AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS' AFFIXES USAGE
ON THEIR ARGUMENTATIVE WRITING PERFORMANCE
AT THE SECOND SEMESTER
OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

By:
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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1439 H / 2018 M**

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Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

**By :
ANDRE JULIO PRATAMA
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Sponsor   : Dr. Umi Yawisah, M.Hum
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**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
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APPROVAL PAGE

Title : AN ANALYSIS OF THE STUDENTS' AFFIXES ON THEIR ARGUMENTATIVE WRITING PERFORMANCE AT THE SECOND SEMESTER OF STATE INSTITUTE ISLAMIC STUDIES OF METRO

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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro

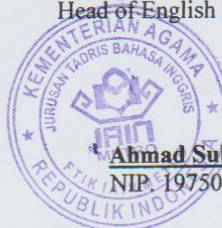Metro, June 2018

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NOTIFICATION LETTER

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              of Ade Wenda Sukarlov

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : ANDRE JULIO PRATAMA
Student Number : 1291207
Title   : AN ANALYSIS OF THE STUDENTS' AFFIXES ON THEIR ARGUMENTATIVE WRITING PERFORMANCE AT THE SECOND SEMESTER OF STATE INSTITUTE ISLAMIC STUDIES OF METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, June 2018

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> Kepada Yth.,
> Ketua Fakultas Tarbiyah
> Institut Agama Islam Negeri (IAIN)
> di-
> Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : ANDRE JULIO PRATAMA
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Judul Skripsi : AN ANALYSIS OF THE STUDENTS' AFFIXES ON THEIR ARGUMENTATIVE WRITING PERFORMANCE AT THE SECOND SEMESTER OF STATE INSTITUTE ISLAMIC STUDIES OF METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, Juni 2018

Pembimbing I   Pembimbing II

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RATIFICATION PAGE

No. B-23 08/In-28-1/D/PP-00-9/07/2018

An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS'
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AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO , written by
ANDRE JULIO PRATAMA student number 1291207, English Education
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AN ANALYSIS OF THE STUDENTS' AFFIXES USAGE
ON THEIR ARGUMENTATIVE WRITING PERFORMANCE
AT THE SECOND SEMESTER
OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

ABSTRACT

By:

ANDRE JULIO PRATAMA

Writing as a process to define ideas and thought something that relation to the word. Based on the pre-survey, the writer found that some of the students had less attention to affixes in argumentative writing. While, affixes aspect were required in writing. Then, the problem which the writer had outlined in this research largely dealt with the analysis of affixes. Accordingly, the main purpose of this research was to figure out the analysis of affixes and mostly usage in writing which appeared in the students' argumentative writing performance of English Educational Department of State Institute for Islamic Studies (IAIN) Metro in the year 2017/2018

The primary data of this research were taken from twenty students' argumentative writing performance English Educational Department of State Institute for Islamic Studies (IAIN) Metro. The data were collected by observation and documentation. Moreover, they were categorized, decoded, analyzed deeply and represented by qualitative descriptive. In addition, Creswell model was used to analyze the data which had been collected.

The analysis presented here showed that the students' knowledge of affixes aspects was still needed to be improved. After analyzing this phenomenon, there were the affixes were 35 items (29%) of inflectional, 26 items (21%) of adverbial suffixes, 44 items (36%) nominal suffixes, 11 items (14%) of adjective suffixes and 1 item (3%) prefix. Moreover, the most students' Affixes most used at State Institute for Islamic Studies (IAIN) Metro were nominal affixes with 44 items or 36%.

Keywords: *Writing, argumentative, affixes.*

ANALISIS PENGGUNAAN *AFFIXES*
PADA KINERJA MENULIS ARGUMENTATIF
MAHASISWA SEMESTER DUA DI IAIN METRO

ABSTRAK

BY

ANDRE JULIO PRATAMA

Menulis adalah proses untuk mendefinisikan ide dan memikirkan sesuatu yang berhubungan dengan kata. Berdasarkan pra-survei, penulis menemukan bahwa beberapa siswa kurang memperhatikan afiks dalam tulisan argumentatif. Sedangkan aspek afiks dibutuhkan secara tertulis. Kemudian, masalah yang penulis coba uraikan dalam penelitian ini sebagian besar berhubungan dengan analisis afiks. Dengan demikian, tujuan utama dari penelitian ini adalah untuk mengetahui analisis afiks dan sebagian besar penggunaan dalam tulisan yang muncul dalam kinerja tulisan argumentatif siswa di Pendidikan Bahasa Inggris IAIN Metro tahun 2017/2018.

Data primer dari penelitian ini diambil dari dua puluh siswa yang menulis argumentatif di Pendidikan Bahasa Inggris IAIN Metro. Data dikumpulkan oleh peneliti yaitu dengan observasi dan dokumentasi. Selain itu, mereka dikategorikan, diterjemahkan, dianalisis secara mendalam dan diwakili oleh deskriptif kualitatif. Selain itu, model Creswell digunakan untuk menganalisis data yang telah dikumpulkan.

Analisis yang disajikan di sini menunjukkan bahwa pengetahuan siswa tentang aspek afiks masih perlu ditingkatkan. Setelah menganalisa fenomena ini, terdapat afiks yang terdiri dari 35 item (29%) infleksi, 26 item (21%) dari adverbial sufiks, 44 item (36%) sufiks nominal, 11 item (14%) dari sufiks kata sifat dan 1 item (3%) awalan. Selain itu, Affix paling banyak siswa yang paling banyak digunakan di IAIN Metro adalah afiks nominal dengan 44 item atau 36%.

Keywords: Menulis, argumentatif, afiks.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

    Name   : Andre Julio Pratama

    St. N   : 1291207

    Study Program   : English Educational Department (TBI)

    Department   : Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

<div align="right">

Metro, May, 31th, 2018

The writer
</div>

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<u>ANDRE JULIO PRATAMA</u>
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LEMBAR PERNYATAAN KEASLIAN

Saya yang bertanda tangan dibawah ini :

Nama   : ANDRE JULIO PRATAMA

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Fakultas   : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali Bagian bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 31 Mei 2018

Yang membuat pernyataan,

ANDRE JULIO PRATAMA
NPM. 1291207

MOTTO

نّ وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

"Nun. By the pen and that which they write (therewith)."

(Q.S. Al-Qolam: 1)

"You do not understand anything until you learn it more than one way."

(Marvin Minsky)

DEDICATION PAGE

`   This undergraduate thesis would exceedingly be enthusiastic to my God Allah SWT that gives me many well-appointed in my life as to I can license this hard scuffle of creating the undergraduate thesis.

- ❖ My gorgeous parents Mr. Sudarman and Mrs. Sukinah who always stretch the greatest maintenance, pray and guidance to be efficacious in my study.

- ❖ My sponsor and co-sponsor Mrs. Dr. Umi Yawisah, M.Hum and Mr. Ahmad Subhan Roza, M.Pd who always support me in every condition.

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Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know. Allah has given His gift to the writer that he could accomplish this research proposal. Peace and salutation will not stop to be upon our prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitles "An Analysis of the Students' Affixes usage on their argumentative writing performance at the second semester of State Institute for Islamic Studies". The research was conducted to the students' their argumentative writing performance of English Educational Department of State Institute for Islamic Studies. In this research, the writer focused on analyzing affixes of students' argumentative writing performance.

There were many helpful individuals involved in accomplishing this research proposal that the writer could not mention one by one. His big thank went to both of his advisors, Dr. Umi Yawisah, M.Hum. and Ahmad Subhan Roza, M.Pd who played prominent role in conducting this undergraduate thesis. I hope that Allah SWT give them reward for supporting and guiding during the research. His deepest gratitude goes to his parents and all family who strongly inspire.

Furthermore, the writer also would like to express his inner thanks to the lecturers of English Educational Department Program, the students of English Educational Department Program, and also all friends of him. In addition, the writer

will not let himself forget to appreciate his beloved brothers and sisters in EUREKA English Center and UKM Jurai Siwo English Club (JSEC) who always accompany and empower him to finish his undergraduate thesis.

Last but not least, a wise-man said"take what happen as a lesson". As human being, the writer completely realizes that his research proposal still quite needs many corrections. The writer apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are welcomed to straighten up the quality of this research proposal. Hopefully, this research proposal can be a benefit for the writer and English language teaching.

Metro, May 31th, 2018
The Writer,

ANDRE JULIO PRATAMA
ST.N 1291207

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a system of human. The people more aware of how important the language is. Language is mean of communication, which help them to interact, express and communicate their ideas. The use of language it cannot be separated from human life because it is a tool that is used by people in speaking or writing.

English is an international language that used to communicate by people over world. It has important role to communication from the level regional until international. English as an international language is very crucial both in humanities and social sciences as the function of language is to communication and that why, how is very important to know and learn English, in order to follow the modern life and technological development.

In Indonesia, English is the foreign language and that taught as compulsory in junior high school, senior high school and university. Since English as foreign language, it is realized that the most Indonesian students generally get some difficulties in learning it. The difficulties occur when they lack of knowledge about the vocabulary and grammar. In fact, they have to master the language skills, including listening, speaking, reading and writing, because the goal of the learning is to use in spoken and written communication.

Writing is a behavior that inseparable part in human life. In everyday, writing activities are greatly needed. For instance, most of people include writing in sending massage, making sticky note, and sending letter. In addition, writing is widely incorporated various genres of paragraph namely descriptive, persuasive, narrative and argumentative. It is clear that writing always exist as a communication mean which has different unique kinds.

Writing as a process to define ideas and thought something that relation to the word and it should be done to get the goal or the purpose of the writing itself. Everyone has the same the right to give out or to grow up everything in his or her mind. Writing can very enjoyable as we know that we have the ideas and the means to achieve it. So writing is the part of written text about a topic and context.

Among the several of genres of paragraph, argumentative paragraph is the most necessary one. Argumentative paragraph is kind of paragraph which composed to give some arguments about an issue of a topic that happen in real life. In addition, an argumentative paragraph is form of writing in which the writer convinces the readers to agree with the writer's view. Argumentative paragraph has some parts such as introductory paragraph, supporting paragraph, and concluding paragraph.

Furthermore, in writing argumentative paragraph is requiring some element of writing to complete it. The element of writing which is taking in to description as the crucial part of writing is morphology application. Morphology as the element of the writing related to affixes.

Morphology is the branch of linguistics studying how words are structured how they are put together from smaller part. In general, morphology is the study of the structure and form of word in language. The study of morphology is one of the unique ways to analyze of the word form.

In fact, the students of English Department faculty find difficulties to comprehend the major of morphology to conduct their achievement in learning process. It is necessity to the learners to learn how to build the good sentences in the paragraph in writing. At least, structure as the first step in making a sentence and knowing the scope of morphology. For example, the scope of the morphology is affixes. If the learners fail to master the structure, especially in affixes it will find the difficulties for expressing ideas to make good writing. They always make a sentence from the Indonesia style, and translate it into English. Sure, the patterns of their sentence are always in Indonesia style. However, several people dedicate their life to be a writer. But, writing is also not an easy activity. In fact, many student dislikes writing especially in English written, they feel is so bored activity and waste their time. Because writing more difficulties than speaking.

Based on the pre-survey on April, 20 2017, this research takes 10 students from fourth semester of English Department. The rules of pre-survey are the researcher gives the simple explanation about the material. It is consisting of argumentative and affixes. At the moment the researcher gives the topic. Namely, education, Culture and Health, after the students get the topic, they are starting to make an argumentative writing about the topic that

have been chosen. After they are finish, the researcher analyzes the products that contain affixes in their writing argumentative performance. Each of the products has differences use of Affixes. The process of data pre-survey analysis involved sense out the text that was collected by researcher. As follows:

1. Gathering the data. The researcher will organize and prepare the data pre-survey for analysis. This involves students' task.

2. Grouping the data. The researcher uses coding process to generate a description of each categories or theme for analysis

3. Selecting and displaying. The researcher should display multiple perspectives from individuals and be supports by diverse quotations and specific evidence.

4. Interpretation. The researcher analysis involves interpretation or meaning the data.

5. For example, researcher acquires the example to make easily to display the product on data of pre-survey.

Data pra-survey

Name : ROFIQOH

St. Number : 15010 90111

Choose one of following topics :

- Health
- Education
- Culture

The Impact of Hedonism for Students

Globalization brings many effects in this world, especially Indonesia. It can be possible or negative effect, such as: transportation, communication, even culture. Because of globalization, they can easily come to Indonesia. In globalization era, there is no space among countries. Therefore, there are many new cultures in Indonesia, such as hedonism.

The word hedonism initiates from Greek, it shows for pleasure. There are some theories which describe how people become happy, what stimulates them to act different things, and why something is nice for them. Non-philosophers believe a hedonist as an individual who desires happiness, nevertheless of the whole thing else. Value of hedonism is refered to the explanation of happiness being the most precious thing, whereas pain is thought as completely priceless.

Hedonism changes people's life. They like earning much money for luxury things or something that is not important for them. It also brings much impacts for students. The students like buying useless things more, than buying some books or anything else that support them in Education. They also like spending time to have fun or chat with their friends and boyfriends/girlfriends than studying hard, discussing about the material, or going to the library.

Hedonism is big problem that attacks our life especially for students. We should realize that it is our task to minimize the impact of hedonism.

Result data Pre-Survey

Table 1

NO	Word	Kind of Affixes	addition	Base Word
1	Globalization	*Adjective Suffixes*	*ion*	Globalize
2	Brings	*Inflection Morpheme*	*s*	Bring
3	Especially	*Adjective Suffixes*	*ly*	Especial
4	Communication	*Nominal Suffixes*	*ion*	Communicate
5	Easily	*Adverbial Suffixes*	*ly*	Easy
7	Hedonism	*Nominal Suffixes*	*Ism*	Hedonism
8	shows	*Inflection Morpheme*	*s*	show
9	Stimulates	*Inflection Morpheme*	*s*	Stimulate
10	Happiness	*Nominal Suffixes*	*ness*	Happy
11	Desires	*Inflection Morpheme*	*s*	Desire
12	Referred	*Inflection Morpheme*	*ed*	Refer
13	Explanation	*Nominal Suffixes*	*ion*	Explain
14	Thought	*Inflection Morpheme*		Think
15	completely	*Adverbial Suffixes*	*ly*	Complete
16	Priceless	*Adjective Suffixes*	*less*	Price
17	Changes	*Inflection Morpheme*	*s*	Change
18	Earning	*Adjective Suffixes*	*ing*	Earn
19	Brings	*Inflection Morpheme*	*s*	Bring
20	Impacts	*Inflection Morpheme*	*s*	Impact
21	Buying	*Adjective Suffixes*	*ing*	buy

22	Useless	*Adjective Suffixes*	*less*	Use
23	Spending	*Adjective Suffixes*	*ing*	Spend
24	Studying	*Adjective Suffixes*	*ing*	Study
25	Discussing	*Adjective Suffixes*	*ing*	Discuss
26	Attacks	*Inflection Morpheme*	*s*	Attack

From data, the researcher found a word that have been modify to another meaning to complete the sentence. In another hand, usually it is called by affixes. The researcher gives a mark to each word that consists of affixes. There are more than twenty words that used of affixes from the product that have been displayed. To make complete the data pre-survey the researcher displayed table for analysis the data.

B. Focus of the Study

In this research, the researcher focuses to analysis of student affixes usage on their argumentative writing performance at the Second semester it is conduct to the students of English Educational Department of State Institute for Islamic Studies (IAIN) Metro in Academic Year 2017/2018

C. Problem formulation

Reflected on the background that had been presented above, the researcher formulated the problem as follow:

1. What kind of the students' Affixes usage at State Institute for Islamic Studies (IAIN) Metro?

2. What are affixes mostly used the Students' argumentative writing at State Institute for Islamic Studies (IAIN) Metro?

D. The Object and The Benefit of Research

1. The object of Research is as follow:

    1. To know the product of the students' affixes usage at State Institute for Islamic Studies (IAIN) Metro.

    2. To know the product of the students' writing performance at State Institute for Islamic Studies (IAIN) Metro.

2. The benefits of Research are as follow:

    The research is beneficial as for:

    1. Teacher

        a. English teacher can give more encouragement and other form motivational effort.

        b. To help the students increase the main proficiency in the Morphological mastery and skill of writing.

    2. Students

        a. A contribution for the students' solving in English, especially in Affixes and writing paragraph.

        b. The students will be easier to understand how to write a good sentence in writing.

E. Prior research

Based on the research by Zainuddin entitled "A study on derivational Affixes of Indonesian Noun-Formation in Newspaper Editorial: A Semantic Perspective" Published on May 25, 2016. The aim of this research is to investigate the type of derivational of Indonesian noun-formation in newspaper editorial: a semantic perspective. The theory referred to the patterns of derivation and structure, which has developed by Aronoff and Fudeman (2005). All in all, the result of this research shows that there are 7 types of derivational affixes of Indonesia noun-formation exist in the newspaper editorial. Namely, (1) suffix –an (2) infix –em + suffix -an (3) infix -el(4) confi x per-an (5) confix ke-an(6) confix pe –an (7)confix pe –an[1].

Next, study was conducted by Dedi Rahma Nur with the title "An Analysis of derivational Affixes in Commencement speech By Steve Jobs" Published on April, 1 2016. The purpose of this study is to investigation of derivational in the content of initiation discourse Steve Jobs. In this research, the researcher is utilizing subjective plan and substances investigate approach. The result of this research that have been demonstrated, get 69 postfixes and 9 prefixes. The basic of the word that have been grouped in the light of grammatical function or feature are 17(descriptor), 27 (thing), 33 (verb) and 1 adverb. And the result of this research is how they are known.

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[1]Zainuddin. " *A study on derivational Affixes of Indonesian Noun-Formation in Newspaper Editoral: A Semantic Perspective"* Internatinal Journal oF Linguistics; Vol. 6 No, 3;2016

How the process of the word creation from the base word to another word with different meaning.[2]

Additionally, a research by Herman that entitled "Suffixes Found in Narrative Writing at Grade Eight of SMP Methodist Pematangsiantar" published on April 2015. This research is conducted to find out the kind of suffix in narrative writing at grade eight of SMP Methodist Pematangsiantar. Problem discussed in this research is what kinds of suffixes are found in narrative writing at grade eight of SMP Methodist Pematangsiantar. The data of this research finding show: that some kinds of suffixes used are: *ed/d, s/es, -ly, -al, -ion, -en, -ing, -ity, -ment*[3].

Based on the researches above, it indicates that phenomena of affixes are crucial in writing process. The phenomena that found are various to in the text or commencement. The data that have been displayed in each research from every journal are refers to part of affixes. The purpose is to analysis how the word can be created from base word to another word with differences meaning in the grammatical features. Another hand, it is important to knowing well to make a good sentence in writing or speaking, but in this case, it more emphasize in writing procedure. As the result of the prior research that have been displayed the researcher want to continue the research but with differences ways. The aim of this research is to analysis of affixes in argumentative writing performance; in the focus on this research is affixes

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[2]Dedi Rahma Nur. " *An Analysis of derivational Affixes in Commencement speech By Steve Jobs*" Script Journal; Vol.1 (April , 1 2016)

[3]Herman, "*Suffixes Found In Narrative Writing At Grade Eight of SMP Methodist Pematangsiantar*" IOSR Journal Of Humanities And Social Science (IOSR-JHSS); Vol. IV (Apr. 2015)

usage on the writing process that use argumentative as the writing model to conduct this research. As a consequence, the researcher will conduct a research in term to analysis of student affixes usage on their argumentative writing performance at the fifth semester it is conduct to the students of English Educational Department of State Institutefor Islamic Studies (IAIN) Metro in academic year 2017/2018. The researcher wants to analysis of affixes mastering.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Performance

1. Definition of Writing

Terminologically, writing is the activity by using a pen or pencil to make a letter or number on the surface. Moreover, it is an activity which is in contrast to reading, speaking, and listening.[4] Writing is one of the essential ways to give information through a language mastered by the writer and the reader.[5] Therefore, writing is one of communication forms by making a letter or number on the surface to deliver the information from the writer to the reader.

Writing, as one of the four language skills, has conventionally occupied a place in most English syllabuses. Nowadays, in a higher education, writing is the most dedicated although it is considered as problematic skill for all the writers. This skill entails exploring students' ideas presented in well written products. These written products are often the result of thinking, drafting, and revising procedures that require specialized skills which every writer doesn't develop naturally.[6]

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[4]AS Hornby, *Oxford Advanced Learners' Dictionary,* (New York: Oxford University Press, 2000), Sixth Edition, p.1499.

[5]Fika Megawati, "Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesian EFL Students", dalam *TEFLIN,* (Malang: Universitas Negeri Malang), Volume 23/ Juli 2012, p. 183.

[6]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (San Fransisco: Longman, 2000), Second Edition, p. 335.

In addition, writing is the most extremely important skill encountered by the students because the students will be challenged in searching and exploring an idea by their style of writing. Furthermore, every language and culture brings their own style of writing. Therefore, every writer has different type and style in their written product even they have similar topic.

To get a good written product we must consider several aspects. One of the basic aspects is organizational competence. This part is quite complex because it consists of grammatical structure and discourse. In this case, grammar plays a prominent role in every writing activity by which our language is structured. Without the organizational aspects, our language especially in written language will be messed up.[4] Consequently, every writer must use grammatical structure correctly. If a writer makes a mistake, it will be easily seen even though a small mistake.

Furthermore, writing is a progressive activity. It means that when you first write, you have already thought about what and how you are going to say it. Then after you have finished writing, you must read over your written product and make changes and corrections. This activity is needed if you want to get a good written product.[5]

Accordingly, writing is kind of communication which delivers ideas or information into written form through several phases. These

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[4]H. Douglas Brown, *Teaching by Principles*., p. 362.
[5]Alice Oshima & Ann Hogue, *Introduction to Academic Writing,* (New York: Longman, 1997), Second Edition, p. 2.

could be prewriting, drafting, and revising. Because there will be no perfect written product, these phases are being essential steps to produce at least closer to perfection of writing. Every writer must write their own ideas in progressive activity.

2. Process of Writing

Writing is a never one-step action, but it is a process that has several steps. It starts from the beginning of what the topic is going to write until the publication of the writing. There are at least three steps of writing process, they are:

a. Prewriting (Planning)

Prewriting is the first step in the writing process.[6] Before we start to compose a writing a, some ideas should be thought as a topic of product writing. In this step, writers are challenged to think and gather the topic will be written. In deciding the subject of writing, the writers should consider who will be the reader of the writing.

Every writer should read appropriate references as their warming up to get an adequate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it is extremely important that writers make note-taking from what they have read. Taking a few sentences might be done to

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[6]*Ibid*.

set them aside for a later draft. These sentences will be literal ideas of possible topics to be composed[7].

In addition, reading commonplace book can make the writers get easy to find idea for their writing. Commonplace book provides new perceptions and more quotations which will make writing product become strong and more alive[8]. The other reference to enrich the subject of writing is journal. Many outstanding writers use journal to create an interesting writing because it contains of good perceptions, ideas, emotions, and actions[9]. It can make writers interest in writing even they don't have any ideas.

b. Drafting

Before the writers begin to write well, they should make a format of the writing and put the words down on paper.[10] This step is often called drafting. Kristine argued that drafting is the step that the writers really begin to write. In this step, the writers put their words into the paper without worrying about spelling, grammar punctuation, or the best wording.[11]

Actually, drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the

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[7]Alastair Fowler, *How to write,* (New York: Oxford University Press, 2006), p.12.
[8]Thomas. S. Kane, *The Oxford Essential Guide to Writing,* (New York: Oxford University Press, 1988), p.21.
[9]*Ibid.*
[10]Beverly Ann Chin, *How to Write Great Research Paper*, (USA: John Wiley & Sons, Inc., 2014), p. 57.
[11]Kristine Brown and Susan Hood, *Writing Matters*, (New York: Cambridge University Press, 1989), p. 14.

term related to the topic in the margin to make the writers easily to check an appropriate word in elaborating the topic. Moreover, in drafting phase, rereading and correcting are required to improve the product of writing[12].

As a result, the earlier steps to create perfect product writing are elaborating the topic using the appropriate terms which have been listed and correcting to make perfection. In this section the writers compose their writing in a good process and structure.

c. Revising

Revising is the next step of writing process. Revising makes the writers correct the product of writing in the reader side that looks forward to a perfect writing[13]. When the writers examine the product writing in side of their own place, revising is demanded the writers to read and equalize the product by expecting themselves what will be expecting the reader. They should consider the questions which are likely to appear when the readers read their product.

Revising includes checking that the content and purpose are clear. The checking can be in spelling, punctuation, and grammar. It is important that the writers ask their friends to reread their writing to get good checking.[14] Harmer also argued that revising is often

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[12]Thomas S. Kane,*Essential Writing.,* p. 37.
[13]*Ibid,*p. 36
[14]Kristine Brown and Susan Hood, *Writing Matters*, p. 20.

helped by the readers who comment and make suggestions of the writing[15].

Furthermore, revising fundamental aspect is a right way to make intelligibility of the writing. Moreover, it can be carried out by strengthening the main points by using brief statements, omitting the similar words in the writing product, and being alert for grammatical error.

To revise effectively, the writers should be forced to read slowly in order to notice the clumsiness in sentence structure or a trembling repetition in a sentence which can make the reader confuse to read the writing product. Then, striking out imprecise words and inserting more fixed terms of the previous drafting are being the next step in this phase. In addition, in revising, punctuation and grammar usage are carefully considered in arranging the sentences because they will make the sentences be fixed in a product of the writing[16].

In other words, revising is the final step of writing process which is expecting the perfectness. In addition, this step challenges writers to see the product writing not only from their side as a writer but also from the side as a reader which is always expecting the perfectness of the writing.

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[15]Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p.5.
[16]Thomas S. Kane, *Essential Writing.,* p.37-38

3. **Types of Writing**

   a. Description

   Description is used to not only to create a visual image of people, places, even of units of time, or thing, but also to describe more than the outward appearance of those parts.[17] It means that description writing describes the whole of the objects deeply to the readers so that they behave as if they can feel, imagine, look, hear, and touch the object.

   b. Argumentation

   Argument is designed to convince or persuade somebody that something is true or should be done.[18] In other words, it can be said that argumentation writing attempts to convince the reader to accept a particular point of view or to take a specific action.

   c. Narration

   Narration is the form of writing which tells a personal or fictional experience or tells a story based on a natural time sequence.[19] It illustrates that narration writing has a purpose to amuse the readers with actual or imaginary experiences in difference way. The types of narration can be a short story, novel, and news story.

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[17]George E. Wishon and Julia M.Burks, *Let's Write English,* Van Reinhold Ltd., Canada,1980,p.379

[18]*Ibid,* p. 383.

[19]*Ibid*, p. 378.

d. Exposition

Expository writing is writing that is designed to convey information, explanations, and interpretations of what is difficult to be understood.[20] It means that exposition writing is used to explain a process or procedure or to give directions or instructions.

Those are the types of writing which are usually used. Those types must be known and learnt by students who are learning English. The students have to know what is the purpose and tense of the writing text.

B. MORPHOLOGY

1. The concept of the morphology

The term morphology is generally endorsed to the German Poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe(1749-1832) who coined it early in the nineteenth century in a biological context. Its etymology is Greek*: morph*-means 'shape, form', and *morphology* is study of form of forms. In linguistics morphology refers to the rational system concerned in word formation or the branch of linguistics that deals with words their internal structure, and how they are formed.[21]

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[20]*Ibid*,p. 382.

[21]Aronoff, Mark and Kristen, fudman. *What is Morphology?*/2nd (Blackwell Publishing Ltd, 2011) p. 1-2

Morphology is the study of word formation, including the ways new words are various depending on how they're used in sentences.[22] Based on Loretto Todd, Morphology is a part of phonology and phonology has been described as the study of speech sound and their patterns. It is study based on the 'phoneme' or smallest significant unit of speech. Loretto Todd suffixes are the most common, and English use them. [23] For example, the past tense of most verbs is matter of adding –*ed*to the stem; the present participle is made by adding –i*ng:* the plural is made by adding –*s.*

From the explanations of the expert above morphology is one the major that studying the shape/form of word. It has a diversity of affixes to create a new type word since the base of word to be a new variety of word. The focus on this research is applying of morphology, morphology is studying of morpheme, and the morpheme is smallest unit of grammatical and lexical.

2. Morpheme

The definition of morpheme is the smallest linguistic part that has grammatical function[24]. A morpheme may consist of a word , such as hand , or the other word that have a meaning full piece of a word, as usual the-*ed* of looked, that cannot be separated into smaller

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[22]Lieber, Rochelle. *Introducing Morphology*, (New York: Cambridge University Press, 2009), p. 1
[23]Kusumawardhani, Paramitha."Morpjologycal and Syntactical Errors toward Students English Narrative Compsition at Grade XI SMA Negeri 8 Tangerang (An Error Analysis)." (*Wanastra* :2013) volume IV : 63-64.
[24]Ibid.p.2

meaningful part. The other expert said that morpheme is the smallest component of language that bring of information that consist of sense and also function.[25]A morpheme is a short part of languagethat has three criteria[26]:

a) It is a word or member of word that has meaning.

b) It cannot be separated in to smaller significant parts without violation of its meaning or without meaningless reminders.

c) It recurs in opposed verbal environments with a relatively.

From the explanation above, morpheme is the most significant to part built a word, from the bottom to an extra of word. It is not just about the meaning of word but also the part of speech of the word too. For the reason that a word that have modify it means have modify in part of speech too. So, the writer want to explain more deeply to discussing what is the branch of morpheme in morphology itself.

3. **Type of Morpheme**

According to Valin, morpheme is "the smallest meaningful units in language."[27] Not all morphemes are equally central to the information of a word. Morphemes are two main types: root and affixes. Pay attention first to the roots. Every word has at least one root. Roots are at

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[25]O'Grady, William,*Contemporary Linguistics: An Introduction/Editing by William O'Grady, Michael Dobrovolsky, Francis Katamba-V series*. (London and New York: Longman 1997).p.118

[26]Maha, Putri, Andika." *The Analysis of Word Structure Viewed From English Morphological Perpective*". JurnalLogika, Vol XIV (2015)

[27]Robert D. Van Valin, Jr., *An Intruduction to syntax* (Cambridge University Press, 2001) p.14

the center of word-information processes. They carry the basic meaning

from the rest of the sense of the word can be derived.[28]

Morphology is the study of morpheme; the means of the studying

is look at the character or type of morpheme itself. The purpose of the

morphology is to give a meaning to the part of words.

For the example: *Writer*. ---write + er

This divided into two parts of morpheme, one free morpheme (write)

and one bound morpheme. Free morpheme is a word that can stand

alone, and the bound morpheme is a word that cannot to stand alone.

There are two type of bound morpheme there are inflectional and

derivational. [29]
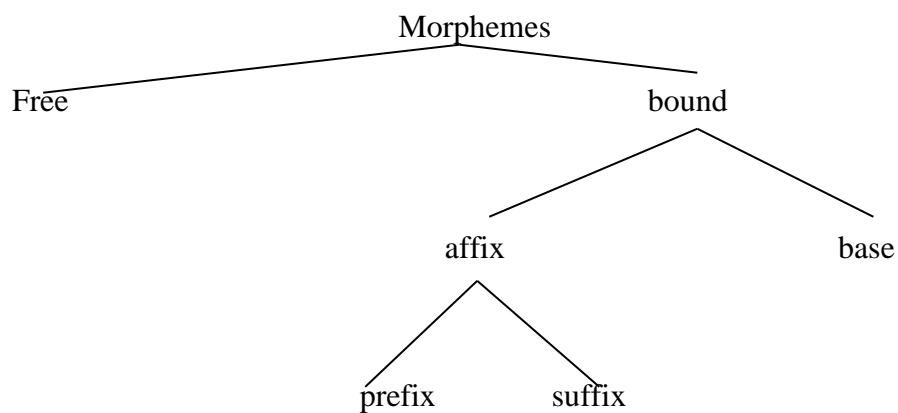
Figure 1: Summarize type of morphemes.[30]

[28]Robert Stockwell and DonkaMikova, Engliah words: *History and Structure* (New York: Cambridge University, 2000) p.6

[29]Maha, Putri, Andika." *The Analysis of Word Structure Viewed From English Morphological Perpective"*. JurnalLogika, Vol XIV (2015)

[30]Lieber, Rochelle. *Introducing Morphology*, (New York: Cambridge University Press, 2009), p. 34

a) **Inflectional morphemes**

Inflectional morphemes are the grouping of the root and affix. Commonly the resulting of the word is depending on a word of the same class of the original root. The inflectional morphemes do not lean to modify the root word. It just modifies the original of the word to the plural. The use of this type of affixes is to mark of grammatical function.

b) **Derivational morphemes**

The derivational morpheme is the combination of the root and an affix. In the case of derivation morpheme is not just create or combination of the word itself but also the meaning is often change. It differences to the inflectional morpheme that commonly use to mark of grammatical function.

An example of this is below:

➢ *Happiness*

The adding of *ness* to the root of *happy* is to modify the word. The base of word that modify is to make a new class of word. The affix is to augment the word that modifier from the adjective to the noun. [31]

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[31]Maha, Putri, Andika." *The Analysis of Word Structure Viewed From English Morphological Perpective*". JurnalLogika, Vol XIV (2015

C. Kind of Affixes

Mankind's language makes use of variety of operations or processes that can modify the structure of word, either by adding some element to it or yet by making an internal change, in order to express a new meaning or to mark a grammatical contrast.

a. Prefix

The concept of affixes is scrutinized to the concept of prefix. Widdowson state that prefix is always attached to the front of free morpheme, root or stem which is embraced in affix.[32] For instances, Widdowson state that affix is always used in derivational, and affix is umbrella term for suffix and prefix. In other words, prefix is also use in derivational which means prefix use to create a new lexical item of the word. Hence, prefix is kind of affix which is inserted in the root or stem and it always use in derivational.

b. Suffixes

Suffix is "a letter or sound or group of letters or sound which are added to the end of word, and which able to change the meaning or function of the word."[33] So when they come at the end of word are suffix.

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[32]Widdowson G.H, Linguistics, Oxford University Press, New York. P.130
[33]J. Richards and Richard Schimdt, *Longman Dictionary Of Language Teaching And Applied Linguistics*/ 3rd (Person Education Limited, 2002) p.528

1) Kind of Suffixes

There are four kinds of suffixes. They are:

a) Nominal Suffixes

Nominal affixes are regularly to reduce a nominal abstract from verb, adjective and noun.[34]Nominal suffixes consist of:

a. *–age*

Example: coverage, leakage, spillage, acreage and voltage.[35]

b. *–ance (with its variants –ence/-* ancy/-ency)

Example: absorbance, riddance, retardance, dependency, expectancy and expectance.[36]

c. *–ant*

Example: applicant, defendant, disclaimant, attractant, dispersant, etchant and suppressant.[37]

d. *–cy/-ce*

Example: convergence, efficiency, emergence, adequacy, animacy, intimacy, agency, presidency and regency.[38]

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[34] Ingo Plag, *Word-Formation In English* (New York: Cambridge University, 2003) p.109
[35]*Ibid,*
[36]*Ibid,*P.110.
[37]*Ibid,*
[38]*Ibid,*

e. *–dom*

Example: kingdom, cameldom, apedom, slumdom, professordom and studentdom.[39]

f. *–ee*

Example: employee, biographee, amputee, standee and rehabilitee.[40]

g. *–eer*

Example: auctioneer, budgeteer, cameleer, mauntaineer and pampheleteer.[41]

h. *–er (and its orthogrpic variant –or)*
Example: teacher, singer, writer, blender, mixer, steamer, toaster, diner, lounger, trainer winner, conductor, oscillator and compressor.[42]

i. *-(e)ry*

Example: bakery, brewery, fishery, pottery, eatery, cannery, summitry and rabbitry.[43]

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[39]*Ibid,* P.111
[40]*Ibid,*
[41]*Ibid,*
[42]*Ibid,* P.112
[43]*Ibid,*

j. *–ess*

Example: princess, stewardess, lioness, tigress waitress and hostess.[44]

k. *–ful*

Example: bootful, cupful, handful and stickful.[45]

l. *–hood*

Example: adulthood, childhood, farmerhood and neighborhood.[46]

m. *–an   (and   its   variants   -ian,   -ean)*
Example: technician,   historian,   utopian, Bostanian,   Lancastrian,   Mongolian, Scandinavian and Anglican.[47]

n. *–ing*

Example: building , wrapping, stuffing, begging, running and sleeping.[48]

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[44]*Ibid,* P.113
[45]*Ibid,*
[46]*Ibid,*
[47]*Ibid,*
[48]*Ibid,* P.114

o. *–ion*

Example: personification, hyphenation, starvation and colonization.[49]

p. *–ism*

Example: blondis, Parkinsonism, conservatism, revisionism and Marxism.[50]

q. *–ist*

Example: ballonist, careerist, fantasist and minimalist.[51]

r. *–ity*

Example: curiosity, productivity, profundity, solidity, readability, formality and erraticity.[52]

s. *–ment*

Example: assessment, endorsement, involvement and treatment.[53]

t. *–ness*

Example: happiness, brightness, goodness,

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[49]*Ibid,* P.114
[50]*Ibid,*
[51]*Ibid,* P.115
[52]*Ibid,*
[53]*Ibid,*P.116

sadness, gratefulness, cleverness, funniness, sickness, illness, darkness and weakness.[54]

u. –ship

Example: membership, statesmanship, friendship, courtship, clerkship and apprenticeship.[55]

b) **Verbal Suffixes**

There are four suffixes which derive verb from other categories (mostly Adjective and nouns):

(1) –ate,

Example:*formate*, *regulate.*

(2) –en

example: *blacken, broaden, quicken, and ripen.*

(3) –ify,

Example: *solidify, Nazify. Speechify.*

(4) –ize.

Example: *randomize, carbonize, computerize, hospitalize.* [56]

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[54]*Ibid,* P.116
[55]*Ibid,*
[56]Ibid.p.16-18

c) **Adjective Suffixes**

The adjective suffixes of English can be subdivided into major group. There are relation adjective and qualitative adjective.

    (1) −able

        Example: *breakable, agreeable, perishable, variable, changeable, and readable.*

    (2)−al

        Example: *accidental, colonial, cultural, federal, institutional and modal.*

    (3)Ary

        Example: *complementary, evolutionary, fragmentary, legendary, and precautionary.*

    (4)−ed

        Example: *wooded, fair-minded and empty-minded.*

    (5) −esque

        Example: *picturesque, and Kafkaesque.*

    (6)−ful

        Example: *beautiful, insightful, purposeful, tactful, forgetful and resentful.*

(7) –ic

    Example: *economic, historic, magical and parasitic.*

(8) –ing

    Example: *boring, playing, and changing.*

(9) –ish

    Example: *clearish, freeish, sharpish, soonish, and uppish.*

(10) –ive

    Example: *connective, explosive, fricative, offensive, passive, preventive, primitive, receptive, and speculative.*

(11) –less

    Example: *hopeless, speechless, thankless and expressionless.*

(12) –ly

    Example: *brotherly, doughterly, fatherly, womanly, daily, and monthly.*

(13) –ous

    Example: *erroneous, homogenous*[57]

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[57]Ibid.p.118-122

d) Adverbial Suffixes

Only consist of:

(1) –ly

Example: *shortly, hardly, and dryly.*[58]

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[58]Ibid.p.123

CHAPTER III

RESEARCH METHOD

A. Type and characteristic of the research

Type of this research is a qualitative research. Qualitative research was presented a statement about reality and social life that has to continually argue and reaffirm.[59] It means that the testament about reality and social life must continuities to get the product that conduct directly. Therefore, the research is to analysis and describes every individual within their activity and mind.

The research was conducted to explore the phenomenon about writing. Therefore the researcher determined to choose qualitative method to analysis of affixes on students' argumentative writing performance that usually made by Students English Department of State Institute for Islamic Studies (IAIN) Metro. The difficulties of the research was dynamic, it was hardly to use the numerical looked as the qualitative research to get the statistical data because in qualitative research the data composed without statistical procedure or calculation.

The feature of the research was descriptive research. The descriptive research would be more efficient to make the researcher truthful in conduct the research. Because the entire product/data was connected to the study, it cannot be omit or reduce. From the explanation

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[59] Hollyday, Adrian, *Doing and Writing Qualitative Research.* London: SAGE Publications Ltd, 2002

above this research was directed to analysis of affixes on students'
argumentative writing performance in State Institute for Islamic Studies
(IAIN) Metro.

B. Data Source

Andreson argue that the data source could be primary and
secondary data. The primary data was the data that collect in a straight line
by researcher. Most primary data came from artifacts, documents, and
observations. The secondary data, in other words, it was the data that
collected from ones who was not in attendance and provides the research
to supply data.[60]

For collecting the information, it was necessary found the crucial
and accurate from qualified source. There were two kinds of source
namely primary sources and secondary sources. In this research, the
primary source was the students' writing task. Then the secondary source
was from observation and documentation that related to the research
would gain.

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[60] Gary Anderson, *Fundamnetals of Educational Research*, (USA:Falmer Press, 2005),
second edition p.12.

C. Data Collection Instruments

Cresswell maintains, "in my qualitative studies, inquires gather, multiple forms of data and send a considerable time in the natural setting gathering information"[61] the writer uses some instrument as follows:

a) Observation

In this case, the researcher truthfully readies the observation in the field research. The researcher took the data of the students' argumentative writing performance. The issue of this observation was students of English department of State Institute for Islamic Studies (IAIN) Metro. The purpose of this research to analyze affixes usage of student writing product.

b) Documentations

The researcher draws on the documentation technique to get the data of the research situation. The documentation also used to know how the processed of the researcher investigated from the student observation result. It was aim to verification of the research. The researcher would like to give the students a topic that students must be answer and writer the students' task would help the researcher to analyze their affixes usage in writing performance.

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[61] W. Creswell John, research design *: Qualitative, Quantitative and Mixed methods approaches*(2nd Ed), (New Dehli, Sage Publications, 2003). P.184

D. Data Analysis Technique

There were several components in analyzing the data. One of these components was the process of data analysis. It involved preparing the data for analyzing, organizing different analyses, understanding the data deeply, representing the data, and interpreting the large meaning of the data[62].

Creswell argued that there are six steps in analyzing the data. These are organization and preparation of the data, reading all the data, applying the coding process, describing, representing, and interpreting the data. Therefore, the researcher will apply these six steps to analyze the data. The steps can be explained as follows:

1. First, the data will be prepared and organized to be analyzed. This step entails scanning material, writing field notes, or arranging the data depend on different sources of information. The data will be gathered from the students' writing assignment in writing argumentative performance.

2. Second, the researcher will read the whole data. This activity is aimed to get the general view of the information to reflect on its overall meaning. The researcher will try to understand the characteristics of affixes which the students usually use in writing

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[62] Ibid.p.190

argumentative performance. Then, the researcher will get the clues from this general view to reach the next step.

3. Third, the clues will be analyzed deeply. After making clues for each kind of affixes, the researcher will categorize it and label it.

4. Fourth, to generate a description of students' affixes knowledge, the researcher will decode the data which have been analyzed. The description will be the result of decoding process.

5. Fifth, in this step, the result in decoding process will be represented by qualitative narrative. The researcher will convey a chronology of descriptive information about the students' affixes knowledge which has been detail discussed.

6. Sixth, this final step of data analysis involves interpreting the information of the data. The researcher will make an interpretation by presenting a list of students' affixes knowledge in graphic or diagram.

E. Research Approach

To analyse Affixes on Students' Argumentative Writing Performance in English Educational Department of IAIN Metro, is needed the approach which is briefly integrated to the way the researcher examines the phenomena. A detailed examination conducted by the researcher exceedingly relates to an in-depth research of an individual, event, or a few people in a group. It also provides accurate and complete

description of the case in order to considerably achieve comprehensive data.

In this research, the researcher identifies the problems and classifies it based on the phenomenon of analysis affixes on students' argumentative writing performance that has been faced in TBI IAIN Metro. In this case, the researcher directly observes the analysis affixes on students' argumentative writing performance and to get detailed information in interpreting the data. In addition, taking documentation of IAIN Metro also will be conducted in collecting data in this research.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Description of the Research Setting**

1. **Research Setting**

   a. **The Brief History of IAIN Metro**

   State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

   Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of three

pillars of university, Implement a professional and cultivated institutional management system based on information technology.[63]

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung. [64]

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society.

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[63] Taken from http://metrouniv.ac.id, accessed on May 8th, 2017
[64] *Ibid,* http://metrouniv.ac.id

Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Facultics IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the adminwastrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the

establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

b. **Organization Structure of IAIN Metro**

The organization structure of IAIN Metro in academic year 2016/2017 as follows:

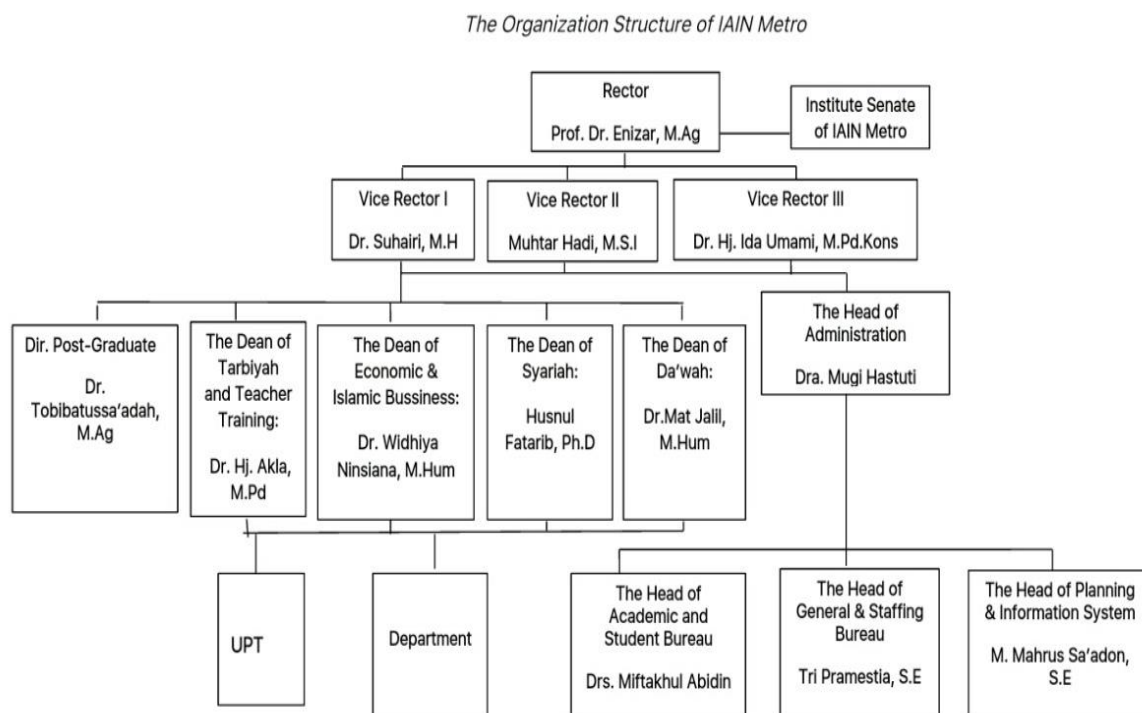*Figure 2 The organization structure of IAIN Metro*

c. **Location Sketch of IAIN Metro**

Figure 3

Location Sketch of IAIN Metro I

The Location Sketch of IAIN Metro 2

A = Gedung Rektorat

B = Perpustakaan

C = laboraturium

D = Gedung Kuliah

E = Gedung Kuliah

F = Gedung Kuliah

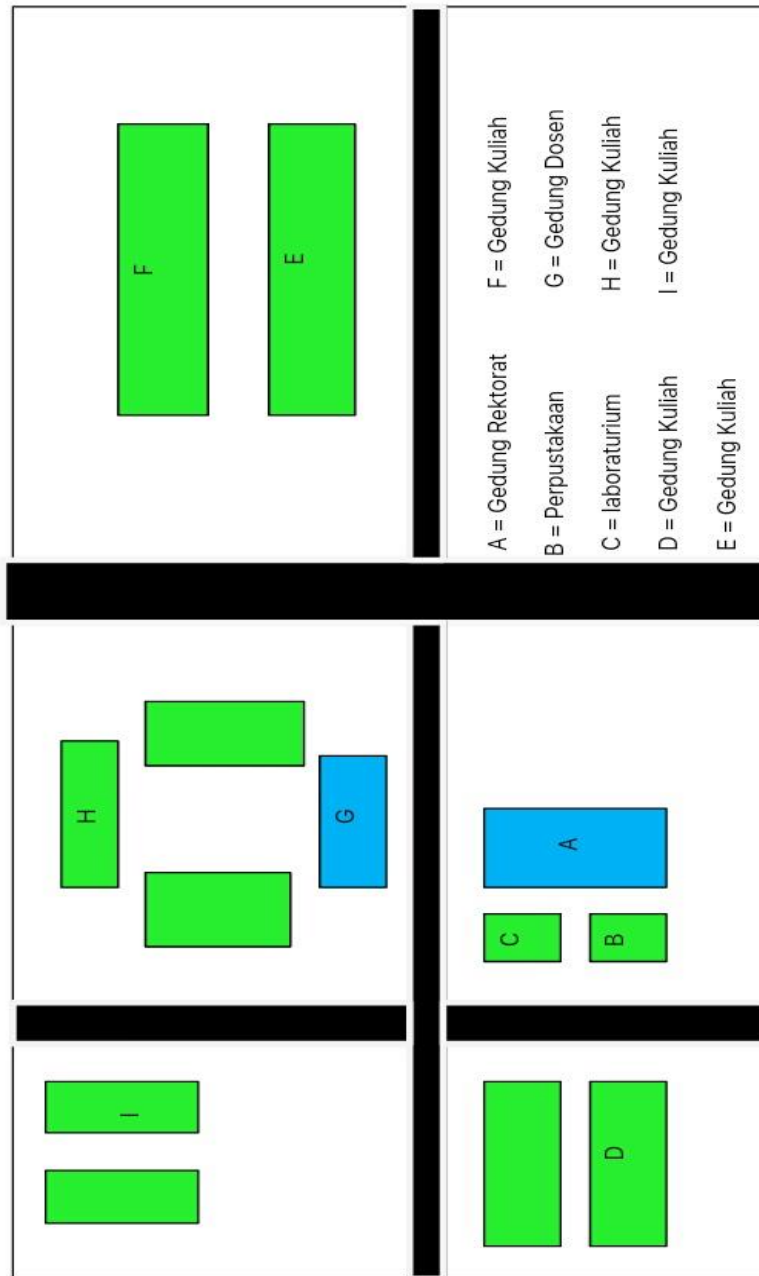G = Gedung Dosen

H = Gedung Kuliah

I = Gedung Kuliah

Figure 4

The location Sketch of IAIN Metro 2

d. **The Condition of Lecturers of TBI**

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

Table 2

Total of lecturers educational background of TBI in IAIN Metro

No	Educational Background	Total
1	SI	-
2	S2	30
3	S3	2
	TOTAL	32

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau

B. **General Description of Research Data**

Writing skill was very important to mastery by everyone, especially in English pattern. Today, English writing was more important to business people to make deal with the business from other country. To write something there are many rules to make a good written. To make good sentences using an affixation rule to make a good written. Affix was part of linguistic system in word order. Affix was some group of word, which added in front and behind of word. The function of affixes was to make a new word or made different meaning and position of the word.

C. Data Analysis

In conducting the research, the researcher analyzed 20 argumentative writing of students' English Education Study Program. Based on the analysis, the researcher found the affixes in each product of respondent. The following table illustrated the affixes which were gotten from those argumentative writing.

No	Name	Inflectional	Preffix	Suffixes			Total
				Nominal Suffixes	Adjective Suffixes	Adverbial Suffixes	
1	FL	1	-	3	1	-	5
2	LN	-	-	-	-	2	2
3	RM	-	-	2	-	-	2
4	AG	1	-	1	1	-	3
5	EPP	2	-	2	-	1	5
6	EN	-	-	-	1	1	2
7	PA	2	-	1	-	1	4
8	LV	-	-	1	2	1	4
9	NAP	3	-	2	1	2	8
10	RS	2	-	1	2	1	6
11	SAL	1	-	3	-	-	4
12	DS	1	1	1	-	1	4
13	DK	1	-	5	-	1	7
14	RG	1	-	1	-	2	4
15	ADP	2		7		4	13
16	YA	1	-	4	3	3	11
17	PGA	1	-	4	1	2	8
18	SR	14	-	5	2	4	25
19	KW	1	-	-	-	-	1

20	DP	*1*	-	*1*	*1*	-	*3*
Total		**35**	**1**	**44**	**14**	**26**	**120**
Percentage		**29%**	**3%**	**36%**	**11%**	**21%**	

Table 3: Table of affixes analysis in argumentative writing product.

Based on the result of the data analysis above, it could be described that there were some affixes found in the argumentative writing performance. The writer, furthermore, classified those errors into five types, namely *inflectional, prefix, nominal suffixes, adjective suffixes and adverbial suffixes.* Furthermore, the writer gave the brief descriptions of data analysis as followed:

a. Inflectional Affixes

Inflectional morphemes were the grouping of the root and affix. Commonly the resulting of the word was depending on a word of the same class of the original root. The inflectional morphemes did not lean to modify the root word. It just modified the original of the word to the plural. The used of this type of affixes were to mark of grammatical function. The examples were as followed:

No	Inflectional	Base Word
1	Lives	Live
2	Interpreted	Interpret
3	Considered	Consider
4	Implemented	Implement
5	Concerned	Concern
7	Contains	Contain
8	Viewed	View
9	Inherited	Inherit

10	Preserved	Preserve
11	Shows	Show
12	Embodied	Embody
13	Procedures	Procedure
14	Becomes	Becomes

Table 4. sampling from the respondent Sonia Rosalina

From data above the researcher found fourteen words inflection affixes in the product that was used by respondent. In additional, the transformation from the base word to new word did not change the meaning, steam and root of word itself.

b. Nominal Suffixes

From data that showed researcher found 44 (forty-four Nominal suffixes) the researcher made percentage from the data and got 36% Nominal suffixes were used from 20 respondents'. 36% respondent used nominal affixes it was the large number that researcher found in each product of respondent and the meaning of Nominal suffixes were often employed to derived abstract from verb and nouns. Noun could have symbolized actions, result of actions, or other related to the concept itself. But also, properties, qualities and so another. Like another group of nominal suffixes derived person very short. Mostly, these meanings were extended to other, related senses, each suffix could be able to expressed more than one meaning. There were twenty-one kind nominal affixes and researcher took one from the respondents as the sample. Examples were as followed;

- Interact + *ion* $\longrightarrow$ Interaction

  | Verb | | Noun |

- Entertain + *ment* $\longrightarrow$ Entertainment

  | Verb | | Noun |

- Live + *ing* $\longrightarrow$ Living

  | Verb | | Adjective |

There were three kinds of nominal suffixes. Additional liked, *ing, ment* and *ion* that almost used in the product of argumentative writing performance by respondent. Nominal suffixes it was like additional word form that changed root of the words. For example, the base of word was *verb* added *ing*, ion and *ment*, automatically will be changed in different root sometime have different meaning too.

c. Prefix

The concept of affixes is scrutinized to the concept of prefix. Widdowson state that prefix is always attached to the front of free morpheme, root or stem which is embraced in affix. In another word as simple as prefix was commonly attached in front of the word. Researcher found 1 (one) word in each product from most of respondent. Here the sample of prefix that researcher got.

- Un +Known $\longrightarrow$ Unknown

  | Adjective | | Adjective |

d. Adjective suffixes

From data that showed researcher found 14 (fourteen adjective suffixes) the researcher made percentage from the data and got 11% adjective suffixes were used from 20 respondents. The meaning of the adjective suffixes was divided in two major group, relation adjective and qualitative adjective, each of the major of group have different role and way to derive a word. Relation adjective for example, *algebraic mind (*algebraic is a part of mathematics in which signs and letters represent number) sources from *CAMBRIDGE advanced Learners Dictionary Third Edition.* The meaning of *algebraic mind* is a mind that having deal or agree with algebra or referring to algebra. But differences between the qualitative adjective

 Sometimes, relational adjectives can adopt qualitative meanings, as can be seen with the derivative *grammatical*, which has a relational meaning having to do with grammar. For example:

- Alarm $_+$ ing ──────────▶ Alarming
  Noun   Adjective

- Use + ful ──────────▶ useful
  verb   Adjective

e. Adverbial suffixes

In some formations there is a difference in meaning between the adjective and the adverb derived by *-ly* attachment: *shortly, hardly* and *dryly* are semantically distinct from their base words and *hotly, coldly* and *darkly* can only have metaphorical senses.

From the data analysis above, the writer got the frequency of the affixes commonly found in the product of argumentative writing. The writer, in addition, described the result of the research in a chart as followed:
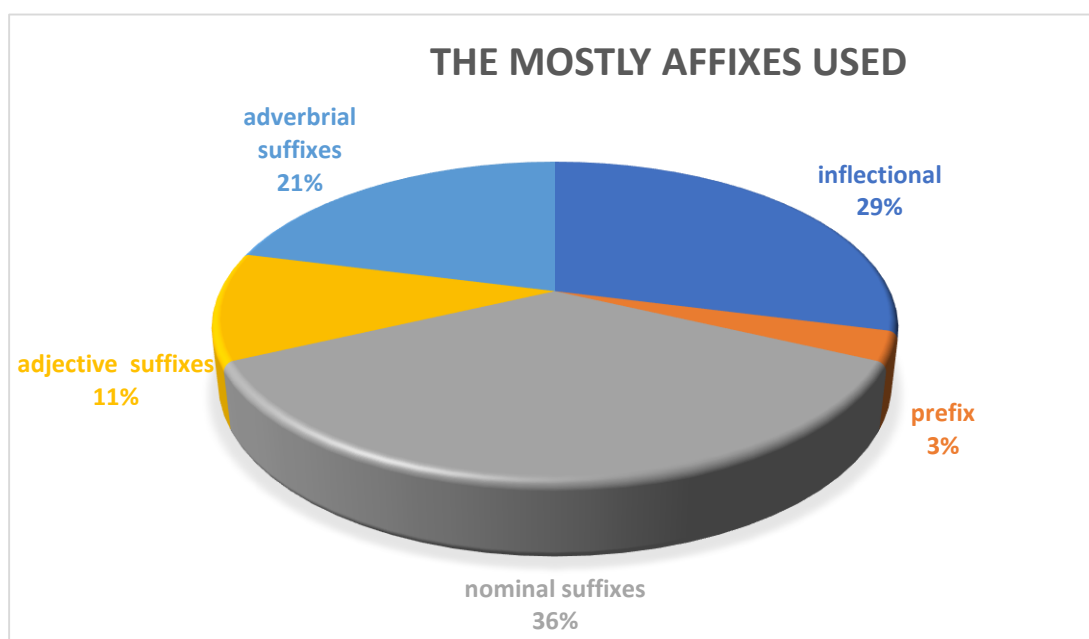

Figure 5. *The frequency of affixes existing in the writing performance*

The chart above showed that there were several affixes in the students writing performance. The affixes were 35 items (29%) of inflectional, 26 items (21%) of adverbial suffixes, 44 items (36%) nominal suffixes, 11 items (14%) of adjective suffixes and 1 item (3%) prefix. Moreover, the most students'

Affixes most used at State Institute for Islamic Studies (IAIN) Metro were nominal affixes with 44 items or 36%.

D. Interpretation

The conclusion of the data analysis describes that students have some affixes that used in writing performance of argumentative writing. It is revealed that there were some affixes which were found in the students' argumentative writing. Those affixes were divided into five kinds, namely: 35 items (29%) of inflectional, 26 items (21%) of adverbial suffixes, 44 items (36%) nominal suffixes, 11 items (14%) of adjective suffixes and 1 item (3%) prefix. By conducting this research, we could know what the common affixes that used in writing performance of argumentative writing. Then, it can be said that affixes that used in writing performance of argumentative writing need to be given the improvement. Also, the students should deeply enhance their knowledge about affixes.

Based on the result of this research, the writer realized that his research was affirmatively agreeable to the previous research from Semarang conducted by by Herman that entitled "Suffixes Found in Narrative Writing at Grade Eight of SMP Methodist Pematangsiantar" published on April 2015. This research is conducted to find out the kind of suffix in narrative writing at grade eight of SMP Methodist Pematangsiantar. The data of this research finding show: that some kinds of suffixes used are: *ed/d, s/es, -ly, -al, -ion, -e-ing,, -ment.*

In one hand, the writer assumed that the result Herman's research was quiet proper in case he found the students are still lack of the knowledge about affixation so that they only have a limit in their vocabulary using. The knowledge about affixation (whether prefix or suffix) will improve their writing quality.

E. Limitation

It should be comprehended that this research was limited only for administrating the analysis of students' affixes usage on their argumentative writing performance. In addition, the writer was not accountable in another analysis for the other times. In line with, the writer focused his research in analyzing the affixes and the types of affixes commonly found in the product. Accordingly, the limitation of this analysis focused on the types of affixes which included inflectionala affixes, prefix, adjective suffixes, nominal suffixes and adverbial suffixes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer eagerly would like to conclude this research as follows:

1. The affixes which repeatedly appear are of *inflectional, adverbial suffixes, nominal suffixes, adjective suffixes and prefix.* The most used affixes found the writing shows that there are were 35 *inflectional*, 26 *adverbial suffixes*, *nominal suffixes*, *11adjective suffixes* and 1 *prefix.* As a result, *inflectional have the biggest number from the data.*

2. About the argumentative writing the students still did not understand what was about the argumentative writing, they were still lack of skill in writing the result was taken from data that researcher analysis in the chapter four.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestion as follows:

1. For the students

The students who have lack of understanding affixes are supposed to enrich not only their writing comprehension in using affixes but also writing performance in order to avoid the argumentative writing particularly of using each type affixes in

writing. Meanwhile, the students who are good at writing especially in using affixes in argumentative writing performance are expected to maintain their comprehension.

2. For the teacher

The teacher should give a clear elaboration about argumentative writing and the usage of each type affixes deeply, especially in learning process in order to reduce students' unknown about the use of affixes in argumentative writing performance.

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CURRICULUM VITAE

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Since, 2010 he has been very intrested in English, as an result, he made IAIN Metro as his next step to study in accademic year 2012/2013 up to now. Being a university of IAIN Metro, he was quite active in internal organization JSEC nand SANGSAKA. Furthermore, he is now being the English tutor of an English Course namely EUREKA ENGLISH CENTRE and he expects that someday he can continue his study to master of degree.