AN UNDERGRADUATE THESIS

AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/ 2022

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AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO

Presented as a Partial Fulfillment of the Requirements

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in English Education Department

By:

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APPROVAL PAGE

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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the Munaqosah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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AssalamualaikumWr.Wb.

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Sudah kami setujui dan dapat diajukan untuk diMunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

Metro, 16 Maret 2022

The Head of English Education Department

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AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO

ABSTRACT

By:

Andi Rahmad Riadi

This research discusses about inflectional and derivational affixes on descriptive writing of the students fifth grades at english department of IAIN Metro. The purpose of this study are (1) To know how many kinds of Inflectional and Derivational Affixes on Descriptive Writing Of The Students Fifth Grades At English Department Of Iain Metro (2) To know the function of Inflectional and Derivational Affixes on Descriptive Writing Of The Students Fifth Grades At English Department Of Iain Metro which defined by Fromkin et al., and plag's theory.

The object of this study was descriptive writing of the students fifth grades at english department of IAIN metro. This study uses descriptive qualitative research to analyze the data.

The result of the reserach shows that the researcher found 242 data. There are 192 data for inflectional affixes and 50 data for derivational affixes. The kind of inflectional that researcher found are -s (105 data), -es (13 data), -ing (31 data), -ed (34 data), -'s (5 data), -en (1 data),-er (3 data) and extra- (2 data), intern- (1 data), un- (1 data), and -ful (3 data), -ous (5 data), -ion (4 data), -er (2 data), -able (2 data), -ism (2 data), -ness (1 data), -ally (1 data), -ly (26 data) for derivational affixes.

Keywords: *Affixes, Inflectional, Derivational, Students descriptive writing*

ANALISIS AFIKS INFLEKSIONAL DAN DERIVATIONAL PADA TULISAN DESKRIPTIF MAHASISWA SEMESTER 5 JURUSAN TADRIS BAHASA INGGRIS IAIN METRO

ABSTRAK

Oleh:

Andi Rahmad Riadi

Penelitian ini membahas tentang imbuhan infleksional dan derivasional pada penulisan deskriptif mahassiswa semsester V jurusan bahasa Inggris IAIN Metro. Tujuan dari penelitian ini adalah (1) Untuk mengetahui berapa macam imbuhan Infleksional dan Derivasional pada Tulisan Deskriptif mahasisiswa semester V Jurusan Bahasa Inggris Iain Metro (2) Untuk Mengetahui Fungsi imbuhan Infleksi dan Derivasional Pada Penulisan Deskriptif Siswa Kelas V Jurusan Bahasa Inggris Iain Metro yang didefinisikan oleh teori Fromkin dan Plag.

Objek penelitian ini adalah penulisan deskriptif siswa kelas V jurusan Bahasa Inggris IAIN Metro. Penelitian ini menggunakan penelitian kualitatif untuk menganalisis data.

Hasil penelitian menunjukkan bahwa peneliti menemukan 242 data. Ada 192 data untuk imbuhan infleksional dan 50 data untuk imbuhan derivational. Jenis infleksional yang peneliti temukan adalah -s (105 data), -es (13 data), -ing (31 data), -ed (34 data), -'s (5 data), -en (1 data),-er (3 data) dan extra- (2 data), internal- (1 data), un- (1 data), dan -ful (3 data), -ous (5 data), -ion (4 data), -er (2 data), -mampu (2 data), -ism (2 data), -ness (1 data), -ally (1 data), -ly (26 data) untuk imbuhan derivational.

Kata Kunci: *Imbuhan, infleksional, derivational, tulisan deskriptif mahasiswa*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: ANDI RAHMAD RIADI
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States that this undergraduate thesis is originally the result of the writer's research. In exception of certain parts which are quoted from bibliographies mentioned.

Metro, June 21, 2022

The Writer

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian sayakecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 21 Juni 2022

Penulis

Andi Rahmad Riadi

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

"Sesungguhnya Allah tidak merubah keadaan sesuatu kaum sehingga mereka merubah keadaan yang ada pada diri mereka sendiri"

(Q.S Ar-Ra'd: 11)

"The Hardest Choices Require the Strongest Wills"

(Andi Rahmad Riadi)

DEDICATION PAGE

With honor, gratitude and love, the researcher would like to dedicate this thesis to:

1. My beloved parents Mr. Sunaryo and Mrs. Jamiyati who always give me support, spirit, prayers, motivation and inspiration.
2. My only beloved older brother Riki Anggara
3. My sponsor Rika Dartiara, M.Pd
4. My lovely friends from class B TBI (JOBI) in academic years 2017, and from Indonesian Moslem Student Movement Rayon PBI, who always support me with their moral values and good advice.
5. All my lecturers in IAIN Metro, thank you.
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7. My beloved Almamater.

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Alhamdulillahi Rabbil ‘aalamiin, praise be to Allah SWT who has given me remarkable blessing and strength so that I could finish this an undergraduate thesis. The title of this undergraduate thesis is “AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO”. Realizing that this an undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude.

Regarding an undergraduate thesis, the researcher offer big thanks to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag.,PIA, Dean of Tarbiyah and Teacher Training Faculty, Dr. Zuhairi, M.Pd, Head of English Education Department, Andianto, M.Pd. May Allah SWT give them his better reward for their spending time to support and guide during the writing process. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Rika Dartiara, M.Pd., may Allah SWT give them reward for supporting and guiding during writing process.

The researcher hope that this thesis will be useful for the readers. However, the researcher realize that this thesis is far from being perfect. The researcher does apologize for all mistakes she has made in writing.

Metro, June 21, 2021

The writer

Andi Rahmad Riadi

St. ID 1701070067

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CHAPTER I

INTRODUCTION

A. Background of Study

Indonesia becomes one of several countries that develop English as a foreign language. In the newest Indonesian education curriculum 2013, English is taught as a subject material that should be learned to start from junior high school up to university. It is proved that learning foreign language in this case English is necessary for Indonesia as the developing country.

In this case, the purpose of teaching foreign language English is to master the four language skills by which learner uses for holding communication with the speaking English people. The four skills are listening, speaking, reading, and writing. To gain four-skill above, we should fulfil the language components such as the knowledge of structure, pronunciation, spelling, and vocabulary but that is not easy. Some students even have some problems in the language component.

Moreover, learning a foreign language means learning vocabulary. It is important to master vocabulary when we learn a foreign language. If we have a lot of vocabulary, it is easier for us to learn and understand the meaning of the new word we learned. According to Napa, vocabulary is one of the components of language and that no language

exists without words.[1] He further explains that there are three main areas in studying vocabulary; they are lexical meaning, contextual clues, and structural analysis.

Furthermore, structural analysis is one of the main, areas in studying vocabulary. Structural analysis itself is analysis that is breaking a word into its element (root, prefix and suffix). Its mean that every word in English has a basic meaning. A word normally begins with a root which perhaps the complete word, or perhaps a part of complete word. To this root may add a prefix (a word – part that appears in front of a root) or a suffix (word – part that appears in the end of a root). When root is added by prefix or suffix it will be a new word formation and sometimes by new meaning. Affixation can change a word's part of speech (*happy vs. unhappy*) or a word's meaning within its part of speech (*dark* vs. *darkness*).

Gleason says "affixes are subsidiary to roots, while roots are the center of such constructions as words".[2] Crowley says "affixes are morphemes that are not free, in that they must always be attached to a root morpheme".[3] There are two kinds of affixes: inflectional and derivational. Basically, affix is a morpheme which is generally attached to the base morpheme, which is either the root or to a stem in order to add to the

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[1] Pieter A. Napa, *Vocabulary Development Skill* (Yogyakarta: Kaniskus, 1991).p. 16

[2] H.A. Gleason, *An Introduction to Descriptive Linguistics* (United State of America, 1980).p.59

[3] Terry Crowley, Lynch John, Siegel Jeff, Piau Julie. *The Design of Language An Introdustion to Descriptive Linguistic* (New Zealand: Long Paul, 1995).p.6

formation of a word. Derivational Affix is something that like English -ness and pre-, or inflectional, such as English plural -s and past tense –ed. From the explanation above we can conclude that affix is a morpheme that is attached to a word stem to form a new word or word from and it make a new meaning to.

There are many ways to develop our writing skills. The researcher suggests that the most important thing to do is to keep writing several times with theme whatever the vocabulary or the structure are false or true. It will improve writing skills through writing experience. In this study, the researcher analyzes The Inflectional and Derivational Affixes on Descriptive Writing of The Students Fifth Grades at English Department of Iain Metro. The researcher purposely uses Descriptive Writing of The Students Fifth Grades at English Department of IAIN METRO because from the descriptive writing, the students will be able to improve their writing skills and their comprehension about inflectional and derivational affixes. Furthermore, the students will be able to write some vocabulary and include inflectional and derivational affixes in the descriptive writing they create. Therefore, by including inflectional and derivational affixes in the assignment they create, students themselves also the readers will comprehend the inflectional and the derivational affixes well.

Based on background above, the researcher aims to conduct in the research untitled “An Analysis Of Inflectional And Derivational Affixes On Descriptive Writing Of The Students Fifth Grades At English

Department Of Iain Metro" the researcher focuses on analyze Inflectional and Derivational Affixes On Descriptive Writing Of The Students Fifth Grades At English Department Of Iain Metro

B. Research Question

Based on the background above, the researcher will analyze a Inflectional and Derivational Affixes on Descriptive Writing Of The Students Fifth Grades At English Department Of Iain Metro. To conduct the analysis, the researcher formulates this following research questions:

1. How many kinds of Inflectional and Derivational Affixes on Descriptive Writing of The Students Fifth Grades At English Department Of Iain Metro?
2. What are the types of those Inflectional and Derivational Affixes on Descriptive Writing of The Students Fifth Grades At English Department Of Iain Metro?

C. Purposes and Benefit of Study

1. Purposes of Study

According to research question above, the purposes of the research are as the following:

a. To know how many kinds of Inflectional and Derivational Affixes on Descriptive Writing Of The Students Fifth Grades At English Department Of Iain Metro

b. To know the types of Inflectional and Derivational Affixes on Descriptive Writing Of The Students Fifth Grades At English Department Of Iain Metro

2. Benefit of Study

a. For the Teacher

For the teacher especially the teacher who taught English, this research might end up an impact on educating the students about the affixes. Furthermore, the teacher can share the knowledge of how to write the descriptive writing well. In inflectional and derivational affixes, many words are formed by adding the prefix, infix, or suffix.

b. For the students

The researcher hopes this research will be useful to learn more about inflectional and derivational affixes especially the examples of inflectional and derivational affixes itself. This study will also be useful as a previous study for students who take a similar field in their research.

c. For the reader

The writer hopes that the reader can enrich their vocabulary through learn about how many new words will create by adding the affixes and they will be able to create some writing significantly.

D. Prior Research

The researcher knows that this research is not the first study in linguistics field. There are some people who have written about linguistics analysis. In this study, the researcher takes previous studies from other studies. There are several researchers has conducted a research that related about this research. First prior research was conducted by QUINNY ADINDA CAHYANI, entitled "A MORPHOLOGICAL ANALYSIS OF DERIVATIONAL AFFIXES USED IN ASSIGNMENTS OF SECOND-SEMESTER STUDENTS' ENGLISH EDUCATION DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR 2020/2021" The objectives of the study are (1) To describe the derivational affixes found in the short story assignments of second semester students' Sentence Based-Writing class English Education Department of IAIN Salatiga. (2) To find out the functions of derivational affixes in the short story assignments of second-semester students' Sentence Based-Writing class English Education Department of IAIN Salatiga. The object of this study was the short story assignments of second-semester students' Sentence Based-Writing class English Education Department of IAIN Salatiga. The findings of the research are: There were types of affixes that the researcher found in the short story assignments, suffixes and the combination between two affixes, prefix + suffix. The suffixes found in the short story assignments are (–ion), (-ful), (-ment), (-er), (-ly), (-ness),(-ence), (-ant), (-al), and (–ity). Meanwhile, the

prefix + suffix found are (un- +-able), (un- + -ly), and (dis- + -ant).The derivational affixes functions consist of verb forming, noun forming, adjective forming, and adverb forming.[4]

The second prior research was conducted by NURUL FADHILAH LUBIS, entitled "ERROR ANALYSIS OF DERIVATIONAL AFFIXES ON ELEVENTH GRADE STUDENTS IN WRITING NARRATIVE AND ANALYTICAL EXPOSITION TEXT". The data of this study is taken from the students' writing narrative and analytical exposition text. The analysis found that there are four classification of errors occured in students' writing; they are omision 10 cases, addition 4 cases, misformation 11 cases and misorder 13 cases. Besides, the class changing is the most derivational errors that contributes 33 cases (86.8%) then followed by class maintaining derivational that contributes 5 cases (13,2%).[5]

The third prior research was conducted by Wahyul Ulya, entitled AN ERROR ANALYSIS ON DERIVATIONAL SUFFIXES IN THE STUDENTS' WRITING ASSIGNMENTS OF ENGLISH TEACHER EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL SURABAYA. The purpose of this research to find out derivative errors in writing student assignments Department of English

[4] Quinny Adinda Cahyani, "*A Morphological Analysis Of Derivational Affixes Used In Assignments Of Second-Semester Students' English Education Department Of Iain Salatiga In The Academic Year 2020/2021"* A Graduating Paper" (Iain Salatiga, 2020).

[5] Nurul Fadhilah Lubis, *"Error Analysis Of Derivational Affixes On Eleventh Grade Students In Writing Narrative And Analytical Exposition Text"* (Medan, State University Of Medan, 2016).

Teacher Education at State Islamic University Sunan Ampel Surabaya. The results showed that all students made mistakes in using derivative suffixes in their writing assignments. The researcher found that there were 133 error words in the form of derivative endings and were grouped into four types, namely nominal suffix errors, verbal suffix errors, adjective suffix errors and adverbial suffix errors. From the results of the analysis, it also shows that the most frequent errors occur in nominal endings with 60 frequencies (45.112%), the second most frequent error is adjective endings with 52 frequencies (39.097%), the third is adverbial endings with 13 frequencies (9.774 %) And the most frequent errors occur in verbal endings with 8 frequencies (6.015%). In other words, the most dominant error occurs in nominal suffixes.[6]

[6] Wahyul Ulya, *"An Error Analysis On Derivational Suffixes In The Students' Writing Assignments Of English Teacher Education Department Of State Islamic University Of Sunan Ampel Surabaya*" (Surabaya, Islamic University Of Sunan Ampel Surabaya, 2017).

CHAPTER II

THOERETICAL REVIEW

A. The Concept of Morphology

1. The Definition of Morphology

Morphology as a part of linguistic study has a lot of definitions from some linguists. According to Godby at. Al. Morphology is the study of the way in which words are constructed out of smaller meaningful units.[7] Another definition of morphology is given by Lieber, he stated morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they are used in sentences. Thus, morphology refers to studies form and structure.[8] Katamba also defined that morphology is the study of the internal structure of word.[9] Then in an Encyclopedia of Language and Linguistics, Brown states that morphology is concerned with the relationship between the form of a word and its meaning.[10]

From the expert explanation above, we can conclude that morphology is one of the fields of linguistics that studied the change of words, both grammatically and semantically such as past tense „–ed"

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[7] Godby, Carol Jean, Rex Wallace, and Catherine Jolley, *"Language Files"* Ohio: Advocate Publishing Group. (1982).p.21

[8] Rochelle Lieber, *Introducing Morphology*, Cambridge Introductions to Language and Linguistics (Cambridge ; New York: Cambridge University Press, 2010).p.2

[9] Francis Katamba, *Morphology* (Basingstoke, England: Macmillan, 1993).p. 3

[10] Keith Brown,*" Encyclopedia of Language and Linguistics"* USA: Elvisier Pargamon. (2002).p.25

in the word looked or plural „–s‟ in the word kites and the word 'real' as adjective become 'really' as adverb. From those examples, morphology can be described as the form and formation of words. So, it focuses on how morphemes function as words that contains basic meaningful elements.

B. The Concept of Morpheme

1. The Definition of Morpheme

Before discussing derivational affixes, it appropriates to explain morpheme firstly. According to Katamba, morpheme is the smallest difference in the shape of word that correlates with the smallest difference in word or sentence meaning or in grammatical structure.[11] Furthermore, Lieber adds that morpheme is the smallest unit of language that has their own meaning.[12] Based on the statement above, the researcher concludes that morpheme is the smallest part of language that construct words.

2. The Type of Morpheme

Morphemes can be categorized as free morpheme and bound morpheme. According to Crowley there are two types of morpheme as below[13]:

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[11] Katamba, *Morphology*.p.24

[12] Lieber, *Introducing Morphology*.p.3

[13] Terry Crowley, ed., *The Design of Language: An Introduction to Descriptive Linguistics* (Auckland: Longman, 1995).p.4

a. Free morpheme

According to Yule free morpheme is a morpheme that can stand alone without any combination of other morpheme.[14] According to Katamba free morpheme is the morpheme that can stand alone, for example: *wipe, head, bracelet*.[15] Based on the statement above we can conclude that morpheme is the one that can stand alone as a word. It doesn't require any more morpheme.

b. Bound Morpheme

According to Yule Bound morpheme is a morpheme that cannot stand alone as a word. Morpheme in English such as -ed "past", -s plural (more than one), re- (again, back) or mis- (wrongly), are called bound morpheme.[16] Lieber adds that bound morpheme come in different varieties. They are prefixes and suffixes; the former are bound morphemes that come before the base of the word, and the latter bound morphemes that come after the base.[17]

Based on the statement above we can conclude that the bound morpheme is a morpheme that cannot stand alone. Bound morpheme come in two positions that is before root of word and after root of words or such as prefix and suffix that is added to the roots of word. It is the same as with the form of affixes that can be

[14] George Yule, *The Study of Language*, 4th ed (Cambridge, UK; New York: Cambridge University Press, 2010).p.60
[15] Katamba, *Morphology*.p.41
[16] Yule, *The Study of Language*.p.60
[17] Lieber, *Introducing Morpholog*.p.33

attach prefix and suffix to the root of word. Bound morphemes are classified into two namely derivational and inflectional morphemes.

C. The Definition of Root, Stem, and Base

According to Katamba morphology is the study of the internal structure of word.[18] Therefore, words have internal structure. In internal structure, the terms, 'root', 'stem' and 'base' should be clarified the distinction between them, because these terms are not always clearly defined in the morphological literature.[19] Therefore, the differences between root, stem, and base are mentioned below

Root is the core of the word. According to Katamba root is the irreducible core of a word, with absolutely nothing else attached to it. The word would not have any meaning without the root. The root can be added affixes either before or after although affixes do not have a lexical meaning on their own, for example in the word walk is a root. It appears in the set of word-forms that is instantiating the lexeme walk such as walk, walks, walking and walked.[20]

Furthermore, Stem is the form root of word that also can be added by only inflection morpheme or stem is the part of the word before being given additional inflectional suffixes such as noun stems Plural cat –s and

[18] Katamba, *Morphology*.p.3

[19] Ingo Plag, *Word-Formation in English*, 5. print, Cambridge Textbooks in Linguistics (Cambridge: Cambridge Univ. Press, 2009).p.13

[20] Katamba, *Morphology*.p.41

worker –s. In the word-form cats, the plural inflectional suffix -s is attached to the simple stem cat, which is a bare root. In the word workers the same inflectional -s suffix comes after a slightly more complex stem consisting of the root work plus the suffix -er which is used to form nouns from verbs. Here work is the root, but worker is the stem to which -s is attached.[21]

The last is base. According to Katamba base is any unit whatsoever to which affixes of any kind can be added. The word 'walk' is also a base, because it can have inflections (walking) and can be turned into different words (walker is a noun). The word 'walker' is also a base, because you can modify it inflectionally.[22]

From the explanation above, we can conclude that all roots are bases but not all bases are roots though, because sometimes the root+ inflection or root+ derivation goes on to take additional changes. The word „walker" is a base, but the root is still "walk". Bases are called stems only in the context of inflectional morphology (-ed, -ing, -s, etc.).

D. The Concept of Affixes

1. The Definition of Affixes

According to Fromkin affixes are bound morpheme that may attach at the beginning, the end, in the middle, or both at the beginning

[21] Katamba, p.45
[22] Katamba, p.45

and the end of a word.[23] Meanwhile, Crowley said that affixes are morphemes that are not free, in that they must always be attached to a root morpheme.[24] Therefore, an affix is a bound morpheme that can be added at the beginning or end of a root word. From the statement above we can conclude that, as affix is a morpheme, affix just only occurs when added to some other morpheme, or morphemes such as root of stem or base, such as the words unhappy and happiness the root of both is happy, and the affix is un- and –ness. Here un- and ness- cannot stand alone, there should be added by root in order to become a word.

2. The Type of Affixes

According to Yule argues that there are three types of affixes. They are prefix, suffix, and third type of affix that is not normally to be found in English, it is infix.[25]

a. Prefix

Prefix is the affixes that can be added to the beginning of a word, such as un- (*unhappy*), pre- (*premeditate, prejudge*), and im- (*Impossible, impatient*)

[23] Victoria Fromkin and Robert Rodman, *An Introduction to Language*, 3rd ed (New York: Holt, Rinehart and Winston, 1983).p.40

[24] Crowley, *The Design of Language*.p.6

[25] Yule, *The Study of Language*.p.55

b. Suffix

Suffix is the affixes that can be added to the end of a word, such as -ing (sleeping, eating, running, climbing), er (singer, performer, reader), -ist (typist, pianist, novelist, linguist), and –ly (manly, sickly, friendly)

c. Inflix

There is a third type of affix that is not normally to be found in English, but fairly common in some other language. This is called an infix. It is an affix which is incorporated inside another word, such as the word Desperate (desper + infix blooming +ate), Kangaroo (kanga + infix bloody + roo).[26]

E. The Concept of Inflectional Affixes

1. The Definition of Inflectional Affixes

According to Plag said that inflectional affixes are some affixes when added to the root or base which do not change the part of speech of the root and they do not create a new word. They only have certain grammatical function.[27] So based on statement above we can conclude that Inflectional affixes is an affix when added to the root or base, it does not change the part of speech and does not create a new word.

[26] Yule.p.56
[27] Plag, *Word-Formation in English*.p.20

2. The Type of Inflectional affixes

Fromkin et al., stated that Inflectional morpheme marks properties such as tense, number, person and forth, such as bound morphemes. It means Inflectional morpheme is a morpheme that describing the tenses, the numbers, the person, etc on the sentence.[28]

According to Sari said that morphemes which serve a purely grammatical function, never creating a different word, but only different form of the same word, are called inflectional morphemes. And English has eight inflectional affixes; all other affixes are derivational. The eight inflectional affixes are listed in the following table, along with the type of root that each one attaches to, and a representative example.[29]

In general, Fromkin et al., (2014:47) divided inflectional morpheme into some types, they are[30]:

Table 1

type inflectional affixes from Fromkin et al.,

Inflectional Affixes	Example
-s third person singular present	She wait-s at home
-ed past tense	She wait-ed at home
-ing progressive	She is eat-ing the donut
-en past participle	Mary has eat-en the donuts

[28] Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, 9. ed (Melbourne]: Wadsworth, Cengage Learning, 2014).p.46

[29] Nirmala Sari, "*An Introduction to Linguistics"* Jakarta: LPTK. (1988).

[30] Fromkin, Rodman, and Hyams, *An Introduction to Language*, 47.

-s plural	She ate the donut-s.
-’s possessive	Dina’s hair is short
-er comparative	Dina has short-er hair than Karin
-est superlative	Dina has the short-est hair

Inflectional has some characteristics. Here are listed four characteristics of inflectional affixes as follow:

a. Do not change meaning or part of speech, such as the words big and bigger are both adjective.
b. Typically indicate syntactic or semantic relations between different words in a sentence, such as the present tense morphemes –s in waits shows agreement with the subject of the verb (both are third person singular)
c. Typically occur with all members of some large class of morphemes, such as the plural morphemes –s occurs with most nouns.
d. Typically occur at the margin of word, such as the plural morphemes –s always come last in a word, as in babysitters or rationalizations.

F. The Concept of Derivational Affixes

1. The Definition of Derivation Affixes

Derivational affixes are the affixes that change the class of root or base.[31] Another opinion Finnegan said that derivational morphemes produce new word from existing word in two ways. They can change the meaning of the words such as the word „true versus untrue‟ and „paint versus repaint‟ or they can change a words lexical category such as the words true is an adjective, truly an adverb, truth a noun.[32]

The derivation will list various processes whereby new words are from existing words (or roots), adjective from nouns (seasonal from season), nouns from verbs (singer from sing), adjectives from verbs (acceptable from accept) and so on.[33] Mostly, the derivational morphemes are affixes. An affix is a morpheme which only occurs when attached to some other morpheme or morpheme such as a root or stem or base.[34] On the other said affixes are morphemes that cannot stand alone or bound morphemes.

Not all affixes change the lexical category of words. Adding the bound morphemes like dis-, re- and un- (disagree, reload, and

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[31] Rachmadie, "*Buku Materi Pokok Vocabulary".*p.23

[32] Edward Finegan, *Language: Its Structure and Use*, 4th ed (Boston, Mass: Thomson Wadsworth, 2004).p.43

[33] John Lyons, *Introduction to Theoretical Linguistics*, Repr (Cambridge: Cambridge Univ. Press, 1995).p.195.

[34] Katamba, *Morphology*, 44.

unsatisfied) to a verb changes the meaning not the lexical category. For example, agree and disagree are both verbs, as are paint and repaint, favourable and unfavourable are both adjectives.

2. The Characteristic of Derivational Affixes

Derivational affixes serve as an important means by which new words may be created in English. According to Rachmadie, derivational affixes have any characteristics, just below:

a. The words with which derivational suffixes combine are an arbitrary matter. To make a noun from the verb adorn we must add the suffix –ment and no other suffix will do, whereas the verb fail combines only with –ure to make a noun failure. Yet the employ may use the different suffixes –ment, -er, -ee to make three nouns with different meaning (employment, employer, employee).
b. In many cases, but not all, derivational suffixes change the part of speech of the word to which it is added. The noun "act" becomes an adjective by addition of –ive, and to the adjective "active" we could add – ate, making it verb "activate".
c. Derivational suffixes usually do not close off a word, that is after a derivational suffix you can sometimes add another derivational suffix and next, if required. For example, to the word fertilizer.[35]

[35] Rachmadie, "*Buku Materi Pokok Vocabulary"*.p.23

3. The Category of Derivational Affixes

According to Lieber, derivational affixes are formed from other words by means of affixation. Commonly English content words consist of nouns, verbs, adjective and adverbs with original base words or sometimes a new word which following by one or more affixes. Affixation is built up words by adding affixes to main component of the words. Depending on whether affix is attached to the beginning (prefixes) or the end (suffixes) of the words.[36]

a. Derivational Prefix

Derivational prefixes are not usually change the words class of the stems or the base words, but it is added to make a new word with the same word class and different meaning such as un-, pre-, dis-, etc. According to Plag English prefixes can be classified, by considering their semantic meanings, into four groups:

1) A group that quantify over their base words meaning, for example:

Table 2

Example of A group that quantify over their base word meaning

Prefix	Meaning	Derived word
uni-	"one"	unilateral and unification

[36] Lieber, *Introducing Morphology*.p.35

bi- and di-	“twice or two”	bilateral, disyllabic and intransitive
multi- and poly-	“many”	multi-purpose, multi-lateral, polysyllabic and polyclinic
semi-	“half”	semi-conscious
Omni-	“all”	omnipotent
micro-	“small”	micro-surgical and microwave
macro-	“large”	macroeconomics
hyper- and over-	“to excess”	Hyperactive and overestimate

2) A group that consists of a number of locative prefixes

Example:

a) Navigate (verb) ⟶ Circumnavigate (verb)

b) Balance (noun) ⟶ Counterbalance (noun)

Such as circum- means “around” (e.g. circumnavigate, circumscribe, etc.), counter- means “against” (e.g. counterbalance and counterexample), endo- means “internal to X” (e.g. endocentric and endocrinology), epi means “on or over” (e.g. epiglottis and epicentral), inter- means “between” (e.g. interbreed), intra- means “inside” (e.g. intramuscular), para- means “along with” (e.g. paramedic, paranormal, etc.), retro means “back or

backwards" (e.g. retroflex), trans- means "across" (e.g. transcontinental, transmigrate, etc.)

3) The third group is temporal prefixes expressing notions

Example:

a) Date (noun) ⟶ Antedate (verb)

b) Classic (adjective) ⟶ Neoclassic (adj)

Like "before" (ante-, pre-, and fore-, as in antedate, preconcert, foresee), "after" (post-, as in poststructuralism, postmodern, postmodify, etc.), or "new" (neo-, as in neoclassic)

4) The last group consists prefixes which express negation.

Example:

a) Assemble (verb) ⟶ Disassemble (verb)

b) Sexual (adjective) ⟶ Asexual (adjective)

a(n)-, his suffix occurs only in Latinate adjectives. Its meaning can either be paraphrased as "without what is referred to by the nominal base", as in achromatic and asexual.

Anti-, this prefix can express "against or opposing" like adjectives (e.g. anti-war, an anti-freeze liquid, etc.) and expresses "the opposite of an X" or "not having the proper characteristics of an X" as in anti-hero. Then, Dis-, it has meaning closely related to un-, and de-, for example, disassemble, disassociate, discharge, etc.

There are also some prefixes which are do not fit into any of the four groups, such as prefix in-, this prefix is found with Latinate adjectives and the general negative meaning is “not” such the word, inactive, intolerable, implausible, illegal, irregular, etc. Prefix un-, adjective or noun un- is used to denote a reversative or privative means “remove X” (as in unwrap), denote “absence of X” (e.g. unbelief)[37] For the example:

a) Belief (noun) ⟶ Unbelief (noun)
b) Wrap (verb) ⟶ Unwrap (verb)
c) Active (adj) ⟶ Inactive (adj)
d) Legal (adj) ⟶ Illegal (adj)

b. Derivational Suffix

Commonly the derivational suffixes change the meaning and the word class of the base words. There four terms of derivational suffixes, they are noun-suffixes, adjectives-suffixes, verb-suffixes and adverb-suffixes.

1) Noun –suffixes

Noun –suffixes or Nominal suffix is a suffix which is added at the end of the base and changes the base into noun. In other word, the suffix is placed in the end of the base and from this combination produces a new lexeme. In English, there are

[37] Plag, *Word-Formation in English*.p.123–127

some suffixes that can be used in forming nouns from verb and adjective base form. They are mentioned on the table below.

Table 3

Example of Nominal Suffixes

Original Word Class	Suffix	Base Word	Derived Word
Verb	-ation	Explain	Explanation
	-ion	Predict	Prediction
	-ure	Close	Closure
	-al	Refuse	Refusal
	-er/-or	Sing	Singer
	-ment	Develop	Development
	-age	Marry	Marriage
	-ance	Perform	Performance
	-ant	Account	Accountant
	-ness	forgive	forgiveness
Adjective	-cy	Excellent	Excellency
	-ness	Happy	Happiness
	-y	Jealous	Jealousy
	-dom	Free	Freedom
	-th	Warm	Warmth
	-ity	Specific	Specificity
Noun	-ship	Friend	Friendship
	-hood	Mother	Motherhood
	-ity	Human	Humanity
	-let	Book	Booklet
	-ist	Economy	Economist
	-ian	History	Historian

Note: Suffix –al has two functions, to form noun from verb base and to form adjectives from noun base. Suffix –ness also has two functions, to form noun from verb and to form adjective from noun

2) Verb-Suffixes

Verbal suffix or verb –suffixes is a suffix which is added at the end of the base and changes the base into verb. In English, there are five types of suffixes that belong to suffixes forming verb. They are suffix –ify, suffix –ize, suffix –en, suffix –ate and suffix –ish.

Table 4

Example of Verbal Suffixes

Original Word Class	Suffix	Base word	Derived Word
Adjective	-ify	Pure	Purify
	-ise/-ize	Hospital	Hospitalize
	-en	White	Whiten
	-ate	Vaccine	Vaccinate
	-ish	Brand	Brandish
Noun	-en	Sweet	Sweeten

Note: Suffix –en has two functions, to form verb from adjectives and to form adjective from noun base.

3) Adjective-Suffixes

Adjectival suffix or adjective –suffixes is a suffix which is added at the end of the base and changes the base into adjective. It is the same with other suffix because it changes the

words meaning and part of speech. In English, there are some suffixes that can be form adjectives such as in the following.

Table 5

Example of Adjectival Suffixes

Original Word Class	Suffix	Base Word	Derived Word
Noun	*-ish*	Child	Childish
	-ous	Danger	Dangerous
	-en	Wood	Wooden
	-ful	Health	Healthful
	-Ic	Alcohol	Alcoholic
	-less	Home	Homeless
	-al	Person	Personal
	-esque	Picture	Picturesque
	-ary	Legend	Legendary
	-y	Rain	Rainy
Verb	-able	Read	Readable
	-ive	Create	Creative

Note: Suffix–y also has two functions, to form noun from verbs or adjectives base and to forms adjectives from noun bases.

4) Adverb-Suffixes

Adverbial suffix or adverb –suffixes is a suffix which is added at the end of the base and changes the base into adverb. The main derivational suffixes in forming adverb are –ly, -wise, –ward(s) and –ways. The example of those suffixes can be seen in the following table below.

Table 6

Example of Adverbial Suffixes

Original Word Class	Suffix	Base Word	Derived Word
Adjective	-ly/-y	Slow	Slowly
Noun	-wise -ward -ways	Length Back Side	Lengthwise Backward Sideways

Based on the table above, the adverbial suffix can be formed from adjective and noun word class. The suffix that can form adverb from adjective word class is only –ly.[38]

G. The Concept of Writing

1. The Definition of Writing

Writing is an activity which used by the researcher to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the researcher written. According to Brown, he states that "writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive".[39]

[38] Plag, p.103–123

[39] H. Douglas Brown, *Teaching by Principle; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

Moreover, Susan says that “learning to write is seen as a natural process supported by the teacher who creates a motivating working context with real purposes and audiences”.[40]

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone’s through and feeling. It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

Through this skill, the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

Furthermore, Harmer says that “ writing as a skill, is basic language skill just as important as speaking, listening, and reading”.[41] The researcher aims that the beautiful written need the knowledge which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, and punctuation.

Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader can understand the meaning.

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[40] Susan Brindley, ed., *Teaching English* (London; New York: Routledge, 1993), P.172.

[41] Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, 13. impr (Harlow: Longman, Pearson Education, 2004), P.79.

2. The Process of Writing

According to Jhonson, he says that "the process of writing are divided into five steps",[42] there are as follows:

a. Prewriting

This step is used to generate ideas. Listing, brainstorming, outlining, and silent thinking are all ways to generate ideas.

b. Drafting

Drafting is the researcher's first attempt to capture ideas on paper as the selection of a subject and organizing the information about the subject. Also, it is used as the connection among those clusters.

c. Revising

This step is the heart of the writing process. After it has completed the preliminary draft, it needs to stand back of the text and evaluates the choices to create a piece of writing.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. If researchers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers.

[42] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (Lanham, Md: Rowman & Littlefield Education, 2008),P. 179.

e. Publishing and sharing

This step is where students' writing would be shared with their friends, and also at this time the writing becomes real and alive.

3. Types of Writing

There are several kinds or types of writing. According to Harmer, he says that "the types of writing we get students to do, will depend on their age, interest, and level".[43] Here are the following types:

a. Narrative

A narrative is a text that tells a story. Narrative are generally imaginative but can be based on real events. It can be variety of form, such as short stories, myths, poems, and fairytales.[44]

b. Description

A descriptive text tells about a certain topic or story. It gives readers the ability to vividly imagine the situation or scene and feel as if they are experiencing it firsthand. To write descriptive text the researcher can could choose a person, place,

[43] Harmer, *How to Teach English*, 80.
[44] Maureen Hyland, *Writing Text Types: A Practical Journey*, 2010, iii.

event, object, or experience and describe it throughly using many sensory details.

c. Exposition

An exposition aims to present ideas in the form of a logical argument, encouraging the reader to agree with the researcher on the particular issue being addressed.[45]

d. Argumentation

An argumentative text makes a claim and then gives examples and evidence to prove that point. You can begin writing an argumentative text by deciding on a topic such as something about belief, idea, or controversial issue. Then, do research to obtain detailed information. The information can be statistics, stories, examples, observances, and other facts. Use the information throughout the text to argue the point and convince the reader.

H. The Concept of Descriptive Writing

1. The Definition of Descriptive Writing

Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. According to Barbara, she said that "Description adds an important dimension to our lives because it moves our

[45] *Ibid*, p. iv

emotion and expands our experience".[46] In addition to informing and interesting other, description adds to enjoyment of life.

In other words, descriptive text may come in any forms, such as text books, encyclopaedia, or essay test answers. Descriptive text is the type of text that consists of two main parts, there are identification and description;

a. Identification

It identifies a particular person, place, or thing to be described. The identification can be in the form of definition.

b. Description

It contains subtopics. They describe parts, qualities, and characteristics. [47] It means that descriptive text is able to provide detail information about the particular thing in order to make the readers understand what the researcher means.

Furthermore, descriptive text talks about one specific thing, person or place by mentioning its characters, parts, quantities, or qualities. The subject being described is explained as clearly as possible so that the reader or listener are able to see or image the subject in their mind clearly as the author sees in his/hers.

[46] Barbara Fine Clouse, *The Student Writer*, 9th ed (Dubuque, Iowa: McGraw-Hill, 2013), p.142.

[47] Th. M. Sudarwati And Eudia Grace, *Look Ahead*, (Jakarta: Erlangga, 2007), p. 172

2. The Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. So, the purpose of descriptive writing clearly describes a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.

As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Table 7

Purpose of Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom.
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much.
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in.
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one.

To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit.
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps researchers share their perceptions.

3. The Language Features and Structure of Descriptive Text

The generic structures of a description are as follows:

a. Identification : identifies the phenomenon to be described.
b. Description : describes features in order of importance:
    1) Parts/ things (physical appearance)
    2) Qualities (degree of beauty, excellence, or worth/ value)
    3) Other characteristics (prominent aspects that are unique).[48]

The generic features of a description are as follows:

1) Verb in the present tense.
2) Adjective to describe the features of the subject.

[48] Marsilah, *Metode Cling Bahasa Inggris*, (Yogyakarta: Pustaka Widyatama, 2014), p. 72

3) Topic sentences to begin paragraphs and organize the various aspects of the description[49]

The language features in descriptive text are[50]:

a. The use of adjectives and compound adjectives.

   Examples:

   1) A five hundred seated football stadium.
   2) A beautiful ancient Roman opera house.

b. The use of linking verbs and action verbs.

   Examples:

   1) The temple is so magnificent.
   2) The temple consists of five terraces.

c. The use of simple present tense.

   Examples:

   1) The museum houses hundreds of Greek statues.

d. The use of degree of comparison.

   Examples:

   1) The weather in Jakarta is hotter than Bandung.
   2) Bogor has the same weather as Ungaran.

[49] Mark Anderson and Kathy Anderson, *Text Types in English 3* (South Yarra, Vic.: Macmillan, 2003), p.26.

[50] *Ibid*, p. 73

CHAPTER III

RESEARCH METHOD

A. The Type and The Characteristics of Research

In this research, the researcher decides to use qualitative research. The Researcher will use qualitative research to identify, describe, analyze and classify various types of Inflectional and Derivational Affixes On Descriptive Writing Of The Students Fifth Grades At English Department Of Iain Metro. According to Dornyei, qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is the analyzed primarily by non-statistical methods.[51] It means that qualitative research is a research that produces descriptive data, speech or word and behavior that can be observed by the subject itself.

Furthermore, this research is designed as descriptive qualitative. This research is accumulation of basic data in descriptive way, not explains about correlation or hypothesis testing. According to Creswell, there are some Characteristic of qualitative research, as follows:[52]

1. Exploring a problem and developing a detailed understanding a central phenomenon.

[51] Zoltán Dörnyei, *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*, Oxford Applied Linguistics (Oxford ; New York, N.Y: Oxford University Press, 2007).p.24

[52]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 2nd ed (Thousand Oaks, Calif: Sage Publications, 2003).p.185.

2. Having the literature review play a minor role but justifies the problem.
3. Stating the purpose and research questions in a general and Broadway as to the participant experiences.
4. Collecting data based on words from a small number of individuals so that the participants' views are obtained.
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings.
6. Writing the report using flexible, emerging structures and evaluate criteria, and including the researchers' subjective reflexivity and bias.

Based on the explanation above, the researcher investigation will use a descriptive qualitative research in order to describe and interpret the data or the result.

B. Data Resource

Data takes an important part of the research without the data the researcher will get nothing. For gathering the data, the researcher will use two different kinds of data sources, namely:

1. Primary Sources are original documents, relics, remains, or articles that collected for the first time by the researcher. It means that when the researcher gets the data through object directly so it is called primary sources. In this research, the researcher will get the data from The Students Fifth Semester Descriptive Writing at English Department Of Iain Metro

2. Secondary sources are the data resource that provided the data to researcher indirectly. It means that when the data which gotten not directly from the object but from another resources. The researcher uses it to support and complete her data. In this research, the secondary source can be taken from books, articles in encyclopaedia or in the internet and review of research and so on.

C. Data Collection Technique

There are many ways to collect the data, some data collecting method that can be used for the qualitative method such as observation, interview, documents and audio and visual material. The technique that will be used by the researcher will use observation and documentation technique for collecting data research:

1. Observation

Observation is an activity to collect the data by concerning in observing and remembering the object of the research. In order to get the qualified data, the researcher utilized the step in doing the observations.

Based on the theory from rachmadie's, sari's, and plag's about types of inflectional and derivational affixes, the researcher provided a table to classified the data. The table can be seen below:

a. Inflectional Affixes Rubric

Table 8

the table for classified the data

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s	2	She work**s** to hard
Total			2	

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Noun maker	-ion	2	The school have good education
Total			2	

2. Documentation

Documentation is a way that used a written source such as public documentation (such as: magazines, official report, newspaper) or private documentation (such as: journal, diaries, letters, email and blog).

D. Data Analysis Technique

There are three flows of activity to analyze the qualitative data that will be used by the researcher: (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

The flow will be explained, as follows:

1. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.
2. The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.
3. The third flow of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions.[53]

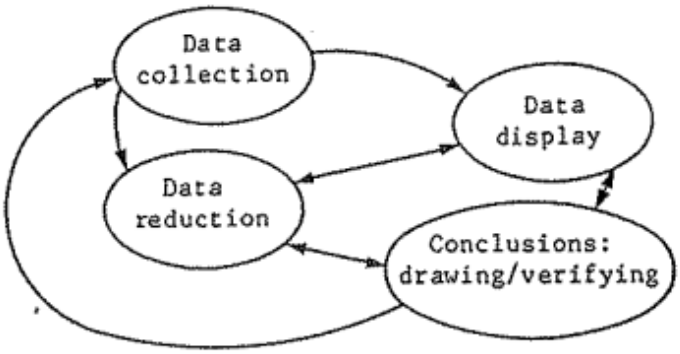


Figure 1. Components of Data Analysis: Interactive Model

Therefore, it can be inferred that the researcher is going to simplify the data after data collecting and display the data and drawing the conclusion of the data. The result will be shown in table to make it simple.

[53] Matthew B. Miles and A. M. Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed (Thousand Oaks: Sage Publications, 1994), 10–12.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings of The Research

In this chapter, the researcher deals with analysis and interpretation of field data. The field data is taken from the students fifth grades at English department of IAIN METRO in their final examination of morphology subject google form. Based on the theory from Fromkin et al., and plag's about types of inflectional and derivational affixes, the researcher provided the data and table as the results of data analysis on the student descriptive writing fifth grade English department of IAIN Metro. the data and table can see below:

Data 1

For data 1 is written by Fadiah Elbas (1901051024)

Kang Daniel

I was also ***carried*** away. I have one of my favourite ***artists*** in South Korea. He was ***named*** Kang Daniel. He is an artist who ***successfully debuted*** in a survival show in Korea to become a boy group.

Kang Daniel was ***ranked*** number one in the event due to his charm and face that could appeal to women of all ***ages***. In addition, Kang Daniel, who ***occupies*** dance and rap ***positions***, also has ***extraordinary*** body ***proportions***.

He ***managed*** to attract a lot of attention. In the middle of the wave of kpop that hit almost many Indonesian ***youths***.

We can see the affixation below.

Table 9

The table of inflectional affixes from data 1

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s	5	- I have one of my favorite ***artists*** in South Korea. - face that could appeal to women of all ***ages*** - who occupies dance and rap ***positions*** - In the middle of the wave of kpop that hit almost many Indonesian ***youths*** - also has extraordinary body ***proportions***.
2	Third singular verb maker	-es	1	In addition, Kang Daniel, who ***occupies*** dance
3	Tenses maker	-ed	5	- He is an artist who successfully ***debuted*** in a survival show - He ***managed*** to attract a lot of attention - Kang Daniel was ***ranked*** number one - I was also ***carried*** away - He was ***named*** Kang Daniel
Total			11	

Table 10

The table of derivational affixes from data 1

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adjective maker	Extra-	1	also has ***extraordinary*** body proportions
2	Adverb maker	-ly	1	He is an artist who ***successfully*** debuted
Total			2	

Based on the table above, it shows that 3 types inflectional and 2 types derivational affixes that appear in the data. That are plural form (-s) with 5 data, third singular verb maker (-es) with 1 data, tense maker (-ed) with 5 data for inflectional and adverb maker (-ly) 1 data, adjective maker (extra-) 1 data. Total data that appear are 13 data. From the data above, we can see the function of inflectional derivational affixes. For the example, the word “artists” have root “artist” then added by suffix -s as a plural form maker and the word “extraordinary” have root “ordinary” (Adjective) then added by prefix extra- as adverb maker.

Data 2

For data 2 is written Berlina Ayu Lestari (1901051014)

Cats

Cats are a kind of creature ***Carnivorous*** warm-***blooded*** ***animals*** from out of Felidae. ***Practically*** in each nation ***knows***.

Cats have been known ***starting*** around 6000 years prior. In any event, as ***indicated*** by ***archaeologist's*** information, the ***Egyptians*** had known cats to avoid upsetting mice. Cats have actual ***attributes*** like ***tigers***. Furthermore, both meat ***eaters***. ***Felines*** in this world have different ***sorts***. The Felidae bunch is a warm-blooded creature that ***grows*** rapid***ly***. Information ***says*** the turn of ***events*** or presence of felines has ***existed*** from 10 to 15 million ***years*** prior.

Like ***bunnies***, ***tigers***, ***lions*** and cougar, cats have ***ears*** that can catch ***vibrations*** and sound from a distance of 10 ***meters*** more. The cat was first ***named*** Felis Catus via Carousl Linnaeus.

Wild cats will live ***fiercely***. As of ***recently,*** the kind of cat that is ***exchanged*** is just race cats and ***surprisingly explicitly reared***.

We can see the affixation below.

Table 11

The table of inflectional affixes from data 2

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s	14	- ***Cats*** are a kind of creature Carnivorous - Cats are a kind of creature Carnivorous warm-blooded ***animals*** from out of Felidae - the ***Egyptians*** had known cats - Cats have actual ***attributes*** like ***tigers***

				- Furthermore, both meat ***eaters*** - ***Felines*** in this world have different sorts - presence of felines has existed from 10 to 15 million ***years*** prior - Like ***bunnies***, ***tigers***, ***lions*** and cougar - cats have ***ears*** that can catch ***vibrations*** and sound from a distance of 10 ***meters*** more - Information ***says*** the turn of ***events*** or presence of felines has existed from 10 to 15 million years prior
2	Third singular verb maker	-s	4	- Practically in each nation ***knows*** and has cats. - in this world have different ***sorts*** - Information ***says*** the turn of events - warm-blooded creature that ***grows***
3	Tenses maker	-ed, -ing	7	- presence of felines has ***existed*** from 10 to 15 million years prior. - Cats have been known ***starting*** around 6000 years prior - Cats are a kind of creature Carnivorous warm-***blooded animals*** - In any event, as ***indicated*** - ***exchanged*** is just race cats - explicitly ***reared***. - The cat was first ***named*** Felis Catus - creature that grows ***rapidly***
4	Possession	-s’	1	In any event, as indicated by

	maker			***archeologists'*** information
Total			26	

Table 12

The table of derivational affixes from data 2

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adjective maker	-ous	1	Cats are a kind of creature ***Carnivorous***
2	Adverb maker	-ly	6	- Wild cats will live ***fiercely*** - ***Practically*** in each nation - just race cats and ***surprisingly explicitly*** reared - As of ***recently***
3	Noun maker	-er	1	Furthermore, both meat ***eaters***
Total			8	

Based on the table above, it shows that 4 types inflectional and 3 types derivational affixes that appear in the data. That are plural form (-s) with 14 data, third singular verb maker (-es) with 4 data, tense maker (-ed, -ing) with 7 data, possession maker (-s') 1 data for inflectional and adverb maker (-ly) 6 data, adjective maker (-ous) 1 data, noun maker (-er) 1 data. Total data that appear are 8 data. From the data above, we can see the function of inflectional derivational affixes. For the example, the word "cats" have root "cat" then added by suffix -s as a plural form maker and the word "eaters" have root "eat" (verb) then added by suffix -er as noun maker.

Data 3

For the data 3 is written by Salma Salsabila Hermayani (1901050033)

My Cat

At home there is a Himalayan cat ***named*** Lily. Lily has a pretty ***spoiled*** nature. He really ***likes*** being ***touched gently*** while ***sleeping*** on my lap. One of Lily's ***habits*** is to always greet me. I ***opened*** the door. Then he ***immediately followed*** me. Because every day, I have to study hard so I ***immediately*** lay in bed after ***coming*** home. Lily once ***accompanies*** me when I sleep. I also never forget to stroke his head. Sometimes we both ***accidentally*** fall asleep late into the night. In addition to really ***liking*** to be around me, Lily has a hobby of ***eating***. ***Lily's*** portion of food was even ***bigger*** than mine. Lily also really ***likes*** milk. ***Unfortunately***, I ***mostly*** give him ***packaged*** food. I did this just to keep ***expenses*** down. So only ***occasionally*** do I feed him fish. When Lily ***eats*** fish, she eats very ***voraciously***. As for milk, I give it ***regularly***. Lily's nose is very snub, even her nose is ***barely*** visible and ***disguised***. Lily was a gift from my dad for my ***sister's*** 10th birthday. At first I didn't like the gift, but after ***getting*** to know all of Lily's ***qualities***. He is ***actually*** a quiet cat and does not act much.

We can see the affixation below.

Table 13

The table of inflectional affixes from data 3

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s, -es	2	- I did this just to keep ***expense<u>s</u>*** down - but after getting to know all of Lily's ***quantitie<u>s</u>***
2	Third singular verb maker	-s, -es	4	- When Lily ***eat<u>s</u>*** fish - He really ***like<u>s</u>*** being touched gently - One of Lily's ***habit<u>s</u>*** is to always greet me - Lily once ***accompanie<u>s</u>*** me when I sleep
3	Tenses maker	-ed, -ing	12	- Himalayan cat ***name<u>d</u>*** Lily - Lily has a pretty ***spoile<u>d</u>*** nature - He really likes being ***touche<u>d</u>*** gently while sleeping on my lap - I ***opene<u>d</u>*** the door - Then he immediately ***followe<u>d</u>*** me - lay in bed after ***comin<u>g</u>*** home - In addition to really ***likin<u>g</u>*** to be around me - Lily has a hobby of ***eatin<u>g</u>*** - I mostly give him ***packaged*** - her nose is barely visible and ***disguised*** - but after ***gettin<u>g</u>*** to know all of Lily's qualities
4	Possession maker	-‘s	2	- ***Lily's*** character is not too wild - my ***sister's*** 10th birthday
5	Comparative maker	-er	1	Lily's portion of food was even ***bigge<u>r</u>*** than mine
Total			21	

Table 14

The table of derivational affixes from data 3

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adverb maker	-ly, -ally	11	- she eats very ***voraciously*** - ***gently*** while sleeping on my lap - Then he ***immediately*** - Sometimes we both ***accidentally*** fall asleep - He is ***actually*** a quiet cat - As for milk, I give it ***regularly*** - ***Unfortunately***, I mostly give him - So only ***occasionally*** do I feed him fish - even her nose is ***barely*** - she eats very ***voraciously*** - I ***mostly*** give him
Total			11	

Based on the table above, it shows that 5 types inflectional and 1 type derivational affixes that appear in the data. That are plural form (-es, -s) with 2 data, third singular verb maker (-es, -s) with 4 data, tense maker (-ed, -ing) with 11 data, possession maker (-s') 2 data, comparative maker (-er) 1 data for inflectional and adverb maker (-ly) 11 data. Total data that appear are 21 data. From the data above, we can see the function of inflectional derivational affixes. For the example, the word "bigger" have root "big" then added by suffix -er as a comparative maker and the word "voraciously" have root "voracious" (adjective) then added by suffix -ly as adverb maker.

Data 4

For the data 4 is written by Fahri Ramadhan (1901052014)

The Polar Bear

The Polar Bear is ***distinguished*** for his ***tremendous*** ferocity. They are very ***numerous*** in the polar ***seas***. There it is seen not only on land and ***fixed*** ice, but on ***floating*** ice several ***leagues*** out at sea.

At sea, the food of this animal is fish, ***seals***, of ***whales***; on land, it ***preys*** upon deer and other ***animals***, and will, like the Black Bear, eat many ***kinds*** of ***berries***. In winter, it ***beds*** itself ***deeply*** under the snow or ***eminences*** of ice, and ***awaits***. The Black Bear ***lives*** in the ***woods*** of the United States.

We can see the affixation below.

Table 15

The table of inflectional affixes from data 4

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s, -es	11	- They are very numerous in the polar ***seas*** - ice several ***leagues*** out at sea - the food of this animal is fish, ***seals***, of ***whales*** - upon deer and other ***animals*** - it ***preys*** upon deer - eat many ***kinds*** of ***berries***

				- In winter, it ***beds*** itself - under the snow or ***eminences*** of ice - The Black Bear lives in the ***woods***
2	Third singular verb maker	-s	2	- but ***lives*** very much like the Polar bear. - under the snow or eminences of ice, and ***awaits***
3	Tenses maker	-ed, -ing	3	- The Polar Bear is ***distinguished*** for his tremendous ferocity - There it is seen not only on land and ***fixed*** - but on ***floating*** ice several
Total			16	

Table 16

The table of derivational affixes from data 4

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adjective maker	-ous	1	They are very ***numerous*** in the polar seas.
2	Adverb maker	-ly	1	it beds itself ***deeply*** under the snow or eminences of ice
Total			2	

Based on the table above, it shows that 3 types inflectional and 2 types derivational affixes that appear in the data. That are plural form (-es, -s) with 11 data, third singular verb maker (-es, -s) with 2 data, tense maker (-ed, -ing) with 3 data and adverb maker (-ly) 1 data, adjective maker (-ous) 1 data. Total data that appear are 18 data. From the data

above, we can see the function of inflectional derivational affixes. For the example, the word “seas” have root “sea” then added by suffix -s as a plural form maker and the word “numerous” have root “number” (adjective) then added by suffix -ous as adjective maker.

Data 5

For the data 5 is written by Resti Vionika (1901050032**)**

My favourite shoes

I always fall in love with badminton ***shoes***. I ***finally*** got one from my father when we were in bandung two ***years*** ago. The shoes has white shoelace and two ***strips*** binding the eye stay of the shoes. It is very soft and ***comfortable***.

We can see the affixation below

Table 17

The table of inflectional affixes from data 5

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s	3	- I always fall in love with badminton ***shoes***. - we were in bandung two ***years*** ago - two ***strips*** binding the eye stay of the shoes
Total			3	

Table 18

The table of derivational affixes from data 5

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adjective maker	-able	1	It is very soft and ***comfortable***
2	Adverb maker	-ly	1	I ***finally*** got one from my father
Total			2	

Based on the table above, it shows that 1 type inflectional and 2 type derivational affixes that appear in the data. That are plural form (-es, -s) with 3 data, and adjective maker (-able) 1 data, adverb maker (-ly) 1 data. Total data that appear are 5 data. From the data above, we can see the function of inflectional derivational affixes. For the example, the word “shoes” have root “shoe” then added by suffix -s as a plural form maker and the word “comfortable” have root “comfort” (noun) then added by suffix -able as adjective maker.

Data 6

For the data 6 is written by Lilis Setiawati (1901051036)

Indonesia

Indonesia is the only place where I feel ***comfortable standing*** and ***living***. Indonesia, as I understand it is an archipelago with ***approximately*** 17,000 ***islands***. It is the ***world's*** fourth most ***populated*** country, with 33 ***provinces*** and about 230 million population, include me.

I've been ***standing*** here for ***years***, ***wasting*** my time instead of ***working*** hard. This country, ***especially*** the nation main city, Jakarta, where I fell in love.

Jakarta isn't the only gorgeous city in Indonesia. I have yet to visit ***numerous*** tourist spot in Indonesia. Many ***visitors*** from other ***countries*** regard Bali as their own country, separate from Indonesia. Many ***tourists*** are aware. Aside from Bali, there are two other ***sites***. the coral ***reefs*** of Raja Ampat, which are still very well ***preserved***.

Papua New Guinea, East Timor, and Malaysia share land ***boundaries*** with the country, however there are no heart ***borders*** with Indonesia. Singapore, the Philippines, Australia, and the Indian region of the Andaman and Nicobar ***Islands*** are all known as Indonesia ***neighbours***.

Indonesia's islands have ***provided*** me with a diverse set of ***friends*** from ethnic, cultural, and ***religious backgrounds***. The Javanese are the most large and ***powerful*** ethnic. Because of ***nationalism***, my friends and I will always gather together to share our ***shared*** identity, which is ***defined*** by a national language, ethnic variety, and religious ***pluralism*** within a Muslim majority.

Indonesia ***contains***.enormous ***tracts*** of wild***ness*** that maintain the world's second great level of biodiversity, despite its large population and densely inhabited ***regions***. Despite the ***country's*** abundant natural rich, poverty ***remains*** rampant.

We can see the affixation below

Table 19

The table of inflectional affixes from data 6

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s, -es	17	- Many ***visitors*** from other ***countries*** regard Bali - is an archipelago with approximately 17,000 ***islands*** - with 33 ***provinces*** - I've been standing here for ***years*** - Many ***tourists*** are aware - there are two other ***sites***. the coral ***reefs*** - Malaysia share land ***boundaries*** - there are no heart ***borders*** - Nicobar Islands are all known as Indonesia ***neighbours*** - with a diverse set of ***friends*** - from ethnic, cultural, and religious ***backgrounds*** - Indonesia ***contains,*** enormous ***tracts*** - densely inhabited ***regions*** - poverty ***remains*** rampant
2	Tenses maker	-ed, -ing	9	- I feel comfortable ***standing*** - and ***living*** - fourth most ***populated*** country - ***wasting*** my time instead

				of ***work<u>ing</u>*** hard - which are still very well ***preserv<u>ed</u>*** - Indonesia's islands have ***provid<u>ed</u>*** me - to share our ***shar<u>ed</u>*** identity, which is ***defin<u>ed</u>*** by a national language
3	Possession maker	-‘s	2	especially the ***nation<u>'s</u>*** main city
Total			28	

Table 20

The table of derivational affixes from data 6

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adjective maker	-able, -ous, -ful	4	***-religi<u>ous</u>*** pluralism within a Muslim majority - I have yet to visit ***numer<u>ous</u>*** tourist spot - The Javanese are the most large and ***power<u>ful</u>*** ethnic
2	Adverb maker	-ly	2	-it is an archipelago with ***approximate<u>ly</u>*** 17,000 islands - This country, ***especiall<u>y</u>*** the nation main city
3	Noun maker	-ness, -ism	3	-religious ***pluralis<u>m</u>*** within a Muslim majority -Indonesia contains enormous tracts of wild***<u>ness</u>***
Total			9	

Based on the table above, it shows that 3 types inflectional and 3 types derivational affixes that appear in the data. That are plural form (-es,

-s) with 17 data, tense maker (-ed, -ing) with 9 data, possession maker (-s') 2 data and adverb maker (-ly) 2 data, adjective maker (-ous, -ful, -able) 4 data, noun maker (-ness, -ism) 3 data. Total data that appear are 37 data. From the data above, we can see the function of inflectional derivational affixes. For the example, the word "countries" have root "country" then added by suffix -es as a plural form maker and the word "religious" have root "religion" (noun) then added by suffix -ous as adjective maker.

Data 7

For the data 7 is written by Ari Sanjaya (1901052006)

The beauty of Mount Bromo

That is often a tourist destination for Indonesian people and foreign ***tourists***. Mount Bromo has a height of 2,392 ***meters*** above sea level.

Mount Bromo is identical to a sandy area with a large expanse, ***approximately*** 5,250 ha. At Mount Bromo, ***visitors*** or tourists can enjoy the ***beautiful*** view of Mount Bromo while ride a horse. Tourists can also enjoy a Jeep tour around the sandy ***areas***.

There, tourists in enjoy the natural scenery of the dawn is very ***extraordinary*** and ***amazing*** times.

When ***viewing*** the sunset view, tourists will be ***spoiled*** by the beautiful process of the sun ***rising*** against the backdrop of Mount Semeru.

it will be seen as ***quickly*** as possible to decorate the beautiful sunrise and also other beautiful scenery that will ***surely*** impress tourists.

The scenery and the moment of sunrise on Mount Bromo are beautiful ***moments*** and difficult to find anywhere, tourists can capture ***precious*** moments by ***recording*** or ***photographing*** the beauty.

We can see the affixation below

Table 21

The table of inflectional affixes from data 7

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s	5	- ***visitors*** or ***tourists*** can enjoy the beautiful view of Mount Bromo - Mount Bromo has a height of 2,392 ***meters*** - Tourists can also enjoy a Jeep tour around the sandy ***areas***. - Mount Bromo are beautiful ***moments***
2	Tenses maker	-ing	6	- the dawn is very extraordinary and ***amazing*** times - When ***viewing*** the sunset view, tourists will be ***spoiled*** - the beautiful process of the sun ***rising*** - by ***recording*** or ***photographing*** the beauty
Total			11	

Table 22

The table of derivational affixes from data 7

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adjective maker	-ous, extra-, -ful	3	- also other ***beautiful*** scenery that will surely impress tourists - the dawn is very ***extraordinary*** and amazing times - the ***beautiful*** view of Mount Bromo while ride a horse
2	Adverb maker	-ly	3	- it will be seen as ***quickly*** as possible - ***approximately*** 5,250 ha. At Mount Bromo - also other beautiful scenery that will ***surely*** impress tourists
Total			6	

Based on the table above, it shows that 2 types inflectional and 2 types derivational affixes that appear in the data. That are plural form (-s) with 5 data, tense maker (-ing) with 6 data and adverb maker (-ly) 3 data, adjective maker (-ous, -ful, -extra) 3 data. Total data that appear are 17 data. From the data above, we can see the function of inflectional derivational affixes. For the example, the word “tourists” have root “tourist” then added by suffix -s as a plural form maker and the word “beautiful” have root “beauty” (adjective) then added by suffix -ful as adjective maker.

Data 8

For the data 8 is written by Arief Setiawan (1901051008)

My mom

My mother name is Giarti. She has a ***daughters*** and my ***younger*** sister. She is a mother who has a hard ***working*** character.

She ***contains*** 9 ***months*** and produce us through enormous ***sacrifices***. She has wavy black hair, round ***eyes***. She has ***qualities*** that can make me ***amazed***. My mother is a tough, ***unyielding*** and patient woman.

She always ***relented*** about everything with her younger ***siblings***. Even though she just ***graduated*** from elementary school. The way to think, act, and act really ***amazes*** me. It is said as ***education*** because of ***limitations*** in its economy. ***Starting*** from childhood, she had been ***diligently working*** to help her ***parents*** and this ***inspired*** me in ***helping***. My mother is a woman who is good at ***cooking***.

The cuisine is always ***delicious*** and ***makes*** me always ***addicted***. Especially if my mother ***cooks*** me carrot soup ***mixed*** with cabbage, it ***tastes*** very good. Besides being good at cooking, she is also good at ***crafting***.

We can see the affixation below

Table 23

The table of inflectional affixes from data 8

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s, -es	9	- She has a ***daughters*** and my younger sister - She contains 9 ***months*** - She has ***qualities*** - everything with her younger ***siblings*** - because of ***limitations*** in its economy - she had been diligently working to help her ***parents*** - it ***tastes*** very good - She has a beautiful face, wavy black hair, round ***eyes*** - She has a ***daughters***
2	Third singular verb maker	-s	5	- us through enormous ***sacrifices*** - She ***contains*** 9 months - The way to think, act, and act really ***amazes*** me - ***makes*** me always addicted - if my mother ***cooks*** me carrot soup
3	Tenses maker	-ed, -ing	11	- she just ***graduated*** from elementary school - She is a mother who has a hard ***working*** character - that can make me ***amazed*** - She always ***relented*** about everything - ***Starting*** from childhood - she had been diligently ***working***

				- this ***inspired*** me in ***helping*** - My mother is a woman who is good at ***cooking***. - makes me always ***addicted*** - carrot soup ***mixed*** with cabbage - she is also good at ***crafting***.
4	Comparative maker	-er	1	She has a daughter and my ***younger*** sister
Total			26	

Table 24

The table of derivational affixes from data 8

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adjective maker	Un-	1	My mother is a tough, ***unyielding***
2	Adverb maker	-ly	1	she had been ***diligently*** working to help
3	Noun maker	-ion	1	It is said as ***education***
Total			3	

Based on the table above, it shows that 4 types inflectional and 3 type derivational affixes that appear in the data. That are plural form (-es, -s) with 9 data, third singular verb maker (-es, -s) with 5 data, tense maker (-ed, -ing) with 11 data, comparative maker (-er) 1 data for inflectional and adverb maker (-ly) 1 data., adjective maker (un-) 1 data, noun maker (-ion) 1 data. Total data that appear are 29 data. From the data above, we can see

the function of inflectional derivational affixes. For the example, the word “daughters” have root “daughter” then added by suffix -s as a plural form maker and the word “education” have root “educate” (verb) then added by suffix -ion as noun maker.

Data 9

For the data 9 is written by Syifa Mahmmudah (1901052032)

IAIN METRO LAMPUNG

IAIN METRO is one of the Islamic ***campuses*** in Indonesia which is ***located*** in the Metro. it is very easy to meet the ***needs*** of ***students***.Iain metro campus also has three-story ***building facilities*** and is ***equipped*** with air ***conditioning***. The IAIN metro campus has 2 ***locations***, ***namely*** campus 1 and campus 2.

The IAIN metro campus has 4 ***faculties*** for the undergraduate level ***consisting*** of the faculty of Tarbiyah and teacher ***training*** (FTIK, The Faculty of ***Economics*** and Islamic Business (FEBI) and the faculty of sharia. Has 17 study ***programs*** or ***departments***, namely Sharia ***Accounting***, Islamic ***Broadcasting Communication***, Islamic Religious ***Education***, ***Mathematics***. The Iain Metro Campus Also Has A ***Master's*** Degree (Post-Graduate) Undergraduate Program.

The scholarship programs ***owned*** by Iain Metro are KIP ***scholarships***. IAIN Metro has ***obtained Accreditation*** B. IAIN metro students always participate in national and international level ***activities***.

Such as MTQ ***competitions***, Scientific ***Works***, ***sports***, badminton and many other ***activities*** that are ***followed*** by IAIN Metro students. So that's the description of the IAIN Metro campus.

We can the affixation below.

Table 25

The table of inflectional affixes from data 9

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s, -es	13	it is very easy to meet the ***needs*** of students
2	Third singular verb maker	-s	1	Such as MTQ **competitions**, Scientific ***Works***, sports, badminton
3	Tenses maker	-ed, -ing	11	The campus is ***located*** in a strategic place
4	Possession maker	-‘s	1	The Iain Metro Campus Also Has A ***Master's*** Degree
Total			26	

Table 26

The table of derivational affixes from data 9

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adjectivue maker	Intern-	1	***international*** level activities
2	Adverb maker	-ly	1	***namely*** Ahwalusy Syakhsiyyah, Sharia Accounting
3	Noun maker	-ion, -er	4	IAIN Metro has obtained ***Accreditation*** B
Total			6	

Based on the table above, it shows that 4 types inflectional and 3 type derivational affixes that appear in the data. That are plural form (-es, -s) with 13 data, third singular verb maker (-s) with 1 data, tense maker (-ed, -ing) with 11 data, possession maker (-s') 1 data and adverb maker (-ly) 1 data, noun maker (-ion, -er) 4 data, adjective maker (intern-) 1 data. Total data that appear are 32 data. From the data above, we can see the function of inflectional derivational affixes. For the example, the word "master's" have root "master" then added by suffix –'s as a possesion maker and the word "namely" have root "name" (noun) then added by suffix -ly as adverb maker.

Data 10

For the data 10 is written by Erlin Rihmawati (1901050016)

My Lovely House

It is not my house ***officially***, ***lovely*** house where my family, my grandmother and grandfather, my ***cousins***, in a big ***events***, such as Eid or ***holidays***. My house is ***located*** in Bogor city.

My house is not a big one. The area of my house is only about 200 ***meters*** square. But it is also ***combined*** with a little detail of old ***memories*** there, such as the ***windows*** in my house are old-fashioned one. Sometimes, it is good to combine the old ***things*** with the new ones as the freshment.

My house has two ***floors***. The first floor has some ***rooms*** It has ***living*** room for my family ***members*** or I welcome the ***guests***. The living

room has big sofa, one big wood table, and one big vase of tulip ***flowers***. There is one big television on the wall, one big couch and a ***standing*** lamp. There is no sofa in this room because my ***parents*** want all of their ***children***. Then, there is two ***bedrooms***. The bedrooms are made not as big as the ***rooms*** in the first floor. Because the room in the second floors are for me and other ***siblings*** and cousins. A mini library is place where I and other family member can read our favorite ***books*** in the spare time. I feel really warm here with many of my family members gather and ***laughs*** together as a strong bond.

Table 27

The table of inflectional affixes from data 10

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s, -es, -en	18	- there is two ***bedrooms*** - my grandmother and grandfather, my ***cousins***, in a big ***events***, such as Eid or ***holidays*** - The area of my house is only about 200 ***meters*** square - with a little detail of old ***memories*** - such as the ***windows*** in my house - it is good to combine the old ***things*** - My house has two ***floors*** - The first floor has some ***rooms*** - for my family ***members***

				or I welcome the ***guests*** - and one big vase of tulip ***flowers*** - because my ***parents*** want all of their ***children*** - the second floors are for me and other ***siblings*** - other family member can read our favorite ***books*** - The bedrooms are made not as big as the ***rooms***
2	Tenses maker	-ing, -ed	4	- but it is also ***combined*** with a little detail of old memories there - My house is ***located*** in Bogor city - It has ***living*** room - one big couch and a ***standing*** lamp
3	Third singular verb maker	-s	1	***laughs*** together as a strong bond
Total			23	

Table 28

The table of derivational affixes from data 10

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Adverb maker	-ly	2	- It is a big and ***lovely*** house where my family - It is not my house ***officially***
Total			2	

Based on the table above, it shows that 4 types inflectional and 3 type derivational affixes that appear in the data. That are plural form (-es, -s, -en) with 18 data, third singular verb maker (-s) with 1 data, tense maker (-ed, -ing) and adverb maker (-ly) 1 data. Total data that appear are 25 data. From the data above, we can see the function of inflectional derivational affixes. For the example, the word “bedrooms” have root “bedroom” then added by suffix –s as a plural form maker and the word “lovely” have root “love” (noun) then added by suffix -ly as adverb maker.

From the table above, all affixes total in the data 1-10 from students descriptive writing fifth grade of English department IAIN metro are 242 affixes. The affixes consist of 192 inflectional affixes and 50 derivational affixes. Furthermore, there are 4 prefixes, and 238 suffixes. Affixes that student most used in the data 1-10 are prefix -s, -ed, -ing for inflectional affixes and -ly for derivational affixes. So, the students are more using inflectional affixes rather than derivational affixes. It can be seen form the table data 1-10.

B. Discussion

Based on the objective of the study, there are two purposes. The first is to to know how many kinds of Inflectional and Derivational Affixes on Descriptive Writing of The Students Fifth Grades at English Department of Iain Metro, and the second is to know what the function of Inflectional and Derivational Affixes on Descriptive Writing of The Students Fifth Grades at English Department of IAIN Metro. The researcher finds 242 data of inflectional and derivational affixes.

1. The Kind of Inflectional and Derivational Affixes

a. The kind of inflectional affixes

In this part, the researcher explains how many kind inflectional affixes thdrat have collected from the data. The researcher found 192 inflectional affixes from 242 data. From the data above, the researcher finds five type of inflectional affixes. The types are plural form, possession, third singular verb maker, tense maker, and comparative maker. Meanwhile, the types of inflectional affixes the researcher use Fromkin et al., theory.

Furthermore, the researcher found suffixes in the inflectional affixes from the data. There is nothing prefix and infix. The kind of suffixes that appear in the data that have been collected are -s (105 data), -es (13 data), -ing (31 data), -ed (34 data), -‘s (5 data), -en (1 data),-er (3 data).

b. The kind of derivational affixes

In this part, the researcher will explain how many kind inflectional affixes that have collected from the data. For the types of inflectional affixes, the researcher uses Plag's theory. Then, the researcher found 50 derivational affixes from 242 data. From the data above, the researcher found 4 prefixes and 46 suffixes of derivational affixes. It is extra- (2 data), intern- (1 data), un- (1 data) for the prefix, and -ful (3 data), -ous (5 data), -ion (4 data), -er (2 data), -able (2 data), -ism (2 data), -ness (1 data), -ally (1 data), -ly (26 data).

Furthermore, the kinds of suffixes that appear in the data that have been found are noun maker (9 data), adjective maker (14 data) and adverb maker found (27 data) on descriptive writing of the students fifth grades at English department of IAIN metro. There is no verb maker in the data.

2. The Function of Inflectional and derivational Affixes

a. The function of inflectional affixes

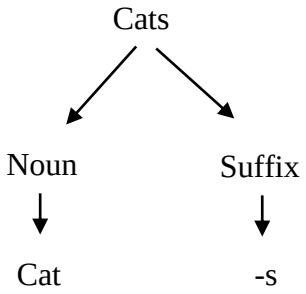
In this part, the researcher will explain the data about what the function inflectional affixes that have been found in descriptive writing of the students fifth grades at English department of IAIN Metro. The researcher found 192 data of inflectional affixes and just found suffixes from the data. it is -s (106 data), -es (13 data), -

ing (31 data), -ed (34 data), -‘s (5 data), -en (1 data),-er (3 data). Meanwhile, for the function of inflectional affixes the researcher uses Rachmadie’s and sari’s theory. It’s can be shown below.

1) Suffix -s and -es

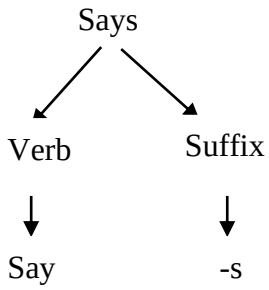
Suffixes -s is a suffix that can be interpreted in two type of inflectional affixes. That is plural form maker and third singular verb maker. Here the researcher took 2 data which are discussed:

Cats (Plural form maker)



A Plural form maker can be made by adding suffix -s and -es to the noun. As the example of the data 2 above, root of the word “cats” is “cat’ with the part of speech “noun”, then adding by suffix “-s” as plural form maker. It is same for suffix -es in plural form maker, for the example the word “memories” from the data 10. The word “memory” is adding by a suffix -es become “memories”.

2) Says (third singular verb maker)

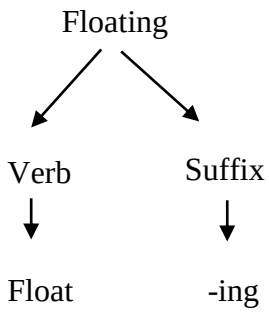


Third singular verb maker can be made by adding part of speech -s and es. From the example of the data 2 above, the root of word “says” is “say” with the part of speech “verb”, then adding suffix “s” as a third singular verb maker. Meanwhile, the example for suffix “es” in third singular verb maker is “accompanies” from the data 3. The word “accompany” is adding by suffix -es become “accompanies”.

3) Suffix -ing and -ed (Tense maker)

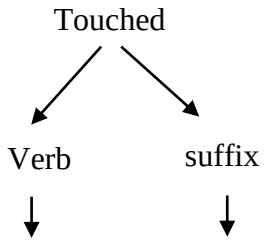
Tense maker is type of inflectional affixes that usually the word added by suffix -ing (progressive), -ed (past tense), and -ed (past participle). Here the researcher took 3 data which are discussed

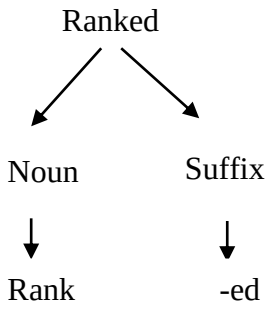
Suffix -ing



The example of data 4 above we can discussed that the word floating have a root “float” and added suffix -ing as tense maker (present progressive).

Suffix -ed



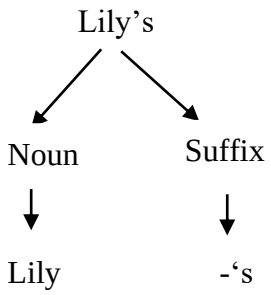


In this part suffix can interpreted in two types, that is -ed (past tense) and -ed (past participle). The word “touched” have

a root “touch” and added by suffix -ed as tense maker (past tense). That is same with the word ranked. The word “ranked” have a root “rank” and added by suffix -ed as tense maker (past participle). To differentiate suffix -ed past participle and past tense, we can look the context in the sentence. Here the researcher took the example from data 1 and 3.

4) Suffix –‘s

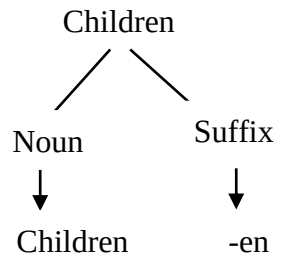
Suffix –‘s usually added in noun and subject of the sentences. It’s means possession of something from the subject. Here the researcher 1 data from the data 3 which are discussed.



The word “Lily’s” have a root “Lily’ then added by suffix –‘s as possession maker.

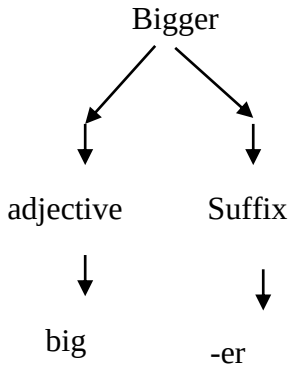
5) Suffix -en

Suffix -en is interpreted for plural from maker like suffix -s and -es above that have explained. The researcher took 1 data from the data 10 which is discussed.



6) Suffix -er

In inflectional affixes, Suffix -er means to compare some thing or comparative maker. Here the researcher took 1 data from the data 3 which is discussed.



The word “bigger” have a root “big” then it is added by suffix -er as comparative maker.

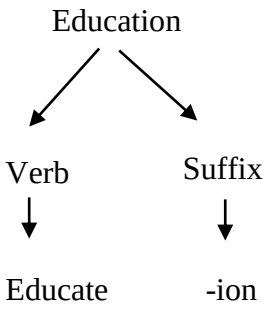
b. The function of derivational affixes

From data finding of the research, there are derivational affixes and roots that can be found in on descriptive writing of the students fifth grades at English department of IAIN metro. Here is the word of changing the part of speech that found on descriptive

writing of the students fifth grades at English department of IAIN metro:

1) Noun maker

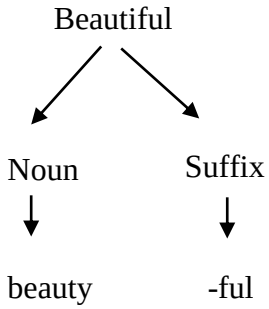
Noun maker is used when the part of speech in root changes the part of speech in word formation to be noun. The affixes that make a noun in this research are -ion, -er, -ism, -ness as suffixes. Here the researcher took 1 data from the data 8 which are discussed.



Here, suffix –ion has the function as noun maker because it changes the part of speech verb to be noun.

2) Adjective maker

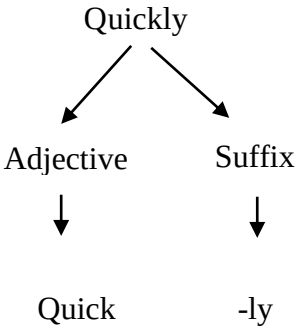
Adjective maker is used when the part of speech in root changes the part of speech in word to be adjective. The affixes that make an adjective in this research are intern-, un-, -ful, -ous, extra-, -able. Here the researcher took 1 data from the data 7 which are discussed.



Here, suffix –ful has the function as adjective maker because it changes the part of speech noun to be adjective.

3) Adverb maker

Adverb maker is used when the part of speech in root changes the part of speech in word to be adverb. The affix that makes an adverb in this research are –ly, -ally, as suffixes. Here the researcher took 1 data from the data 7 which are discussed.



Adverb maker is used when the part of speech in root changes the part of speech in word to be adverb. The affix that makes an adverb in this research is –ly as suffix.

The derivational affix is an affix by which combined but change the word class from the original. In the descriptive writing above, especially for the students from the students fifth grades at English department of IAIN metro do not use verb maker. The students are rather use the inflectional suffix than derivational suffix. From the explanation above, the inflectional affixes that student usually use are -s, -ed, -ing and derivational affixes are -ly.

CHAPTER V

CONLUSION AND SUGGESTION

A. Conclusion

This study analyzing the student descriptive writing of fifth grades at English department of IAIN Metro which contain inflectional and derivational affixes. Therefore, there are two objectives of this study. First this study aimed to know how many kinds and what are the function of Inflectional and derivational affixes on descriptive writing of the students fifth grades at english department of IAIN Metro. For the types of inflectional affixes, the researcher used Fromkin et al., theory. Then, the types of derivational affixes the researcher uses plag's theory. The researcher presents the conclusions of the study as follows:

1. As the result, the researcher found 242 from data 1-10. The researcher found 192 data of inflectional affixes and just found suffixes from the data. it is -s (105 data), -es (13 data), -ing (31 data), -ed (34 data), -'s (5 data), -en (1 data),-er (3 data). The type are plural form, possession, third singular verb maker, tense maker, and comparative maker.
2. The researcher found 50 derivational affixes from 242 data. From the data above, the researcher found 4 prefixes and 46 suffixes of derivational affixes. It is extra- (2 data), intern- (1 data), un- (1 data) for the prefix, and -ful (3 data), -ous (5 data), -ion (4 data), -er (2 data), -able (2 data), -ism (2 data), -ness (1 data), -ally (1 data), -ly (26 data).

The kinds of suffixes that appear in the data that have been found are noun maker (9 data), adjective maker (14 data) and adverb maker found (27 data) on descriptive writing of the students fifth grades at English department of IAIN metro. There is no verb maker in the data.

3. The students are rather use the inflectional suffix than derivational suffix. From the explanation above, the inflectional affixes that student usually use are -s, -ed, -ing and derivational affixes are -ly.

B. Suggestion

Considering the conclusions above, the researcher gives some suggestions as follows:

1. For the students

   The writer suggests that the students should learn derivational affixes because from these affixes can change the part of speech and also create a new meaning that can improve their vocabulary.

2. For the teachers or lecturers

   The writer suggests the teachers or lecturers to apply the derivational affixes by separating the roots and the affixes clearly to the students in mastering vocabulary. This research can be used as their reference to teach vocabulary

3. For further researcher

   The researcher suggests the other researchers to develop this research with different data source and better technique.

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A. Data Source

The researcher gets the data source from students descriptive writing TBI D class. We can see the data source below.

Data 1

Fadiah Elbas (1901051024)

Kang Daniel

In the midst of a wave of kpop that hit almost a lot of Indonesian youth, I was also carried away. I have one of my favourite artists in South Korea. He was named Kang Daniel. He is an artist who successfully debuted in a survival show in Korea to become a boy group.

Kang Daniel was ranked number one in the event due to his charm and face that could appeal to women of all ages. In addition, Kang Daniel, who occupies dance and rap positions, also has extraordinary body proportions.

With his face, ability, and charm, he managed to attract a lot of attention and came out to be one of the most popular men in South Korea at the moment. In the middle of the wave of kpop that hit almost many Indonesian youths, I was carried away. I have one of my favourite artists in South Korea. He was named Kang Daniel.

He is an artist who successfully debuted in a survival show in Kore0a to become a boy group. Kang Daniel was ranked number one in

the event due to his charm and face that could appeal to women of all ages. In addition, Kang Daniel, who occupies dance and rap positions, also has extraordinary body proportions. With his face, ability and charm he managed to attract a lot of attention and came out to be one of the most popular men in South Korea at the moment.

the word “artists” have root “artist” then added by suffix -s as a plural form maker and the word “extraordinary” have root “ordinary” (A0djective) then added by prefix extra- as adverb maker.

Data 2

Ayu Lestari (1901051014)

Cats

Who doesn't know cats? Cats are a kind of creature Carnivorous warm dlooded animals from out of Felidae. Practically in each nation knows and has cats. Practically all around the world there are cats from Sabang to Merauke, from Indonesia to Russia. In Indonesia, it is known as Anggora catss, wild cats, etc.

Cats have been known starting around 6000 years prior. In any event, as indicated by archeologists' information, the Egyptians had known cats to avoid upsetting mice. Cats become the most well-known pet on the p0lanet.

Cats have actual attributes like tigers, however are little in shape. Furthermore, both meat eaters. Felines in this world have different sorts, like Persia, sphinx, and for instance.

The Felidae bunch is a warmblooded creature that grows rapidly. Information says the turn of events or presence of felines has existed from 10 to 15 million years prior.

Like bunnies, tigers, lions and cougar, cats have ears that can catch vibrations and sound from a distance of 10 meters more. The cat was first named Felis Catus via Carousl Linnaeus.

Wild cats will live fiercely. Also, it will duplicate rapidly, so the populace will change to a ton in a moment. As of recently, the kind of cat that is exchanged is just race cats. And surprisingly explicitly reared.

Data 3

Salma Salsabila Hermayani (1901050033)

My Cat

At home there is a Himalayan cat named Lily. Lily is my only favorite cat. Lily has a pretty spoiled nature. He really likes being touched gently while sleeping on my lap. One of Lily's habits is to always greet me when I come home. He was even always at the door when I opened the door. Then he immediately followed me who was about to go to the room and put the bag on the table. Because every day, I have to study hard so I

immediately lay in bed after coming home. Lily once accompanies me when I sleep. I also never forget to stroke his head. Sometimes we both accidentally fall asleep late into the night. In addition to really liking to be around me, Lily has a hobby of eating. Lily's portion of food was even bigger than mine. His favorite food is boiled fish. Lily also really likes milk. Unfortunately I mostly give him packaged food. I did this just to keep expenses down. Because the price of fish is more expensive than the price of packaged food. So only occasionally do I feed him fish. When Lily eats fish, she eats very voraciously and can even eat almost 500 gram of fish at a time. As for milk, I give it regularly. Lily has quite thick and long fur. Lily's fur color is gray. Lily's body is very fat and full. Lily's nose is very snub, even her nose is barely visible and disguised with a pretty cubby face. Lily was a gift from my dad for my sister's 10th birthday. At first I didn't like the gift, but after getting to know all of Lily's qualities, I became fond of her. Lily's character is not too wild. He is actually a quiet cat and does not act much. That's why I like Lily so much.

Data 4

Fahri Ramadhan (1901052014)

The Polar Bear

The Polar Bear is distinguished for his tremendous ferocity. They are very numerous in the polar seas. There it is seen not only on land and fixed ice, but on floating ice several leagues out at sea.

At sea, the food of this animal is fish, seals, and the carcases of whales; on land, it preys upon deer and other animals, and will, like the Black Bear, eat many kinds of berries. In winter, it beds itself deeply under the snow or eminences of ice, and awaits, in a torpid state, the return of the sun.

The Black Bear lives in the woods of the United States, and is not as large as the Polar or Brown Bear, but lives very much like the Polar bear.

Data 5

Resti Vionika (1901050032**)**

My favourite shoes

I always fall in love with badminton shoes. It is not because I like to play badminton, I just feel comfort and confidence with it. I finally got one from my father when we were in bandung two years ago. At that moment, when I came to the store with my father, I try a couple of shoes, and when I put this one on me, I knew it right away that this is my favorite. The colour of my favorite shoes is black. There are two gray stripes on the outer side of the shoes. The colour of the sole is white with some circular pattern painted in black on the bottom of it. The surface of the sole is flat, which means this shoes has no heel. The shoes has white shoelace and two straps binding the eyestay of the shoes. It makes the

tongue of the shoes always in steady position. The insole is made of foam rubber and the colour is red. It is very soft and comfortable.

Data 6

Lilis Setiawati (1901051036)

Indonesia

Indonesia is the only place where I feel comfortable standing and living. It is a Southeast Asian and Oceanian country. Indonesia, as I understand it, is an archipelago with approximately 17,000 islands. It is the world's fourth most populated country, with 33 provinces and about 230 million population, include me.

I've been standing here for years, wasting my time instead of working hard to preserve its beauty. This country, especially the nation's main city, Jakarta, where I fell in love.

Jakarta isn't the only gorgeous city in Indonesia. I have yet t visit numerous tourist spot in Indonesia, include Bali, which I would like to do. Many visitors from other countries regard Bali as their own country, separate from Indonesia. Many tourists, however, are aware that Bali is part of Indonesia. Aside from Bali, there are two other sites I'd like to visit: Raja Ampat and Jogjakarta. I wish to view the magnificence of the coral reefs of Raja Ampat, which are still very well preserved. While in Jogjakarta, I'd like to learn more about Javanese culture and the history of the Borobudur temple.

Papua New Guinea, East Timor, and Malaysia share land boundaries with the country, however there are no heart borders with Indonesia. Singapore, the Philippines, Australia, and the Indian region of the Andaman and Nicobar Islands are all known as Indonesia's neighbours. They're all just neighbours who don't care as much as I do about it.

Indonesia's islands have provided me with a diverse set of friends from various ethnic, cultural, and religious backgrounds. The Javanese are the most large and powerful ethnic group in the country. Because of nationalism, my friends and I will always gather together to share our shared identity, which is defined by a national language, ethnic variety, and religious pluralism within a Muslim majority.

Indonesia contains enormous tracts of wildness that maintain the world's second greatest level of biodiversity, despite its large population and densely inhabited regions. Despite the country's abundant natural riches, poverty remains rampant.

Data 7

Ari Sanjaya (1901052006)

The beauty of Mount Bromo

Mount Bromo which location is in East Java and is part of the Bromo - Tengger National Park, Semeru has a beauty that is often a tourist destination for Indonesian people and foreign tourists. Mount Bromo has a height of 2,392 meters above sea level.

Mount Bromo is identical to a sandy area with a large expanse, approximately 5,250 ha. At Mount Bromo, visitors or tourists can enjoy the beautiful view of Mount Bromo while ride a horse. Tourists can also enjoy a Jeep tour around the sandy areas.

At sunrise, visitors can enjoy the view of Mount Penanjakan which is located at an altitude of 2,770 meters. There, tourists in enjoy the natural scenery of the dawn is very extraordinary and amazing times.

When viewing the sunset view, tourists will be spoiled by the beautiful process of the sun rising against the backdrop of Mount Semeru. From a distance, it will be seen as quickly as possible to decorate the beautiful sunrise and also other beautiful scenery that will surely impress tourists.

The scenery and the moment of sunrise on Mount Bromo are beautiful moments and difficult to find anywhere, tourists can capture precious moments by recording or photographing the beauty.

Data 8

Arief Setiawan (1901051008)

My mom

My name is Arief Setiyawan. I have a mother who I really admire. My mother is named Giarti. She was born in Terbanggi Subing on July 5, 1972. She is a housewife. She has a daughters and my younger sister,

Aliyah Nurul Ainil. She is a mother who has a hard working character and is not easy to give up in face every challenge in battle.

Mother is the person who has the most merit in this life. She contains 9 months and produces us through enormous sacrifices. My mother is a person who is very dear and I love this life.

She has a wavy black hair, round eyes. She has qualities that can make me amazed and proud to be his and make me want to be. My mother is a tough, unyielding, and patient woman. Get from a mediocre family.

She always relented about everything with her younger siblings. Even though she just graduated from elementary school, for me she graduated with a degree. The way to think, act, and act really amazes me. It is said as education because of limitations in its economy. Starting from childhood, she had been diligently working to help her parents and this inspired me in helping everything in front of me. My mother is a woman who is good at cooking.

The cuisine is always delicious and makes me always addicted. Especially if my mother cooks me carrot soup mixed with cabbage, it tastes very good. Besides being good at cooking, she is also good at crafting.

Data 9

Syifa Mahmmudah (1901052032)

IAIN METRO LAMPUNG

Metro State Islamic Institute of Religion or IAIN METRO is one of the Islamic campuses in Indonesia which is located in the Metro Lampung province. Located on Jl. Ki Hajar Dewantara 15A, Metro Timur, Metro City. The campus is located in a strategic place because, it is very easy to meet the needs of students. Not only that, the Iain metro campus also has three-story building facilities and is equipped with air conditioning, mosque, computer laboratory, language laboratory, mini bank laboratory, moot court, free hospot area, library, canteen and multi-purpose building. The IAIN metro campus has 2 locations, namely campus 1 and campus 2. Campus 2 is located in 38 east Lampung.

The IAIN metro campus has 4 faculties for the undergraduate level consisting of the faculty of Tarbiyah and teacher training (FTIK), the Faculty of Ushuludin Adab and Da'wah (FUAD), The Faculty of Economics and Islamic Business (FEBI) and the faculty of sharia. Has 17 study programs or departments, namely Ahwalusy Syakhsiyyah, Sharia Accounting, Arabic Language and Literature, Islamic Counseling Guidance, Sharia Economics, Islamic Constitutional Law, Islamic Broadcasting Communication, Hajj and Umroh Management, Islamic Religious Education, Arabic Language Education, Islamic Education

Teacher education, Islamic Education For Early Childhood, S1 Islamic Banking, English Class, Biology, Social Sciences (IPS) And Mathematics. The Iain Metro Campus Also Has A Master's Degree (Post-Graduate) Undergraduate Program, namely Islamic Family Law. Islamic Religious Education, Arabic Language Education and Sharia Economics. Those Are the Faculties and Departments in Iain Metro.

The scholarship programs owned by Iain Metro are KIP scholarships for poor students who excel, hafiz scholarships, and Bank Indonesia scholarships, Baznas scholarships and others. IAIN Metro has obtained Accreditation B. IAIN metro students always participate in national and international level activities. Such as MTQ competitions, Scientific Works, sports, badminton and many other activities that are followed by IAIN Metro students. So that's the description of the IAIN Metro campus.

Data 10

Erlin Rihmawati (1901050016)

My Lovely House

I have a house. It is not my house officially, but it can be said as a family house. It is a big and lovely house where my family, my grandmother and grandfather, my cousins, and also I spend our time together, especially in a big events, such as Eid or holidays. My house is located in Bogor city.

I really like my house because from my house I can see nice view of Bogor city. My house is not a big one. The area of my house is only about 200 meters square and the house itself is about 180 meters square. The design of my house is minimalis as many of houses out there, but it is also combined with a little details of old memories there, such as the windows in my house are old-fashioned ones. Sometimes, it is good to combine the old things with the new ones as the freshment.

My house has two floors. The first floor has some rooms. It has living room for my family members or I welcome the guests. The living room has big sofa, one big wood table, and one big vase of tulip flowers, the flowers that I like the most. Then, there is a family room. It is the biggest room in this house because it is the place where all if my family members gather. In this room, there are one big television on the wall, one big couch and a standing lamp for those who like to read, and one big carpet. There is no sofa in this room because my parents want all of their children and also all of family members to gather and talk together in this room. This is so warm.

Then, there is two bedrooms: the main bedroom for my parents and one bedroom is for my grandfather and grandmother when they come or for the guest when they want to spend the night here. The kitchen and the dining room are also in the first floor. Whereas in the second floor, there are three bedrooms, a mini music room, a mini library, and a mini office. The bedrooms are made not as big as the rooms in the first floor because

the rooms in the second floors are for me and other siblings and cousins. The mini music room is made because most of our family members like to play music. There are drum, guitar, and also a set of karaoke things. A mini library is place where I and other family member can read our favorite books in the spare time. While office room is the place where my father or I do our works without any disturbance from others. This house is not really big, but I feel really warm here with many of my family members gather and laughs together as a strong bond.

B. Observation Sheet

In order to get the qualified data, the researcher use rubric in doing the observations. The Researcher analyzed the kinds and function of inflectional and derivational affixes on descriptive writing of the students fifth grades at english department of IAIN Metro. In the kinds of inflectional affixes, the researcher used rachmadie's and sari's theory. Meanwhile, in the kinds of derivational affixes, the Researcher used plag's theory.

a. Inflectional Affixes Rubric

No	Types of inflectional affixes	Prefix/suffix	Amount	Finding examples
1	Plural form	-s	2	She work**s** to hard
Total			2	

b. Derivational Affixes Rubric

No	Types of derivational affixes	Prefix/suffix	Amount	Finding examples
1	Noun maker	-ion	2	The school have good education
Total			2	

C. The All Data that The Researcher Qualified

Data 1

Inflectional Affixes

No	Word	Part of speech	Root	Part of Speech	Inflection Affixes		Function
					Prefix	Suffix	
1	Carried	Verb	Carry	Verb		-ed	Tense maker
2	Artists	Noun	Artist	Noun		-s	Plural form maker
3	Named	Verb	Name	Noun		-ed	Tense maker
4	Debuted	Verb	Debut	Verb		-ed	Tense maker
5	Ranked	Verb	Rank	Noun		-ed	Tense maker
6	Ages	Noun	Age	Noun		-s	Plural form maker

7	Occupies	Verb	Occupy	Verb		-es	Third singular verb maker
8	Positions	Noun	Position	Noun		-s	Plural form maker
9	Proportions	Noun	Proportion	Noun		-s	Plural form maker
10	Managed	Verb	Manage	verb		-ed	Tense maker
11	Youths	Noun	Youth	Noun		-s	Plural Form Maker

Derivational Affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Successfully	Adverb	Success	Noun		-ful and -ly	adverb maker
2	Extraordinary	Adjective	Ordinary	Noun	Extra-		adjective maker

Data 2

Inflectional Affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Cats	Noun	Cat	Noun		-s	Plural form maker
2	Blooded	Verb	Blood	Noun		-ed	Tense maker
3	Animals	Noun	Animal	Noun		-s	Plural Form maker
4	Knows	Verb	Know	Verb		-s	Third Singular Verb Maker
5	Starting	Verb	Start	Verb		-ing	Tense maker
6	Indicated	Verb	Indicate	Verb		-ed	Tense maker
7	Archaeologist’s	Noun	Archaeologist	Noun		-s	Possession maker
8	The Egyptians	Noun	The Egyptian	Noun		-s	Plural Form Maker
9	Attributes	Noun	Attribute	Noun		-s	Plural Form

							maker
10	Tigers	Noun	Tiger	Noun		-s	Plural form maker
11	Eaters	Noun	Eater	Noun		-s	Plural form maker
12	Sorts	Verb	Sort	Verb		-s	Third Singular verb Maker
13	Grows	Verb	Grow	Verb		-s	Third singular verb maker
14	Says	Verb	Say	Verb		-s	Third Singular verb maker
15	Events	Noun	Event	Noun		-s	Plural form maker
16	Existed	Verb	Exist	Verb		-ed	Tense maker
17	Years	Noun	Year	Noun		-s	Plural form maker
18	Bunnies	Noun	Bonnie	Noun		-s	Plural form maker

19	Lions	Noun	Lion	Noun		-s	Plural form maker
20	Ears	Noun	Ear	Noun		-s	Plural form maker
21	Vibrations	Noun	Vibration	Noun		-s	Plural form maker
22	Meters	Noun	Meter	Noun		-s	Plural form maker
23	Named	Verb	Name	Noun		-s	Tense maker
24	Exchanged	Verb	Exchange	Verb		-ed	Tense maker
25	Reared	Verb	Rear	Verb		-ed	Tense maker
26	Felines	Noun	Felines	Noun		-s	Plural form maker

Derivational affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Carnivorous	Adjective	Carnivora	Noun		-ous	Adjective maker
2	Practically	Adverb	Practical	Adjective		-ly	Adverb

							maker
3	Rapidly	Adverb	Rapid	Adjective		-ly	Adverb maker
4	Fiercely	Adverb	Fierce	Adjective		-ly	Adverb maker
5	Recently	Adverb	Recent	Adjective		-ly	Adverb maker
6	Surprisingly	Adverb	Surprise	Verb		-ly	Adverb maker
7	Explicitly	Adverb	Explicit	Adjective		-ly	Adverb maker
8	Eater	Noun	Eat	Verb		-er	Noun maker

Data 3

Inflectional Affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Named	Verb	Name	Noun		-ed	Tense maker
2	Spoiled	verb	Spoil	Verb		-ed	Tense maker
3	Likes	Verb	Like	Verb		-s	Third singular verb maker
4	Touched	Verb	Touch	Verb		-ed	Tense maker
5	Sleeping	Verb	Sleep	Verb		-ing	Tense maker
6	Lily’s	Noun	Lily	Noun		-‘s	Possession maker

7	Habits	Verb	Habit	Verb		-s	Third singular verb maker
8	Opened	Verb	Open	Verb		-ed	Tense maker
9	Followed	Verb	Follow	Verb		-ed	Tense maker
10	Coming	Verb	Come	Verb		-ing	Tense maker
11	Accompanies	Verb	Accompany	Verb		-es	Third singular verb maker
12	Liking	Verb	Like	Verb		-ing	Tense maker
13	Eating	Verb	Eat	Verb		-ing	Tense maker
14	Packaged	Verb	Package	Verb		-ed	Tense maker
15	Expenses	Noun	Expense	Noun		-s	Plural form maker
16	Eats	Verb	Eat	Verb		-s	Third singular verb maker
17	Disguised	Verb	Disguise	Verb		-ed	Tense maker
18	Sister’s	Noun	Sister	Noun		-‘s	Possession maker
19	Getting	Verb	Get	Verb		-ing	Tense maker
20	qualities	Noun	Quality	Noun		-es	Plural form maker
21	bigger	Adjective	Big	Adjective		-er	Comparative maker

Derivational affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Gently	Adverb	gentle	Adjective		-ly	adverb maker
2	Immediately	Adverb	Immediate	Adjective		-ly	Adverb maker
3	Accidentally	Adverb	Accidental	Adjective		-ly	Adverb maker
5	Unfortunately	Adverb	Fortunate	Adjective		-ly	Adverb maker
6	Mostly	Adverb	Most	Adjective		-ly	Adverb maker
7	Occasionally	Adverb	Occasion	Noun		-ally	Adverb maker
8	Voraciously	Adverb	Voracious	Adjective		-ly	Adverb maker
9	Regularly	Adverb	Regular	Adjective		-ly	Adverb maker
10	Barely	Adverb	Bare	Adjective		-ly	Adverb maker
11	Actually	Adverb	Actual	Adjective		-ly	adverb maker

Data 4

Inflectional Affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Distinguished	Verb	Distinguish	Verb		-ed	Tense maker
2	Seas	Noun	Sea	Noun		-s	Plural form maker
3	Fixed	Verb	Fix	Verb		-ed	Tense maker
4	floating	Verb	Float	Verb		-ing	Tense maker
5	Leagues	Noun	League	Noun		-s	Plural form maker
6	Seals	Noun	Seal	Noun		-s	Plural form maker
7	Whales	Noun	Whale	Noun		-s	Plural form maker
8	Preys	Noun	Prey	Noun		-s	Plural form maker
9	Animals	Noun	Animal	Noun		-s	Plural form maker

10	Kinds	Noun	Kind	Noun		-s	Plural form maker
11	Berries	Noun	Berry	Noun		-es	Plural form maker
12	Beds	Noun	bed	Noun		-s	Plural form maker
13	Eminences	Noun	Eminence	Noun		-s	Plural form maker
14	Awaits	Verb	Await	Verb		-s	Third singular verb maker
15	Lives	Verb	Live	Verb		-s	Third singular verb maker
16	Woods	Noun	Wood	Noun		-s	Plural verb maker

Derivational affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	

1	Numerous	adjective	Number	Noun		-ous	Adjective maker
2	Deeply	Adverb	Deep	adjective		-ly	Adverb maker

Data 5

Inflectional affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Shoes	Noun	Shoe	Noun		-s	Plural form maker
2	Years	Noun	Year	Noun		-s	Plural form maker
3	Stripes	Noun	Stripe	Noun		-s	Plural form maker

Derivation affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Comfortable	Adjective	Comfort	Noun		-able	Adjective maker
2	Finally	Adverb	Final	Adjective		-ly	Adverb maker

Data 6

Inflectional Affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Standing	verb	Stand	Verb		-ing	Tense Maker
2	Living	Verb	Live	Verb		-ing	Tense maker
3	Islands	Noun	Island	Noun		-s	Plural form maker
4	World’s	Noun	World	Noun		-‘s	Possession maker
5	Populated	Verb	Population	Noun		-ed	Tense maker

6	Provinces	Noun	Province	Noun		-s	Plural form maker
7	Standing	Verb	Stand	Verb		-ing	Tense maker
8	Years	Noun	Year	Noun		-s	Plural form maker
9	Wasting	Verb	Waste	Verb		-ing	Tense maker
10	Working	Verb	Work	Verb		-ing	Tense maker
11	Visitors	Noun	Visitor	Noun		-s	Plural form maker
12	Countries	Noun	Country	Noun		-es	Plural form maker
13	Sites	Noun	Site	Noun		-s	Plural form maker
14	Reefs	Noun	Reef	Noun		-s	Plural form maker
15	Preserved	Verb	Preserve	Verb		-ed	Tense maker
16	Boundaries	Noun	Boundary	Noun		-es	Plural form maker
17	Borders	Noun	Border	Noun		-s	Plural

							form maker
18	Neighbors	Noun	Neighbor	Noun		-s	Plural form maker
19	Provided	Verb	Provide	Verb		-ed	Tense maker
20	Friends	Noun	Friend	Noun		-s	Plural form maker
21	Backgrounds	Noun	Background	Noun		-s	Plural form maker
22	Contains	Noun	Contain	Noun		-s	Plural form maker
23	Tracts	Noun	Tract	Noun		-s	Plural form maker
24	Regions	Noun	Region	Noun		-s	Plural from maker
26	Country’s	Noun	Country	Noun		-‘s	Possession maker
27	Remains	Noun	Remain	Noun		-s	Plural form maker

28	Shared	Verb	Share	Noun		-s	Tense maker
29	Defined	Verb	Define	Verb		-s	Tense maker

Derivational affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Comfortable	Adjective	Comfort	Noun		-able	Adjective maker
2	Approximately	Adverb	Approximate	Adjective		-ly	Adverb maker
3	Especially	Adverb	Especial	Adjective		-ly	Adverb maker
4	Numerous	Adjective	Number	Noun		-ous	Adjective maker
5	Powerful	Adjective	Power	Noun		-ful	Adjective maker
6	Nationalism	Noun	National	Adjective		-ism	Noun maker
7	Religious	Adjective	Religion	Noun		-ous	Adjective maker

8	Pluralism	Noun	Plural	Adjective		-ism	Noun maker
9	Wildness	Noun	Wild	Adjective		-ness	Noun maker

Data 7

Inflectional affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Tourists	Noun	Tourist	Noun		-s	Plural form maker
2	Visitors	Noun	Visitor	Noun		-s	Plural form maker
3	Meters	Noun	Meter	Noun		-s	Plural form maker
4	Areas	Noun	Areas	Noun		-s	Plural form maker
5	Amazing	Adjective	Amaze	Verb		-ing	Tense maker
6	Viewing	Verb	View	Verb		-ing	Tense maker

7	Spoiled	Verb	Spoil	Verb		-ing	Tense maker
8	Rising	Verb	Rise	Verb		-ing	Tense maker
9	Moments	Noun	Moment	Noun		-s	Plural form maker
10	Recording	Verb	Record	Verb		-ing	Tense maker
11	Photographing	Verb	Photography	Noun		-ing	Tense maker

Derivational affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Approximately	Adverb	Approximate	Adjective		-ly	Adverb maker
2	Extraordinary	Adjective	Ordinary	Adjective	Extra-		Adjective maker
3	Precious	Adjective	Price	Noun		-ous	Adjective maker
4	Beautiful	Adjective	Beauty	Noun		-ful	Adjective maker
5	Quickly	Adverb	Quick	Adjective		-ly	Adverb maker

6	Surely	Adverb	Sure	Adjective		-ly	Adverb maker

Data 8

Inflectional Affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Daughters	Noun	Daughter	Noun		-s	Plural form maker
2	working	Verb	work	Verb		-ing	Tense maker
3	Contains	Verb	Contain	Verb		-s	Third singular verb maker
4	Months	noun	Month	Noun		-s	Plural form maker
5	Sacrifices	Verb	Sacrifices	Verb		-s	Third singular verb maker
6	Eyes	Noun	Eye	Noun		-s	Plural form maker
7	Qualities	Noun	Quality	Noun		-es	Plural form maker
8	Amazed	Verb	Amaze	Verb		-ed	Tense maker
9	Relented	Verb	Relent	Verb		-ed	Tense maker
10	Siblings	Noun	Sibling	Noun		-s	Plural form

							maker
11	Graduated	Verb	Graduate	Verb		-ed	Plural form maker
12	Amazes	Verb	Amaze	Verb		-s	Third singular verb maker
13	Limitations	Noun	Limit	Noun		-s	Plural form maker
14	Starting	Verb	Start	Verb		-ing	Tense maker
15	Working	Verb	Work	Verb		-ing	Tense maker
16	Parents	Noun	Parent	Noun		-s	Plural form maker
17	Inspired	Verb	Inspire	Verb		-ed	Tense maker
18	Helping	Verb	Help	Verb		-ing	Tense maker
19	Cooking	Verb	Cook	Verb		-ing	Tense maker
20	Makes	Verb	Make	Verb		-s	Third singular verb maker
21	Addicted	Verb	Addict	Verb		-ed	Tense maker
22	Cooks	Verb	Cook	Verb		-s	Third singular verb maker
23	Mixed	Verb	Mix	Verb		-ed	Tense maker
24	Tastes	Noun	Taste	Noun		-s	Plural form maker

25	Crafting	Verb	Craft	Noun		-ing	Tense maker
26	Younger	Adjective	Young	Adjective		-er	Comparative maker

Derivational

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Education	Noun	Educate	Verb		-ion	Noun maker
2	Diligently	Adverb	Diligent	Adjective		-ly	Adverb maker
3	Unyielding	Adjective	Yield	Verb	Un-		Adjective maker

Data 9

Inflectional affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Campuses	Noun	Campus	Noun		-es	Plural form maker
2	Located	Verb	Location	Noun		-ed	Tense maker

3	Needs	Noun	Need	Noun		-s	Plural form maker
4	Students	Noun	Student	Noun		-s	Plural form maker
5	Building	Noun	Build	Verb		-s	Tense maker
6	Facilities	Noun	Facility	Noun		-es	Plural form maker
7	Equipped	Adjective	Equip	Noun		-ed	Tense maker
8	Conditioning	Verb	Condition	Noun		-ing	Tense maker
9	Locations	Noun	Location	Noun		-s	Plural form maker
10	Consisting	Verb	Consist	Verb		-ing	Tense maker
11	Training	Verb	Train	Verb		-ing	Tense maker
12	Economics	Noun	Economic	Noun		-s	Plural form maker
13	Programs	Noun	Program	Noun		-s	Plural form maker
14	Departments	Noun	Department	Noun		-s	Plural form

							maker
15	Accounting	Verb	Account	Noun		-ing	Tense maker
16	Broadcasting	Verb	Broadcast	Noun		-ing	Tense maker
17	Owned	Verb	Own	Verb		-ed	Tense maker
18	Scholarships	Noun	Scholarship	Noun		-s	Plural form maker
19	Obtained	Verb	Obtain	Verb		-ed	Tense maker
20	Activities	Noun	Activity	Noun		-es	Plural form maker
21	Competitions	Noun	Competition	Noun		-s	Plural form maker
22	Works	Verb	Work	Verb		-s	Third singular verb maker
23	Sports	Noun	Sport	Verb		-s	Plural form maker
24	Followed	Verb	Follow	Verb		-ed	Tense maker
25	Master’s	Noun	Master	Noun		-‘s	Possession

							maker
26	Mathematics	Noun	Mathematic	Noun		-s	Plural form maker

Derivational affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Namely	Adverb	Name	Noun		-ly	Adverb maker
2	Teacher	Noun	Teach	Verb		-er	Noun maker
3	Education	Noun	Educate	Verb		-ion	Noun maker
4	Accreditation	Noun	Accredit	Verb		-ion	Noun maker
5	International	Adjective	National	Adjective	Intern-		Adjective maker
6	Communication	Noun	Communicate	Verb		-ion	Noun maker

Data 10

Inflectional affixes

No	Word	Part of speech	Root	Part of Speech	Inflectional Affixes		Function
					Prefix	Suffix	
1	Cousins	Noun	Cousin	Noun		-s	Plural

							form maker
2	Events	Noun	Event	Noun		-s	Plural form maker
3	Holidays	Noun	Holiday	Noun		-s	Plural form maker
4	Located	Verb	Location	Noun		-ed	Tense maker
5	Meters	Noun	Meter	Noun		-s	Plural form maker
6	Combined	Verb	Combine	Verb		-ed	Tense maker
7	Rooms	Noun	Room	Noun		-s	Plural form maker
8	Memories	Noun	Memory	Noun		-es	Plural form maker
9	Windows	Noun	Window	Noun		-s	Plural form maker
10	Things	Noun	Thing	Noun		-s	Plural form maker
11	Floors	Noun	Floor	Noun		-s	Plural form maker

12	Rooms	Noun	Room	Noun		-s	Plural form maker
13	Living	Verb	Live	Verb		-ing	Tense maker
14	Members	Noun	Member	Noun		-s	Plural form maker
15	Guests	Noun	Guest	Noun		-s	Plural form maker
16	Flowers	Noun	Flower	Noun		-s	Plural form maker
17	Standing	Verb	Stand	Verb		-ing	Tense maker
18	Parents	Noun	Parent	Noun		-s	Plural form maker
19	Bedrooms	Noun	Bedroom	Noun		-s	Plural form maker
20	Siblings	Noun	Sibling	Noun		-s	Plural form maker
21	Books	Noun	Book	Noun		-s	Plural form maker

22	Laughs	Verb	Laugh	Verb		-s	Third singular verb maker
23	Children	Noun	Child	Noun		-en	Plural form maker

Derivational affixes

No	Word	Part of speech	Root	Part of Speech	Derivational Affixes		Function
					Prefix	Suffix	
1	Officially	Adverb	Official	Adjective		-ly	adverb maker
2	Lovely	Adverb	Love	Noun		-ly	Adverb maker

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-1058/In.28.1/J/TL.00/03/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama : ANDI RAHMAD RIADI
NPM : 1701070067
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul ***"AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO"*** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 25 Maret 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-4802/In.28/D.1/TL.00/11/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4803/In.28/D.1/TL.01/11/2021, tanggal 26 November 2021 atas nama saudara:

Nama	:	**ANDI RAHMAD RIADI**
NPM	:	1701070067
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 November 2021
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Andi Rahmad Riadi
NPM : 1701070067

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	15 februari 202	1	Memperbaiki bentuk tabel analisis, memberi beberapa contoh analisis, perbaikan tulisan, penomoran dan footnote, penulisan kapas.	
2.	1 Maret 2022	1	Complete all the content of your undergraduate thesis.	
3.	10 Maret 2022		Revise the data in chapter IV Acc for munaqasyah.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Andi Rahmad Riadi
NPM : 1701070067

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa, 3/03/20	-	✓	1. Menambahkan data Pra-Survey, memperjelas cacar lebih detail 2. Revisi teknik penulisan 3. Perbaikan Prior research menambahkan similarity, difference, novelty	
2.	Rabu, 10/03/20		✓	1. Revisi teknik penulisan 2. Perbaikan prior research menambahkan similarity, difference, novelty	
3.	Selasa, 6/04/20		✓	1. menambahkan table of content 2. memperbaiki cara penulisan	
4.	Selasa/15/04/20		✓	add bibliography.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Rika Dartiara, M.Pd.
NIDN. 2015099101

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Andi Rahmad Riadi
NPM : 1701070067

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin, 19 april 2021	✓		Menambahkan background of study, mengganti format sesuai pedoman, menambahkan variabel Y	
2	Kamis, 29 April 2021	✓		Menambahkan jumlah halaman pada script. merubah rubrik untuk pengumpulan data.	
3	Rabu, 3 Mei 2021	✓		Acc untuk Seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Andi Rahmad Riadi
NPM : 1701070067

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1	9 November 2021		✓	Mengganti interview menjadi angket/quisioner, mengurucutkan pertanyaan dalam angket.	
2	10 November 2021		✓	Acc APP ke pembimbing 1	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022015031004

Dosen Pembimbing II

Rika Dartiara, M.Pd.
NIDN. 2015099101

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KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Andi Rahmad Riadi
NPM : 1701070067

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	12-11-2021			menambahkan tabel observasi, data diambil dari hasil wawancara mahasiswa melalui dosen.	
2	18-11-2021			Acc APD	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-2927/In.28.1/J/TL.00/07/2021
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
Rika Dartiara (Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ANDI RAHMAD RIADI**
NPM	:	1701070067
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON THE STUDENTS FIFTH SEMESTER DESCRIPTIVE WRITING AT ENGLISH DEPARTMENT OF IAIN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Kepulusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juli 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Andi Rahmad Riadi

NPM : 1701070067

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 22 Maret 2022
Ketua Jurusan TBI

Anwarto, M.Pd
NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-195/In.28/S/U.1/OT.01/01/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Andi Rahmad Riadi
NPM	: 1701070067
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070067

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Maret 2022
Kepala Perpustakaan

Dr. [illegible], S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

AN UNDERGRADUATE THESIS

AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO

By:

ANDI RAHMAD RIADI
Student ID. 1701070067

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/ 2022

AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO

by Andi Rahmad Riadi 1701070067

Submission date: 05-Apr-2022 10:11AM (UTC+0700)
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AN ANALYSIS OF INFLECTIONAL AND DERIVATIONAL AFFIXES ON DESCRIPTIVE WRITING OF THE STUDENTS FIFTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO

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Curiculum Vitae

The writer has named Andi Rahmad Riadi and was born in Seputih Banyak on 18th Januari 1999. The second son of the couple from Mr. Sunayo and Mrs. Jamiyati. The writer has one older brother, named Riki Anggara. Currently the writer lives in the village of Tanjung Harapan, Kec. Seputih Banyak Kab. Lampung Tengah, Lampung.

The writer has completed his study of the Elementary School in SDN 1 Seputih Banyak in 2011. Then he continued his study in Junior High School at SMPN 1 Seputih Banyak and graduated in 2014. Meanwhile, Senior High School was taken at SMAN 1 Sepuih Banyak, and completed in 2017. Then in 2017 the writer continued his study at IAIN METRO by majoring in English Education Department.