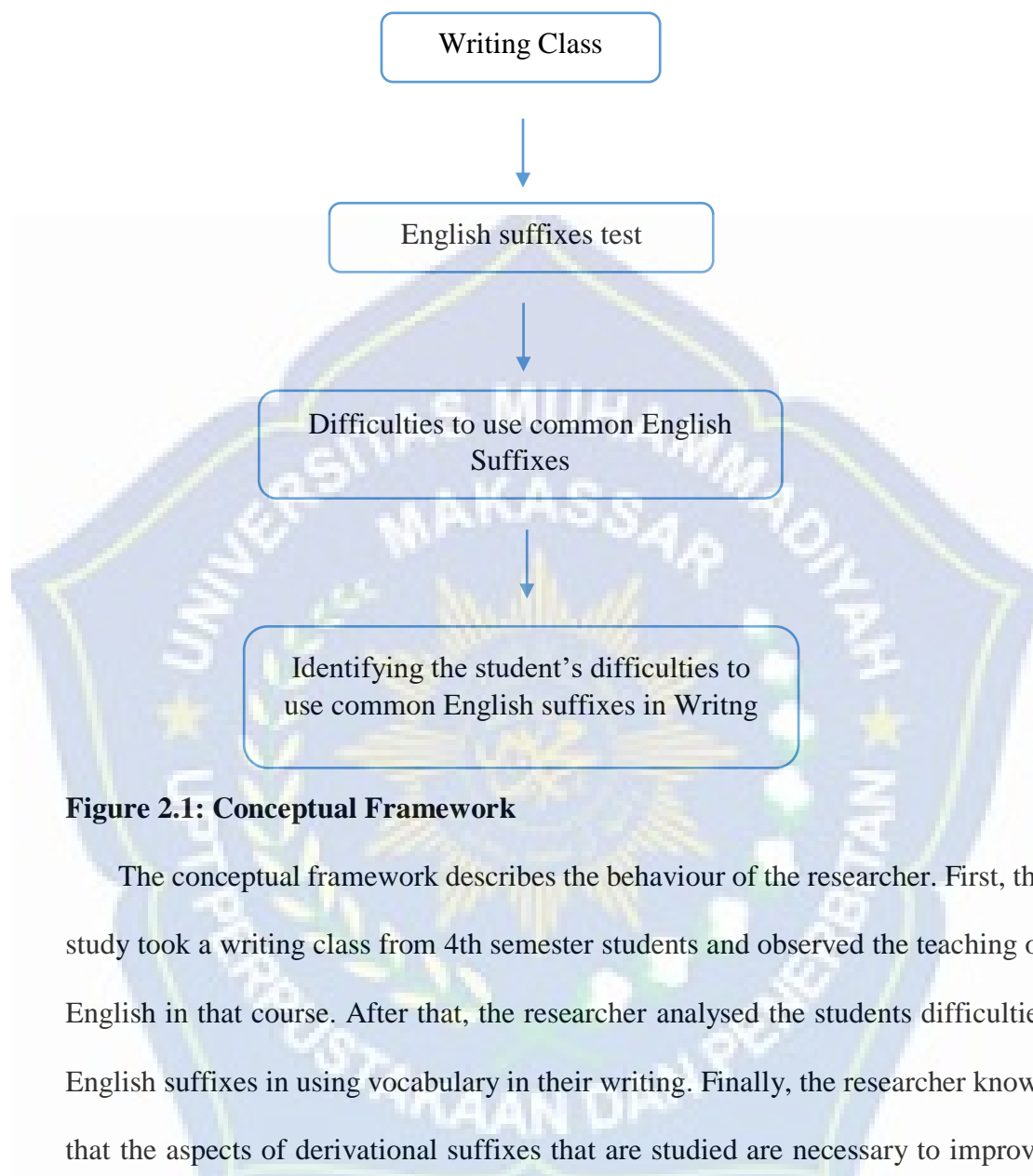


Figure 2.1: Conceptual Framework

The conceptual framework describes the behaviour of the researcher. First, the study took a writing class from 4th semester students and observed the teaching of English in that course. After that, the researcher analysed the students difficulties English suffixes in using vocabulary in their writing. Finally, the researcher knows that the aspects of derivational suffixes that are studied are necessary to improve the rules of English suffixes in class writing at the Universitas Muhammadiyah Makassar

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used descriptive quantitative research. According to Sugiyono (2019) Descriptive quantitative research is a problem that is concerned with the question of the existence of independent variables, either only on one or more (stand-alone variables). So in this study the researcher did not make comparisons of that variable in other samples. This kind of research is hereinafter referred to identifying the student's difficulties to use common English suffixes rules in English writing class at Universitas Muhammadiyah Makassar.

B. Population and Sample

1. Population

Population of this research used collect from students from an academic writing class in 4th semester at Universitas Muhammadiyah Makassar. The researcher only focus on one class, namely class BG4B which consists of 25 students.

2. Sample

The researcher used probability sampling, according Sugiyono (2019) probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample, it means the researcher determines the sample taken by himself because consideration certain. Determination of the sample data source, the proposal is still temporary and will develop later after researcher in the field, as the criteria for the subject of this research, the subject is a student who participate in identify suffixes

from test segment (fill the blank). The researcher choose one class of 4th semester academic writing as informant from class of BG4B which consists of 25 students at Universitas Muhammadiyah Makassar.

C. Research Instrument

The instrument of this research use test questionnaire. The researcher will apply this instrument form fill the blank. This study used standardized take a look at is any shape of take a look at that calls for all take a look at takers to reply within fill the blank way, which makes it feasible to examine the relative overall performance of college students. While specific kinds of exams and checks can also additionally be standardized. on this way, the time period is on the whole related to huge-scale exams administered to huge populations of college students, along with a fill the blank take a look at given to all of the college students in writing class, for example.

D. Data Collection

According to Creswell (2018), there are several steps to collecting quantitative survey data according to the survey design. Documents and visuals that set the boundaries of the study collected information through unstructured (or semi-structured) for observation, document and test.

1. Document

The document used is in the form of fill the blank, the researcher has made a questionnaire test in digital form such as a google form because the results of the observation state that the research will be carried out in an online class. The test

questionnaire has 50 questions which consist of 4 indicators; Morpheme, Bound Morpheme, Derivational suffixes and suffixes.

2. Test

This study provides students with a morphological testing process via suffixes.

The researcher asks students questions to identify the students' difficulties using Common English Suffixes Rules in English Writing Class Universitas Muhammadiyah Makassar. Techniques for collecting data are as below:

- a) The researcher gives the test to the students at the 4th semester
- b) The researcher giving test questioner about difficulties in using suffixes. Also, the researcher will add some tests to identify how much the student understands suffixes.
- c) The researcher gives the time 30 times.
- d) Scoring the students test status using qualification quality of the students score.

E. Data Analysis

After collecting the data, the researcher analyze the data; the technique of following procedures:

1. Checking students answer sheet are true or false
2. Counting the amount of actual data from students' answers and then classifying them based on their scores. So the researcher calculates student test results using written assessment.
3. Data analysis will be given in descriptive form. The data will be analyzed by the researcher.

4. Calculating their result (mark) by using the mean score. This research used the formula mean score.

$$\text{The formula} = M = \frac{\sum x}{N} \times 100\%$$

Note: M = Mean score

N = Respondent

$\sum x$ = Student's Score

Creswell (2018: 68)

5. After calculating and assessing student answer sheets and their scores are displayed in the quality classification in the table below:
6. In conclusion, it is ready to conclude the discussion solidly and briefly.

From the explanation above, the researcher analyzed the experimental results with the average score, the researcher asked the morphology teacher and several students and systematically compiled the data system and conclusions described by the researcher. After calculating and recording the student answer sheet and results will be illustrated to the classification quality in the table below.

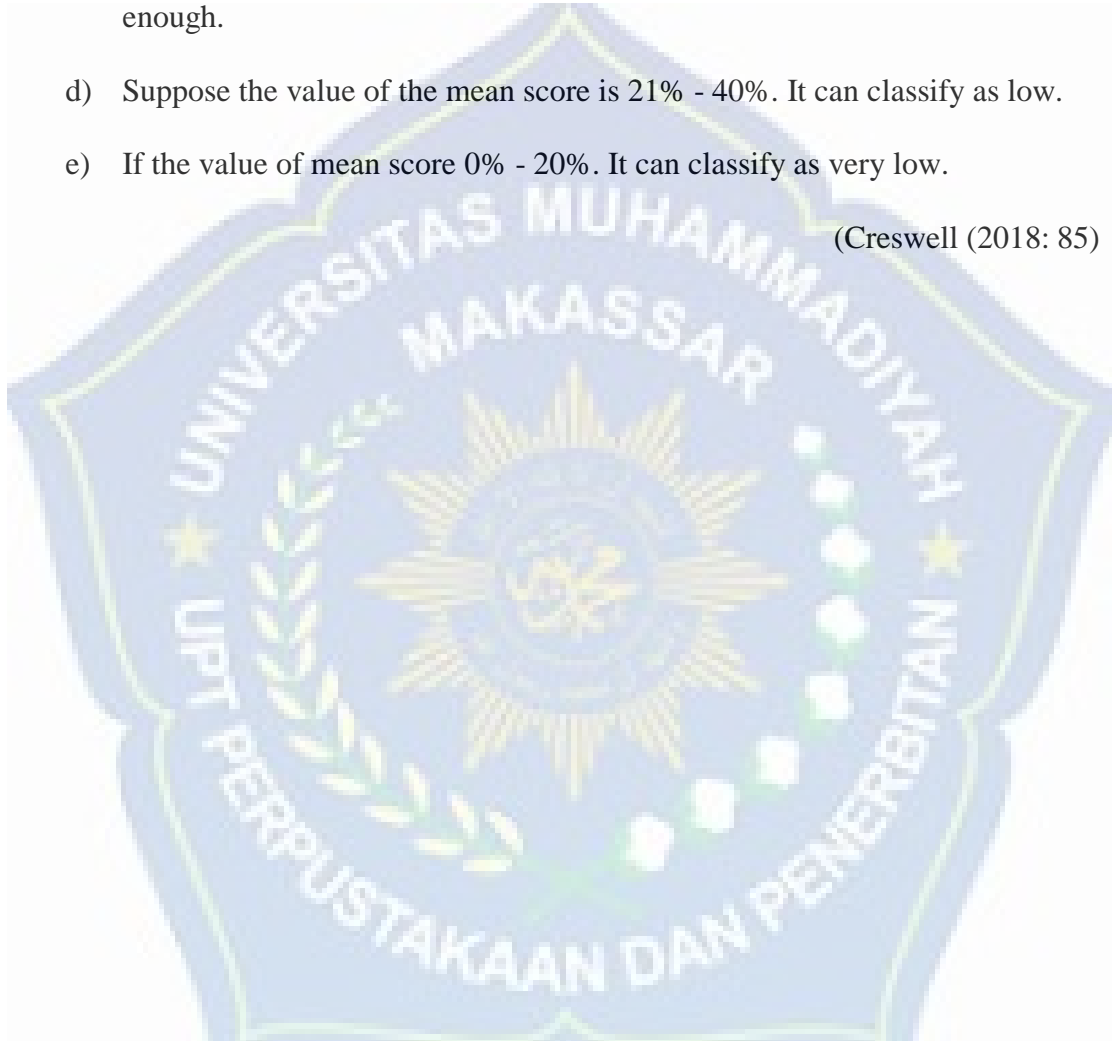
Table: 3.1: The Understanding Suffixes Quality of Students Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high

After the researcher finds the average score of all students, the following standards are made:

- a) Suppose the value of the mean score is 81% - 100%. It can classify as very high.
- b) Suppose the value of the mean scores is 61% - 80%. It can classify as high.
- c) Suppose the value of the mean score is 41% - 60%. It can classify into enough.
- d) Suppose the value of the mean score is 21% - 40%. It can classify as low.
- e) If the value of mean score 0% - 20%. It can classify as very low.

(Creswell (2018: 85))



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of findings and discussion of the research as the result. Finding show the result from the data that have been collected and analyzed from the test questionnaire. Discussion deals with the description and interpretation based on the findings of the research.

A. Findings

The test questionnaire consists of 4 kind of suffixes; noun suffixes, adjective suffixes, verb suffixes, and adverb suffixes. The respondents were 25 Students 4th semester in Academic Writing class at the Universitas Muhammadiyah Makassar. The assessment in this test to find out students' cognitive abilities.

1. Noun Suffixes

The first indicator is about noun suffixes. Researcher has prepared questions about noun suffixes, the researcher sets 20 questions about noun suffixes, and each question has 1 point if the student answers it correctly.

Based on the result of the test, the researcher described students got points in noun suffixes indicator. The first was S got points 16 and loss 4 points, the second was AI got points 19 and loss 1 points, the third was APB got points 17 and loss 3 points, the fourth was NF got 19 points and loss 1 points, the fifth was S got 19 points and loss 1 points, the sixth was IR got points 16 and loss 4 points, the seventh was WRS got 19 points and loss 1 points, the eighth was SAP got 16 points and loss 4 points, the ninth was M got 14 points and loss 6 points, the tenth was NJ got 17 points and loss 3 points.

The eleventh was MT got 12 points and 8 points, the twelfth was RA got 18 points and loss 2 points, the thirteenth was ANF got 18 points and loss 2 points, the fourteenth was HI got 14 points and loss 6 points, the fifteenth was SH got 19 points and loss 1 points, the sixteenth was LA got 17 points and loss 3 points, the seventeenth was WNF got 18 points and loss 2 points, the eighteenth was R got 17 points and loss 3 points, the nineteenth was ST got 16 points and loss 4 points, the twentieth was SS got 16 points and loss 4 points, the twenty-first was VH got 13 points and loss 7 points, the twenty-second was MRM got 13 points and loss 7 points, the twenty-third was SR got 13 points and loss 7 points, the twenty-fourth was IIS got 12 points and loss 8 points, the twenty-fifth was MA got 19 points and loss 1 points.

From the result of the test, it can be concluded that the result test of the students at 4th semester in English Education Department Universitas Muhammadiyah Makassar, the students' found in noun suffixes test were 6 (24%) students got 19 points, 4 (16%) students got 18 points, 5 (20%) students got 17 points, 5 (20%) students got 16 points, 2 (8%) students got 14 points, 3 (12%) students got 13 points and 2 (8%) students got 12 points. As is known total points on the test is 20 points beside standard points on the test is 10 points. After the researchers calculated the students' ability to understand morphemes, based on result, students had 80% percentage of the criteria High, which mean mostly students have none difficulties to indentify noun suffixes.

2. Adjective Suffixes

The second indicator is about adjective suffixes. Researcher has prepared questions about adjective suffixes, but the researcher sets 6 questions about adjective suffixes, and each question has 1 point if the student answers it correctly.

Based on the result of the test, the researcher described students got points in adjective suffixes indicator. The first was S got points 3 and loss 3 points, the second was AI got points 6 and loss 0 points, the third was APB got points 6 and loss 0 points, the fourth was NF got 6 points and loss 0 points, the fifth was S got 4 points and loss 2 points, the sixth was IR got points 4 and loss 2 points, the seventh was WRS got 4 points and loss 2 points, the eighth was SAP got 2 points and loss 4 points, the ninth was M got 0 points and loss 6 points, the tenth was NJ got 6 points and loss 0 points.

The eleventh was MT got 0 points and 6 points, the twelfth was RA got 5 points and loss 1 points, the thirteenth was ANF got 6 points and loss 0 points, the fourteenth was HI got 6 points and loss 0 points, the fifteenth was SH got 4 points and loss 2 points, the sixteenth was LA got 6 points and loss 0 points, the seventeenth was WNF got 6 points and loss 0 points, the eighteenth was R got 3 points and loss 3 points, the nineteenth was ST got 5 points and loss 1 points, the twentieth was SS got 4 points and loss 2 points, the twenty-first was VH got 5 points and loss 1 points, the twenty-second was MRM got 6 points and loss 0 points, the twenty-third was SR got 3 points and loss 3 points, the twenty-fourth was IIS got 6 points and loss 0 points, the twenty-fifth was MA got 6 points and loss 0 points.

From the result of the test, it can be concluded that the result test of the students at 4th semester in English Education Department Universitas Muhammadiyah Makassar, the students' found in adjective suffixes test were 11(44%) students got 6 points, 3 (12%) students got 5 points, 5 (20%) students got 4 points, 3 (12%) students got 3 points, 1 (4%) students got 2 points, and 2 (8%) students got 0 points. As is known total points on the test is 6 points beside standard points on the test is 3 points. After the researchers calculated the students' ability to understand adjective suffixes, based on result, students had 60 % percentage of the criteria Enough, which mean some students have none difficulties to identify adjective suffixes.

3. Adverb Suffixes

The third indicator is about adverb suffixes. Researcher has prepared questions about adverb suffixes, the researcher sets 12 questions about adverb suffixes, and each question has 1 point if the student answers it correctly.

Based on the result of the test, the researcher described students got points in adverb suffixes indicator. The first was S got 0 points and loss 12 points, the second was AI got 7 points and loss 5 points, the third was APB got 10 points and loss 2 points, the fourth was NF got 6 points and loss 6 points, the fifth was S got 7 points and loss 5 points, the sixth was IR got 0 points and loss 12 points, the seventh was WRS got 8 points and loss 4 points, the eighth was SAP got 0 points and loss 12 points, the ninth was M got 0 points and loss 12 points, the tenth was NJ got 10 points and loss 2 points.

The eleventh was MT got 0 points and 12 points, the twelfth was RA got 1 points and loss 11 points, the thirteenth was ANF got 2 points and loss 10 points, the fourteenth was HI got 2 points and loss 12 points, the fifteenth was SH got 7 points and loss 5 points, the sixteenth was LA got 5 points and loss 7 points, the seventeenth was WNF got 7 points and loss 5 points, the eighteenth was R got 0 points and loss 12 points, the nineteenth was ST got 7 points and loss 5 points, the twentieth was SS got 1 points and loss 11 points, the twenty-first was VH got 1 points and loss 11 points, the twenty-second was MRM got 5 points and loss 7 points, the twenty-third was SR got 3 points and loss 9 points, the twenty-fourth was IIS got 4 points and loss 8 points, the twenty-fifth was MA got 7 points and loss 5 points.

From the result of the test, it can be concluded that the result test of the students at 4th semester in English Education Department Universitas Muhammadiyah Makassar, the students' found in adverb suffixes test were 2 (8%) students got 10 points, 1 (4%) student got 8 points, 6 (24%) students got 7 points, 1 (4%) student got 6 points, 2 (8%) students got 5 points, 1 (4%) student got 4 points, 1 (4%) student got 3 points, 2 (8%) students got 2 points, 3 (12%) students got 1 points, and 6 (24%) students got 0 points. As is known total points on the test is 12 points beside standard points on the test is 6 points. After the researchers calculated the students' ability to understand adverb suffixes, based on result, students had 20 % percentage of the criteria Very Low, which mean almost students have difficulties to identify adverb suffixes.

4. Verb Suffixes

The last indicator is about verb suffixes. Researcher has prepared a news article and students will identify verb suffixes, by finding 12 verb suffixes words. Every verb suffixes word is found, the student has 1 point.

Based on the result of the test, the researcher described students got points in verb suffixes indicator. The first was S got 9 points and loss 3 points, the second was AI got 12 points and loss 0 points, the third was APB got 11 points and loss 1 points, the fourth was NF got 12 points and loss 0 points, the fifth was S got 7 points and loss 5 points, the sixth was IR got 4 points and loss 8 points, the seventh was WRS got 8 points and loss 4 points, the eighth was SAP got 7 points and loss 5 points, the ninth was M got 0 points and loss 12 points, the tenth was NJ got 12 points and loss 0 points.

The eleventh was MT got 0 points and 12 points, the twelfth was RA got 11 points and loss 1 points, the thirteenth was ANF got 11 points and loss 1 points, the fourteenth was HI got 12 points and loss 0 points, the fifteenth was SH got 11 points and loss 1 points, the sixteenth was LA got 0 points and loss 12 points, the seventeenth was WNF got 1 points and loss 11 points, the eighteenth was R got 1 points and loss 11 points, the nineteenth was ST got 4 points and loss 8 points, the twentieth was SS got 12 points and loss 0 points, the twenty-first was VH got 7 points and loss 5 points, the twenty-second was MRM got 11 points and loss 1 points, the twenty-third was SR got 4 points and loss 8 points, the twenty-fourth was IIS got 10 points and loss 2 points, the twenty-fifth was MA got 8 points and loss 4 points

From the result of the test, it can be concluded that the result test of the students at 4th semester in English Education Department Universitas Muhammadiyah Makassar, the students' found in verb suffixes test were 5 (20%) students got 12 points, 5 (20%) students got 11 points, 1 (4%) student got 10 points, 1 (4%) student got 9 points, 2 (8%) students got 8 points, 3 (12%) students got 7 points, 3 (12%) students got 4 points, 2 (8%) students got 1 points, 3 (12%) students got 0 points. As is known total points on the test is 12 points beside standard points on the test is 6 points. After the researchers calculated the students' ability to understand verb suffixes, based on result, students had 40 % percentage of the criteria Low, which mean some students have difficulties to identify verb suffixes.

Table: 4.1: Difficulties to Use Common English Suffixes

No	Percentage	Criteria	Total Student	Percentage
1	0% - 20%	Very low	0	0%
2	20% - 40%	Low	2	8%
3	41% - 60%	Enough	7	28%
4	61% - 80%	High	11	44%
5	81% - 100%	Very high	5	20%
Total			25	100%

According to previous classification, it can be seen that there was no body student that categorized into very low category. It means there were 0% of the students can be classified into very low category. Then, there were 2 student that can be categorized into low category. It means that were 8 % of the students can be classified to the low. Category. Then, there were 7 students that can be categorized into enough categories. It means that there were 28% that can be classified into enough categories. Then, there were 11 students that can be categorized into high category. It means that there 44% that can be classified into high category, the last,

there were 5 students that can be categorized in to very high category. It means that there were 20% of the students can be classified into the very high category.

From data above, the researcher finalized the result scores of all indicators, and determined the student's ability to understand the suffixes. Base on the calculating score the students' difficulties to identifying suffixes in test questioner at fourth semester in English Education Department Universitas Muhammadiyah Makassar is high category (67, 84 %). So based on the criteria above, it can be categorized in high category. Whereas, for looking the classification total of students' in identifying the students difficulties to use common English Suffixes rules could be seen on appendix 2.

B. Discussion

The Students' Dominant Difficulties in to use common English Suffixes Rules in English writing class at Universitas Muhammadiyah Makassar. There some mastery on the students in identifying Suffixes. According to Dharni, 2019 suffix stripping is an important tool in the toolbox of Information Retrieval (IR) systems. In simple words, the problem can be expressed as: given a word say TALKLEES, we have to remove word endings to get the stem word, TALK. This stem must be the root of all the inflected or variant forms of TALK such as TALKS, TALKING and TALKED. Based on the result of the interview to lecturer Academic Writing, said that students' mastery suffixes was very high category. When learning morphology process; she could know the students more understood in suffixes. She had reason about it because the students had mastery in morphology was very high. Regardless of the student's category classification in understanding suffixes. The

researcher found 2 indicators that are still obstacles for students in understanding suffixes.

First the students' difficulties in identifying to use adjective suffixes, that the students has low in understanding adjective suffixes because in learning of that needed vocabulary but they did not have vocabulary, even though like that they efforts to add vocabulary like opened the book and watched TV in program English language. So, they has difficulties adjective suffixes, based on the researcher analyzed students have difficult to identify adjective suffix.

Discussed in class, it turns out that this problem has been experienced by several expert researchers such as international journal about analysis of suffixes who write by Rana (2020), She's research found some basic functions of suffixes and negative meanings, including as nouns, as adjectives, as verbs, as adverbs, plural, comparative and superlative, present perfect, past tense, present participle and past participles. The concluding section explains that how rule formation is caused by bound joins morpheme and free morpheme and finally produce a new lexeme or a new part speech. She also found that the research findings fit the purpose and he will explore new techniques for suffixes in the near future.

Another expert researcher has figure it out students difficulties use suffixes in his article about morphology learning using tree of aligned suffix rules who write by Flach (2017). According to Flach suffixes concerns the structure words, for example what is the plural form of nouns obtained from the singular, or how the past tense of the verb is generated from them infinitive, the average student is not able to analyze plural form of nouns and even past tense of verb, this is the real

problem of students in understanding suffixes. So I explain the approach to the function study in morphology, where given the basic form of a word the goal is to generate grammar word form

After analyzing the research results from previous expert researchers, it is not surprising that the category of students understanding suffixes very low categories. Second the students' difficulties in identifying to use common suffix rules, that they has understood morphology was low, especially suffix because they couldn't changed one word to other word especially part of speech. They also was understood morphology like suffix, such as create new word using that form adjective but they got difficult identifying that form verb in paragraph. Difficulties in understanding suffix, such as they still confuse using suffix that form verb, also the match the suffix in part of speech, seems like the respondent did not clearly understand what it suffix.

Maybe students have not found effective things such as understanding the formulas or algorithms used in suffix learning, such as the journal written by Gusfield (2019) about efficient algorithm for the all pairs suffix-prefix problem. He mention that using a variant of the well-know KMP (Knuth-Morris-Pratt algorithm) string matching algorithm, one can find the suffix-prefix match of a single pair (S_i, S_j) in $O(m_i + m_j)$ time where m_i and m_j are the respective lengths of the strings.

Researchers also found one successful study in identifying suffix like article text about the student's ability in using derivational suffixes in word formation by Utami (2019), from the score distribution data above, it shows that of 58 students, 49 or 84.49% of students succeeded, and 9 or 15.51% of students failed to use

derivational suffixes in word formation. These facts show that the derivation suffix material not difficult material for second semester English students Department of the University of Kutai Kartanegara under study. Ingredient proved to be mastered by students. Students are able to use derivational suffixes in forming new words based on Utami. This can be seen from the data that almost all students have no difficulty in working on this suffix, it can be guessed that students using KMP (Knuth-Morris-Pratt algorithms).



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is aim to find out the students difficulties to use common English suffixes rules in English writing class at Universitas Muhammadiyah Makassar. From the output of test questionnaire finally the researcher state that:

1. The difficulties of students' at fourth semester in English department in identifying suffixes in test questioner is 68%. It can be categorized into high categories.
2. The dominant difficulties of students at fourth semester in English Education Department in identifying suffixes in test questionnaire: they are:
 - a. The students' dominant difficulties identify adverb suffixes with percentage 20% of the criteria very low.
 - b. The students' dominant difficulties identify verb suffix with percentage 40% of the criteria low.

As a result it could conclude that students' difficulties to use common English suffixes rules has high category.

B. Suggestion

Based on the conclusions and the implication of the research that have mention previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To the head of English department shall active to look students ability and always to motivation the morphology lecturer to increase they mastery in teaching morphology.
2. To lecturer of English, especially morphology lecturer is hoping to develop the students' ability in understanding morphology
3. To the students' at second year of English Education Department Universitas Muhammadiyah Makassar shall do often exercise in learning morphology, especially in suffixes.



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APPENDICES

APPENDIX 1

(Instrument Test Questionnaire and Answer Key of Test)

1. Test Questionnaire

a. Chose the correct morpheme suffixes and typed them in space

- 
- 1) Brilli.....(ant/ent)
 - 2) Ed.....(ible/abel)
 - 3) Natur.....(el/al)
 - 4) Big.....(ger/er)
 - 5) Cred.....(ant/able)
 - 6) Vigil.....(ant/ent)
 - 7) Defi.....(ent/ant)
 - 8) Reli.....(ant/ent)
 - 9) Law.....(less/les)
 - 10) Ful.....(ler/er)
 - 11) Believ.....(eable/able)
 - 12) Delic.....(ecy/acy)
 - 13) Fat.....(al/el)
 - 14) Abomin.....(able/ible)
 - 15) Present.....(ible/abel)
 - 16) Respons.....(ible/able)
 - 17) Punish.....(ment/mant)
 - 18) Decen.....(sy/cy)
 - 19) Exten.....(sion/tion)

20) Cowar.....(dise/dice)

b. Write a word with each Bound morpheme suffixes given below

Example: -er

Answer: wanderer

Example	Answer
-ment	
-ship	
-ness	
-al	
-ist	
-tion	

c. Complete the Derivational morpheme sentence by writing the correct word

Dictionary	Direction	Hibernation	Caution
Question	Definition	Fiction	Pollution
Station	Subtraction	Celebration	invitation

1. He approached the dog with.....
2. Air..... is bad in many cities
3. Her.....was to be a famous singer
4. Do you prefer to read information or Books?
5. He made a to his paper
6. In which.....are you going north or south?
7. The plus sign is used in addition, and the minus is used in.....
8. Bears go into..... in the autumn
9. She accepted the..... to the party
10. The train speed though the..... with a whoosh
11. If you answer this.....correctly, it's worth ten points
12. A.....explains the meaning of words.

- d. Read carefully this news and identify a suffix word

Cockroach Farm in China

It was a long lover of a 32-year-old creepy crawler, which was an idea of the beetle farm after a friend who worked at the pharmacy, to use mistakes as a cheap source of proteins and drugs. Where this guy to leave his was work and went to the country to stay among mistakes?

The cockroach is sold for \$ 16 per kilogram, which does not seem to be very much, but the wealth of his product brings farm. The use of Chinese medical beetles and oils to treat everything for hepatitis and burning from heart disease However, those who are not surprising, many people are not eager to blur their beetle, so usually actually marketing.

2. Answer Key of the test

- a. Chose the correct Morpheme suffixes and typed them in space

- 1) Brilli.....(**ant**/ent)
- 2) Ed.....(**ible**/abel)
- 3) Natur.....(el/**al**)
- 4) Big.....(**ger**/er)
- 5) Cred.....(ant/**able**)
- 6) Vigil.....(**ant**/ent)
- 7) Defi.....(ent/**ant**)
- 8) Reli.....(**ant**/ent)
- 9) Law.....(**less**/les)
- 10) Ful.....(**ler**/er)

11) Believ.....(eable/able)

12) Delic.....(ecy/acy)

13) Fat.....(al/el)

14) Abomin.....(able/ible)

15) Present.....(ible/abel)

16) Respons.....(ible/able)

17) Punish.....(ment/mant)

18) Decen.....(sy/cy)

19) Exten.....(sion/tion)

20) Cowar.....(dise/dice)

Total Score: 20 Points

b. Write a word with each Bound morpheme suffixes given below

Example: -er

Answer: wanderer

Example	Answer
-ment	Punishment
-ship	Internship
-ness	Newness
-al	Fatal
-ist	Dentist
-tion	Population

Total Score: 6 Points

c. Complete the derivational morpheme sentence by writing the correct word

Dictionary	Direction	Hibernation	Caution
Question	Definition	Fiction	Pollution
Station	Subtraction	Celebration	Invitation

1. He approached the dog with... Celebration

2. Air... Pollution is bad in many cities

3. Her **Caution** was to be a famous singer
4. Do you prefer to read information or **Fiction** Books?
5. He made a **Dictionary** to his paper
6. In which... **Direction** are you going north or south?
7. The plus sign is used in addition and the minus is used in **Subtraction**
8. Bears go into **Hibernation** in the autumn
9. She accepted the **invitation** to the party
10. The train speed though the **Station** with a whoosh
11. If you answer this **Question** correctly, its worth ten points
12. A **Definition** explains the meaning of words.

Total: 12 Points

- d. Read carefully this news and identify a suffix word

Cockroach Farm in China

It was a long **lover** of a 32-year-old **creepy crawler**, which was an idea of the beetle farm after a friend who **worked** at the pharmacy, to use **mistakes** as a cheap source of proteins and drugs. Where this guy to leave his was work and went to the country to stay among **mistakes**?

The cockroach is sold for \$ 16 per kilogram, which does not seem to be very much, but the wealth of his product brings farm. The use of Chinese medical **beetles** and oils to treat **everything** for hepatitis and **burning** from heart disease. However, those who are not **surprising**, many people are not **eager** to blur their beetle, so **usually actually marketing**.

Total Score: 12 Points

APPENDIX 2

(The Result of Test Questionnaire)

The student's ability of noun suffixes

No.	BG4B Student	Ability of noun suffixes
1.	S	16
2.	AI	19
3.	APB	17
4.	NF	19
5.	S	19
6.	IR	16
7.	WRS	19
8.	SAP	16
9.	M	14
10.	NJ	17
11.	MT	12
12.	RA	18
13.	ANF	18
14.	HI	14
15.	SH	19
16.	LA	17
17.	WNF	18
18.	R	17
19.	ST	16
20.	SS	16
21.	VH	13
22.	MRM	13
23.	SR	13
24.	IIS	12
25.	MA	19

The students' ability to identify noun suffixes, based on result, students had 80% percentage of the criteria **High**, which mean mostly students have none difficulties to identify noun suffixes.

The Student ability of adjective suffixes

No.	BG4B Student	Ability of adjective suffixes
1	S	3
2	AI	6
3	APB	6
4	NF	6
5	S	4
6	IR	4
7	WRS	4
8	SAP	2
9	M	0
10	NJ	6
11	MT	0
12	RA	5
13	ANF	6
14	HI	6
15	SH	4
16	LA	6
17	WNF	6
18	R	3
19	ST	5
20	SS	4
21	VH	5
22	MRM	6
23	SR	3
24	IIS	6
25	MA	6

The student's ability to identify adjective suffixes, based on result, students had 60% percentage of the criteria **enough**, which mean some have none difficulties to identify adjective suffixes.

The student ability of adverb suffixes

No.	BG4B Student	Ability of adverb suffixes
1	S	0
2	AI	7
3	APB	10
4	NF	6
5	S	7
6	IR	0
7	WRS	8
8	SAP	0
9	M	0
10	NJ	10
11	MT	0
12	RA	1
13	ANF	2
14	HI	2
15	SH	7
16	LA	5
17	WNF	7
18	R	0
19	ST	7
20	SS	1
21	VH	1
22	MRM	5
23	SR	3
24	IIS	4
25	MA	7

The student's ability to identify adverb suffixes based on the result, students had 20% percentage of the criteria **very low**, which mean almost have difficulties to identify adverb suffixes.

The student ability of verb suffixes

No.	BG4B Student	Ability of verb suffixes
1	S	9
2	AI	12
3	APB	11
4	NF	12
5	S	7
6	IR	4
7	WRS	8
8	SAP	7
9	M	0
10	NJ	12
11	MT	0
12	RA	11
13	ANF	11
14	HI	12
15	SH	11
16	LA	0
17	WNF	1
18	R	1
19	ST	4
20	SS	12
21	VH	7
22	MRM	11
23	SR	4
24	IIS	10
25	MA	8

The student's ability to identify verb suffixes, based on the results, students had 40% of the criteria **Low**, which mean some students have difficulties to identify verb suffixes.

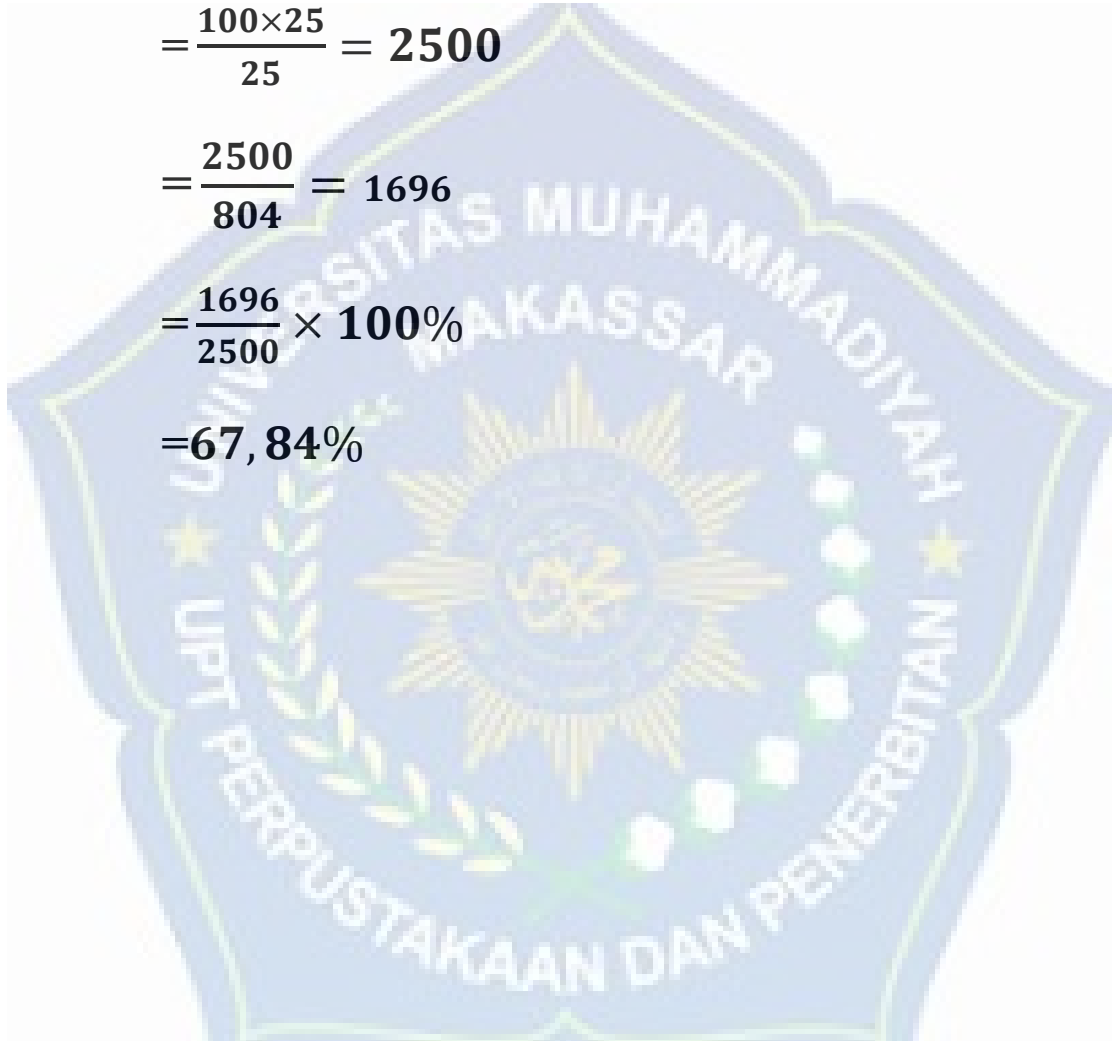
The Student Difficulties to use Common English Suffixes in Writing Class at Universitas Muhammadiyah of Makassar

No	BG4B Student	Ability of noun suffixes	Ability of adjective suffixes	Ability of adverb suffixes	Ability of verb suffixes	Result
1	S	16	3	0	9	28
2	AI	19	6	7	12	44
3	APB	17	6	10	11	44
4	NF	19	6	6	12	43
5	S	19	4	7	7	37
6	IR	16	4	0	4	24
7	WRS	19	4	8	8	39
8	SAP	16	2	0	7	25
9	M	14	0	0	0	14
10	NJ	17	6	10	12	45
11	MT	12	0	0	0	12
12	RA	18	5	1	11	35
13	ANF	18	6	2	11	37
14	HI	14	6	2	12	34
15	SH	19	4	7	11	41
16	LA	17	6	5	0	28
17	WNF	18	6	7	1	32
18	R	17	3	0	1	21
19	ST	16	5	7	4	32
20	SS	16	4	1	12	33
21	VH	13	5	1	7	26
22	MRM	13	6	5	11	35
23	SR	13	3	3	4	23
24	IIS	12	6	4	10	32
25	MA	19	6	7	8	40
Total						804

The Result

After the scores were completed, the researcher calculated all the indicator scores using the following: score formula:

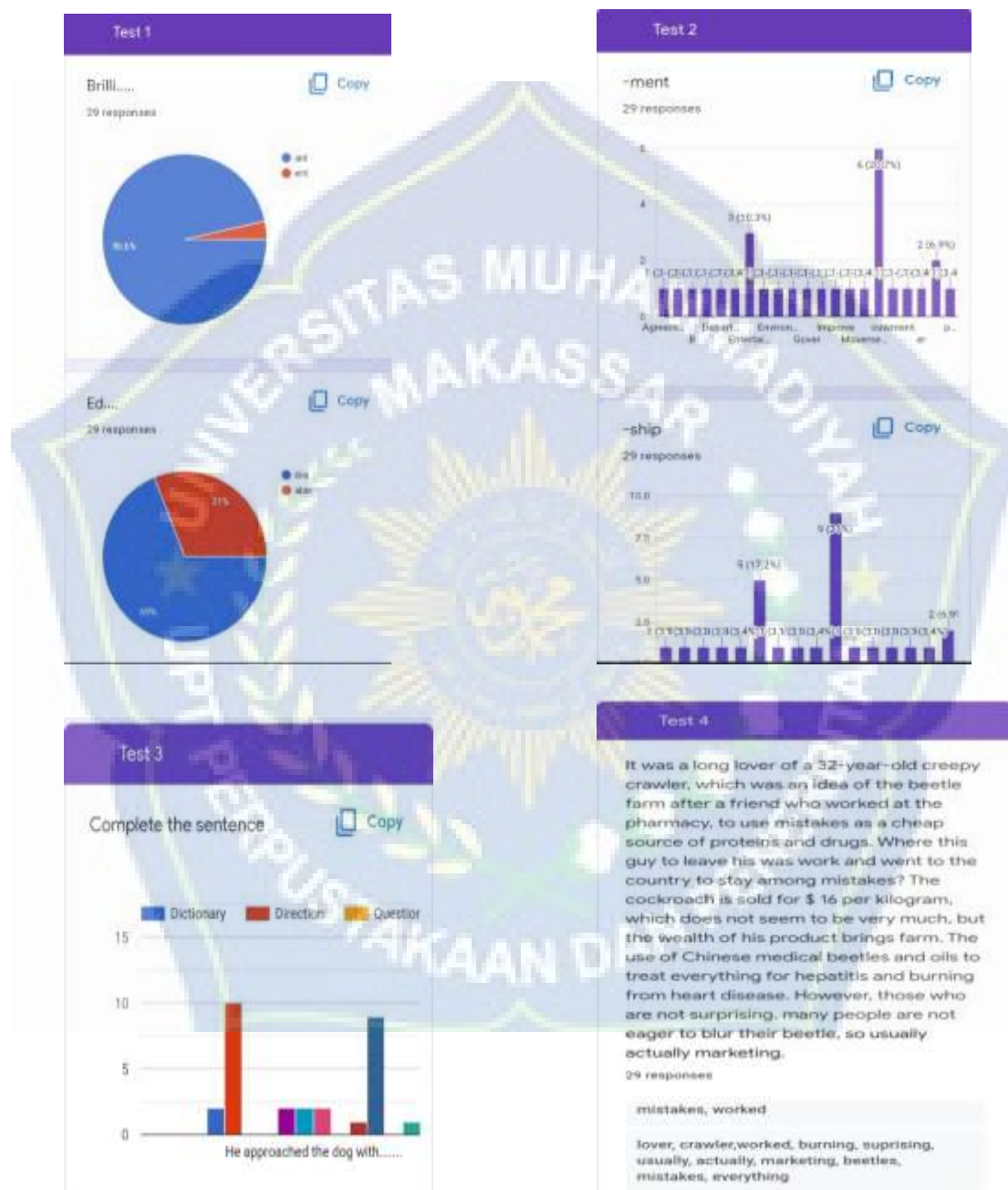
$$\begin{aligned} M &= \frac{\sum x}{N} \times 100\% \\ &= \frac{100 \times 25}{25} = 2500 \\ &= \frac{2500}{804} = 1696 \\ &= \frac{1696}{2500} \times 100\% \\ &= 67,84\% \end{aligned}$$



APPENDIX 3

(Documentation)

Documentations 1: student answer data test questionnaire 1-4 using Google from



Documentations 2: test questionnaire answer from one of the students using Google from

Test 1

Choose the correct suffixes and typed them in space.
(pilih kata akhiran yang tepat pada kalimat di bawah ini)

Brilliant *
☒ ant
☐ ant

Ed *
☐ able
☒ able

Natural *
☐ al
☒ al

Test 2

Write a word with each suffix given below (tuliskan sebuah kata dengan setiap akhiran yang diberikan di bawah ini)
 Contoh
 Question: -er
 Answer: wanderer

-ment *
 Agreement

-ship *
 Relationship

-ness *
 Darkness

-al *
 General

Test 3

Complete the sentence by writing the correct word.
(Lengkapi kalimat dengan menulis kata yang sudah di tentukan)

Ingat yah satu soal hanya memiliki 1 jawaban karena ini soal mencocokkan

Complete the sentence *

Dictionary Direction Question

He approached the dog with..... ☐ ☐ ☐

Air..... is bad in many cities ☐ ☐ ☐

Her..... was to be a famous singer ☐ ☐ ☐

Do you prefer to read information of..... books? ☒ ☐ ☐

He made a..... to his paper ☐ ☐ ☐

In which..... are ☐ ☐ ☐

Test 4

Read carefully this news and identify a suffixes word
 Temukan 12 kata Suffixes di bawah

It was a long lover of a 32-year-old creepy crawler, which was an idea of the beetle farm after a friend who worked at the pharmacy, to use mistakes as a cheap source of proteins and drugs. Where this guy to leave his was work and went to the country to stay among mistakes? The cockroach is sold for \$ 16 per kilogram, which does not seem to be very much, but the wealth of his product brings farm. The use of Chinese medical beetles and oils to treat everything for hepatitis and burning from heart disease. However, those who are not surprising, many people are not eager to blur their beetle, so usually actually marketing.

Crawley, usually, actually, eager, surprising, marketing, disease, beetles, product, wealth, mistakes, worked

Test 3 (adverb suffixes)

Test 4 (verb suffixes)

- **Checking the student initial (S) data are true or false in test 4 (suffixes)**

Read carefully this news and identify a suffix word

Cockroach Farm in China

It was a long lover of a 32-year-old creepy crawler, which was an idea of the beetle farm after a friend who worked at the pharmacy, to use mistakes as a cheap source of proteins and drugs. Where this guy to leave his was work and went to the country to stay among mistakes? The cockroach is sold for \$ 16 per kilogram, which does not seem to be very much, but the wealth of his product brings farm. The use of Chinese medical beetles and oils to treat everything for hepatitis and burning from heart disease. However, those who are not surprising, many people are not eager to blur their beetle, so usually actually marketing.

Answer

Crawley, usually, actually, eager, surprising, marketing, disease, beetles, product, wealth, mistakes, worked

Checking data of suffixes

- **True**

Crawley, usually, actually, eager, surprising, marketing, beetles, mistakes, worked

- **False**

Disease, product, wealth

Documentaion 3: observation and class absence using WhatsApp Application

The collage consists of four screenshots from a WhatsApp chat and a Google Form. The top-left screenshot shows a Google Form titled 'Test Questionnaire' with a link to a Google Form. The top-right screenshot shows a WhatsApp chat with a contact named 'ARRYN OFFICIAL' and a link to the same Google Form. The bottom-left screenshot shows a WhatsApp chat with a contact named 'Kak, harus ad izinnya bdeng kak' and a link to the same Google Form. The bottom-right screenshot shows a list of names and their corresponding IDs and BG4B status.

Ibrahim Rahman	105351104520	BG4B
Warda Restiyani Syamsul	105351103520	BG4B
Sri Agustina Pratiwi	105351106416	BG4B
Magfirah	105351110419	BG4B
Nindi Julia	105351103817	BG4B
Muh Taufik	105351111519	BG4B
Ririn Astarina	105711107717	BG4B
Adzima Nurul Fatimah	105351107617	BG4B
Heni Indrayani	105351104117	BG4B
Salma Hera	105351106217	BG4B
Liza Ain	105351103517	BG4B
Wahyu Nurul Fitri	105351105919	BG4B
Ratna	105351104917	BG4B
Sheila Tasya	105351105219	BG4B
Siti Sakinah	105351117517	BG4B
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Mutiara Resky Maya	105351102618	BG4B
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(Turnitin Certificate)



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Program Studi : Pendidikan Bahasa Inggris

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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860857 / 860932 (Fax)
Email : fkip@unismuh.ac.id
Web : <https://fkip.unismuh.ac.id>



Nomor : 9859/FKIP/A.4-11/V/1443/2022
Lampiran : 1 (Satu) Lembar
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Kepada Yang Terhormat,
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Assalamu Alaikum Warahmatullahi Wabarakatuh

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Nama : Muhammad Rahmat
Stambuk : 105351105717
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Singa / 13-08-1999
Alamat : Mamoa Raya

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: IDENTIFYING THE STUDENTS DIFFICULTIES TO USE COMMON ENGLISH SUFFIXES RULES IN ENGLISH WRITING CLASS AT UNIVERSITY MUHAMMADIYAH OF MAKASSAR

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 27 Syawwal 1443 H
28 Mei 2022 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

(Research Permit LP3M Unismuh Makassar)



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Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90221 E-mail : lp3munismuh@plasa.com



Nomor : 1930/05/C.4-VIII/VI/40/2022

03 Dzulqa'dah 1443 H

Lamp : 1 (satu) Rangkap Proposal

02 June 2022 M

Hal : Permohonan Izin Penelitian

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9859/FKIP/A.4-II/V/1443/2022 tanggal 28 Mei 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : MUHAMMAD RAHMAT

No. Stambuk : 10535 1105717

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Identifying The Student's Difficulties To Use Common English Suffixes Rules In english Writing Class At University Muhammadiyah Of Makassar"

Yang akan dilaksanakan dari tanggal 6 Juni 2022 s/d 6 Agustus 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

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Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

(Research Control Card)



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Telp : (081) 1782101 (Secretary)
Email : prodi@unismuh.ac.id
Web : hg.fkipunismuh.ac.id

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Muhammad Rahmat**
NIM : **105351105717**
Tanggal Ujian Prososal : *Identifying The Student's Difficulties To Use Common English
Suffixes Rules In English Writing Class At Universitas
Muhammadiyah Makassar*
Tanggal Ujian Proposal : **23 May 2022**
Tempat/ Lokasi Penelitian : **Universitas Muhammadiyah Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen terkait	Paraf Dosen terkait
1.	Senin, 6 June 2022	Permintaan izin penelitian	Muh. Arief Muhsin, S.Pd., M.Pd	
2.	Selasa, 7 June 2022	Pelaksanaan penelitian	Muh. Arief Muhsin, S.Pd., M.Pd	
3.	Selasa, 7 June 2022	Pelaksanaan penelitian	Muh. Arief Muhsin, S.Pd., M.Pd	
4.	Jumat, 10 June 2022	Penandatanganan surat keterangan telah meneliti	Muh. Arief Muhsin, S.Pd., M.Pd	

Makassar, 10 June 2022

Mengetahui,

Ketua Program Studi,
Pendidikan Bahasa Inggris



Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

Dekan FKIP
Unismuh Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D
NBM: 860 934

(Surat Keterangan Selesai Meneliti)



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Jalan Pahlawan, Masjidin No. 209, Makassar
Telp : (0411) 464007 / 4640372 (Fax)
Email : Reg@unismuh.ac.id
Web : <http://www.unismuh.ac.id>

**SURAT KETERANGAN PENELITIAN**

Nomor : 1268/FKIP/05/A.5-VI/VIII/1444/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Muhammad Rahmat
NIM : 105351105717
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 06 Juni 2022 s.d 06 Agustus 2022, dalam rangka penyusunan Skripsi dengan judul:

"Identifying The Student's Difficulties to Use Common English Suffixes Rules in English Writing Class At University Muhammadiyah of Makassar"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

21 Muharram 1444 H

Makassar ,-----

19 Agustus 2022 M

Dekan,
FKIP Unismuh Makassar,

H. Fawzi Akib, M.Pd., Ph.D.
NBM. 360 934



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(Letter of Acceptance LoA)



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LETTER OF ACCEPTANCE
0591/BG-FKIP/LOA/B/VIII/1444/2022

Dear MUHAMMAD RAHMAT

It is our pleasure to inform you that, after reviewing your paper:
**IDENTIFYING STUDENTS DIFFICULTIES TO USE COMMON ENGLISH
SUFFIXES IN WRITING CLASS AT UNIVERSITAS MUHAMMADIYAH
MAKASSAR**

The manuscript ID: 286

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 20 August 2022 M
23 Muharram 1444 H



Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



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Curriculum Vitae



2022, Muhammad Rahmat was born on Augustus 13th, 1999 in Bulukumba. He has 2 brothers and 1 sister of Ramlia and Jammaluddin, his beloved parents. He started his education as an elementary school student at SDN 318 Karringa and graduated in 2011. In the same year he registered as a student SMPN 25 Bulukumba and graduated in 2014. Then, he continued his education at SMAN 6 Bulukumba and graduated in 2017. Furthermore, the researcher decided to continue his study at English Education Department of Universitas Muhammadiyah Makassar. At the end of his study, he could finish his thesis entitled “Identifying Students Difficulties in Use Common English Suffixes in English Writing Class at Universitas Muhammadiyah Makassar”.