STUDENTS' ABILITY TO USE ENGLISH AFFIXATION

(A Descriptive Study at the Third Semester Students of English Department

of Muhammadiyah University of Makassar)

THESIS

Submitted to the Faculty of Teacher Training and Education Makassar

Muhammadiyah University in partial fulfillment of the requirement for the degree

of Education in English Department

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ENGLISH EDUCATION DEPARTMENT

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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MOTTOS

Sesungguhnya sesudah kesulitan itu ada kemudahan. Maka apabila kamu telah

selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang

lain. Dan hanya kepada Tuhanmulah hendaknya kamu berharap.

(QS Ash-sharh: 6-8)

Musuh yang paling berbahaya diatas dunia ini adalah penakut dan bimbang.

Teman yang paling setia, hanyalah keberanian dan keyakinan yang teguh.

(Andrew Jackson)

I dedicated this thesis to

My beloved parents and my families

ABSTRACT
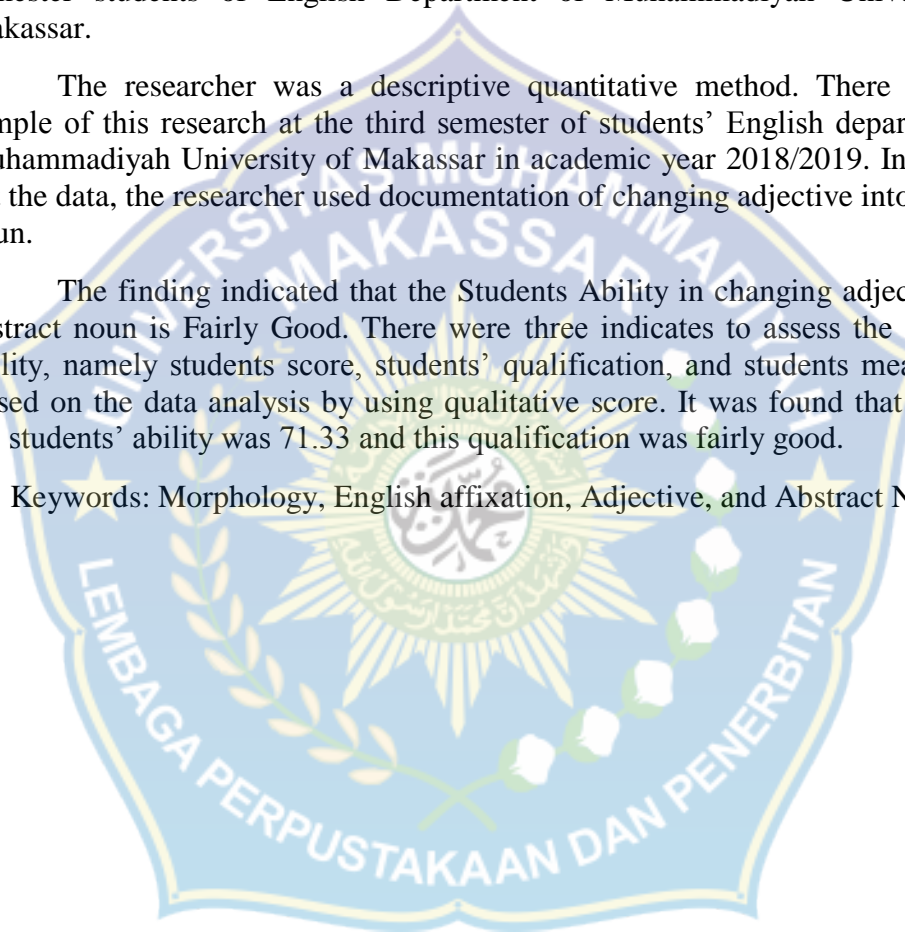
SITTI MUSDALIFAH DB. 2018. *Students' Ability to use English affixation (*A Descriptive Study at the Third Semester Students English Department of Muhammadiyah University of Makassar). Department of English Education. The Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Erwin Akib and Amar Ma'ruf.

The objective of this research aimed at finding out the students' ability to use English affixation on changing adjective into abstract noun at the third semester students of English Department of Muhammadiyah University of Makassar.

The researcher was a descriptive quantitative method. There were 30 sample of this research at the third semester of students' English department of Muhammadiyah University of Makassar in academic year 2018/2019. In order to get the data, the researcher used documentation of changing adjective into abstract noun.

The finding indicated that the Students Ability in changing adjective into abstract noun is Fairly Good. There were three indicates to assess the student's ability, namely students score, students' qualification, and students mean score. Based on the data analysis by using qualitative score. It was found that score of the students' ability was 71.33 and this qualification was fairly good.

Keywords: Morphology, English affixation, Adjective, and Abstract Noun.

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The researcher finished her thesis entitled "***Students' Ability to use English Affixation (A descriptive study at the third semester Students English Department of Muhammadiyah University of Makassar)***" which is aimed to complete a partial fulfillment for degree of Strata -1 (S1) in the Faculty of Teacher and Education.

In finishing this thesis, the researcher could not caring out and writing this thesis without guidance, motivation, support, and prayer from people around her. Therefore, researcher would like to express her gratitude to them. They are: her lovely family, especially her parents: his father, Alimuddin and her mother Sukayani for their effort and prayer to the researcher success.

The researcher also realized that she could not finished this thesis without help of some people. Therefore, the researcher would like to give appreciation and special thanks to:

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Makassar, 2018

The researcher

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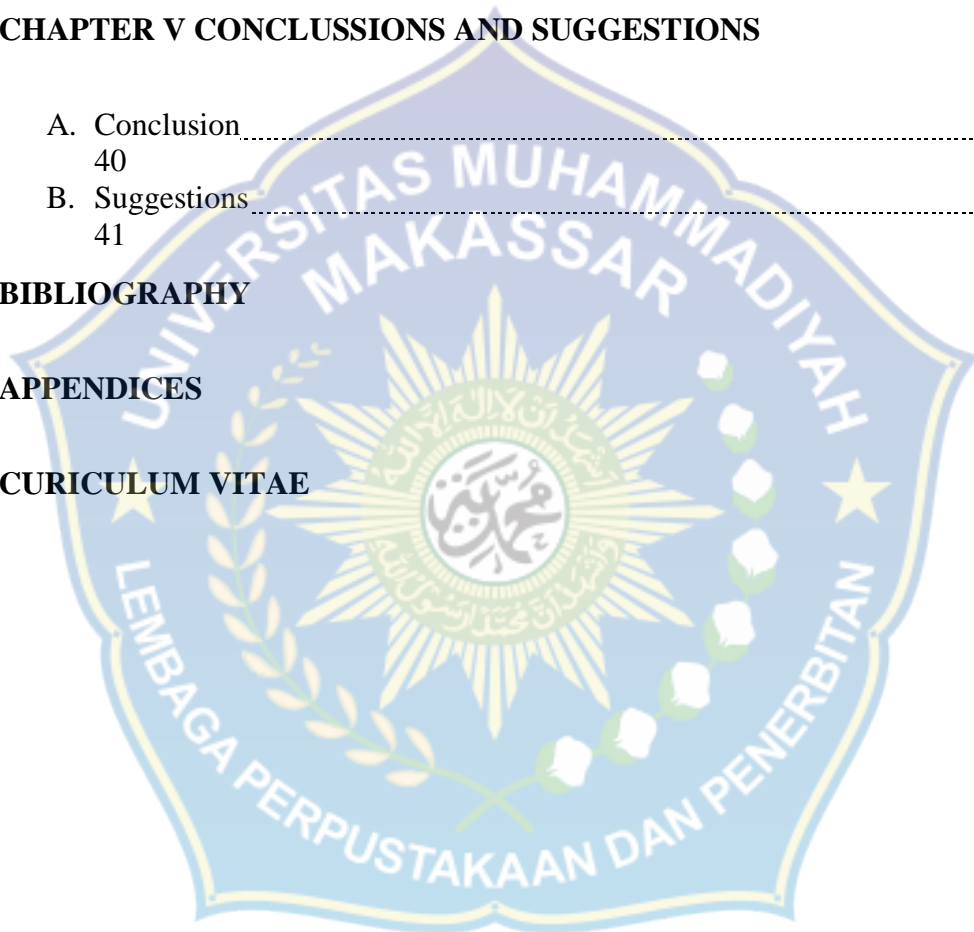
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CHAPTER I

INTRODUCTION

A.   Background of the Study

English teaching involves four language skills, they are listening, speaking, reading and writing. In dealing with the four language skill, there are four aspects that support them, namely grammar, vocabulary, spelling and pronunciation that are also being taught in English teaching and learning process. From the four aspects above vocabulary is considered as the most important factor in mastering English.

Vocabulary is very important beacuse a word is a tool to think about the meaning of the words. It is more of a grammar because it is the key to communicating with others. Knowing more words gives the mind more tools to plan or think of something. Vocabulary is an essential component learned in language learning, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for students is the main component in order to learn a language succesfully.

In learning vocabulary or word in language learning we found morphology and morpheme. According to Huseyin Oz (2013:100) in linguistics, morphology is frequently defined as the study of the internal structure of words and the rules governing the formation of words in a language, the mental system involved in word formation and Varga (2010: 51-52) Morphemes are the smallest meaningful

units of language or the units of allomorphic variation, which cannot be subdivided without losing their meaning or losing their allomorphic variability.

Most English words are made up of the base word known as root which contains the heart of the meaning of the word. Hasani, Mousavi and Zarei (2014: 86) Word in the language system is defined as a structural and semantic thing. It is the crucial unit of a language; it is a very challenging and difficult thing to define because it results from the association of a particular meaning with a particular group of sounds. So, the concept of the word is very challenging and difficult to define, the structure words as function words include: articles, prepositions, pronouns, conjunctions, and auxiliaries which belong more to grammar of the language, while semantic words are known as content words and include nouns, verbs, adjectives, and adverbs and refer to the meaning of the elements.

It is important to learn about vocabulary when the people learn a foreign language. The people find the difficulties in understanding the meaning of the language itself. However, if the people have enough vocabulary, it will make them easier to learn a new language and to understand the meaning of the language itself.

Cook (2016: 7) academic English is essential for the success of English Language Learners (ELLs) in school settings. Knowledge of morphemes and affixes (prefixes, suffixes) are one part of academic English that may increase student achievement to expand such words, appendages (affixes) are added at either the beginning or at the end of the word. It is the process of attaching these affixes that is referred to as affixation. The affix added at the beginning of the

root is known as prefix while that at the end of a word is suffix. The root is central to the building of new words.

Based on the phenomena and statement above, the researcher is encouraged to entitle the research as follows "Students' Ability to use English Affixation (A Descriptive Study at the third Semester Students of English Department of Muhammadiyah University of Makassar)".

B. Problem of the Study

Based on the phenomena mentioned on the background of this study, the researcher formulated the following research question: How the students' ability to use affixation in changing adjective into noun abstract at the third semester students of English Department of Muhammadiyah University of Makassar?

C. Objective of the Study

Based on the problems above, the objective of the study was to find out: The students' ability to use English affixation on changing adjective into noun abstract at the third semester students of English Department of Muhammadiyah University of Makassar.

D. Significance of the Study

1. Students

   The researcher hopes that this result of the study can enrich the students' knowledge of affixes and give more reference about affixes and applying it in their study.

2. Lecturers

The result of the research hopefully can be useful input for the lecturers to give sample research to the students in teaching linguistics especially in the affixes analysis on changing adjective into noun abstract.

3. Another Researcher

This research hopefully will be useful for the other researchers who are interested in the study of affixes and linguistics study. They can use this research as reference when they want to make research about affixes or continue and add some methods to complete this research. The results can stimulate another researcher to make similar research because this topic is interesting and there are many advantages for the researcher and the reader.

4. Researcher

The result will be useful for the researcher and can add reference to give some contribution for other interesting articles in changing adjective into noun abstract that enrich their knowledge about linguistics especially in affixes.

E. Scope of the Study

The researcher has a limited the problem of the study, so the problem which is investigated not too wide and the study was effective to be studied. In this study, the researcher analyzed the morphological process focused in derivational suffix on changing adjective into noun abstract at the third semester students of English Department of Muhammadiyah University of Makassar.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Some previous related research findings

Fajrina (2014) found that 164 data of derivational suffix. They are classified into six alteration of lexical category as follows: firstly, lexical category of verbs change into noun when added with suffixes –ation, ion, -er, -or, -ee, -ing, -ment, -al. Secondly, lexical category of adjectives change into noun when added with suffixes –ness, -ity.

Sugiarto (2015), the result of this study are: 1) the researcher found out there were two kinds of affixes. They were prefix and suffix. 2). There is prefixation of 20 prefixes of negative prefix and 18 prefixes of other prefix with various meaning. Then suffix of 3 suffixes verb formation include noun derived from other nouns. Then 101 suffixes of adjective formation include adjective derived from nouns and adjective derived from verb.

Yuwaida (2013) found that the types affixes and the data of this research consists of 310 English affixes include prefix "in-"which changes the meaning. Prefix "re-" which changes noun into verb, prefix "un-" which changes adjective into adverb, prefix "dis-" which changes noun into verb, prefix "pre-" which indicates present tense, prefix "anti-" which changes verb into noun. And suffix "-s" which indicates present tense, suffix "-ed" which changes noun into verb, suffix "-ly" which changes adjective into adverb, suffix "-er" changes verb into noun, suffix "-ment" which changes verb into noun, suffix "-ness" changes

adjective into noun, suffix "-ity" which changes adjective into noun, suffix "-ist" which indicates plural noun, suffix "-ive" which changes verb into adjective, suffix "-ize" which changes noun into verb, suffix "-able" which changes verb into adjective, suffix "-ion" which indicates singular noun, suffix "- ism" which indicates singular noun, suffix "-ship" which indicates singular noun, suffix "-y" which changes verb into noun, suffix "-en" which indicates past tense, suffix "-ing" which changes verb into noun, suffix "-est" which indicates superlative, and suffix "-ful" which indicates verb into adjective. In conclusion, the meaning of affixes that used in the data source is indicator of changing the class of the category. At the end of analysis, the researcher found that the addition of affixes into the word would influence either the meaning of the existing word.

Foedy (2009), the result of this research where he found the kinds of prefixes and suffixes that attached the words and also the function of affixes and suffixes.

Harlianto (2008) found that noun forming affixes based on syntactical category. There are six affixes from noun: (1) –ion, (2)-ation, (3) –ment, (4) –er, (5) –ness, (6) –ity. The result of this study show those two lexical categories that are changing into noun; noun forming affixes from verb to noun and forming affixes from adjectives to noun.

The similarities of this research with those previous studies are to study about morphology especially about affixes. And the differences are seen from the data source and object of research.

B. Some Pertinent Ideas

    a. Morphology

Morphology has vital impact on the development and perception of English words. Cook (2016: 15) Morphology is the study of how structure and the form of a language can show word meaning. The object of morphology is term that has correlation with formation of words. Word formation is creation of a new word, sometimes it changes the word's meaning and class.

In addition Twain (2013: 37) the study of the internal structure of words, and of the rules by which words are formed, is morphology. This word itself consists of two morphemes, morph + ology. The suffix -ology means 'branch of knowledge,' so the meaning of morphology is 'the branch of knowledge concerning (word) forms.' Morphology also refers to our internal grammatical knowledge concerning the words of our language, and like most linguistic knowledge we are not consciously aware of it.

According to Huseyin Oz (2013: 100) in linguistics, morphology is frequently defined as the study of the internal structure of words and the rules governing the formation of words in a language, the mental system involved in word formation" as well as a branch of linguistics that investigastes words, their internal structure, and how they are created. This implies that morphology is indeed part of a speaker's grammatical knowledge of a language.

In turn Silva and Reis (2016: 2) defines that the word morphology is divided into two types, inflectional and derivational morphology. These are opposed due to the role their affixes play, which have different functions. The first is essentially syntactic, once it allows to determine gender, number and verb

tenses. Inflectional morphology, therefore, conforms to the variations of words according to their syntactic context. Derivational affixes, on the other hand, have a semantic role. The field of derivational morphology is related to word construction and the structural relationships they can have among one another (shoe - shoes - shoeless)

b. Morpheme

Based on Twain (2013: 37) the linguistic term for the most elemental unit of grammatical form is morpheme. The word is derived from the Greek word morphe, meaning 'form.' In addition Akbulut (2017: 12) Morphemes, which incorporate roots, stems, prefixes, and suffixes, are the smallest parts of words that convey significance.

Similarity defines from Varga (2010: 51-52) Morphemes are the smallest meaningful units of language or the units of allomorphic variation, which cannot be subdivided without losing their meaning or losing their allomorphic variability. To put it more informally, morphemes are recurring word-parts which havesome constant variants, and which are typically but not necessarily meaningful. This definition will cover all morphemes that we have considered so far.

Huseyin Oz (2013: 100) Morphemes are the minimal units of meaning or grammatical function that are used to create new words. These units of meaning consist of forms like blend, and the minimal units of grammatical function include markers used to denote plural or present tense. For instance, the word collectors includes three morphemes. One minimal unit of meaning is collect,

another minimal unit of meaning –or, (marking "person who collects something"), and the other minimal unit of grammatical function -s (indicating plural).

Silva and Reis (2016: 2) Morphemes are divided into two classes: roots, constituted as the morphological nucleus, and affixes, which are categorized into prefixes and suffixes. English example: the word "unbreakable" has three morphemes "un-" is prefix, a bound morpheme, "-break-" is root, a free morpheme "able" is a suffix.

c. Affixation

1. Definition of Affixation

Hasani, Mousavi and Zarei (2014: 85) states that affix is a meaningful letter or group of word parts which changes meaning at the beginning of word or the end of word. It is useful for English learners who have at least some language knowledge to increase vocabulary domains by using these word parts. Therefore, affixation is defined as the making of words by adding derivational affixes to different types of bases. The derived words formed by affixation may be the result of one or more applications of word-formation rules and so the stem of words making up a word-cluster enters into derivational relations of different degrees.

Manova (2014: 1) Affixation is a morphological process whereby a bound morpheme, an affix, is attached to a morphological base. Diachronically, the English word affix was first used as a verb and has its origin in Latin: affixes, past participle of the verb affigere, ad- 'to' + figere 'to fix'. Affixation falls in the scope of Morphology where bound morphemes are either roots or affixes. Prefixes

(affixes that precede the root) and suffixes (affixes that follow the root) are the most common types of affixes cross-linguistically. Affixes mark derivational (-erin teach-er) and inflectional (-s in teacher-s) changes, and affixation is the most common strategy that human languages employ for derivation of new words and word forms.

Based on the definition above the researcher concluded that Affixation is the adding of morphemes or affix to base a word to create a new word with diffrent meaning, it is the most common way of making new words in English.

2. **Types of Affixation**

According to Cook (2016: 19) there are two types of affixes in English: prefixes and suffixes. A prefix is a morpheme added to the beginning of a word that changes the word, for example happy and unhappy. Suffixes are also a part of the affix category. Suffixes are morphemes applied to the end of a word that may change the word meaning. The inflectional bound morphemes are very common. The suffixes –s/-es. –ed. –ing account for 65 % of English suffixes.

a. Prefixes

Based on the explanation above the Prefixes are letter groups added before a base word or root. Prefixes generally add to or change the meaning of a word. For example, see the following table.

Table 2.1 Sample of Prefixes

Prefix	Meaning	Example
Ab-	away from	absent, abnormal
Ad-	to, toward	advance, addition
After-	later, behind	aftermath, afterward
Anti-	against, oppose	antibiotic, antigravity
Auto-	self	automobile, autobiography
Be-	make	believe, belittle

Bi-	two	bicycle, biceps
Com, con, co-	with, together	commune, concrete
Contra-	against	contradict, contrary
De-	downward, und	deflate, defect
Deci-	ten	decibels, decimal
Dis-	not	dislike, distrust
E, ex-	out of, prior to	explain, expense

b. Suffixes

Suffixes are groups of letters added after a base word or root. The following is a sample of the wide variety.

Table 2.2 Sample of Suffixes

Suffix	Meaning	Example
-ant	one who	assistant
-ar	one who	liar
-arium	place for	aquarium
-ble	inclined to	gullible
-ent	one who	resident
-er	one who	teacher
-er	more	brighter
-ery, ry	products	pottery
-ess	one who (female)	actress
-ful	full of	mouthful
-ing	material	roofing
-ing	(present tense)	smiling

3. **Affixation processes in English**

Adebileje (2013: 1357) A process where new words are formed through the addition of morphemes is referred to as affixation. These morphemes could be added at the beginning (before) or end (after) of the root word. When a morpheme is added at the beginning, is called a prefix and when it is added at the end, it is called a suffix. It should be noted however that some words have both prefixing

and suffixing of their root forms. When morphemes are added before root morphemes (prefix) for instance in English, it denotes a sense of negation thus changing polarity from positive to negative but suffixes denote inflections which could change the form of the root morpheme totally after it has been added or retain the form. In other words, suffixes could be inflectional or derivational.

For example

Derivational   Inflectional

Teacher   Teachers

Driver   Drivers

Teller   Tellers

Writer   Writers

a. Derivational Affixes

Based on example above the derivational affixes is part of morphology lesson. In linguistics, Derivational affix is the word-formation that creates the new meaning and part speech by addition the affixes which noun is obtained from verb, adverb is obtained from adjective, verb is obtained from adjective, and adjective is obtained from noun.

Derivational is the process to create a new word from an existing word, sometimes by simply changing meaning and grammatical category or word class. For example, English derivational suffix –ness in word 'brightness' changes word class from adjective 'bright' to noun 'brightness'. Derivational affixes will create a new word from an existing

word. The new word formed from this derivational affix will change the meaning and the word class.

Derivational morpheme is a (bound) morpheme creating new words by changing either the meaning (happy vs. uunhappy) or the part of speech (syntactic category, e.g. ripe, an adjective, vs. ripen, a verb) or both. Derivational morpheme can produce new words from existing words in two ways. First, they can change the part of speech of a word, thereby permitting it to function differently in a sentence: true is an adjective, truly an adverb, truth a noun. Second, they can change the meaning of a word: true and untrue have the opposite meanings. Unlike inflectional morphemes, which can only be suffixes, derivational morphemes can be either prefixes or suffixes.

There are some other derivational affixes occur in English words, they are suffixes -al, -t, -ance or -ence, -(t)ure, -sion, -ssion, -y or -ery, -tion, -ation, -ition, -ification, -age, -ant/-ent, -ize, -ate, -ify, -ish, -ary, -ful, -ous, -ic, -ness, -ity, -able or -ible etc. Meanwhile the prefixes could be in the form of un-, dis-, mis-, il-, ir-, in-, im- etc.

b. Inflectional Affixes

From the model above, it indicates that derivation cannot apply after inflection. The model is important to the analysis and provides a basis for identifying inflectional affixes from derivational affixes based on verb morphology.

Inflection is the process of adding inflectional morphemes to a word, which may indicate a grammatical category that does not change the

meaning and the word class. For example, in English, inflectional suffix –ed and -s are past tense marker and plural marker.

Inflectional morphemes are a (bound) morpheme creating a different form of the same word by changing neither part of speech nor meaning, but only refines and give extra grammatical information about the already existing meaning of a word. These inflectional morphemes create variant forms of a word to conform to different functional roles in a sentence or in discourse. On nouns, for example, inflectional morpheme serve to mark grammatical function like number an possession; on verbs, they can mark such thing as tense; while on adjectives, they serve to indicate degree.

4. **The Use Affixation in Changing Adjective Into Noun Abstract**

   1. **Adjective**

      Adjective is describing words, such as blue, angry, cold, dry and hard that it is giving some information to clarifies a noun. An adjective describes as modifying or quantifying a noun or pronoun.

   2. **Abstract Noun**

      Abstract Noun is a type of noun that you cannot see or touch. A noun is a person, place or thing. An abstract noun includes an aspect, concept, idea, experience, state of being, trait, quality, feeling or other entity that cannot be experienced by the five senses.

A. **Changing Adjective into noun abstract**

   a. -ness

```
                    Noun

       happy (adjective)     -ness
```
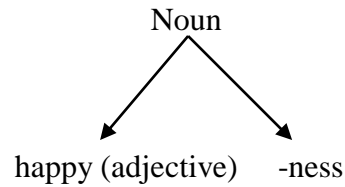
Happiness is created by two morphemes, they are happy (base morpheme), and -ness (bound morpheme). Morpheme happy is an adjective category, and -ness is a suffix. Happiness (noun): happy (adjective) + -ness are derivational affixes when they are combined since happiness change the lexical category and the meaning. That is adjective (happy: feeling or showing pleasure) changes into noun (happiness: to find true happiness).
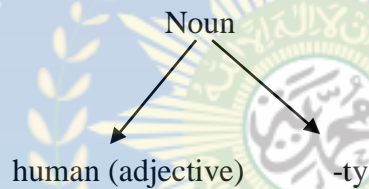
b. -ty/-ity

```
                    Noun

       human (adjective)       -ty
```

Humanity is constructed by two morphemes, they are human (base morpheme), and -ty (bound morpheme). Morpheme human is an adjective category, and -ty is a suffix. Humanity (noun): human (adjective) + -ty are derivational affixes when they are combined since humanity change the lexical category and the meaning. That is adjective (human: of or connected with people rather than animals, machines or gods) changes into noun (humanity: the state of being person rather than a god, an animal or a machine).

C. Conceptual Framework

The theoretical framework underlying in this research is given below:

DOCUMENTS THE STUDENTS'	→	EVALUATING THE DOCUMENTED AFFIXATION TEST	→	THE RESULT OF THE STUDENT TEST AFFIXATION
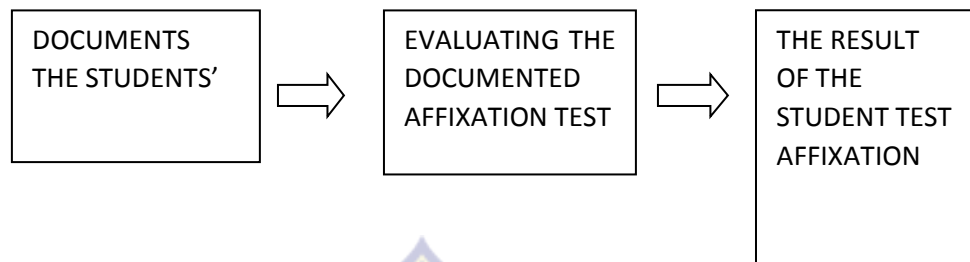
Figure 2.1 Conceptual Framework

As the result in this research, the researcher asked to the lecturer the students test about affixation focus in derivational suffix. After that, the researcher evaluated the documents. Then the researcher saw the student's ability after got the documents result.
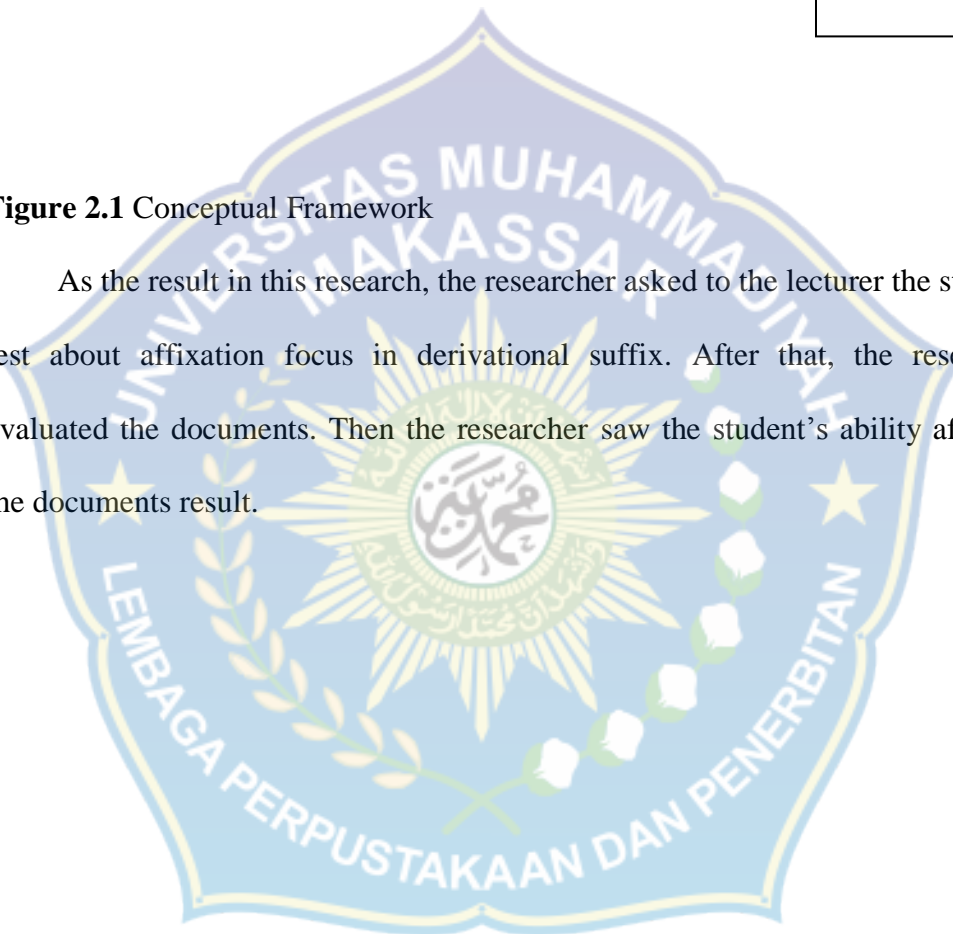
CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is descriptive quantitative research, where researcher presents data in numerical and descriptive form. According to Sugiyono (2015: 13), quantitative research method can be interpret as a research method that is based on the philosophy of positivism, use to examine the population or a particular sample. Descriptive research studies are design to obtain information concerning the current status of phenomena. They are direct toward determing the nature of situation, as it exist at the time of the study. There is no administration or control of a treatment found in experimental research. The aim to describe, what exits with respect to variables or condition in a situation. This research aim to found out the students' ability to use affixation on changing adjective into noun abstract at the third semester students of English Department Muhammadiyah University of Makassar.

B. Population and Sample

1. Population

The population of this research was the third semester students of English Department of Muhammadiyah university of Makassar in the academic year 2018/2019 that consisted of 228 Students. Those are spread into seven classes. Obviously described in the follow table.

Table 3.1 population

No.	Class	Number of Students
1.	A	33
2.	B	33
3.	C	33
4.	D	33
5.	E	32
6.	F	32
7.	G	32
Total		**228**

(SIMAK of English Department 2018)

2. Sample

The researcher used simple random sampling as the technique for selecting sampling because this technique used a member of samples from the population done at random without pay attention to the strata in the population and considered homogen. The researcher applied in third semester Students of English Department of Muhammadiyah University of Makassar. Where, the researcher decided number of sampling of the research were 30 participants. These participants has taken in class C and class G as subjects based on criterion of populasi homogen and they learned the study about introduction to linguistic where they study affixation especially in derivational suffix.

C. Data Collection Procedure

In the researcher conducting data colecting. In conducting research, we should not ignore the procedures of collecting data, which is the ways or steps used to collect until interpreted the data

1. The researcher has given the students paper test about the affixation in changing adjective into abstract noun.

2. The researcher asked the students answer the question about changing adjective into abstract noun.

D. Research Instrument

`   Research instrument is tool or facility that used by the researcher to collect the data in order the research data can be easily collected and get better, complete, and systematic result. In this research, the instrument was documentation of changing adjective into abstract noun test

In this research the researcher used 20 questions test, the test used matching test. And the students have 20 minutes to finished the question. It means that the students have one minutres to finish each question. Thus, the highest possible scores of the students are 100 and the lowest possible score is 0.

After the researcher has given the test to the students in third semester Students' of Muhammadiyah University of Makassar, the next procedure analyzed the data, To determine the students final score, the researcher used the formula as followed:

E. Data Analysis Procedure

1. Scoring the students' correct answer of test.

$$Score = \frac{Student's\ Answer}{Total\ Number\ of\ Item} \times 100$$

(Gay 1981:298)

    a. Classifying the score of the students' test.

    1) 96 - 100 is classified as Excellent

2) 86 - 95 is classified as Very Good

3) 76 - 85 is classified as Good

4) 66 - 75 is classified as Fairly Good

5) 56 - 65 is classified as Fairly

6) 46 - 55 is classified as Poor

7) 0 - 45 is classified as Very Poor

(Depdikbud, 1985:6)

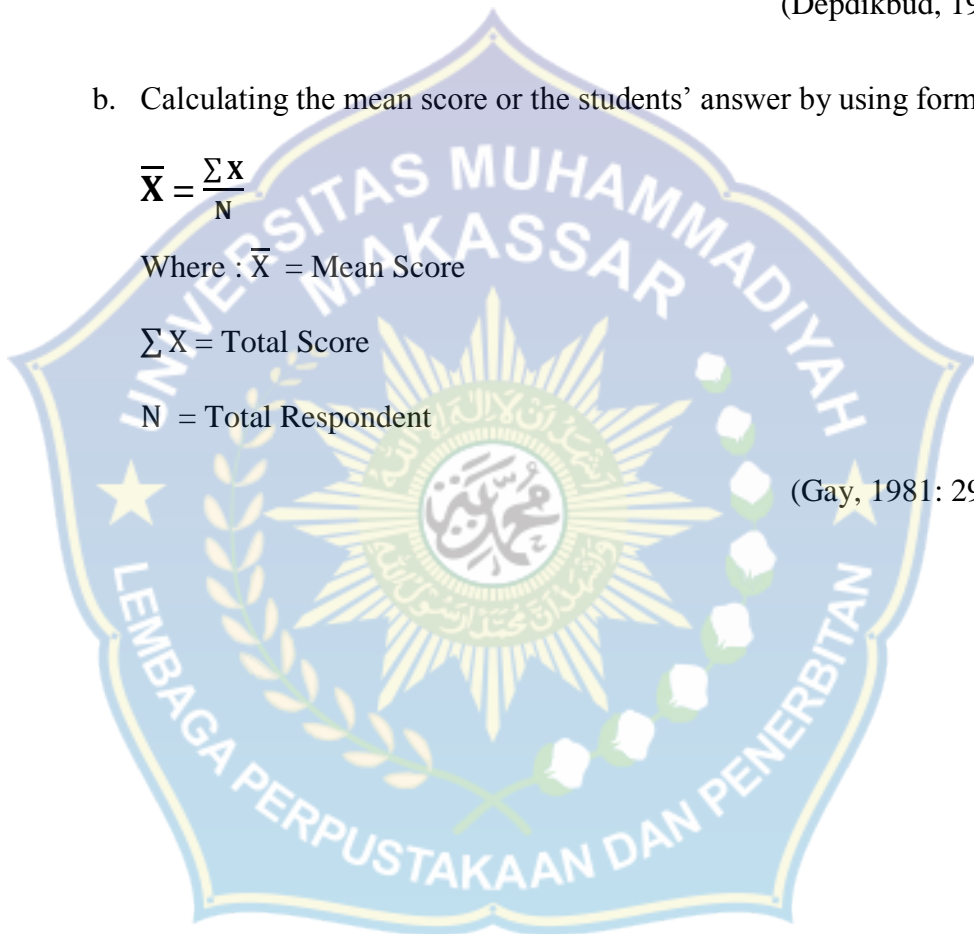b. Calculating the mean score or the students' answer by using formula:

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

Where : $\overline{X}$ = Mean Score

$\sum X$ = Total Score

N = Total Respondent

(Gay, 1981: 298)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter consist of two sections, the finding of the research and discussion of the research finding. The finding of the researcher deals with the result of the data analysis about the Students' Ability to use English Affixation in changing adjective into noun abstract.

A. Findings

The data collected after investigation showed in the table. The result of the Students' Ability in changing adjective into noun abstract at the third semester Students of English Department of Muhammadiyah University of Makassar in academic year 2018/2019 on Tuesday December 4th 2018 are completed in the followed table.

The test consisted of matching test in changing adjective into noun abstract. The Students able matching the root words adjective with suffix to create the new word become noun abstract. And the students able to answered in 20 questions to know the students' ability.

To analyze the data achieved from the test, the researcher used several ways:

1. The researcher has given a test that consists of 20 items to the students.

2. The students asked to answer the question under passage to evaluate their individual achievement with worked the test.

3. After getting the data, the researcher counts the students qualitative score.

4. The researcher found out the percentage for the test of students score ≥ 60 and ≤ 60 by:

Where: $\underline{\sum S / \sum F}$

 N

$\sum S =$ Number of students got score ≥ 60

$\sum F =$ Number of students got score ≤ 60
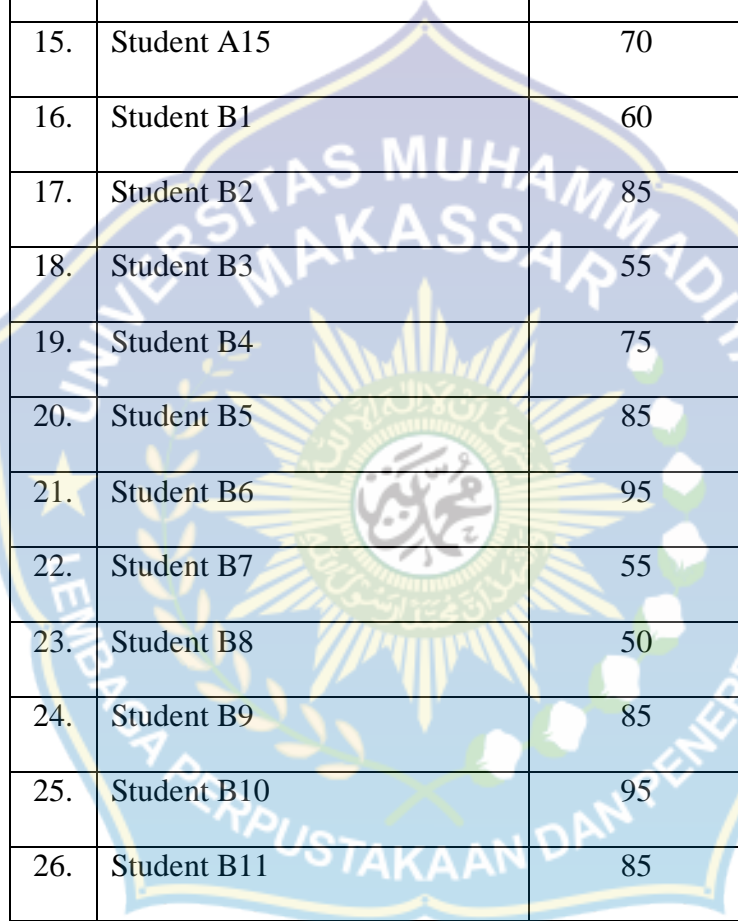
$N =$ Number of students as sample

The result of the test found that students' ability to use English affixation in changing adjective into noun abstract have differences score, and there are some students still has mistaken answer the test to change adjective into abstract noun with added the suffixes. See the data below:

Table 4.1 The Students Score

No.	Name of Students	Score
1.	Student A1	60
2.	Student A2	65
3.	Student A3	65
4.	Student A4	70
5.	Student A5	75
6.	Student A6	55
7.	Student A7	75
8.	Student A8	50

9.	Student A9	40
10.	Student A10	90
11.	Student A11	85
12.	Student A12	90
13.	Student A13	90
14.	Student A14	60
15.	Student A15	70
16.	Student B1	60
17.	Student B2	85
18.	Student B3	55
19.	Student B4	75
20.	Student B5	85
21.	Student B6	95
22.	Student B7	55
23.	Student B8	50
24.	Student B9	85
25.	Student B10	95
26.	Student B11	85
27.	Student B12	80
28.	Student B13	85
29.	Student B14	60
30.	Student B15	50

Based on the collected data above, only 23 (76%) students got score ≥ 60 and 7 (24%) students got score ≤ 60.

Inferences took from the result of the means score of the students' ability in changing adjective into noun abstract on the mean score above, it can be concluded that: The students got ≥ 60 are a good ability and the students got score ≤ 60 have ability not good or failed.

As stated by Depdikbud (1985) with its guidelines "to determine whether students are regarded successful, at least 76% must get score 60 or more if less than 76% students get this score, they are considered to have failed.

See the table below the score and qualification of result of the students' test at third semester students English Department in Universitas Muhammadiyah of Makassar academic year 2018/2019.

Table 4.2 Students Score and Qualification.

No.	Name of Students	Score	Qualification
1.	Student A1	60	Fairly
2.	Student A2	65	Fairly
3.	Student A3	65	Fairly
4.	Student A4	70	Fairly Good
5.	Student A5	75	Fairly Good
6.	Student A6	55	Poor
7.	Student A7	75	Fairly Good
8.	Student A8	50	Poor

No.	Name	Score	Category
9.	Student A9	40	Very Poor
10.	Student A10	90	Very Good
11.	Student A11	85	Good
12.	Student A12	90	Very Good
13.	Student A13	90	Very Good
14.	Student A14	60	Fairly
15.	Student A15	70	Fairly Good
16.	Student B1	60	Fairly
17.	Student B2	85	Good
18.	Student B3	55	Poor
19.	Student B4	75	Fairly Good
20.	Student B5	85	Good
21.	Student B6	95	Very Good
22.	Student B7	55	Poor
23.	Student B8	50	Poor
24.	Student B9	85	Good
25.	Student B10	95	Very Good
26.	Student B11	85	Good
27.	Student B12	80	Good
28.	Student B13	85	Good
29.	Student B14	60	Fairly
30.	Student B15	50	Poor

Based on the table above, it can be summarized as below:

1. The students' highest score for the test is 95 and lowest is 40.

2. There were 23 students (76%) got ≥ 60 and 7 students (20%) got ≤ 60.

3. There were 5 students (10%) whose qualification was Very Good.

4. There were 7 students (24%) whose qualification was good.

5. There were 5 students (10%) whose qualification was Fairly Good.

6. There were 6 students (20%) whose qualification was fairly.

7. There were 6 students (20%) whose qualification was Poor.

8. There was 1 student (3%) whose qualification was very poor or the students cannot answer the test. See in the table below:

Table 4.3 Students' percentage

Score	Qualification	Number of Students	Percentage
86-95	Very Good	5	5/30×100% = 10%
76-85	Good	7	7/30×100% = 20%
66-75	Fairly Good	5	5/30×100% = 10%
56-65	Fairly	6	7/30×100% = 20%
46-55	Poor	6	7/30×100% = 20%
0-45	Very Poor	1	1/30×100% = 3 %

From the percentage, the mean score was calculated by dividing the sum of all the students of sample. To get the mean score of the students, the researcher used the following formula:

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

Where: $\overline{X}$ = Mean Score

$\sum X$ = Total Score

N = Total Respondent

(Gay, 1981: 298)

To calculate using this formula, for example:

Table above, it is identified that:

$$\overline{X} = \frac{2140}{30}$$

$$= 71.33$$

From the result of students test the researcher found the mean score of all sample is 71.33 and according depdikbud, if the student got score 66 - 75 that is qualification is fairly good. This is showed the students ability to use English Affixation in changing adjective into noun abstract is Fairly Good.

B. **Discussion of The Study**

Discussion of test result

This research reveals that analysis students' ability to use English affixation in changing adjective into abstract noun. There were 228 population in third semester of Muhammadiyah University of Makassar. The researcher has taken 30 students as sample. There are two classes as sample in class C 15 students and G class 15 students.

Based on finding above the researcher found some students that understand and not understand about affixation in changing word into another word with adding the suffix especially change adjective into abstract noun. The result of the test, there were 23 (76%) students got score ≥60, 7 (3%) students got score ≤60 and mean score all of students score is 71.33, and it can be seen in appendix B. It is support with Depdikbud score category to determine whether students are regarded successful, at least 76% must get score 60 or more if less than 76% students get this score, they are considered to have failed.

To know the students' ability in changing adjective into abstract noun, the students can change adjective into abstract noun with adding the correct suffixes like ness, ity, ty, ence/ance, cy and th (Reichel, Karl: 6-147). Type of affixation in this research is derivational affix and focus about suffixes.

In addition, Fajrina (2014) "A Morphological Analysis of Derivational Suffix in obama speech. She found the lexical categories of derivational suffix in Obama speech. Firstly, lexical category of verbs changes into noun when added with suffixes –ation, ion, -er, -or, -ee, -ing, -ment, -al. Secondly, lexical category of adjectives changes into noun when added with suffixes –ness, -ity.

Sugiarto (2015) "Types of affixation found in reading texts of English textbooks for the first grade of senior high schools in tulunggung". He found out there were two kinds of affixes. They were prefix and suffix.

There is prefixation of 20 prefixes of negative prefix and 18 prefixes of other prefix with various meaning. Then suffix of 3 suffixes verb formation include noun derived from other nouns. Then 101 suffixes of adjective formation include adjective derived from nouns and adjective derived from verb.

Harlianto (2008) ''An Analysis of Noun Forming affixes in Time Magazine issued on January, 2008''. He found noun forming affixes based on syntactical category. There were six affixes from noun: –ion, -ation, –ment, –er, –ness, –ity. The result of his research study showed those two lexical categories that are changing into noun; noun forming affixes from verb to noun and forming affixes from adjectives to noun.

Based on the description above, the researcher assumed that the objective of this research to know how the students' ability to use English Affixation in changing adjective into abstract noun. Another researcher in previous findings we can see the differences of objective of this researcher but same found about affixation in changing word into another word. There were found the type and the formation of affixation. This is showed knowledge or understanding about affixation in forming a word is good. Then, in my research based on finding the students have ability in changing adjective into abstract noun is Fairly Good.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the students' ability to use English affixation in changing adjective into noun abstract at the third semester students' English department of Muhammadiyah University of Makassar academic year 2018/2019 was fairly good. It was proved by 23 (76%) students have good ability and 7 (24%) students have not good ability to change adjective into abstract noun, and the result of all the students mean score is 71.33 and this fairly good qualification.

From the last score of the students' ability in changing adjective into abstract noun, the researcher used seven qualification categories they are Excellent, very good, good, fairly good, fairly, poor, and very poor. After the researcher has given the total score of the students' test. It can be concluded that the students have fairly good ability to change adjective into abstract noun.

B. Suggestion

There are two suggestion provided for the lecture and students English department at the third semester Muhammadiyah university of Makassar.

1. For the lecture

   For the lecture must be give the students more practice, exercise, and memorize vocabulary for know the meaning and word classes of the word.

In order the students able to improve their ability in changing word into another word especially in adjective into noun abstract.

2. For the students

For English subject the students must practice, memorize vocabulary about word classes and do exercise to find how to change word into another word. In order the students can improve their ability in changing adjective into noun abstract.

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