

**THE STUDENTS' ABILITY IN WRITING PARAGRAPH USING
ENGLISH AFFIXATION**



A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Teacher Training and Education Science Faculty of
UNISMUH Makassar

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FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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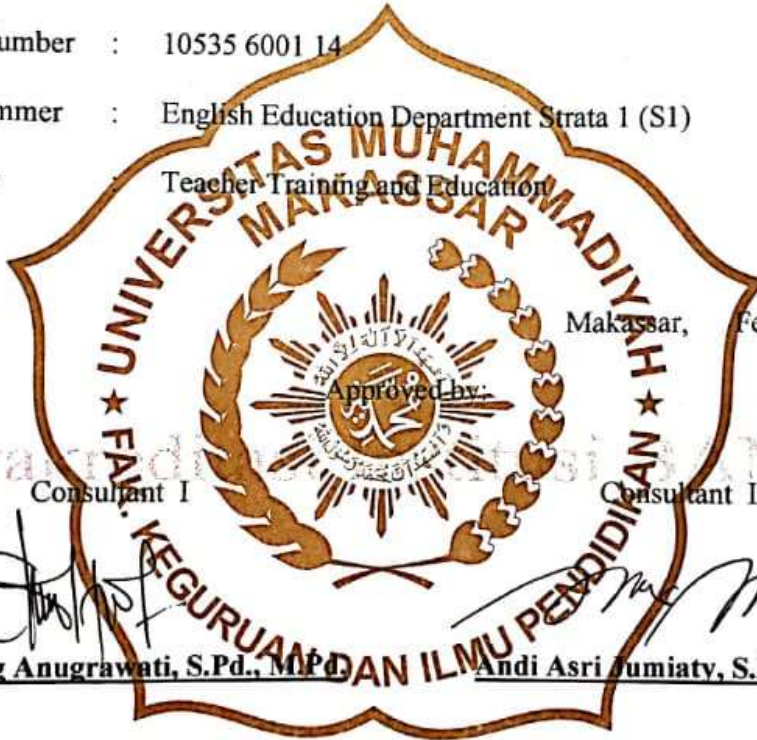
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Day/Date	Chapter	Note	Signature
26/11/18	1 - V	1. Sec notes in ch. 3 2. Tables about question the result of questionnaire from Agree - Disagree. 3. Add relevant theories to improve your discussion about findings.	
3/12/18	1 - V	Tables and explanations on questionnaires in ch 9.	

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Day/ Date	Chapter	Note	Signature
9/11/18	1 - V	1. Revise abstract 2. Ch. 3 must be written using past tense 3. Explain the tables & chart in Ch. 4 4. Revise findings 5. Improve discussion 6. CV	

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MOTTO AND DEDICATION

MOTTO

**“Nikmati segala proses karena suatu saat itulah yang akan membuatmu
semakin luar biasa”**

DEDICATION

**This Thesis is sincerely dedicated for my dearest parents, my beloved
brother and sisters, my family, and my beloved friends.**

ABSTRACT

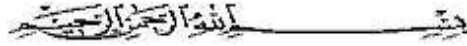
Nuratikah Sulaeman. 2018. *The Students' Ability in Writing Paragraph Using English Affixation.* English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar (Supervised by Nunung Anugrawati and Andi Asri Jumiaty).

The thesis aimed at finding out the students' ability in writing paragraph using English affixation. The research questions were (1) How is the students' ability in Writing Paragraph Using English affixation? (2) What factor influence the students' ability in writing paragraph using English Affixation? The research used descriptive method and the sample was taken using purposive sampling technique. The sample involved 10 classes including class A, B, C, D, E, F, G, H, I and J. Each class consisted of 40 students in academic year 2018. From the population the researcher selected 4 students from each class as sample of this research.

The instruments used to collect data were test and questionnaire. The test was used to find out the students' ability in writing paragraph using English affixation and questionnaire was used to find out the main factor influencing the students' ability in writing Paragraph Using English Affixation.

The result indicated that the students' ability in writing paragraph using English Affixation was 7.5 (6.6 to 7.5) and classified as fairly good. It showed that, the students' ability in writing Paragraph using English affixation is still moderate. Factors influencing the students' ability in writing paragraph using English affixation were lack of motivation and understanding about affixes.

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Amin Ya Rabbal Alamin.

Makassar, November 2018

The writer

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CHAPTER I

INTRODUCTION

This chapter begins with the background of the research followed by problem statements, objective, significance and the scope of the research. The definition of terms is presented at the end of this section.

A. Background

Language is universal. It permeates our thoughts, mediates our relations with others, and even creeps into our dreams. Most human knowledge and culture is stored and transmitted in language, which is so ubiquitous that we take it for granted. Without it, however, society as we now know it would be impossible. Language cannot be separated from human beings. Through language, human beings can communicate their ideas to each other. Through language, they also can understand each other. This research focuses on one of the specific kind of linguistic knowledge, namely affixation.

Affixation is the smallest part of morphology which studies the form and the change of words. In morphology, affixation is used to add word to fulfill the qualification based on the structure. It is called a bound morpheme in linguistic study. Its position is usually coming after free morpheme.

According to Millward and Hayes (2011: 4) “ in English, most derivational prefixes simply change the meaning of the word to which they are attached, though some change the part of speech; change noun to a verb and change verb to an adjective. Then, derivational suffixes normally the change the

part-of-speech category and may also change the meaning of the word to which they are attached.

Then, Kennedy (2014: 73) mentions most words, however, can consist of a root with one or more affixes at the beginning (prefix) or end (suffix). Huge numbers of English words are composed of roots or base forms and affixes in this way. It is very efficient for language learners to know the meaning of the most frequent affixes. It is important to remember, however, that because of the long history of borrowing and adjustments of spelling and pronunciation it is not always easy to work out what the root of a word is.

According to McCarthy (2016: 84), Affixation is the process whereby an affix is attached to a base, which may be simple (as in full, the base to which –ness is attached to yield fullness), or complex (like meditate, the base to which pre- is attached to yield premeditate). English affix are classified into prefix, infix, and suffix. But in general, English has no infixes. These two kinds of English affixes (prefixes and suffixes) are different in the ways that are used in English words.

The students were able to use appropriate of affixes in the paragraph, because they understand the elements or part in the of affixes. Then, the rest of the students who could not use the appropriate affixes will face difficulties in arranging the paragraph into good writing paragraph. Most of the students were able to arrange good sentence in paragraph because they understand the elements or parts affixes itself.

Affixation also helps the students to form new words, because they should not memorize all words, but only a part of words. The word roots are useful to increase students' vocabulary in English, so the researcher expect the students of the fourth semester of Makassar Muhammadiyah University to writing a paragraph using affixation.

Realizing the necessity to learn English affixes, the researcher thinks that this researcher plays a vital role, as it will assist student to promote their vocabulary by writing a paragraph through affixation. Because of many causes above about the students incorrect writing, so I chooses this tittle to know the students ability to writing correctly in paragraph through affixation.

B. Problem Statements

Based on the background previous, the researcher would like to formulate research questions as follows:

1. How is the students' ability to write paragraph using affixation?
2. What factors influence the students' ability in writing paragraph using affixation?

C. Objective of the Research.

This research aims at obtaining:

1. The students' ability in writing paragraph using affixation.
2. The main factors influencing the ability the students fifth semester of Makassar Muhammadiyah University in writing paragraph using affixation.

D. Significance of the Research.

The outcomes of this research are expected to be useful information for the teachers of English. The researcher expects that, the result of this research can motivate the other people to make further researches related to this topic in more specific aspects.

E. Scope of the Research.

The scope of the research is limited and focused on the formation of writing a paragraph using affixation by the students fifth semester of Makassar Muhammadiyah University. The prefixes have been chosen are: prefix re-, un-, dis- and under. And the suffixes have been chosen are: ize-, ate-, ify- and en.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some of pertinent ideas and some of the definitions of affixation according to the researchers and experts about the morphological process in affixation.

A. Previous of Research Findings

Some of the researchers below have conducted their researches on affixation:

1. Anuriah (2003) in her thesis found that the students' achievement in learning English suffixes was on board exercises. The problems faced by the students in learning suffixes to the second year students of SMU Muhammadiyah Ratulangi Makassar is the students didn't know the word classes to which a suffix can only be added, the students didn't know which of two or more suffixes are used when all of them can be added to different roots the same word class to derive different derivatives of the other some word class.
2. Besse, (2004) in her thesis found the ability of the students to identify word classes was still, the result of the data analysis also proved the noun and adjective are the most difficult to identify by the students. She concluded that the sixth semester students of FKIP Makassar had low ability to identify word classes. This was because of there were some of difficulties in sentence construction, namely suffixes noun, verb and adjectives, prefixes of adjectives word as noun compounds. Function of words as noun understands that affixation is still difficult for the students for mastering it.

3. Masnidar (2006) had researched the students mastery of derivational process of English vocabulary is fair. In her research. An English affix is one part of morphological matter, and it has an important role in linguistic field.
4. Marliati (2004) conducted research on the derivation process of word in English and Indonesian. In her research. There are differences and similarities in word class formation in both languages, also in it affixes of formation.
5. Khadirah (2007) also states in her thesis that the students' vocabulary mastery though word formation test at the second semester of English department of tarbiyah and teacher training faculty of Alauddin state islamic university. Khadirah (2007) founds that the students as follows: interested in word formation test even though they still face difficulties. It helps to differentiate between the prefix and suffix in word usage.

From the thesis above the writer can conclude that affixation is very important to the student's ability to writing paragraph correctly. Writing is probably already an integral part of human's daily routine especially for students like sending e-mail at computer through internet, and writing notes in school but there were function of words as noun understands that affixation is still difficult for the students for mastering it.

The affixation is depicted into four skills that needed for completing communication, namely listening, speaking, reading, and writing. But in this occasion, the writer intends to search for the use of English affixation

in writing a paragraph which is produced by the students' fourth semester of Makassar Muhammadiyah University.

B. Partinent Ideas.

1. Definition of Affixation

Affixation is a letter or sounds which is added to a word and which change the meaning or the function of the word. Affixation is one of morphological processes that is important in words formation as one of the ways in forming a new word either verb or noun in English affixes, as we know can change the meaning and class of words.

Affixation is one of morphological processes that commonly found. According to Harimurti (2007: 28) affixation is a process of changing lexeme into complex words. Based on its position or according to the way they combine with the base or stem, affixes can be divided into prefixes, suffixes, infixes con-fix and multi-fix. Affixes which can be added to the beginning of a word called "prefix". Within a word called "infix" and to the end of the word called "suffix". The permanent combination and use of the prefix and the suffix which can only be added to some certain words called "con-fix", while "multi-fix" is the addition of both the prefix and suffix to any words, however, linguistically there are no infix and con-fix in English even more there are many words contain two or more derivational affixes. Inflectional and derivational, when they are both added to a word is called affixes combination.

Anderson (2014: 9) points out that affixation may be defined in the same terms as litigation, assuming that the peripheral element of a word is its initial or final segment or syllable and its head is the accented syllable. That is, affixes may attach only to the inside or the initial or final phoneme or syllable, or to either side of the head, the accented syllable. This purely morphological definition of affixation is far more accurate than structural descriptions, and does not require word structure or any sort of affix movement.

a. Prefixes.

Prefix is a meaning unit which consists of one or more syllables which are added in front of a root to form a new word. According to Gleason (2009: 59) that, prefix is an affix which precedes the root or stem which they most often attach a prefix to: "prefixed words".

According to Robert (2006: 64) Prefix is an affix which is placed before the stem of a word, especially one or more letters or syllables added to the beginning of a word to modify its meaning; as, pre- in prefix, con- in conjure; Put or fix before, or at the beginning of, another thing; as, to prefix a syllable to a word, or a condition to an agreement. An affix attached before a base word or root, as re- in reprint. A prefix is used as the first part of certain kinds of name. A prefix is either a function call or a name.

Generally, prefix is easier to be understood than suffix, because its meaning is more limited and it is not so different from another word.

A prefix is a word part that is added at the beginning of a word, called the base, to make new word. It alters the meaning of the base to which it is added. Although the words react, interact, enact and overact have the same base (act), they have different prefixes and therefore show different aspects of the central meaning of the base.

Prefixes usually change the meaning of the base but not its word class. In general, prefixes are easier to understand than suffixes, since their meaning is more definite. Some prefixes are constant in meaning; whenever the prefix fore, -occurs in a word, we can be certain it means “before” words such as forearms, forestall, forethought, and so forth are therefore easy to understand many common prefixes, however, may have several meanings. Dis – may mean “not” an in the word disallow; it may also mean “separate from,” as in the word disarm.

Prefixes sometime, very difficult in spelling and pronunciation. Dis-, for example, becomes di- in the word diverge its meaning dif- in the word different; both those words its meaning is “away from” these spelling variations came about because the pronunciation of the prefix was affected by the first letter of the word to which it was joined . Other examples are the variations of com-in the words; commit, can –note, cooperate, collect, and corrode; and the prefix in –in the word infinite, illogical, ignoble, improper and irregular.

Because of the various use of affixes, the students have to have a good skill and knowledge in using them, English verbs affixes sometimes make us

confused are those that have different position, therefore, the students must practically distinguish and use them in sentences. It is helpful for the students of English to know the systematic operation of the language using the recognition of structure.

- Prefixes that form verbs

1) Prefix re-, this prefix means “back or again”. It occurs in verb (or noun and adjective). It is very productive.

e. g.:

Base	Derived word	Base	Derived word
Fashion	Refashion	Surface	Resurface
Furbish	Refurbish	Fuel	Refuel
New	Renew	Route	Reroute
Write	rewrite	Consider	reconsider

2) Prefix un-, this prefix means “to do the reverse of” it is less productive.

e. g.:

Base	Derived word	Base	Derived word
bolt	unbolt	pack	unpack
cover	uncover	hitch	unhitch
wind	unwind	veil	unveil
lock	unlock		

3) Prefix dis-, this prefix is most productive in the formation of verbs it generally means “ the reversal or opposite of the idea expressed by the

original word, or changing the original word so as to express negative meaning instead of positive meaning.

e.g.:

Base	Derived word	Base	Derived word
place	displace	please	displease
arm	disarm	mount	dismount
mantle	dismantle	color	discolor
agree	disagree	like	dislike

4) Prefix under-, this prefix generally means “not sufficiently, not so much as is “however. Those in some words the general meanings are not always apparent. In addition the prefix under. If it stands alone can be a word or free morpheme: but when it attacks to other words mean a prefix.

e.g.:

Base	Derived word	Base	Derived word
Foot	Underfoot	Line	Underline
Rate	Underrate	Score	Underscore
Feed	Underfeed	Estimate	Underestimate

b. Suffixes

Suffix is a meaning unit which adding after a root. Suffixation on the root may happen in verb, adjective, adverb, or noun. Suffixes are easier to deal with than prefixes. However, there are so many of these that it will only be

possible here to examine a small proportion of them; we will concentrate on these which are common and productive. (Roach, 2004: 80).

Suffix are usually derivational morphemes that change the part-of-speech classification but not the meaning (Fromkin, 2010: 98) in this section we can recognize two kinds of suffixes in English they are inflectional and derivational. An inflectional suffix perform a grammatical function, they express ideas of eight grammatical categories, among them. Two of the eight inflectional morphemes are added to nouns: plural and possessive, two are added to adjectives: comparative and superlative. The other four are added to verbs: present tense, past tense,- continuous tense (ing) and participle (Roberts, 2006 : 58).

Suffix is a term for fixing one or more letters or a syllable to the end of a word to modify it is signification.

The suffixes used in this stage suffixes that form verb consist of:

1. Suffix –ize, this is extremely productive suffix, it combines with many noun and adjective bases, and new words using it are readily coined, especially in science, industry and advertising.

e.g.:

Base	Derived word	Base	Derived word
Commercial	Commercialize	Economy	Economize
Agony	Agonize	Harmony	Harmonize
Drama	Dramatize	Terror	Terrorize
Computer	Computerize	Moral	Moralize

Author	authorize	Organ	organize
Real	realize	Legal	legalize
Familiar	familiarize	Final	finalize

2. Suffix –ate. This suffix is not very productive. It combines with many noun bases.

e.g.:

Base	Derived word	Base	Derived word
Captive	Captivate	Motive	Motivate
Facility	Facilitate	Origin	Originate
Luxury	Luxuriate	In fury	Infuriate
Vaccine	vaccinate	Hyphen	hyphenate

3. Suffix – (i)-fy, this suffix is a relatively productive. But bases are not always identifiable as separate words. It accumulated with some noun bases.

e.g.:

Base	Derived word	Base	Derived word
Beauty	Beautify	Fort	Fortify
Class	Classify	Person	Personify
Mode	Modify	Code	Codify
Just	Justify	Pure	Purity

4. Suffix –En. There are a number of adjectives that differ from their corresponding verbs. verbs have suffix “-en”. Some of these verbs in “-en” have really been derived from their corresponding adjectives. But this

suffix cannot be added to all adjectives. For one thing these adjectives should be one syllable adjectives like white, broad, light, etc.

e.g.:

Base	Derived word	Base	Derived word
Bright	Brighten	Light	Lighten
Broad	Broaden	Red	Redden
Dark	Darken	Sad	Sadden
Strength	Strengthen	Length	Lengthen
Height	Heighten	Deep	Deepen
Sharp	Sharpen	Thight	Tighten

2. Paragraph

a. Definition of Paragraph

The notion paragraph can be defined as the following definition. Oshim in Kuswandi (2000 :7) stated that is a paragraph is a group of related statements that a writer develops about a a subject. The first sentence states the specific point, or idea, of the topic.

The rest of sentence in the paragraph support that a point or idea. Tatang in Kuswandi (2000: 2) has the paragraph support that a paragraph is a piece of writing that is made up the three main parts. The first part is the topic sentence that states main ideas of the paragraph. The second part is a asset of supporting sentences that developed the topic sentence by giving example, reasons, and fact. The third part is concluding sentence that ends the paragraph by restating or summarizing the ideas in it.

A paragraph is a group of related sentences which develops one main idea or one main topic. A good paragraph has five basic elements: a topic, a topic sentence, supporting sentences, concluding sentence unity and coherence, and adequate development:

b. Characteristic of good Paragraph

1) A topic

A topic is what the paragraph is about or what the paragraph discusses. This topic is usually expressed in a topic sentence. Thus, a topic sentence announces what you are going to writing. A good topic sentence has a focused controlling idea which limits or controls and announces the aspect of the topic you are going to write. (Water Irawan 2009:13)

2) Supporting sentences

Supporting sentences develop what you state about your topic in the controlling ide. A focused controlling idea in the topic sentence helps t you state about your topic in the controlling ide. A focused controlling idea in the topic sentence helps you product supporting sentences which are relevant with the controlling ide in the topic sentence produce a unified paragraph. (Kasbalah and Sulistiyanto 2010: 12)

A unified paragraph discusses only one main idea stated in the topic sentence, or more specifically in the controlling idea. Besides being unified, a good paragraph should also be coherent. A paragraph is coherent if the movement from one sentence to the next is logical and smooth.

3) The Concluding sentence

The concluding sentence is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends of paragraph. (Atry 2009: 14).

The concluding sentence reminds the reader of the topic sentence. In fact, the concluding sentence can be written like the topic but in different words. When you write a concluding sentence, you can use one of the following methods.

- a. State the topic sentence in different words. Do not just copy the topic sentence
- b. Summarize some (or all) of the main points in the paragraph

4) Unity

Unity refers to the extent to which all of the ideas contained within a given paragraph “hang together” in a way that is easy for the reader to understand. When the writer changes to a new idea, one which is not consistent with the topic sentence of the paragraph, the writer should begin a new paragraph. (Jayanti 2010:15)

Unity is important because it aids the reader in following along with the writer’s ideas. The reader can expect that a given paragraph will

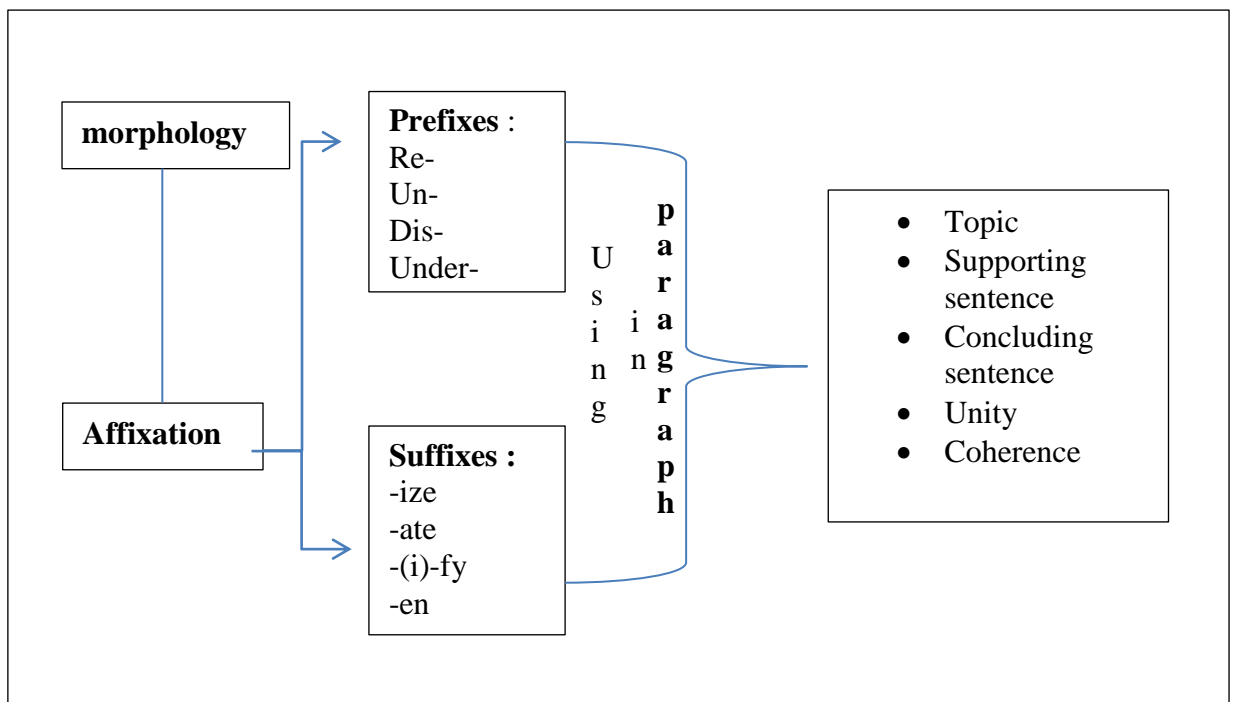
deal only with one main topic: when a new paragraph begins, this signals that the writer is moving on to a new topic

5) Coherence

Coherence refers to which the flow ideas in a paragraph are easily understood by the reader. For this reason, coherence is closely related to unity. When a writer changes main ideas or topics within paragraph, confusion often results. To achieve coherence, than a writer should show how all of the ideas contained in a paragraph are relevant to the main topic

C. Conceptual frame work

The conceptual framework of this research is as follows:



From the conceptual frame work above the researcher talked about morphology, in this case is about affixation (prefixes and suffixes). The researcher found out how the students used the affixation in paragraph. The researcher also checked the characteristic of the student's paragraph that they made.

CHAPTER III

METHOD OF THE RESEARCH

This chapter discussed the method of the research, population and sample instruments of the research, procedure of collecting data and technique of data analysis.

A. The method of the Research

The method applied descriptive research; it aimed to know the ability of the fifth semester students of Makassar Muhammadiyah University to write paragraph using affixation.

B. Population and Sample.

1. Population.

Population of this research consisted of the fifth semester students of Makassar Muhammadiyah University in academic years 2018. It consisted of 10 classes including class A, B, C, D, E, F, G, H, I and J. Each class consisted of 40 students. Therefore, the total number of population was 400 students.

2. Sample

The sample of this researcher was selected using purposive sampling technique. From the population, the researcher selected randomly 4 students from each class as sample of this research. There were 40 students totally as the sample.

C. Instrument of the Research.

There were two kinds of instrument used in this research as follows:

1. Written test was used to find out the ability of the fifth semester students of English Department of Makassar Muhammadiyah University using affixation to write short paragraph. The test taken by selecting the material from morphology books.
2. Questionnaire was used to find out the factors influencing the students' ability to write paragraph using affixation

D. Procedure of Collecting Data

In collecting data, the researcher performed or carried out the research in the students of fifth semester English Department of Makassar Muhammadiyah University. The data about the students' ability using affixation to write paragraph and factor influencing the students' ability using affixation to write paragraph.

The procedure of collecting data could be presented as follows:

1. First, the researcher told her main aims to the students of fifth semester English Department Makassar Muhammadiyah University, and distributed the instruments, test and questionnaire. The students distributed the test and questionnaire, then the researcher explained clearly how to work them out.
2. The researcher explained clearly the questionnaire to the students, then the students answered the questionnaire and the test for ninety minutes.
3. The researcher collected the result of questionnaire and test from the students.

E. Technique of Data Analysis.

1. Scoring the Students' Answers of the questionnaire :

$$\text{Score} = \frac{\text{Students' Score points}}{\text{Total number of items}} \times 100 \quad \%$$

(Depdikbud, 2000)

2. To indicate the level of students' score in questionnaire with positive statements, the researcher used the following classification :

1 (Strongly disagree)	: 1 point
2 (Disagree)	: 2 points
3 (Neutral)	: 3 points
4 (agree)	: 4 points
5 (strongly agree)	: 5 points

(Sugiono, 2012: 93)

3. To know the students' ability in using affixation to writing a paragraph, the researcher applied the following formula:

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

Where: \bar{X} ; Mean score

$\sum x$: Total raw score

N : Total number of students

(Gay, 2008: 361)

4. To indicate the level of students' score in writing paragraph the researcher uses the following classification:

(9.6 to 10) was categorized as excellent

(8.6 to 9.5) was categorized as very good

(7.6 to 8.5) was categorized as good

(6.6 to 7.5) was categorized as fairly good

(5.6 to 6.5) was categorized as fair

(3.6 to 5.5) was categorized as poor

(0.0 to 3.5) was categorized as very poor

(Marlina, 2011: 21)

5. Computing the frequency of the percentage of the students' score

$$\% = \frac{n}{N} \times 100 \%$$

Where:

n = Frequency

N = Total Number of students

% = Percentage of the sample

(Mason and Nirwana, 2003)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings.

This chapter deals with the presentation of the data analysis and the discussion on the result of the research. The writer used two kinds of the instruments to collect data were tests and questionnaires.

1. The students' ability in writing paragraph using affixation

Table I
Rate Percentage of the Students' Scores in Writing Paragraph
Using affixation nouns

No	Category	Score	F	%
1	Excellent	9.6 to 10	6	15 %
2	Very Good	8.6 to 9.5	3	7.5 %
3	Good	7.6 to 8.5	5	12.5 %
4	Fairly Good	6.6 to 7.5	10	25%
5	Fair	5.6 to 6.5	2	5%
6	Poor	3.6 to 6.5	9	22.5 %
7	Very Poor	0.0 to 3.5	5	12.5%
Total			40	100

From the table above the researcher conclude there were 6 students got excellent category, it was about 15% from all of the students can write the paragraph perfectly, they can made paragraph which it is contained the

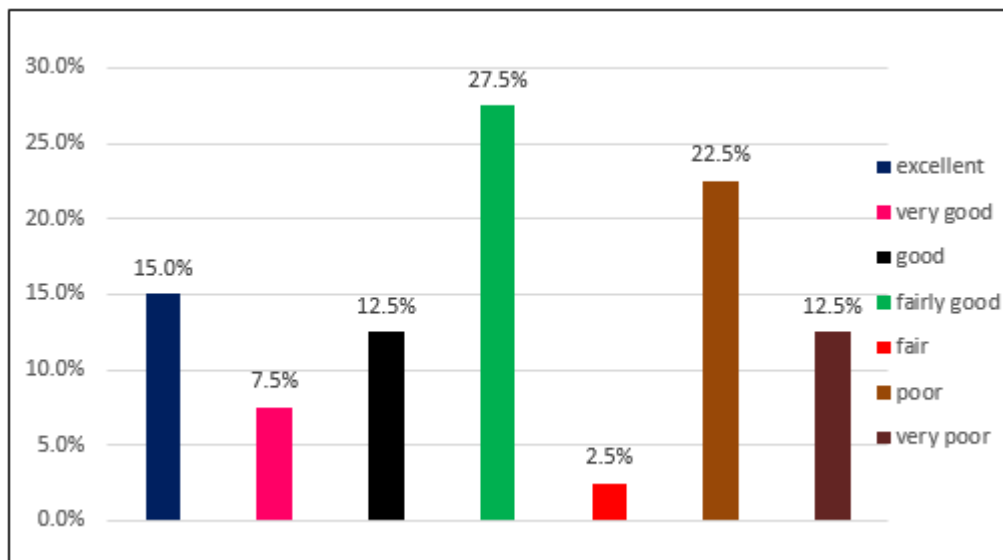
good paragraph basic elements (A topic, Supporting Sentences, The Concluding sentence, Unity).

There were 3 students got very good category, it was about 7.5% from all of the students can write the paragraph very good, they can made paragraph which it is contained the good paragraph. There were 5 students god good category it was about 12.5% from all of the students can write the paragraph better. They can made paragraph which it is contained the good paragraph basic elements but not all correct.

There were 11 students got fairly good category, it was about 25% from all of the students, they can write the paragraph not bad. They can made paragraph which it is contained some of the good paragraph basic elements. There were 2 students got fair category, it was about 5% from all of the students, they can write the paragraph nood bad but not good. They can made paragraph and still need correction.

There were 9 students got poor category, it was about 22.5% . They can made a few the good paragraph basic elements and need more correction. There were 5 students got very poor category it was about12.5%. They wrote the paragraph but did not contained the paragraph basic elements.

Chart I
Rate Percentage Of Students' Scores In Writing Paragraph Using Affixation Nouns



The chart above shows that the students' ability in writing Paragraph using English affixation. After looking at the students' score above, it can be concluded that most of the students' were still moderate from the required target, because the students' mean score was 7.5. It was classified as "fairly good" category. Because the researcher target was "very good". This indicated that the students have not got satisfying score.

Calculation above showed that, the mean score of the students in writing paragraph using English affixation still low or far away from the required target. This is also proved there are some factors influencing the students' ability in writing paragraph using affixation.

Table II
The mean score of the students' ability in writing
Paragraph using English Affixation

Number of students	Mean Score	Criteria
40	7.5	Fairly good

So it is about 15% students got excellent in writing paragraph using affixation nouns.

Research scoring based from the good paragraph basic elements. If the students can write the paragraph which it is contained the basic elements (A topic, Supporting Sentences, The Concluding sentence, Unity).

2. Factors influencing the students' ability in write paragraph using affixation through Questionnaire

Table III
(Item 1)
The students' opinion about the presentation and instruction of English affixes when they were in Junior High School.

No	Respondent	Frequency	%
1	Strongly agree	4	10 %
2	Agree	13	32.5 %
3	Neutral	15	37.5 %
4	Disagree	7	17.5 %
5	Strongly disagree	1	2.5 %
Total		40	100

The Data of this items indicate that, 15 students are neutral. It means that most of the students ever got task as exercises to form English verbs using affixation in their school this data indicate that, the exercises given to the students are frequently average. 7 students are disagree. It means that the students never got task as exercises to form English using affixation in their school.

**.Table IV
(Item 2)
About the students' task as exercises to form English paragraph using affixation in their school .**

No	Respondent	Frequency	%
1	Strongly agree	11	27.5%
2	Agree	12	30%
3	Neutral	9	20 %
4	Disagree	6	15 %
5	Strongly disagree	3	7.5 %
Total		40	100

The Data of this items indicate that, 12 students are agree about they get task as exercises to form English verbs using affixation in their school, this data indicate that the teacher gave the tasks to the students to make paragraph using affixation.

**Table V
(Item 3)**

About the students' opinion in mastering using affixation in paragraph.

No	Respondent	Frequency	%
1	Strongly agree	0	0%
2	Agree	5	12.5%
3	Neutral	21	57.5% %
4	Disagree	9	22.5 %
5	Strongly disagree	5	12.5 %
Total		40	100

The data of table above show that the students neutral about in mastering affixation to make paragraph. It is indicate that, the majority of the students do not master English affixation but, they able to form English verbs using affixation In paragraph.

**Table VI
(Item 4)**

About the students' opinion of the teacher Explanation and exemplification in teaching affix in learning English

No	Respondent	Frequency	%
1	Strongly agree	6	15 %
2	Agree	10	25 %
3	Neutral	10	25 %
4	Disagree	10	25 %
5	Strongly disagree	4	10 %
Total		40	100

The table above shows that, some students said that the teacher ever gave explanation and exemplification when he/she was teaching English affixation in learning English. Some students neutral and the other said that never give them explanation and exemplification when he/she was teaching English affixation in learning English. The result of this item shows that, the students in general ever get explanation and exemplification when he/she was teaching English affixation in learning English.

Table VII
(Item 5)
About the students' frequency to accept their task from the teachers in forming English verbs using affixation.

No	Respondent	Frequency	%
1	Strongly agree	2	5 %
2	Agree	14	35 %
3	Neutral	9	22.5 %
4	Disagree	12	30 %
5	Strongly disagree	3	7.5 %
Total		40	100

The table above show 14 students are agree. That they ever accept task from the teacher to form English verb using English affixation. There are 12 students disagree, it means that they did not accept task from the teacher to form English verb using English affixation.

**Table VIII
(Item 6)**

About the students' frequency to accept their task from the teachers with their correction in making paragraphs using affixation.

No	Respondent	Frequency	%
1	Strongly agree	6	15 %
2	Agree	10	25 %
3	Neutral	8	20 %
4	Disagree	11	27.5 %
5	Strongly disagree	5	12.5 %
Total		40	100

The table show 11 students disagree, it means that students never accept their task from the teachers with their correction in making paragraph using affixation. And 10 students agree, it means that they ever accept their task from the teachers with their correction in making paragraph using affixation.

**Table IX
(Item 7)**

About the students' frequency to use their rest time for reading English book of affixation.

No	Respondent	Frequency	%
1	Strongly agree	2	5 %
2	Agree	8	22.5 %

3	Neutral	12	30 %
4	Disagree	12	30 %
5	Strongly disagree	6	15 %
Total		40	100

The table above shows that, 12 students are seldom use their rest time to read English book of affixation. And 12 students also disagree, it means that they did not read English books of affixation in their rest time.

Table X
(Item 8)
About the students' opinion using affixation as the important subject to study about.

No	Respondent	Frequency	%
1	Strongly agree	8	20%
2	Agree	9	22.5 %
3	Neutral	13	32.5 %
4	Disagree	6	17.5 %
5	Strongly disagree	3	7.5 %
Total		40	100

The table above shows that 13 students are neutral. This score indicate that the students think they either using affixation as the important subject to study about or no need. 9 students agree that they using affixation as the important subject to study about.

Table XI
(Item 9)
About the students' frequency to form English verbs using affixation with doing training by themselves

No	Respondent	Frequency	%
1	Strongly agree	3	7.5%
2	Agree	7	17.5 %
3	Neutral	18	45 %
4	Disagree	7	17.5 %
5	Strongly disagree	5	12.5 %
Total		40	100

Based on the table above shows that, 18 students are neutral, it means that the students are always doing training themselves to form English verb using affixation

Table XII
(Item 10)
About the students' opinion when form English verbs using affixation to make paragraph is difficult

No	Respondent	Frequency	%
1	Strongly agree	1	2.5%
2	Agree	14	35 %
3	Neutral	12	30 %
4	Disagree	9	22.5 %
5	Strongly disagree	4	10 %
Total		40	100

The data above show that 14 students are agree about when form English verbs using affixation to make paragraph is difficult. And there are 12 students neutral, it means that the students sometimes get difficulty or easy in forming English affixation

B. Discussion

This section presents the discussion of the result of data analysis in respect to the scope of this research. This discussion is expected mainly to related to the result of data analysis and description of this research.

The ability of the students fifth semester of Makassar Muhammadiyah University in writing paragraph using English affixation. Based on the result of the data analysis of the test, the students' ability In Writing Paragraph using English affixation is generally fairly good. The students can make paragraph using affixation even they got some difficulties but they did it so far so good. If the writer pay attention the mean score of the student's achievement, it is obvious that, the result of the student's achievement is fairly good. It indicates that most of the students found difficulty in working the test, and also the goal of teaching and learning process in English, particularly English affixation is still far from what is hoped.

This is different with the problems faced by the students in learning suffixes to the second year students of SMU Muhammadiyah Ratulangi Makassar in Anuriah's thesis (2003) the students didn't know the word classes to which a suffix can only be added, the students didn't know which of two or more suffixes are used when all of them can be added to different roots the same word class to derive different derivatives of the other some word class

Factor Influencing the Students' Ability in writing paragraph using English Affixation. The result of data analysis shows that, the students fifth semester of Makassar Muhammadiyah University have been taught about English affixes when they were in junior high school. Especially in learning affixes, they generally said that, it is very Important to study for them. So that, they like to use their rest time to read English books about affixes. In another case it is also same with the problems faced by the sixth semester of FKIP Makassar in Besse's thesis (2004), the students had low ability to identify word classes. This was because of there were some of difficulties in sentence construction, namely suffixes noun, verb and adjectives, prefixes of adjectives word as noun compound.

The teacher sometimes gave tasks about the forming of English verbs using affixation either in junior high school, and they also often train themselves to form English verbs using affixation. And

the teachers always explain and exemplify the use of English affixes, but teachers never correct the students' tasks and generally the students do not get work back from the teachers, so the students still get difficulty in forming English verbs using affixation and most of the students do not master English affixes well. This section presents the discussion of the result of data analysis in respect to the scope of this research. This discussion is expected mainly to related to the result of data analysis and description of this research.

The ability of the students fifth semester of Makassar Muhammadiyah University in writing paragraph using English affixation. Based on the result of the data analysis of the test, the students' ability In Writing Paragraph using English affixation is generally fairly good. The students can make paragraph using affixation even they got some difficulties but they did it so far so good. If the writer pay attention the mean score of the student's achievement, it is obvious that, the result of the student's achievement is fairly good. It indicates that most of the students found difficulty in working the test, and also the goal of teaching and learning process in English, particularly English affixation is still far from what is hoped.

The Data of these item (item 1 and 2) indicate that, most of the students ever got task as exercises to form English verbs using

affixation in their school and this data indicate that the teacher gave the tasks to the students to make paragraph using affixation. The majority of the students do not master English affixation but, they able to form English verbs using affixation In paragraph (item 3). Some students said that the teacher ever gave explanation and exemplification when he/she was teaching English affixation in learning English .after that they got task from the teachers to form English verbs using affixation, but some of them also didn't accept task from the teachers to form English verbs using affixation (Item 4 and 5)

Some of the students never accept their task from the teachers with their correction in forming English verbs using affixation and the other students ever accept their task from the teachers with their correction in forming English verbs using affixation (item6). Most of the students seldom use their rest time to read English book of affixation but they thought either using affixation as the important subject to study about (item 7 and 8). This because they are English department students so they think they must to make this subject become one of the important subject. The students in generally seldom doing training themselves to form English verbs using affixation even they got difficulty in forming English verbs using affixation. (item 9 and 10).

Factor Influencing the Students' Ability in writing paragraph using English Affixation. The result of data analysis shows that, the students fifth semester of Makassar Muhammadiyah University have been taught about English affixes when they were in junior high school. Especially in learning affixes, they generally said that, it is very Important to study for them. So that, they like to use their rest time to read English books about affixes.

The teacher sometimes gave tasks about the forming of English verbs using affixation either in junior high school, and they also often train themselves to form English verbs using affixation. And the teachers always explain and exemplify the use of English affixes, but teachers never correct the students' tasks and generally the students do not get work back from the teachers, so the students still get difficulty in forming English verbs using affixation and most of the students do not master English affixes well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the collected data, data analysis and the discussion in the previous chapter, the writer would like to give the following conclusions:

1. The ability of the students fifth semester of Makassar Muhammadiyah University in writing paragraph using English Affixation. Based on the result of the data analysis of the test, the students' ability in writing paragraph using affixation is proved far away from the required target or still low because the students score is 7 it is classified as fairly good score. If the writer pay attention the mean score of the students achievement, it is obvious that the result of the students achievement is fairly good. It indicates that most of the students found difficulty in working the test, and also the goal of teaching and learning process in English, particularly English affixation is still far from what is hoped. It means that the students' ability in Writing Paragraph Using English affixation of Makassar Muhammadiyah University is still low.
2. The factor influencing the students' ability in writing paragraph using English Affixation are:

- a) Lack of motivation and guidance to the students in learning English especially English affixes, so that, they seldom train themselves to form English verbs using affixation.
- b) The teachers seldom give task to the students, so that, most of the students do not master English affixes well
- c) The students do not pay attention seriously to English books, especially the books about morphology.

B. Suggestions.

The writer would like to consider the conclusions above, that the students' ability to form English verbs using affixation can be improved by doing the following suggestions:

1. The teachers should give more motivation and guidance to the students to learn English well, especially English affixes.
2. The teachers should give more exercises and assignment to the students.
3. The students should try to have strong interest in learning English in order to that they can master English vocabulary well.
4. The next or other researchers are hoped to do research on the social problem which are essentially faced by the students in forming English verbs using affixation.

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CURRICULUM VITAE



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